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**Course Plan**  
**Department of English**  
**Sr. Vinita Xalxo**



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EVEN SEMESTER  
April 2021 to June 2021

April 2021

Class	Se me ste r	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
M.A. Final	IV	ENGM – 404 (A) - Women's Writing Unit-II Laxmi Kanan: The Glass Bead Curtain	Feminist fiction Indian Writing in English Illiteracy Post -colonialism	-To acquaint the students with the social, political, economic, religious and literary conditions of the respective age and the position of the women during those times. Develop critical thinking while analyzing texts.	Quiz, Lecture and Discussion	<u>Knowledge Based</u>  Mention the pseudonyms used by Vishalakshi  <u>Understanding Based</u> Compare the different female characters of the novel The Glass Bead Curtain <u>Higher Order Thinking Skills Based</u> -Critically evaluate the novel. Examine the issues of gender, class, nationality and linguistics with reference to the novel.
MA Pre.	II	ENGM-201 -Modern English Usage and Communica tion Skills II	Synonyms, Antonyms, Homonyms, Homophones  Concepts and notions such as	• -To acquaint the students with the fundamen tals of	• Exercises • Quiz • Video • E-content	<u>Knowledge Based</u> Give the synonym of the following words. Give one word for the following words. Give the

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SOPHIA GIRLS' COLLEGE (AUTONOMOUS), AJMER

DEPARTMENT OF ENGLISH

COURSE PLAN  
2021-222  
Odd Semester  
July 2021 – March 2022

Sr. Vinita Xalxo

July 2021						
Classes	Sem.	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Final	III	EngM304 - (Postcolonial Writing)  Unit I Arun Kolatkar -Bus -An Old Woman	-Post- colonial conditions in India  -Jejuri Poems	To sensitize students to the issues of gender, nationality, culture and class.	*Line by line analysis of the poems  *Class discussion  PPT	<u>Knowledge Based</u> -Postcolonial India  <u>Understanding Based</u>  -What are the themes?  -What are the problems of India as portrayed by the poems.  <u>Higher Order Thinking Skills Based</u> -Reference to context.
Honors. III	V	ENGH-504 English Literary History – I  Unit I Miracle and Morality Plays	Middle Ages Miracle Plays Morality Plays	To acquaint the students to socio-economic-political backdrop of the age and to introduce them to the different kinds of drama.	• Quizzes • Brainstorming sessions • Regular assignments	<u>Knowledge Based</u> • Origin and a brief history of drama • Explain the relevant conditions during the Medieval Period • Types of plays in Medieval Period  <u>Understanding Based</u>  • What are the differences between Miracle and Morality

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						<p>plays? Give example.</p> <ul style="list-style-type: none"> <li>• Write a note on the characters in a morality play</li> </ul> <p><u>Higher Order Thinking Skills Based</u></p> <ul style="list-style-type: none"> <li>• Discuss the main features of Miracle and Morality Plays</li> </ul>
Hon s. II	III	<b>ENGH-303</b> <b>Indian Literature in English – I</b> <b>Unit III</b> *Kamala Das: <ul style="list-style-type: none"> <li>• My Grandmother's House</li> <li>• In Love</li> </ul>	-Indian Writing in English -Feminism	<ul style="list-style-type: none"> <li>• To identify the features of Indian Literature in English</li> <li>• To stimulate the students to the variety of issues the text presents</li> </ul>	<ul style="list-style-type: none"> <li>• Line by line explanation and analysis</li> <li>• Discussion</li> <li>• E- Content</li> </ul>	<p><u>Knowledge Based</u></p> <p>-What is feminism?            -Name some of the important works of Kamala Das.</p> <p><u>Understanding Based</u></p> <ul style="list-style-type: none"> <li>• Discuss the themes of the poems My Grandmother's House and In Love.</li> </ul> <p>Explain 'My Grandmother's House' as a confessional poem</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Write a critical appreciation of the poems My Grandmother's House and In Love.</p> <p>Discuss 'My Grandmother's House' as a poem expressing the author's sense of deprivation and despair.</p> <p>Discuss the use of imagery and symbols in the poems of Kamala Das.</p>

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BA III	V	ENG-501 (Poetry and Drama I)  <b>Unit I</b>  *Alfred Lord Tennyson: Ulysses, The Lotos Eaters	Victorian poetry  Ulysses- Greek Mythological character  Dramatic Monologue	To familiarize the students with the poems of Tennyson	-Line by line analysis of the poem -Discussion -PPT -E- Content	<u>Knowledge Based</u> What does Ulysses say of his adventures?  <u>Understanding Based</u> Discuss the poetic techniques of Tennyson.  Discuss the main themes of the poems  <u>Higher Order Thinking Skills Based</u> Write a critical appreciation of the poems, Ulysses and The Lotos Eaters
BA III	V	ENG-502 <b>Prose and Fiction – I</b>  <b>Unit I</b>  *Leigh Hunt:  Getting Up on Cold Mornings  *Aldous Huxley : Non Violence	Characteristic of the Victorian essayist	To familiarize the students with the major essayists	• Discussion • Lecture • E- Content	<u>Knowledge Based</u> -Reference to Context -List the names of artists and literary figures mentioned by Hunt. <u>Understanding Based</u> Discuss these essayist's style of writing.  Discuss the views of Leigh Hunt about "Getting up on cold Mornings."  <u>Higher Order Thinking Skills Based</u> Critically analyze the essay "Non-violence" written by Aldous Hurley
BA I	I	Eng- 102- <b>Prose and</b>	Essays, Short Stories(Fables, Folk Tales,	To acquaint the students with short	Lecture	<u>Knowledge Based</u> -What is short story?

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		<b>Fiction I</b> <b>Unit – III</b> Literary Terms- Essays, Short Stories (Fables, Folk Tales, Fairy Tales)	Fairy Tales)	story writers and in English	Discussion PPT	-types of short story. <u>Understanding Based</u> -Difference between fables and folk tales Write a short note on Essays.
B.A. I	I	<b>Eng- 102- Prose and Fiction I</b>  <b>Unit – II</b> Katherine Mansfield- The Doll's House  Leo Tolstoy- How Much Land does a Man Need?	-Social class discrimination -Greed	Analysing the social conditions in past and in the present. Evaluating the theme of greed	-Explanation and analysis of the text	<u>Knowledge Based</u> Who was Pahom? Who gifted the doll's house? Who were the Kelveys?  <u>Understanding Based</u> -What is the central theme of the story? -Discuss doll's house a symbol. -Discuss how Pahom was ruined by his greed?  <u>Higher Order Thinking Skills Based</u> - What does the lamp symbolize? -Discuss the theme of class distinction.

