

Program Outcome, Course Outcome, Program Specific Outcomes and Mapping of Papers

[Academic Session June 2022- May 2025]

Department of English, Mount Mary College

Tsuktirenla Jamir, HoD

MOUNT MARY COLLEGE

[Name of Department/Committee/Cell]:



Meeting Details

Date: 21.05.25

Time: 1:00 pm

Venue: A.V Room

Meeting Type: (e.g., First/Quarterly Review/Semester)

Agenda

1. ~~Review~~ Restructuring and developing Program Outcomes (POs) for the BA Program
2. Finalization of POs
- 3.
- 4.

Members Present

Sl. No.	Name	Designation/Department	Signature
1	Tsaktiswala Jamin	Asst. Prof. English	
2	Moamenla Jamin	Asst. Prof. English	
3	RULKEÜ YASHÜ	Asst. Prof. English	
4	Vikuofuono	" Sociology	
5	Shikunahla	Asst. Prof. Commerce	
6	Kipitoli Assumi	" Pol. Science	
7	M. PHEWATQ FORTAK	" "	
8	Tueishang	" Psychology	
9	Ngaichin Sengson	" Education	
10	Jackie	" "	
11	Moidet	Commerce	
12	Barant	" "	
13	Chunthung T Jami	" History	
14	Rokaselia Meghi	Education	

4.2

Discussion Notes (to be expanded later as formal minutes)

Agenda Item 1:

PO1) Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking. PO2) Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3) Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness. PO4) Develop analytical skills for examining historical narratives and their impact on contemporary society. PO5) Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Agenda Item 2:

PSO1: Comprehensive Literary and Linguistic Understanding

PSO2: Advanced Critical and Analytical Skills

PSO3: Proficient Research and Textual Interpretation

PSO4: Cultivating Intellectual Adaptability and Lifelong Learning

PSO5: Deconstructing Genres and Societal Impact

PSO6: Competent Analytical Writing.

Resolutions / Decisions Taken

Sl. No. Action Point / Person Responsible and Deadline :

Decisions

1. It was decided that after making mapping matrix, point number 2, 5, 6 will be submitted within 5 days
2. All faculty came to a conclusion and finalised PO's
3. Department faculty deliberated and decided PSOs aligned with NAAC
- 4.
- 5.

HoD
Department of English
Mount Mary College
Chumoukedima, Nagaland

Prepared By (on-the-spot):
Name: Franklin Jamin
Signature: [Signature]
Designation: H.O.D., English

PRINCIPAL
Mount Mary College
Chumoukedima, Nagaland

June 2022-November 2022

Programme Outcomes (POs) – Based on UGC Guidelines

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Program Specific Outcomes (PSOs) for English Honours

Upon successful completion of the English Honours program, graduates will be able to:

PSO1: Comprehensive Literary and Linguistic Understanding: Demonstrate a thorough understanding of the English language's artistic and functional dimensions, informed by an in-depth study of diverse literary and cultural texts.

PSO2: Advanced Critical and Analytical Skills: Apply sophisticated critical thinking and analytical abilities to engage with complex ideas and navigate academic, professional, and global challenges.

PSO3: Proficient Research and Textual Interpretation: Conduct effective research and skilfully analyse, interpret, and critically evaluate a wide range of literary and cultural texts across various historical and generic contexts.

PSO4: Cultivating Intellectual Adaptability and Lifelong Learning: Exhibit intellectual flexibility, creativity, and broad cultural literacy, fostering a commitment to continuous learning and personal growth.

PSO5: Deconstructing Themes and Societal Impact: Identify, articulate, and critically assess key ideas, values, and themes present in literary and cultural works, understanding their profound influence on past and contemporary societies.

PSO6: Competent Analytical Writing: Produce clear, coherent, and well-researched analytical writing in various academic formats, adhering to scholarly standards and conventions.

Detailed PO – PSO – CO Mapping Matrix (AECC)

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Course Title: ENGLISH-1: English Communication (Compulsory) – AECC

Programme Specific Outcomes (PSOs) for English Communication

PSO1: Effective Oral Communication: Articulate ideas clearly and engage in effective spoken communication in diverse formal and informal settings.

PSO 2: Proficient Written Communication: Compose various essential written documents coherently, demonstrating foundational skills in academic and professional writing.

PSO 3: Textual Comprehension & Analysis: Comprehend, summarize, paraphrase, and analyze different types of texts, including the ability to translate between languages where appropriate.

PSO 4: Understanding Communication Dynamics: Identify and apply knowledge of communication types, modes, barriers, and strategies to foster effective personal, social, and professional interactions.

Course Outcomes (Cos)

CO1: Differentiate between various types, modes, and contexts of communication.

CO2: Demonstrate effective oral communication skills in diverse settings, including discussions, interviews, and public speaking.

CO3: Apply textual analysis techniques to comprehend, summarize, paraphrase, and critically analyse given passages and texts.

CO4: Prepare well-structured written documents such as notes, reports, professional letters, and perform effective translations.

CO5: Identify and apply strategies to overcome common barriers to effective communication.

Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO4	PO1	Introduces foundational knowledge of communication types and contexts,

			crucial for understanding communication dynamics (PSO4) and critical inquiry (PO1).
CO2	PSO1	PO2	Explores effective oral communication in diverse settings, fostering articulate spoken communication (PSO1) and enhancing overall effective communication (PO2).
CO3	PSO3	PO4	Fosters the application of textual analysis techniques, directly relevant to textual comprehension (PSO3) and developing analytical skills for narratives (PO4).
CO4	PSO2	PO1	Explains the preparation of well-structured written documents, connecting to proficient written communication (PSO2) and foundational understanding (PO1).
CO5	PSO4	PO3	Connects strategies to overcome communication barriers, essential for understanding communication dynamics (PSO4) and applying knowledge to real-world social interactions (PO3).

FORMAT-2 Lesson Plan

Teacher: Mamamla Sami
Semester: BA 1st Semester
Paper: _____

Unit <u>I</u>	Close Reading, Comprehension, Summary, Paraphrasing, analysis and interpretation, Translation, Literary / Knowledge tests. Documenting, Report writing, making notes etc.
Lesson Topic	
Desired Outcome	<ul style="list-style-type: none"> It will enable the students to cultivate effective reading and writing skills. It will enable students to read at an appropriate speed, silently and with adequate understanding. It will teach the students to write for different situations such as report writing, letter writing etc.
Teaching / Learning Method	Explanation, practical approach
Materials Needed	Markers / chalks, boards, texts
Assignment / Follow Up	Class tests and class activity. Q. Draft a formal letter or a short topic on a given topic.
Lesson Duration	10 periods (16 th Sep - 15 th Oct) (Mon-Tue)

FORMAT-2 Lesson Plan

Teacher: Mamamla Sami
Semester: _____
Paper: _____

Unit <u>II</u>	Language of Communication
Lesson Topic	Speaking skills such as monologue, dialogue, interview, public speech, group discussion.
Desired Outcome	The students / learners will be able to: <ul style="list-style-type: none"> to understand the various barriers and strategies for effective communication to improve their language acquisition skills. to develop academic and practical skills in terms of communication skills and public speech.
Teaching / Learning Method	Explanation, discussion, co-operative learning
Materials Needed	Markers / chalks, boards, texts
Assignment / Follow Up	Class test and class activity like make interview or group discussion
Lesson Duration	10 periods (13 th Aug - 10 th Sep) (Mon-Tue)

FORMAT-2 Lesson Plan

Teacher: Mamamla Sami
Semester: _____
Paper: _____

Unit <u>I</u>	Types and modes of Communication
Lesson Topic	
Desired Outcome	The student / learner will be able to: <ul style="list-style-type: none"> To decipher the general concept of communication. To effectively distinguish the various types and modes of communication.
Teaching / Learning Method	Explanation, discussion, co-operative learning
Materials Needed	Markers / Chalk and board, texts
Assignment / Follow Up	Class tests / activity. # Quiz on different communication types.
Lesson Duration	10 periods (3 rd June - 9 th July) (Mon-Tue)

FORMAT-1

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Ability Enhancement Compulsory course
Subject Code: AEC-5
Semester: BA 1st Semester
Name of Teacher: Mamamla Sami

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>I</u>		Types and modes of communication	10 periods.
<u>II</u>		Verbal-Non Verbal; Personal, Social and Business, Business and Strategies, Intrapersonal, Interpersonal and Group, Monologue, Dialogue, Effective Communication Interview and Public speech.	10 periods.
<u>III</u>		Close Reading, Comprehension, Summary, Paraphrasing, Analysis, Interpretation, Translation, Literary / Knowledge tests Documenting, report writing, making notes, letter writing.	10 periods.

Signature: _____

1.Course Title: Indian Classical Literature (Core Paper – C-1)

Course Outcomes (COs)

- CO1:** Explain the socio-cultural and historical contexts of Indian classical literature.
CO2: Identify major literary genres and key texts in Indian classical literature.
CO3: Analyse literary and aesthetic concepts such as *Rasa*, *Dharma*, and *Heroism*.
CO4: Engage critically with texts like *Shakuntalam*, *Silappatikaram*, and *Mrcchakatika*.
CO5: Explore the pluralistic and inclusive nature of Indian literary culture.

PO – PSO – CO Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Explains the socio-cultural and historical contexts of Indian classical literature, enhancing understanding of literary dimensions and societal impact.
CO2	PSO1, PSO3	PO1, PO2	Identifies major genres and texts, contributing to comprehensive literary understanding and engaging with historical debates.
CO3	PSO2 PSO5	PO1, PO4	Analyzes literary and aesthetic concepts (Rasa, Dharma, Heroism), developing critical thinking and examining historical narratives.
CO4	PSO2, PSO3	PO2, PO4	Engages critically with specific texts (Shakuntalam, Silappatikaram, Mrcchakatika), applying analytical skills and textual interpretation to historical narratives.
CO5	PSO1, PSO4, PSO5	PO1, PO5, PO3	Explores the pluralistic nature of Indian literary culture, fostering broad cultural literacy, social awareness, and scholarly curiosity.

Lesson Plan

Teacher : Mamunla Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Angkor Adigal 'The Book of Rings' in Cilappatikaram : The Tale of an Anklet.
Desired Outcome	- Identify diverse literary cultures from India apart from Sanskrit. - understand the concept of Sangam literature, its forms and historical development.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards.
Assignment/ Follow Up	Discussion on the difference between Sanskrit and for Sangam Poetry.
Lesson Duration	10 periods.

[Signature]
Mamunla Jami
College
Hogaland

Lesson Plan

Teacher : Mamunla Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Sudraka, "Mritchakatika"
Desired Outcome	- to be able to understand the social-political-cultural content of the ancient India through the Drama.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards.
Assignment/ Follow Up	* Presentation: on act-unit. - To present a specific summary on each .
Lesson Duration	10 periods.

Lesson Plan

Teacher : Mamunla Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Kalidasa, 'Abhijana Shalankam' The Loam of Time.
Desired Outcome	- Identify and appreciate the thematic aspects of Indian classical drama and also, its structure and techniques.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards, Text.
Assignment/ Follow Up	Presentation on the themes explored in the play.
Lesson Duration	10 periods.

Lesson Plan

Teacher : Mamunla Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Vyasa 'The Dying' and 'The Suppl to Dying' 'The Temptation of Rama', Book V, 'The Book of Effort' in 'The Mahabharata'.
Desired Outcome	- to understand the influence and contribution of the text in shaping the form of classical literature. - help to understand the cultural and moral attributes of ancient India with its themes.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards.
Assignment/ Follow Up	Assignment. 1. Why 'The Bhagavad Gita' is considered one of the most philosophical discourses on duty and path to liberation?
Lesson Duration	10 periods.

Lesson Plan

Teacher : ...Manoj Kumar.....

Semester : ...B.A. 1st Sem......

Paper : ...Indian Classical Literature.....

Lesson Topic	a) The Indian Epic Tradition: Themes & Recensions. b) Classical Drama: Theory and Practice c) Alankara and Rasa d) Dharma and the Heroic.
Desired Outcome	- to appreciate the pluralistic and inclusive nature of Indian Classical literature and its attributes.
Teaching/ Learning Method	Explanation, discussion
Materials Needed	Marker/ Chalk, Boards, Text
Assignment/ Follow Up	A discussion on the influence of two foundational texts - the Mahabharata and the Ramayana.
Lesson Duration	10 periods.

