



**HOLY CROSS COLLEGE (AUTONOMOUS)**

Affiliated to Bharathidasan University  
Nationally Accredited (3rd Cycle) with 'A' Grade by NAAC  
College with Potential for Excellence.  
Tiruchirapalli - 620002.

**PG AND RESEARCH DEPARTMENT OF ENGLISH  
PROGRAMME: B.A. ENGLISH  
(2018 – 2019)**

<b>PO No.</b>	<b>Programme Outcomes</b> <i>Upon completion of the B.A. Degree Programme, the Undergraduate will be able to</i>
PO-1	Appreciate the different Literatures and its various genres in English and be motivated to read extensively.
PO-2	Trace the evolution of the socio-political and literary scenario of England down the ages through Allied Courses - The Social History of England, History of English Literature, Literary Forms.
PO-3	Study texts, writers and the background history of courses based on world literatures such as Indian, American, Australian, Latin American, Canadian, African and African American.
PO-4	Develop skills in communication, dramatics, entrepreneurship, reasoning, speaking, teaching and writing through Skill Oriented Courses like Journalism, English Language Teaching, Theatre Arts, Group Dynamics, Public Speaking, English for Competitive Examinations, Educational Psychology and Creative Writing.
PO-5	Gain practical exposure through courses such as ELT and Creative Writing.
PO-6	Understand the meaning of research and gain practice through the project work.

<b>PSO No.</b>	<b>Programme Specific Outcomes</b> <i>Upon completion of these courses the Undergraduate would have</i>
PSO-1	Learnt to appreciate the different Literatures like Indian, American, Australian, Latin American, Canadian, African and African American and identify the different genres.
PSO-2	Understood how the socio-political scenario influenced the literary output of England.
PSO-3	Learnt to utilize skills in communication, dramatics, entrepreneurship, reasoning, teaching, journalism, management, writing to be employable in various fields.
PSO-4	Gained practical exposure of teaching and writing through courses such as ELT and Creative Writing.
PSO-5	Learnt to write Research Papers through compulsory paper presentations and publications.
PSO-6	Learnt to become socially responsible citizens by learning values and gaining awareness about different issues affecting their society.

**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 620 002.**  
**DEPARTMENT OF ENGLISH**  
**CHOICE BASED CREDIT SYSTEM**  
**UG COURSE PATTERN**  
**B.A. ENGLISH SYLLABUS – (2018 - 2019)**

Sem	Part	Course	Title of the Course	Code	Hrs/Week	Credits	Marks
I	I	Language	Tamil/Hindi/French Paper I	U15TL1TAM01/ U18HN1HIN01/ U16FR1FRE01	6	3	100
	II	English	General English I	U15EL1GEN01	6	3	100
	III	Major Core-1	Short Stories	U15EL1MCT01	7	5	100
		Allied-1 (Compulsory)	Writer and Society I	U15EL1ACT01	4	4	100
		Allied-2 (Compulsory)	Literary Forms	U15EL1ACT02	4	3	100
	IV	Environmental Studies	Environmental Studies	U18RE1EST01	1	1	100
		Value Education	Ethics/ Bible Studies/ Catechism	U15VE2LVE01/ U15VE2LVB01/ U15VE2LVC01	1	-	-
	IV	Extension Activity outside the class hours from Semester I –IV		Any one activity based on the Student's choice (15Activities)	1	-	-
			<b>TOTAL</b>		<b>30</b>	<b>19</b>	<b>600</b>
Sem	Part	Course	Title of the Course	Code	Hrs/Week	Credits	Marks
II	I	Language	Tamil/Hindi/French Paper II	U15TL2TAM02/ U18HN2HIN02/ U16FR2FRE02	5	3	100
	II	English	General English II	U15EL2GEN02	6	3	100
	III	Major Core-2	American Literature	U15EL2MCT02	5	4	100
		Major Core-3	Indian Writing in English	U15EL2MCT03	5	4	100
		Allied-3 (Compulsory)	Writer and Society II	U15EL2ACT03	4	4	100
	IV	Skill-based Elective-1	Soft Skill Development	U15RE2SBT01	2	2	100
		Skill-based Elective-2	Sustainable Rural Development and Student Social Responsibility	U18RE2SBT02	2	2	100
		Value Education	Ethics I/Bible Studies I/ Catechism I	U15VE2LVE01 U15VE2LVB01 U15VE2LVC01	1	1	100
		Extra Credit	Internship/Field Work/Field Project - 30 hours Extra Credit	U18SP2ECC01		2	100

			TOTAL		30	25	900
Sem	Part	Course	Title of the Course	Code	Hrs/Week	Credits	Marks
III	I	Language	Tamil/Hindi/French Paper III	U15TL3TAM03/ U18HN3HIN03/ U16FR3FRE03	6	3	100
	II	English	General English III	U15EL3GEN03	6	3	100
	III	Major Core-4	Prose	U17EL3MCT04	5	5	100
		Major Core-5	Fiction	U15EL3MCT05	5	5	100
		Allied-4 (Optional)	Journalism	U15EL3AOT04	4	3	100
	IV	Skill-based Elective-3	English for Personnel Management	U15EL3SBT03	2	2	100
		Gender Studies	Gender Studies	U15WS3GST01	1	1	100
		Value Education	Ethics/ Bible Studies/ Catechism	U15VE4LVE02/ U15VE4LVB02/ U15VE4LVC02	1	-	-
			TOTAL		30	22	700
Sem	Part	Course	Title of the Course	Code	Hrs/Week	Credits	Marks
IV	I	Language	Tamil/Hindi/French PaperIV	U15TL4TAM04/ U18HN4HIN04/ U16FR4FRE04	5	3	100
	II	English	General English IV	U15EL4GEN04	6	3	100
	III	Major Core-6	Poetry	U15EL4MCT06	5	5	100
		Major Elective-1	Basics of Linguistics and English Language Teaching/ Literature and Human Rights/ Children's Literature	U15EL4MET01/ U15EL4MET02/ U15EL4MET03	5	5	100
		Allied 5 (Optional)	Theatre Arts	U15EL4AOT05	4	4	100
		Allied 6 (Optional)	Group Dynamics and Communication	U15EL4AOT06	4	3	100
	IV	Value Education	Ethics II/Bible Studies II/ Catechism II	U15VE4LVE02 U15VE4LVB02 U15VE4LVC02	1	1	100
		Extension Activity outside the class hours from Semester I –IV	Any one activity based on the Student's choice (15Activities)	-	1	100	
		Extra Credit	Internship/Field Work/Field Project - 30 hours Extra Credit	U18SP4ECC01		2	100
			TOTAL		30	27	900
Se m	Pa rt	Course	Title of the Course	Code	Hrs/ Week	Credits	Marks

V	III	Major Core-7	Drama	U15EL5MCT07	5	4	100
		Major Core-8	Voices of Women in Literature	U15EL5MCT08	5	4	100
		Major Core-9	Celebrations of Life in Literature	U15EL5MCT09	5	4	100
		Major Core-10	South Asian Literature	U15EL5MCT10	5	4	100
		Major Elective-2	English for Effective Communication/ English for Competitive Examinations	U15EL5MET01/ U15EL5MET02	5	5	100
	IV	Non Major Elective 1	Basic Teaching Methodologies	U15EL5NMT01	2	2	100
		Skill-based Elective-4	The Art of Public Speaking	U15EL5SBT04	2	2	100
		Value Education	Ethics/Bible Studies/ Catechism	U15VE6LVE03/ U15VE6LVB03/ U15VE6LVC03	1	-	-
		<b>TOTAL</b>		<b>30</b>	<b>25</b>	<b>700</b>	
<b>Se m</b>	<b>Pa rt</b>	<b>Course</b>	<b>Title of the Course</b>	<b>Code</b>	<b>Hrs/ Week</b>	<b>Credits</b>	<b>Marks</b>
VI	III	Major Core-11	Shakespeare	U15EL6MCT11	6	5	100
		Major Core-12	Post Colonial Literature	U15EL6MCT12	6	5	100
		Major Core-13	Contemporary Literature	U15EL6MCT13	6	5	100
		Major Elective-3	English Criticism – I/ English Criticism – II/ Basics of Literary Criticism	U15EL6MET01/ U15EL6MET02/ U15EL6MET03	5	5	100
	IV	Non Major Elective 2	Educational Psychology	U15EL6NMT02	2	2	100
		Skill-based Elective-5	Creative Writing	U15EL6SBT05	2	2	100
		Skill-based Elective-6	Research Methodology	U15DS6SBT06	2	2	100
		Value Education	Ethics III/ Bible Studies III/ Catechism III	U15VE6LVE03/ U15VE6LVB03/ U15VE6LVC03	1	-	-
	V	Extension Activity	RESCAPES – Impact Study of Project	U15RE6ETF01	-	1	100
	Extra Credit	Internship/Field Work/Field Project - 30 hours Extra Credit	U18SP6ECC01		2	100	
		<b>TOTAL</b>		<b>30</b>	<b>29</b>	<b>900</b>	
		<b>GRAND TOTAL</b>		<b>180</b>	<b>147</b>	<b>4700</b>	

**HOLY CROSS COLLEGE (Autonomous), Tiruchirappalli - 620 002.**

**TAMIL DEPARTMENT**

**For Candidate admitted from 2015 onwards**

**First Year - Semester – I**

<b>Course Title</b>	<b>முதலாமாண்டு – முதற்பருவம்</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 Hrs Wk</b>
<b>Code</b>	<b>U15TL1TAM01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

தமிழ் இலக்கியப் பரப்பையும், பாரம்பரியத்தையும் அறிமுகப்படுத்துதல்.

- To find out the ways to handle the Tamil language effectively and productively.
- To introduce the tradition and the grammar of Tamil language.
- To encourage the creatively development.
- Creating curiosity to make life according to high moral.
- Helping to create healthy thoughts among themselves.

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	தமிழ் இலக்கியப் பரப்பையும், விழுமியங்களையும் அறிமுகப்படுத்துதல்.
CO-2	தமிழ் மொழியின் தொன்மை, தாய்மொழிப்பற்று, தன்னம்பிக்கை சூழல்களை எதிர்கொள்ளும் திறன் முதலியவற்றை அறிந்து கொள்வர்.
CO-3	கவிதையின் வாயிலாக அன்பு உணர்வினை வளர்க்கச் செய்தல்.
CO-4	கலைச்சொற்கள் வாயிலாக பிறமொழிச் சொற்களை ஆராயும் தன்மைப் பெறுவர்.
CO-5	படைப்பாற்றல் திறனை வளர்த்துக்கொள்வர்.

**அலகு:1 செய்யுள்**

1. பாரதியார் கவிதைகள் - தமிழ்  
கண்ணன் என் சேவகன்
2. பாரதிதாசன் கவிதைகள் - உலகம் உன்னுடையது
3. உமர்கய்யாம் - உமர்கய்யாம் பாடல்கள்
4. பட்டுக்கோட்டையார் - செய்யும் தொழிலே தெய்வம்
5. ந. பிச்சமூர்த்தி - ஒளியின் அழைப்பு
6. வைரமுத்து - ஐந்து பெரிது ஆறு சிறிது
7. சிற்பி - ஒரு கிராமத்து நதி

**18 Hrs**

**key Words (Extra Reading )**

1. ந. காமராசு கவிதைகள்
2. தமிழன்பன் கவிதைகள்

**அலகு:2 செய்யுள்**

8. கல்யாணஜி -பேசும்பார் என் கிளி
9. நிர்மலா சுரேஷ் -தைலச்சிமிழும் தச்சன் மகனும்
10. இரா. மீனாட்சி -ஒரு கோதை
11. விஜி -குரங்கு மனிதன்
12. பா. சத்திய மோகன் -எங்கெங்கு காணினும்
13. ஹைகூ கவிதைகள்

**18Hrs**

**key Words (Extra Reading)**

1. ந.முத்துக்குமார் கவிதைகள்
2. செனட்ரியூ கவிதைகள்

**அலகு:3**

**18Hrs**

தமிழ் இலக்கிய வரலாறு  
தமிழாய்வுத்துறை வெளியீடு 20-ஆம் நூற்றாண்டு (தற்காலம்)

**key Words (Extra Reading)**

தமிழ் இலக்கிய வரலாறு -மு.வரதராசன்

**அலகு:4**

படைப்பிலக்கியம் - சிறுகதைத் தொகுப்பு(துறை வெளியீடு) **18Hrs**

**அலகு:5**

பொதுப்பகுதி - கலைச்சொற்கள் **18Hrs**

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	To evaluate the highness of tamil language, patriotism, standard in all situation, self discipline, unity, growth path of the nation.	PSO 1	U
CO-2	to evaluate poems and enrich knowledge on religious faith, preserving nature, social atrocities against women and resistance.	PSO 2	E
CO-3	to enhance creative spirit among the youth through the present tamil literatures	PSO 2	AN
CO-4	awareness towards human rights and humanism through short stories	PSO 3	AP
CO-5	cultural language of various departments and similar English words to have knowledge in both.	PSO 4	U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply;**

**பார்வை நூல்கள்**

**பாட நூல்கள்**

- |                      |                                     |
|----------------------|-------------------------------------|
| செய்யுள்             | - தமிழாய்வுத்துறை வுத்துறை வெளியீடு |
| தமிழ் இலக்கிய வரலாறு | - தமிழாய்வுத்துறை வெளியீடு          |
| சிறுகதைத் தொகுப்பு   | - தமிழாய்வுத்துறை வெளியீடு          |
| கலைச்சொற்கள்         | - தமிழாய்வுத்துறை வெளியீடு          |

(For the candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**SEMESTER – I**

<b>Course Title</b>	<b>PART – I LANGUAGE HINDI – I PROSE, SHORT STORY AND GRAMMAR –I</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6Hrs/Wk</b>
<b>Code</b>	<b>CODE: U18HN1HIN01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objective :** To enable the students to understand the importance of human values and patriotism

**Course Objectives (CO):**

**The learner will be able to:**

<b>CO No.</b>	<b>Course Objectives</b>
CO -1	Evaluate Self Confidence, Human values
CO- 2	Understand and analyze Gandhian Ideology
CO- 3	Understand Indian Culture, custom
CO- 4	Analyze communal Harmony and Unity in Diversity
CO- 5	Evaluate Friendship

**UNIT – I** (18 Hours)

1. Aatma Nirbharatha
2. Idgah
3. Sangya

*Extra Reading (Key Words) : Takur ka kuvam, Bhuti Kaki*

**UNIT- II** (18 Hours)

1. Mahatma Gandhi
2. Vusne Kaha Tha
3. Sarva Naam

*Extra Reading (Key Words) : Chandradhar Sharma Guleri, Gandhian Ideology*

**UNIT- III** (18 Hours)

1. Sabhyata Ka Rahasya
2. Karva Va Ka Vrat
3. Visheshan

*Extra Reading (Key Words) : Sabhyata Aur Sanskriti, Yashpal ki Sampurna khaniyan*



**UNIT- IV****(18 Hours)**

1. Bharat Ek Hai
2. Sharandhata
3. Kriya

*Extra Reading (Key Words ) : Ramante Tatra Deavata, Badala*

**UNIT- V****(18 Hours)**

1. Mitrata
2. Vapasi
3. Ling Aur Vachan

*Extra Reading (Key Words ) : Acharya Ramachandra Shukla, Usha Priyamvadha ki kahaniyan*

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

**Course Outcomes:**

**The learner will be able to:**

CO No.	Course Outcomes	Cognitive Level
CO -1	Compare human values of present and past generations	E
CO- 2	Test for Gandhian Ideology in the literary works.	U, An
CO- 3	Interpret Indian Culture in a scientific manner	U
CO- 4	Assess casteless and classless India	An
CO- 5	Value the interests of one's friend.	E

**CO- Course Outcome; R- Remember; U- Understand; Ap- Apply; An- Analyze; E- Evaluate; C- Create**

Reference Books :

- GadyaSudha: Edt. Dr. M. SaleemBaig; RakaPrakashan; Ilaahabad. U.P.
- Hindi GadyaPrabhakar:Edi. Dr.Hiranmay; ShikshaBharathi; Kashmiri Gate; Delhi .
- KahaniVividha;RajkamalPrakashan; Ilaahabad.; New Delhi.
- Vyakaranpradeep; Dr. Ram Dev. M.A; LokBharathiPrakashan ;Ilaahabad

(For candidates admitted 2016 onwards)

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**

**DEPARTMENT OF FRENCH**

**SEMESTER I**

Course Title	<b>PART I – LANGUAGE - FRENCH PAPER I</b> (GRAMMAR & CIVILISATION (ÉCHO A1 2 <sup>e</sup> édition))
Total Hours	90
Hours/Week	6Hrs/Wk
Code	U16FR1FRE01
Course Type	Theory
Credits	3
Marks	100

**General Objective:** To enable the students to learn the fundamentals of French Grammar and Cultural aspects of France.

**Course Objectives (CO):**

**The learner will be able to**

<b>CO1</b>	remember alphabets, numbers, nationalities and professions; understand the term Francophone, a brief introduction of France and oneself.
<b>CO2</b>	remember and understand verb conjugation and articles and apply the same in first contact
<b>CO3</b>	remember the pronouns placed after prepositions; analyse and evaluate leisure time activities in France and across the world.
<b>CO4</b>	apply past tense in writing personal diaries; comparison and adjectives in sketching travel journals
<b>CO5</b>	understand the usage of articles and inversion in interrogation and analyse the food habit of the French.

**Unit 1 Parcours d'initiation ; Vous comprenez**

**(15 Hours)**

La différence entre le prénom et le nom, les nationalités, les nombres, les professions

La présentation, le genre et le nombre d'un nom, l'interrogation et la négation – l'identité, les lieux de la ville, les mots du savoir-vivre – saluer, remercier – l'espace francophone.

*Extra Reading (Key Words) : La carte de la France et La carte du monde francophone*

**Unit 2 Au travail!**

**(15 Hours)**

La conjugaison des verbes du 1<sup>er</sup> groupe, des accords, les articles – l'état civil, des personnes et des objets caractéristiques d'un pays – exprimer ses goûts – première approche de la société française.

*Extra Reading (Key Words) : Fiches de renseignement de ses parents*

**Unit 3 On se détend!**

**(15 Hours)**

La conjugaison des verbes irréguliers, le future proche, les pronoms après une préposition – les loisirs – proposer, accepter, refuser, demander une explication – première approche de l’espace de France, repérages de quelques lieux de loisirs

*Extra Reading (Key Words ):* Lieux de loisirs que l’étudiant apprécie

**Unit 4 Racontez-moi ! ; Bon voyage ! (30 Hours)**

Le passé composé, la date et l’heure – les moments de la journée, de l’année, les événements liés au temps – dire ce qu’on a fait – les rythmes de vie en France, des personnalités du monde francophone.

La comparaison, les adjectifs démonstratifs et possessifs – les voyages et les transports – négocier une activité, faire les recommandations – les transports en France

*Extra Reading (Key Words ):* La vie des personnalités célèbres

**Unit 5 Bon appétit! (15 Hours)**

L’emploi des articles, la forme possessive – la nourriture, les repas, la fête – les situations pratiques à l’hôtel et au restaurant – les habitudes alimentaires en France.

*Extra Reading (Key Words ):* Recette de la crêpe et des tartes

Course outcomes	Cognitive level
Introduce oneself to the class and classify Francophone countries in the world map.	Ap, E
Demonstrate regular verb conjugation	U, Ap
List out pronouns placed after prepositions	R, U
Survey leisure time activities in European countries	An
Develop personal diary	C
Outline the food habits of the French.	An

**TEXT BOOKS :**

ECHO A1 – METHODE DE FRANÇAIS & CAHIER PERSONNEL D’APPRENTISSAGE

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

**Books for Reference:**

La Conjugaison – Nathan

French made easy – Beginners level - Goodwill Publishing House

Je parle français I – Abhay Publications

Le français avec des jeux et des activités - ELI

Langue et la civilisation – I – Mauger Bleu

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I YEAR UG – SEMESTER I**  
**PART II – ENGLISH 1 - GENERAL ENGLISH I**

**HOURS : 6**  
**CREDIT : 3**

**CODE : U15EL1GEN01**  
**MARKS: 100**

**OBJECTIVES**

- Students learn to use LSRW skills and advanced communication skills in the context required in their daily life.
- The students learn to analyze and express their self and their concern and responsibilities to the world around.
- The students learn how English is used in literary writing so as to imbibe the spirit of using the standard language for communication.

**UNIT I - I, ME, MYSELF**

**Listening** for specific information in instructions and directions

**Speaking** about oneself, family and friends, likes, dislikes, strengths, weaknesses, profession, talents, emotions, feelings, incidents, reactions, opinions, views, aim, vision.

**Reading** for comprehension of routine work.

**Writing** -Paragraph guided

**Grammar**- Articles, Prepositions, Punctuation

**Vocabulary**-Meanings, Synonyms, Antonyms

**Composition** –Guided Creative writing

**TEXTS**

*This is the Photograph of me* by Margaret Atwood - Poem (**Internal Testing**)

1. *The Mayonnaise Jar*
2. *In Prison* by Jawaharlal Nehru (edited)
3. An extract from Shakespeare's *Othello* Act V Scene II

**UNIT II - MY FAMILY AND FRIENDS**

**Listening** to identify the persons/ places/ things from descriptions

**Speaking** -Describing incidents, favorite places, traits of a person, analyzing the nature of a person.

**Reading** to get specific information and to analyze characters

**Writing** -Letters (personal ),paragraphs-family profile and history

**Grammar** -adjectives and verbs

**Vocabulary**-synonyms and antonyms in context

**Composition** - Guided paragraph

**TEXTS**

*Night of the Scorpion* by Nissim Ezekiel - Poem (**Internal Testing**)

1. *The Old Folks at Home* by Alphonse Daudet (edited)
2. *Will you, Daddy?* (Story from Reader's Digest)
3. An extract from Shakespeare's *King Lear* Act I Scene I

**UNIT III - THE WORLD AROUND ME**

**Listening** To identify specific information

**Speaking** –Discussing and expressing opinions

**Reading** To infer meaning

**Writing** Descriptive and Diary writing

**Grammar** Uses of ‘be’ Verbs – subject verb concord

**Vocabulary** Coining new words with Prefix and suffix- converting one part of speech to another

**Composition - Essay writing**

## TEXTS

*Snake* by D.H. Lawrence – Poem (**Internal Testing**)

1. *Floating Fantasy* by Vinu Abraham (Prose)
2. *Discovery* by Herman Ould (Play)
3. *A Handful of Dates* by Tayeb Salih (Short story)

## UNIT IV - MY CONCERN AND RESPONSIBILITIES

**Listening** to short speeches and getting main concern- Global comprehension

**Speaking** Expressing opinions, concerns and responsibilities

**Reading** To detect one’s perspective

**Writing** Debate and Dialogue

**Grammar** Sentence patterns (5 basic types)

**Vocabulary** Appropriate words in the context , coinage of new words , use of phrases

**Composition-Imaginative writing**

## TEXTS

*I have a Dream* by Martin Luther King Jr - (**Internal Testing**)

1. *What I have lived for?* by Bernard Russell
2. *Three days to see* by Helen Keller (edited)
3. An extract from Shakespeare’s *The Merchant of Venice Act IV Scene I*

## UNIT V - MY PROFESSIONAL WORLD

**Listening** to short profile to get details –global comprehension

**Speaking** Discussion on secrets of success learnt from success stories

**Reading** to infer meaning – to trace the development and analyze the ratio of development

**Writing** resume and E-mail writing

**Grammar-** Four Types of sentences

**Vocabulary-** Idioms and phrases- meaning

**Composition** – Formal and imaginative writing

## TEXTS

Profile of a successful personality (**Internal Testing**)

1. Extract from a profile and an Interview of Indra Krishnamoorthy Nooyi
2. *The Verger* by Somerset Maugham
3. Profile of Bill Gates

## PRESCRIBED BOOK:

English for Communication –PoGo publication Trichy

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(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I B.A. ENGLISH – SEMESTER I**

<b>Course Title</b>	Major Core 1 - Short Stories
<b>Total Hours</b>	105
<b>Hours/Week</b>	7 hrs/wk
<b>Code</b>	U15EL1MCT01
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVES:**

To enable the students to learn the techniques of the short story and stimulate them to write a short story of their own.

**COURSE OBJECTIVES:**

**The Learner will be able to**

CO No.	Course Objectives
CO-1	understand the literary genre - short story and remember its origin, features and its types.
CO-2	develop an ability to recognize the main idea and evaluate the characters, symbols and settings
CO-3	identify the type of the short story and construct a creative story on their own imagination
CO-4	evaluate and interpret the story based on the plot
CO-5	analyze the short stories and compare the themes with life-oriented situations

**UNIT I: INTRODUCTION TO SHORT STORY**

**21 HRS**

Origin of the short story  
 Features of a short story  
 Types of short stories  
 Fables  
 Parables

**Extra Reading/Key Words:** *Parables from The Holy Bible, Panchathantra, Aesop Fables*

**UNIT II: SHORT STORIES**

**21 HRS**

Alphonse Daudet - The Last Lesson  
 Saki - The Open Window  
 O. Henry - The Gift of The Magi  
 Bama - Ponnuthayi  
 Chinua Achebe - Marriage is a Private Affair

**Extra Reading/Key Words:** *The Lamb of the Slaughtered, Nadine Gordimer –Mother Tongue*

**UNIT III: SHORT STORIES**

**21 HRS**

Somerset Maugham - Mr. Know-All  
 Rabindranath Tagore - The Cabuliwallah  
 Katherine Mansfield - Taking the Veil  
 Kate Chopin - The Story of an Hour  
 Isaac Bashevis Singer - The Fatalist

**Extra Reading/Key Words:** *O.Henry- The Last Leaf, Prabhat Kumar – The Price of flowers*

**UNIT IV: SHORT STORIES****21 HRS**

Guy de Maupassant - The Diamond Necklace  
 Khuswant Singh - The Fawn  
 Jeffrey Archer - A La Carte  
 Leo N. Tolstoy - Little Girls Wiser than Men  
 Virginia Woolf - The Duchess and the Jeweller

**Extra Reading/Key Words:** *Leo N. Tolstoy -The Little Girls and the Mushrooms, Ruskin Bond – Skeleton in the cupboard*

**UNIT V: SHORT STORIES****21 HRS**

Kamala Das - The Summer Vacation  
 Anonymous - From Enrich Your English  
 (Supplementary Reader - Pages: 59 to 62) - Test of True Love  
 Edgar Allan Poe - Tell-Tale Heart  
 Sir Arthur Conan Doyle - The Speckled Band  
 Ruskin Bond - The Boy Who Broke the Bank

**Extra Reading/Key Words:** *Edgar Allan Poe -The Black Cat, Mordecai Richler – The Summer My Grandmother Was Supposed To Die*

**Note:** *Extra Reading / keywords are only for Internal Testing (Seminar/ Assignments)*

**COURSE OUTCOMES:****The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recall and relate the stories written by the short story writers	PSO 1, 6	An
CO-2	recognize and re-state the main idea, characters, symbols and settings of the short story	PSO 1, 6	An
CO-3	illustrate and interpret the story on their own imagination	PSO 1, 3	C
CO-4	evaluate the story based on themes and analyzes the style of writing	PSO 1	E
CO-5	appraise the text and assess it with real life situations	PSO 1, 6	E
CO-6	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO 1, 3	E

**PRESCRIBED TEXTS**

Baker, T. Harry. *The Contemporary Short Story*. D.C. Heath & Co, Print.

Singh, Jai Deva. *Select Modern Stories*. London: Oxford University Press, 1951. Print.

**BOOKS FOR REFERENCE**

Brander, Mathews. *The Short Story*. U.S.A: American Book Company, 1907. Print.

Hunter, Adrian. *The Cambridge introduction to Short Story in English*. London:

Cambridge U P. 2007, Print.

(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I B.A. ENGLISH – SEMESTER I**

<b>Course Title</b>	Allied 1 (Compulsory) – Writer and Society I
<b>Total Hours</b>	60
<b>Hours/Week</b>	4 hrs/Wk
<b>Code</b>	U15EL1ACT01
<b>Course Type</b>	Theory
<b>Credits</b>	4
<b>Marks</b>	100

**GENERAL OBJECTIVES:**

To enable the student to be familiar with famous writers and background study of the British literature.

