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



## DEPARTMENT OF ENGLISH

### COURSE PLAN 2020-21 Odd Semester July 2020 – March 2021

Sr. Vinita Xalxo

July 2020 Class	Se m.	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
Hons. 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.	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Brainstorming sessions</li> <li>• Regular assignments</li> </ul>	<p><u>Knowledge Based</u></p> <ul style="list-style-type: none"> <li>• Origin and a brief history of drama</li> <li>• Explain the relevant conditions during the Medieval Period</li> <li>• Types of plays in Medieval Period</li> </ul> <p><u>Understanding Based</u></p> <ul style="list-style-type: none"> <li>• What are the differences between Miracle and Morality plays? Give examples.</li> <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>
Hons. II	III	ENGH-303 Indian Literature in English – I Unit III	-Indian Writing in English -Feminism	<ul style="list-style-type: none"> <li>• To identify the features of Indian</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> <ul style="list-style-type: none"> <li>-What is feminism?</li> <li>-Name some of the important works of Kamala Das.</li> </ul>

*Sr. Vinita Xalxo*



		<p>*Kamala Das:</p> <ul style="list-style-type: none"> <li>• My Grandmother's House</li> <li>• In Love</li> </ul>	<p>Literature in English</p> <ul style="list-style-type: none"> <li>• To stimulate the students to the variety of issues the text presents</li> </ul>	<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> <li>• Explain 'My Grandmother's House' as a confessional poem</li> </ul> <p><u>Higher Order Thinking Skills Based</u></p> <ul style="list-style-type: none"> <li>-Write a critical appreciation of the poems My Grandmother's House and In Love.</li> <li>-Discuss 'My Grandmother's House' as a poem expressing the author's sense of deprivation and despair.</li> <li>-Discuss the use of imagery and symbols in the poems of Kamala Das.</li> </ul>
BA III V	<p>ENG-501 (Poetry and Drama I) Unit I *Alfred Lord Tennyson: Ulysses, The Lotos Eaters</p>	<p>Victorian poetry Ulysses- Greek Mythological character Dramatic Monologue</p>	<p>To familiarize the students with the poems of Tennyson</p>	<ul style="list-style-type: none"> <li>-Line by line analysis of the poem</li> <li>-Discussion</li> <li>-PPT</li> <li>-E- Content</li> </ul> <p><u>Knowledge Based</u> What does Ulysses say of his adventures?</p> <p><u>Understanding Based</u> Discuss the poetic techniques of Tennyson. Discuss the main themes of the poems</p> <p><u>Higher Order Thinking Skills Based</u> Write a critical appreciation of the poems, Ulysses and The Lotos Eaters</p>
BA III V	<p>ENG-502 Prose and Fiction – I Unit I</p>	<p>Characteristic of the</p>	<p>To familiarize the students with the major essayists</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• E- Content</li> </ul> <p><u>Knowledge Based</u> -Reference to Context</p>

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			<p>*Leigh Hunt: Getting Up on Cold Mornings</p> <p>*Aldous Huxley: Non Violence</p>	Victorian essayist			<p>-List the names of artists and literary figures mentioned by Hunt.</p> <p><u>Understanding Based</u></p> <p>Discuss these essayist's style of writing.</p> <p>Discuss the views of Leigh Hunt about "Getting up on cold Mornings."</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Critically analyze the essay "Non-violence" written by Aldous Hurley</p>
BA-F	I	FENG-102 Writing Skills I Unit I	<p>Process Writing</p> <p>Bio-sketch</p>	Skill of Process Writing and bio sketch	Will improve the reading and writing skills of the students.	Discussion Presentations by the students Practice questions	<p><u>Knowledge Based</u></p> <p>What are the steps of Process Writing?</p> <p><u>Understanding Based</u></p> <p>Explain the step of pre-writing.</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Write the process to make Poha?</p> <p>Write a bio- sketch of Sachin Tendulkar.</p>
August 2020							
Class	Semester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning	
MA Previous	I	<p>ENGM-102 –Poetry-Chaucer to the Neo Classical Age</p> <p>Unit II</p> <p>*George Herbert:</p> <ul style="list-style-type: none"> <li>Affliction I</li> </ul>	<p>Herbert as a religious poet.</p> <p>Struggles in one's vocation</p>	Understanding the religious condition and the dilemma of the poet.	<ul style="list-style-type: none"> <li>Line by line analysis of the poem</li> <li>Discussion</li> <li>PPT</li> <li>E-content</li> </ul>	<p><u>Knowledge Based</u></p> <p>Who is George Herbert?</p> <p><u>Understanding Based</u></p> <p>What are the themes?</p> <p>Reference to the context</p> <p><u>Higher Order Thinking Skills Based</u></p> <ul style="list-style-type: none"> <li>Write a critical appreciation of the poem.</li> <li>Discuss the writing style of Herbert.</li> </ul>	