(Signature)
 Manoj Kumar
 Assistant Professor
 Department of English
 Government College
 Nagaland

ENG C-2 / Paper 2: European Classical Literature (ECL)

B.A 1st Semester English Honours

Course Outcomes (COs)

CO1: Situate Greek and Roman classical literature within its historical, socio-political, and cultural contexts.

CO2: Demonstrate understanding of key concepts such as epic, tragedy, comedy, catharsis, mimesis, and satire in classical European literary traditions.

CO3: Critically engage with major classical texts including Homer's The Iliad, Sophocles' Oedipus the King, Plautus' Pot of Gold, and Ovid's Metamorphoses.

CO4: Trace the evolution and reception of the terms "classic" and "classical" in European literary and critical traditions.

CO5: Analyze classical genres, themes, and narrative strategies through comparative perspectives across authors and periods.

CO6: Appreciate the aesthetic and intellectual value of classical literature and articulate its relevance to contemporary human concerns.

CO7: Develop skills in communication, critical presentation, and research related to classical literature and literary values of antiquity.

Mapping Matrix

CO Number	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Understanding classical literature within its socio-political and cultural contexts reflects foundational literary knowledge and civic awareness.
CO2	PSO1, PSO2	PO1, PO4	Familiarity with key literary concepts enhances critical inquiry and analytical engagement with classical genres.
CO3	PSO1, PSO3	PO2, PO4	Close engagement with canonical texts fosters textual interpretation, academic communication, and analytical reasoning.
CO4	PSO2, PSO4	PO1, PO5	Tracing the evolution of “classical” thinking cultivates historical insight and a commitment to lifelong learning.
CO5	PSO2, PSO5	PO1, PO4	Comparative analysis across genres and authors enhances critical thinking and understanding of thematic continuity and cultural influence.
CO6	PSO4, PSO5	PO1, PO3, PO5	Appreciating classical literature’s relevance to modern life promotes interdisciplinary learning and ethical reasoning.
CO7	PSO2, PSO3, PSO4	PO2, PO5	Communication, research, and presentation skills foster intellectual growth and scholarly curiosity.

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper... Eng. C-2 (UNIT - V)

Lesson Topic	Ovid, Selections from Metamorphosis
Desired Outcome	<ul style="list-style-type: none"> Identify the characteristics of Roman Greek Romance and Tragedy, how the themes of all-consuming love. Develop the ability to draw about human and literary values of classical period.
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction To Text Recitation and Annotation Open Group Discussions
Materials Needed	Textbook: Ovid "Selections from Metamorphosis" tr. Mary M. Jones Bacchus (Book III) Pyramus and Thisbe (Book IV) Philomela (Book VI)
Assignment / Follow Up	- Class Text
Lesson Duration	15 classes (19 th Sept - 10 th Oct)

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper... Eng. C-2

Lesson Topic	UNIT - IV Plautus 'Pot of Gold'
Desired Outcome	<ul style="list-style-type: none"> Identify the characteristics of Greek Comedy Differentiate between the Old, Middle and New Greek Comedy
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction of Text Recitation and Annotation Open class Discussion
Materials Needed	Textbook: 'Pot of Gold' translated by E.F. Watling (Harmondsworth, Penguin, 1965).
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test Summer Break Assignment
Lesson Duration	15 classes (30 th August - 18 th Sept)

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper... Eng. C-2 (UNIT - III)

Lesson Topic	Sophocles 'Oedipus the King'
Desired Outcome	<ul style="list-style-type: none"> Identify key characteristics of a Greek Tragedy Determine the role of a tragic hero
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction to the Author and Text Text Recitation and Annotation Open group discussion
Materials Needed	Textbook - "Oedipus The King" translated by Robert Fagles in Sophocles: The Three Theban Plays
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test Analytical Essay
Lesson Duration	15 classes (12 th August - 29 th August)

FORMAT-2

Lesson Plan

Teacher... Mrs. Rubina Yashvi

Semester... B.A. 1st Semester

Paper... Eng. C-2

Lesson Topic	UNIT - II Homer: 'The Iliad'
Desired Outcome	<ul style="list-style-type: none"> Gain an understanding of the nature of Epic Poetry Become familiar with the plot and characters of The Iliad as a foundation block of Western Literature
Teaching / Learning Method	<ul style="list-style-type: none"> Text Introduction Text Recitation and Annotation Class Discussion
Materials Needed	Textbook - "The Iliad" translated by E.V. Rieu Book I and Book II
Assignment / Follow Up	Critical Essay Preparation
Lesson Duration	15 classes (1 st July - 18 th July)

FORMAT-2

Lesson Plan

Teacher: Miss Rubikui Yashu
Semester: B.A 1st Semester (English Honours)
Paper: Eng C-2 (EC-1)

(UNIT - I)

Lesson Topic	<ul style="list-style-type: none"> The Epic Comedy and Tragedy in Classical Drama The Athenian City State Catharsis and Mimesis, Satire Literary Cultures in Augustan Rome
Desired Outcome	<ul style="list-style-type: none"> Appreciate classical literature of Europe Grasp the evolution of the concept of classic in the European literary thinking Historically Situate Classical Literary traditions of Europe
Teaching / Learning Method	<ul style="list-style-type: none"> Discussion and Interpretation Reading and Analysis Telling Lectures
Materials Needed	<ul style="list-style-type: none"> Online Articles Studios Academy Studyguide
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test
Lesson Duration	20 classes (3 rd June - 28 th June)

(Signature)
Miss Rubikui Yashu

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: And European Classical Literature

Subject Code: ENG/H/C-2

Semester: B.A 1st Semester

Name of Teacher: Miss Rubikui Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>IV</u>		Plautus "Pot of Gold"	15 classes
<u>V</u>		Ovid "Bacchus"	5 classes
		"Pyramus and Thisbe"	5 classes
		"Philomela"	5 classes
			Total - 80 classes

(Signature)
Miss Rubikui Yashu

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: European Classical Literature

Subject Code: ENG/H/C-2

Semester: B.A 1st Semester

Name of Teacher: Miss Rubikui Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>I</u>	1) 2)	The Epic Comedy and Tragedy in Classical Drama	8 classes
	3) 4)	The Athenian City State Catharsis	6 classes
	5) 6)	Mimesis Satire Literary Cultures in Augustan Rome	6 classes
<u>II</u>		Homer "The Iliad"	15 classes
<u>III</u>		Sophocles "Oedipus The King"	15 classes

(Signature)
Miss Rubikui Yashu

(Signature)
Miss Rubikui Yashu

Course Outcomes for 3rd Semester Alternative English

CO1: Understand and analyze key poems by William Blake, P.B. Shelley, G.M. Hopkins, W.B. Yeats, T.S. Eliot, and Robert Frost, focusing on themes, imagery, and moral/philosophical insights.

CO2: Interpret and critically engage with selected short stories by Leo Tolstoy, O. Henry, Arthur Conan Doyle, and Anton Chekhov, emphasizing narrative techniques and didactic values.

CO3: Demonstrate knowledge of the biographical and historical context of authors and literary works to enhance textual understanding.

CO4: Develop skills in textual interpretation, including reference to context and glossary building for complex literary terms and allusions.

CO5: Acquire and apply remedial grammar and structural language skills alongside composition skills, particularly paragraph writing.

CO6: Prepare effectively for external exams with a balance of descriptive and objective/short answer question strategies.

PO-PSO-CO Table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO2	Develops literary analysis skills focused on poetry, enhancing interpretative and critical abilities.
CO2	PSO1, PSO3	PO1, PO2	Enhances narrative comprehension and moral interpretation of prose literature.
CO3	PSO1	PO1	Provides socio-historical and biographical context for richer literary understanding.
CO4	PSO2	PO2, PO4	Builds vocabulary and interpretative skills via glossary preparation and contextual referencing.
CO5	PSO4	PO3, PO5	Improves language structure, grammar, and writing skills necessary for academic communication.
CO6	PSO5	PO3, PO4	Equips students with exam strategies and prepares them for diverse question types effectively.

Lesson Plan

Teacher: Tsuktirenila

Semester: BA 3rd Semester

Paper: Alt. English 301

Unit I

Lesson Topic	Introduction to Osbert Sitwell's "The Best Years of Life" and George Bernard Shaw's "The Religion of the Future," covering author bios, historical context, and initial thematic exploration.
Desired Outcome	Students will understand the authors, their historical period, and the core ideas of both essays.
Teaching/ Learning Method	Lecture, guided reading, and class discussion to introduce and interpret the essays.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsuktirenila

Semester: BA 3rd Semester

Paper: Alt. English 301

Unit II

Lesson Topic	Exploration of W.B. Yeats' "A Prayer for My Daughter," T.S. Eliot's "Journey of the Magi," and Robert Frost's "Stopping by the Woods on a Snowy Evening."
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan**Teacher:** Tsukitirella**Semester:** BA 3rd Semester**Paper:** Alt. English 301

Unit III

Lesson Topic	Study of Leo Tolstoy's "The Imp and the Peasant's Bread" and O' Henry's "The Gift of the Magi."
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan**Teacher:** Tsukitirella**Semester:** BA 3rd Semester**Paper:** Alt. English 301

Unit V

Lesson Topic	Principles and practice of effective Paragraph Writing.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan**Teacher:** Tsukitirella**Semester:** BA 3rd Semester**Paper:** Alt. English 301

Unit IV

Lesson Topic	Analysis of Arthur Conan Doyle's "A Case of Identity" and Anton Chekov's "The Bet."
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

ELENG 107 ELECTIVE ENGLISH PAPER III (Drama & Language Skills)**B.A English 3rd Semester (Old Course)****Course Outcomes (COs)**

CO1: Demonstrate understanding of the fundamental elements of drama including plot construction, characterisation, themes, and the distinctions between tragedy and comedy.

CO2: Critically analyze William Shakespeare's Othello, identifying key themes, character motivations, dramatic techniques, and moral/philosophical underpinnings.

CO3: Examine Ben Jonson's *Volpone* as a representative satire, exploring its critique of greed, hypocrisy, and social corruption within its historical and cultural context.

CO4: Analyze John Webster's *The White Devil*, focusing on the elements of revenge tragedy, gender politics, and the dark moral complexities of the Jacobean stage.

CO5: Understand the historical and literary backgrounds of the dramatists and their respective periods to better contextualise the works studied.

CO6: Interpret dramatic texts using close reading techniques, with attention to language, literary devices, and reference to context.

CO7: Develop basic language skills relevant to academic and professional communication, including writing effective journalistic reports.

CO8: Apply critical thinking and writing skills to engage with literary texts, demonstrating the ability to reflect on moral, philosophical, and social themes presented in drama.

Mapping Matrix


Course Outcomes (COs)	Mapped POs/PSOs	Justification
CO1: Demonstrate understanding of the fundamental elements of drama including plot construction, characterisation, themes, and the distinctions between tragedy and comedy.	PO1, PO2, PO4; PSO1, PSO2, PSO5	Understanding dramatic elements builds foundational literary knowledge (PO1, PSO1), promotes critical thinking (PO4, PSO2), effective communication (PO2), and the ability to trace socio-cultural ideas in themes (PSO5).
CO2: Critically analyze William Shakespeare's <i>Othello</i> , identifying key themes, character motivations, dramatic techniques, and moral/philosophical underpinnings.	PO2, PO4; PSO1, PSO2, PSO3, PSO5	Engagement with canonical texts like <i>Othello</i> strengthens close reading and analytical ability (PO4, PSO2), understanding of literary technique (PSO1), and encourages interpretation of ethics and identity (PSO5). Communicating literary analysis also aligns with PO2.
CO3: Examine Ben Jonson's <i>Volpone</i> as a representative satire, exploring its critique of greed, hypocrisy, and social corruption within its historical and cultural context.	PO2, PO3, PO4; PSO1, PSO2, PSO3, PSO5	Studying <i>Volpone</i> fosters awareness of literature as social critique (PO3, PSO5), promotes analytical thinking (PO4, PSO2), develops understanding of satire (PSO1), and encourages academic discourse (PO2).
CO4: Analyze John Webster's <i>The White Devil</i> , focusing on the elements of revenge tragedy,	PO2, PO4; PSO1, PSO2, PSO5	The study of Jacobean drama enhances understanding of genre and structure (PSO1), gendered

gender politics, and dark moral complexities of the Jacobean stage.		representations (PSO5), critical thinking (PO4), and interpretive skills (PSO2). Discussion of social and ethical dimensions relates to PO2.
CO5: Understand the historical and literary backgrounds of the dramatists and their respective periods to better contextualise the works studied.	PO1, PO2, PO3, PO4; PSO1, PSO3, PSO5	This outcome links literature to historical and cultural contexts (PO1, PO3, PSO3), enhances reflective and contextual analysis (PO4), and cultivates interdisciplinary engagement (PO2, PSO5).
CO6: Interpret dramatic texts using close reading techniques, with attention to language, literary devices, and reference to context.	PO2, PO4; PSO1, PSO2, PSO3, PSO5	Focused reading develops analytical and linguistic skill (PO4, PSO2), interpretive accuracy (PSO3), critical discourse (PO2), and textual awareness (PSO1, PSO5).
CO7: Develop basic language skills relevant to academic and professional communication, including writing effective journalistic reports.	PO2, PO3, PO5; PSO1, PSO2, PSO4	Language and report writing develop academic literacy (PO2, PSO1), clarity of expression (PSO2), real-world relevance (PO3), and lifelong learning skills (PO5, PSO4).
CO8: Apply critical thinking and writing skills to engage with literary texts, demonstrating the ability to reflect on moral, philosophical, and social themes presented in drama.	PO1, PO2, PO3, PO4, PO5; PSO1, PSO2, PSO3, PSO4, PSO5	This broad outcome reinforces reflective thinking (PO1), ethical awareness (PO5), interdisciplinary application (PO3), critical analysis (PO4, PSO2), cultural literacy (PSO4), and appreciation of social values in literature (PSO5).