August 2021

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Class	Semester	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA (F)	III	<b>ENGM – 304</b> <b>Postcolonial Writing – I</b>	-Colonization -Western representation of the Eastern world -Igbo Culture and Beliefs	Introducing students to the role of fiction in understanding colonial history, and provide background and context for the novel and the author	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• PPT</li> <li>• E-content</li> <li>• Video- Achebe's Interview</li> <li>• Screening the Movie adaptation of the novel</li> </ul>	-Introduction to Achebe  -Background and Contexts  -Igbo Culture and Beliefs and their Role in the Novel  -Discuss Okonkwo's role as protagonist. Is he a hero? A victim? A villain?  -How does Okonkwo's relationship with male and female characters differ? Why?  -What role to women play in this novel? What is life like for Okonkwo's wives?
Hon. s.	V	<b>ENGH- 504</b> <b>English Literary History – I</b> <b>Unit I</b> Renaissance and Reformation	Concept, salient features and prominent writers of Renaissance and Reformation	Acquainting the students to the social political and literary conditions of Renaissance and Reformation	PPT, handouts  E-content  Class presentation  Discussion  Quiz	What is Renaissance  What are the features of Renaissance  List in about five lines some major consequences of Reformation. How did the Reformation impact Europe and the rest of the world? Comparison with contemporary times.

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Hon s. II	III	ENGH-303 Indian Literature in English - I Unit III *Kamala Das: • An Introduction • A Hot Noon in Malabar	Confessional Poem -Feminism Pathos An Indian Woman	Analyze Indian Literature To stimulate the students to the variety of issues the text presents	-Line by line analysis of the poem -quiz -ppt -Discussion -E- Content	<p><u>Knowledge Based</u> What is Confessional Poem?</p> <p><u>Understanding Based</u> Reference to the context.</p> <p>Discuss the Expression of Self-consciousness in Kamla Das's "An Introduction"</p> <p><u>Higher Order Thinking Skills Based</u> Critically analyze the poem 'An Introduction'. Discuss the relevance of the title of the poem 'An Introduction' Critically analyze the poem 'A Hot Noon in Malabar'.</p>
BA III	V	ENG-501 (Poetry and Drama I) Unit I *Mathew Arnold Rugby Chapel	-Victorian Poetry -Elegy -Criticism of life -Philosophy of life	To familiarize the students with the poems and poetic style of Mathew Arnold	-Line by line analysis of the poem -PPT -Discussion	<p><u>Knowledge Based</u> What is an elegy?</p> <p><u>Understanding Based</u> Discuss the Nostalgic treatment of the poem Rugby Chapel written by Mathew Arnold. Discuss 'Rugby Chapel' as an elegy.</p> <p><u>Higher Order Thinking Skills Based</u> Bring out the central idea of the poem Rugby Chapel. Critically appreciate the poem.</p>
BA	V	ENG-501 (Poetry)	Nature versus	To acquaint the students	Line by line	<p><u>Knowledge Based</u> What is the setting of the</p>

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III		and Drama I) <b>Unit- II</b> *W.B. Yeats -Lake Isle of Innisfree	civilization Search for peace and serenity	with the social, political, economic, religious, literary conditions of the Twentieth Century	analysis. Discussion	poem?  <u>Understanding Based</u> Explain the use of imagery in the poem.  Reference to context.  Discuss the autobiographical elements in the poem  <u>Higher Order Thinking Skills Based</u>  Critical appreciation of the poem.
BA III	V	<b>ENG-502</b> <b>Prose and Fiction</b> <b>Unit II</b> *Saki: The Open Window *O'Henry: The Gift of the Magi	-Sacrificial love -Magi Skill of imagination	To familiarize the students with major prose writers  Introduce students to the themes and issues regarding the nature of human psyche.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Explanation and analysis of the text</li> <li>• Question</li> <li>-Answer</li> <li>• Movie</li> <li>• E-Content</li> </ul>	<u>Knowledge Based</u> What is the plot in the story The open Window?  <u>Understanding Based</u> Explain the use of imagery in the poem.  Reference to context.  -What is the theme of the story, The Gift of the Magi?  Who are the Magi?  <u>Higher Order Thinking Skills Based</u>  -Compare Jim and Della with the Magi.
Hon s. I	I	<b>ENGH-104 19<sup>th</sup> Century Prose and Fiction- I</b> <b>Unit-I</b> *Charles	Autobiography of Charles Lamb  Reverie  child labor	-To introduce the students to the Major Prose Writer – Charles Lamb and to	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Explanation and analysis of the text</li> </ul>	<u>Knowledge Based</u> What is a Reverie?  Write the names of Lamb's dream children?  <u>Understanding Based</u>

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		Lamb : • Dream Children • In the Praise of Chimney Sweepers	Industrialization	sensitize them to the issues of race, culture, class while reading the texts.		Analyze the relationship of Charles Lamb with his sister Mary Lamb through the essay.  <u>Higher Order Thinking Skills Based</u>  Elaborate on the autobiographical facts presented in the essay
B.A. I	I	<b>Eng- 102- Prose and Fiction I</b>  <b>Unit – II</b>  Arthur Canon Doyle- The Adventure of the Blue Carbuncle	Short Story	Familiarizing the students with major short stories and the short story writers	<ul style="list-style-type: none"> <li>• section wise explanation of the story.</li> <li>• Flow chart</li> </ul>	<u>Understanding Based</u> -How did Sherlock Holmes solve the mystery of a goose?  -What does Holmes deduce from examining the hat?
Gen. Eng.	I	<b>GEN 101 – General English</b> <b>Unit-I</b> Modals, Homophones and Homonyms  <b>Unit-II</b> Précis writing	Modals Homophones Homonyms Précis writing	To acquaint the students with the fundamentals of English Language  The student will be able to have enhanced reading and writing skills.	Activities Exercises  Quiz  MCQs	<u>Knowledge Based</u> What is Précis Writing?  <u>Understanding Based</u> What is the difference between homophones and homonyms. Explain with examples.  <u>Higher Order Thinking Skills Based</u>  Fill in the Blanks  Rewrite sentences, using a modal verb.  Make a précis of the given passage