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	understand the origin of history of English literature and analyse the works of writers from Old English literature to Renaissance period.
CO-2	appreciate the theatrical performances and contribution of remarkable writers during the Elizabethan period.
CO-3	appreciate the works of John Milton and analyses the Age of Puritanism.
CO-4	analyse the writing style of the dramatists and evaluates their views on the political system of England.
CO-5	understand the history of Queen Anne, evaluate the practices of Coffee houses in London and analyse the genre of prose and poetry of 18 <sup>th</sup> century English writers.

**Topics prescribed for detailed study: introduction and chapters iii, v & ix from A.G. Xavier to be covered through seminar.**

**UNIT I**

**12 HRS**

- Gwyneth and Thornley - Old English Literature
- Gwyneth and Thornley - Middle English Literature
- A.G. Xavier - The Renaissance
- A.G. Xavier - The Reformation

**Extra Reading/Key Words:** *The Routledge History of Literature in English* by Ronald Carter and John McCrae – Chapter : *The beginnings of English*

**History of English literature by Edward Albert – chapter: From Chaucer to Spencer**

**UNIT II**

**12 HRS**

- A.G. Xavier - The Religion of England
- Gwyneth and Thornley - Elizabethan poetry and prose
- A.G. Xavier - The Elizabethan Theatre
- Gwyneth and Thornley - Elizabethan Drama

**Extra Reading/Key Words:** *The Routledge History of Literature in English* by Ronald Carter and John McCrae – Chapter: *The Elizabethan theatre*



**An Outline History of English literature by Hudson chapter: V The development of the drama to 1561 & Chapter VII - The Age of Shakespeare the drama**

**UNIT III – CHAPTER 1 – 3**

**12 HRS**

A.G. Xavier - East India Company

A.G. Xavier - Colonial Expansion

A.G. Xavier - Puritanism

Gwyneth and Thornley - John Milton and his time

**Extra Reading/Key Words:** *An Outline History of English literature by Hudson chapter : IX The Age of Milton*

**An Introduction to the Industrial and Social History of England by Edward Potts Cheyney chapter East India Company**

**UNIT IV – CHAPTER 4 – 6**

**12 HRS**

A.G. Xavier - Restoration England

Gwyneth and Thornley - Restoration drama and prose

A.G. Xavier - The Origin and growth of Political parties in England

**Extra Reading/Key Words:** *The Routledge History of Literature in English by Ronald Carter and John Mcrae – Chapter: Restoration period 1660 to 1798*

**The concise Oxford companion to English literature by Dinah Birch chapter political parties in England**

**UNIT V**

**12 HRS**

A.G. Xavier - Age of Queen Anne

A.G. Xavier - Coffee House Life in London

Gwyneth and Thornley - English poets (1660 to 1798)

Gwyneth and Thornley - Eighteenth Century Prose

**Extra Reading/Key Words:** *Essays on The History of English literature poetry romantic poets and prose writers*

**Oxford dictionary of literary terms Chris Baldric**

**Note: Extra Reading / keywords are only for Internal Testing (Seminar/ Assignments)**

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognize and discuss the origin and growth of English Literature.	PSO 2	U
CO-2	estimate and demonstrate the theatrical experience of Elizabethan period.	PSO 2	An
CO-3	construct and examine the Age of Puritanism	PSO 2	An
CO-4	illustrate and summarize the political changes of the restoration period.	PSO 2	E
CO-5	describe and appreciate the prescribed writers	PSO 1, 2	E
CO-6	enhance Employability skills by helping in the preparation for Competitive Exams and develop Teaching skills.	PSO 2, 3	E

**PRESCRIBED TEXTS**

Xavier A.G. *Introduction to The Social History Of England*. S. Viswanathan Printers and Publishers.2007. Print.

Gwyneth Roberts and G.C. Thornley. *An Outline of English Literature*. Hyderabad: Orient Longman. Print.

**BOOKS FOR REFERENCE**

John Richard Greene. *A Short History of English People*. New York: Every Mans Library, 1964. Print.

Johri. A.N. *Social History of England*. Doaba House,1988.Print.

Thailambal. P. *Social History of England*. New Delhi: Ennes Publications,1996. Print.

Trevelyan G.M. *Social History of England*. London : The English Language Book Society and Longmans, 1962. Print.

Albert, Edward. *A History of English Literature*. New Delhi: Atlantic publishers and Distributors, 1994. Print

Compton Rickett, Arthur. *A History of English Literature*. London: Thomas Nelson and Sons, Ltd, 1950. Print.

Trivedi R.D. *A Compendious History of English Literature*. Delhi: Vikas Publishing House Pvt. Ltd, 1985. Print.

(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I B.A. ENGLISH – SEMESTER I**

<b>Course Title</b>	Allied 2 (Compulsory) – Literary Forms
<b>Total Hours</b>	60
<b>Hours/Week</b>	4 hrs/wk
<b>Code</b>	U15EL1ACT02
<b>Course Type</b>	Theory
<b>Credits</b>	3
<b>Marks</b>	100

**GENERAL OBJECTIVES:**

To enable the students to understand and appreciate the most important literary forms and learn to differentiate between the genres.

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	apply the personal experiences and common techniques in poems.
CO-2	understand the creative process and theatrical crafts.
CO-3	understand and apply the culture, traditions and characters of different ages.
CO-4	evaluate the structures of biography, autobiography and criticism as distinct forms of literature.
CO-5	remember and analyze the different kinds of narrative experiments and the common literary technique.

**UNIT I – POETRY**

**12 HRS**

- Chapter I - Subjective and objective poetry - 1 to 4 = 4 Pages  
 Chapter II - Poetical Types - 5 to 37 = 32 Pages  
 Chapter III - Stanza forms - 39 to 47 = 9 Pages

**Extra Reading/Key Words:** *Narrative Poetry, Dramatic Poetry, Limerick, Haiku, Free verse.*

**UNIT II - DRAMA**

**12 HRS**

- Chapter I - Dramatic Types - 111 to 133 = 22 Pages  
 Chapter II - Origin of the English Drama - 140 to 143 = 3 Pages  
 Chapter V - Origin of the English Theater - 144 to 147 = 4 Pages

**Extra Reading/Key Words:** *Arena Theatre, Flexible Theatre, Profile Theatre*

**UNIT III - PROSE – I**

**12 HRS**

- Chapter I - The Essay - 183 to 192 = 10 Pages  
 Chapter II - The Novel - 193 to 224 = 32 Pages  
 Chapter III - The Short Story - 225 to 229 = 5 Pages

**Extra Reading/Key Words:** *Narrative Essays, Descriptive Essay, Expository Essay, Persuasive Essay, Urban Fiction, an Anecdote, Drabble*

**UNIT IV – PROSE – II**

**12 HRS**

- Chapter I - Biography - 230 to 236 = 6 Pages  
 Chapter II - Auto biography - 236 to 239 = 4 Pages  
 Chapter III - Criticism - 247 to 249 = 2 Pages

**Key Words:** Editorials, Journal Writing

**UNIT V – MODERN FICTION****12 HRS**

Chapter I - Metafiction

Chapter II - Science Fiction

**Extra Reading/Key Words: *Crime Fiction, Fantasy Fiction, Horror Fiction*****Note: Extra Reading / keywords are only for Internal Testing (Seminar/ Assignments)****COURSE OUTCOMES:****The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	make use of the literary techniques and analyse it in the poems	PSO 1	An
CO-2	explain and summarise the creative process and theatrical crafts	PSO 3	E
CO-3	identify and analyze the culture, traditions and characters of different ages.	PSO 1, 2	An
CO-4	appraise the structures of biography, autobiography and criticism as distinct forms of literature.	PSO 4	E
CO-5	examine the different kinds of narrative experiments and the common literary technique.	PSO 3	An
CO-6	develop Employability skills, aid in the preparation for Competitive Exams, and enhance teaching, research and creative writing Skills.	PSO 1,3	E

**PRESCRIBED TEXT**Prasad, B. *A Background to the Study of English Literature*. Macmillan India Limited, 1999.**BOOKS FOR REFERENCE**Evans C. *A Short History of English Literature*. Nicholas and Co Ltd 1976. Print.Iyengar, Srinivasa K.R. & Nandakumar, Prema. *Introduction to the Study of English Literature*, Sterling Publishers Private Limited., 1966, 69, 83. Print.Mundra (S.C) & Agarwal (S.C) ed. *An Introduction to the Study of English Literature*. S. Chand & Company Limited., 1977. Print.Upham, Alfred H. *The Typical Forms of English Literature*, Omsons Publications-1998. Print.Engler, Burnd (17 December 2004). "Metafiction". *The Literary Encyclopedia*. Retrieved 2010-04-27.Waugh, Patricia (1988). *Metafiction: The Theory and Practice of Self-conscious*.

John Clute, Fiction. New York: Routledge. P. 148. ISBN 0-415-03006-4.

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(For candidates admitted from 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**/B.Sc./B.Com/B.R.SC/B.C.A/ B.B.A DEGREE EXAMINATION**  
**SEMESTER I / V**

<b>Course Title</b>	<b>ENVIRONMENTAL STUDIES</b>
<b>Total Hours</b>	<b>15</b>
<b>Hours/Week</b>	<b>1</b>
<b>Code</b>	<b>U18RE1EST01/ U18RE5EST01</b>
<b>Course Type</b>	Theory
<b>Credits</b>	<b>1</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

The Student will be able to understand the concept of ecosystem, biodiversity, conservation, disaster management, analyse the prospects of natural resources, evaluate the effect and control of pollution

**Course Objectives:**

The student will be able to

1. understand the prospects of the various natural resources.
2. analyse the concept and need for biodiversity
3. evaluate the effect of the different types of pollution.
4. understand the need for disaster management
5. understand the Environment and Social Issues

**Unit I – Awareness and Natural Resources**

**3hrs**

Awareness of Environmental issues and management strategies – need of the hour

Renewable and non-renewable resources - uses, present status and management of forest, water, land and energy resources.

*Extra reading (Key Words): Non renewable sources- location in India*

**Unit II – Ecosystems and Biodiversity**

**3hrs**

Ecosystem – concepts, structure and types – concept of food chains and food web – causes and

effects of weakening food chains - Biodiversity – concept of genetic, species and ecological

biodiversity – ecological and economic values – India, a megadiversity country, hotspots – threats to biodiversity and conservation measures

*Extra reading (Key Words): Red list (any 10 plants and animals)*

**Unit III – Environmental Pollution****3hrs**

Causes, effects and control of water, and air pollution – global warming – ozone depletion – nuclear hazards. Population growth at national and global level

World food production – effects of modern agriculture on land ecosystems – GMOs and related issues. Environmental pollution and diseases – malaria, chikungunya

*Extra reading (Key Words): Environmental factors affecting human behaviour*

**Unit IV – Disaster Management****3hrs**

Bomb Threat – Earthquake – Explosion – Hazardous material spill / release – campus shooting – Terrorist incidence – Financial emergency – a sudden health emergency, unexpected loss of income, death in the family or other family emergency. Rent in arrears and risk of eviction. Natural disasters

*Extra reading (Key Words): Causative factors of any 2 disasters*

**Unit V – Environment and Social Issues****3hrs****Rich – poor wide – at national and global levels**

Urbanization – slums

Changing value systems – AIDS Family welfare programs

*Extra reading (Key Words): Scholarships and funds benefitting the welfare of the family*

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

1. Explain the importance of the various natural resources.
2. Analyze the concepts, structure and types of ecosystem. Add note on the biodiversity concepts
3. Evaluate the effect of the different types of pollution
4. Explains the various disaster management.
5. Discuss the need of environment and the social issues

**REFERENCES:**

Agarwal, K.C. (2001). Environmental Biology, Nidi Publication Ltd. Bikaner.

Chairas, D.D. (1985). Environmental Science. The Benjamin Cummings Publishing company., Inc.

Clarke George, L. (1954). Elements of Ecology. Hohn Wiley and SONS, Inc.

Hodges, L. (1977). Environmental Pollution, II Edition. Holt, Rinehart and Winston, New York.

Krebs, C.J. (2001). Ecology. VI Edition. Benjamin Cummings.

Nebel, B.J. and Wright, R.T. (1996). Environmental Science, Prentice Hall, New Jersey

Odum, E.P.(2008) Fundamentals of Ecology.Indian Edition. Brooks / Cole.

Sharma, B.K. and Kaur (1997). Environmental Chemistry. Goel Publishing House, Meerut. Sharma,

B.K. and Kaur, (1997). An Introduction to Environmental Pollution. Goel Publishing House, Meerut.

Sinhe, A.K. Boojh, R. and Vishwanathan, P. N. (1989). Water Pollution Conservation and Management, Gyansdaya Prakashan, Nainital.

**HOLY CROSS COLLEGE (Autonomous), Tiruchirappalli - 620 002.**

**TAMIL DEPARTMENT**

**For Candidate admitted from 2015 onwards**

**First Year - Semester – II**

<b>Course Title</b>	<b>முதலாமாண்டு – இரண்டாம் பருவம்</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>U15TL2TAM02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

இறைச்சிந்தனை வழி மாணவர்களை ஒருமுகப்படுத்துதல்.

- To harmonize the students in Religious thoughts.
- To Introduce the specialties of Tamil caureates
- To infuse the friendly nature in to the students
- To improvise the good habits among students

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	இறைச்சிந்தனை வழி மாணவர்களை ஒருமுகப்படுத்துதல்.
CO-2	மதநல்லிணக்கத்தை உருவாக்குதல்.
CO-3	ஆளுமைத்திறனை வளர்த்தல்
CO-4	படைப்பாற்றல் திறனை ஊக்கப்படுத்துதல்.
CO-5	பிழையின்றி எழுதவும் படிக்கவும் மாணவர்களை தயார்ப்படுத்துதல்.



**அலகு:1 செய்யுள்****15 Hrs**

1. தேவாரம் - சுந்தரர் (திருமழப்பாடி)
2. திருவாசகம் - மாணிக்கவாசகர் (குயில் பத்து)
3. திருமந்திரம் - திருமூலர்
4. திருப்பாவை - ஆண்டாள்
5. நாலாயிர திவ்யப்பிரபந்தம் - குலசேகராழ்வார் (பெருமாள் திருமொழி)

**key Words (Extra Reading)**

1. அற்புதத்திருவந்தாதி - காரைக்கால் அம்மையார்
2. திருவாய்மொழி - நம்மாழ்வார்

**அலகு:2 செய்யுள்****15 Hrs**

6. மீனாட்சியம்மை பிள்ளைத்தமிழ் - குமரகுருபரர்
7. இரட்சணிய யாத்திரிகம் (சிலுவைப்பாடு) - எச்.ஏ.கிருட்டிணப்பிள்ளை
8. வேதநாயக சாஸ்திரியார் பாடல்கள் - வேதநாயகசாஸ்திரியார்
9. நபிகள்நாயக மான்மியமஞ்சரி - செய்குதம்பிப்பாவலர்

**key Words (Extra Reading)**

1. நந்திக்கலம்பகம்
2. குற்றாலக்குறவஞ்சி - திரிகூடராசப்பக்கவிராயர்

**அலகு:3****15 Hrs**

தமிழ் இலக்கிய வரலாறு –  
பல்லவர்காலம்  
நாயக்கர்காலம்

**அலகு:4****15Hrs**

படைப்பிலக்கியம் - புதினம்  
கல்கி - பார்த்திபன் கனவு

**key Words (Extra Reading)**

வில்லோடு வா நிலவே – வைரமுத்து

**அலகு:5****15 Hrs**

கடிதம் எழுதுதல்

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**

**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	to evaluate the religious works and the growth of religious literature	PSO 1	U
CO-2	to bring-out the similarities in religious teachings and to ensure unity	PSO 2	AN
CO-3	the commendable personality of the kings and agriculture farmers could be a model to developing personality	PSO 2	AP
CO-4	to enrich literature reading, creativity and vocabulary strength	PSO 3	U
CO-5	To volunteer to write application letter without any set back	PSO 4	U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**பார்வை நூல்கள்**

- |                      |                                    |
|----------------------|------------------------------------|
| செய்யுள்             | - தமிழாய்வுத்துறை வெளியீடு         |
| தமிழ் இலக்கிய வரலாறு | - தமிழாய்வுத்துறை வத்துறை வெளியீடு |
| நாவல்                |                                    |
| கல்கி                | - பார்த்திபன் கனவு                 |
| கடித இலக்கியம்       | - பயிற்சி ஏடு                      |

(For the candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**SEMESTER – II**

<b>Course Title</b>	<b>PART – I LANGUAGE HINDI – II DRAMA , NOVEL AND GRAMMAR –II</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5Hrs/Wk</b>
<b>Code</b>	<b>CODE: U18HN2HIN02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objective :** To enable the students to appreciate and critically evaluate the prescribed literary works.

**Course Objectives (CO):**

**The learner will be able to:**

<b>CO No.</b>	<b>Course Objectives</b>
CO -1	Critically evaluate moral values in the drama
CO- 2	Critically appreciate and evaluate the novel in an ethical perspective.
CO- 3	Understand and apply tense and case
CO- 4	remember and apply adverbs and prepositions
CO- 5	comprehend the usage of conjunctions and interjections

**UNIT – I**

**(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Kaal

*Extra Reading (Key Words ):* Mohan Rakesh, Laharon Ke Rajahams

**UNIT- II**

**(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Karak

*Extra Reading (Key Words ):* Premchand, Nirmala

**UNIT- III**

**(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Kriya Visheshan

*Extra Reading (Key Words ):* Seva Sadhan, Aadhe Adhure

**UNIT- IV****(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Sambandha Bodhak

*Extra Reading (Key Words ):* *Andhere Bandh Kamare, Mispal*

**UNIT- V****(15 Hours)**

1. Ashad ka ek dhin
2. Gaban
3. Yojak(Samuchaya Bhodak) Aur Dhyodak (Vismyadhi Bhodak)

*Extra Reading (Key Words ):* *Poos Ki Raat, Shatranj Ke Khiladi*

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

**Course Outcomes:**

**The learner will be able to:**

CO No.	Course Outcomes	Cognitive Level
CO -1	Appraise moral values in the Society	E
CO- 2	Distinguish necessity and luxury	E
CO- 3	To make use of present, past and future tense and build stories.	U, Ap
CO- 4	Utilize adverbs and prepositions in a text.	R, Ap
CO- 5	Rephrase using conjunctions and interjections.	U

**CO- Course Outcome; R- Remember; U- Understand; Ap- Apply; An- Analyze; E- Evaluate; C- Create**

Reference Books :

- Ashadka ek dhin : Mohan Rakesh;Rajpal and Sons,Delhi.
- Nirmala: Premchand;Sri Jwalaji Books Educational Enterprises,New Delhi.
- Vyakaran pradeep; Dr. Ram Dev. M.A; LokBharathiPrakashan ;Illahabad.
- Manak Hindi Vyakaran: ChandraBhan 'Rahi';SreyaPrakashan, Illahabad

(For candidates admitted 2016 onwards)

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**

**DEPARTMENT OF FRENCH**

**SEMESTER II**

Course Title	<b>PART I – LANGUAGE - FRENCH PAPER II</b> (GRAMMAR, CIVILISATION & TRANSLATION (ÉCHO A1 2 <sup>e</sup> édition)
Total Hours	75
Hours/Week	5 Hrs/Wk
Code	U16FR2FRE02
Course Type	Theory
Credits	3
Marks	100

**General Objective:** To enable the students to learn French Grammar and Cultural aspects of France.

**Course Objectives (CO):**

**The learner will be able to**

<b>CO1</b>	understand pronominal verbs and apply the same in narrating one's own everyday activities.
<b>CO2</b>	remember prepositions and understand climate in France and dwelling place.
<b>CO3</b>	apply past tenses in a biography and analyse relationships and family structure in France
<b>CO4</b>	understand object pronouns and evaluate savoir-vivre in France.
<b>CO5</b>	understand the usage of relative pronouns and secondary tenses and remember SOS and evaluate French style

**Unit 1 Quelle journée !**

**(15 Hours)**

La conjugaison pronominale, l'impératif, l'expression de la quantité – les activités quotidiennes, les achats et l'argent – demander des nouvelles de quelqu'un – le comportement en matière d'achat et d'argent.

*Extra Reading (Key Words) :* lettre amicale, compléter un dialogue

**Unit 2 Qu'on est bien ici !**

**(12 Hours)**

Les prépositions et les adverbes, les verbes exprimant un déplacement – le logement, la localisation, l'orientation, l'état physique, le temps qu'il fait – demander de l'aide, exprimer une interdiction – le climat en France, les cadres de vie (ville et campagne)

*Extra Reading (Key Words) :* des affiches et des panneaux

**Unit 3 Souvenez-vous ?**

**(12 Hours)**

Emplois du passé composé et de l'imparfait – les moments de la vie, la famille, les relations amicales, amoureuses, familiales – demander/donner des informations sur la biographie d'une personne – le couple et la famille.

*Extra Reading (Key Words ):* la biographie d'une personne importante

#### **Unit 4 On s'appelle ?**

**(12 Hours)**

Les pronoms compléments directs et indirects – les moyens de la communication – aborder quelqu'un, exprimer une opinion sur la vérité d'un fait – les conseils de savoir-vivre en France.

*Extra Reading (Key Words ):* le savoir vivre en Inde

#### **Unit 5 Un bon conseil ! ; Parlez-moi de vous !**

**(24 Hours)**

L'expression de déroulement de l'action, les phrases rapportées – le corps, la santé et la maladie – téléphoner, prendre rendez-vous, exposer un problème – les conseils pour faire face aux situations d'urgence.

La place de l'adjectif, la proposition relative, la formation des mots – la description physique et psychologique des personnes, les vêtements et les couleurs – demander/donner une explication – quelques styles comportementaux et vestimentaires en France.

*Extra Reading (Key Words ):* SOS en Inde, les marques internationales des vêtements.

<b>Course outcomes:</b>	<b>Cognitive level</b>
Make use of pronominal verbs to sketch one's routine.	U, Ap
Illustrate habitat in France.	An
Utilize a biography to identify past tenses.	E
Compare family structure in France and in India.	E
Apprise savoir-vivre in class room.	Ap, An
Examine « Style » in a French context.	An
Relate SOS in India and in France.	E

#### **TEXT BOOKS :**

ECHO A1 – METHODE DE FRANÇAIS & CAHIER PERSONNEL D'APPRENTISSAGE

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

#### **Books for Reference:**

La Conjugaison – Nathan

French made easy – Beginners level - Goodwill Publishing House

Je parle français II - Abhay Publications

Le français avec des jeux et des activités – ELI

Langue et la civilisation – I – Mauger Bleu

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I YEAR UG – SEMESTER I**  
**PART II – ENGLISH 2 - GENERAL ENGLISH II**

**HOURS : 6**  
**CREDIT : 3**

**CODE : U15EL2GEN02**  
**MARKS: 100**

**OBJECTIVES**

- Students learn to use LSRW skills and advanced communication skills in the context required in their daily life.
- The students learn to analyze and express their self and their concern and responsibilities to the world around.
- The students learn how English is used in literary writing so as to imbibe the spirit of the standard language for communication.

**UNIT I – SELF**

**Listening-** Specific information from demonstration and instructions, transfer of information.

**Speaking** - Sharing expressions, dreams and expressing opinions.

**Reading** -Skimming and Scanning for specific information, reading for local comprehension.

**Writing** - Story Writing

**Grammar** - Articles and Sentence Pattern

**Vocabulary** - Meanings, Synonyms, Antonyms

**Composition** - Transfer of information: Paragraph to Bar graph/pie chart  
General Essay - Courage is the key to success

**TEXTS**

1. *The Far and the Near* by Thomas Wolfe (Short Story)
2. *The Owl who was a God* by James Thurber (Short Story)
3. *Wings of Fire – Chapter I* by Dr. A.P.J. Abdul Kalam (Prose)

**UNIT II – STRENGTHS**

**Listening** - Listening to a process

**Speaking** - Telephone Etiquette

**Reading** - Loud reading with pause, intonation and expression in dialogue form

**Writing** - Writing about oneself (strengths& weaknesses, Have's & Have not's)

**Grammar-** Subject verb agreement, Prepositions

**Vocabulary-** One word substitute in the context

**Composition-** Letter Writing - informal letters  
General essay – A bird in hand is worth two in bush.

**TEXTS**

1. *The Robe of Peace* by O' Henry (Short Story)
2. An extract from *Androcles and the Lion* by George Bernard Shaw (Play)

**UNIT III - POSITIVE SHORTCOMINGS**

- Listening** - Listening to facts and opinions and trying to differentiate it  
**Speaking** - Pair Work – about have’s & have not’s, understanding the strengths and overcoming the weaknesses  
**Reading** - Reading newspapers, articles, magazines, anecdotes for global and specific in analytical thinking  
**Writing** - Filing Complaints, Travelogues  
**Grammar** - Tenses, Direct and Indirect Speech  
**Vocabulary** - Compound words  
**Composition** - Dialogue Writing  
 General essay – Adversity is the seed of success.

### TEXTS

1. *Six Thinking Hats* by Edward de Bono (Prose)
2. *A Cup of Tea* by Katherine Mansfield (Short Story)
3. An Extract from Shakespeare’s *As You Like It (Act II Scene I lines 12 -17)*

### UNIT IV POTENTIALS

- Listening** - Listening to the description of personalities, historical places and monuments  
**Speaking** - Group Discussion – Totally controlled, partially controlled, Free  
**Reading** - Parallel Reading, reading for pleasure  
**Writing** - Letter writing – formal letters  
**Grammar** - Adjectives, Degrees of Comparisons  
**Vocabulary** - Idioms and Phrases  
**Composition** - Debates and Discussions  
 General essay – My potentials

### TEXTS

1. *Easy Ways to Avoid an Argument* by Sam Horn (Prose)
2. *Pygmalion* by George Bernard Shaw (Play)
3. My Heart Leaps up when I behold by William Wordsworth (Poem)
4. The Flower by Alfred Lord Tennyson (Poem)

### UNIT V ACHIEVEMENTS

- Listening** - Listening to comparisons and arguments  
**Speaking** - Performance  
**Reading** - In-depth reading  
**Writing** - Script writing of story to play  
**Grammar** - Question Tags  
**Vocabulary** - Homophones  
**Composition** - Essay Writing  
 General essay - The reward of hard work.

### TEXTS

1. *On Saying Please* by A.G. Gardiner (Prose)
2. *A Time of Green* by Anna Stillaman (Play)

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(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I B.A. ENGLISH – SEMESTER II**

<b>Course Title</b>	Major Core 2 – American Literature
<b>Total Hours</b>	75
<b>Hours/Week</b>	5 hrs/Wk
<b>Code</b>	U15EL2MCT02
<b>Course Type</b>	Theory
<b>Credits</b>	4
<b>Marks</b>	100

**GENERAL OBJECTIVES:**

To enable the students to appreciate and critically evaluate the historical and cultural contexts of American Literature.

**COURSE OBJECTIVES:**

**The Learner will be able to**

CO No.	Course Objectives
CO-1	remember, understand and evaluate the poetry of American writers.
CO-2	understand about the absurdity of war in the prose.
CO-3	analyse the class difference in the Drama and its impact on the society.
CO-4	comprehend and evaluate the Short Stories in terms of plot, character, themes, symbols and settings.
CO-5	understand about the struggle for life and determination from the Novel.

**UNIT I – BACKGROUND STUDY**

**15 HRS**

Richard Gray : A History of American Literature

**POETRY**

Phyllis Wheatley : On being brought from Africa to America

Emily Dickinson : I Can Wade Grief

Robert Frost : Mending Wall

Wallace Stevens : The Snowman

Marianne Moore : No Swan So Fine

E.E. Cummings : Somewhere I Have Never Travelled

Robert Lowell : Children of Light

Maya Angelou : Still I Rise

**Extra Reading/Key Words :** *Walt Whitman : O Captain ! My Captain. Emily Dickinson- I'm Nobody! Who are you, Langston Hughes – The Weary Blues*

**UNIT II – PROSE**

**15 HRS**

Thoreau : Battle of the Ants

**Extra Reading/Key Words:** *Ralph Waldo Emerson : Self Reliance, George Orwell- Shooting an Elephant*

**UNIT III – DRAMA**

**15 HRS**

Eugene O' Neil : The Hairy Ape

**Key Words:** Edward Albee – Our Town, Tennessee William – The Glass Menagerie

**UNIT IV – SHORT STORIES**

**15 HRS**

N. Hawthorne : Feather Top  
 Mark Twain : Luck  
 Pearl. S. Buck : Once Upon a Christmas  
 F. Scott Fitzgerald : The Rich Boy

**Extra Reading/Key Words:** *Edgar Allan Poe : The Black Cat, J.D.Salinger – A Perfect Day for Bananafish*

**UNIT V – FICTION**

**15 HRS**

Hemingway : The Old Man and the Sea

**Extra Reading/Key Words:** *Herman Melville: Moby Dick, Henry James – The Portrait of a Lady*

**Note:** Texts given in the Key Words must be tested only through Assignments and Seminars.

**COURSE OUTCOMES:**

The Learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recall and relate the various themes in the American poems.	PSO 1,2	R
CO-2	describe the impact and consequences of war.	PSO 2,5	U
CO-3	compare and contrast the social variations portrayed by the Playwrights.	PSO 1,3,4	An
CO-4	critically appraise the story focusing on the symbolic and thematic representation.	PSO 2,4,5	E
CO-5	analyze the survival issues in the fiction.	PSO 1,4,5	An
CO-6	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO 1,3	E

**PRESCRIBED TEXTS**

Hemingway, Ernest, ed. Singh R.N. *The Old Man and The Sea*, New Delhi: Atlantic Publishers, 1999. Print.  
 Fisher, William J, ed. *American Literature of the Nineteenth Century,-An Anthology*. New Delhi: S. Chand, 1970. Print.