Lesson Plan

ELENG 107 – Elective English Paper III (Drama & Language Skills)

Lesson Topic	Unit	Desired Outcome	Teaching/Learning Methods	Materials Needed	Assignment/Follow-Up	Duration
Introduction to Drama (Plot, Characterisation, Tragedy, Comedy, etc.)	Unit I	Understand dramatic elements and terms; differentiate between genres	Lecture, concept mapping, examples from plays	Whiteboard, markers, drama extracts, handouts	Glossary of terms, worksheet, class test	10 periods
Othello by William Shakespeare	Unit II	Analyze themes of jealousy, race, power; study Shakespearean tragedy	Scene reading, discussion, contextual lectures, film clips	Text of Othello, summaries, character charts	RTCs, glossary, thematic essays	20 periods
Volpone by Ben Jonson	Unit III	Understand satire, Renaissance comedy, theme of greed and deception	Lecture, group reading, satire discussion	Printed text, historical context notes	Character sketch, satire analysis, objective quiz	15 periods
The White Devil by John Webster	Unit IV	Explore revenge tragedy, power and corruption, poetic imagery	Reading, thematic board, contextual discussion	Text, Jacobean drama resources	Theme worksheet, RTC practice, glossary work	15 periods
Report Writing and Critical Writing	Unit V	Develop formal writing, report and critique literary texts	Sample analysis, writing drills, peer review	Templates, sample reports, format sheets	Event report, drama critique, presentations	10 periods
Total						70


 Head of Department
 Mount Mary College
 Imphal, Nagaland

**2.Course Title: ENG(H)116 PAPER IX (WRITING IN ENGLISH FROM NAGALAND)-
BA 3rd Semester**

Course Outcomes (COs)

CO1: Understand the authors and context of literary works from Nagaland.

CO2: Interpret meanings, allusions, and philosophical aspects of Nagaland's literary texts.

CO3: Identify and explain the didactic value or moral themes in the literary writings.

CO4: Develop skills in writing based on the specific genres and regional context of Nagaland.

PO-PSO-CO Mapping Matrix

CO	Mapped PSO	Mapped Po	Justification
CO1	PSO1, PSO3	PO1,4	Comprehend authors' background and contextual information related to literary works from Nagaland.
CO2	PSO2,5	PO1,4	Analyze and interpret deeper meanings, allusions, and philosophical underpinnings within Nagaland's literary texts.
CO3	PSO5	PO1,3	Discern and articulate didactic values or moral themes embedded within the literary writings.
CO4	PSO6,4	PO2,3,	Cultivate practical writing skills tailored to the specific genres and regional context of literature from Nagaland.

FORMAT-2 Lesson Plan

Teacher.....Jeshini Shah.....
Semester.....BA 3rd Semester.....
Paper.....ENG (H) 116.....Writing in English from Nagaland

Lesson Topic	Monalisa Changkija : "Cain's Shoes" "Maybe"
Desired Outcome	To analyse the symbolism and unique perspective in Monalisa Changkija's poems.
Teaching / Learning Method	Lecture, Poetic analysis
Materials Needed	Prescribed Poems
Assignment / Follow Up	Q. Compare and contrast themes in Changkija's poem with Lungalang's
Lesson Duration	10 periods

Signature: [Signature]
Date: [Date]
Institution: [Institution]

FORMAT-2 Lesson Plan

Teacher.....
Semester.....
Paper.....

Lesson Topic	*Nini Lungalang : "Mirror" "Grading, Pair"
Desired Outcome	To interpret the themes, imagery, and philosophical aspects of Nini Lungalang's poem.
Teaching / Learning Method	Lecture, Poetic analysis
Materials Needed	Prescribed poems
Assignment / Follow Up	Q. Write a short critical appreciation of one of the poems.
Lesson Duration	10 periods

FORMAT-2 Lesson Plan

Teacher.....
Semester.....
Paper.....

Lesson Topic	Rastorine Inaku : A Terrible Hierarchy
Desired Outcome	To analyse the portrayal of Mizo society and colonial struggles in the novel.
Teaching / Learning Method	Lecture, close reading, discussion
Materials Needed	Prescribed text
Assignment / Follow Up	Q. Analyse a central theme in the novel.
Lesson Duration	16 periods

FORMAT-2 Lesson Plan

Teacher.....
Semester.....
Paper.....

Lesson Topic	Temsula Ao 1. The Jungle Major 2. The Pot Maker 3. The Old Man Remembers 4. A New Chapter
Desired Outcome	To interpret themes, characters and moral lessons in Temsula Ao's short stories.
Teaching / Learning Method	Lecture, close reading
Materials Needed	Prescribed Text (Temsula Ao: These Hills called Home)
Assignment / Follow Up	B. Write a short analytical response on one story's main theme.
Lesson Duration	10 periods

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper.....

Lesson Topic	* The Naga Ethnic, Political & Literary World * Tomula Ao, 'The Do Naga Oral Tradition' * Inato Yokhto Shikhu, 'A Rediscovery and Rebuilding of Naga Cultural Values.'
Desired Outcome	To understand the cultural and historical contexts that influence Naga literature.
Teaching / Learning Method	Lecture, Discussion
Materials Needed	Prescribed text, relevant readings
Assignment / Follow Up	Discussion on the background of one of the authors.
Lesson Duration	10 periods

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ()

Course Name: Writing in English from Nagaland

Subject Code: ENG (H) 116

Semester: BA 3rd Sem

Name of Teacher: Joshua Shohu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		The Naga Ethnic, Political and Literary World	10
II		Tomula Ao Selected Short Stories from "These Hills Called Home"	10
III		Easton's Tale "A Terrible Matchless"	15
IV		Nailungalang's 'Minor' 'Greetings, Pain'	10
V		Monalisa Chakphija "Cain's Shoes" "Maybe"	10

Mount Mary College
Dimapur, Nagaland

Joshua Shohu
Signature

Course Outcomes for ELENG 109 5th Semester Elective: Literary Criticism

CO1: Understand the historical development of literary criticism from classical to modern English criticism.

CO2: Explain key critical perspectives and theories through study of foundational texts like Wordsworth's *Preface to the Lyrical Ballads* and Matthew Arnold's *Function of Criticism at the Present Time*.

CO3: Apply theoretical knowledge to analyze literary texts using various critical frameworks.

CO4: Develop skills in practical criticism through close reading and interpretation of prose passages.

CO5: Develop skills in practical criticism through close reading and interpretation of poetry passages.

CO6: Summarize and synthesize critical views clearly and coherently for effective literary analysis.

PO-PSO-CO Mapping Table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Provides foundational knowledge of literary criticism's historical evolution, enhancing literary understanding.
CO2	PSO1, PSO3	PO1, PO2	Develops understanding of major critical theories and their application to texts.
CO3	PSO2, PSO3	PO2, PO4	Enhances analytical and interpretative skills by applying criticism to literature.
CO4	PSO4	PO3, PO4	Builds skills in close reading and practical analysis of prose texts.
CO5	PSO4	PO3, PO4	Builds skills in close reading and practical analysis of poetry texts.
CO6	PSO5	PO3, PO5	Fosters synthesis and clear communication of complex critical ideas.

Teacher : Tsukitivenla Jamin
Semester : 5th Semester
Paper : Elective English

Lesson Topic	<u>Unit 1</u> Introduction to Literary Criticism
Desired Outcome	To understand the views of the critics and realize them in proper perspective to apply them in analysing the literary text
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalks, blackboard
Assignment/ Follow Up	Assignment on "Background of English Criticism"
Lesson Duration	10 periods

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Mount Mary College
Chromukkedu, Bangalore

Teacher : Tushinenda Jamin
Semester : 5th Semester
Paper : Elective English

Lesson Topic	Unit 2 Wordsworth: Preface to the Lyrical Ballads
Desired Outcome	to enable the students to understand the view of wordsworth and the importance of his work
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Test
Lesson Duration	10 periods

Teacher : Traktianela Jamir
Semester : 5th Semester
Paper : Ed. English

Paper	Unit-3
Lesson Topic	Matthew Arnold: Function of Criticism at present time.
Desired Outcome	To make the students equipped with the proper tools and techniques understand the importance and function of criticism.
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Quiz Presentation
Lesson Duration	10 periods

Teacher : Tuckkinnula Janini
Semester : 5th Semester
Paper : Elective English

Lesson Topic	Unit - 2 Racial Criticism : Prose
Desired Outcome	To make the students equip the students with proper tools and techniques to apply racial criticism in Prose
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Class discussion
Lesson Duration	10 periods

Lesson Plan

Teacher : Toukhimula, Jamin
 Semester : 5th Semester
 Paper : Elective English

Lesson Topic	<u>Unit 5</u> <u>Practical Criticism : Poetry</u>
Desired Outcome	<u>To equip the students with proper</u> <u>tools and techniques to apply</u> <u>practical criticism in poetry</u>
Teaching/ Learning Method	<u>Lecture</u>
Materials Needed	<u>Books, chalks, blackboard</u>
Assignment/ Follow Up	<u>Discussion</u>
Lesson Duration	<u>10 periods</u>

Course Title: ENG(H)118 PAPER XI (FICTION & LANGUAGE SKILLS)- BA 5th Semester

Course Outcomes (Cos):

CO1: Understand the historical, cultural, and biographical contexts of major fictional works and their authors.

CO2: Analyse, interpret, and critically evaluate the thematic, narrative, and moral dimensions of diverse fictional texts.

CO3: Develop advanced writing and analytical skills through the composition of various academic texts, including critical essays, research-based presentations, and formal book reviews.

CO4: Examine and articulate the philosophical, societal, and existential ideas explored within fictional narratives.


PO-PSO-CO Mapping Matrix

CO	Mapped PSO	Mapped PO	Justification
CO1	PSO1,3	PO1,4	Understand historical, cultural, and biographical contexts of fictional works.
CO2	PSO2,3,5	PO1,4	Analyze and interpret thematic, narrative, and moral dimensions of fiction.
CO3	PSO2,6	PO2,3	Develop advanced writing and analytical skills for academic texts.
CO4	PSO2,5	PO1,4	Examine and articulate philosophical and societal ideas in fictional narratives.

Lesson Plan

Teacher : Miss Bina Chong
Semester : 8th semester
Paper : ENG (11) - 502 Fiction & Language Skills


Lesson Topic	Aspects of Fictional writing : The novel & short story.
Desired Outcome	<ul style="list-style-type: none"> to instill a strong understanding of plot structure, including rising action, climax, resolution, and help students to build immersive fictional worlds and settings that enhance the storytelling experience and should able to identify key plots in novel and short stories.
Teaching/ Learning Method	Lecture
Materials Needed	<ul style="list-style-type: none"> access to technology, including PPT Copies of stories listed in short stories
Assignment/ Follow Up	<ul style="list-style-type: none"> Compose short story with collaboration Review and discuss facts about novel and short story.
Lesson Duration	4 periods.