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September 2021						
Class	Semester	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
Hons.	V	<b>ENGH-504</b> <b>English Literary History – I</b>  <b>Unit II</b> Elizabethan Literature (Poetry and Drama)	The characteristics of Elizabethan poetry and drama	To acquaint the students with the social, economic and literary conditions of the Elizabethan Age	-Discussion -Lecture -Video -Quiz	<u>Knowledge Based</u> Write a brief note on lyric poetry during Elizabethan age.  <u>Understanding Based</u> What are the salient features of the Elizabethan Age  <u>Higher Order Thinking Skills Based</u> Trace the beginning of drama up to the Elizabethan times in England.
Hons. II	III	<b>ENGH-303</b> <b>Indian Literature in English – I</b>  <b>Unit III</b> Kamla Markandaya : Nectar in a Sieve	-Child marriage The cultural rules regarding marriage -Feminism - Superstition -Illiteracy	To stimulate the students to the variety of issues the text presents.	Lecture Videos Discussion Quiz Question and Answer Group-Discussion	<u>Understanding Based</u> Discuss the character of Rukmani  <u>Higher Order Thinking Skills Based</u> Compare and contrast Rukmani and Kenny, concentrating on their attitudes towards human suffering.  Illustrate the themes of the novel.

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			Post - colonialism Industrialization on rural communities			Explain the significance of the title Nectar in a Sieve.
BA (Hons)I	I	ENGH 104-19th Century Prose and Fiction-I  Charles Lamb: Mackery End In Hertfordshire	Autobiography of Charles Lamb, Importance of the place – Mackery End	To explain different kinds of narration, plot and characters.  -To acquaint the students with the autobiographical texts	Lecture methods, Line by line analysis	<u>Knowledge Based</u> What is Mackery End?  <u>Understanding Based</u> Explain how Lamb is reclining back to his childhood. memories.  Comment on the changing behavior of Lamb towards his relatives.
BA III	V	ENG-501 (Poetry and Drama I)  Unit II Literary term: Symbolism  *W B Yeats: Sailing to Byzantium	Symbolist movement and symbolism  Modern Poetry	Acquainting the students with the Symbolist movement and the writing style of modern writers.	<ul style="list-style-type: none"> <li>Line by line analysis of the poem</li> <li>PPT</li> <li>E- Content</li> </ul>	<u>Knowledge Based</u> <ul style="list-style-type: none"> <li>What is symbolism?</li> </ul> <u>Understanding Based</u> <ul style="list-style-type: none"> <li>Write a note on</li> <li>Symbolist Movement?</li> <li>Discuss the types of symbols?</li> <li>Illustrate on Yeats' use of symbols.</li> <li>Reference to the context</li> </ul> <u>Higher Order Thinking Skills Based</u> <ul style="list-style-type: none"> <li>Critically</li> </ul>

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						evaluate the poem.
BA I	I	<b>ENG101</b> (Poetry and Drama)  <b>Unit II</b> Shakespeare : Twelfth Night	Comedy	The students will get acquainted with the plays of Shakespeare	-Line wise analysis of the play -PPT - Dramatization -Quizzes -E-content	What is the alternate title to the play Twelfth Night Draw the character sketch of all the female characters of the play Twelfth Night Reference to Context
Gen. Eng.	I	<b>GEN 101 – General English</b> Unit-I • Idioms • Phrasal verbs	• Idioms • Phrasal verbs	The students will be able to develop a practice of using idioms and phrasal verbs in everyday conversations	Activities Exercises audio-visual tutorials	Meaning of commonly used phrasal verbs and idioms <u>Higher Order Thinking Skills Based</u> The use of commonly used phrasal verbs and idioms Fill in the blanks Making sentences using idioms and phrasal verbs.

#### October 2021

Syllabus	Semester	Paper/Topics	Facts/Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
BA I	I	ENGH-504 English	Transitional Period	To introduce the students to pre- romantic	Discussion E- Content Chart Video	<u>Knowledge Based</u> Why are the precursors of romanticism called so? Assess the contribution of any two of

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		Literary History – I  Unit III  Precursors of Romanticism	Pre Romanticism	poets		them. <u>Understanding Based</u> Explain the term Romanticism.  What are the characteristics of the poems of the pre-romantic poets?  Discuss the prominent poets termed as precursors of Romanticism
Hon s. III	V	ENG-504 English Literary History – I  Unit-III Romantic Revival	Romantic age and its characteristics	To make the students comprehend the concept of Romanticism and help them get acquainted with the writers of Romantic age.  To introduce the students to the social political and literary events of the age.	Discussion  Video  E-Content	<u>Knowledge Based</u>  What is Romanticism?  <u>Understanding Based</u> Discuss the main characteristics of Romantic Age.  What did the Romantics revolt against, and what did they revive? Discuss the contribution of <b>Wordsworth, Coleridge, Keats and Shelley</b> to Romanticism?
BA (Hons) II	III	ENG (H) 303-Indian Literature in English I  Unit-III Kamla Markandeya- Nectar in a Sieve	India in the Post-Independence Era	To enable the students to appreciate and analyze Indian Literature.  Bring to light the actual conditions of the country in the 1950s	<ul style="list-style-type: none"> <li>Chapter wise analysis of the novel</li> <li>E- Content</li> <li>Group Discussion</li> <li>Project</li> <li>Presentation</li> </ul>	<u>Knowledge Based</u>  Write a character sketch of Rukmini, Nathan and Ira <u>Understanding Based</u>  -Discuss the novel as an Indian sociological tale.  <u>Higher Order Thinking Skills Based</u>

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						Write an essay comparing Rukmani's and Kunthi's attitudes towards the role of women in society.
Hon s. I	I	<b>ENGH-104 19<sup>th</sup> Century Prose and Fiction- I</b>  <b>Unit-II</b> Dickens: Great Expectations	Bildungsroman  Loss of innocence  Child Psychology	-Infer the writing style of Charles Dickens.  Explain different kinds of narration, plot and characters in the novel	• Discussion chapter-wise explanation and analysis • Presentation by students • Project • Movie	<u>Understanding Based</u> Discuss the main themes of the novel.  Discuss the character of Miss Havisham. What themes does she embody? What experiences have made her as she is? Is she a believable character? How does she relate to Pip and Estella?  <u>Higher Order Thinking Skills Based</u> What significance does the novel's title, Great Expectations, have for the story? Analyze, in what ways does Pip have "great expectations"?
BA III	V	<b>ENG-501 (Poetry and Drama I)</b>  <b>Unit II</b> *Dylan Thomas : Fern Hill	Symbolism  childhood innocence  Christian imagery	The students will be able to evaluate and critique the works of different writers of the Victorian age	• Line by line analysis of the poem • PPT • E-Content • Video	<u>Knowledge Based</u> What is the setting of the poem?  <u>- Understanding Based</u> Discuss the central theme of the poem. -How is the passage of time portrayed in the poem? Discuss the use of imagery in the poem. -Reference to context. <u>Higher Order Thinking Skills Based</u> -'Fern Hill' is a joyous