Gates, Henry Louis and Mckay, Nellie y, ed. *Norton Anthology of African American Literature*, New York: W.W. Norton and Company, 1997. Print.

O'Neill, Eugene. *The Plays of Eugene O'Neill: Vol 1*. Delhi: East-West Press Pvt. Ltd., 1989. Print.

**BOOKS FOR REFERENCE**

Gray, Richard J *A History of American Literature*, Blackwell Publishing.

Bigby, C.W. E. *A Critical Introduction to Twentieth Century American Drama*, London: CUF, 1984. Print.

Oliver, Egbert. S. *American Literature 1890 – 1965*, An Anthology, New Delhi: Eurasia, 1970. Print.

Jeffrey, Meyers ed. *Hemingway: The Critical Heritage*, London: Boston and Henley, 1982. Print.

(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I B.A. ENGLISH – SEMESTER II**

<b>Course Title</b>	Major Core 3 - Indian Writing in English
<b>Total Hours</b>	75
<b>Hours/Week</b>	5 hrs/wk
<b>Code</b>	U15EL2MCT03
<b>Course Type</b>	Theory
<b>Credits</b>	4
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To initiate the students to learn the history of Indian Writing in English and the famous Indo Anglican writers.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	remember the origin and History of the Indian Writing in English and appreciate the literary devices used in Indian poetry.
CO-2	understand the literary genre –drama and its techniques.
CO-3	comprehend the lucid style in Indian prose.
CO-4	evaluate the short stories in terms of its themes.
CO-5	interpret the plot, characters and images in the literary genre-fiction

**UNIT I – BACKGROUND STUDY**

**20 HRS**

K. R. Srinivasa Iyengar : Indian Writing in English  
Chapter 1- pgs. 1 – 21  
Chapter 3 – pgs. 40 – 54  
Chapter 14 – pgs. 314 – 330  
New Poets – pgs. 640 – 690

**POEMS**

Rabindranath Tagore : Where the Mind is Without Fear  
Sarojini Naidu : Coromandel Fishers  
Kamala Das : My Grandmother's House  
Nissim Ezekiel : Very Indian Poem in Indian English  
R. Parthasarathy : Home Coming  
Shiv K. Kumar : Indian Women  
Gauri Deshpande : The Female of the Species  
Lakshmi Kannan : That Friday  
Toru Dutt : Our Casuarina Tree

**Keywords:** *Tagore's Leave this Chanting, A.K. Ramanujan's A River*

**UNIT II – DRAMA**

**15 HRS**

Girish Karnad : Tughlaq

**Extra Reading/Key Words:** *Girish Karnad's Yayati, Tagore's The King of the Dark Chamber*

**UNIT III – PROSE**

**10 HRS**

Jawaharlal Nehru : My Wedding and an Adventure in the Himalayas

**Extra Reading/Key Words:** *M.K. Gandhi's My Experiments with Truth, Jawaharlal Nehru's Glimpses of World History*

#### UNIT IV – SHORT STORIES

10 HRS

Prem Chand : Kafan  
Chitra Banerjee : Arranged Marriage (Clothes)  
Sudha Murthy : How I Taught My Grandmother to Read  
Anita Desai : Diamond Dust

**Extra Reading/Key Words:** *Jhumpa Lahiri's The Interpreter of Maladies, Prem Chand's The Lottery Ticket*

#### UNIT V – FICTION

20 HRS

R.K. Narayan : A Tiger for Malgudi  
Shashi Deshpande : A Matter of Time

**Extra Reading/Key Words:** *Chithra Banerjee's The Sister of my Heart, Shashi Deshpande's Dark holds No Terror*

**Note:** Extra Reading / keywords are only for Internal Testing (Seminar/ Assignments)

#### COURSE OUTCOMES:

The Learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recall how Indian writing in English originated and study its history.	PSO 1	U
CO-2	identify the different genres and literary devices used in the prescribed texts.	PSO 3	An
CO-3	analyse the style of the Indian writers	PSO 1, 3	An
CO-4	evaluate how the different themes are used in all the works.	PSO1, 2 ,6	E
CO-5	appraise the plots, images and characters in the prescribed Indian fiction.	PSO 1,6	E
CO-6	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO 1,3	E

#### PRESCRIBED TEXTS

Karnad, Girish. *Tughlaq*, Bombay: Oxford, 1992. Print.  
Narayan, R.K. *Tiger for Malgudi*, Mysore: Indian Thought Publications, 1968. Print.  
Sashi Deshpande *A Matter of Time*, New Delhi: Allied Publishers, 1997. Print.

#### BOOKS FOR REFERENCE

Gokak, Vinayak Krishna. *The Golden Treasury of Indo – Anglian Poetry* (1828- 1965), New Delhi: Sakitya Akademi, 1970. Print.  
Iyengar, Srinivasa K.R. *Indian Writing in English*, New Delhi: Sterling, 1984. Print.  
King, Bruce. *Modern Indian Poetry in English*, Delhi: Oxford University Press, 1987. Print.  
Mukherji, Meenakshi. *Twice Born Fiction*, New Delhi: Arnold, 1974. Print.

(for candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I B.A. ENGLISH – SEMESTER II**

<b>Course Title</b>	Allied 3 (Compulsory) - Writer and Society II
<b>Total Hours</b>	60
<b>Hours/Week</b>	4 hrs/Wk
<b>Code</b>	U15EL2ACT03
<b>Course Type</b>	Theory
<b>Credits</b>	4
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable the students to appreciate the relevance of the study of history of English Literature to ensure a better understanding of the writers of different ages and their works.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand the impact of Industrial and Agrarian revolution and evaluate the various movements of the period.
CO-2	evaluate the consequences of American Independence and French Revolution and comprehend the social standards of the period.
CO-3	understand and analyse the expansion of trade during the Victorian Age in England
CO-4	understand the poetry and prose of Restoration Age based on the social and political standards of the period.
CO-5	analyse and appreciate the works of 20th century writers and comprehend their use of modern techniques and themes.

**UNIT I 1 - 3**

**12 HRS**

- A.G. Xavier - The Agrarian Revolution
- A.G. Xavier - The Industrial Revolution
- A.G. Xavier - Methodist Movement
- A.G. Xavier - Other Humanitarian Movements

**Extra Reading/Key Words:** *The Social History of England* by Padmaja Ashok Chapter: *The Agrarian revolution, The concise Oxford companion to English literature* by Dinah Birch. Chapter - *The Methodist movement.*

**UNIT II – CHAPTER 4- 6**

**12 HRS**

- A.G. Xavier - War of American Independence
- A.G. Xavier - Effects of the French Revolution
- A.G. Xavier - Reform Bills

**Extra Reading/Key Words:** *The History of England* by Rosemary Horrox - Chapter : *The French revolution, The Social History of England* by Padmaja Ashok Chapter : *American independence .*

**UNIT III - CHAPTER 7 – 9**

**12 HRS**

- A.G. Xavier - The Victorian Age
- A.G. Xavier - The World Wars and Social Security
- A.G. Xavier - Trade Unionism in England

**Extra Reading/Key Words:** *The Routledge History of Literature in English* by Ronald Carter and John Mcrae - Chapter: *The Victorian age*, *History of English literature* by Edward Albert chapter- *The Victorian age*

**UNIT IV - CHAPTER 10 - 12**

**12 HRS**

Gwyneth and Thornley - Early nineteenth – century poets  
 Gwyneth and Thornley - Later nineteenth-century poets  
 Gwyneth and Thornley - Nineteenth-century novelists  
 Gwyneth and Thornley - Other nineteenth-century prose

**Extra Reading/Key Words:** *The Routledge History of Literature in English* by Ronald Carter and John Mcrae - Chapter: *Restoration to Romanticism*.

**UNIT V - CHAPTER 13 - 15**

**12 HRS**

Gwyneth and Thornley - Twentieth-century novels and other prose  
 Gwyneth and Thornley - Twentieth-century drama.  
 Gwyneth and Thornley - Twentieth-century poetry

**Extra Reading/Key Words:** *The Routledge History of Literature in English* by Ronald Carter and John Mcrae - Chapter: *The Twentieth Century 1945 to the present*, *History of English literature* by Edward Albert chapter- *The Mid Twentieth century*.

(CHAPTERS XV, XXI, XXV and XXVI FROM A.G. XAVIER TO BE COVERED THROUGH SEMINAR)

**Note: Extra Reading / keywords are only for Internal Testing (Seminar/ Assignments)**

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	illustrate and summarize the impact of the Agrarian Revolution and Methodist Movement of Great Britain.	PSO 2	U
CO-2	evaluate the cause and effects of the French Revolution on English literature.	PSO 4	E
CO-3	classify the works of the different Victorian writers.	PSO1,2	An
CO-4	compare and contrast the works of the Early nineteenth – century poets and later nineteenth-century poets.	PSO2	An
CO-5	critically analyze the 20 <sup>th</sup> century works and study how genres and techniques have evolved.	PSO6	E
C0-6	enhance Employability skills by helping in the preparation for Competitive Exams and develop Teaching skills.	PSO 1,3	E

**PRESCRIBED TEXTS**

Xavier A.G. *Introduction to the Social History of England*. S. Viswanathan Printers and Publishers. 2007. Print.  
 Gwyneth Roberts and G.C. Thornley. *An Outline of English Literature*. Hyderabad: Orient Longman. Print.

**BOOKS FOR REFERENCE**

John Rich,ard Greene. *A Short History of English People*. New York: Every Mans Library, 1964. Print.  
 Johri. A.N. *Social History of England*. Doaba House,1988.Print.  
 Thailambal. P. *Social History of England*. New Delhi: Ennes Publications,1996. Print.  
 Trevelyan G.M. *Social History of England*. London : The English Language Book Society and Longmans, 1962. Print.  
 Albert, Edward. *A History of English Literature*. New Delhi: Atlantic Publishers and Distributors, 1994. Print  
 Compton Rickett, Arthur. *A History of English Literature*. London: Thomas Nelson and Sons, Ltd, 1950. Print.  
 Trivedi R.D. *A Compendious History of English Literature*. Delhi: Vikas Publishing House Pvt. Ltd, 1985. Print.

(For the candidates admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI**  
**B.A/B.Sc/B.Com/B.R.SC/B.C.A/ B.B.A DEGREE EXAMINATION**  
**SEMESTER- II**

Course Title	SKILL – BASED ELECTIVE 1: SOFT SKILL DEVELOPMENT
<b>Total Hours</b>	<b>30</b>
<b>Hours/Week</b>	<b>2</b>
<b>Code</b>	<b>U15RE2 SBT01</b>
<b>Course Type</b>	Theory
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

**General Objective:**

The student understands the need for the development of self esteem, team spirit and communicative skills to prepare themselves for self development.

**Course Outcomes:**

**The student will be able to**

1. Understand the importance of self awareness, values and leadership skills in capacity building
2. Understand and analyze the factors affecting interpersonal skills
3. Understand and evaluate the concepts of vision, mission and goals for corporate skills
4. Understand, apply and analyze the importance of body language, time management and stress management
5. Understand the concept and need for self development plan

**UNIT I:**

**6 hrs**

**Individual Capacity Building**

Self awareness- building self-esteem- importance of having a strong self – esteem – developing positive attitude-. Anchoring on principles: Universal principles and values – forming & inculcating values- Leadership skills.

**Extra reading / Key Words:** *Biographies of any 2 Indian leaders*

**UNIT II :**

**6 hrs**

**Interpersonal skills**

Trust-trustworthiness-interpersonal communication –art of listening, reading and writing –art of writing –building relationship-empathy.

**Extra reading / Key Words:** *Tips for building relationship*

**UNIT III:****6 hrs****Corporate skills**

Vision, mission and goals: Concepts, vision setting, goal setting, Individual and Group goals, Concept of synergy, team building, group skills.

**Extra reading / Key Words:** *Group dynamics and communication skills*

**UNIT IV:****6 hrs****Management skills**

Developing Body Language – Practicing etiquette and mannerism – Stress Management – Time Management Prioritization Importance and urgent activities- Time management to move towards life vision.

**Extra reading / Key Words:** *Polite conversations and dialogue skills*

**UNIT V:****6 hrs****Self Development Plan**

Concept and Need for Self Development Plan – Preparing Self Development Plan (Format is used to complete the self development Plan), Monitoring and Evaluation of self Development plan – Developing indicators for self development introduction to National Skill Development Mission.

**Extra reading / Key Words:** *Case study*

**Note: Extra reading/Key words are only for internal testing(Seminar/Assignment) Course**

**Course Outcome:**

1. explain the importance of self awareness, values and leadership skills in capacity building
2. analyze the factors affecting interpersonal skills
3. evaluate the concepts of vision, mission and goals for corporate skills
4. apply and analyze the importance of body language, time management and stress management
5. summarize the concept and need for self development plan

**REFERENCES:**

Alex K.(2012) Soft Skills – Know Yourself & Know the World, S. Chand & Company Ltd., New Delhi  
Meena K. Ayothi V. (2013). A Book on Development of Soft Skills (Soft Skills: A Road Map to Success), P.R. Publishers & Distributors, Trichy.  
Francis Thamburaj S.J. (2009). Communication soft skills for Professional Excellence, 1<sup>st</sup> Ed., Grace Publishers,  
Rathan Reddy B.(2005). Team Development and Leadership, Jaico Publishing House, Mumbai.



(For candidates admitted from 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 2**  
**B.A./ B.Sc./B.Com./BCA & BBA, DEGREE EXAMINATION**  
**SEMESTER II / III**

Course Title	<b>SKILL – BASED ELECTIVE 2: SUSTAINABLE RURAL DEVELOPMENT AND STUDENT SOCIAL RESPONSIBILITY</b>
<b>Total Hours</b>	<b>30</b>
<b>Hours/Week</b>	<b>2</b>
<b>Code</b>	<b>U18RE2SBT02/ U18RE3SBT02</b>
<b>Course Type</b>	Theory
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

**General Objective:**

The Student will be able to understand the concept of natural resources and resource mapping of villages and strengthen their leadership qualities, keeping in mind their responsibilities towards society.

**Course Objectives:**

**The student will be able to:**

1. understand the functioning of NGO's and SHG's
2. educate themselves about the different farming methods.
3. practice alternative agricultural methods
4. understand the need for social responsibility through NCC.
5. understand the Leadership and Man Management

**Unit – I**

**6hrs**

Village – Survey of natural resources and resource mapping of villages , village level Participating Approach (VLPA) – Role of NGO'S and SHG'S – Impact of the Green Revolution.

**Extra reading/Key word:** *resource mapping tools*

**Unit –II**

**6hrs**

Alternative agriculture models – Traditional Farming – Organic Farming – Zero budget farming – Precision Farming ,Terrace Farming and Kitchen garden.

**Extra reading / Key word:** *Practices in India*

**Unit – III**

**6hrs**

Elements in Alternative Agriculture models ,Vermi compost, Azolla, Amirthakarasal ,Mulligai Puchiviratti and neem products

**Extra reading/Key word:***Government policy for Alternative Agriculture farming.*

**Unit IV-**

**6hrs**

Aims of NCC , MOTTO , Cardinal Principles, Equivalent Rank (Army, Navy ,Airforce)

**Extra reading/Key word:** *Benefits of being an NCC cadet.*

**Unit -V****6hrs**

Leadership and Man Management – duties of citizen, leadership Training – Types, qualities – Discipline, Duty, Moral – Man Management, Civil Defense – Aims, Types, Services, Problems

**Extra reading/Key word:** *Defense recruitment modes.*

**Note: Extra Reading/ keywords are only for Internal Testing (Seminar/ Assignments)**

**Course Outcome:**

1. Explain the functioning of NGO's and SHG's
2. Summarize themselves about the different farming methods.
3. Explain the alternative agricultural methods
4. Point out the need for social responsibility through NCC.
5. Evaluate the Leadership and Man Management

**REFERENCES:**

1. Packages of organic practices from Tamil Nadu Center for Indian Knowledge System (CIKS)
2. Tracey, S. and Anne, B. (2008). Sustainable development linking economy, society, environment. OECD insights.
3. [www.fao.org.in](http://www.fao.org.in)

**(For Candidates admitted from June 2015 onwards)**  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI -2**  
**B.A/B. Sc /B.Com/ B.C.A-DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**CATECHISM – I: GOD OF LIFE**

**HRS / WK : 1**  
**CREDIT : 1**

**CODE: U15VE2LVC01**  
**MARKS : 100**

**OBJECTIVES:**

- To enable the students to know God and his Salvific acts through Holy Bible
- To enable the students to know about the Paschal Mystery

**UNIT – I: CREATION AND COVENANT**

Study from petty catechism - Genesis - God revealed himself in creation -God who preserves creation through covenants

(Pentateuch) -Our response to God's covenant -Reason for its success and failure -The relationship of God with Israel -Image of God in Old Testament-God and me

**UNIT – II: GOD OF THE PROPHETS**

God's care for the humanity through Prophets-Major (Isaiah, Jeremiah) Minor (Amos) and Women (Deborah) Prophets-Their life and mission - Theology of Prophets -Concept of sin and collective sins expressed by prophets and God's saving love.

**UNIT – III: GOD OF WISDOM**

God experience through wisdom Literature, its origin and growth

**UNIT – IV: SYNOPTIC GOSPELS**

Synoptic Gospels and John's Gospel – Author –historical background –Chief message of each Gospel and for whom it was written - A few passages for the study of parallelism in the Synoptic Gospels.

**UNIT – V: LUKE'S GOSPEL**

Study of Luke's Gospel in detail – speciality of the Gospel – main emphasis of the message – meaning and blessing of suffering and paschal joy in one's life - Passion – Paschal Mystery

**REFERENCES:**

1. Catechism of the Catholic Church published by Theological Publications in India for the Catholic Hierarchy of India, 1994
2. The Holy Bible Revised Standard Version with Old and New Testaments Catholic Edition for India.
3. Vaazhvin Vazhiyil – St. John's Gospel- Fr. Eronimus
4. God's Word nourishes A catholic approach to the Scriptures Dr. Silvano Renu Rita, O.C.V. STD and Dr. Mascarenhas Fio S.J. D.mim. Catholic Bible I
5. Documents of Vatican II – St. Paul's Publications, Bombay 1966.

**(For Candidates admitted from June 2015 onwards)**  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**

**B.A/B. Sc/B.Com /B.C.A-DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**

**ETHICS – I: RELIGIONS AND VALUE SYSTEMS**

**HRS / WK :1**

**CODE:U15VE2LVE01**

**CREDITS : 1**

**MARKS : 100**

**OBJECTIVES:**

- To enable the students to understand and appreciate all Religions and Culture
- To help the students to become
- To aware of the negative forces of religions.

**UNIT – I: RELIGION**

God – Faith, Religion, Definition, Nature, Characteristics and Basic values of different religions. Impact of Globalization on religion – Importance of worship in holy places – celebration, Communion (come-union) – Socialization

**UNIT – II: DIFFERENT RELIGIONS**

Basic characteristics and basic thoughts of different religions: Buddhism, Christianity, Hinduism, Islam, Jainism and Sikhism

**UNIT – III: UNITY OF RELIGION**

Unity of Vision and Purpose- Respect for Other Religions, Inter Religious Co-operation, Religious Pluralism as a fact and Religious Pluralism as a value

**UNIT – IV: FUNDAMENTALISM, COMMUNALISM AND SECULARISM**

Meaning and impact of Fundamentalism, Communalism, Violence and Terrorism – Tolerance – Secularism – Individualism

**UNIT – V: VALUE SYSTEMS**

Value and Value Systems - Moral Values -Individuals and the need to stand for values in the context of Globalization – Consumerism - Will power to live up to your values - Healthy body for empowerment – Physical health and Mental hygiene, food and exercises

**REFERENCES:**

1. Social Analysis (a course for all first year UG students), 2001. Department of Foundation Courses, Loyola College, Chennai-34.
2. Special topics on Hindu Religion, 2001. Department of Foundation Courses, Loyola College, Chennai-34.
3. Religion: the living faiths of the world, 2001. Department of Foundation Courses, Loyola College, Chennai-34.
4. Sydney Am Meritt, 1997. Guided meditations for youth.
5. Marie Migon Mascarenhas, 1986. Family life education- Value Education, A text book for College students.

**(For Candidates admitted from June 2015 onwards)**  
**HOLY CROSS COLLEGE(AUTONOMOUS) TRICHIRAPALLI-2.**  
**B.A/B.Sc/B.Com /B.C.A-DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**BIBLE STUDIES – I: NEW TESTAMENT**

**HRS / WK : 1**

**CREDIT : 1**

**CODE: U15VE2LVBO1**

**MARKS : 100**

**OBJECTIVE:**

- To enable the students to develop the passion for the Word of God – Jesus and inculcate the thirst of Missionaries being a disciple of Christ.

**UNIT – I: BIBLE – THE WORD OF GOD**

- Books of the Bible – Division into Old Testament and New Testament – History of the Bible-
- Messianic Prophecies (Isaiah 9:6,40:3,53:1-12,61:1-3,Micah 5:2)
- The Birth and Ministry of John the Baptist (Luke 1:1-80,Mat 3:1-17,14:1-12)
- The Birth, Passion, Death and Resurrection of Jesus (Luke 1:26-80,2:1-52,John 1 :18-21)

**UNIT – II: MINISTRY OF JESUS**

- Miracles (Mark 2:1-12,Luke 4:38-41,6:6-11,7:1-17,8:26-56,John 2:1-12)
- Parables (Luke 6:46-49,8:4-15,10:25-37,15:1-32)
- Preaching
  - Sermon on the mount (Mat 5-7)
  - Lord's Prayer (Luke 11: 1-13)
  - Kingdom of God (Mat 13: 24-50)
- Prayer life of Jesus (Luke 5:12-16,John 11:41-45,17:1-26,Mark 14:32-42)
- Rich and Poor (Luke 16: 19-31,21:1-4)
- Women Liberation (John 4:1-30,8:1-4)
- Women in the New Testament
- Martha & Maria (Luke 10: 38- 42, John 11: 1-46)

**UNIT – III: CHURCH – BIRTH AND GROWTH**

- Early Church
- Birth (Acts 2:1-41)
- Unity and sharing (Acts 2:42-47,4:1-37,5:1-11)
- Witnessing life (Acts 3:1-26,5:12-42,8:26-40, 16:20-34)

- Comparison between early Church and present Church.

#### **UNIT – IV: DISCIPLES AND APOSTLES**

- Mother Mary (Mother of Jesus) (Luke 1: 27-35, John 2: 1-12, 19:35, Acts 1: 13-14)
- St. Peter (Luke 22:1-7,Acts 2:1-41,12:1-17)
- St. Andrew (Mat 4:18-20,John 1:35-42,6:1-14)
- St. Stephen (Acts 6,7)
- St. Paul (Acts 8,9,14,17,26 and 28)
- St. Thomas (John 20:24-31)

#### **UNIT – V: ST. PAUL’S LETTERS AND THE MESSAGE**

- I & II Corinthians
- Galatians
- Ephesians
- Philippians
- I & II Timothy
- Titus

#### **REFERENCES:**

1. Holy Bible
2. John Stott, 1994, “**Men with a Message**”, Angus Hudson Ltd. London.

**HOLY CROSS COLLEGE (Autonomous), Tiruchirappalli - 620 002.**

**TAMIL DEPARTMENT**

**For Candidate admitted from 2015 onwards**

**Second Year - Semester – III**

<b>Course Title</b>	<b>இரண்டாமாண்டு – மூன்றாம் பருவம்</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6 Hrs Wk</b>
<b>Code</b>	<b>U15TL3TAM03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

வாழ்வியல் நெறிகளாகிய அறம், பொருள், இன்பம், வீடுபேறு ஆகியவற்றின் சிறப்பினை எடுத்துரைத்தல்

- To explain the greatness of the values such as dharma, knowing the meaning of life attaining pleasure and household life.
- To create the awareness about social life.
- To strengthen the religious ideologies.

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	வாழ்வியல் நெறிகளாகிய அறம், பொருள், இன்பம், வீடுபேறு ஆகியவற்றினை எடுத்துரைத்தல்
CO-2	சமயங்கள் உணர்த்தும் அறக்கருத்துக்களை அறிந்து கொள்ளச்செய்தல்.
CO-3	சோழர்கால காப்பிய இலக்கியங்கள் மற்றும் இலக்கண நூல்களை வகைப்படுத்துதல்.
CO-4	நாடகம் நடிப்பதன் வாயிலாக மாணவர்களின் திறன்களை வளர்த்தல்.
CO-5	தமிழக கோயில்களின் கலைநுட்பங்களையும், பண்பாட்டுச் சிறப்புகளையும் விவரித்தல்

**அலகு:1** செய்யுள்

**18 Hrs**

1. சிலப்பதிகாரம் - கடலாடு காதை
2. மணிமேகலை – உலகவறவி புக்க காதை
3. கம்பராமாயணம் - கங்கைப் படலம்

**key Words (Extra Reading)**

சீவகசிந்தாமணி

**அலகு:2** செய்யுள்

**18 Hrs**

4. இரட்சணிய யாத்திரிகம் - மரணப்படலம்
5. சீறாப்புராணம் - ஒட்டகை பேசிய படலம்

**அலகு:3**

**18 Hrs**

தமிழ் இலக்கிய வரலாறு

சோழர் காலம்

**அலகு:4**

**18Hrs**

நாடகம்

சத்திய வேள்வி – அய்க்கண்

**key Words (Extra Reading)**

யாருக்கும் வெட்கமில்லை - சோ

**அலகு:5**

**18 Hrs**

கோயிற்கலை

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**



**Course Outcomes:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	the life with the nature of the people may be learned through epics and to learn	PSO 1	U
CO-2	to learn the values taught by religion	PSO 2	AN
CO-3	to remember the king choola's period epics, literature and grammar books	PSO 2	R
CO-4	to enhance the acting habit in the epics	PSO 3	U
CO-5	to make students to evaluate the art, culture and other aspects of the temples in tamil.	PSO 4	U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

**பாட நூல்கள்**

- செய்யுள் - தமிழாய்வுத்துறை வத்துறை வெளியீடு
- தமிழ் இலக்கிய வரலாறு - தமிழாய்வுத்துறை வத்துறை வெளியீடு
- நாடகம்  
அய்க்கண் - சத்திய வேள்வி
- கோயிற்கலை - தமிழ்நாட்டிலுள்ள ஆலயங்களைக் கலை நுணுக்கத்துடன் காணுதல்

(For the candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**SEMESTER – III**

<b>Course Title</b>	<b>PART – I LANGUAGE HINDI- III-MEDIEVAL–MODERN POETRY AND HISTORY OF HINDI LITERATURE-1 (Veergadha Kal Aur Bakthi Kal)</b>
<b>Total Hours</b>	<b>90</b>
<b>Hours/Week</b>	<b>6Hrs/Wk</b>
<b>Code</b>	<b>CODE: U18HN3HIN03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objective :** To enable the students to appreciate and critically evaluate Spirituality in Hindi Literature.

**Course Objectives (CO):**

**The learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO -1	remember, understand and evaluate the Poetry of the masters.
CO- 2	understand and analyse the history of Hindi literature in the literary works.
CO- 3	understand and analyse the cause and consequence on revolution in literature.
CO- 4	Evaluate various streams of Bhakthi kaal.
CO- 5	appreciate_and analyse the works of Bihari.