Principal
Date: _____

Lesson Plan

Teacher :
Semester :
Paper :

Lesson Topic	Unit - V Language Skills : Book Reviews
Desired Outcome	<ul style="list-style-type: none"> improve writing skills, develop analytical skills, learn how the journal publishing process works and get to know editors. evaluate the book with a critical mind. examine literature and digest it in a more complex way.
Teaching/ Learning Method	Lecture / Discussion
Materials Needed	pre-selecting a book for instruction
Assignment/ Follow Up	<ul style="list-style-type: none"> Project writing select and read a favorite book and write a Review on it, using details and personal reflections
Lesson Duration	4 periods.


Principal
Date: _____

Lesson Plan

Teacher :
Semester :
Paper :

Lesson Topic	Unit - III Virginia Woolf : Mrs Dalloway.
Desired Outcome	<ul style="list-style-type: none"> Students will be able to demonstrate understanding of significance and influence of the context in which Mrs Dalloway was written. explore connections and comparisons between Mrs Dalloway and other works by Virginia Woolf. to articulate critical, informed and relevant responses to Mrs. Dalloway.
Teaching/ Learning Method	Lecture / Discussion.
Materials Needed	<ul style="list-style-type: none"> Text - Virginia Woolf : "Mrs Dalloway" Critical journal copies.
Assignment/ Follow Up	Assignment / Paper Presentation.
Lesson Duration	12 periods.

Lesson Plan

Teacher :
Semester :
Paper :

Lesson Topic	Unit - III Thomas Hardy : Jude the Obscure.
Desired Outcome	<ul style="list-style-type: none"> develop the knowledge of the bio-details of the author, the background of the novel. students will explore the stylistic and story-telling conventions of the Victorian novel. Students will discuss theme of marriage and commitment in 19th-century England.
Teaching/ Learning Method	Lecture / slide share.
Materials Needed	Text : Thomas Hardy : "Jude the Obscure"
Assignment/ Follow Up	<ul style="list-style-type: none"> Discussion of thought questions Test.
Lesson Duration	12 periods.

Lesson Plan

Teacher :

Semester :

Paper :

Lesson Topic	UNIT - II Charles Dickens : Hard Times
Desired Outcome	<ul style="list-style-type: none"> • Should be able to identify a variety of genres of novel from diverse culture, historic periods. • Students will be able to list the major events of Hard Times. • Should be able to demonstrate an understanding of Dickens' idea by creating an original work in written form.
Teaching/ Learning Method	• Lecture / discussion / movie display.
Materials Needed	• Text Book : Charles Dickens : HARD TIMES • AV.
Assignment/ Follow Up	Discussion / class Test.
Lesson Duration	12 periods

3.Course Title: ENG(H)119 PAPER XII (LITERARY CRITICISM)- BA 5th Semester

Course Outcomes (COs)

CO1: Summarize and understand the views of various literary critics.

CO2: Apply critical perspectives to analyse literary texts effectively.

CO3: Understand the historical development and evolution of literary criticism.

CO4: Develop informed perspectives on different critical approaches.

PO-PSO-CO Mapping Matrix

CO	Mapped PSO	Mapped PO	Justification
CO1	PSO1,3	PO1,4	Comprehend and summarize the foundational views of various literary critics.
CO2	PSO2,3,5	PO1,4	Apply diverse critical perspectives for effective analysis and interpretation of literary texts
CO3	PSO1,4	PO1,4	Understand the historical progression and evolutionary trajectory of literary criticism.
CO4	PSO2,5	PO1,4	Cultivate well-informed and nuanced perspectives regarding different critical approaches.

Lesson Plan

Teacher : Toshini Shaha
Semester : B.A 5th
Paper : Literary criticism

Unit II	F.R Leavis : Keats
Lesson Topic	
Desired Outcome	* To let the student learn and analyse the literary texts and study the history of literary criticism.
Teaching/ Learning Method	* Lecturing * Presentation
Materials Needed	Text book
Assignment/ Follow Up	* Assignment * Presentation
Lesson Duration	5

(Signature)
Toshini Shaha
College
Hagland

Lesson Plan

Teacher : Toshini Shaha
Semester : B.A 5th
Paper : Literary criticism

Unit II	Cleanth Brooks : The language of paradox
Lesson Topic	
Desired Outcome	To make the students understand and realize the proper perspectives and analyse the literary texts.
Teaching/ Learning Method	* Lecturing * Discussion
Materials Needed	Text book
Assignment/ Follow Up	* class test * Group discussion
Lesson Duration	12

Lesson Plan

Teacher : Toshini Shaha
Semester : B.A 5th
Paper : Literary criticism - 503

Unit III	T.S Eliot : The function of criticism
Lesson Topic	
Desired Outcome	* To understand and realize them in proper perspectives to apply them in analysing the literary texts and study the history of literary criticism.
Teaching/ Learning Method	* Lecturing * Discussion
Materials Needed	Text books
Assignment/ Follow Up	* Home work Reading
Lesson Duration	14

Lesson Plan

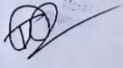
Teacher : Toshini Shaha
Semester : B.A 5th
Paper : Literary criticism - 503

Unit II	Introduction to Modern criticism.
Lesson Topic	
Desired Outcome	* To instruct them briefly on the Twentieth century I & Twentieth century II
Teaching/ Learning Method	* Lecturing
Materials Needed	Text book
Assignment/ Follow Up	* Assignment *
Lesson Duration	15

Lesson Plan

Teacher : Toshini Shrivastava
Semester : B.A. 5th semester
Paper : Literary criticism - 503

Unit I Lesson Topic	Why study Literary criticism?
Desired Outcome	To introduce students to the fundamental nature and significance of literary criticism.
Teaching/ Learning Method	* Lecturing * Discussion
Materials Needed	Text book
Assignment/ Follow Up	* Reading * Assignment
Lesson Duration	10



Dec 2022- May 2023

Value Added Course: Advertisement and Media

Semester: B.A. 2nd Semester

Detailed POs, PSOs and COs Mapping Matrix

Programme Outcomes (POs)

PO1: Demonstrate a well rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate Effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply Interdisciplinary knowledge to real world challenges through civic responsibility and social awareness.

PO4: Develop Analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes(PSOs)

PSO1: Comprehensive Literary and Linguistic Understanding: Demonstrate a thorough understanding of the English language's artistic and functional dimensions, informed by an in-depth study of diverse literary and cultural texts.

PSO2: Advanced Critical and Analytical Skills: Apply sophisticated critical thinking and analytical abilities to engage with complex ideas and navigate academic, professional, and global challenges.

PSO3: Proficient Research and Textual Interpretation: Conduct effective research and skilfully analyze, interpret, and critically evaluate a wide range of literary and cultural texts across various historical and generic contexts.

PSO4: Cultivating Intellectual Adaptability and Lifelong Learning: Exhibit intellectual flexibility, creativity, and broad cultural literacy, fostering a commitment to continuous learning and personal growth.

PSO5: Deconstructing Themes and Societal Impact: Identify, articulate, and critically assess key ideas, values, and themes present in literary and cultural works, understanding their profound influence on past and contemporary societies.

Course Outcomes (COs)

CO1: Explain key concepts, types, functions, and ethics of advertisement and media.

CO2: Create original advertisements and storyboards and present them effectively through individual or group activities.

CO3: Write and edit media texts such as scripts, news reports, editorials, and reviews for both print and digital platforms.

CO4: Understand the structure and impact of social and cyber media, including issues of media ethics and cybercrime.

CO5: Demonstrate practical application of media and communication skills that promote employability and digital literacy.

Mapping Matrix : VAC ADVERTISEMENT AND MEDIA

CO	Mapped PSOs	Mapped POs	Justification
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CO1 Explain key concepts, types, functions, and ethics of advertisement and media.	PSO1, PSO5	PO1, PO3	Understanding the basics of advertisement and media fosters conceptual clarity, critical reflection, and awareness of media's role in society.
CO2 Create original advertisements and storyboards and present them effectively through individual or group activities.	PSO1, PSO2	PO2, PO3	Encourages creativity, effective communication, and collaboration while engaging with real-world issues in socially and culturally relevant ways.
CO3 Write and edit media texts such as scripts, news reports, editorials, and reviews for both print and digital platforms.	PSO2, PSO3	PO2, PO4	Develops critical writing and interpretation skills while enhancing academic communication and understanding of media narratives.
CO4 Understand the structure and impact of social and cyber media, including issues of media ethics and cybercrime.	PSO2, PSO5	PO3, PO5	Engages with contemporary digital culture, fostering ethical reasoning, civic awareness, and critical engagement with modern media platforms.
CO5 Demonstrate practical application of media and communication skills that promote employability and digital literacy.	PSO2, PSO4, PSO5	PO1, PO3, PO5	Promotes interdisciplinary learning and professional skills through the application of media tools, enhancing analytical thinking and lifelong learning.

FORMAT-2

Lesson Plan

Teacher: Rutika Yashu

Semester: B.A 2nd

Paper: VAC Advertisement & Media

Lesson Topic	* Role of Advertisement and Media * Types of Advertisements
Desired Outcome	- Identify and analyse the effectiveness of different advertising strategies - Apply the knowledge to be able to create advertisements based on real-world scenarios
Teaching / Learning Method	- Lecture and Discussion - Case studies and Media Analysis - Collaborative Activities
Materials Needed	- Internet access for research - Digital examples - Case study documents
Assignment / Follow Up	- Create Advertisement for a fictional or real product.
Lesson Duration	8 classes

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Chimoulasima - Nagaland

FORMAT-2

Lesson Plan

Teacher:

Semester:

Paper:

Lesson Topic	* Types of Social Media * The Impact of Social Media
Desired Outcome	* Identify various types of social media platforms * Analyse the positive and negative impacts of social media
Teaching / Learning Method	* Lecture and Discussion * Debate and Reflection
Materials Needed	* Case Studies of social media influence * Presentation Slides
Assignment / Follow Up	* Research Report * Create a Social Media awareness Campaign
Lesson Duration	5 classes

FORMAT-2

Lesson Plan

Teacher:

Semester:

Paper:

Lesson Topic	Media Ethics, Employment and Way of Promoting Employability, Cybercrimes, how to control Cybercrimes
Desired Outcome	* Understand the principles of media ethics and responsible journalism * Learn about employment opportunities and enhance employability
Teaching / Learning Method	* Lecture method * Debate and Discussion
Materials Needed	* Presentation Slides * Case Studies on Media Ethics
Assignment / Follow Up	* Make a Personal Employability plan * Media Ethics Case Study
Lesson Duration	12 classes

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FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2021-22)

Course Name: ADVERTISEMENT AND MEDIA

Subject Code: VAC ENG

Semester: B.A 2nd Semester

Name of Teacher: RUTIKA YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Advertisement	1. Role of Advertisement and Media 2. Types of Advertisements	8 classes
		3. Advertising Ethics 4. How to create advertisements / Storyboards	8 classes
II	Media Writing	1. Scriptwriting for TV and Radio	4 classes
		2. Writing News Reports and Editorials	3 classes
		3. Editing for Print and Online Media	3 classes

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Chimoulasima - Nagaland

Signature

FORMAT-2

Lesson Plan

Teacher: Rishikesh Yashu
 Semester: B.A. 2nd
 Paper: VAC Advertisement and Media

Lesson Topic	* Advertising Ethics * How to create advertisements on storyboards
Desired Outcome	- Understand and identify ethical guidelines of advertising - Learn the concept of storyboarding in ad creation
Teaching / Learning Method	- Case Studies - Hands-on Activity - Collaborative Learning
Materials Needed	* Storyboarding Templates * Case study documents
Assignment / Follow Up	- Make/Create a Storyboard Advertisements
Lesson Duration	8 classes

FORMAT-2

Lesson Plan

Teacher: Rishikesh Yashu
 Semester: B.A. 2nd
 Paper: VAC Advertisement and Media

Lesson Topic	* Editing for Print and Online Media
Desired Outcome	* Identify the key principles of editing for both print and online media * Learn and apply proofreading, fact-checking, and content structuring skills
Teaching / Learning Method	* Editing Activity * Peer Review Activity
Materials Needed	* MLA Style guidelines * Printed copies for hands-on editing practice
Assignment / Follow Up	Rewrite a poorly Edited Article
Lesson Duration	3 classes

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: ADVERTISEMENT AND MEDIA
 Subject Code: VAC ENG
 Semester: B.A. 2nd Semester
 Name of Teacher: RISHIKESH YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>III</u>	<u>Introduction to Cyber Media and Social Media</u>	1. Types of Social Media	2 classes
		2. The Impact of Social Media	3 classes
		3. Introduction to Cyber Media	2 classes
		4. Media Ethics, Employment and Way of Promoting Employability	5
		Cybercrimes, how to control cybercrimes	12 classes

45 classes


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 Signature

FORMAT-2

Lesson Plan

Teacher: Rishikesh Yashu
 Semester: B.A. 2nd
 Paper: VAC Advertisement and Media

Lesson Topic	* Scriptwriting for TV and Radio * Writing News Reports and Editorials
Desired Outcome	* Learn the structure and writing styles of news reports and editorials * Identify the differences between TV and radio scripts
Teaching / Learning Method	* Lecture and Discussion * Peer Review and Presentation
Materials Needed	* Published news reports and editorial articles * Writing templates and formatting guides
Assignment / Follow Up	* TV/Radio Scriptwriting Project * News and Editorial Comparison
Lesson Duration	7 classes

FORMAT-2

Lesson Plan

Teacher.....
Semester.....
Paper.....