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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	<u><b>Knowledge Based</b></u> Write a brief note on lyric poetry during Elizabethan age. <u><b>Understanding Based</b></u> What are the salient features of the Elizabethan Age <u><b>Higher Order Thinking Skills Based</b></u> Trace the beginning of drama up to the Elizabethan times in England.	
Hons. II	<b>ENGH-303</b> Indian Literature in English – I <b>Unit III</b> *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	<u><b>Knowledge Based</b></u> What is Confessional Poem? <u><b>Understanding Based</b></u> Reference to the context. Discuss the Expression of Self-consciousness in Kamla Das's "An Introduction" <u><b>Higher Order Thinking Skills Based</b></u> Critically analyse the poem 'An Introduction'. Discuss the relevance of the title of the poem 'An Introduction' Critically analyse the poem 'A Hot Noon in Malabar'.
BA III V	<b>ENG-501</b> (Poetry and Drama I) <b>Unit I</b> *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	<u><b>Knowledge Based</b></u> What is an elegy? <u><b>Understanding Based</b></u> Discuss the Nostalgic treatment of the poem Rugby Chapel written by Mathew Arnold. Discuss 'Rugby Chapel' as an elegy. <u><b>Higher Order Thinking Skills Based</b></u>



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# SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER

BA III	V	ENG-501 (Poetry and Drama I) Unit- II *W.B. Yeats -Lake Isle of Innisfree	Nature versus civilization Search for peace and serenity	To acquaint the students with the social, political, economic, religious, literary conditions of the Twentieth Century	Line by line analysis. Discussion	Bring out the central idea of the poem Rugby Chapel. Critically appreciate the poem.  <u>Knowledge Based</u> What is the setting of the 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	ENG-502 Prose and Fiction Unit II *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 -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.
B.A. Hon. I	I	ENGH-104 19 <sup>th</sup> Century Prose and Fiction- I Unit-I *Charles Lamb : <ul style="list-style-type: none"> <li>• Dream Children</li> <li>• In the Praise of</li> </ul>	Autobiography of Charles Lamb Reverie child labor Industrialization	-To introduce the students to the Major Prose Writer – Charles Lamb and to sensitize them to the issues of race, culture, class while reading the texts.	<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> Analyse the relationship of Charles Lamb with his sister Mary Lamb through the essay. <u>Higher Order Thinking Skills Based</u>

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# SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER

Hons. III	<b>ENGH-504</b> <b>English</b> <b>Literary</b> <b>History – I</b> <b>Unit III</b> Precursors of Romanticism	Transitio nal Period Pre Romantic s	To introduce the students to pre- romantic poets	Discussion E- Content Chart Video	Elaborate on the autobiographical facts presented in the essay  <u><b>Knowledge Based</b></u> Why are the precursors of romanticism called so? Assess the contribution of any two of them. <u><b>Understanding</b></u> <u><b>Based</b></u> Explain the term Romanticism. What are the characteristics of the poems of the pre-romantic poets? Discuss the prominent poet termed as precursors of Romanticism
BA-Fu nctiona l- I	<b>FENG-101</b> <b>Grammar</b> <b>and Usage I</b> <b>Unit II</b>	Parts of Speech Nouns, Pronouns	To help the students understand the different parts of speech. -To acquaint the students with the fundamentals of English Language	Exercises Quiz Activities	<u><b>Knowledge Based</b></u> What is a noun? Define adjectives. What are the different types of adjectives?  <u><b>Understanding</b></u> <u><b>Based</b></u> -Explain different types of Conjunctions and interjections. - <u><b>Understanding</b></u> <u><b>Based</b></u> What is the difference between demonstrative adjective and demonstrative pronoun. <u><b>Higher Order Thinking</b></u> <u><b>Skills Based</b></u> Supply suitable adjectives and complete the sentences. Fill in the blanks with appropriate prepositions.
Gen. Eng.	<b>GEN 101 –</b> <b>General</b> <b>English</b> <b>Unit-I</b> Modals, Homophones	Modals Homoph ones Homony ms	To acquaint the students with the fundamentals of English Language	Activities Exercises Quiz MCQs	<u><b>Knowledge Based</b></u> What is Precis Writing?  <u><b>Understanding</b></u> <u><b>Based</b></u>

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# SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER

		and Homonyms <b>Unit-II</b> Précis writing	Précis writing	The student will be able to have enhanced reading and writing skills.		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
<b>September 2020</b>						
Class	Se me ste r	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Previous	I	<b>EngM102</b> –Poetry-Chaucer to the Neoclassical Age <b>Unit II</b> • The Collar	Herbert as a religious poet Struggles in one's vocation	To familiarize the students with major short story writers	• Line by line analysis of the poem PPT Discussion	- <u>Knowledge Based</u> What does a collar symbolize? <u>Understanding Based</u> What are the main themes? . Reference to the context <u>Higher Order Thinking Skills Based</u> Critically analyze the poem. -Discuss and analyze the symbols used in the poems.
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