**UNIT – I**

**(18 Hours)**

1. Kabir Das
2. Todathi pathar
3. Veergatha Kal

(Pravarithiyan, Kavi, Rachanayean)

**Extra Reading (Key Words ):** *PrithviRaj Rasoo, Jago phir ek bhar*

**UNIT- II**

**(18 Hours)**

1. Thulasi Das
2. Anal Kireet
3. BhaktiKal – Gnanashrayi Sakha

**Extra Reading (Key Words ):** *Kabir, Ramdhari Singh Dinakr*

**UNIT- III** (18 Hours)

1. Rahim Ke Dohe
2. Jhoote Patte
3. BhaktiKal – Prem Margi Sakha

**Extra Reading (Key Words):** *Rahim*

**UNIT- IV** (18 Hours)

1. Raskhan
2. Aavo phir se gaaon basayen
3. BhaktiKal –Ram Bhakti Sakha

**Extra Reading (Key Words):**

**UNIT- V** (18 Hours)

1. Bihari Ke Dohe
2. Sipahi
3. BhaktiKal – Krishna Bhakthi Sakha

**Extra Reading (Key Words):** *Bihari satsai*

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

**Course Outcomes:**

**The learner will be able to:**

CO No.	Course Outcomes	Cognitive Level
CO -1	Recite the poems of Kabir Das	R, U, E
CO- 2	Distinguish necessity and luxury Place Bhakthi kaal in Hindi Literature	U, An
CO- 3	Debate on pros and cons of a revolution	U, An
CO- 4	Summarize the four streams of Bhakthi kaal	E
CO- 5	Examine the powerful words of Bihari	An

**CO- Course Outcome; R- Remember; U- Understand; Ap- Apply; An- Analyze; E- Evaluate; C- Create**

**Prescribed Books**

- History Of Hindi Literature ; Acharya Ramachandra Shukla, Delhi.
- Kavya Surabh: Pub.Dakshina Bharat Hindi Prachar Sabha , Cheenai.

**Reference Books :**

- Nai Sadhi Mein Kabir- Edi. Dr. M. Firoz Khan- Krishang Publication, Delhi.
- Dharmaveer Bharathi Ki Kavitha – Dr.Vibha shukla.;Aastha associates, Illahabad.

(For candidates admitted 2016 onwards)

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**

**DEPARTMENT OF FRENCH**

**SEMESTER III**

Course Title	<b>PART I – LANGUAGE - FRENCH PAPER III</b> (LANGUAGE & CIVILISATION (ÉCHO A2 2 <sup>e</sup> édition))
Total Hours	90
Hours/Week	6 Hrs/Wk
Code	U16FR3FRE03
Course Type	Theory
Credits	3
Marks	100

**General Objective:** To enable the students to understand the French cultural aspects and apply the grammar learnt in appropriate situations.

**Course Objectives (CO):**

**The learner will be able to**

<b>CO 1</b>	understand the French education system and evaluate the same across the world.
<b>CO 2</b>	understand the usage of pronouns that denote quantity and place and apply them in answers; analyse extracts from magazines and work conditions in France.
<b>CO 3</b>	remember the rules of construction and usage of subjunctive mode and apply the same in sentences; evaluate French politics.
<b>CO 4</b>	understand gerund, adverbs, relative pronouns and evaluate press and media in France.
<b>CO 5</b>	remember the usage of tenses and analyse the benefits of learning a foreign language.

**Unit 1 Vivement demain !**

**(18 Hours)**

Le futur, la comparaison des qualités, des quantités et des actions – la santé – le travail dans trente ans – la vie quotidienne - l'éducation et la formation (l'enseignement en France) – faire des projets.

*Extra Reading (Key Words):* le système éducatif en France.

**Unit 2 Tu as du boulot ?**

**(18 Hours)**

Le pronom « en » et « y » - exprimer une condition : si + présent, si + passé composé, exprimer des préférences – les emplois de demain - des idées pour créer une entreprise – l'économie en France - le travail en dix points

*Extra Reading (Key Words):* l'organigramme d'une entreprise.

**Unit 3 Qu'en pensez-vous?**

**(18 Hours)**

L'emploi du subjonctif, l'expression de la quantité – revue de presse – entrée en politique – la naissance des départements – la région 'Poitou- Charentes' - la vie politique

*Extra Reading (Key Words )*: étude comparée de la politique en France et en Inde

**Unit 4 C'est tout un programme !**

**(18 Hours)**

Les propositions relatives, la formation des adverbes, la forme « en + participe présent » - parler de la télévision et de la radio - comment les Français s'informent (la télévision et la presse en France)

*Extra Reading (Key Words )*:TV5 Monde, les journaux français.

**Unit 5 On se retrouve**

**(18 Hours)**

L'emploi et la conjugaison de l'indicatif – parler de son apprentissage du français langue étrangère – les rencontres : modes et comportements – une vraie vie de quartier grâce à Internet – formules pour un premier contact par écrit.

*Extra Reading (Key Words )*: Paris, la capital de la mode!

<b>Course outcomes</b>	<b>Cognitive level</b>
Contrast French education system to that of India.	E
Examine press and work conditions in India	An
Label subjunctive mode and its usages	U, Ap
Interpret politics in France	E
Categorize French media and press	E
Simplify "FLE"	An

**TEXT BOOKS :**

ECHO A2 – METHODE DE FRANÇAIS & CAHIER PERSONNEL D'APPRENTISSAGE

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

**Books for Reference:**

La Conjugaison – Nathan

French made easy – Intermediate level – Goodwill Publishing House

Je parle français III – Abhay Publications

Le français avec des jeux et des activités – ELI

Langue et la civilisation – I – Mauger Bleu

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I YEAR UG – SEMESTER I**  
**PART II – ENGLISH 3 - GENERAL ENGLISH III**

**HOURS : 6**  
**CREDIT : 3**

**CODE : U15EL3GEN03**  
**MARKS: 100**

**GROWING WITH VALUES**

**Objectives:**

1. To acquaint students with fine pieces of literature thereby enhancing their communicative skills.
2. To develop both receptive (reading, listening) and productive (speaking, writing) skills through communicative classes
3. To create interest among students for self-learning
4. To create a general awareness among students regarding the importance of humanistic values in the modern world.
5. To acquire proficiency in oral and written language.

**UNIT I – Love, Faith and Hope**

**Listening** for comprehension and general significance

**Speaking** about one's fear and hope

**Reading** for specific and global comprehension.

**Writing** – creative writing

**Grammar** – reporting speeches

**Vocabulary** – shades of meaning, Idioms and phrases (10)

**Composition** – Writing Paragraphs

**TEXTS**

“Hope” by Emily Dickinson (**Internal Testing**)

1. An extract from the Nobel Lecture by Mother Teresa
2. Angels Never Say “Hello!” by Dottie Walters
3. The Treasure by Alice Grey (Taken from Plant the seed by Timothy Kendrick)

**UNIT II – Perseverance**

**Listening-** for distinguishing / convert / summarize/(interview)

**Speaking-** a role play on the theme of perseverance (enactment of fables/ folk tales based on the theme)

**Reading** – read the passage (from encyclopedia) and draw a flowchart / tree diagram [main idea]

**Writing-** parallel writing

**Grammar** – descriptive discourse – degrees of comparison (describing person, city, places, things, weather climate)

**Vocabulary** – antonyms, idioms and phrases (10)

**Composition** – Creative writing

**TEXTS**

Mother to Son by Langston Hughes (**Internal Testing**)

1. **The Perseverance of a Spider.**
2. Two Gentlemen of Verona by A.J Cronin
3. Faith of determination and perseverance (about Walt Disney)

### UNIT III – Tolerance/Benevolence/Compassion

**Listening-** for developing / relating (speech)

**Speaking-** simulate any personality related to humanity

**Reading** – scan the passage (life of ...) and write down key phrases to sum up [figurative languages]

**Writing-** case study / letter writing (personal)

**Grammar** –writing reports of events and processes (voices)

**Vocabulary** – Suffixes, idioms and phrases

**Composition** – imaginative writing

#### TEXTS:

Portrait of Gandhiji by Will Durant (1<sup>st</sup> Para) (**Internal Testing**)

1. Gitanjali (Poem No. 11) Leave this chanting – Rabindranath Tagore
2. The Selfish Giant – Oscar Wilde
3. The Price of a Miracle in *Rainbows follow rain* by Dan Clark

### UNIT IV – Essential Life Skills/ Resilience

**Listening-** for deducing/ illustrating / subdivide to make notes (newspaper article)

**Speaking-** interviewing (gap activity) / picture description

**Reading** – in-depth reading to classify/ categorize [point of view]

**Writing-** Situational writing

**Grammar** – analysis of sentences – simple, compound, complex

**Vocabulary** – compound words, idioms and phrases

**Composition** – essay writing (proverb as title)

#### TEXTS:

The story of Rosa Parks (**Internal Testing**)

1. Life of Nelson Mandela
2. It's cool to be kechi by Juliet Hindell
3. 'Home they brought Her warrior dead' by Alfred Lord Tennyson

### UNIT V – The Art of Living

**Listening-** for comparing and contrasting (personality/lives of two people)

**Speaking-** reporting from the magazine / newspaper

**Reading** - read the passage to draw inference / parallel reading [making connections]

**Writing-** creative writing

**Grammar** –'If' clause

**Vocabulary** – coinage, idioms and phrases

**Composition** – creative writing/imaginative writing

#### TEXTS:

“A Psalm of Life” by H.W. Longfellow (**Internal Testing**)

1. The Power of Limitless living - by Robin Sharma.
2. The Art of Understanding Other People by Clarence Hall
3. “Leisure” by William Henry Davies

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(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER III**

<b>Course Title</b>	Major Core 4 – Prose
<b>Total Hours</b>	75
<b>Hours/Week</b>	5 hrs/Wk
<b>Code</b>	U17EL3MCT04
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable the students to appreciate a prose text of different ages

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	understand and evaluate the literary genre of prose through the literary pieces of the writers.
CO-2	develop the critical and analytical skills of the main components of prose.
CO-3	analyze the language and narrative techniques of the text.
CO-4	evaluate the theme of the text and compare it with real life situations.
CO-5	remember and enhance the skill of intensive and extensive reading.

**UNIT I: INTRODUCTION TO PROSE**

**11 HRS**

Introduction to Prose

Types of Prose

**Extra Reading/Key Words:** *Introduction to prose and poems by Brian Clements*

**UNIT II: PROSE**

**16 HRS**

Francis Bacon - Of Studies

Addison and Steele - Of the Club

Oliver Goldsmith - Of Eloquence

Charles Lamb - Dream Children

**Extra Reading/Key Words:** *About modern Art: Critical essays 1948-96 by David Sylvester*

**UNIT III: PROSE**

**16 HRS**

G.B. Shaw - Imagination

W.R. Inge - Spoon Feeding

A.G. Gardiner - All about a Dog

Hilarie Belloc - On Spellings

**Extra Reading/Key Words:** *Many Furrows by Alpha of the plough (A.G.Gardiner). by Furrows*

**UNIT IV: PROSE**

**16 HRS**

G. K. Chesterton - Woman

Virginia Woolf - The Mark on the Wall

C.V. Raman - Water-The Elixir of Life



Robert Lynd - On Good Resolutions  
**Extra Reading/Key Words:** *Virginia Woolf (Authors in Context) by Michael H Whitworth*

**UNIT V : PROSE**

**16 HRS**

- Stephen Leacock - Are the Rich Happy?
- A.J. Cronin - When you dread failure
- Robertson Davies - A Few Kinds words for Superstition.
- John Holt - How Teachers Make Children Hate Reading

**Extra Reading/Key Words:** *Stephen Leacock: Humor and humanity by GERALD LYNCH*

**Note:** Extra Reading / keywords are only for Internal Testing (Seminar/ Assignments)

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	describe and appreciate the main components of prose.	PSO1,2	An
CO-2	compare and contrast the language and narratives of the different texts	PSO1,3	An
CO-3	evaluate the text with references to real life incidents.	PSO 2, 5	E
CO-4	analyse the themes of the different texts and criticize them.	PSO1, 3	An
CO-5	defend the different topics using arguments arrived at from intensive and extensive reading	PSO 5	Ap
CO-6	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO 1,3	E

**PRESCRIBED TEXT**

Page, Norman. *Language of Literature*. New Delhi : Macmillan, 1989. Print.

**BOOKS FOR REFERENCE**

- Altshuler, C. Thelma . *Prose as Experience*. Boston: Houghton Mifflin Comp.1958. Print.
- Carter, Robert. *Language, Discourse and Literature*. London: Unwin Hyman Limited. 1989. Print.
- Miller, Robert. *Language of Prose*. London: Heinemann Educational. 1972. Print.
- Stowell, H.E. *Introduction to English Literature*. London: Longmans. 1966. Print.
- Ward A.W. *The Cambridge History of English Literature Vol.II*. London: Cambridge University Press. 1976. Print.

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**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER III**

<b>Course Title</b>	Major Core 5 – Fiction
<b>Total Hours</b>	75
<b>Hours/Week</b>	5 hrs/Wk
<b>Code</b>	U15EL3MCT05
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To facilitate the students to appreciate the form of the novel, novelists and their works with special reference to characterization, plot, structure and narrative techniques.

**COURSE OBJECTIVES:**

**The Learner will be able to**

CO No.	Course Objectives
CO-1	remember, understand and analyze the various types of Novels.
CO-2	appreciate and analyze the novel <i>Robinson Crusoe</i> with reference to the age of Reason
CO-3	understand the characteristics and values of upper class Victorian society from the works of Jane Austen and Charles Dickens
CO-4	analyse and evaluate the pessimistic thoughts in the works of Hardy
CO-5	critically evaluate the Stream of Consciousness technique.

**UNIT I INTRODUCTION TO FICTION**

**15 HRS**

Introduction to Fiction

Types of Novels

Extra Reading/Key Words: *Historical novel, Picaresque novel,*

**UNIT II: NOVEL**

**15 HRS**

Daniel Defoe : *Robinson Crusoe*

(1660 – 1731)

Extra Reading/Key Words: *Survival Fiction, Tale of Jonah*

**UNIT III: NOVEL**

**15 HRS**

Jane Austen : *Sense and Sensibility*

(1775-1817)

Charles Dickens : *Great Expectations*

(1812-1870)

Extra Reading/Key Words: *Pride and Prejudice, Oliver Twist*

**UNIT IV: NOVEL**

**15 HRS**

R.L. Stevenson : *Dr. Jekyll and Mr. Hyde*

(1850-1894)

Thomas Hardy : *The Mayor of Caster Bridge*

(1840-1928)

Extra Reading/Key Words: *The Invisible Man, The Wessex Novels*

**UNIT V: NOVEL**

**15 HRS**

Virginia Woolf : *To the Light House*  
(1882-1941)

William Golding : *Lord of the Flies*  
(1911-1993)

Extra Reading/Key Words: *Mrs. Dalloway, The Sound and Fury*

**Note: Texts given in the Key Words must be tested only through Assignments and Seminars.**

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	distinguish between and classify the genres of novels prescribed.	PSO 1	R
CO-2	distinguish the novels belonging to the Age of Reason from other novels that they are introduced to.	PSO 2	U
CO-3	compare and contrast the standard of living of upper class Victorians and the other classes of society as portrayed by Jane Austen and Charles Dickens.	PSO 1,2	E
CO-4	examine how “character is destiny to a man’s life” is depicted through the novels of Hardy.	PSO 6	E
CO-5	interpret the dual aspects of human nature referring to the character of Dr. Jekyll and Mr. Hyde.	PSO 6	Ap
CO-6	evaluate and appraise the use of stream of consciousness in the prescribed fiction.	PSO 6	E
CO-7	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO 1,3	E

**TEXT BOOKS**

**Abrams, M. H.** *A Glossary of Literary Terms*. 6<sup>th</sup> edition. Fort Worth: Harcourt Brace College Pub., 1993. [Now superseded by later editions.]

**Nayar Pramod K.** *Studying Literature*. Hyderabad: Orient Black Swan Private Ltd. 2013. Print.

**Austen, Jane.** *Sense and Sensibility*. New York: Dover Publications, 1997. Print.

**Dickens, Charles.** *Great Expectations*. London: Penguin Books, 1996. Print.

**Defoe, Daniel.** *Robinson Crusoe*. New Delhi: Jaico Publishing House, 2002. Print.

**Golding, William.** *Lord of the Flies*. New York: The Berkley Publishing Group, 1954. Print.

**Hardy, Thomas.** *The Mayor of Caster Bridge*. London: Penguin Books, 2003. Print.

**Stevenson R.L.** *Dr. Jekyll and Mr. Hyde*. London: Wordsworth Editions, 1999. Print.

**Woolf, Virginia.** *To the Light House*. New Delhi: Peacock Books, 2014. Print.

**BOOKS FOR REFERENCE**

Roberts, Edgar V. *An Introduction to Reading and Writing*. Fourth Edition. New Jersey: Prentice Hall. 1993. Print.

Hardy, Thomas. *The Offensive Truth*. Oxford: Basil Blackwell Ltd. 1988. Print.

Sucksmith, Harvey Peter *The Narrative Art of Charles Dickens*. Great Britain: University Press, Oxford. 1970. Print.

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**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER III**

<b>Course Title</b>	Allied 4 (Optional) – Journalism
<b>Total Hours</b>	60
<b>Hours/Week</b>	4 hrs/Wk
<b>Code</b>	U15EL3AOT04
<b>Course Type</b>	Theory
<b>Credits</b>	3
<b>Marks</b>	100

**GENERAL OBJECTIVES:**

To enable the students to learn the basic concepts of Mass Communication and journalism and to acquire writing skills through practical experience.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand the characteristics of good communication and learn to use it in the field of journalism.
CO-2	identify the different precepts of journalistic skills and enhance the art of journalistic writing.
CO-3	analyse the different types of news and the students emerge as designers of media production.
CO-4	develop effective business and professional presentations through creative tools like photography and cartooning.
CO-5	develop efficiency in blog creation and publication.

**UNIT I INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION 12 HRS**

Introduction to Journalism and Mass Communication - definition - process - functions- characteristics of good communication - the role of print media and electronic media - a brief history of the origin and growth of Indian Journalism – functions of the press – ethics of Journalism.

**Extra Reading/Key Words:** *Medium, message, Indian Journalism*

**UNIT II TYPES OF JOURNALISM 12 HRS**

Types of Journalism – Principles of reporting and editing – Open page (OP-ED), opinion pieces (editorial, reviews, articles, letters, to the editor, columns) principles of good writing – headlines - language and style - correcting proofs.

**Extra Reading/Key Words:** *Beet, reporting*

**UNIT III: TYPES OF NEWS 12 HRS**

Sources and types of news (news agencies, feature syndicates, press conferences, press releases, news pools, handouts, hard news, soft news, expected news, unexpected news splash news, flash news, spot news, not news straight news, slant, brief, filler and big news).

**Extra Reading/Key Words:** *Fillers, flash news*

**UNIT IV: TYPES OF NEWSPAPERS 12 HRS**

Types of newspapers: Broadsheet and Tabloid – Types of magazines and journals – reviews and its types – writing style

Types of advertisements – functions of advertising – photographs – pictures – cartoons – illustrations.

**Extra Reading/Key Words:** *Cartoons, editorials*

**UNIT V: MULTIMEDIA****12 HRS**

Multimedia: Online News Reading and Review – Blog Creation and Publication

**Extra Reading/Key Words:** *blogging, content writing***COURSE OUTCOMES:****The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognize the different attributes of communication and apply them in the field of journalism.	PSO 1,2,3	U
CO-2	identify the different aspects of journalistic styles and apply them to writing.	PSO 1,3,5	Ap
CO-3	analyse the different types of news and categorise it according to the need of media production.	PSO 3,4,6	An
CO-4	experiment on the different journalistic skills to value the news item correctly.	PSO 5,6	Ap
CO-5	generate blogs and construct the creative space to create a value based journalistic scenario.	PSO 4,5,6	C
CO-6	develop Journalistic skills by enhancing creative writing skill, data collection skill, observation skill and communication skill.	PSO 3	E

**PRESCRIBED TEXT**Mehta, D.S. *Mass communication and Journalism in India*, New Delhi: Allied Publishers,Limited, 1979. Print.**BOOKS FOR REFERENCE**Sagayaeraj, Devadoss Joseph. *Media Education*. Chennai: Arumbu Publications, 2006. Print.Ganesh, T.K. *Digital Media*. Gnosis: Publishers of Educational Books. 2006. PrintParthasarathy, Rangaswami. *Journalism in India*. New Delhi: Sterling Publishers, private Limited, 1997. Print.Kamath ,M.V. *Professional Journalist*. New Delhi: Vikas Publishing House Private Limited, 1999. Print.Shrivastava ,K.M. *News Reporting and Editing* .New Delhi : Sterling publishers, private Limited, 1999. Print.Singh, P.P. *News Reporting and Editing*. New Delhi : Anmol publication private Limited, 1998. Print.Pant, N.C. *Modern Journalism Principles and practice* New Delhi : Kanishka publishers, 2002. Print.Pant, N.C. *Dimensions of Modern Journalism*. New Delhi : Kanishka publishers, 1995. Print.Kumar, Keval J. *Mass Communication in India*. Delhi: Jaico Publication, 2001. Print.Chunawalla S.A. *Advertising, Sales and Promotion Management*. New Delhi: Himalaya Publishing House, 2010. Print.Green, Andy. *Effective Personal Communication Skills for Public Relations*. New Delhi: Kogan Page India,2008. Print.Heathfield, David. *Spontaneous Speaking English*:Delta publishing,2007.Print.

(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER III**

<b>Course Title</b>	Skill Based Elective 3 – English for Personnel Management
<b>Total Hours</b>	30
<b>Hours/Week</b>	2
<b>Code</b>	U15EL3SBT03
<b>Course Type</b>	Theory
<b>Credits</b>	2
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable the students to acquire the skills needed for effective communication in the work place.

**COURSE OBJECTIVES:**

**The Learner will be able to**

CO No.	Course Objectives
CO-1	understand the concepts, objectives and significance of Personnel Management.
CO-2	understand the art of conversation and apply the communication skills learnt in real-life situations.
CO-3	understand the skill of facing interviews and Group Dynamics and how to apply the same in real life situations.
CO-4	remember and apply skills by preparing written materials related to a work place like Job Application, Curriculum Vitae, Resume and by preparing simple speeches.
CO-5	understand and apply the techniques of Performance Management and Employee Training.

**UNIT I - INTRODUCTION TO PERSONNEL MANAGEMENT**

**6 HRS**

Introduction to Personnel Management – Concepts, objectives and significance of Personnel Management – Communication Quotient: Thinking Resources.

**Extra Reading/Key Words:** Personnel Management and Industrial Relations by Ruston S. Davar

**UNIT II – CONVERSATION**

**6 HRS**

The art of conversation - Art of Listening – Voice modulation and tone – Turn- taking in conversation - Use of appropriate expressions – Communication skills in the work place – Principles of presentation.

**Key Words:** *Beginning Management of Human Resources by Laura Portolese Dias*

*Effective Personal Communication Skills for Public Relations by Andy*

*Green Effective Writing Skills for Public Relations by John Foster*

**UNIT III - JOB INTERVIEWS**

**6 HRS**

Group dynamics – Stages and roles – Types of Job interviews – Interview formats and evaluation methods.

**Extra Reading/Key Words:** *Beginning Management of Human Resources by Laura Portolese Dias*

*Organizational Behaviour*

**UNIT IV – JOB SKILLS**

**6 HRS**

Stage Management – Job application, Curriculum vitae, Resume and bio-data analysis

- Preparation of agenda and minutes recording – Invitations and announcements, advertisements and notices, simple speeches eg. Welcome, Felicitation, Vote of thanks and Master of Ceremony.

**Extra Reading/Key Words:** *Effective Writing Skills for Public Relations by John Foster*

**UNIT V – PERFORMANCE AND TRAINING****6 HRS**

Performance Management – Performance Appraisal - Appraisal Interview – Employee Training and Development.

**Extra Reading/Key Words:** *Organizational Success through Effective Human Resources Management* by Ronald R. Sims**Note:** Extra Reading / keywords are only for Internal Testing (Seminar/ Assignments)**COURSE OUTCOMES:****The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recall the concepts related to personnel management.	PSO 3, 6	R
CO-2	evaluate their communication skills and put them to use in real world scenarios.	PSO 3, 6	E
CO-3	uncover their potential by facing different job interviews.	PSO 3, 6	Ap
CO-4	prepare writing materials to further improve their writing skills.	PSO 3, 6	Ap
CO-5	discuss the role of performance appraisal in performance management.	PSO 3, 6	An
CO-6	develop Employment and Entrepreneurial Skills like Writing, leadership, Organisation and Communication and become experts in Front Office Management.	PSO 3	E

**PRESCRIBED TEXT**Davar, Ruston S. *Personnel Management and Industrial Relations*. Kolkata: skeetwat publications, 1996. Print.**BOOKS FOR REFERENCE**Nayar, Pramod K. *Studying Literature*. Hyderabad: Orient BlackSwan. 2013. Print.Goel, S.L. *Personnel Administration and Management*. Delhi: Tipi Publications, 1995. Print.Ahuja, B.N. *Journalism and Public Relations*. Jaipur: Surjeet Publications, 1995. Print.Lucas, Stephen E. *The Art of Public Speaking* (7<sup>th</sup> Ed,) McGraw Hill, 2001. PrintPopovich, S.Igor. *Winning at job interviews*. London: Hodder Education, 2003. Print.Foster John, *Effective Writing Skills for Public Relations*. New Delhi: Kogan Page India, 2001. Print.Corfield, Rebecca. *Preparing the Perfect job Application*. New Delhi: Kogan Page India, 2008. Print.Green, Andy. *Effective Personal Communication Skills for Public Relations*. New Delhi: Kogan Page India, 2008. Print.Heathfield, David. *Spontaneous Speaking England*: Delta publishing, 2007. Print

(For candidates admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2 B.A./B.Sc./**  
**B.Com./B.C.A./B.B.A DEGREE COURSE**  
**SEMESTER – III / VI**

<b>Course Title</b>	<b>GENDER STUDIES</b>
<b>Total Hours</b>	<b>15</b>
<b>Hours/Week</b>	<b>1</b>
<b>Code</b>	<b>U15WS3GST01 / U15WS6GST01</b>
<b>Course Type</b>	Theory
<b>Credits</b>	<b>1</b>
<b>Marks</b>	<b>100</b>

**General Objective:**

To help students to realize their strengths and weaknesses in leading an ethically enriched life and to enjoy a gender-balanced ambience

**Course Objectives:**

**The student will be able to**

1. understand the concepts of gender.
2. differentiate women studies from gender studies
3. analyze the areas of gender discrimination
4. analyze and evaluate the initiative and policies for women empowerment
5. remember the women's movements and safeguarding mechanisms

**Unit I**

**3 hrs**

**Concepts of Gender:**

Sex-Gender-Biological Determination-Patriarchy-Feminism-Gender Discrimination-Gender Division of Labour -Gender stereotyping – Gender Sensitivity-Gender Equity – Equality – Gender Mainstreaming – Empowerment.

**Extra reading /Key Words:** *Acts on gender*

**Unit II**

**3 hrs**

**Women's Studies Vs Gender Studies:**

UGC's Guidelines – VII to XI Plans – Gender Studies: Beijing Conference and CEDAW- Exclusiveness and Inclusiveness.

**Extra reading /Key Words:** *Origin of Women's studies in India*



**Unit-II****3hrs****Areas of Gender Discrimination:**

Family – Sex Ratio – Literacy – Health – Governance – Religion Work Vs Employment – Market – Media – Politics – Law – Domestic Violence – Sexual Harassment – State Politics and Planning.

**Extra reading / Key Words:** *Survey of level of discrimination*

**Unit-IV****3hrs****Women Development and Gender Empowerment:**

Initiatives – International Women’s Decade – International Women’s Year – National Policy for Empowerment of Women – Women Empowerment Year 2001 – Mainstreaming Global Policies.

**Extra reading/Key Words:** *Case study*

**Unit-V****3hrs**

**Women’s Movements and Safeguarding Mechanism:** In India National / State Commission for Women (NCW) – All Women Police Station – Family Court – Domestic Violence Act – Prevention of Sexual Harassment at Work Place Supreme Court Guidelines – Maternity Benefit Act – PNDT Act – Hindu Succession Act 2005 – Eve Teasing Prevention Act – Self Help Groups – 73rd Amendment for PRIs.