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						celebration of childhood innocence and its inevitable loss, a poem which Dylan described as a poem 'for evening and tears'. Evaluate.  -Write a critical appreciation of the poem.
BA I	I	General English	Tenses, active – passive, direct-indirect, idioms and phrasal verbs	Understanding the grammatical rules and speaking and writing correct English	PPT  Examples  Exercises	<u>Knowledge Based</u>  Write 5 idioms with their meaning.  <u>Understanding Based</u> What are the different types of tenses. Explain with examples.  <u>Higher Order Thinking Skills Based</u>  Exercises  Change from Direct to Indirect Speech.  Make sentences using the following idioms.
November 2021						
Class	Semester	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Pre	I	ENGM – 104 Prose-Bacon to Bronte  Francis Bacon	-Concept of essay -Aphoristic style -Paradoxical statement	To make the students aware about one of the prominent essayists of English Literature	Discussion  Line by line explanation and analysis of the text	<u>Knowledge Based</u>  -Why does Bacon call revenge a wild justice? -Summarize Bacon's views in his essays.  -What are Bacon's arguments in his

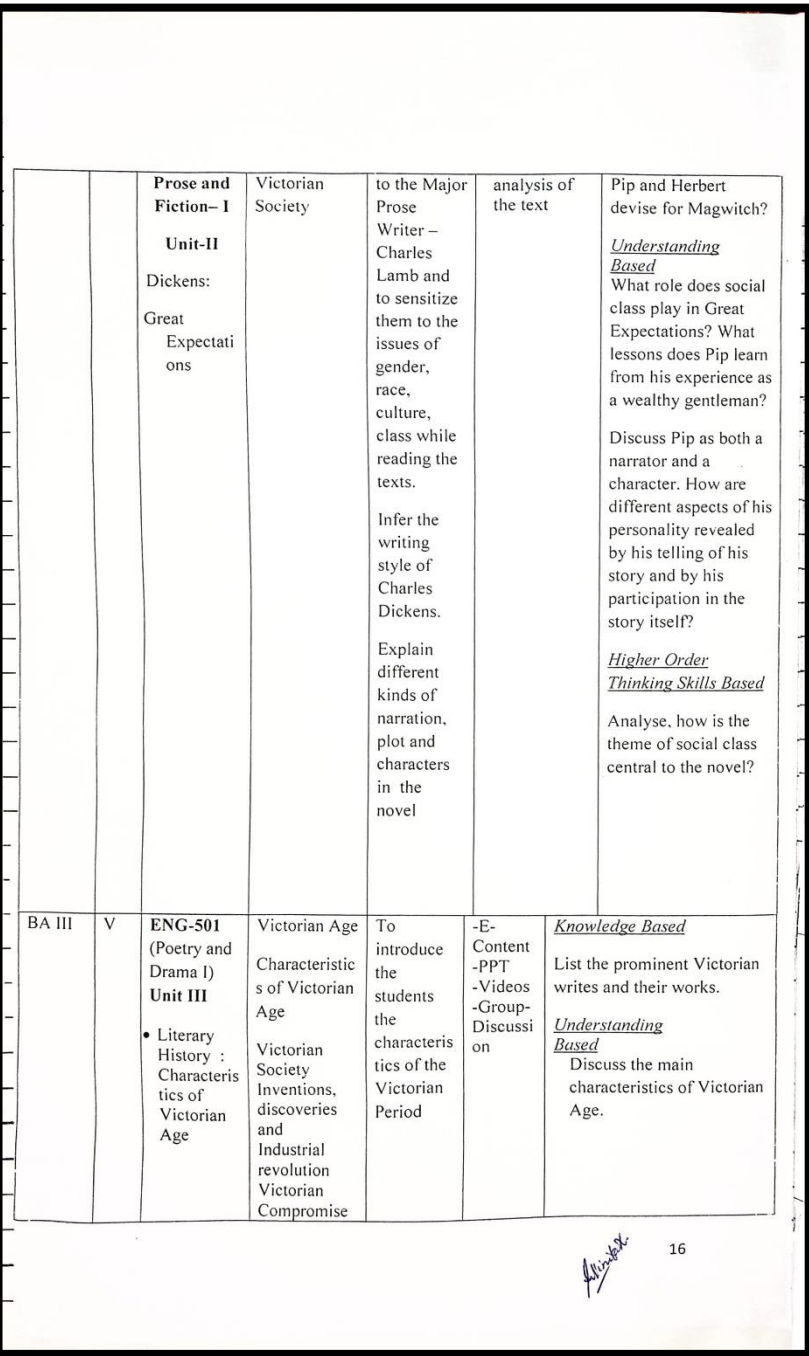
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						<p>essays.</p> <p><u>Understanding Based</u> Summarize the essay. - Central idea of the essay?</p> <p><u>Higher Order Thinking Skills Based</u> Analyze the distinctive features of Bacon's prose style. -Discuss the contribution of Bacon in the development of English essays</p>
Hons. II	III	<b>ENGH-303</b> <b>Indian Literature in English – I</b> <b>Unit III</b> Kamla Markandaya: Nectar in a Sieve	Child marriage -Feminism -Superstition -Illiteracy Post - colonialism	To stimulate the students to the variety of issues the text presents.	Lecture Videos Discussion Quiz Question and Answer Group-Discussion	<p><u>Knowledge Based</u></p> <ul style="list-style-type: none"> <li>What was Kenny's philosophy when it came to expressing one's need for help?</li> </ul> <p><u>Understanding Based</u></p> <ul style="list-style-type: none"> <li>How does Rukmani's belief in tradition drive her actions and thoughts</li> </ul> <p><u>Higher Order Thinking Skills Based</u></p> <ul style="list-style-type: none"> <li>Discuss modernity and tradition as they relate to the characters in the story.</li> </ul>
Hons. I	I	<b>ENGH-104</b> <b>19<sup>th</sup> Century</b>	Bildungsroman	-To introduce the students	-Discussion • Explanation and	<p><u>Knowledge Based</u> What code name do</p>