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			Post -colonialism Industrializa tion on rural communities			and Kenny, concentrating on their attitudes towards human suffering. Illustrate the themes of the novel. Explain the significance of the title Nectar in a Sieve.
BA (Hons)I	I	ENGH 104- 19 th Century Prose and Fiction– I  Charles Lamb: Mackery End In Hertfordshire	Autobiograp hy of Charles Lamb, Importance of the place – Mackery End	To explain different kinds of narration, plot and characters. -To acquaint the students with the autobiogra phical 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	Acquaintin g 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 evaluate the</li> </ul>

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						poem.
BA-Functional- I	I	<b>FENG-101 Grammar and Usage I Unit III</b>  Verbs: Transitive, Intransitive, Regular and Irregular.	Verbs Types of Verbs	To help the students understand the different parts of speech. -To acquaint the students with the fundamentals of English Language	Exercises Quiz Activities regular assignments	<u>Understanding Based</u> What is the difference between transitive verb and intransitive verb Explain with examples Regular and irregular Verbs <u>Higher Order Thinking Skills Based</u> Fill in the blanks with the correct form of the verb given in the bracket.
Gen. Eng.	I	<b>GEN 101 – General English Unit-I</b> • 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.

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October 2020						
Class	Semester	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Pre.	I	<b>ENGM – 104</b> <b>Prose- Bacon to Bronte</b>  <b>Unit II</b> <b>*Hazlitt:</b> <ul style="list-style-type: none"> <li>On Familiar Style</li> </ul>	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><b>Knowledge Based</b></u> What is the Familiar Style of Hazlitt? <u><b>Understanding Based</b></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><b>Higher Order Thinking Skills Based</b></u> Examine the qualities of William Hazlitt as a critic.
Hon. s. III	V	<b>ENGH-504 English Literary History – I</b> <b>Unit-III</b> <b>Romantic Revival</b>	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><b>Knowledge Based</b></u> What is Romanticism? <u><b>Understanding Based</b></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?

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BA (Hons)II	III	<b>ENG (H) 303-Indian Literature in English I</b> <b>Unit-III</b> Kamla Markandaya a- 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><b>Knowledge Based</b></u> Write a character sketch of Rukmini, Nathan and Ira <u><b>Understanding Based</b></u> -Discuss the novel as an Indian sociological tale.  <u><b>Higher Order Thinking Skills Based</b></u> Write an essay comparing Rukmani's and Kunthi's attitudes towards the role of women in society.
Honors I	I	<b>ENGH-104 19<sup>th</sup> Century Prose and Fiction- I</b> <ul style="list-style-type: none"> <li><b>Unit-II</b></li> </ul> 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	<ul style="list-style-type: none"> <li>Discussion</li> <li>chapter-wise explanation and analysis</li> <li>Presentation by students</li> <li>Project</li> <li>Movie</li> </ul>	<u><b>Understanding Based</b></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><b>Higher Order Thinking Skills Based</b></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	<ul style="list-style-type: none"> <li>Line by line analysis of the poem</li> <li>PPT</li> <li>E- Content</li> <li>Video</li> </ul>	<u><b>Knowledge Based</b></u> What is the setting of the poem?  <u><b>- Understanding Based</b></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.

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# SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER

November 2020

Class	Semester	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
		ENGM – 104 Prose- Bacon to Bronte *Hazlitt: Unit II • On the Fear of Death	<ul style="list-style-type: none"> <li>• Religion and fear</li> <li>• Youth and Old Age</li> </ul>	To familiarize the students with the essays and the writing style of Hazlitt.	Line by line explanation and analysis	<ul style="list-style-type: none"> <li>• <u>Knowledge Based</u> Summarise Hazlitt's views as expressed in On the Fear of Death.</li> <li>• <u>Understanding Based</u> • Reference to Context</li> <li>• Hazlitt's essays reveal his personality. Discuss</li> <li>• Discuss Hazlitt as an essayist.</li> <li>• <u>Higher Order Thinking Skills Based</u> • Write a critical appreciation of the essay?</li> </ul>
Hons. II	III	ENGH-303 Indian Literature in English – I Unit III 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	<ul style="list-style-type: none"> <li>• <u>Knowledge Based</u> What was Kenny's philosophy when it came to expressing one's need for help?</li> <li>• <u>Understanding Based</u> How does Rukmani's belief in tradition drive her actions and thoughts</li> <li>• <u>Higher Order Thinking Skills Based</u> Discuss modernity and tradition as they relate to the characters in the story.</li> </ul>
Hons. I	I	ENGH-104 19 <sup>th</sup> Century	Bildungsroman	-To introduce the students to the Major Prose	-Discussion • E	<u>Knowledge Based</u>