**Extra reading / Key Words:** *Laws on gender equality*

**Note: Extra Reading/ keywords are only for Internal Testing (Seminar/ Assignments)**

**Course Outcome:**

1. evaluate the concepts of gender discrimination.
2. compare women’s studies with gender studies.
3. describe the areas of gender discrimination.
4. evaluate the initiative and policies for women empowerment.
5. Explain the different women movement.

**REFERENCES:**

Manimekalai. N & Suba. S (2011), Gender Studies, Publication Division, Bharathidasan University, Tiruchirappalli

Jane, P. & Imelda, W. (2004), 50 Key Concepts in Gender Studies.

**HOLY CROSS COLLEGE (Autonomous), Tiruchirappalli - 620 002.**

**TAMIL DEPARTMENT**

**For Candidate admitted from 2015 onwards**

**Second Year - Semester – IV**

<b>Course Title</b>	<b>இரண்டாமாண்டு –நான்காம் பருவம்</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5 Hrs Wk</b>
<b>Code</b>	<b>U15TL4TAM04</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objectives:**

வாழ்வியல் நெறிகளாகிய அறம், பொருள், இன்பம், வீடுபேறு ஆகியவற்றின் மேன்மையை எடுத்துரைத்தல்

- Make the student to understand the cultural and tradition of Tamilians.
- Student will learn understand the religions knowledge to Sustain
- Understand the depth of Tamil Literature & Culture.
- Know about the structure of the family, manners is disciplines.
- Know about the right of equality.

**Course Objectives:**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	அறம், பொருள், இன்பம், வீடுபேறு ஆகியவற்றின் மேன்மையை உணர்த்துதல்.
CO-2	இலக்கியங்களின் வாயிலாக வாழ்க்கைத் தத்துவத்தினை அறியச் செய்தல்.
CO-3	தமிழ் இலக்கிய வரலாற்றின் வாயிலாகத் தமிழரின் பண்பாடு, கலாச்சாரத்தை அறியச் செய்தல்.
CO-4	மனிதநேய சிந்தனைகளை உருவாக்குதல்.
CO-5	மொழிப்பெயர்ப்புத்திறனை வளர்த்தல்.

அலகு:1 செய்யுள்

15 Hrs

1. குறுந்தொகை

1. கொங்கு தேர் வாழ்க்கை அஞ்சிறைத் தும்பி - இறையனார்
2. யாரும் இல்லை தானே கள்வன் - கபிலர்
3. வேம்பின் பைங்காய்என் தோழி தரினே - மிளைக்கந்தன்
4. உள்ளது சிதைப்போர் உளரெனப் படாஅர் - பாலை பாடிய பெருங்கடுங்கோ
5. நோற்றோர் மன்ற தோழி - குறுங்குடி மருதன்

2. நற்றிணை

1. மனையுறை புறவின் செங்கால் பேடை
2. நீள்மலைக் கலித்த பெருங்கோற் குறிஞ்சி - பாண்டியன் மாறன் வழுதி
3. ஆய்மலர் மழைக்கண் தெண்பனி உறைப்பவும் - நல்விளக்கனார்
4. சிறுவீ முல்லைப் பெரிது கமழ் அலரி - மதுரை பேராலவாயர்

3. கலித்தொகை

1. எறித்தரு கதிர்தாங்கி ஏந்திய குடைநீழல் - கபிலர்
2. பாடுகம் வா வாழி தோழி - கபிலர்

அலகு:2

15 Hrs

அகநானூறு

- 1.வானம் வாய்ப்பக் கவினிக் கானம் - சீத்தலைச் சாத்தனார்
2. எம்வெங் காம மியைவதாயின் - மாமுலனார்

5.புறநானூறு

1. நின் நயந்து உறைநர்க்கும் - பெருஞ்சித்திரனார்
2. காய்நெல் அறுத்துக் கவளம் கொளினே - பிசிராந்தையார்
3. படைப்புப் பலபடைத்து - பாண்டியன் அறிவுடைநம்பி
4. கேட்டல் மாத்திரை - கோப்பெருஞ்சோழன்
5. ஈன்று புறந்தருதல் எந்தலைக் கடனே - பொன்முடியார்

6. பதிற்றுப்பத்து - ஐந்தாம் பத்து

1. சுடர் வீ வேங்கை
2. தசம்பு துளங்கு இருக்கை
3. ஊன்துவை அடிசில்

## 7. திருக்குறள்

1. அறத்துப்பால் - இனியவை கூறல்
2. பொருட்பால் - வினை செயல்வகை
3. காமத்துப்பால் - புலவி நுணுக்கம்

அலகு:3

15 Hrs

தமிழ் இலக்கிய வரலாறு

சங்ககாலம் - சங்கம் மருவியகாலம்

எட்டுத்தொகை, பத்துப்பாட்டு, பதினெண்கீழ்க்கணக்கு நூல்கள்

அலகு:4

15 Hrs

வாழ்க்கை வரலாறு

அன்னை தெரசா - பா. தீனதயாளன்

**key Words (Extra Reading)**

அக்னி சிறகுகள் - அப்துல் கலாம்

அலகு:5

15 Hrs

பொது - மொழிப்பெயர்ப்பு

**Note: Texts given in the Extra reading /Key words must be tested only through Assignment and Seminars.**

### Course Outcomes:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Attitude to consider the living beings of the world as relations	PSO 1	U
CO-2	the life style of traditional Tamils may be known with the help of literature	PSO 2	AN
CO-3	to be inspired by the traditional culture and values and be value oriented	PSO 2	R
CO-4	to feel the dedicated service of mother Theresa and to practice the same	PSO 3	U
CO-5	to enhance skills on translation	PSO 4	C

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create**

## பாட நூல்கள்

1. செய்யுள் - தமிழாய்வுத்துறை வெளியீடு
2. தமிழ் இலக்கிய வரலாறு - தமிழாய்வுத்துறை வெளியீடு
3. வாழ்க்கை வரலாறு  
பா.தீனதயாளன் - அன்னை தெரசா
4. மொழிப்பெயர்ப்பு - தமிழாய்வுத்துறை வெளியீடு

(For the candidates admitted from June 2018 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**DEPARTMENT OF HINDI**  
**SEMESTER – IV**

<b>Course Title</b>	<b>PART – I LANGUAGE HINDI -IV FUNCTIONAL HINDI &amp; TRANSLATION</b>
<b>Total Hours</b>	<b>75</b>
<b>Hours/Week</b>	<b>5Hrs/Wk</b>
<b>Code</b>	<b>CODE: U18HN4HIN04</b>
<b>Course Type</b>	<b>Theory</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

**General Objective :** To enable the students to Learn the Language Skills.

**Course Objectives (CO):**

**The learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO -1	apply technical translation in Functional Hindi
CO- 2	understand and evaluate global marketing
CO- 3	create general essays
CO- 4	apply the formats and create office orders
CO- 5	apply translation techniques in a text.

**UNIT – I**

**(15 Hours)**

1. Personal Letters
2. Technical Terms
3. Translation Ex-1
4. General Essay - Pollution

**Extra Reading (Key Words ):** *Jal Pradhooshan, Vayu Pradhooshan*

**UNIT- II**

**(15 Hours)**

1. Commercial Letters
2. Technical Terms
3. Translation Ex-4
4. General Essay - Globalisation

**Extra Reading (Key Words ):** *Vyavasayikata*

**UNIT- III**

**(15 Hours)**

1. Office Memorandum
2. Technical Phrases
3. Translation Ex-6
4. General Essay – Self Employment

**Extra Reading (Key Words ):** *Kisan*

**UNIT- IV:** (15 Hours)

1. Office Order
2. Technical Phrases
3. Translation Ex-13
4. General Essay – India – Unity in Diversity

**Extra Reading (Key Words):** *Hamara Bharat*

**UNIT- V** (15 Hours)

1. Circular
2. Reminder
3. Translation Ex-15
4. General Essay – My Favourite Author

**Extra Reading (Key Words):** *Jayashankar Prasad, Premchand*

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

**Course Outcomes:**

**The learner will be able to:**

CO No.	Course Outcomes	Cognitive Level
CO -1	Utilize technical terms in translating a text.	Ap
CO- 2	Mark the global brands and their countries.	U, E
CO- 3	Develop an essay on any social issue.	E, C
CO- 4	Formulate an office order for the university	Ap, C
CO- 5	Make use of translation techniques in a text.	Ap

**CO- Course Outcome; R- Remember; U- Understand; Ap- Apply; An- Analyze; E- Evaluate; C- Create**

**Prescribed Books**

- Vyavaharik Hindi, by Dr. Mahendra Mittal, Shabari Sansthan, Delhi.
- Aalekhan Aur Tippan: Prof. Viraj, M.A; Raj Pal And Sons; Kashmiri Gate, Delhi.
- Anuvad Abhyas : Bholanath Tiwari; Lokbharathi Prakashan; New Delhi.

**Reference Books :**

- Raj Bhasha Hindi Aur Vuska Swaroop- Shanthi kumar Syal; Parampara Prakasha, Delhi.
- Vyaharopayogi evam kam kaji Hindi – Ananth Kedharea .; Sahityayan Prakashan; Kanpur.

(For candidates admitted 2016 onwards)

**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**

**DEPARTMENT OF FRENCH**

**SEMESTER IV**

Course Title	<b>PART I – LANGUAGE - FRENCH PAPER IV</b> (LANGUAGE & CULTURE (ÉCHO A2 2 <sup>e</sup> édition)
Total Hours	75
Hours/Week	5 Hrs/Wk
Code	U16FR2FRE02
Course Type	Theory
Credits	3
Marks	100

**General Objective:** To enable the students to analyse and evaluate French cultural aspects and use the accumulated vocabulary and grammatical aspects in creative writing.

**Course Objectives (CO):**

**The learner will be able to**

<b>CO1</b>	Apply pronouns and create texts; appreciate and analyse French cuisine and festivals
<b>CO2</b>	critically evaluate the art forms of 20 <sup>th</sup> century and apply conditional present tense in a text
<b>CO3</b>	remember savoir-faire in France and apply reported speech in story writing
<b>CO4</b>	analyse the consequences of immigration, sports and adventures; apply passive voice in a text
<b>CO5</b>	understand the usage of possessive pronouns and analyse the rhythm of life in France

**Unit 1 C'est la fête !**

**(18 Hours)**

Les pronoms objets directs et indirects – parler d'une fête – exprimer des goûts et des préférences – fêtes sans frontières – plats des fêtes – les jours fériés – les saisons

*Extra Reading (Key Words):* étude comparée des fêtes françaises et indiennes.

**Unit 2 Vous plaisez !**

**(18 Hours)**

Le conditionnel présent, la distinction du futur et du conditionnel – le mouvement en général – raconter une anecdote – journée de détente – la naissance d'un chef d'œuvre - l'art au début du 20<sup>e</sup> siècle – le plaisir de jeux de mots.

*Extra Reading (Key Words):* Histoire du monde au début du 20e siècle.

**Unit 3 On s'entend bien !**

**(18 Hours)**

Les constructions « faire + verbe » et « laisser + verbe », le discours rapporté – décrire le caractère ou le comportement, exprimer l'accord et le désaccord – le langage des couleurs – sujets de conversation – sujets d'étonnement.



*Extra Reading (Key Words ):* les taboos

**Unit 4 À vos risqué et périls !**

**(18 Hours)**

Le subjonctif présent, la voix passive – l’aventure d’aujourd’hui – travailler pour la planète – réussites et échecs - marathon de Paris – plaisir des sports – les sports les plus regardés et pratiqués - les français et les sports.

*Extra Reading (Key Words ):* les sportifs français

**Unit 5 La vie est dure**

**(18 Hours)**

Les pronoms possessifs, les adjectifs, les pronoms indéfinis – parler de ses activités quotidiennes, exprimer la confiance ou la méfiance – les tâches ménagères – la France insatisfaite - sans travail.

*Extra Reading (Key Words ):* entretien d’une personne.

<b>Course outcomes</b>	<b>Cognitive level</b>
Design a text using pronouns	C
Discover a French recipe	An
Narrate an anecdote	C
Critically evaluate modern art forms	E
Infer reported speech and passive voice in a story	C
Explain the influence of immigration on sports	An
Examine the rhythm of life in France	An

**TEXT BOOKS :**

ECHO A2 – METHODE DE FRANÇAIS & CAHIER PERSONNEL D’APPRENTISSAGE

Authors: J. Girardet and J. Pécheur

Publication: CLÉ INTERNATIONAL, 2013.

**Books for Reference:**

La Conjugaison – Nathan

French made easy – Intermediate level - Goodwill Publishing House

Je parle français III – Abhay Publications

Le français avec des jeux et des activités - ELI

Langue et la civilisation – I – Mauger Bleu

Note : Texts given in the Extra Reading (Key Words ) must be tested only through Assignment and Seminars.

(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**I YEAR UG – SEMESTER I**  
**PART II – ENGLISH 4 - GENERAL ENGLISH IV**

**HOURS : 6**  
**CREDIT : 3**

**CODE : U15EL4GEN04**  
**MARKS: 100**

**EMPLOYABILITY SKILLS**

**OBJECTIVES:**

1. To develop both receptive (reading, listening) and productive (speaking, writing) skills through communicative classes.
2. To acquire proficiency in oral and written language.
3. To train the students for employability skills such as team skills, communication skills and presentation skills.
4. To acquire values related to personal integrity and excellence in work propagated in the literary works.
5. To create interest among students for self-learning.

**UNIT I – Personal integrity –Honesty, dependability, adaptability and loyalty.**

**Listening** to identify a person's attitude, values, situation and the decision made.

**Speaking** about one's action, expressing opinions, character analysis.

**Reading** for comprehension (inferring a character's method of managing a situation, adaptability and the like).

**Writing** recommendations.

**Grammar** – use of appropriate adjectives and adverbs in contexts and reporting speeches

**Vocabulary** – differentiating shades of meaning, use of idioms and phrases in sentences

**Composition** – Your thoughts are the architects of your destiny – David O' Mckay

Honesty is the first chapter in the book of wisdom – Thomas Jefferson

**TEXTS**

1. *"How far is the river"* by Ruskin Bond
2. *The Pie and the Tart* by Hugh Chesterman.
3. An excerpt from Shakespeare's *"Julius Caesar"* Act III Scene II Lines 13 - 33– Antony's speech

**UNIT II – Key to success – Self-esteem, perfection and excellence**

**Listening** to differentiate duty from obligation.

**Speaking** – Discussing one's knowledge about different subjects, learning skills, thirst for knowledge, learning from experiences.

**Reading** for comprehension exhibiting higher perception of life's experiences.

**Writing** paragraphs with cause and reason, analyzing motives behind people's actions and behavior.

**Grammar** – use of cohesive devices

**Vocabulary** – figures of speech– simile, metaphor.

**Composition** –

1. Excellence is not a destination, it is a continuous journey that never ends – Brian Tracy
2. To be perfect is to change often – Winston Churchill

## TEXTS

1. Our urgent need for self-esteem by Nathaniel Brandon.
2. Five senses by Judith Wright
3. Three questions by Leo Tolstoy

### UNIT III – Team skills

**Listening** to speaker's ideas, opinions, and suggestions and analyzing their character.

**Speaking** –Discussing, questioning, interacting, respecting, sharing and participating.

**Reading** for comprehension – absorbing the attitude of the people.

**Writing** – personal essays and report writing

**Grammar** – use of inverted structures

**Vocabulary** –New words in current usage.

**Composition** –1. “Talent wins games, but teamwork and intelligence wins championships.”  
2. “It takes two flints to make a fire.”

## TEXTS

1. “The Little Black Boy” by William Blake
2. How to get cooperation by Dale Carnegie.

### UNIT IV – Communication skills for interpersonal relationship

**Listening** to specific information and guessing.

**Speaking** –Facing interview and situational speeches (Master of ceremony, felicitation and the like).

**Reading** for comprehension to identify the methods of persuasion.

**Writing** formal letters and invitations.

**Grammar** – Transformation of sentences.

**Vocabulary** – Words related to technical registers.

**Composition** –1. “Communication is an art form that is crafted throughout our lives.”  
2. Birds of same feather flock together.

## TEXTS

1. The Refund by Fritz Karinthy

### UNIT V –Presentation skills

**Listening** to commands, information, announcements, and discussions in a meeting.

**Speaking** –role play in panel discussion, mock parliament and public speaking.

**Reading** for comprehension.

**Writing** agenda, minutes, memo, notice, circular, project proposal.

**Grammar** – use of simple, compound, complex, imperative sentences and punctuations.

**Vocabulary** – Business terms.

**Composition** – writing a project.

## TEXTS

1. An excerpt from Abraham Lincoln's speech in Gettysburg.

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(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER IV**

<b>Course Title</b>	Major Core 6 - Poetry
<b>Total Hours</b>	75
<b>Hours/Week</b>	5 hrs/ Wk
<b>Code</b>	U15EL4MCT06
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVES:**

To enable the students to analyse and to understand the literary art of poetry and to appreciate the aesthetic beauty present in it.

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	understand the concepts of life and death from the poets of the Elizabethan to Restoration Age
CO-2	analyze and evaluate the transition of English poetry from Neo-classical to Romanticism
CO-3	understand and evaluate the Romantic period and analyse nature as a subject matter and get inspired through the poems in the writings of the poets thereof.
CO-4	understand and evaluate the Victorian era and critically evaluate the style of rational and moralistic writing
CO-5	understand and analyse the traits of Modern poetry and its connection to realism.

**UNIT I**

**15 HRS**

Sir Phillip Sidney - The Twenty Third Psalm  
 Spenser - Poem 1  
 Donne - Death be Not Proud  
 John Milton - On Time

**Extra Reading/Key Words:** *Shakespeare- Sonnet 116, George Herbert- The Collar*

**UNIT II**

**15 HRS**

Alexander Pope - The Rape of the Lock -50 lines – Canto I - first 54 lines  
 William Blake - The Tiger  
 Oliver Goldsmith - The Village Schoolmaster  
 Collins - In the Downhill of Life

**Extra Reading/Key Words:** *John Dryden – Happy the Man, Henry Vaughan- the Retreat*

**UNIT III**

**15 HRS**

W. Wordsworth - Tintern Abbey  
 Coleridge - Kubla Khan  
 John Keats - Ode on a Grecian Urn  
 P.B. Shelley - Ode to a Sky lark

**Extra Reading/Key Words:** *Lord Byron – She walks in Beauty,  
 Leigh Hunt – Abou Ben Adhem*

**UNIT IV****15 HRS**

Robert Browning - My Last Duchess  
 D.G. Rossetti - Blessed Damozel  
 Thomas Hardy - Darkling Thrush  
 Tennyson - Ulysses

**Extra Reading/Key Words:** John Henry Newman- *Lead Kindly Light*, Christina Rossetti- *Goblin Market*

**UNIT V****15 HRS**

Gerard Manley Hopkins - The Windhover  
 Wilfred Owen - Anthem for Doomed Youth  
 W.B. Yeats - Easter 1916  
 Philip Larkin - Ambulances

**Extra Reading/Key Words:** W. H. Auden- *the Unknown Citizen*, Walter De La Mare- *the Listeners*

**Note:** Texts given in the Key Words must be tested only through Assignments and Seminars.

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	relate and understand the concept of Death and life by the Elizabethan Poets.	PSO 1,2,6	U
CO-2	evaluate the significance of stylistic and moralistic writings.	PSO 1,2,6	E
CO-3	evaluate the style of aestheticism in the writings of nature poets.	PSO 1,2,6	E
CO-4	critically analyze the theme of inquisitiveness and moral sensibility in Victorian poems.	PSO 1,2,6	An
CO-5	identify the writings of the poets.	PSO 1,2,6	Ap
CO-6	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO1, 3	E

**PRESCRIBED TEXTS**

Abrams, M.H. *The Norton Anthology of English Literature Fifth Edition*, New York:

W.W. Norton and Company, 1962. Print.

Damrosch, David. *The Longman Anthology of British Literature volumes A & B*, New York: Longman, 2000. Print.

**BOOKS FOR REFERENCE**

Palgrave, F.T *The Golden Treasury* VI edn. OUP, Oxford 1994.

Foresman, Scott. *Literature and Integrated Studies II edn*, New York: Scott Foresman and Company, 1997. Print.

Watson J.R, *English Poetry of the Romantic Period 1789 – 1830*, London: Longman House, 1985. Print.

(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER IV**

<b>Course Title</b>	Major Elective 1 – Basics of Linguistics and English Language Teaching
<b>Total Hours</b>	75
<b>Hours/Week</b>	5 hrs/Wk
<b>Code</b>	U15EL4MET01
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To introduce the students to the basics of linguistics and English language Teaching.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	remember and understand the general concepts of language and analyse the types and varieties of learning a language.
CO-2	understand and apply the tenets of phonetics of English Language in transcription and speech.
CO-3	understand the functions of morphology and semantics in language and analyse the morphological patterns of sentence structures.
CO-4	analyse and apply the various methods and approaches of teaching and learning English.
CO-5	understand the various techniques of teaching, the modules of testing techniques and analyse the usage of audio-visual aids in learning on a regular basis.

**UNIT I – GENERAL CONCEPTS**

**15 HRS**

Definition of Language

Reasons for studying Language

Varieties of Language

**Extra Reading/Key Words:** *Theories of language, Growth of language.*

**UNIT II - PHONETICS**

**15 HRS**

Phonetics, consonants, vowels, semi vowels, transcription

Syllables

Accent in connected speech

Intonation

**Extra Reading/Key Words:** *Features of connected speech, Accent in compound words*

**UNIT III – MORPHOLOGY AND SEMANTICS**

**20 HRS**

**1. MORPHOLOGY**

Morpheme, morphs, allomorphs, lexical and grammatical morphemes, Free and Bound morphemes (roots and affixes, inflection and derivation, class-maintaining and class-changing suffixes, bound bases)

**2. SYNTAX**

Syntactic processes (discontinuous constituents, recursion, conjoining, embedding)

Deep and Surface Structures

Phrase Structure Grammar

Immediate constituent analysis

Transformation – Generative Grammar

### 3. SEMANTICS

Lexical and Grammatical meaning  
Connotation, Denotation, Assimilation

**Extra Reading/Key Words:** *Types of linguistics like Pragma-linguistics and socio linguistics.*

#### UNIT IV - APPROACHES, METHODS AND METHODOLOGIES – ELT

10 HRS

The Grammar – Translation method  
The structural – Oral – Situational Approach  
The direct method  
Communicative Language teaching

**Extra Reading/Key Words:** *Bilingual method, comprehensive approach*

#### UNIT V – TEACHING AIDS & TESTING

15 HRS

Team Teaching  
Audio Visual Aids  
Definition of test  
Types of tests  
Characteristics of a good test  
Types of testing items

**Extra Reading/Key Words:** *Micro teaching, TTT approach (testing, teaching, testing)*

**Note:** Texts given in the Key Words must be tested only through Assignment & Seminar

#### COURSE OUTCOMES:

The Learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	discuss the basic concepts of language and explain the varieties of learning a language.	PSO 1	An
CO-2	recognize and identify the correct pronunciation of English sounds.	PSO 3	U
CO-3	illustrate the functions of morphology and semantics.	PSO 3,4	An
CO-4	compare and contrast the various methods and approaches of teaching and learning English.	PSO 2	E
CO-5	design the lesson plan and prepare the critical analysis of tests and techniques.	PSO 3,4	C
CO-6	develop Employability skills by enhancing teaching skills, linguistic skills etc.	PSO 3	E

#### PRESCRIBED TEXTS

Balasubramaniam .T, *A Text book of English Phonetics for Indian Students, Sultan Qaboos University, Muscat, Oman (Formerly) Central Institute of English and Foreign Languages, Hyderabad, India, 2013, (Second edition).*

GeethaNagaraj, *English Language Teaching App Methods and Techniques*, New Delhi: Orient Youngman, 1996. Print.

#### BOOKS FOR REFERENCE

David Crystals. *Linguistics* (pages 239-243, 9-36) I.F. Wall work. *Language and Linguistics*, London: Longman House, 1995. Print.

Mark Arff and Janie Rees – Miller ed. *The Handbook of Linguistics*, USA: Blackwell Publishers, 2001.

(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER IV**

<b>Course Title</b>	Major Elective 1 – Literature And Human Rights
<b>Total Hours</b>	75
<b>Hours/Week</b>	5 hrs/Wk
<b>Code</b>	U15EL4MET02
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable them to trace and make a study of Human Rights issues as revealed in English Literature.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	remember and promote values of human rights in the Society
CO-2	document the basic human aspirations of happiness, security and hope, but also the limitations and the violations of these aspirations.
CO-3	explore what it means to be human and conceptual issues such as law and the state.
CO-4	approach human rights and social-justice issues from the perspectives of particular geographic regions.
CO-5	understand a range of literary texts, fiction, plays and poetry, and through them considers representations of Human Rights and their violations.

**UNIT I – POETRY**

- David Diop - Africa  
William Blake - The Chimney Sweeper (Innocence) and  
The Chimney Sweeper (Experience)  
Elizabeth Barrett Browning - The Cry of the Children  
Claude McKay - If We Must Die  
H.W. Longfellow - Slave's Dream

**UNIT II – DRAMA**

- J.B. Priestley - Mother's Day

**UNIT III – PROSE**

- Martin Luther - I Have A Dream  
Thoreau - Civil Disobedience  
Nelson Mandela - Nobel Lecture 1993 (Acceptance and Nobel Lecture)  
Bible - a) Jesus and Samaritan Woman – John 4 (1 – 42)  
b) The Woman caught in adultery – John 8 (1 – 11)

**UNIT IV – SHORT STORY**

- Khuswant Singh - Karma (Indian)



Peter Cowan - The Tractor (Australian) from commonwealth short stories ed.  
by Anna Father ford and Donald Hannah

**UNIT V – NOVEL**

Charles Dickens - Oliver Twist

**Note: Texts given in the Key Words must be tested only through Assignment & Seminar**

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	analyze and promote values of human rights in the Society	PSO 1	An
CO-2	understand human and conceptual issues such as law and the state	PSO 3	U
CO-3	analyzes human rights and social-justice issues	PSO 3,4	An
CO-4	examines violated bodies and subjects, the settings and environments in which these are embedded and the witnessing of atrocities that emerges within fiction or poetry.	PSO 2	E
CO-5	creates mind maps using literary texts, fiction, plays and poetry, to represent Human Rights and their violations.	PSO 3,4	C
CO-6	examines a range of literary texts, fiction, plays and poetry, and through them considers representations of Human Rights and their violations.	PSO 3	E

**Books for Reference:**

Abrams, M.H. *The Norton Anthology of English Literature Fifth Edition*, New York: W.W. Norton and Company, 1962. Print.

**(for candidates admitted from June 2017 onwards)**  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER IV**

<b>Course Title</b>	Major Elective 1 – Children’s Literature
<b>Total Hours</b>	75
<b>Hours/Week</b>	5 hrs/Wk
<b>Code</b>	U15EL4MET03
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To introduce students to the idea of Children’s Literature, its history, types and themes.