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BA III	V	ENG-502 Prose and Fiction – I Unit III Ernest Hemingway: Old Man and the Sea	Characteristics of Victorian Age Novella Allegory	-The students will be able to interpret and appraise various themes, thoughts, purpose and intention of these writings.	Discussion • Explanation and analysis of the text • Movie • Class Presentation by students	<u>Knowledge Based</u> Draw a character sketch of the old man in the novel. <u>Understanding Based</u> -Describe Hemingway's portrayal of Santiago relationship with the sea. -Discuss the different themes and Motifs in the novella.
BA-Functional- I	I	FENG-101 Grammar and Usage I Unit III Tenses	Types of Tenses	-To acquaint the students with the fundamentals of English Language	Exercises Quiz Activities	<u>Knowledge Based</u> What are the different types of tenses and their uses. <u>Understanding Based</u> Explain different types of tenses and their uses with examples. <u>Higher Order Thinking Skills Based</u>
December 2021						
Class	Semester	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
„A Pre	I	ENGM – 104 Prose-Bacon to Bronte *Hazlitt: Unit II • On the Fear of Death	• Religion and fear • Youth and Old Age	The student will be able to develop critical thinking while analyzing texts  The	Line by line explanation and analysis	• <u>Knowledge Based</u> Summarize Hazlitt's views as expressed in On the Fear of Death. <u>Understanding Based</u> • Reference to Context • Hazlitt's essays reveal his personality. Discuss • Discuss Hazlitt as

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				students will be familiarized with the essays and the writing style of Hazlitt.		an essayist. <u>Higher Order Thinking Skills Based</u>  • Write a critical appreciation of the essay?
MA Pre.	I	ENGM – 104 Prose-Bacon to Bronte  Unit II *Hazlitt: -On Familiar Style	The Familiar Style of Hazlitt	To acquaint the students with the writing style of Hazlitt	Discussion  Line by line explanation and analysis of the text	<u>Knowledge Based</u>  What is the Familiar Style of Hazlitt?  <u>Understanding Based</u> Discuss Hazlitt's views on prose style as stated in his essay 'On familiar Style'.  Why does Hazlitt say, "The proper force of words lies not in the words themselves, but in their application"?  Discuss Hazlitt as an essayist  <u>Higher Order Thinking Skills Based</u>  Examine the qualities of William Hazlitt as a critic.
Hons. II	III	ENGH-303 Indian Literature in English – I Unit III Kamala Markandaya : Nectar in a	Child marriage -Feminism -Superstition -Illiteracy Postcolonialis	To stimulate the students to the variety of issues the text presents.	Lecture Videos Discussion Quiz Question and Answer Group-Discussion	<u>Knowledge Based</u>  Who are the main characters in the novel? <u>Understanding Based</u>  Discuss and provide instances from the text that identify the

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		Sieve	m			conflicts of man vs. nature, man vs. man, and man vs. self.  <u>Higher Order Thinking Skills Based</u> -Critically evaluate the novel
January 2022						
Classes	Semester	Paper/Topics	Facts/Concepts / Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Pre	I	ENGM – 104 Prose-Bacon to Bronte Goldsmith: The Vicar of Wakefield	-Social class  -Religion  -Family	The students will be able to articulate their views on the issues of gender, race, nationality, culture and class.	Class discussion  -PPT  -Movie	<u>Understanding Based</u> -How is The Vicar of Wakefield a satire?  -Discuss <i>The Vicar of Wakefield</i> as a domestic novel.  -Character sketch  <u>Higher Order Thinking Skills Based</u> Discuss the main themes.  Discuss the significance of the Novel's title "The Vicar of Wakefield".
BA III	V	ENG-501 (Poetry and Drama I)  Unit I  *Alfred, Lord Tennyson : Ulysses. The Lotos Eaters	Ulysses-Greek Mythological character  Dramatic Monologue	To give knowledge about the socio-cultural-economic background of Victorian era  To acquaint the students with	-Revision -PPT -Quiz	<u>Knowledge Based</u> -What is dramatic monologue?  -Tennyson as a Victorian poet  <u>Understanding Based</u> Discuss Ulysses and the Lotos Eaters as dramatic monologues.  <u>Higher Order Thinking Skills Based</u> Write a critical appreciation of

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				Tennyson		the poems. Discuss the literary devices used in the poem.
February 2022						
M.A. PRE V	1	ENGM 104 Prose- Bacon to Bronte Unit-III Emily Bronte's novel: Wuthering Heights	Victorian Era woman writer  -Byronic and Romantic Hero	The students will acquaint with the socio- economic political and cultural environment of mid- nineteenth century  -They will be able to develop critical thinking while analyzing the text	- Explanati on of important lines  -PPT  E- content  -Video lectures from Govt. portals  -Class- discussio n	<u>Knowledge Based</u> -The characteristics of Victorian era. -Emily Bronte as a writer  <u>Understanding Based</u> -Is there a contradiction between the Catherine that loves Heathcliff and the Catherine that marries Edgar? Give reasons for your answer.  - Do you think Nelly evaluates Catherine in the right perspective. Is that the way one woman should understand another woman?  What is the significance of Heathcliff's dark complexion? What similarities can you draw between Heathcliff and Othello? Can you think of any other character with similar features?  Discuss the development of the character of the protagonist
Revision						

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SOPHIA GIRLS' COLLEGE, AJMER (AUTONOMOUS)  
DEPARTMENT OF ENGLISH  
COURSE PLAN  
2021-222  
EVEN SEMESTER  
March 2022 to June 2022  
Sr. Vinita Xalxo

March 2022

Class	Sem.	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learnin g Outcom e	Teaching Pedagogy	Steps to facilitate learning
M.A. Final	IV	ENGM – 404 Women Writers  Unit I Alice Munro: Lives of Girls and Women	-Gender identity  - Construct, conclude and evaluate	-Infer the prevalent gender equations and politics of gender  - Compare and contrast Indian, British and America n women writers	-Class Discussion  -Debate  - Self- Evaluation  -PPT	<u>Knowledge Based</u> -No. Of stories in the collection - Character sketches of the main characters -Summary of all stories  <u>Understanding Based</u> -Discuss the narrative technique in Munro's 'Lives of Girls and Women  <u>Higher Order Thinking Skills Based</u> Explain how Del's relationship with men and sexuality in general are influenced by the Gothic patterns of her fantasy, which are rooted in her excessive reading of Gothic novels.
M/A Pre.	II	ENGM – 202 Poetry - Pre- Romantics and Romantics  Unit-I	-Pre- Romantic s -Salient Features and prominent writers of Pre-	Develop critical thinking while analyzin g texts - Discuss Cowper	-Line by line analysis - Assignmen t -Quiz -Video -E-content	<u>Knowledge Based</u> -Who was Mary Unwin? -Cowper's important works -Autobiographical elements in poem  <u>Understanding Based</u>