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		Prose and Fiction- I Unit-II Dickens: Great Expectations	Victorian Society	Writer – Charles Lamb and to sensitize them to the issues of gender, race, culture, class while reading the texts. Infer the writing style of Charles Dickens. Explain different kinds of narration, plot and characters in the novel	Explanation and analysis of the text	What code name do Pip and Herbert devise for Magwitch? <u>Understanding Based</u> What role does social class play in Great Expectations? What lessons does Pip learn from his experience as a wealthy gentleman? Discuss Pip as both a narrator and a character. How are different aspects of his personality revealed by his telling of his story and by his participation in the story itself? <u>Higher Order Thinking Skills Based</u> Analyse, how is the theme of social class central to the novel?
BA III	V	ENG-501 (Poetry and Drama I) Unit III • Literary History : Characteristics of Victorian Age	Victorian Age Characteristics of Victorian Age Victorian Society Inventions, discoveries and Industrial revolution Victorian Compromise	To introduce the students the characteristics of the Victorian Period	<ul style="list-style-type: none"> <li>E-Content</li> <li>PPT</li> <li>Videos</li> <li>Group Discussion</li> </ul>	<u>Knowledge Based</u> List the prominent Victorian writers and their works. <u>Understanding Based</u> Discuss the main characteristics of Victorian Age.
BA III	V	ENG-502 Prose and Fiction – I Unit III	Characteristics of Victorian Age Novella	-To boost up critical thinking and they will be able to express through critical	Discussion <ul style="list-style-type: none"> <li>Explanation and</li> </ul>	<u>Knowledge Based</u> Draw a character sketch of the old man in the novel. <u>Understanding</u>

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		Ernest Hemmingway : Old Man and the Sea	Allegory	writing, in the process judge a work of art. -The students will be able to interpret and appraise various themes, thoughts, purpose and intention of these writings.	analysis of the text • Movie • Class Presentation by students	<u>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 2020						
Class	Semester	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
MA Previous	I	EngM102 –Poetry-Chaucer to the Neo Classical Age Unit II *George Herbert: -Affliction I -Collar	Herbert as a religious poet. Metaphysical Poet Struggles in one's vocation	Understanding the religious condition and the dilemma of the poet.	• Revision • Quiz • Group Discussion	<u>Knowledge Based</u> Who is George Herbert? <u>Understanding Based</u> What are the themes? Reference to the context  <u>Higher Order Thinking Skills Based</u> • Write a critical appreciation of the poem.
Hons. II	III	ENGH-303 Indian	Child marriage -Feminism	To stimulate the students to the variety of issues	Lecture Videos Discussion	<u>Knowledge Based</u>

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Literature in English – I  
Unit III  
Kamla Markandaya:  
Nectar in a Sieve

-Superstition  
-Illiteracy  
Post colonialism

the text presents.

Quiz  
Question and Answer  
Group-Discussion

Who are the main characters in the novel?  
Understanding Based

Discuss and provide instances from the text that identify the conflicts of man vs. nature, man vs. man, and man vs. self.

Higher Order Thinking Skills Based  
-Critically evaluate the novel

January 2021

Class

Semester

Paper/Topics

Facts/Concepts / Skills

Specific Learning Outcome

Teaching Pedagogy

Steps to facilitate learning

BA III

V

ENG-501  
(Poetry and Drama I)  
Unit I  
\*Alfred, Lord Tennyson  
: Ulysses, The Lotus Eaters

Ulysses-Greek Mythological character  
Dramatic Monologue

To give knowledge about the socio-cultural-economic background of Victorian era  
To acquaint the students with Tennyson

•Revision  
• PPT  
• Quiz

Knowledge Based  
-What is dramatic monologue?

-Tennyson as a Victorian poet  
Understanding Based

Discuss Ulysses and the Lotus Eaters as dramatic monologues.

Higher Order Thinking Skills Based

Write a critical appreciation of the poems.  
Discuss the literary devices used in the poem.

February 2021

Revision

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## EVEN SEMESTER April 2021 to June 2021

April 2021

Class	Semester	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 Communication Skills II	Synonyms, Antonyms, Homonyms, Homophones  Concepts and notions such as	• -To acquaint the students with the fundamentals 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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		<b>Unit-I</b> Synonyms, Antonyms, Homonyms, Homophones <b>- Concepts and Notions-</b> Orders, Questions, Conditions, Purpose, Suggestion, Wish, Hope, Intention, Obligation, Permission, Likelihood, Possibility, Ability	Questions, Conditions etc.	English Language • To help the students understand and express various concepts and notions		antonym of the following words. <u>Understanding Based</u> Explain the difference between homophones and homonyms with examples. <u>Higher Order Thinking Skills Based</u> Fill in the blanks with a suitable word. (homophones & homonyms) Convey the following notions and concepts making one sentence on each.
Hons. III	VI	<b>ENGH-603</b> 20 <sup>th</sup> Century English Literature [Poetry and Drama] – II <b>Unit II</b> Literary *WB Yeats:-1 • Nine teen Hun dred and -Nin etee n	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.