Lesson Topic	Introduction to Cyber Media
Desired Outcome	* Define and identify different types of Cyber Media * Analyse the role of cyber media
Teaching / Learning Method	* Lecture and Discussion * Class Discussion
Materials Needed	* Presentation Slides * Case studies on Cyber Media
Assignment / Follow Up	* Find and verify online articles
Lesson Duration	2 class

Course Title: Indian Writing in English (C-3)- BA 2nd Semester

Course Outcomes (Cos)

CO1: Appreciate the evolution of Indian Writing in English (IWE) from colonial to contemporary times.

CO2: Engage critically with texts in IWE addressing themes like colonialism, identity, and nationalism.

CO3: Analyze how Indian writers have creatively adapted English for self-expression.

CO4: Interpret literary texts using socio-political and historical contexts.

CO5: Explore major literary genres (poetry, novel, short fiction, drama) within IWE.

PO- PSO – CO Mapping Matrix

COs	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO4	Covers IWE evolution, linking literary understanding to historical context.
CO2	PSO2, PSO5	PO1, PO4	Critically engages IWE themes; applies analysis to societal impact.
CO3	PSO1, PSO4	PO2, PO3	Analyzes English adaptation for self-expression; enhances linguistic and interdisciplinary skills.
CO4	PSO3, PSO5	PO2, PO4	Interprets texts via socio-political/historical contexts; improves textual analysis.
CO5	PSO1, PSO3	PO1, PO2	Explores IWE genres; broadens literary knowledge and critical engagement.

FORMAT-2 Lesson Plan

Teacher... Mohamida Sami
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* Mahesh Dattani : 'Tara'
Desired Outcome	Critically engage with Indian literary texts intones of identity and its issues in a patriarchal Indian society
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, marker
Assignment / Follow Up	Discussion
Lesson Duration	29 th March - 4 th April (10 periods)

FORMAT-2 Lesson Plan

Teacher... Mohamida Sami
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* Robinson Crusoe : 'Swimming Lesson' * Shashi Deshpande : 'The Golem'
Desired Outcome	Critically engage with Indian literary texts written in English intones of colonialism / post colonialism, regionalism and nationalism.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, marker
Assignment / Follow Up	Presentation
Lesson Duration	10 th March - 21 st March

FORMAT-2 Lesson Plan

Teacher... Mohamida Sami
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* R.K. Narayan : 'Sundari & Friends' * Amitav Ghosh : 'Shadow Lines'
Desired Outcome	Approach INE from multiple positions, based on historical and social locations and contexts.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, marker
Assignment / Follow Up	Assignment
Lesson Duration	15 th Feb - 7 th March (15 periods)

FORMAT-2 Lesson Plan

Teacher... Mohamida Sami
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* Roshni : 'Freedom to the slave, On Dostan girl, To India - My Native Land.' * Kamala Das : 'Introduction', 'My Grandmother's house.' * Nirmal Jayaram : 'Enterprise' * Gauri de Souza : 'De Souza Prabhu'
Desired Outcome	Critically appreciate the creative use of the English language in INE and how Indian poets have adapted it for self-expression.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, white board, marker
Assignment / Follow Up	Assignment
Lesson Duration	3 rd Feb - 14 th Feb (10 periods)

FORMAT-2 Lesson Plan

Teacher: Muhammad Jamin

Semester: BA and Sem

Paper: Indian Writing in English (IWE)

Lesson Topic	<ul style="list-style-type: none"> * Indian English literature and its relationship, themes and contexts. * The Aesthetics of Indian English Poetry * Modernism in IEL * Nation and Indian English Literature
Desired Outcome	To appreciate the historical, cultural and various genres of IWE from colonial times till the present, considering socio-political contexts.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, markers
Assignment / Follow Up	Discussion
Lesson Duration	16 th January - 27 th January (10 periods)

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General Lesson Plan for the Academic Session (January - May 2025)

Course Name: Indian Writing in English (IWE)

Subject Code: ENG / H / C-3

Semester: BA 2nd Semester

Name of Teacher: Muhammad Jamin

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		<ul style="list-style-type: none"> * Indian English literature: its relationship, themes and contexts. * The Aesthetics of Indian English Poetry * Modernism * Nation & Indian English Literature 	10
II		<ul style="list-style-type: none"> * Freedom to the Slave, the orphaned To India: My Native Land * Kamala Das, Bharatiya, My God: Indian Man * Nirmala Gopal, 'Ankush' * Kinnor de Souza, 'De Souza, India' 	10
III		<ul style="list-style-type: none"> * R.K. Narayan, 'Samsara' and 'Floods' * Amitav Ghosh, 'Shadows Lines' 	15
IV		<ul style="list-style-type: none"> * Robert Frost, 'Stopping by a Wood on a Snowy Evening' * Robinson Milroy, 'Surrender Lesson' * Gopal Vardapande, 'The Sutra' 	15
V		* Mahesh Dattani, 'Tara'	10

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ENGLISH C-4-PAPER 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES (BPD-1)

B.A 2nd Semester English Honours

Course Outcomes (COs)

- CO1: Understand the evolution of English literature from the 14th to 17th centuries.
- CO2: Develop a clear grasp of Renaissance Humanism and its literary influence.
- CO3: Identify and analyze key literary forms and their cultural significance.
- CO4: Interpret and critically engage with canonical texts of Chaucer, Spenser, Donne, Marlowe, and Shakespeare.
- CO5: Evaluate the influence of socio-political, religious, and philosophical contexts on literature.
- CO6: Enhance skills in close reading, interpretation, and academic writing.

Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1 Understand the evolution of English literature from the 14th to 17th centuries.	PSO1, PSO5	PO1, PO4	Builds foundational literary and historical knowledge, fostering critical inquiry into early English literary traditions and their cultural contexts.
CO2 Develop a clear grasp of Renaissance Humanism and its literary influence.	PSO1, PSO2	PO1, PO4	Encourages analytical understanding of intellectual movements and their effect on literature, enhancing historical and reflective thinking.
CO3 Identify and analyze key literary forms and their cultural significance.	PSO1, PSO5	PO2, PO4	Strengthens knowledge of genre and form, while fostering skills in interpretation and cultural analysis.
CO4 Interpret and critically engage with canonical texts of Chaucer, Spenser, Donne, Marlowe, and Shakespeare.	PSO2, PSO3, PSO5	PO2, PO4	Promotes in-depth critical engagement with major authors and texts, developing analytical and academic communication skills.
CO5 Evaluate the influence of socio-political, religious, and philosophical contexts on literature.	PSO2, PSO5	PO3, PO4	Connects literary analysis with broader historical and societal developments, fostering interdisciplinary insight and social awareness.
CO6 Enhance skills in close reading, interpretation, and academic writing.	PSO2, PSO3, PSO4	PO2, PO5	Strengthens essential academic skills that support lifelong learning, scholarly curiosity, and intellectual adaptability.

FORMAT-1

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General Lesson Plan for the Academic Session (

Course Name: BRITISH POETRY AND DRAMA: 14th to 16th CENTURIESSubject Code: ENG C-4 (BPD)Semester: B.A 2ndName of Teacher: RULLEU YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>V</u>	<u>Drama</u>	<u>William Shakespeare</u> <u>Twelfth Night</u>	<u>12</u>
		<u>Total =</u>	<u>70 classes</u>

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(Signature)
Rulleu Yashu
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FORMAT-2

Lesson Plan

Teacher: Rulleu YashuSemester: B.A 2nd EnglishPaper: BPD-1

Lesson Topic	<u>Renaissance Humanism</u>
Desired Outcome	<ul style="list-style-type: none"> * Understand the key ideas of Renaissance Humanism and its historical context * Develop critical insights into how Renaissance Humanism shaped literary characters and themes
Teaching / Learning Method	<ul style="list-style-type: none"> * Interactive Lecture * Group Discussion
Materials Needed	<ul style="list-style-type: none"> * Handout of the text * Articles on Renaissance Humanism
Assignment / Follow Up	* Analytical Essay
Lesson Duration	<u>3 classes</u>

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FORMAT-2

Lesson Plan

Teacher: Rulleu YashuSemester: B.A 2nd EnglishPaper: BPD-1

Lesson Topic	<u>John Donne</u> <ul style="list-style-type: none"> * The Sunne Rising * Batter my Heart * Valediction: Forbidding Mourning
Desired Outcome	<ul style="list-style-type: none"> * Understand the metaphysical poetry tradition * Analyse how Donne uses conceits, paradoxes and imagery
Teaching / Learning Method	<ul style="list-style-type: none"> * Interactive Lecture * Poetry Annotation
Materials Needed	<u>Copies of the poems</u>
Assignment / Follow Up	* Comparative Analytical Essay
Lesson Duration	<u>10 classes</u>

FORMAT-2

Lesson Plan

Teacher: Rulleu YashuSemester: B.A 2nd Semester EnglishPaper: BPD 1

Lesson Topic	<u>"Doctor Faustus"</u> <u>- Christopher Marlowe</u>
Desired Outcome	<ul style="list-style-type: none"> * Understand the historical and cultural context. * Critically engage with moral and philosophical questions. * Analyse the themes of ambition, power, free will.
Teaching / Learning Method	<ul style="list-style-type: none"> * Interactive Lectures * Close Reading and Textual Analysis
Materials Needed	* Text
Assignment / Follow Up	* Class Text
Lesson Duration	<u>12 classes</u>

FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu
 Semester: B.A. 2nd English
 Paper: BPD-1

Lesson Topic	* Ideas of Love and Marriage * The Writers in Society
Desired Outcome	* Understand how love and marriage were represented in British poetry and Drama. * Identify themes of courtly love and economic transactions in marriage. * Analyse the relationship between writers and society.
Teaching / Learning Method	* Interactive Lecture * Group Debate
Materials Needed	* Handouts of online articles
Assignment / Follow Up	* Analytical Essay
Lesson Duration	4 classes

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: BRITISH POETRY AND DRAMA: 14th to 17th CENTURIESSubject Code: C-4 (BPD-1)Semester: B.A. 2nd SemesterName of Teacher: RULILEU YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
		* "Sweet Warrion" * One day I wrote her Name	5
		John Donne * The Sunne Rising * Batter My Heart	5
		* Valediction: Forbidding Mourning	5
<u>III</u>	Drama	Christopher Marlowe Doctor Faustus	12
<u>IV</u>	Drama	William Shakespeare Night Macbeth	12

Rulileu
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FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu
 Semester: B.A. 2nd English
 Paper: BPD-1

Lesson Topic	"Twelfth Night" - William Shakespeare
Desired Outcome	* Evaluate the play's critique of social hierarchies and class mobility. * Appreciate Shakespeare's use of language, wit and wordplay.
Teaching / Learning Method	* Interactive Lecture * Textual Analysis
Materials Needed	* Drama
Assignment / Follow Up	* Assignment Writing
Lesson Duration	12 classes

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FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu
 Semester: B.A. 2nd English
 Paper: BPD-1

Lesson Topic	Edmund Spenser * "Like as a Huntsman..." * "Sweet Warrion" * "One day I wrote her name"
Desired Outcome	* Understand the Elizabethan Sonnet tradition * Analyse the themes of love, desire, struggle and immortality
Teaching / Learning Method	* Poetry Annotation
Materials Needed	* Copies of the selected poems
Assignment / Follow Up	* Comparative Analysis
Lesson Duration	8 classes