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	remember and understand the various types of Children’s Literature
CO-2	understand and appreciate poems and illustrated books
CO-3	understand and evaluate the characters and settings in fairytales
CO-4	understand and analyze the elements of a children’s novella and short stories
CO-5	evaluate the themes, characters and moral in children’s fiction

**UNIT I – BACKGROUND INTRODUCTION**

Introduction to Children’s Literature  
History of Children’s Literature  
Genres of Children’s Literature  
Themes of Children’s Literature

**UNIT II – POETRY & PICTURE BOOKS**

Shel Silverstein - Sick  
Dr. Seuss - The Cat in the Hat  
Maurice Sendak - Where the Wild Thigs Are

**UNIT III – FABLES & FAIRY TALES**

Aesop’s Fables - The Honest Woodcutter  
The Ant and the Grasshopper  
Grimm’s Brothers - The Pied Piper of Hamlin  
Hansel and Gretel  
Hans Christian Anderson - The Little Match Girl  
The Ugly Duckling  
Marie de Beaumont - Beauty and the Beast

**UNIT IV – SHORT STORIES & NOVELLAS**

Antoine de Saint-Exupéry - The Happy Prince  
 Washington Irving - Rip Van Winkle  
 Charlotte Craft - King Midas and the Golden Touch

**UNIT V – FICTION**

Louisa May Alcott - Little Women  
 Roald Dahl - Matilda  
 J.K. Rowling - Harry Potter and the Philosopher’s Stone

**Note: Texts given in the Key Words must be tested only through Assignment & Seminar**

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	analyse the types of Children’s Literature	PSO 1	An
CO-2	understand the history of Children’s Literature	PSO 3	U
CO-3	analyse the characters and super elements present in fairytales	PSO 3,4	An
CO-4	evaluate the characters, themes and setting in of Children’s Literature	PSO 2	E
CO-5	create blogs exclusively with poems and stories written for children and record the reviews in a diary.	PSO 3,4	C
CO-6	Compare and Evaluate the various genres of of Children’s Literature around the world	PSO 3	E

**Books for Reference:**

Reynolds, Kimberley. *Children’s Literature – A Very Short Introduction*. New York, Oxford University Press, 2011  
 Gamble, Nikki and Sally Yates. *Exploring Children’s Literature*. New York. SAGE, 2008

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(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER IV**

<b>Course Title</b>	Allied 5 (Optional) - Theatre Arts
<b>Total Hours</b>	60
<b>Hours/Week</b>	4 hrs/ Wk
<b>Code</b>	U15EL4AOT05
<b>Course Type</b>	Theory
<b>Credits</b>	4
<b>Marks</b>	100

**GENERAL OBJECTIVES:**

To enable the students to appraise the genre of drama and motivate them to learn the techniques of theatre as a performing art and study the art of writing a play.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	remember and understand the comprehensive history of theatre, breaking the boundaries of the nation of its origin.
CO-2	understand the forms and literary devices and evaluate contemporary theatre.
CO-3	analyse the essential aspects of theatre and acting and apply the techniques of acting.
CO-4	understand the production process of a play and analyse the step by step process of a playwright.
CO-5	understand the concept of myth and critically evaluate how they have influenced classical plays.

**UNIT I - HISTORY OF THEATRE**

**12 HRS**

Greek Theatre, Roman Theatre

English Theatre.

Tamil Drama, Sanskrit Theatre.

**Extra Reading/Key Words:** *American Theatre and Russian Theatre.*

**UNIT II – LITERARY DEVICES & MODERN THEATRE**

**12 HRS**

Literary devices of Drama - elements, genres, forms, features.

21<sup>st</sup> Century Modern Theatre – Realistic, Political, Post Modern, Global and Popular Theatres, Street Theatre, Sports Theatre, Immersion Theatre.

**Extra Reading/Key Words:** *Musical Theatre and Mobile Theatre.*

**UNIT III – ESSENTIALS OF THEATRE & ACTING**

**12 HRS**

The Essentials of Theatre – Costume, Setting, make –up, lighting, sound, direction, wings, green room, limelight, curtain call.

Acting theory and technique- Constantin Stanislavsky and Bertolt Brecht

**Extra Reading/Key Words:** *Stenography and Meisner Acting Technique*

**UNIT IV- PRODUCTION PROCESS OF A PLAY**

**12 HRS**

Material, Tools and Process of playwrights

Structure of a play

**Extra Reading/Key Words:** *Direction and production of a play*

**UNIT V - TRANSFORMATION OF CLASSICAL MYTH INTO MODERN PLAYS (for Practical Sessions) 12 HRS**

Greek –King Midas

Roman - Pandoras box

**Extra Reading/Key Words:** *Indian- Ramayana, English - Pygmalion*

**Note:** Extra Reading / keywords are only for Internal Testing (Seminar/ Assignments)

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	list the diverse nature of theatres in different nation.	PSO 1, 2 3	R
CO-2	summarise and interpret the different kinds of theatre along with its characteristics.	PSO 1, 4	An
CO-3	compare and contrast the nuances in acting theory and technique.	PSO 1, 3, 4	An
CO-4	demonstrate and illustrate a play of their own by following the process involved.	PSO 2, 3, 4	C
CO-5	relate and show the new theatrical elements for the prescribed classical plays.	PSO 3, 4	Ap
CO-6	develop dramatic skills, refine one's creative writing skill for script creation etc.	PSO 3	E

**PRESCRIBED TEXT**

Allian, Paul and Ten Harvie. *The Routledge Companion to Theatre and Performance*, New York, Routledge: 2006.

**BOOKS FOR REFERENCE**

Brown, John Russel ed. *Drama and the Theatre with Radio, Film and Television – An Outline for the student*, London: Routledge and Kegan Paul, 1971. Print.

Hodge, Francis. *Play Directing. Analysis, Communication and Style Fourth Edition*. Allyn and Bacon Boston, 1994. Print.

Greenwald, Michael. L ed. *Longman Anthology of Drama and Theatre A Global Perspective*, London: Longman, 1945. Print.

*Stratford – Upon – Avon studies 10- American theatre – Edward Arnold 1967*, Great Britain. Print  
*British Drama: An Historical survey from the beginnings to the present – Allardyce Niccole – Great Britain, 1925*. Print.

<http://questia.com/library/and performing arts/ehavio/American – ehavio- history.jsp>.

Aristotle's "Poetics", *Elements of Drama*, London: Longman, 1975. Print.

(for candidates admitted from June 2017 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**II B.A. ENGLISH – SEMESTER IV**

<b>Course Title</b>	Allied 6 (Optional) – Group Dynamics and Communication
<b>Total Hours</b>	60
<b>Hours/Week</b>	4 hrs/Wk
<b>Code</b>	U15EL4AOT06
<b>Course Type</b>	Theory
<b>Credits</b>	3
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable the learners to understand the terms of group dynamics, the structure of a group, and the importance of communication skills.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	remember the concept of group dynamics and the theories of group formation.
CO-2	understand the art of decision making and the influence that Emotional intelligence has in the work place.
CO-3	understand the concept of Power, Conformity and Team work that will enhance the group oriented skills.
CO-4	analyse the behavioural patterns to manage a crowd.
CO-5	analyse the principles of communication skills and remember the qualities of a good leader.

**UNIT I: CONCEPT OF GROUP DYNAMICS**

**12 HRS**

Definition of a group –Types of groups Reasons for group formation- Stages of group formation-Definition of Group dynamics-Principles of Group dynamics- Theories of Group formation.

**Extra Reading/Key Words:** *Organizational Behavior, Mock GD*

**UNIT II: GROUP COHESION, DECISION MAKING AND EMOTIONAL INTELLIGENCE**

**12HRS**

Definition of group cohesion- Factors affecting cohesiveness- Benefits of cohesiveness. Definition of decision making- Techniques of decision making-Rational and irrational decision making- Definition of Emotional Intelligence- Importance of Emotional Intelligence at workplace.

**Extra Reading/Key Words:** *decision making styles, Constructive thinking*

**UNIT III: POWER, CONFORMITY AND TEAMWORK**

**12HRS**

Definition of Power- Types of Power- Effective use of Power  
 Definition of Conformity – Factors affecting conformity  
 Definition of Teamwork- Importance of Teamwork

**Extra Reading/Key Words:** *Strategic planning, Teambuilding*

**UNIT IV: CONFLICT AND CROWD BEHAVIOR**

**12 HRS**

Definition of Conflict-Stages of Conflict Development- Strategies for managing Conflict  
 Definition of Crowd and crowd behaviour-Crowd Disorder- Crowd management and Control  
**Extra Reading/Key Words:** *Conflict Iceberg, Mob psychology.*

**UNIT V: COMMUNICATION AND LEADERSHIP** **12 HRS**

Definition of Communication – Process and Principles of Communication – Barriers in Communication.  
 Definition of Leadership –Importance of Leadership- Leadership styles- Qualities of a good leader.

**Extra Reading/Key Words:** *Cross cultural communication, Leadership theories*

**Note: Extra Reading / keywords are only for Internal Testing (Seminar/ Assignments) performing art and study the art of writing a play.**

**COURSE OUTCOMES:**  
**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recall the principles of group dynamics and identify the stages of group formation.	PSO 6	R
CO-2	compare and contrast the different techniques of decision making and explain the significance of having emotional intelligence in the workplace.	PSO 3	E
CO-3	demonstrate the importance of teamwork and conformity in the effective functioning of a group.	PSO 3, 6	Ap
CO-4	uncover the reasons for disorder in a crowd and create a means for crowd management and control.	PSO 3, 6	An
CO-5	examine the communication skills acquired after an understanding of the barriers of communication.	PSO 3	An
CO-6	develop Employability and Entrepreneurial Skills by enhancing skills of Organisation, Leadership and Communication.	PSO 3	E

**PRESCRIBED TEXTS**

Forsyth, Donelson. *Group Dynamics*, Cengage learning, 2005. Print.  
 Levi, Daniel. *Group Dynamics for Teams*, London: Sage Publications Ltd, 2011. Print.

**BOOKS FOR REFERENCE**

Rosengren, Karl Rric. *Communication: An Introduction*, London: Sage Publications Ltd, 2000. Print.

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**(For Candidates admitted from June 2015 onwards)**  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**  
**B.A./B.Sc/B.Com/BBA/B.C.A - DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**CATECHISM – III: LITURGY AND CHRISTIAN LIFE**

**HRS / WK : 1**

**CODE:U15VE6LVC03**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVES:**

- To prepare the students to participate meaningfully in the liturgical celebration and experience GOD in their day today life.
- To enable the students to become living witnesses to Jesus Christ in their personal, family and social life.

**UNIT – I: LITURGY**

Personal prayer ( Know oneself) – Vocal prayer – Community prayer – Meditation – Contemplation – Knowing the prayers : Our Father – Hail Mary – Holy Rosary – Mysteries of the Rosary- Litany of Mary – Family prayer-Popular devotion

**UNIT – II: HOLY SACRIFICE OF THE MASS**

Significance – Meaning and need for spiritual growth – Mass prayers – Part of the mass – Liturgical year, its division and its significance. – The Creed – Act of contrition – Discernment of spirits – Counseling – Spiritual direction.

**UNIT – III: CHRISTIAN VOCATION AS DISCIPLE FOR THE KINGDOM OF GOD**

Who am I as a Christian? – Christian dignity and others – The values of the Kingdom opposing to the values of the World – Christian social conscience – Christian in the reformation of the world – A call to be salt and light in today's context.

**UNIT – IV: CHRISTIAN FAMILY**

Holy Family- Characteristic of good family – Bible centered, Prayer centered, Christian centered–Responsibilities of parents and children in the family –Laws of the Church towards marriage-Pro life (Abortion, Euthanasia) – Lay Vocation – Lay Participation – Lay associates.

**UNIT – V: CONSECRATED LIFE**

“Come and follow me” – special disciples - Religious vocation – “I have called you to be mine”- Role of Nuns and Priest - called to be prophets and agents for God's Kingdom – nucleus of the church – Eschatological signs of the God's Kingdom.

**REFERENCES:**

1. Compendium – Catechism of the Catholic Church Published by Vaigarai Publishing House for the Catholic Church of India.
2. You are the light of the World, A course on Christian living for II year Religion published by Department of Foundation Courses, St.Joseph's College (Autonomous), Tiruchirappalli– 620 002.
3. Documents of Vatican II – St. Paul's Publications, Bombay 1966.



**HOLY CROSS COLLEGE ( AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**B.A. /B.Sc. / B.Com. / BBA/ B.C.A. DEGREE COURSE**  
**LIFE ORIENTED EDUCATION**  
**ETHICS – III: FAMILY AND CAREER DEVELOPMENT**

**HRS / WK : 1**  
**CREDIT : 1**

**CODE: U15VE6LVE03**  
**MARKS : 100**

**OBJECTIVES:**

- To help the students acquire skills, knowledge and talents to lead a meaningful life.
- To make the students learn skills of nurturing family and children.
- To make the students aware of emotional intelligence and choose their career.

**UNIT – I: PERSONAL COMPETENCE**

Emotional Intelligence for Professional growth, Management Vs Leadership-Management and Leadership Skills - Conflict Management - Tips for Professional growth

**UNIT – II: MARRIAGE AND FAMILY**

Family Vision - Family Values, Family relationship, Family Management, Sex in Marriage, Emotional Balance and Imbalance, Compatibility between Husband and Wife

**UNIT – III: PARENTHOOD**

Bringing up Children - Development stages (Eric Ericson model), Spirituality: Spirituality in Family - Prayer, God's Will , Role of Mother

**UNIT – IV: PERSONALITY DEVELOPMENT**

Self Analysis; interpersonal relation, introspection – Character formation towards positive personality- Values, self and college motto, punctuality, good moral, poverty, honesty, politeness, humanity, gentleness, friendship, fellowship and patriotism

**UNIT – V: CAREER CHOICE**

Career Choice according to Personality, Preparation for Competitive Exams, Sources of Knowledge, Memory Techniques, Mind Mapping

**REFERENCES:**

1. Tony B and Barry Buzan(2003), The mind map book, BBC world wide limited, London.
2. Susan Nash(2005), Turning team performance inside out, Jai CO. publishing House, New Delhi.
3. Fr. Ignacimuthu (1999) "Values for Life", Vaigarai Pathipagam.
4. Grose. D.N. (2000), "A text book on Value Education", Dominant Publishers.

**HOLY CROSS COLLEGE(AUTONOMOUS) TRICHIRAPALLI-2.**  
**B.A/B.SC/B.COM/ B.C.A – DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**BIBLE STUDIES – III: ESSENCE OF CHRISTIAN LIVING**

**HRS / WK : 1**

**CODE: U15VE6LVBO3**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVE:**

- To prepare the students to practice Christian principles in family, church and society as young women

**UNIT – I: ESSENTIALS OF CHRISTIAN FAITH**

- Salvation – Deliverance from sin (Is 53), Assurance of salvation and New life (II Cor 5:17)
- Sacraments – Baptism (Luke 3: 6-14), Lord's Supper (I Cor 10: 16,17; 11: 23-29)
- Trinity – One in three and three in one. Illustrations from the Bible. (John 14: 16,17)
- Heaven and Eternal life (John 14: 13, 3: 13-21)

**UNIT – II: MARRIAGE AND FAMILY LIFE**

- Finding the God's Will - Issac (Gen 24)
- Man and woman as Partners – Abraham and Sarah (Gen 16-18,22), Aquila and Priscilla (Acts 18: 1-3,26)
- Evils to be avoided – Premarital Sex, Extramarital Sex, Homosexuality, Abortion(Heb 13: 4, Psalm 127 : 4)
- Ideal Wife – Sarah (I Peter 3: 1-6), Ruth,(Eph 5)

**UNIT – III: CHRISTIAN HOME**

- Parental Responsibilities and bringing up children – Abraham (Gen 22), Eli (I Sam 2: 24-36,3: 11- 18), Mary, Mother of Jesus (Luke 2: 51,52)
- Caring for the Aged (I Sam 2: 31,32)

**UNIT – IV: CHRISTIAN ETHICS**

- Holiness – Joseph (Gen 39:9) Levi 11: 45, Ecc 12
- Obedience to God - Abraham (Gen 12) ; St.Paul (Acts 9)
- Freedom and Accountability
- Justice and Love
- Choices in Life – Making Decisions (Studies, job, life Partner)
- Model to follow – Who is your model? (John 15: 1-17)
- Social Evils – Dowry, Caste discrimination, Accumulation of wealth

(for candidates admitted from June 2016 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER V**

<b>Course Title</b>	Major Core 7 - Drama
<b>Total Hours</b>	75
<b>Hours/Week</b>	5
<b>Code</b>	U15EL5MCT07
<b>Course Type</b>	Theory
<b>Credits</b>	4
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable the students to create an interest in Drama by training them to differentiate the dramatists according to their treatment of theme, character and plot.

**COURSE OBJECTIVES:**

**The Learner will be able to**

CO No.	Course Objectives
CO-1	understand and analyse the Background to the world of drama and apply dramatic devices for the interpretation and evaluation of dramatic texts.
CO-2	analyses Christopher Marlowe as a dramatist and understand the nuances of historical tragedy by using <i>Edward II</i> as a prototypical model that focuses on the titular protagonist's tragic flaw and downfall.
CO-3	understand and analyse the elements and characteristics of sentimental comedy by focusing on the instances of humour in Oliver Goldsmith's <i>She Stoops to Conquer</i> .
CO-4	understand and analyse the elements of dramatic devices and techniques of George Bernard Shaw's <i>Arms and The Man</i> to bring out the realistic themes of the futility of war and the hypocrisies of human nature as found in society.
CO-5	understand and critically evaluate Harold Pinter as an important modern dramatist and appreciate the use of symbols and thematic implications in drama using <i>The Homecoming</i> as an example.

**UNIT I – BACKGROUND**

**(15 HRS)**

**Types of Drama**

Tragedy, Comedy, Tragic-comedy, Farce, Melodrama, The Masque, The One Act Play, The Dramatic Monologue, Interludes, Legend, Heroic Tragedy.

**Dramatic Devices**

Dramatic Irony, Aside, Entries and Exit, Soliloquy, Stage Directions, Expressionism, Farce, Mime, Disguises, Songs, Flat and Stock Characters, Catastrophe, Catharsis Climax, Comic Relief, Interludes, Play within a Play.

**Extra Reading /Extra Reading/Key Words:** *A Background to the Study of English Literature* by B. Prasad

**UNIT II - DRAMA**

**(15 HRS)**

Christopher Marlowe – Edward II

**Extra Reading /Extra Reading/Key Words:** *Thomas Kyd – The Spanish Tragedy, Ben Jonson – Volpone*

**UNIT III - DRAMA**

**(15 HRS)**

Oliver Goldsmith – She Stoops to Conquer

**Extra Reading /Extra Reading/Key Words:** *Richard Brinsley Sheridan – The Rivals, John Webster – The Duchess of Malfi*

**UNIT IV - DRAMA (15 HRS)**

George Bernard Shaw– Arms and the Man

**Extra Reading /Extra Reading/Key Words:** *Henrik Ibsen – A Man of the People, Sean O’Casey – Juno and the Paycock*

**UNIT V - DRAMA (15 HRS)**

Harold Pinter - The Homecoming

**Extra Reading /Extra Reading/Key Words:** *Edward Albee – Who’s Afraid of Virginia Woolf, Eugene Ionesco – The Bald Soprano*

**Note: Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)**

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognize the dramatic devices and techniques in Drama as found in the prescribed texts and list out other works that follow similar patterns.	PSO 1	U
CO-2	identify the unique dramatic styles of the prescribed authors and explain the contexts of setting, plot, characterization and thematic contents of the prescribed texts.	PSO1, 6	An
CO-3	apply various literary theories to the prescribed texts for an intense study of the thematic and structural implications.	PSO 6	Ap
CO-4	analyze the writing styles, dramatic techniques, and the treatment of themes, plot and characterization of the prescribed authors and distinguish them from those of their contemporaries.	PSO 1, 6	An
CO-5	summarize the prescribed texts and organize and collect additional information about the authors and their works.	PSO 1, 6	E
CO-6	develop Employability Skill through the preparation for competitive examinations and enhancement of skills like reading, writing etc.	PSO 1, 3	E

**PRESCRIBED TEXTS**

Marlowe, Christopher. *Edward II*. New Delhi: Surjeet Publications, 2012. Print.

Goldsmith, Oliver. *She Stoops to Conquer*. New Delhi: Surjeet Publications, 2012. Print.

Shaw, Bernard. *Arms and the Man*. New Delhi: UBSPD, 2013. Print.

Pinter, Harold. *The Homecoming*. London: Eyre Methuen, 1965. Print.

**BOOK FOR REFERENCE**

Prasad, B. *A Background to the Study of English Literature* Macmillan India Limited, 1999. Print.



(for candidates admitted from June 2016 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER V**

<b>Course Title</b>	Major Core 8 – Voices of Women in Literature
<b>Total Hours</b>	75
<b>Hours/Week</b>	5
<b>Code</b>	U15EL5MCT08
<b>Course Type</b>	Theory
<b>Credits</b>	4
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To highlight the multiple facets of women by introducing students to feminist perspectives through different genres of literature.

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	understand feminist criticism and learn to apply the theories in evaluation feminist texts.
CO-2	understand the emotion of the women writers in poetry and learn to appreciate women writings.
CO-3	analyse the drama which focuses women as central characters and evaluate plot, character and setting.
CO-4	analyse and evaluate the problems focused women in the society.
CO-5	understands and analyse women in fiction whose voices are silent.

**UNIT I – BACKGROUND ESSAYS**

**(15 HRS)**

Maggie Humm - Feminist Criticism – 1 Chapter (pp. 1-20) From Women as Contemporary Critics.  
 Ecofeminism – An extract from *Ecofeminism* by Maria Mies and Vandhana Shiva (pp. 13-16)

*Extra Reading /Extra Reading/Key Words: Patriarchy, Other, Gender, Sex, Gynocriticism, Ecocriticism*

**UNIT II – POETRY**

**(15 HRS)**

Elizabeth Barrett Browning - Sonnets from the Portugese – How much do I Love thee?

Lucille Clifton - The 38<sup>th</sup> Year of My Life

Arundhathi Subramaniam - Home

Rukmini Bhaya Nair - Margins, ma(i)nstream

Sylvia Path - I am Vertical (Eco feminist View)

*Extra Reading /Extra Reading/Key Words: Kamala Das, Gwendolyn Brooks*

**UNIT III – DRAMA**

**(15 HRS)**

Susan Glaspell - Trifles

Alice Gerstenberg - Overtones

*Extra Reading /Extra Reading/Key Words: Lorraine Hansberry – A Raisin in the Sun, Shelagh Delaney – A Taste of Honey*

**UNIT IV - SHORT STORIES**

**(15 HRS)**

Mahasweta Devi - The Fairy Tale of Mohanpur? - *Old Women*

Grace Paley - The Loudest Voice

Alice Walker - Every Day Use

**Extra Reading /Extra Reading/Key Words:** *The Yellow Wallpaper* by Charlotte Perkins Stetson, *Story of an Hour* by Kate Chopin

**UNIT V - NOVELS**

**(15 HRS)**

Kathryn Stockett – The Help

Monica Ali - Brick Lane

**Extra Reading /Extra Reading/Key Words:** *Nayanthara Sahgal – Rich Like Us*, *Emma Donoghue’s Room*

**Note:** Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	apply critical and theoretical approaches to the reading and analysis of contemporary literary texts in multiple genres.	PSO 1, 5,6	Ap
CO-2	interpret and describe the critical ideas, values, and themes that appear in the contemporary literary texts and to understand the ways these ideas, values, and themes inform and impact cultures and societies, both in the past and the present.	PSO 1,6	An
CO-3	summarise the prescribed texts, collect and organise additional information with representative literary texts from a significant number of historical, geographical, and cultural contexts, with particular focus on the Modern and contemporary periods.	PSO 1,6	An
CO-4	identify and describe distinct literary characteristics of contemporary literature and exhibit an understanding of how 21 <sup>st</sup> century culture, trends, and historical events affect the literature produced today.	PSO 1,3,5	E
CO-5	appreciate the prescribed texts by identifying similar patterns and themes notably racism, nostalgia etc.	PSO 1,6	An
CO-6	gain Employability skills through the development of analytical and data collection skills for preparation for Competitive Exams and furthermore for the enhancement of teaching, research and creative writing skills.	PSO 1, 3, 6	E

**PRESCRIBED TEXTS**

Mies, Maria and Vandhana Shiva. *Ecofeminism*. London: Fernwood Publications, 1993. Print.

Devi, Mahashwata. *Old Women: Statue and The Fairytale of Mohanpur*. Delhi: Seagull Books, 1999. Print.

**BOOKS FOR REFERENCE**

Tharu, Susan and K. Lalita. *Women’s Writing in India; 600 B.C. to the Present*. New York: The Feminist Press, 1991. Print.

Mc Michael, George. *Anthology of American Literature Vol.1 and Vol. 2*. Print.

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**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER V**

<b>Course Title</b>	Major Core 9 – Celebrations of Life in Literature
<b>Total Hours</b>	75
<b>Hours/Week</b>	5
<b>Code</b>	U15EL5MCT09
<b>Course Type</b>	Theory
<b>Credits</b>	4
<b>Marks</b>	100

**GENERAL OBJECTIVES:**

To enable the students to make a life and not just a living and to introduce them to ennobled minds; to open up new horizons.

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	understand the values of life through the scriptures The Bible, The Gita and The Koran.
CO-2	understand and apply the principles of positive thinking imbibed from the prescribed text.
CO-3	understand and apply the principles of self leadership and societal behaviour imbibed from the prescribed text.
CO-4	evaluate and analyse human behavioural patterns through the prescribed text.
CO-5	analyze the poem <i>If</i> and the works of Gibran and compares the themes with life-oriented situations.

**UNIT I – SCRIPTURES**

**(15 HRS)**

Bible - Psalms 23, 42, 91, 121, 139.

Proverbs Chapters 1 – 3

Gita - Gita Charam – Chapter 12 and 13.

Koran - Selected passage. (given)

**Extra Reading /Extra Reading/Key Words:** *Book of Job, Mahabharatha*

**UNIT II – MOTIVATIONAL TEXTS**

**(15 HRS)**

Norman Vincent Peale – Why Some Positive Thinkers Get Powerful Results

Chapter 12 – Happiness at Last.

**Extra Reading /Extra Reading/Key Words:** *The Power Of Your Subconscious Mind Dr. Joseph Murphy*

**UNIT III - MOTIVATIONAL TEXTS**

**(15 HRS)**

Robin Sharma – The Ancient Art of Self Leadership from The Monk who

sold his Ferrari. (Chapter)

Spencer Johnson - Who Moved My Cheese?

**Extra Reading /Extra Reading/Key Words:** *The Greatness Guide, Leadership Wisdom-* Robin Sharma

**UNIT IV – MOTIVATIONAL TEXTS**

**(15 HRS)**

John Gardner - Things you learn after you know it all

Dale Carnegie (from Readers Digest) - How to win friends and influence people

Og Mandino

- The Greatest Salesman in the World - Scroll V -  
Live Each Day as if it Were Your Last

**Extra Reading /Extra Reading/Key Words:** *How To Stop Worrying And Start Living-* Dale Carnegie

**UNIT V – POETRY & POETIC PROSE**

**(15 HRS)**

Kipling - If

Khalil Gibran - Prophet, On Work, Marriage, Love and Children

**Extra Reading /Extra Reading/Key Words:** *The Broken Wings-* Khalil Gibran

**Note:** Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	remember the scriptures and analyse the values of the scriptures.	PSO 1,2,3,5,6	An
CO-2	understand the principles of positivity and apply the theory of positive thinking to real life.	PSO 2,3,4,6	Ap
CO-3	apply and interpret the principles of self-leadership and societal behaviour.	PSO 2,3,5,6	Ap
CO-4	understand and analyse the theories of self-leadership and societal behaviour.	PSO-1, 2,3,6	An
CO-5	compare and contrast one text with the other.	PSO 3,4,6	An
CO-6	analyse human behavioural patterns, remember and understand the various human behavioural patterns and the ways to deal with them in real life.	PSO 6	An
CO-7	analyse the poetic devices used by Rudyard Kipling.	PSO 3	An
CO-8	develop Employability skills, enhance Creative Writing Skills and also build up in them a sense of humanity and knowledge of ethical behaviour.	PSO 3,6	E

**PRESCRIBED TEXTS:**

Gibran, Khalil. *The Prophet*. Mumbai: Jaico Publishing House, 1998. Print.

Sharma, Robin. *The Monk who Sold his Ferrari*. Mumbai: Jaico Publishing House, 2003. Print.

Peale, Norman Vincent. *Why Some Positive Thinkers Get Powerful Results*. New Delhi: Orient Paperbacks, 1986. Print.

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER V**

<b>Course Title</b>	Major Core 10 - South Asian Literature
<b>Total Hours</b>	75
<b>Hours/Week</b>	5
<b>Code</b>	U15EL5MCT10
<b>Course Type</b>	Theory
<b>Credits</b>	4
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To create an appreciation in the learners for writings of authors from South Asian Countries.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand the meaning, major themes, writers and the cultural representation in South Asian Literary writing.
CO-2	remembers and understand the theme of Patriotism and appreciate the imagery used by South Asian Writers, namely in translated works.
CO-3	understand the dual nature of Prose and analyse the texts as models of Philosophical thought and Autobiographical content.
CO-4	understand and critically evaluate the impact of society on the lives of ordinary men and women from South Asian Countries through the prescribed short stories.
CO-5	understand, analyse and evaluate the diasporic patterns in the prescribed South Asian Fiction.