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Hons. II	IV	<b>ENGH-403</b> Indian Literature in English – II Unit I Ruskin Bond: <ul style="list-style-type: none"> <li>• The Cherry Tree</li> <li>• The Blue Umbrella,</li> <li>• Sussana's Seven Husbands</li> <li>• Time Stops at Shamli</li> </ul>	-Autobiographical elements in the story - Time, fortune and Life.	-To make the students familiar with the stories of Bond -To stimulate the students to the rich heritage of Indian Literature in English	<ul style="list-style-type: none"> <li>• Line by line analysis of the text</li> <li>• Discussion</li> <li>• Movie</li> <li>• Video</li> </ul>	<u><b>Knowledge Based</b></u> Explain how all husbands of Sussana die. -Who were Sussana's Seven Husbands? -Discuss Ruskin as a short story writer. <u><b>Understanding Based</b></u> -Discuss the mysteriousness shown in the story -Discuss the importance of nature in the story Time stops at Shamli. -Elaborate on the setting and the strangeness of the place – Shamli. <u><b>Higher Order Thinking Skills Based</b></u> Message from Bond's stories.
BA III	VI	<b>ENG-601</b> (Poetry and Drama I) <b>Unit- III</b> □ Literary Terms <ul style="list-style-type: none"> <li>• Modern Poetry</li> </ul>	Modern Poetry Edwardian age War Poetry Imagism	To acquaint the students to the main features and writers of Modern Poetry	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• PPT</li> <li>• Assignment</li> </ul>	<u><b>Knowledge Based</b></u> -What is Modern Poetry? -What are the main features of the Modern Poetry? -What is imagism? -Discuss some prominent Modern poets.
BA III	VI	<b>ENG-601</b> <b>Poetry and Drama- II</b> <b>Unit I</b> *Thomas Hardy : -The Darkling Thrush	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	Line by line analysis Discussion Class test Quiz	<u><b>Knowledge Based</b></u> Whose voice is heard by the poet? <u><b>Understanding Based</b></u> Explain the core themes of Hardy's & Frost's poems. Discuss the theme of the poem

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		- The Voice *Robert Frost Mending Wall		Modern Age		<u>Higher Order Thinking Skills Based</u> Evaluate Hardy's style of writing. Write a critical appreciation of the poem.
BA III	VI	ENG-602 Prose and Fiction - II Unit I(April) *R. K. Narayan Toasted English Chimamanda : 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 Discussion Class test Quiz	<u>Knowledge Based</u> The essay, The Heart is Where the Home was is written by whom? What is the setting of the essay? <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> </ul>

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						<ul style="list-style-type: none"> <li>Justify the title of the essay</li> </ul>
BA III	VI	<b>ENG-602 – English Prose &amp; Fiction II</b> <b>Unit II</b> --Ruskin Bond • Night Train at Deoli	1. Autobiographical elements in the story 2. Adolescent love	Acquainting the students with the stories of Ruskin Bond	<ul style="list-style-type: none"> <li>Line by line analysis of the text</li> </ul>	<u><b>Knowledge Based</b></u> -Describe the station at Deoli. -Draw a pen portrait of the girl with the basket at Deoli platform. <u><b>Understanding Based</b></u> -Describe the adolescent love in the story. -According to the narrator what might 'spoil his game'? <u><b>Higher Order Thinking Skills Based</b></u> -Why do you think that the author never got off at the Deoli station ever again to search for the girl?
Functional English	II	<b>FENG-201 Grammar and Usage II</b> <b>Unit- I</b> • Types of Sentences – (structurally and functionally) • Question Tags	• Simple, compound, complex and compound – complex sentences • Declarative, Interrogative, Exclamatory and Imperative sentences	The student will be able to • Associate with the fundamentals of English Language • Develop reading and	Exercises E- Content Quiz	<u><b>Knowledge Based</b></u> What are the different types of sentences? Explain with examples. <u><b>Understanding Based</b></u> Identify the types of sentences. <u><b>Higher Order Thinking Skills Based</b></u> Form sentences using question tags.