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		*William Cowper- • To Mary • God Made the Country • Lines Written During a Period of Insanity	Romantic Age	and his works		-Discuss William Cowper as a Pre- Romantic poet.  <u>Higher Order Thinking Skills Based</u> - Reference to the context - Critical appreciation of the poems
Hons. III	VI	<b>ENGH-603</b> 20 <sup>th</sup> Century English Literature [Poetry and Drama] – II <b>Unit II</b> Literary *W B Yeats:- I -Nineteen Hundred and - Nineteen	Concept of Symbolism. Irish Revolution. Theme of violence -First and Second World Wars Abbey Theatre and Yeats' style of writing	Evaluating the backdrop of Irish Revolution and application of the concept of symbolism and mysticism in the prescribed texts	Line by line analysis. Assignment and quiz	<u>Knowledge Based</u> Examine Yeats' role during the Irish Revolution. Enumerate the core symbols in Yeats' poems.  <u>Understanding Based</u> -Reference to the context  <u>Higher Order Thinking Skills Based</u> Write a critical appreciation of the poem Evaluate the theme of violence.
Hons. II	IV	<b>ENGH-401</b> - Elizabethan and Jacobean Age II <b>Unit III</b> *Andrew Marvell: • To his Coy Mistress • The Garden • The Coronet *Vaughan:	- Metaphysical Poetry - Religious Poet -Dramatic monologue - Conceit	-To evaluate different metaphysical poets and their characteristics. -To develop an understanding with the social, economic and -To distinguish between	• Line by line analysis of the text • Discussion • Video	<u>Knowledge Based</u> -Important works of the poets -Background of the poems  <u>Understanding Based</u> -Reference to the Context -Significance of the title  <u>Higher Order Thinking Skills Based</u> -Critical appreciation of the poems. -Evaluating the themes - Discuss the poems as the metaphysical poems

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		<ul style="list-style-type: none"> <li>The Morning Watch</li> <li>Peace</li> </ul>		the poems prescribed.		
Hons. I	II	ENGH-202 - Pre-Romantic and Romantic Poets – II  <b>Unit-I</b> *Cowper : The Castaway, On the Receipt of My Mother's Picture	Concept. salient Features and prominent writers of Pre-Romantic Age	Acquainting the students To the social political and literary conditions of the Age of Transition	Line by line analysis of the poem Quiz Class Test E-Content	<u>Knowledge Based</u> Recount William Cowper's childhood memories as depicted in his poem "On the Receipt of My Mother's picture" <u>Understanding Based</u> Reference to the context Discuss The Castaway as an allegory <u>Higher Order Thinking Skills Based</u> Critically evaluate the William Cowper's "On the receipt of my mother's picture."
BA II	VI	<b>ENG-601 Poetry and Drama- II</b>  <b>Unit I</b> *Thomas Hardy : - The Darkling Thrush - The Voice *Robert Frost Mending Wall	Modern Age  War poetry, Victorian poetry and Modern Poetry  - the Bharat brand of English	To acquaint the students with the social, political, economic, religious and literary conditions of the Modern Age	Line by line analysis  Discussion  Class test  Quiz	<u>Knowledge Based</u> Whose voice is heard by the poet? <u>Understanding Based</u> Explain the core themes of Hardy's & Frost's poems. Discuss the theme of the poem <u>Higher Order Thinking Skills Based</u> Evaluate Hardy's style of writing. Write a critical appreciation of the poem.

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Class	Sem	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
BA III	VI	ENG-602 Prose and Fiction - II  Unit I  *R. K. Narayan Toasted English  Chimaman da : The Heart is where the Home was	Concept of the Bharat brand of English  Toasted English	To familiarize the students with major prose writers of the time.	Line by line analysis  Discussio n  Class test  Quiz	<u>Knowledge Based</u> <ul style="list-style-type: none"> <li>The essay. The Heart is Where the Home was is written by whom?</li> <li>What is the setting of the essay?</li> </ul> <u>Understanding Based</u> <ul style="list-style-type: none"> <li>Discuss the characteristics of the R.K. Narayan's prose style.</li> <li>Discuss the various characteristics of the R.K. Narayan's style of writing.</li> <li>Explain the Bharat brand of English.</li> </ul> <u>Higher Order Thinking Skills Based</u> <ul style="list-style-type: none"> <li>Compare and contrast the British and American version of English.</li> <li>Critically analyze the essay.</li> <li>Justify the title of the essay</li> </ul>
BA I	II	ENG - 201 Poetry and D - II  Unit I  *Henry Vaughan : The Retreat *George Herbert: Vertue, The Pulley *Andrew Marvell: To His Coy Mistress	Metaphysic poets - conceit -religious p -Dramatic Monologue - Carpe Die	-To evaluate different metaphysical poets and their characteristic s. -To develop an understandin g with the social, economic and -To distinguish between writing styles of different metaphysica	Line by line explanation analysis - ppt -quiz Group disc -assignment - Class presentation	<u>Knowledge Based</u> <ul style="list-style-type: none"> <li>Important works of the poets</li> <li>Background of the poems</li> </ul> <u>Understanding Based</u> <ul style="list-style-type: none"> <li>Reference to the Context</li> <li>Significance of the title</li> </ul> <u>Higher Order Thinking Skills Based</u> <ul style="list-style-type: none"> <li>Critical appreciation of the poems.</li> <li>Evaluating the themes</li> <li>Discuss the poems as the metaphysical poems</li> </ul>

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				I poets with reference to the poems prescribed.		
BA I	II	ENG – 201 Poetry and Drama – II  <b>Unit I</b> *Henry Vaughan : The Retreat *George Herbert: Vertue, The Pulley *Andrew Marvell: To His Coy Mistress	Metaphysical poets - conceit - religious poems - Dramatic Monologue - Carpe Diem	-To evaluate different metaphysical poets and their characteristics. -To develop an understanding with the social, economic and -To distinguish between writing styles of different metaphysical poets with reference to the poems prescribed.	Line by line explanation analysis - ppt -quiz Group discussion - assignment - Class presentation	<u>Knowledge Based</u> -Important works of the poets -Background of the poems  <u>Understanding Based</u> -Reference to the Context -Significance of the title  <u>Higher Order Thinking Skills Based</u> -Critical appreciation of the poems. -Evaluating the themes  - Discuss the poems as the metaphysical poems