FORMAT-2

Lesson Plan

Teacher... Rutikesh Vashii
Semester... B.A. 2nd English
Paper... BPD-1

Lesson Topic	* The Stage, Court and City * Religious and Political Thought
Desired Outcome	* Understand the social, political, religious and cultural significance of the stage, court and city in British Literature * Identify key themes of power struggle, class tension and social mobility
Teaching / Learning Method	* Textual Analysis * Interactive Lecture
Materials Needed	* Handouts with background readings
Assignment / Follow Up	* Assignment
Lesson Duration	4 classes

FORMAT-1

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General Lesson Plan for the Academic Session (2025)

Course Name: BRITISH POETRY AND DRAMA: 14th to 17th CENTURIES

Subject Code: C-4 (BPD-1)

Semester: 2nd Semester

Name of Teacher: RUTIKESH VASHII

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	1.	Renaissance Humanism	3
	2.	The Stage, Court and City	2
	3.	Religious and Political Thought	2
	4.	Ideas of Love and Marriage	2
	5.	The Writers in Society	2
II	Poetry	The Wife of Bath's Prologue - Geoffrey Chaucer	5
		Edmund Spenser - Selections from Amoretti "Like as a huntsman..."	3


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FORMAT-2

Lesson Plan

Teacher... Rutikesh Vashii
Semester... B.A. 2nd English
Paper... BPD-1

Lesson Topic	* Macbeth - William Shakespeare
Desired Outcome	* Analyse the themes of ambition, power, guilt, fate and the supernatural * Understand the historical, political and literary context of Macbeth
Teaching / Learning Method	* Textual Analysis * Lecture Method
Materials Needed	* Text
Assignment / Follow Up	* Group Discussion / Debate
Lesson Duration	12 classes

FORMAT-2

Lesson Plan

Teacher... Rutikesh Vashii
Semester... B.A. 2nd English
Paper... BPD-1

Lesson Topic	* The Wife of Bath's Prologue - Geoffrey Chaucer
Desired Outcome	* Analyse the character of the wife of Bath as a representation of gender and female autonomy and authority * Evaluate the narrative voice and irony
Teaching / Learning Method	* Interactive Lecture * Group Debate
Materials Needed	* Text (poem)
Assignment / Follow Up	Class Test
Lesson Duration	5 classes

Course Outcomes for 4th Semester Alternative English

CO1: Understand and analyze prose works by Osbert Sitwell, George Bernard Shaw, Somerset Maugham, and A.G. Macdonell, focusing on thematic and philosophical insights.

CO2: Interpret and critically engage with the one-act play *Refund* by Fritz Karinthy, focusing on dramatic techniques and thematic concerns.

CO3: Analyze and appreciate poetry by Nissim Ezekiel and Sarojini Naidu, exploring imagery, cultural context, and moral values.

CO4: Develop the ability to write précis effectively, demonstrating skills in summarization and clarity of expression.

CO5: Gain knowledge of author biographies and historical contexts to enrich literary comprehension.

CO6: Improve remedial grammar and structural language skills relevant to literary study and written communication.

PO-PSO-CO Table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO2	Enhances critical reading and interpretation of prose texts with cultural and philosophical understanding.
CO2	PSO1, PSO3	PO1, PO2	Strengthens dramatic analysis and appreciation of theatrical works.
CO3	PSO1, PSO3	PO1, PO2	Develops poetic analysis skills, focusing on imagery and cultural context.
CO4	PSO4	PO3, PO4	Builds effective language skills through précis writing, aiding clarity and conciseness.
CO5	PSO1	PO1	Provides socio-historical and biographical context for better literary insight.
CO6	PSO4	PO3, PO5	Reinforces grammar and language structure for academic and professional communication.

Lesson Plan

Teacher: Tsuktirenla

Semester: BA 4th Semester

Paper: Alt. English 401



Unit I

Lesson Topic	Introduction to Osbert Sitwell's "The Best Years of Life" and George Bernard Shaw's "The Religion of the Future," covering author bios, historical context, and initial thematic exploration.
Desired Outcome	Students will understand the authors, their historical period, and the core ideas of both essays.
Teaching/ Learning Method	Lecture, guided reading, and class discussion to introduce and interpret the essays.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsuktirenla

Semester: BA 4th Semester

Paper: Alt. English 401



Unit II

Lesson Topic	n-depth analysis of Somerset Maugham's "Visit to the Pagodas" and A.G. Macdonell's "A Village Cricket Match," focusing on literary techniques and thematic development.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsuktirenila
Semester: BA 4th Semester
Paper: Alt. English 401



Unit III

Lesson Topic	Comprehensive study of Fritz Karsjuba's "Refund," covering plot, character, themes (education, absurdity), and one-act play characteristics.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsuktirenila
Semester: BA 4th Semester
Paper: Alt. English 401



Unit IV

Lesson Topic	Exploration of Nissim Ezekiel's "Night of the Scorpion" and Sarojini Naidu's "Indian Weavers," delving into poetic devices, themes, and cultural contexts.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsuktirenila
Semester: BA 4th Semester
Paper: Alt. English 401



Unit V

Lesson Topic	Principles and practice of Précis Writing, including definition, importance, key rules, and practical exercises.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

1.Course Title: ELENG 108 ELECTIVE ENGLISH PAPER IV (Fiction & Applied Language Skills)- BA 4th Semester

Course Outcomes (COs)

CO1: Understand the bio-details and historical context of prescribed authors.

CO2: Elucidate and explain the works of prescribed authors in simple language.

CO3: Interpret the didactic and moral values within literary writings.

CO4: Develop and revise practical language skills, including letter/application writing and critical comments.

PO-PSO-CO Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1,3	PO1,4	Understand authors' background and context.

CO2	PSO1,4	PO2,PO3	Explain authors' works clearly.
CO3	PSO2,3	PO1,4	Interpret literary values
CO4	PSO4	PO2,3	Improve practical language skills.

FORMAT-1

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General Lesson Plan for the Academic Session ()

Course Name: *Fiction and Applied Language Skills*

Subject Code: *ELEN108*

Semester: *BA 4th Sem*

Name of Teacher: *Asha Ching*

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<i>I</i>		<i>Introduction to the novel</i>	<i>10</i>
<i>II</i>		<i>Defoe : Robinson Crusoe</i>	<i>5</i>
<i>III</i>		<i>Jane Austen : Emma</i>	<i>15</i>
<i>IV</i>		<i>Emily Bronte : Wuthering Heights</i>	<i>15</i>
<i>V</i>		<i>Language skills</i>	<i>10</i>

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Asha Ching
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FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper.....

Lesson Topic	<i>Letter writing / Application writing with CV ; Commercial letters</i>
Desired Outcome	<i>To develop practical language skills in formal and commercial letter writing including CV</i>
Teaching / Learning Method	<i>Lecture , Practical exercise .</i>
Materials Needed	<i>Sample letter / application , CV templates relevant grammar resources .</i>
Assignment / Follow Up	<i>Draft a formal job application letter with a sample CV</i>
Lesson Duration	<i>10 periods .</i>

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FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper.....

Lesson Topic	<i>Emily Bronte : Wuthering Heights</i>
Desired Outcome	<i>To explain Emily Bronte's 'Wuthering Heights', interpreting its theme of love, revenge & social class .</i>
Teaching / Learning Method	<i>Lecture , discussion</i>
Materials Needed	<i>Prescribed text</i>
Assignment / Follow Up	<i>Class activity</i>
Lesson Duration	<i>15 periods</i>

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper.....

Lesson Topic	<i>Jane Austen : Emma</i>
Desired Outcome	<i>To explain Jane Austen's 'Emma', interpreting its social commentary and character dynamics</i>
Teaching / Learning Method	<i>Lecture , discussion</i>
Materials Needed	<i>Prescribed text</i>
Assignment / Follow Up	<i>Class activity</i>
Lesson Duration	<i>15 periods</i>

FORMAT-2 Lesson Plan	
Teacher.....	
Semester.....	
Paper.....	
Lesson Topic	Difya : Robinson Crusoe
Desired Outcome	To explain Difya's Robinson Crusoe, focusing on its historical context of by Muma
Teaching / Learning Method	Lecture, discussion
Materials Needed	Prescribed text
Assignment / Follow Up	Class activity : group discussion on themes
Lesson Duration	15 periods

FORMAT-2 Lesson Plan	
Teacher.....	Asha Ching
Semester.....	B.A. 4th Semester
Paper.....	
Lesson Topic	Introduction to the novel - Characterization, Plot construction, Theme, Symbolism, narrative technique
Desired Outcome	To understand fundamental elements of novel writing, including plot, character and narrative technique
Teaching / Learning Method	Lecture, discussion, examples from well known novels.
Materials Needed	Text book, literary glossary terms.
Assignment / Follow Up	Identify and discuss elements of plot and characterization in a given short story.
Lesson Duration	10 periods

ENG(H)117 PAPER X: Drama & Composition

B.A English 4th Semester (Old Course)

Course Outcomes (COs)

CO1: Demonstrate an understanding of the key concepts of dramaturgy, including dramatic types, structures, and devices used in theatre.

CO2: Analyze Richard Brinsley Sheridan's *The School for Scandal* in terms of its themes, characters, satire, and its place in the tradition of the comedy of manners.

CO3: Critically engage with George Bernard Shaw's *Pygmalion*, focusing on its social themes, character development, use of wit and language, and Shawian ideology.

CO4: Interpret T. S. Eliot's *Murder in the Cathedral* with reference to its poetic structure, spiritual and political themes, and modernist technique.

CO5: Understand and contextualise the historical, social, and literary backgrounds of the playwrights and their respective works.

CO6: Develop skills of close reading and literary interpretation, including the ability to explain references to context, identify literary devices, and evaluate the philosophical and moral ideas conveyed in the plays.

CO7: Write coherent and creative dialogues, demonstrating command over spoken English and an understanding of tone, character voice, and context in dramatic settings.

CO8: Apply composition and critical thinking skills to construct well-organized, original, and contextually relevant responses in both analytical and creative forms.


Mapping Matrix

Course Outcomes (COs)	Mapped POs / PSOs	Justification
CO1: Demonstrate an understanding of the key concepts of dramaturgy, including dramatic types, structures, and devices used in theatre.	PO1, PO4; PSO1, PSO2, PSO5	Builds foundational literary knowledge (PO1, PSO1), enhances analytical and genre-specific understanding (PO4, PSO2), and develops insight into the thematic and formal complexity of drama (PSO5).
CO2: Analyze Richard Brinsley Sheridan's <i>The School for Scandal</i> in terms of its themes, characters, satire, and its place in the tradition of the comedy of manners.	PO2, PO4; PSO1, PSO2, PSO3, PSO5	Encourages literary-critical discourse (PO2), sharpens analytical skills (PO4, PSO2), enables contextual and textual interpretation (PSO3), and fosters understanding of moral and social critique (PSO5).
CO3: Critically engage with George Bernard Shaw's <i>Pygmalion</i> , focusing on its social themes, character development, use of wit and language, and Shavian ideology.	PO1, PO2, PO3, PO4; PSO1, PSO2, PSO3, PSO5	Fosters social awareness and interdisciplinary thinking (PO3, PSO5), strengthens literary and ideological analysis (PO4, PSO2), and develops communicative and interpretive competence (PO2, PSO1).
CO4: Interpret T. S. Eliot's <i>Murder in the Cathedral</i> with reference to its poetic structure, spiritual and political themes, and modernist technique.	PO1, PO2, PO4, PO5; PSO1, PSO2, PSO3, PSO5	Enhances reflective and interpretive engagement with modern drama (PO1, PO4, PSO2), supports lifelong ethical learning (PO5), and explores cultural, spiritual, and political themes (PSO5, PSO3).
CO5: Understand and contextualise the historical, social, and literary backgrounds of the playwrights and their respective works.	PO1, PO3, PO4; PSO1, PSO3, PSO5	Encourages broad cultural literacy and historical inquiry (PO1, PO3), fosters critical contextual analysis (PO4, PSO3), and builds

		understanding of literature's social influence (PSO5).
CO6: Develop skills of close reading and literary interpretation, including the ability to explain references to context, identify literary devices, and evaluate the philosophical and moral ideas conveyed in the plays.	PO2, PO4; PSO1, PSO2, PSO3, PSO5	Cultivates critical and textual analysis (PO4, PSO2), academic communication skills (PO2), and ability to identify layered meanings and societal values (PSO1, PSO3, PSO5).
CO7: Write coherent and creative dialogues, demonstrating command over spoken English and an understanding of tone, character voice, and context in dramatic settings.	PO2, PO3, PO5; PSO1, PSO2, PSO4	Enhances academic and professional writing (PO2), connects language learning to real-world communication (PO3, PSO4), and nurtures creativity and expression (PSO1, PO5).
CO8: Apply composition and critical thinking skills to construct well-organized, original, and contextually relevant responses in both analytical and creative forms.	PO1, PO2, PO4, PO5; PSO1, PSO2, PSO3, PSO4, PSO5	Supports reflective, analytical, and ethical reasoning (PO1, PO4, PO5), promotes strong written communication (PO2), and integrates literary knowledge with lifelong learning and creativity (PSO1–PSO5).