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# SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER

writing skills						
Class	Semester	Paper/Topics	Facts/Concepts/Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
BA III	VI	ENG-601 (Poetry and Drama I) Unit- III □ Literary Terms • Georgian Poetry • Free Verse	• Georgian Poetry • Free Verse	• To introduce the students to the literary terms with reference to the texts prescribed • To introduce the students to the major poets and their works	• PPT • Lecture	<u>Knowledge Based</u> What is Georgian Poetry? <u>Understanding Based</u>  -What are the characteristics of Georgian Poetry. -Write a note on Free Verse.
B.A. (Hons) II	IV	ENGH-403 Unit- II R. K. Narayan • Vendor of Sweets	Gandhian principles	• To acquaint the students with social, political, economic, religious, literary conditions of the age as to understand the text better • To introduce Indian writing in English	• Chapter wise analysis and discussion • PPT	<u>Knowledge Based</u> Who is the protagonist in the novel? Draw a character sketch of Jagan .  <u>Understanding Based</u> Make a comparative study of the characters of Mali, Grace and cousin. Discuss Jagan as the follower of Gandhian principles.
Hons . I	II	ENGH-202 - Pre-Romantic and Romantic Poets – II Unit-I *Cowper :	Concept, salient Features and prominent writers of Pre-	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>

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# SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER

		The Castaway, On the Receipt of My Mother's Picture	Romantic Age			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."
B.A. I	II	Paper I Feng 201- Grammar and usage Unit- II Sentence Pattern	SVOC A Other main sentence patterns	To Develop a critical mind for analyzing , compiling and concluding	PPT Exercises	<u>Knowledge Based</u> Various sentence patterns. <u>Understanding Based</u> Identify the pattern of given sentences. <u>Higher Order Thinking Skills Based</u> Make sentence according to the given patterns.
May 2021						
Class	Semester	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	Feminism Indian Writing Illiteracy Post -colonialism	Developing critical thinking while analyzing texts keeping in mind the respective status of women and Indian culture.	Lecture method- Discussion chapter wise with important excerpts Excerpts from the interview of Laxmi Kannan.	- <u>Knowledge Based</u>  Who is writing a novel in Kalyani? Attempt a character sketch of Kalyani in 'The Glass Bead Curtain' <u>Understanding Based</u>  'The Glass Bead' Curtain presents many logical evils. Comment. <u>Higher Order Thinking Skills Based</u>  'The Glass Bead Curtain' offers a peek into the lives of women in southern India. Discuss.

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MA Pre		<b>ENGM-201-Modern English Usage and Communication Skills II</b> <b>Unit-I Concepts and Notions</b> Cause, Willingness, Comparison and Contrast, Concession (Different concepts and notions and their manner of expression)  <b>Unit-II Précis Writing</b>	<b>Concepts and Notions</b> Cause, Willingness, Comparison and Contrast, Concession  Précis Writing	<ul style="list-style-type: none"> <li>-To acquaint the students with the fundamentals of English Language</li> <li>To help the students understand and express various concepts and notions</li> </ul>	<ul style="list-style-type: none"> <li>Exercises</li> <li>Quiz</li> <li>Video</li> <li>E-content</li> </ul>	<u>Knowledge Based</u> What is précis writing? <u>Understanding Based</u> What are the main features of a good précis writing? <u>Higher Order Thinking Skills Based</u> Convey the following notions and concepts making one sentence on each. Fill in the blanks with the suitable word. Make a précis of the given passage
MA Previous	II	<b>EngM204-Prose- Swift to George Eliot</b> <b>Unit-III</b>  George Eliot • Silas Marner	<ul style="list-style-type: none"> <li>George Eliot as a Victorian Novelist</li> <li>Industrialization</li> <li>Isolation</li> </ul>	<ul style="list-style-type: none"> <li>To acquaint the students with social, political, economic, religious, literary conditions of the age as to understand the text better</li> <li>To develop critical thinking while analyzing the text.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>PPT</li> <li>Discussion</li> </ul>	<u>Knowledge Based</u> Character sketch of Silas Marner, Eppie, Godfrey and Dolly Winthrop. <u>Higher Order Thinking Skills Based</u> Compare the characters of Marner and Godfrey.
Hons. III		• ENGH-603 20 <sup>th</sup> Century English Literature [Poetry and	Concept of Symbolism, Irish Revolut	Associate with the poet and his works	• Line by line analysis, Assignment	<u>Knowledge Based:</u> Comment upon the form and structure of 'Wild Swans at Coole'.