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April 2022

Class	Se m	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
M.A. Final	IV	ENGM – 404 (A) - Women's Writing  Unit-II  Lakshmi Kannan: The Glass Bead Curtain	Feminist fiction  Indian Writing in English  Illiteracy  Post - colonialism	-To acquaint the students with the social, political, economic, religious and literary conditions of the respective age and the position of the women during those times.  Develop critical thinking while analyzing texts.	Quiz.  Lecture and Discussi on	<u>Knowledge Based</u>  Mention the pseudonyms used by Vishalakshi  <u>Understanding Based</u> Compare the different female characters of the novel The Glass Bead Curtain <u>Higher Order Thinking Skills Based</u> -Critically evaluate the novel. Examine the issues of gender, class, nationality and linguistics with reference to the novel.
MA Pre	II	ENGM – 202 Poetry - Pre- Romantics and Romantics  Unit-II * Wordsworth - Prelude I [ Selincourt Edition ]	-Nineteenth Century Romantic Revival  - Autobiogra phical Element	-To elucidate and critically.interp ret Wordsworth's The  Prelude  -To give a historical account of the Romantic  Revival	• Exercis es • Quiz • Video E- content	<u>Knowledge Based</u> -Write a note on the Romantic Revival and examine Wordsworth's role in it.  <u>Understanding Based</u> -Discuss The Prelude as an autobiographical poem. -Write a short essay on the diction and imagery of The Prelude. -Reference to the Context  <u>Higher Order Thinking Skills Based</u> -Analyse the philosophical content of The Prelude. -Critically appreciate the Boat Episode in The Prelude.

*S. Vinitha*





Class	Se m	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
Hons. III		<ul style="list-style-type: none"> <li>• ENGH-603 20<sup>th</sup> Century English Literature [Poetry and Drama] – II</li> <li><b>Unit II</b></li> <li>-Wild Swans at Coole</li> <li>-A Prayer for my Daughter</li> </ul>	Concept of Symbolism, Irish Revolution Abbey Theatre	Associate with the poet and his works	Line by line analysis Assignment and quiz	<p><u>Knowledge Based:</u> Comment upon the form and structure of 'Wild Swans at Coole'. 'Wild Swan at Coole' is a poem about the flux of time. Comment. 'A prayer for my Daughter' establishes traditions over modernity' Discuss. <u>Understanding Based:</u> Why does Yeats not wish too much beauty for his daughter? <u>Higher Order:</u> Write a critical appreciation of the poems</p>
Hons. II	IV	ENG (H) 401  Elizabethan and Jacobean Age II  Unit III  *Crashaw  <ul style="list-style-type: none"> <li>• Hymn to Saint Teresa</li> <li>• Caritas Nimia or The Dear Bargain</li> </ul>	-Religion -Mystical perceptions -Inner vision of Christ's all embracing love - Metaphysical Poetry - Religious Poet - Carmelite Spirituality	To acquaint the students with the social, economic and literary conditions of the Elizabethan and Metaphysical Age.  To introduce Crashaw and his poems.	Line-wise analysis  E-content  Clips from the movie on St. Teresa of Avila	<p><u>Knowledge Based</u> Who was St. Teresa? What does the poet mean by Caritas Nimia? <u>Understanding Based</u> -How does Crashaw convey the sense of final triumph for Teresa? -Discuss the language and tone in Hymn to St. Teresa. • Explore the imagery of Hymn to St. Teresa. • Reference to context.</p>

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Class	Se m	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
Hons. I	II	ENGH-202 - Pre- Romantic and Romantic Poets – II  <b>Unit-III</b> *Shelley: -Ode to West Wind -To a Skylark Ozymandias	Concept. salient Features and prominent writers of Romantic Age	Acquainting the students To the social political and literary conditions of the Romantic Age	Line by line analysis of the poem Quiz Class Test E- Content	<u>Knowledge Based</u>  -What are the themes? -Name the three important works of Shelley. <u>Understanding Based</u> -Reference to the Context -Discuss Shelley as Romantic poets. <u>Higher Order Thinking</u> <u>Skills Based</u>  -Critical appreciation of the poems

*S. Vinitha*



Class	Se m	Paper/ Topics	Facts/ Concept s/ Skills	Specific Learning Outcome	Teachin g Pedago gy	Steps to facilitate learning
BA III	VI	ENG-601 Poetry and Drama- II  Unit III  Shaw:  Candida	The Life Force Theory  Realis m and Modern (New) Drama  Socialis m  The New Woman  Fabian Society	To acquaint the students with the social, political, economic, religious and literary conditions of the Victorian and Modern Age.  -To introduce the students to G.B. Shaw and his works.	E- Conten t  Lecture  PPT  Group Discus sion  Role play	<u>Knowledge Based</u> Briefly write about the feminist ideal of the 19th century "New Woman"  <u>Understanding Based</u> How is the theme of the ' New Woman' significant in the play? Explain why Candida chooses her husband and not Marchbanks. Do you think she has made the right decision? Is the reason she gives for her choice a good one? Explain what is realism in modern drama with reference to the play Candida?  <u>Higher Order Thinking Skills Based</u> How does Shaw represent the 'Shavian Woman' in his play Candida? Discuss

*Shivika*



Class	Se m	Paper/ Topics	Facts/ Concepts / Skills	Specific Learning Outcome	Teac hing Peda gogy	Steps to facilitate learning
BA III	VI	ENG-602 – English Prose & Fiction II  <b>Unit II</b> --Ruskin Bond  • Night Train at Deoli	- Autobiog raphical elements in the story  - Adolesce nt love	Acquainting the students with the stories of Ruskin Bond	• Li ne by lin e an aly sis of the tex t	<u>Knowledge Based</u>  -Describe the station at Deoli. -Draw a pen portrait of the girl with the basket at Deoli platform.  <u>Understanding Based</u> -Describe the adolescent love in the story.  -According to the narrator what might 'spoil his game'? <u>Higher Order Thinking</u> <u>Skills Based</u>  -Why do you think that the author never got off at the Deoli station ever again to search for the girl?
BA I	II	ENG – 202 -Prose and Fiction- II <b>Unit I</b>  *Oliver Goldsmith : Beau Tibbs *Charles Lamb : Dream Children: A Reverie <b>Unit II</b>  *Anonymous -The Three Dancing Goats *Karel Capek :The Fortune Teller *Anton Chekov :Grief	-Short stories -Essays -Folk tale	Elucidation of ideas with clarity of thought and acute observation	E- Cont ent Lect ure PPT Grou p Disc ussio n	<u>Knowledge Based</u> What is a Reverie? Who is Beau Tibbs? Write the names of Lamb's dream children?  <u>Understanding Based</u> Analyse the relationship of Charles Lamb with his sister Mary Lamb through the essay. What is the message of the stories?  <u>Higher Order Thinking</u> <u>Skills Based</u> Elaborate on the autobiographical facts presented in the essay