**UNIT I – BACKGROUND**

**(15 HRS)**

Definition of the terms – South Asian Literature, Diaspora, The Literature of South Asian Cultures, Major Writers, Themes.

**Extra Reading /Extra Reading/Key Words:** *Hegemony, Partition Literature, National and Cultural Identity*

**UNIT II – POETRY**

**(15 HRS)**

Subramanya Bharathiyar – There is no Fear

Subramanya Bharathiyar –The Eternal Himalayas is Our Very Own Asset

Rabindranath Tagore – Jana Gana Mana (English Translation of all the five stanzas)

Jean Arasanayagam’s – Ahimsa Sutra

Faiz Ahmed Faiz - Where Will You Go (Translated from Urdu by Daud Kamal)

**Extra Reading /Extra Reading/Key Words:** *Gulzar, Kamala Das*

**UNIT III – PROSE**

**(15 HRS)**

Rabindranath Tagore – Realization of Beauty

Sara Suleri – Meatless Days

**Extra Reading /Extra Reading/Key Words:** *Nirad C. Chaudhri – The Eternal Silence of These Infinite Crowds, Gandhi – My Experiments with Truth – Playing the English Gentleman*

**UNIT IV – SHORT STORY**

**(15 HRS)**

Hasan Manzar – Virtue Rewarded

Adeline Foo - It Took More than Earthworms to Bring Grandpa Home  
**Extra Reading /Extra Reading/Key Words:** Saadat Hasan Manto- Khol Do (Open It), Premchand – Resignation

**UNIT V – FICTION**

**(15 HRS)**

Khaled Hosseini - A Thousand Splendid Suns  
 Bapsi Sidhwa – Cracking India

**Extra Reading /Extra Reading/Key Words:** Mohsin Hamid – *The Reluctant Fundamentalist*, Amitav Ghosh – *Shadow Line*

**Note:** Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognise and relate the prescribed texts to themes and situations from their own lives as Indians.	PSO 1, 6	Ap
CO-2	appreciate the prescribed texts by identifying similar patterns and themes notably Partition, Diaspora, Nationalism etc.	PSO 1, 6	E
CO-3	interpret the prescribed texts from their own perspectives and illustrate with similar examples from personal experience.	PSO 1, 6	An
CO-4	analyse South Asian perspectives, experiences and histories and compare and contrast them with Western writings.	PSO 1, 6	An
CO-5	summarize the prescribed texts, collect and organize additional information about the South Asian nations and their literature.	PSO 1, 6	An
CO-6	appraise the representation of South Asia life and society, by evaluating and critiquing its literary output.	PSO 1, 6	E
CO-7	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO 1,3,6	E

**PRESCRIBED TEXTS**

Richard Jones (Ed.) – *The Last Believer in Words: An Anthology of Poems in Translations* from the Pages of Poetry East.

Kalaingar M. Karunanidhi. *The Foundation of Imagination* From Shower of Poetry, Vol 1: Translated by R. Ganapathy.; Bharathiyar University. (Tamil Literature)

Intizar Hussain and Asif Farrukhi. *Short Stories from Pakistan* – Translated from Urdu by M. Asaduddin.

**BOOKS FOR REFERENCE**

Jaina C. Sanga (Ed.) – *South Asian Literature in English: An A-Z Guide*. USA: Greenwood Publishing Group, 2003. Print.

Brians, Paul. *Modern South Asian Literature in English*. USA: Greenwood Publishing Group, 2003. Print.

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER V**

<b>Course Title</b>	Major Elective 2 – English for Effective Communication
<b>Total Hours</b>	75
<b>Hours/Week</b>	5
<b>Code</b>	U15EL5MET01
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To help the learner use grammar and vocabulary in a functional context.

To help them apply the nuances of communicative language and – Idiomatic expressions.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand and develop techniques and skills involved in speaking English
CO-2	remember and apply the nuance of communicative language and to develop the L.S.R.W skills and integrate them.
CO-3	understand and employ the idiomatic expressions learnt while speaking English
CO-4	understand and apply grammar involved while speaking effective English
CO-5	recall and use English for writing dialogues, E- mail and Bio- Data

**UNIT I – FUNCTIONAL/COMMUNICATIVE GRAMMAR IN SPEECH AND WRITING**

Use of appropriate Tenses

Voices

Question tags

Direct and Indirect Speech

Subject verb concord

Common errors (50)

**UNIT II – VOCABULARY**

Vocabulary Building

New Words in context

Fitting words to meanings

Guessing the Meaning from the Context

Illustrative phrases and usage of words in situations

Changing the form of the words.

Eg. Acrimoniously – acrimony

Roots, Suffixes, Prefixes.

## SECTION II – WRITING SKILLS

### UNIT III: GUIDED WRITING

Comprehension  
Dialogue Writing  
Precis Writing

### UNIT IV: CONTROLLED WRITING

Application and Bio-data  
Email  
Social Notes and Invitation

### UNIT V: FREE AND CREATIVE WRITING

Advertisements  
Writing about college career  
Writing to Magazines and Newspapers

### SECTION III – SPOKEN SKILLS (ONLY FOR INTERNAL TESTING)

This section gives helpful, concrete advice on speaking situations that include everyday conversation: Eg. What to say on the telephone, polite English, how to use anecdotes in a speech etc, how to organize a formal or informal talk. This section also tells how to detect and correct flaws in voice and pronunciation.

1. The secrets of good conversation
2. The art of being a successful host
3. Meeting an important/famous person
4. How you come across on the telephone
5. Polite English Manners
6. How to handle an interview
7. The 5 steps to successful selling
8. How to organize a meeting
9. How to pick your subject and preparing to speak with a list of points
10. How to sell your idea
11. Learn to use your voice – correcting pronunciation, avoiding pronunciation pitfalls.
12. The secrets of good presentation

### COURSE OUTCOMES:

The Learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognise and relate idioms and grammar and employ for Speaking and Writing English.	PSO 1, 6	Ap
CO-2	apply the vocabulary and grammar learnt while speaking and writing.	PSO 1, 6	Ap
CO-3	analyse and interpret the meaning from the context given	PSO 1, 6	An
CO-4	analyse South Asian perspectives, experiences and histories and compare and contrast them with Western writings.	PSO 1, 6	An
CO-5	develop Employability Skills and help in preparation for Competitive Examinations.	PSO 1, 6	An
CO-6	apply the writing skills : Controlled Writing, Free And Creative Writing and Guided Writing	PSO 1, 6	Ap

## **BOOKS FOR REFERENCE**

- Raymond, Murphy. *Essential English Grammar II edn.* Cambridge University Press, 2005. Print.
- Peter, Fisher. *NTC Vocabulary Builders Red Book*. Hyderabad: National Text Book Company, 1992. Print.
- Stuard, Redman. *English Vocabulary in Use*. New York: Cambridge University Press, 2003. Print.
- George, Davidson. *Companion to English Vocabulary*. Learners Publishing Private Limited, 2002. Print.
- Susan, Anker. *Real Writing*. Boston: Bedford Books, 1998. Print.
- Mark, Harrison. *Proficiency Test Builder*. London: Heinemann, 1994. Print.

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER V**

<b>Course Title</b>	Major Elective 2 – English for Competitive Examinations
<b>Total Hours</b>	75
<b>Hours/Week</b>	5
<b>Code</b>	U15EL5MET02
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To prepare the learner for competitive exams.

**COURSE OBJECTIVES:**

The Learner will be able to

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	remember and understand the meanings of vocabulary items and apply them.
CO-2	recall the knowledge of grammar and vocabulary items to rectify errors and to arrive at the meaning.
CO-3	analyse and apply the given clues for constructions of sentences and general essays.
CO-4	understand and analyse the concepts of logical reasoning and apply them.
CO-5	apply listening strategies for questions and answers.

**UNIT I - VERBAL ABILITY**

**(15 HRS)**

1. Vocabulary
  - a. Synonyms
  - b. Antonyms
  - c. One-word substitutes
  - d. Homonyms
2. Analogy
3. Classification

**Extra Reading:** Hari Mohan Prasad – *Objective English for Competitive Examination*

**UNIT II - VERBAL ABILITY**

**(15 HRS)**

1. Spot the Howlers
2. Re-arranging Jumbled Sentences
3. Assertion and Reason
4. Phrasal Verbs
5. Idioms and Phrases

**Extra Reading:** Felicity O'Dell, Michael McCarthy - *English Idioms in Use Advanced with Answers*

**UNIT III – DESCRIPTIVE WRITING**

**(15 HRS)**

1. Hints Development
2. Reading Comprehension
3. General Essay

**Extra Reading:** UPKAR's *Compendium General English*

**UNIT IV - APTITUDE AND ANALYTICAL SKILLS****(15 HRS)**

1. Teaching Aptitude
2. Research Aptitude
3. Logical Reasoning
4. Data Interpretation

**Extra Reading:** *M. Gagan & Sajit Kumar – Trueman's UGC NET/SET General Paper I***UNIT V – LISTENING (FOR INTERNAL TESTING ONLY)****(15 HRS)**

Prescribed Text – Cambridge Practice Tests for IELTS/TOEFL

**Extra Reading:** *Cambridge IELTS 5 Student's Book with Answers***Note: Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)****COURSE OUTCOMES:****The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recall the acquired vocabulary items and apply them in various exercises.	PSO 4	Ap
CO-2	discuss the words regularly used and identify their difference in usage through studying of various texts.	PSO 3,4	E
CO-3	interpret logic and analyse it in teaching, research and data.	PSO 4,5	An
CO-4	distinguish the various rules of grammar and vocabulary items such that errors are detected and clarity of meaning is arrived at.	PSO 3	An
CO-5	develop writing and listening skills.	PSO 3,4	Ap
CO-6	develop Employability Skills and help in preparation for Competitive Examinations.	PSO 3	E

**PRESCRIBED TEXT**Agarwal. R. S. *A Modern Approach to Verbal and Non-verbal Reasoning* S. Chand and Company New Delhi, 2012. Print.R. Gopalan and V. Raja. *English for Competitive Examinations*.

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER V**

<b>Course Title</b>	Non Major Elective 1 - Basic Teaching Methodologies
<b>Total Hours</b>	30
<b>Hours/Week</b>	2
<b>Code</b>	U15EL5NMT01
<b>Course Type</b>	Theory
<b>Credits</b>	2
<b>Marks</b>	100

**GENERAL OBJECTIVES:**

To enable the students to develop various skills for learning experiences for teaching subjects and to understand the different methodological trends in teaching.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand and apply the curriculum planning for framing the syllabus.
CO-2	appreciate, analyse and evaluate the instructional system in teaching learning process.
CO-3	comprehend and critically evaluate the various skills and approaches for teaching.
CO-4	understand different kinds of learners and types of methods to teach English language.
CO-5	analyze and apply the LSRW skills in various levels of teaching learning process.

**UNIT I: CURRICULUM PLANNING**

**(6 HRS)**

Defining Curriculum

Concept Planning: Process and approaches

Development : Process and approaches

Evaluation : Methods and criterion

**Extra Reading /Extra Reading/Key Words:** *Curriculum Planning: A Contemporary Approach- Forrest W. Parkay, Eric J. Anctil, Glen Hass*

**UNIT II – INSTRUCTIONAL SYSTEM**

**(6 HRS)**

Objectives – planning - strategies – Management and Instruction- Resources for instruction

**Extra Reading /Extra Reading/Key Words:** *Evaluation of instructional systems- Albert Frank*

**UNIT III – TEACHING AND INSTRUCTIONAL SKILLS**

**(6 HRS)**

Nature – classification of skills

Training approach Teaching

Instructional media and related skills

**Extra Reading /Extra Reading/Key Words:** *Teaching Skills- R. P Pathak*

**UNIT IV – TEACHING OF ENGLISH**

**(6 HRS)**

Nature- need – objective – role of language

Types of learners

Methods – techniques in English Language Teaching

Lesson plans

**Extra Reading /Extra Reading/Key Words:** *A Companion to Teaching of English- B.Salim*



**UNIT V – LSRW SKILLS****(6 HRS)**

Applied Language skills

Testing and Evaluation strategies

Practice Teaching

Practical work in record books to be submitted.

**Extra Reading /Extra Reading/Key Words:** *English Language Skills- Koneru***Note:** Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)**COURSE OUTCOMES:****The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	frame a syllabus on any topic related to a subject.	PSO 3	Ap
CO-2	recall the stages of the teaching learning process, its characteristics, its methodologies.	PSO 3	R
CO-3	utilise their LSRW and cognitive skills in the various levels of the teaching learning process.	PSO 3	Ap
CO-4	understand the learner, their ability and find ways to improve their teaching process.	PSO 3	U
CO-5	apply all the teaching learning theories through practical teaching exposure.	PSO 3, 4	Ap
CO-6	develop Employability skills by enhancing teaching abilities.	PSO 3	E

**BOOKS FOR REFERENCE:**

1. Rajeshwari .N. *Teaching of English*. Hyderabad: Shantha publishers, 1998.Print.
2. Mowla, Shaikh. *Methods of Teaching*. Chennai: Niel Kamal publishers, 2003. Print.
3. Arul Selvi, Evangline. *Teaching of English*. Hyderabad: Sharada Pathippagam publishers, 2001. Print.
4. Siddiqui, Mujibul Hasan. *Techniques of classroom Teaching*. New Delhi: Aph publishing corporation, 2005. Print.
5. Richards, Jack .C. *Methodology in Language Teaching: An Anthology of Current practice*. New York: Cambridge university press, 2002. Print.
6. Tickoo, M.L. *Teaching and Learning English*. New Delhi: Orient Longman, 2005. Print.

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER V**

<b>Course Title</b>	Skill Based Elective 4 - The Art of Public Speaking
<b>Total Hours</b>	30
<b>Hours/Week</b>	2
<b>Code</b>	U15EL5SBT04
<b>Course Type</b>	Theory
<b>Credits</b>	2
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable the students to develop the public speaking skill with the basic principles and ethics and to practice leadership in groups.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand the speech making process and analyse the mentality of an audience.
CO-2	remember the ethics of public speaking, understand the nuances of speech practice and apply the presentation skills taught.
CO-3	analyse the different types of speeches and how to use them accordingly to what the situation requires.
CO-4	apply the organizational techniques and tactics required for a speech.
CO-5	evaluate model speeches of famous men or women in history.

**UNIT I - SPEECH**

**(6 HRS)**

Types of public speeches- The process of preparing a speech – Audiences Analysis

*Extra Reading /Extra Reading/Key Words: mob mentality, capturing audiences attention*

**UNIT II – SPEECH PRACTICE**

**(6 HRS)**

Developing confidence – practice speeches – Presentation Skills

Ethics of public speaking

*Extra Reading /Extra Reading/Key Words: body language, stage etiquette*

**UNIT III – TYPES OF SPEECHES**

**(6 HRS)**

Informative Speech – Persuasive Speech - Demonstrative speech-Special Occasion

*Extra Reading /Extra Reading/Key Words: expository and argumentative*

**UNIT IV – ORGANISATION**

**(6 HRS)**

Organizing speeches – Delivery

PMI (Plus, Minus, and Interesting)

APC (Alternatives, Possibilities, Choices)

OPV (Other People's Viewpoints)

ADI (Agreements, Disagreements, Irrelevances)

EBS (Examine Both Sides)

*Extra Reading /Extra Reading/Key Words: Indira Nooyi Speeches*

**UNIT V –MODEL SPEECHES**

**(6 HRS)**

The following speeches are only model illustrations for students to learn how to develop their writing skills for speeches and not for verbatim questioning in the external examination.

1. Mahatma Gandhi - Speech on The Eve of the Last Feast.
2. Dr. Radhakrishnan - Speech at the Indian Institute of Technology Kharagpur.
3. Abdul Kalam - A must Read.
4. Nelson Mandela - Speech on Release from Prison 1900.
5. Abraham Lincoln - The Gettysburg Address.
6. Martin Luther King - I Have a Dream.
7. Winston Churchill - Blood, Sweat and Tears.
8. John F.Kennedy - Inaugural Address in 1961.
9. Ronald Regan - First Inaugural Address in 1981.
10. Barack Obama - Inaugural Address

**Extra Reading /Extra Reading/Key Words:** *Mother Teresa's Nobel Prize winning speech.*

**Note: Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)**

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recall the acquired vocabulary items and applies them in various exercises.	PSO 3, 6	Ap
CO-2	discuss about famous speakers and identify their difference in usage of words through studying of various texts.	PSO 3, 6	E
CO-3	interpret logic and analyse it in teaching, research and data.	PSO 3, 6	An
CO-4	distinguish the various rules of grammar and vocabulary items such that errors are detected and clarity of meaning is arrived at.	PSO 3, 6	An
CO-5	develop speaking and listening skills.	PSO 3, 6	Ap
CO-6	develop Employability and Entrepreneurial Skills by enhancing communication (LSRW skills)	PSO 3	E

**BOOKS FOR REFERENCE:**

1. Stephen E. Lucas. *The Art of Public Speaking*. London: Mc Graw – Hill, Higher Education, 2001. Print.
  2. Krishna, Mohan and Meera Banerji. *Developing Communication Skills*. London: Macmillan 2001. Print.
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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER VI**

<b>Course Title</b>	Major Core 11 - Shakespeare
<b>Total Hours</b>	90
<b>Hours/Week</b>	6
<b>Code</b>	U15EL6MCT11
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To create an appreciation in the learners for writings of Shakespeare.

**COURSE OBJECTIVES:**

**The Learner will be able to**

CO No.	Course Objectives
CO-1	remember the life and works of Shakespeare and understand the characteristics of Elizabethan theatre through his narratives and characterization.
CO-2	analyse how characters overcome difficult situations to progress towards a happy ending in Shakespearean comedy.
CO-3	understand how Shakespeare's tragic heroes meet their downfall due to their tragic flaw.
CO-4	understand how Shakespeare portrays historical characters in dramatic narratives.
CO-5	understand and appreciate the mythical and fantastical elements of Shakespeare's last romances.

**UNIT I – INTRODUCTION ON SHAKESPEARE**

**(18 HRS)**

- Life of Shakespeare, His Influences and sources
- Elizabethan Drama –The University Wits and Shakespeare
- Shakespearean Theatre, Stage conditions and the Audience.
- Shakespeare's Characters – Kings, Fools, Heroes, Heroines, and Villains
- Contemporary trends in Shakespearean Criticism
- Shakespeare's Sonnets – Background, Mr. W.H, The Dark Lady

*Extra Reading: Beginning Shakespeare, Prasad – A Background Study to English Literature*

**UNIT II – COMEDY**

**(18 HRS)**

A Midsummer Night's Dream

*Extra Reading: The Comedy of Errors, Twelfth Night*

**UNIT III – TRAGEDY**

**(18 HRS)**

Othello

*Extra Reading: Macbeth, King Lear*

**UNIT IV – HISTORY**

**(18 HRS)**

Julius Caesar

*Extra Reading: Henry the Fourth Parts I and II*

**UNIT V – LAST ROMANCES**

**(18 HRS)**

The Tempest

*Extra Reading: The Winter's Tale, Cymbeline*

**Note: Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)**

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognize the elements of dramatic devices and techniques in Elizabethan drama as found in the prescribed texts and list out other works that follow similar patterns.	PSO 1, 2	U
CO-2	identify the unique dramatic styles of Shakespeare and explain the contexts of setting, plot, characterization and thematic contents of the prescribed texts.	PSO 1, 2	E
CO-3	apply various literary theories to the prescribed texts for an intense study of the thematic and structural implications.	PSO 1, 2	Ap
CO-4	analyze the writing styles, dramatic techniques, and the treatment of themes, plot and characterization and distinguish them from those of his contemporaries	PSO 1, 2	An
CO-5	summarize the prescribed texts and organize and collect additional information about Shakespeare	PSO 1, 2	E
CO-6	critically evaluate his writings and appraise the structural patterns of his works.	PSO 1, 2	E
CO-7	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO 2,3,6	E

**PRESCRIBED TEXT**

Craig, W.J. ed. *Shakespeare: Complete Works*. UK: Oxford University Press, 1975. Print.

**BOOKS FOR REFERENCE**

A.C. Bradley. *Shakespearean Tragedy*, Toronto: Macmillan & Co. Ltd., 1989. Print.

Hopkins, Lisa. *Beginning Shakespeare*, Manchester: Manchester University Press, 2007. Print.

Dickson, Andrew. Ed. Joe Staines. *The Rough Guide to Shakespeare*, London: Rough Guides Ltd., 2009. Print.

Dobson, Michael and Stanley Wells. Ed. *The Oxford Companion to Shakespeare*, Oxford: Oxford University Press, 2001. Print.

Gill, Richard. *Mastering Shakespeare*. London: Macmillan Press Ltd., 1998. Print.

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**HOLY CROSS COLLEGE (AUTONOMOUS), Tiruchirapalli – 620002**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER VI**

<b>Course Title</b>	Major Core 12 - Post Colonial Literature
<b>Total Hours</b>	90
<b>Hours/Week</b>	6
<b>Code</b>	U15EL6MCT12
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To introduce the students to the New Literatures written in English by writers belonging to the commonwealth countries.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand, analyze and apply the theories and terms of Post colonialism found in the essays for the interpretation and analysis of other literary texts.
CO-2	understand and analyze the poetry of Postcolonial writers to evaluate central themes and shared experiences.
CO-3	remember, understand and analyse the underlying theme of the Drama which focuses on the problems of a materialistic patriarchal society.
CO-4	comprehend and critically evaluate the short stories terms of plot, character, themes, symbols and setting to identify the aspects and characteristics of post colonialism found in them.
CO-5	understand and analyse the demerits and the aftermath of colonialism found in Fiction to critically evaluate the ill effects of partition and cultural disruption.

**UNIT I: ESSAYS  
HRS)**

**(18**

John Mcleod : *From 'Commonwealth' to 'Postcolonial' (6-24)*  
 Bill Ashcroft : Important terms in Postcolonial Theory (*Alterity, Decolonization, Centre/ Margin/ Periphery, Hybridity, New Literatures, Mimicry, Orientalism, Negritude, Third World, Subaltern*)

**Extra Reading (Extra Reading/Key Words):** *Colonial and Postcolonial Literature* by Elleke Boehmer

**UNIT II: POETRY**

**(18 HRS)**

Leonard Cohen : *A Kite is a Victim*  
 Margaret Atwood : *Journey to the Interior*  
 A. D. Hope : *Standardization*  
 Allen Curnow : *House and Land*  
 David Diop : *Africa*  
 Mamang Dei : *The Missing Link*  
 A.K. Ramanujan : *Of Mothers, among other things*  
 Anjum Hassan : *To the Chinese Restaurant*  
 Benjamin Zephaniah : *A Modern Slave Song*

**Extra Reading (Extra Reading/Key Words):** *Bliss Carman, Christopher Okigbo*

**UNIT III: DRAMA****(18 HRS)**Vijay Tendulkar : *Silence! The Court is in Session***Extra Reading (Extra Reading/Key Words):** Mahesh Dattani's *Final Solutions*, Ayad Akhtar's *Disgraced***UNIT IV: SHORT STORY****(18****HRS)**Nadine Gordimer : *The Moment before the Gun Went Off*Jhumpa Lahiri : *This Blessed House***Extra Reading (Extra Reading/Key Words):** Ruskin Bond *The Cherry Tree*, R K Narayan *Malgudi Days***UNIT V: FICTION****(18 HRS)**Khushwant Singh : *Train to Pakistan*Chinua Achebe : *Things Fall Apart***Extra Reading (Extra Reading/Key Words):** Shashi Tharoor's *The Great Indian Novel*, Voss Patrick White**Note: Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)****COURSE OUTCOMES:****The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	define the meaning of Postcolonialism and identify and recall the different theories of Postcolonial discourse by theorists like Fanon, Wa' thiongo and Said.	PSO 1, 6	R
CO-2	identify the different themes and characteristics of Postcolonial poetry from writers belonging to a range of postcolonial countries.	PSO 1, 6	An
CO-3	relate the themes and feministic elements founds in the prescribed drama with the present day world and its issues of materialism and patriarchy.	PSO 1, 6	Ap
CO-4	critically evaluate the themes, relationships and the nuances of postcolonial narratives through the prescribed short stories.	PSO 1, 6	E
CO-5	identify the impact of colonialism and the subsequent decolonisation on countries focussing on Partition and cultural disruption.	PSO 1, 6	E
CO-6	develop Employability skills, enhance Teaching, Analytical and Creative Writing Skills and help in the preparation for Competitive Exams.	PSO 1,3,6	E

**PRESCRIBED TEXTS**Ashcroft, William D., Gareth Griffith, and Helen Tiffin, eds.. *Key Concepts in Post-Colonial Studies*. London: Routledge, 1998.McLeod, John. *Beginning Post colonialism*. Manchester: Manchester University Press, 2000. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*, New Delhi: Macmillan India Ltd., 1990. Print.**BOOKS FOR REFERENCE**McLeod, John. *Routledge Companion to Post Colonial Studies*, Oxfordshire: Routledge, 2000.Walsh, William. *Commonwealth Literature: Introduction*. London: MacMillan, 1979. Print.Ashcroft, William D., Gareth Griffith, and Helen Tiffin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 1989.\_\_\_\_\_. *The Post-Colonial Studies Reader*. London: Routledge, 1995.Lawson, Alan. *Post-Colonial Literatures in English: General, Theoretical, and Comparative, 1970-1993*. New York: Prentice-Hall, 1997.Leela Gandhi, *Postcolonial Theory: A Critical Introduction* (New Delhi, Oxford Univ Press. 1998

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER VI**

<b>Course Title</b>	Major Core 13 – Contemporary Literature
<b>Total Hours</b>	90
<b>Hours/Week</b>	6
<b>Code</b>	U15EL6MCT13
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To create an appreciation in the learners for writings of authors from the five major continents post 1975.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand the background of the Literatures focusing upon the common themes and the famous writers belonging to the five major continents.
CO-2	remember, understand and analyse the evolution of modern poetic free verse as interpreted by the different countries.
CO-3	understand the various narrative techniques used in contemporary short story writing.
CO-4	understand, analyse and evaluate the experimental styles of contemporary fiction.
CO-5	understand and appreciate the focus on the intimate and domestic life of the characters.

**UNIT I - INTRODUCTION TO CONTEMPORARY LITERATURE (15 HRS)**

Sara Castro-Claren : *A Companion to Latin American Literature and Culture* (Introduction)

Nick Bentley : *Contemporary British Fiction* (Introduction)

**Extra Reading:** *Contemporary American, Australian, West Indian and African Literature*

**UNIT II – POETRY (20 HRS)**

Sampurna Chatterji : *Boxes*

Kaiser Haq : *Liking it*

Octavio Paz : *As One listens to Rain*

Pablo Neruda : *The Other Men*

Judith Wright : *Woman to Child*

David Malouf : *Epitaph for a Monster of our Times*

Ben Okri : *An African Elegy*

Wole Soyinka : *Telephone Conversation*

Carol Anne Duffy : *Mrs. Lazarus*

**Extra Reading:** *Jeet Thayil- Nativism, Bob Dylan – The Times they are A'Changin, Meena Kandasamy – Ms. Militancy*

**UNIT III – SHORT STORY (15 HRS)**

Peter Carey : *The Fat Man in History*

Alice Munro : *Day of the Butterfly*

Muriel Spark : *The First Year of My Life*

Gabriel Garcia Marquez : *Balthazar's Marvelous Afternoon*



**Extra Reading:** *Isabelle Allende- The Stories of Eva Luna, George Saunders – Tenth of December*

**UNIT IV – FICTION (20 HRS)**

Kaveri Nambisan : *The Scent of Pepper*

Yann Martel : *Life of Pi*

**Extra Reading:** *Roberto Bolano – The Savage Detectives, Jonathan Franzen- The Corrections*

**UNIT V – DRAMA (20 HRS)**

August Wilson : *Fences*

**Extra Reading:** *Tom Stoppard – Rozencrantz and Guildenstern are Dead, Sam Shepherd – Buried Child*

**Note:** Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recall the ancient cultural and traditional practices of the postcolonial countries and recognize and relate to the impact of western modernization through the writings of postcolonial literature.	PSO 1,6	An
CO-2	discuss the major terms, key words and important concepts of postcolonial writings and identify their usage in postcolonial literature through the analysis of prescribed texts.	PSO 1,6	E
CO-3	interpret the prescribed texts from their own perspectives and apply their previous knowledge and experience of postcolonialism for the analysis of prescribed texts.	PSO 1,6	E
CO-4	distinguish postcolonial authors of various countries based on their experiences and history and critically evaluate the concepts and perspectives of postcolonial writings through the analysis of plot, character, themes and settings in prescribed texts.	PSO 1,6	E
CO-5	summarize the prescribed texts and collect additional information about the authors and their works.	PSO 1,5,6	An
CO-6	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO 1,3,6	E

**PRESCRIBED TEXTS**

Bentley, Nick. *Contemporary British Fiction*. Edinburgh: Edinburgh University Press Ltd., 2008. Print.