Lesson Plan : ENG(H) 117 – Paper X (Drama & Composition)

Lesson Topic	Unit	Desired Outcome	Teaching/Learning Methods	Material s Needed	Assignment/Follow-up	Duration
Aspects of Drama & Dramaturgy (B. Prasad pp. 106–139) – Dramatic Art, Types, Devices	Unit I	Introduce key concepts of dramaturgy, dramatic forms and techniques	Lecture, diagram-based explanation, glossary creation	Whiteboard, handouts from B. Prasad	Class test, concept map, Q&A	10 periods
The School for Scandal by R.B. Sheridan	Unit II	Study of comedy of manners, satire, wit, and social critique	Textual reading, historical context discussion, character charting	Text of play, 18th-century notes, character worksheets	RTCs, glossary, essay on satire	15 periods
Pygmalion by Bernard Shaw	Unit III	Explore themes of transformation, class, identity, and Shaw's use of drama as social critique	Text analysis, group discussion, film viewing (optional)	Printed text, Victorian background materials	Character sketch, theme analysis, short answers	15 periods
Murder in the Cathedral by T. S. Eliot	Unit IV	Understand poetic drama, spiritual conflict, martyrdom, and chorus technique	Reading aloud, contextual lectures, use of audio/video aids	Text, modern drama guides, Eliot's biographical info	RTCs, glossary, analysis of poetic devices	15 periods
Composition: Dialogue Writing	Unit V	Develop practical writing skills through structured and creative dialogue writing	Guided writing, pair exercises, role-play	Dialogue samples, whiteboard, prompts	Write dialogues based on scenes/situations, peer feedback	15 periods


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Course Outcomes for ENG(H) 120 PAPER XIII: Literary Theory- BA 6th Semester

CO1: Understand and summarize the key concepts, features, and literary perspectives of Modernism.

CO2: Explain the fundamental ideas and literary implications of Postmodernism.

CO3: Analyze the principles of Structuralism and their application in literary criticism.

CO4: Critically engage with Poststructuralism, including its challenge to structuralist ideas.

CO5: Comprehend the theory of Deconstruction, focusing on its views on meaning and textual interpretation.

PO – PSO – CO Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO2	Builds foundational knowledge of Modernist literary theory, enhancing analytical skills.
CO2	PSO1, PSO3	PO1, PO2	Develops understanding of Postmodernism's critical and philosophical challenges to prior models.
CO3	PSO2, PSO4	PO2, PO4	Equips students to analyze structuralist frameworks and their application to literature.
CO4	PSO2, PSO5	PO2, PO4	Enables critical engagement with Poststructuralist critique, deepening interpretative competence.
CO5	PSO3, PSO5	PO2, PO5	Focuses on Deconstruction's impact on meaning and literary analysis, encouraging innovative thought.

Lesson Plan

Teacher: Tsuktirenila
Semester: BA 6th Semester
Paper: ENG (H) 605

Unit I

Lesson Topic	Define Modernism, its historical context, key characteristics, and major literary figures and their works.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsuktirenila
Semester: BA 6th Semester
Paper: ENG (H) 605

Unit II

Lesson Topic	Introduce Postmodernism as a reaction to Modernism, exploring its philosophical underpinnings and literary manifestations.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsuktirenila
Semester: BA 6th Semester
Paper: ENG (H) 605

Unit III

Lesson Topic	Explain Structuralism, focusing on its linguistic origins (Saussure) and application to literary analysis (Levi-Strauss, Barthes).
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsuktirenila
Semester: BA 6th Semester
Paper: ENG (H) 605

Unit IV

Lesson Topic	Introduce Post-Structuralism as a critique of Structuralism, focusing on concepts like deconstruction, difference, and the instability of meaning.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsukirenia

Semester: BA 6th Semester

Paper: ENG (H) 605



Unit V

Lesson Topic	Deep dive into Deconstruction, focusing on its methodology for uncovering contradictions and hierarchies within texts.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

ELENG 110 – American Literature (Poetry, Prose & Language Skills)

B.A English 6th Semester (Old Course)

Course Outcomes (COs)

CO1: Demonstrate familiarity with major American poets such as Walt Whitman, Emily Dickinson, and Robert Frost, and identify key thematic concerns, poetic techniques, and cultural resonances in their works.

CO2: Analyze the poetic innovations of Walt Whitman in the context of American individualism, democracy, and the transcendentalist spirit.

CO3: Interpret Emily Dickinson's poems in terms of their symbolic structure, treatment of death and immortality, and introspective tone.

CO4: Evaluate Robert Frost's philosophical outlook on life, nature, and human choices as presented through metaphor and narrative form in his poetry.

CO5: Examine Ralph Waldo Emerson's Nature as a foundational American transcendentalist text, focusing on its philosophical reflections on the individual, divinity, and the natural world.

CO6: Develop close reading and interpretive skills with attention to literary devices, context, and thematic depth in American literary texts.

CO7: Enhance language proficiency and academic writing skills by composing literary essays that are structured, analytical, and informed by textual evidence.

CO8: Reflect on the moral, philosophical, and didactic dimensions of American literature and articulate how literature contributes to broader cultural and intellectual discourse.

Mapping Matrix

Course Outcomes (COs)	Mapped POs / PSOs	Justification
CO1: Demonstrate familiarity with major American poets such as Walt Whitman, Emily Dickinson, and Robert Frost, and identify key thematic concerns, poetic techniques, and cultural resonances in their works.	PO1, PO2; PSO1, PSO5	Enables foundational literary and cultural understanding (PO1, PSO1) and engagement with major American voices in historical context (PO2, PSO5).
CO2: Analyze the poetic innovations of Walt Whitman in the context of American individualism, democracy, and the transcendentalist spirit.	PO1, PO4; PSO2, PSO5	Encourages reflective and analytical thinking on Whitman's style and socio-political ideals (PO1, PO4), while assessing the broader thematic influence on American identity (PSO5).
CO3: Interpret Emily Dickinson's poems in terms of their symbolic structure, treatment of death and immortality, and introspective tone.	PO2, PO4, PO5; PSO2, PSO3	Develops interpretive and analytical skills (PO4, PSO2), and enhances sensitivity to philosophical inquiry and existential themes (PO5, PSO3).
CO4: Evaluate Robert Frost's philosophical outlook on life, nature, and human choices as presented through metaphor and narrative form in his poetry.	PO1, PO2, PO4; PSO1, PSO2, PSO5	Strengthens appreciation for metaphor and narrative technique (PSO1), encourages interpretation of life choices and values (PO4, PSO5), and improves literary expression (PO2, PSO2).
CO5: Examine Ralph Waldo Emerson's Nature as a foundational American transcendentalist text, focusing on its philosophical reflections on the individual, divinity, and the natural world.	PO1, PO3, PO5; PSO3, PSO5	Promotes understanding of literature as philosophy and worldview (PO1, PSO5), fosters ethical reasoning and civic responsibility (PO3), and cultivates scholarly curiosity (PO5).
CO6: Develop close reading and interpretive skills with attention to literary devices, context, and thematic depth in American literary texts.	PO2, PO4; PSO1, PSO2, PSO3	Enhances literary competence through deep textual engagement (PSO1, PSO3), analytical interpretation (PO4, PSO2), and effective academic communication (PO2).
CO7: Enhance language proficiency and academic writing skills by composing literary essays that are structured, analytical, and informed by textual evidence.	PO2, PO5; PSO1, PSO2, PSO4	Builds strong academic writing and language skills (PO2, PSO1), develops independent, lifelong learning habits (PO5, PSO4), and improves structured critical thinking (PSO2).
CO8: Reflect on the moral, philosophical, and didactic dimensions of American literature and articulate	PO1, PO3, PO5; PSO2,	Encourages ethical reasoning (PO5), cultural literacy (PO3, PSO4), and critical appreciation of

how literature contributes to broader cultural and intellectual discourse.

PSO4,
PSO5

literature's role in shaping societal values (PO1, PSO5).

Lesson Plan: ELEG 110: American Literature (Poetry, Prose & Language Skills)

Lesson Topic	Unit	Desired Outcome	Teaching/Learning Methods	Materials Needed	Assignment / Follow-Up	Duration
Walt Whitman's "I Hear America Singing" / "When Lilacs Last in the Dooryard Bloom'd"	I	• Grasp Whitman's free-verse technique and patriotic imagery. • Analyze how personal voice merges with national identity.	Close readings, lecture on historical context, group discussion	Text handouts, audio-readings, PPT on 19th-c. America	Short essays on imagery & tone; glossary entries of key words	15 periods
Emily Dickinson's "I heard a Fly buzz—when I died" / "Because I could not stop for Death"	II	• Unpack Emily Dickinson's compact syntax and metaphor. • Explore her treatment of mortality and transcendence.	Guided annotation, paired analysis, mini-lectures on meter	Poems in handout, meter-scansion chart, whiteboard	Write RTCs for unseen Dickinson extracts; thematic paragraphs	15 periods
Robert Frost's "The Road Not Taken" / "Birches"	III	• Examine Frost's use of rural imagery and philosophical ambiguity. • Contrast narrative voice with universal theme.	Comparative reading, Socratic seminar, journaling	Printed texts, video readings of performances	Creative response poem; short-answer quiz on symbols & tone	15 periods
American Prose & Contextual Analysis	IV	• Situate American poetry in broader prose traditions. • Practice "Reference to Context" in non-dramatic texts.	Lecture on major prose movements, RTC practice, pair work	Excerpts from Emerson, Thoreau, selected essays	RTC worksheets; write a 300-word analytical prose paragraph	15 periods
Language Skills Report Writing, Critical Reviews, Grammar Refresher	V	• Develop journalistic and critical writing competence. • Reinforce advanced grammar and vocabulary.	Sample analysis, writing workshops, peer review	Sample articles/reviews, style-guide handouts	Write a college event report; critical review of a poem	10 periods
Total						70

June 2023- Nov 2023

Detailed PO – PSO – CO Mapping Matrix (AECC)

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Course Title: ENGLISH-1: English Communication (Compulsory) – AECC

Programme Specific Outcomes (PSOs) for English Communication

PSO1: Effective Oral Communication: Articulate ideas clearly and engage in effective spoken communication in diverse formal and informal settings.

PSO 2: Proficient Written Communication: Compose various essential written documents coherently, demonstrating foundational skills in academic and professional writing.

PSO 3: Textual Comprehension & Analysis: Comprehend, summarize, paraphrase, and analyze different types of texts, including the ability to translate between languages where appropriate.

PSO 4: Understanding Communication Dynamics: Identify and apply knowledge of communication types, modes, barriers, and strategies to foster effective personal, social, and professional interactions.

Course Outcomes (Cos)

CO1: Differentiate between various types, modes, and contexts of communication.

CO2: Demonstrate effective oral communication skills in diverse settings, including discussions, interviews, and public speaking.

CO3: Apply textual analysis techniques to comprehend, summarize, paraphrase, and critically analyse given passages and texts.

CO4: Prepare well-structured written documents such as notes, reports, professional letters, and perform effective translations.

CO5: Identify and apply strategies to overcome common barriers to effective communication.

Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO4	PO1	Introduces foundational knowledge of communication types and contexts, crucial for understanding communication dynamics (PSO4) and critical inquiry (PO1).
CO2	PSO1	PO2	Explores effective oral communication in diverse settings, fostering articulate spoken communication (PSO1) and enhancing overall effective communication (PO2).
CO3	PSO3	PO4	Fosters the application of textual analysis techniques, directly relevant to textual comprehension (PSO3) and

			developing analytical skills for narratives (PO4).
CO4	PSO2	PO1	Explains the preparation of well-structured written documents, connecting to proficient written communication (PSO2) and foundational understanding (PO1).
CO5	PSO4	PO3	Connects strategies to overcome communication barriers, essential for understanding communication dynamics (PSO4) and applying knowledge to real-world social interactions (PO3).