*Shubh*



May 2022

MA(F)	IV	<b>ENGM – 404 - Women Writers</b>  <b>Unit- III</b> Shauna Baldwin: What the Body Remembers	Partition Literature  -Partition, Feminist Historiography  - Communal and gender violence	-Identify the female voice and its representation  -Infer the prevalent gender equations and politics of gender in various literary works  -Compare and contrast Indian, British and American women writers critically	• Chapter wise analysis and discussion • PPT	<u>Understanding Based</u> Examine the plot of 'What the Body Remembers'  <u>Higher Order Thinking Skills Based</u> - Discuss Shauna Singh Baldwin's novel <i>What The Body Remembers</i> as explicitly foregrounding the role of gendered bodies in and as the archive of memories of communal violence  -Discuss the novel 'What the Body Remembers' as a critique of post colonial partition literature.
M.A. Final	IV	<b>ENGM – 404 (A) - Women's Writing</b>  Unit-III *Adrienne Rich: Integrity Driving into the wreck In Those Years	Feminism. American poetry. Women Libration	-To hone critical thinking skills in the process of reading and analyzing texts.	Line to Line Analysis. PPT. Project and assignments.	<u>Knowledge Based</u> What is Feminism Elaborate the concept of women liberation as per Rich's analysis of the same. <u>Understanding Based</u> How is motherhood and feminism being portrayed in Rich's poems. <u>Higher Order Thinking Skills Based</u>

*Shubh*



MA Pre	II	<p>ENGM-202 - Poetry - Pre-Romantics and Romantics</p> <p><b>Unit-III</b> *Shelley: -Ode to the West Wind Stanzas Written in Dejection Near Naples -Ozymandias</p> <p>*Keats- Ode to a Nightingale On a Grecian Urn To Autumn</p>	<p>Concept, salient Features and prominent writers of Romantic Age</p>	<p>Acquainting the students To the social political and literary conditions of the Romantic Age</p>	<p>Line by line analysis of the poem Quiz Class Test E-Content</p>	<p>-Compare and contrast Rich's style of writing with other American women writers.</p> <p><u>Knowledge Based</u></p> <p>-What are the themes? -Name the three important works of Shelley and Keats</p> <p><u>Understanding Based</u></p> <p>-Reference to the Context</p> <p>-Discuss Shelley and Keats as Romantic poets.</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>- Critical appreciation of the poems</p>
Hons. II	IV	<p>ENGH-401 - Elizabethan and Jacobean Age II</p> <p><b>Unit II</b> Marlowe: Edward II</p>	<p>- Elizabethan Age</p> <p>-Historical play</p> <p>-Mystery Play</p> <p>- Renaissance</p> <p>-Wheel of fortune</p>	<p>● To develop an understanding with the social, economic, political, religious and social condition of the age.</p>	<p>- Lecture</p> <p>-video</p> <p>-E--conte</p> <p>-PPT</p>	<p><u>Knowledge Based</u></p> <p>What is the complete title of the play? Who kills Edward II?</p> <p><u>Understanding Based</u></p> <p>-Discuss Edward the Second as a historical play.</p> <p>-Write a summary of the play</p> <p>-Characters Sketch</p> <p>-Is Gaveston manipulative, aware of the king's weakness?</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Discuss the themes of the play.</p>

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						Analyse, how important are the ideas about kingship in <i>Edward II</i> .
Hons. II	IV	ENGH-401 - Elizabethan and Jacobean Age II  <b>Unit II</b> Marlowe: <i>Edward II</i>	<ul style="list-style-type: none"> <li>- Elizabethan Age</li> <li>- Historical play</li> <li>- Mystery Play</li> <li>- Renaissance</li> <li>- Wheel of fortune</li> </ul>	<ul style="list-style-type: none"> <li>• To develop an understanding with the social, economic, political, religious and social condition of the age.</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- video</li> <li>- E-- conte</li> <li>- PPT</li> </ul>	<p><u>Knowledge Based</u> What is the complete title of the play? Who kills Edward II?</p> <p><u>Understanding Based</u> - Discuss Edward the Second as a historical play. - Write a summary of the play - Characters Sketch - Is Gaveston manipulative, aware of the king's weakness?</p> <p><u>Higher Order Thinking Skills Based</u> Discuss the themes of the play. Analyse, how important are the ideas about kingship in <i>Edward II</i>.</p>
Hons. I	II	ENGH-202 - Pre-Romantic and Romantic Poets – II  <b>Unit-III</b> Literary Terms: Meter, Rhyme and its Types, Sonnet	Meter, Rhyme and its Types, Sonnet	To introduce the literary terms in the prescribed texts	<ul style="list-style-type: none"> <li>Audio video</li> <li>PPT</li> <li>Lecture</li> </ul>	<p><u>Knowledge Based</u> Comment on any two of the following:  Meter, Rhyme and its Types, Sonnet</p>
BA III	VI	ENG-601 (Poetry and Drama I)  <b>Unit- III</b>	<ul style="list-style-type: none"> <li>• Problem Play</li> <li>• Free Verse</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce the students to the</li> </ul>	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Lecture</li> <li>• video</li> </ul>	<p><u>Knowledge Based</u> What is Problem Play?</p> <p><u>Understanding Based</u></p>

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		Literary Terms • Problem Play • Free Verse		literary terms with reference to the texts prescribed • To introduce the students to the major poets and their works		- What are the characteristics of Problem Play? - Write a note on Free Verse.
BA I	II	ENG – 201 Poetry and Drama – II  Unit- III Literary History : Neo – Classical Literary Terms: Rhythm	• Neo Classical Period • Rhythm	• To acquaint the students with social, political, economic, religious, literary conditions of the age	• PPT • Class Presentation • Group discussion	<u>Knowledge Based</u>  Define Rhythm? Write a note on Neoclassical Age <u>Understanding</u> <u>Based</u>  - What are the characteristics of Neoclassical Poetry? - Write a note on Rhythm.

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