Castro- Klaren, Sara. *Latin American Literature and Culture*. Oxford: Blackwell Publishing Ltd., 2005. Print.

Thayil, Jeet. Ed. *60 Indian Poets*. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*, New Delhi:

Macmillan India Ltd., 1990. Print.

Nambisan, Kavery. *The Scent of Pepper*. New Delhi: Penguin Group, 2010. Print.

Echevarria, Rooberto Gonzalez. *The Oxford Book of Latin American Short Stories*. Delhi:

Oxford University Press, 1997. Print.

Carey, Peter. *Fat Man in History*. Perth: Knopf Doubleday Publishing Group, 2010. Print.

**BOOKS FOR REFERENCE**

Mukherjee, Meenakshi. *Realism and Reality: The Novel and Society in India*, New Delhi: Oxford India

Paperbacks, May 1996. Print

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH - SEMESTER VI**

<b>Course Title</b>	Major Elective 3 - English Criticism - I
<b>Total Hours</b>	75
<b>Hours/Week</b>	5
<b>Code</b>	U15EL6MET01
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To introduce students to the various periods of English criticism from the Elizabethan age to the Romantic period.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand the meaning of the term 'criticism' and how critical essays differ from prose essays.
CO-2	understand the different characteristics that defined each era of critical thought.
CO-3	understand the influence of Classical criticism on Neoclassical thought and style.
CO-4	understand the influence of romantic criticism upon poetry.
CO-5	Identify how the different characteristics of Elizabethan, Neoclassical and Romantic criticism are applied in the essays given below.

**UNIT I - THE ELIZABETHAN CRITICS**

(15 HRS)

- Overview of Elizabethan Criticism
- Sir Philip Sidney – Apology for Poetry  
*Extra Reading: Stephen Gosson*

**UNIT II – THE NEOCLASSICAL CRITICS (PART 1)**

(15 HRS)

- Overview of Neoclassical Criticism
- John Dryden – Essay of Dramatic Poesy  
*Extra Reading: Thomas Rhymer*

**UNIT III – THE NEOCLASSICAL CRITICS (PART II)**

(15 HRS)

- Alexander Pope – Essay on Criticism
- Samuel Johnson – Preface to Shakespeare  
*Extra Reading: Lives of the Poets*

**UNIT IV – THE ROMANTIC CRITICS (PART 1)**

(15 HRS)

- Overview of Romantic Criticism
- William Wordsworth – Preface to the Lyrical Ballads  
*Extra Reading: William Hazlitt*

**UNIT IV – THE ROMANTIC CRITICS (PART II)**

(15 HRS)

- Samuel Taylor Coleridge – *Biographia Literaria* – Chapter 13
- Percy Shelley – *The Defense of Poetry*  
*Extra Reading: Thomas De Quincey*

**COURSE OUTCOMES:****The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognize and relate the concepts in the prescribed essays with texts previously studied or yet to be studied.	PSO 1,4,6	An
CO-2	describe and explain the theoretical approaches of each critic and also discuss the pros and cons of each approach.	PSO 1,2,6	E
CO-3	apply the theoretical approaches learnt, to modern literary texts and thereby interpret them in various ways.	PSO 1,2,4,6	Ap
CO-4	distinguish between the various critical theories and analyse the differences in opinion among critics regarding similar concepts.	PSO 1,2,6	E
CO-5	summarise the theoretical approaches and formulate an individual hypothesis for prospective research based on prescribed theories.	PSO 1,2,6	An

**PRESCRIBED TEXTS:**

- Prasad, B. *An Introduction to English Criticism*. New Delhi: Macmillan. Print. 1965.
- Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Blackswan Pvt. Ltd., 2010. Print.
- Saintsbury, George. *A History of English Criticism*. New Delhi: Atlantic Publishers. 2004. Print.
- Enright and Chickera. *English Critical Texts: A Critical Study*. Prakash Book Depot. 2012. Print.

**BOOKS FOR REFERENCE**Blamires, Harry. *A History of Literary Criticism*. New Delhi: Macmillan India Ltd., 2000.

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH - SEMESTER VI**

<b>Course Title</b>	Major Elective 3 - English Criticism - II
<b>Total Hours</b>	75
<b>Hours/Week</b>	5
<b>Code</b>	U15EL6MET02
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To introduce students to the major English critics from the Victorian Age till the 20th Century.

To introduce students to important English critics, their essays and theoretical ideas.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand the meaning of the term 'criticism' and analyze the English critics from the Victorian Age till the 20th Century
CO-2	understand the different characteristics that defined each era of critical thought.
CO-3	understand the influence of Classical criticism on Neoclassical thought and style.
CO-4	understand the Touchstone Method and analyse the Metaphysical Poets
CO-5	Identify how the different characteristics of 20 <sup>th</sup> century criticism are applied in the essays given below.

**UNIT I: THE VICTORIAN CRITICS**

- Overview of Victorian Criticism  
 Matthew Arnold – The Study of Poetry – Touchstone Method  
 Walter Pater – Preface to Studies in the History of the Renaissance

**UNIT II: 20<sup>th</sup> CENTURY CRITICISM**

- Overview of 20th Century Criticism
- T. S. Eliot – Tradition and Individual Talent/ Metaphysical Poets

**UNIT III: 20<sup>th</sup> CENTURY CRITICISM**

- Virginia Woolf – A Room of One's Own (Chapter 3)
- I.A. Richards – The Two Uses of Language/ Four Kinds of Meaning

**UNIT IV: 20<sup>th</sup> CENTURY CRITICISM**

New Criticism

**UNIT V – 20<sup>th</sup> CENTURY CRITICISM**

Cultural Materialism

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognize and relate the concepts in the prescribed essays with texts previously studied or yet to be studied.	PSO 1,4,6	An
CO-2	describe and explain the theoretical approaches of each critic and also discuss the pros and cons of each approach.	PSO 1,2,6	E
CO-3	apply the theoretical approaches learnt, to modern literary texts and thereby interpret them in various ways.	PSO 1,2,4,6	Ap
CO-4	distinguish between the various critical theories and analyse the differences in opinion among critics regarding similar concepts.	PSO 1,2,6	E
CO-5	summarise the theoretical approaches and formulate an individual hypothesis for prospective research based on prescribed theories.	PSO 1,2,6	An

**PRESCRIBED TEXTS:**

- Prasad, B. *An Introduction to English Criticism*. New Delhi: Macmillan. Print. 1965.
- Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Blackswan Pvt. Ltd., 2010. Print.
- Saintsbury, George. *A History of English Criticism*. New Delhi: Atlantic Publishers. 2004. Print.
- Enright and Chickera. *English Critical Texts: A Critical Study*. Prakash Book Depot.2012.Print.

**BOOKS FOR REFERENCE**

Blamires, Harry. *A History of Literary Criticism*. New Delhi: Macmillan India Ltd., 2000.

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER VI**

<b>Course Title</b>	Major Elective 3 – Basics of Literary Criticism
<b>Total Hours</b>	75
<b>Hours/Week</b>	5
<b>Code</b>	U15EL6MET03
<b>Course Type</b>	Theory
<b>Credits</b>	5
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable the learners to understand the basic tenants of literary criticism from Classical to Contemporary times.

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	understand the characteristics of Tragedy and the nature of Poetry and the Poet's role in society through Classical Criticism.
CO-2	understand the origin of English Criticism with special focus on Poetry and the beginning of evaluative criticism.
CO-3	understand the critical perspectives of the Romantic criticism and the meaning and language of poetry according to them.
CO-4	understand 19 <sup>th</sup> and 20 <sup>th</sup> century Criticism especially the beginnings of New Criticism and Formalism as important schools of thought.
CO-5	understand the definition and characteristics of select 20 <sup>th</sup> Century theories such as Feminism, Psychoanalysis and Structuralism.

**UNIT I - CLASSICAL CRITICISM**

**(15 HRS)**

Plato – *Poets and Poetry* (pg.3-5)  
Aristotle – *Observations on Tragedy* (pg. 14-21)  
Longinus- *Sublimity in Literature* (pg. 53-61)  
**Extra Reading:** *Horace, Quintilian*

**UNIT II – MODERN ENGLISH CRITICISM**

**(15 HRS)**

Sidney – *Apology for Poetry* (pg. 79-80)  
Dryden – *On Satire* (pg 120-121)  
Johnson – *Preface to Shakespeare*  
**Extra Reading:** *Pope, Addison*

**UNIT III – NEW CRITICISM / FORMALISM**

**(15 HRS)**

Wordsworth – *Poetry* (pg. 172-176)  
Coleridge – *Imagination and Fancy* (pg. 178-183)  
Shelley – *'Poets are the unacknowledged legislators of the world'*  
**Extra Reading:** *Keats, Blake*

**UNIT IV – PSYCHOANALYTICAL CRITICISM**

**(15 HRS)**

Arnold – *The Touchstone Method* (pg.213-215)  
 T. S. Eliot – *Impersonality of Poetry, Objective Correlative* (pg.234-237)  
 I.A. Richards – *Poetry and Communication* – (pg 242 – 243)  
**Extra Reading:** Aldous Huxley, Cleanth Brooks

**UNIT V - ARCHETYPAL CRITICISM**

**(15 HRS)**

*New Criticism*  
*Structuralism*  
*Feminism*  
*Psychological and Psychoanalytical Criticism – Freud and Jung*  
**Extra Reading:** *Post Modernism, Eco Criticism*

**Note: Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)**

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognize and relate the concepts in the prescribed essays with texts previously studied or yet to be studied.	PSO 1,4,6	An
CO-2	describe and explain the theoretical approaches of each critic and also discuss the pros and cons of each approach.	PSO 1,2,6	E
CO-3	apply the theoretical approaches learnt, to modern literary texts and thereby interpret them in various ways.	PSO 1,2,4,6	Ap
CO-4	distinguish between the various critical theories and analyse the differences in opinion among critics regarding similar concepts.	PSO 1,2,6	E
CO-5	summarise the theoretical approaches and formulate an individual hypothesis for prospective research based on prescribed theories.	PSO 1,2,6	An
CO-6	appraise the different perspectives of the individual critics regarding different theories and develop the individual judgement and critical skills in the learner.	PSO 1,2,6	E
CO-7	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Critical Writing Skills.	PSO 3	E

**PRESCRIBED TEXTS**

Prasad, B. *An Introduction to English Criticism*. New Delhi: Macmillan. Print. 1965.

**(Unit I to IV)**

Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Blackswan Pvt. Ltd., 2010. Print. **(Unit V)**

**BOOKS FOR REFERENCE**

Peter Barry. *The Beginning Theory*. New Delhi: Cambridge University press. 2003. Print.  
 Krishnaswamy, N., John Varghese and Sunita Mishra. *Contemporary Literary Theory: A Student's Companion*. New Delhi: Macmillan India Ltd., 2001. Print.  
 I.A. Richards. *Practical Criticism*. New Delhi: Allied Publishers Private, 1989. Print.  
 M.H. Abrams. *A Glossary of Literary Terms*. New Delhi: Macmillan Company, 1978. Print.  
 Bijay Kumar Das. *Twentieth Century Literary Criticism*. New Delhi: Atlantic Publishers and Distributors Pvt. Ltd., 2010.  
 Blamires, Harry. *A History of Literary Criticism*. New Delhi: Macmillan India Ltd., 2000.

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER VI**

<b>Course Title</b>	Non Major Elective 2 – Educational Psychology
<b>Total Hours</b>	30
<b>Hours/Week</b>	2
<b>Code</b>	U15EL6NMT02
<b>Course Type</b>	Theory
<b>Credits</b>	2
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable the students to understand the facts and principles of Educational Psychology.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	remember and understand the definition, scope, meaning and purpose of Educational Psychology.
CO-2	understand and apply various psychological theories like Behaviouristic, Gestalt psychology for teaching learning process.
CO-3	understand and apply Bloom's Taxonomy, theory of motivation and role of teacher in development of motivation.
CO-4	understand and remember the guidelines for teaching, learning skills and outcomes of learning.
CO-5	appreciate and analyse the concepts and generalization, Emotional Intelligence, Creativity.

**UNIT I – INTRODUCTION EDUCATIONAL PSYCHOLOGY**

**(6 HRS)**

Psychology and the teacher.

Educational Psychology- definition, scope, Meaning and purpose Education.

**Extra Reading /Extra Reading/Key Words:** *Psychology of Learning and Human Development- Nagarajan*

**UNIT II**

**(6 HRS)**

Behaviouristic Psychology, Association, S-R theory – trial and error, insight, imitation, acquisition, recall, relearning, forgetting.

Gestalt psychology of learning, implication for education.

**Extra Reading /Extra Reading/Key Words:** *Behaviourism, Environmentalism*

**UNIT III**

**(6 HRS)**

Bloom's Taxonomy

Maslows hierarchy of motivation.

Exercise: Measuring Motivation. Introduction to psychology pg 172.

Role of teacher in development of motivation.

**Extra Reading /Extra Reading/Key Words:** *Intrinsic and extrinsic motivation*

**UNIT IV**

**(6 HRS)**

Guidelines for teaching.

Outcomes of learning and Learning skills.

**Extra Reading /Extra Reading/Key Words:** English Language Skills- Koneru

**UNIT V**

**(6 HRS)**



Teaching attitudes, concepts and generalizations.

Promoting creativity, independent learning, Emotional Intelligence

**Extra Reading /Extra Reading/Key Words:** *Emotional Intelligence- Dan Golman*

**Note:** Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)

**COURSE OUTCOMES:**

**The Learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recall and define the scope, meaning and purpose of Educational Psychology.	PSO 6	R,U
CO-2	identify and interpret the various psychological theories like Behaviouristic, Gestalt psychology for teaching learning process.	PSO 4	E
CO-3	apply Bloom's Taxonomy, theory of motivation and role of teacher in development of motivation.	PSO 3,4	A
CO-4	outline the guidelines for teaching, learning skills and outcomes of learning.	PSO 3,4	U
CO-5	categorise and organise the concepts and generalization, Emotional Intelligence, Creativity.	PSO 3,6	An
CO-6	develop Employability Skills and enhance Teaching and learning skills.	PSO 3	E

**BOOKS FOR REFERENCE**

Yogindra K. Sharma. *Text book of Educational Psychology*, New Delhi : Kanishka Publishers, Distributors 2004. Print.

W.N. Dandekar Sanyoglata M. Makhija. *Educational Psychology* London: Macmillian: 2002. Print.

Stephen N. Elliot. *Educational Psychology: Effective ; Teaching, Effective Learning*, London: Brown and Benchmark Publishers, 1999. Print.

Daniel Goleman's *Emotional Intelligence*, London: Brown and Benchmark Publishers, 1999. Print.

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**PG AND RESEARCH DEPARTMENT OF ENGLISH**  
**III B.A. ENGLISH – SEMESTER VI**

<b>Course Title</b>	Skill Based Elective 5 – Creative Writing
<b>Total Hours</b>	30
<b>Hours/Week</b>	2
<b>Code</b>	U15EL6SBT05
<b>Course Type</b>	Theory
<b>Credits</b>	2
<b>Marks</b>	100

**GENERAL OBJECTIVE:**

To enable the students to develop the skill of creative writing

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	understand the features of a short story.
CO-2	analyse the different techniques of writing a short story
CO-3	apply the technique of writing creatively using pictures
CO-4	apply the skillset for completing creative assignments.
CO-5	evaluate a revised piece of original writing and receive mentoring for the same.

**UNIT I : INTRODUCTION**

**(6 HRS)**

Short story (plot, character setting, atmosphere, point of view) Illustrate with as many examples as possible.

*Extra Reading/Extra Reading/Key Words: Works for Reference*

**UNIT II : TECHNIQUES and ANALYSIS**

**(6**

**HRS)**

Writing with Prompts for Point of View, Infuse of Colours and Sound, Beginnings, endings and settings and creating characters.

5 stories to be analysed in the light of the earlier classes. Choice of stories – left to the student (written and oral)

*Extra Reading/Extra Reading/Key Words: Ailsa Cox - Writing Short Stories: A Routledge Writer's Guide*

**UNIT III: PICTURE WRITING**

**(6**

**HRS)**

Picture/series of pictures given, students write a short story based on the given material.

*Extra Reading/Extra Reading/Key Words: Ailsa Cox - Writing Short Stories: A Routledge Writer's Guide, Karen Kellaher - 101 Picture Prompts to Spark Super Writing: Reproducible Photographs*

**UNIT IV: CREATIVE WRITING**

**(6**

**HRS)**

6 short stories in class, 4 out of class

Date of submission specified at the beginning of the course

*Extra Reading/Extra Reading/Key Words: Ailsa Cox - Writing Short Stories: A Routledge Writer's Guide*

**UNIT V : CRITIQUE**

**(6 HRS)**

Peer work critique

Reading of one short story each for peer evaluation – workshop – students work in pairs.

**Extra Reading/Extra Reading/Key Words:** *Judy Reeves - Writing Alone, Writing Together: A Guide for Writers and Writing Groups*

**Note:** Extra Reading /Key Words are only for Internal testing (Seminars/ Assignments)

**COURSE OUTCOMES:**

The Learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	recognise and relate the concepts in the prescribed short stories with texts previously studied or yet to be studied.	PSO 1, 2	U
CO-2	describe and explain the characteristics of each type of story and also discuss the style of each kind.	PSO 4, 6	E
CO-3	apply the techniques learned to individual writing and develop an aesthetic sense.	PSO 3, 4, 6	Ap
CO-4	distinguish between the various kinds of writing and differences in styles.	PSO 1, 4	An
CO-5	summarise the types of stories and learn the art of creating for prospective writing.	PSO 4, 6	U
CO-6	appraise the different perspectives of peers and critiques their original works.	PSO 1, 2	E
CO-7	develop Teaching skills and also enhance Analytical Skills, Communication Skills and Creative Writing Skills.	PSO 3	E

**WORKS FOR REFERENCE**

- O Henry - The Cop and the Anthem
- Saki - The Open Window
- F.Forsyth - The Miracle
- J.Archer - The End Game
- O.Wilde - The Nightingale and the Rose
- A.Chekov - A work of Art
- Tolstoy - Little Girls are wiser than men
- Asimov - Children of tomorrow
- Twain - Baker's Blue jay Yarn
- R. Bond - The Girl on the train
- A C Doyle - The Dying Detective
- Maupassant - The little soldiers
- S. Deshpande - The Tattered Blanket.

**COURSE REQUIREMENTS**

- Workshop drafts of short stories
- Some in-class and out-of-class writing exercises
- Participation in discussion of assigned readings
- Writer's journal to record ideas and stories

**BOOKS FOR REFERENCE**

Prentice Hall: Literature *Copper*: Simon & Schuster Education Group. 1996. Print.



(For candidates admitted from 2015 onwards)  
**HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**SEMESTER VI**

<b>Course Title</b>	<b>SKILL BASED ELECTIVE 6 : RESEARCH METHODOLOGY</b>
<b>Total Hours</b>	<b>30</b>
<b>Hours/Week</b>	<b>2</b>
<b>Code</b>	<b>U15DS6SBT06</b>
<b>Course Type</b>	(Theory cum Project)
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

**General Objective:**

Students get introduced to concept of research and to carry out research projects.

**Course Objective:**

The student will be able to

1. understand the different types of research.
2. analyze the research objectives and frames the hypothesis
3. understand the structure of dissertation.
4. evaluate their research work.

**Unit I**

**6Hrs**

**Introduction to research:** Concept of research – types of research – introduction to research literature base – collection of research information from different sources; maintenance of information.

**Extra reading / Key Words:** *Primary data, Secondary data collection*

**Unit II**

**6Hrs**

**Research focusing:** identifying research area – drawing objectives\ hypothesis – designing the work – data collection – analysis.

**Extra reading / Key Words:** *Test of Hypothesis and Levels of significance.*

**Unit III**

**6Hrs**

**Preparation of dissertation:** Structure of dissertation – editing – bibliography.

**Extra reading / Key Words:** *Summarizing any Two research article.*

**Unit IV Project work**

**12Hrs**

**Note: 1.Extra reading/Key words are only for internal testing(Seminar/Assignment)**

**2. The students will be evaluated internally by a test for 50 marks. The Project will be evaluated by an external evaluator and a viva- voce will be conducted for 50 marks. The students can carry out their projects individually or in groups.**

**REFERENCES:**

Blaxter, L., Hughes, C. and Tight (1999) How to research? Viva Book private Limited

Kothari, C.R. (2004) research Methodology- Methods and Technioques, New Age International Publishers, India

Lal, B.(2002) Research Methodology, ABD Publishers. India

**(For Candidates admitted from June 2015 onwards)**  
**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI – 2**  
**B.A./B.Sc/B.Com/BBA/B.C.A - DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**CATECHISM – III: LITURGY AND CHRISTIAN LIFE**

**HRS / WK : 1**

**CODE:U15VE6LVC03**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVES:**

- To prepare the students to participate meaningfully in the liturgical celebration and experience GOD in their day today life.
- To enable the students to become living witnesses to Jesus Christ in their personal, family and social life.

**UNIT – I: LITURGY**

Personal prayer ( Know oneself) – Vocal prayer – Community prayer – Meditation – Contemplation – Knowing the prayers : Our Father – Hail Mary – Holy Rosary – Mysteries of the Rosary- Litany of Mary – Family prayer-Popular devotion

**UNIT – II: HOLY SACRIFICE OF THE MASS**

Significance – Meaning and need for spiritual growth – Mass prayers – Part of the mass – Liturgical year, its division and its significance. – The Creed – Act of contrition – Discernment of spirits – Counseling – Spiritual direction.

**UNIT – III: CHRISTIAN VOCATION AS DISCIPLE FOR THE KINGDOM OF GOD**

Who am I as a Christian? – Christian dignity and others – The values of the Kingdom opposing to the values of the World – Christian social conscience – Christian in the reformation of the world – A call to be salt and light in today's context.

**UNIT – IV: CHRISTIAN FAMILY**

Holy Family- Characteristic of good family – Bible centered, Prayer centered, Christian centered–Responsibilities of parents and children in the family –Laws of the Church towards marriage-Pro life (Abortion, Euthanasia) – Lay Vocation – Lay Participation – Lay associates.

**UNIT – V: CONSECRATED LIFE**

“Come and follow me” – special disciples - Religious vocation – “I have called you to be mine”- Role of Nuns and Priest - called to be prophets and agents for God's Kingdom – nucleus of the church – Eschatological signs of the God's Kingdom.

**REFERENCES:**

1. Compendium – Catechism of the Catholic Church Published by Vaigarai Publishing House for the Catholic Church of India.
2. You are the light of the World, A course on Christian living for II year Religion published by Department of Foundation Courses, St.Joseph's College (Autonomous), Tiruchirappalli– 620 002.
3. Documents of Vatican II – St. Paul's Publications, Bombay 1966.

**HOLY CROSS COLLEGE ( AUTONOMOUS), TIRUCHIRAPPALLI-2**  
**B.A. /B.Sc. / B.Com. / BBA/ B.C.A. DEGREE COURSE**  
**LIFE ORIENTED EDUCATION**  
**ETHICS – III: FAMILY AND CAREER DEVELOPMENT**

**HRS / WK : 1**  
**CREDIT : 1**

**CODE: U15VE6LVE03**  
**MARKS : 100**

**OBJECTIVES:**

- To help the students acquire skills, knowledge and talents to lead a meaningful life.
- To make the students learn skills of nurturing family and children.
- To make the students aware of emotional intelligence and choose their career.

**UNIT – I: PERSONAL COMPETENCE**

Emotional Intelligence for Professional growth, Management Vs Leadership-Management and Leadership Skills - Conflict Management - Tips for Professional growth

**UNIT – II: MARRIAGE AND FAMILY**

Family Vision - Family Values, Family relationship, Family Management, Sex in Marriage, Emotional Balance and Imbalance, Compatibility between Husband and Wife

**UNIT – III: PARENTHOOD**

Bringing up Children - Development stages (Eric Ericson model), Spirituality: Spirituality in Family - Prayer, God's Will , Role of Mother

**UNIT – IV: PERSONALITY DEVELOPMENT**

Self Analysis; interpersonal relation, introspection – Character formation towards positive personality- Values, self and college motto, punctuality, good moral, poverty, honesty, politeness, humanity, gentleness, friendship, fellowship and patriotism

**UNIT – V: CAREER CHOICE**

Career Choice according to Personality, Preparation for Competitive Exams, Sources of Knowledge, Memory Techniques, Mind Mapping

**REFERENCES:**

1. Tony B and Barry Buzan(2003), The mind map book, BBC world wide limited, London.
2. Susan Nash(2005), Turning team performance inside out, Jai CO. publishing House, New Delhi.
3. Fr. Ignacimuthu (1999) "Values for Life", Vaigarai Pathipagam.
4. Grose. D.N. (2000), "A text book on Value Education", Dominant Publishers.

**HOLY CROSS COLLEGE(AUTONOMOUS) TRICHIRAPALLI-2.**  
**B.A/B.SC/B.COM/ B.C.A – DEGREE COURSES**  
**LIFE ORIENTED EDUCATION**  
**BIBLE STUDIES – III: ESSENCE OF CHRISTIAN LIVING**

**HRS / WK : 1**

**CODE: U15VE6LVBO3**

**CREDIT : 1**

**MARKS : 100**

**OBJECTIVE:**

- To prepare the students to practice Christian principles in family, church and society as young women

**UNIT – I: ESSENTIALS OF CHRISTIAN FAITH**

- Salvation – Deliverance from sin (Is 53), Assurance of salvation and New life (II Cor 5:17)
- Sacraments – Baptism (Luke 3: 6-14), Lord's Supper (I Cor 10: 16,17; 11: 23-29)
- Trinity – One in three and three in one. Illustrations from the Bible. (John 14: 16,17)
- Heaven and Eternal life (John 14: 13, 3: 13-21)

**UNIT – II: MARRIAGE AND FAMILY LIFE**

- Finding the God's Will - Issac (Gen 24)
- Man and woman as Partners – Abraham and Sarah (Gen 16-18,22), Aquila and Priscilla (Acts 18: 1-3,26)
- Evils to be avoided – Premarital Sex, Extramarital Sex, Homosexuality, Abortion(Heb 13: 4, Psalm 127 : 4)
- Ideal Wife – Sarah (I Peter 3: 1-6), Ruth,(Eph 5)

**UNIT – III: CHRISTIAN HOME**

- Parental Responsibilities and bringing up children – Abraham (Gen 22), Eli (I Sam 2: 24-36,3: 11- 18), Mary, Mother of Jesus (Luke 2: 51,52)
- Caring for the Aged (I Sam 2: 31,32)

**UNIT – IV: CHRISTIAN ETHICS**

- Holiness – Joseph (Gen 39:9) Levi 11: 45, Ecc 12
- Obedience to God - Abraham (Gen 12) ; St.Paul (Acts 9)
- Freedom and Accountability
- Justice and Love
- Choices in Life – Making Decisions (Studies, job, life Partner)
- Model to follow – Who is your model? (John 15: 1-17)
- Social Evils – Dowry, Caste discrimination, Accumulation of wealth



## **UNIT – V: MISSIONARIES DOWN THE LANE**

- William Carrie (Calcutta)
- Pandithar Rama Bai (Karnataka)
- Amy Carcheal (Dohnavur)
- Dr. Ida Scudder (Vellore)
- Devasagayam (Nagercoil)
- St. John De Britto (Oriyur)
- Graham Staines & Family (Odisha)
- St. Mother Teresa (Calcutta)

### **REFERENCES:**

1. Alban Douglass (1982) One Hundred Bible Lessons. Gospel Literature Service, Mumbai.
2. Derek Prince (1993) Foundations for Righteous Living. Derek Prince Ministries-South Pacific, New Zealand.
3. Derek Prince and Ruth Prince (1986) God is a Match maker. Derek Ministries, India.
4. Ron Rhodes(2005) Hand book on Cults. Amazon.com
5. Stanley.R. (1997) With God Again. Blessing Youth Mission, India.
6. Taylor.H. (1993) Tend My Sheep. SPCK, London.