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		Drama] – II • Unit II • Wild Swans at Coole • A Prayer for my Daughter	ion Abbey Theatre		and quiz	'Wild Swan at Coole' is a poem about the flux of time. Comment. 'A prayer for my Daughter' establishes traditions over modernity' Discuss. <i>Understanding Based:</i> Why does Yeats not wish too much beauty for his daughter? <i>Higher Order:</i> Write a critical appreciation of the poems
BA III		ENG-602 Prose and Fiction - II Unit II Manohar Malgaonkar: Upper Division Love Khushwant Singh: Karma	-Indian Writing Short story	• To compare the prose writings of various writers of Victorian and Modern age	• Line wise explanation of the essay and the short stories.	- <u>Knowledge Based</u> Who is Manohar Malgaonkar? <u>Understanding Based</u> Explain the Love shown in the story – The Upper Division Love. <u>Higher Order Thinking Skills Based</u> - Elaborate the concept of Karma in the story – Karma.
Hons-II I	VI	Eng (H) 604 English social and literary history II UNIT-III --Psychological Novel	Psychological Novel Modernism Influence of psychology	To develop critical and interdisciplinary approach by discussing various trends, inventions, discoveries that have an impact on the literature produced at that time.	• Lecture • PPT • E-content	<u>Knowledge Based</u> -What are psychological novels? -Describe the characteristics of psychological novels. <u>Understanding Based</u> Discuss the main features of psychological novels.
Hons. II	IV	ENGH-202 - Pre-Romantic and Romantic Poets – II Unit-II *Coleridge : Christabel Part I		• To acquaint the students with fancy and imagination of Coleridge through Christabel	• Lecture • PPT • E-content • Line by line	<u>Understanding Based</u> -How does Coleridge produce upon the reader's mind an impression of mystery and fear in Christabel? The Poem 'Christabel' is an allegory. Illustrate.



						<p><u>Higher Order Thinking Skills Based</u></p> <p>Write an essay on the atmosphere of Coleridge's poem 'Christabel'</p> <p>Write a note on the treatment of supernatural in the poem 'Christabel'</p>
Hons. II	IV	<p>ENGH-403 Indian Literature in English – II</p> <p><b>Unit II</b></p> <p>R. K. Narayan: The Vendor of Sweets</p>	<p>Gandhian principles</p> <p>Modernism versus Tradition</p> <p>Generation Gap</p>	<p>• To acquaint the students with social, political, economic, religious, literary conditions of the age as to understand the text better</p>	<p>• Chapter wise analysis and discussion</p> <p>• PPT</p> <p>• Class presentation</p> <p>• E-content</p>	<p><u>Knowledge Based</u></p> <p>-Draw a character sketch of Jagan .</p> <p>- Discuss the characters of Mali, Grace and cousin.</p> <p><u>Understanding Based</u></p> <p>-Discuss Jagan as the follower of Gandhian principles.</p>
BA III	VI	<p>ENG-601 Poetry and Drama- II</p> <p><b>Unit-II</b></p> <p>W H Auden Musee Des Beaux Arts</p> <p>As I Walked Out One Evening</p> <p><b>Literary Terms:</b></p> <p>Georgian poetry</p> <p>Modern Poetry</p> <p>Free Verse</p>	<p>Georgian poetry</p> <p>Modern Poetry</p> <p>Free Verse</p>	<p>Understanding modern poetry</p>	<p>Assignments, Line by line analysis</p>	<p><u>Knowledge Based</u></p> <p>Write a note on Free Verse.</p> <p><u>Understanding Based</u></p> <p>What are the main characteristics of the Modern Poetry</p> <p>-The images in W. H. Auden's poetry. Analyse.</p> <p>-What is the theme of Musee Des Beaux Arts?</p> <p><u>Higher Order Thinking Skills Based</u></p> <p>Discuss and explain the main themes of the poem 'As I Walked Out One Evening. Write a critical appreciation of Musee Des Beaux Arts and As I Walked Out One Evening</p>
BA I (Function)	I	<b>Paper I</b>	Active and	To Develop a critical mind for	PPT Exercises	<p><u>Knowledge Based</u></p> <p>Define voice.</p>

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# SOPHIA GIRLS' COLLEGE(AUTONOMOUS), AJMER

onal English )		<b>Feng 201-Grammar and usage</b>  <b>Unit- III</b> <ul style="list-style-type: none"><li>• Direct and Indirect Speech</li></ul> <b>Active and Passive Voice</b>	Passive Voice	analyzing , compiling and concluding		<u><b>Understanding Based</b></u> Discuss active and passive voice with examples. <u><b>Higher Order Thinking Skills Based</b></u> -Change sentences from active to passive voice. -Change sentences from passive to active voice.
<b>June 2021</b>						
Class	Sem ester	Paper/ Topics	Facts/ Concepts/ Skills	Specific Learning Outcome	Teaching Pedagogy	Steps to facilitate learning
M.A. Final	IV	<b>ENGM – 404 (A) - Women's Writing</b> <b>Unit-III</b> *Adrienne Rich: <ul style="list-style-type: none"><li>• Integrity</li><li>• Driving into the wreck</li><li>• In Those Years</li></ul>	Feminism, American poetry, Women Liberation	-To hone critical thinking skills in the process of reading and analyzing texts.	Line to Line Analysis, PPT, Project and assignments	<u><b>Knowledge Based</b></u> What is Feminism Elaborate the concept of women liberation as per Rich's analysis of the same. <u><b>Understanding Based</b></u> How is motherhood and feminism being portrayed in Rich's poems. <u><b>Higher Order Thinking Skills Based</b></u> -Compare and contrast Rich's style of writing with other American women writers.
MA Previous	II	<b>EngM-204-Prose-</b>	• Interdependence of faith and community	• To acquaint the	• Lecture • PPT • Discussio	<u><b>Knowledge Based</b></u> What are the themes?

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		Swift to George Eliot <b>Unit-III</b>  George Eliot • Silas Marner	• symbols	students with social, political, economic, religious, literary conditions of the age as to understand the text better • To develop critical thinking while analyzing the text.	• Movie adaptation	<u><b>Understanding Based</b></u> What is the significance of Silas Marner's near-sightedness?  <u><b>Higher Order Thinking Skills Based</b></u> Compare Silas Marner's love of his money to his religious faith. What does Silas Marner's cottage represent?
M.A. PRE.	II	EngM204-Pros e- Swift to George Eliot <b>Unit-III</b>  George Eliot Silas Marner	• Chance and coincidence • Character as destiny	• To acquaint the students with social, political, economic, religious, literary conditions of the age as to understand the text better • To develop critical thinking while analyzing	• Lecture • PPT • Discussion	<u><b>Higher Order Thinking Skills Based</b></u> -Examine the powerful transformation of Silas Marner's character in the novel. - Examine the role of chance and coincidence in the novel. <u><b>Understanding Based</b></u> Style of Eliot?

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BA (Hons) III	VI	Eng (H) 604 English social and literary history II UNIT-III --Psychological Novel	Psychological Novel	the text To develop critical and inter disciplina ry approach by discussin g various trends, invention s, discoveri es that have an impact on the literature produced at that time.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• PPT</li> <li>• Video</li> </ul>	<u>Knowledge Based</u> What is Psychological Novel? <u>Understanding Based</u>  Discuss the main features of psychological novels.
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	To acquaint the students with the social,eco nomic and literary condition s of the Elizabeth an and Metaphys ical Age. To introduce Crashaw and his poems.	Line-wise analysis E-content Clips from the movie on St. Teresa of Avila	<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? <ul style="list-style-type: none"> <li>• Discuss the language and tone in Hymn to St. Teresa.</li> <li>• Explore the imagery of Hymn to St. Teresa.</li> <li>• Reference to context.</li> </ul>
Hons. I	II	ENGH-202 - Pre-Romantic		To introduce	Audio video PPT	<u>Knowledge Based</u>

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		and Romantic Poets – II <b>Unit-III</b> Literary Terms: Meter, Rhyme and its Types, Sonnet	Meter, Rhyme and its Types, Sonnet	the literary terms in the prescribe d texts	Lecture	Comment on any two of the following: Meter, Rhyme and its Types, Sonnet
BA III	VI	ENG-601 <b>Poetry and Drama- II</b> <b>Unit III</b> Shaw: Candida	The Life Force Theory Realism and Modern (New) Drama Socialism The New Woman Fabian Society	To acquaint the students with the social, political, economic , religious and literary condition s of the Victorian and Modern Age. -To introduce the students to G.B. Shaw and his works.	E- Content Lecture PPT Group Discussion Role play	<u><b>Knowledge Based</b></u> Briefly write about the feminist ideal of the 19th century "New Woman" <u><b>Understanding Based</b></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><b>Higher Order Thinking Skills Based</b></u> How does Shaw represent the 'Shavian Woman' in his play Candida? Discuss
Function al Englis h-I	II	FENG-201 Grammar and Usage II  <b>Unit III</b>  • Direct	• Direct and Indirect Speech  Active and Passive Voice	To acquaint the students with the fundamen tals of	Revision Quiz Exercises	<u><b>Knowledge Based</b></u> What is the structure in Passive Voice <u><b>Understanding Based</b></u>

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		and Indirect Speech		English Language		What is the difference between the active and passive voices with examples. <u>Higher Order Thinking Skills Based</u> Change into indirect speech.
		• Active and Passive Voice				
<p style="text-align: center;"><u>Unit 1</u></p>						
<p style="text-align: center;"><u>Sandra Lee</u></p> <p style="text-align: center;"><b>Head Department of English Sophia Girls' College (Autonomous), Ajmer</b></p>			<p style="text-align: center;"><u>Sr. Pearl</u></p> <p style="text-align: center;"><b>PRINCIPAL SOPHIA GIRLS' COLLEGE (AUTONOMOUS) AJMER</b></p>			
<p style="text-align: center;"><u>Sr. Pearl</u></p> <p style="text-align: center;"><b>PRINCIPAL SOPHIA GIRLS' COLLEGE (AUTONOMOUS) AJMER</b></p>						