FORMAT-2 Lesson Plan

Teacher: Mamamla Sami
Semester: BA 1st Semester
Paper:

Unit I	Close Reading, Comprehension, Summary, Paraphrasing, analysis and interpretation, Translation, Literary / Knowledge tests. Documenting, Report writing, making notes etc.
Lesson Topic	
Desired Outcome	<ul style="list-style-type: none"> It will enable the students to cultivate effective reading and writing skills. It will enable students to read at an appropriate speed, silently and with adequate understanding. It will teach the students to write for different situations such as report writing, letter writing etc.
Teaching / Learning Method	Explanation, practical approach
Materials Needed	Markers / chalks, boards, texts
Assignment / Follow Up	Class tests and class activity. Q. Draft a formal letter or a short topic on a given topic.
Lesson Duration	10 periods (16 th Sep - 15 th Oct) (Mon-Tue)

FORMAT-2 Lesson Plan

Teacher: Mamamla Sami
Semester:
Paper:

Unit II	Language of Communication
Lesson Topic	Speaking skills such as monologue, dialogue, interview, public speech, group discussion.
Desired Outcome	The students / learners will be able to: <ul style="list-style-type: none"> to understand the various barriers and strategies for effective communication to improve their language acquisition skills. to develop academic and practical skills in terms of communication skills and public speech.
Teaching / Learning Method	Explanation, discussion, co-operative learning
Materials Needed	Markers / chalks, boards, texts
Assignment / Follow Up	Class test and class activity like make interview or group discussion
Lesson Duration	10 periods (13 th Aug - 10 th Sep) (Mon-Tue)

FORMAT-2 Lesson Plan

Teacher: Mamamla Sami
Semester:
Paper:

Unit I	Types and modes of Communication
Lesson Topic	
Desired Outcome	The student / learner will be able to: <ul style="list-style-type: none"> To decipher the general concept of communication. To effectively distinguish the various types and modes of communication.
Teaching / Learning Method	Explanation, discussion, co-operative learning
Materials Needed	Markers / Chalk and board, texts
Assignment / Follow Up	Class tests / activity. # Quiz on different communication types.
Lesson Duration	10 periods (3 rd June - 9 th July) (Mon-Tue)

FORMAT-1

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Ability Enhancement Compulsory course
Subject Code: AECC-5
Semester: BA 1st Semester
Name of Teacher: Mamamla Sami

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		Types and modes of communication	10 periods.
II		Verbal-Non Verbal; Personal, Social and Business, Business and Strategies, Intrapersonal, Interpersonal and Group, Monologue, Dialogue, Effective Communication Interview and Public speech.	10 periods.
III		Close Reading, Comprehension, Summary, Paraphrasing, Analysis, Interpretation, Translation, Literary / Knowledge tests Documenting, Report writing, making notes, letter writing.	10 periods.

Signature: Mamamla Sami

1.Course Title: Indian Classical Literature (Core Paper – C-1)- BA 1st Semester

Course Outcomes (COs)

CO1: Explain the socio-cultural and historical contexts of Indian classical literature.

CO2: Identify major literary genres and key texts in Indian classical literature.

CO3: Analyse literary and aesthetic concepts such as *Rasa*, *Dharma*, and *Heroism*.

CO4: Engage critically with texts like *Shakuntalam*, *Silappatikaram*, and *Mrcchakatika*.

CO5: Explore the pluralistic and inclusive nature of Indian literary culture.

PO – PSO – CO Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Explains the socio-cultural and historical contexts of Indian classical literature, enhancing understanding of literary dimensions and societal impact.
CO2	PSO1, PSO3	PO1, PO2	Identifies major genres and texts, contributing to comprehensive literary understanding and engaging with historical debates.
CO3	PSO2 PSO5	PO1, PO4	Analyzes literary and aesthetic concepts (Rasa, Dharma, Heroism), developing critical thinking and examining historical narratives.
CO4	PSO2, PSO3	PO2, PO4	Engages critically with specific texts (<i>Shakuntalam</i> , <i>Silappatikaram</i> , <i>Mrcchakatika</i>), applying analytical skills and textual interpretation to historical narratives.
CO5	PSO1, PSO4, PSO5	PO1, PO5, PO3	Explores the pluralistic nature of Indian literary culture, fostering broad cultural literacy, social awareness, and scholarly curiosity.

Lesson Plan

Teacher : Mamunla Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Angkor Adigal 'The Book of Rings' in Cilappatikaram : The Tale of an Anklet.
Desired Outcome	- Identify diverse literary cultures from India apart from Sanskrit. - understand the concept of Sangam literature, its forms and historical development.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards.
Assignment/ Follow Up	Discussion on the difference between Sanskrit and for Sangam Poetry.
Lesson Duration	10 periods.

(Signature)
Mamunla Jami
College
Hogaland

Lesson Plan

Teacher : Mamunla Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Sudraka, "Mudrachakatikika"
Desired Outcome	- to be able to understand the social-political-cultural content of the ancient India through the Drama.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards.
Assignment/ Follow Up	* Presentation: on act-unit. - To present a specific summary on each .
Lesson Duration	10 periods.

Lesson Plan

Teacher : Mamunla Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Kalidasa, 'Abhijana Shalankam' The Loam of Time.
Desired Outcome	- Identify and appreciate the thematic aspects of Indian classical drama and also, its structure and techniques.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards, Text.
Assignment/ Follow Up	Presentation on the themes explored in the play.
Lesson Duration	10 periods.

Lesson Plan

Teacher : Mamunla Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Vyasa 'The Dying' and 'The Suppl to Dying' 'The Temptation of Rama', Book V, 'The Book of Effort' in 'The Mahabharata'.
Desired Outcome	- to understand the influence and contribution of the text in shaping the form of classical literature. - help to understand the cultural and moral attributes of ancient India with its themes.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards.
Assignment/ Follow Up	Assignment. 1. Why 'The Bhagavad Gita' is considered one of the most philosophical discourses on duty and path to liberation?
Lesson Duration	10 periods.


Lesson Plan

Teacher : ...Manoj Kumar.....

Semester : ...B.A. 1st Sem......

Paper : ...Indian Classical Literature.....

Lesson Topic	a) The Indian Epic Tradition: Themes & Recensions. b) Classical Drama: Theory and Practice c) Alankara and Rasa d) Dharma and the Heroic.
Desired Outcome	- to appreciate the pluralistic and Indian nature of Indian Classical literature and its attributes.
Teaching/ Learning Method	Explanation, discussion
Materials Needed	Marker/ Chalk, Boards, Text
Assignment/ Follow Up	A discussion on the influence of two foundational texts - the Mahabharata and the Ramayana.
Lesson Duration	10 periods.


 Manoj Kumar
 Assistant Professor
 Department of English
 Government College
 Nagaland

ENG C-2 / Paper 2: European Classical Literature (ECL)

B.A 1st Semester English Honours

Course Outcomes (COs)

CO1: Situate Greek and Roman classical literature within its historical, socio-political, and cultural contexts.

CO2: Demonstrate understanding of key concepts such as epic, tragedy, comedy, catharsis, mimesis, and satire in classical European literary traditions.

CO3: Critically engage with major classical texts including Homer's The Iliad, Sophocles' Oedipus the King, Plautus' Pot of Gold, and Ovid's Metamorphoses.

CO4: Trace the evolution and reception of the terms "classic" and "classical" in European literary and critical traditions.

CO5: Analyze classical genres, themes, and narrative strategies through comparative perspectives across authors and periods.

CO6: Appreciate the aesthetic and intellectual value of classical literature and articulate its relevance to contemporary human concerns.

CO7: Develop skills in communication, critical presentation, and research related to classical literature and literary values of antiquity.

Mapping Matrix

CO Number	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Understanding classical literature within its socio-political and cultural contexts reflects foundational literary knowledge and civic awareness.
CO2	PSO1, PSO2	PO1, PO4	Familiarity with key literary concepts enhances critical inquiry and analytical engagement with classical genres.
CO3	PSO1, PSO3	PO2, PO4	Close engagement with canonical texts fosters textual interpretation, academic communication, and analytical reasoning.
CO4	PSO2, PSO4	PO1, PO5	Tracing the evolution of “classical” thinking cultivates historical insight and a commitment to lifelong learning.
CO5	PSO2, PSO5	PO1, PO4	Comparative analysis across genres and authors enhances critical thinking and understanding of thematic continuity and cultural influence.
CO6	PSO4, PSO5	PO1, PO3, PO5	Appreciating classical literature’s relevance to modern life promotes interdisciplinary learning and ethical reasoning.
CO7	PSO2, PSO3, PSO4	PO2, PO5	Communication, research, and presentation skills foster intellectual growth and scholarly curiosity.

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper... Eng. C-2 (UNIT - V)

Lesson Topic	Ovid, Selections from Metamorphosis
Desired Outcome	<ul style="list-style-type: none"> Identify the characteristics of Roman Greek Romance and Tragedy, how the themes of all-consuming love. Develop the ability to draw about human and literary values of classical period.
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction To Text Recitation and Annotation Open Group Discussions
Materials Needed	Textbook: Ovid "Selections from Metamorphosis" tr. Mary M. Jones Bacchus (Book III) Pyramus and Thisbe (Book IV) Philomela (Book VI)
Assignment / Follow Up	- Class Text
Lesson Duration	15 classes (19 th Sept - 10 th Oct)

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper... Eng. C-2

Lesson Topic	UNIT - IV Plautus 'Pot of Gold'
Desired Outcome	<ul style="list-style-type: none"> Identify the characteristics of Greek Comedy Differentiate between the Old, Middle and New Greek Comedy
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction of Text Recitation and Annotation Open class Discussion
Materials Needed	Textbook: 'Pot of Gold' translated by E.F. Watling (Harmondsworth, Penguin, 1965).
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test Summer Break Assignment
Lesson Duration	15 classes (30 th August - 18 th Sept)

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper... Eng. C-2 (UNIT - III)

Lesson Topic	Sophocles 'Oedipus the King'
Desired Outcome	<ul style="list-style-type: none"> Identify key characteristics of a Greek Tragedy Determine the role of a tragic hero
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction to the Author and Text Text Recitation and Annotation Open group discussion
Materials Needed	Textbook - "Oedipus The King" translated by Robert Fagles in Sophocles: The Three Theban Plays
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test Analytical Essay
Lesson Duration	15 classes (12 th August - 29 th August)

FORMAT-2

Lesson Plan

Teacher... Mrs. Rubina Yashvi

Semester... B.A. 1st Semester

Paper... Eng. C-2

Lesson Topic	UNIT - II Homer: 'The Iliad'
Desired Outcome	<ul style="list-style-type: none"> Gain an understanding of the nature of Epic Poetry Become familiar with the plot and characters of The Iliad as a foundation block of Western Literature
Teaching / Learning Method	<ul style="list-style-type: none"> Text Introduction Text Recitation and Annotation Class Discussion
Materials Needed	Textbook - "The Iliad" translated by E.V. Rieu Book I and Book II
Assignment / Follow Up	Critical Essay Preparation
Lesson Duration	15 classes (1 st July - 18 th July)

FORMAT-2

Lesson Plan

Teacher: Miss Rubikui Yashu
Semester: B.A 1st Semester (English Honours)
Paper: Eng C-2 (EC-1)

Lesson Topic	<ul style="list-style-type: none"> The Epic Comedy and Tragedy in Classical Drama The Athenian City State Catharsis and Mimesis, Satire Literary Cultures in Augustan Rome
Desired Outcome	<ul style="list-style-type: none"> Appreciate classical literature of Europe Grasp the evolution of the concept of classic in the European literary thinking Historically Situate Classical Literary traditions of Europe
Teaching / Learning Method	<ul style="list-style-type: none"> Discussion and Interpretation Reading and Analysis Telling Lectures
Materials Needed	<ul style="list-style-type: none"> Online Articles Studios Academy Studyguide
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test
Lesson Duration	20 classes (3rd June - 28th June)

(Signature)
Principal
Mount Mary College
Chennai-600 034

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: And European Classical Literature

Subject Code: ENG/H/C-2

Semester: B.A 1st Semester

Name of Teacher: Miss Rubikui Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>IV</u>		Plautus "Pot of Gold"	15 classes
<u>V</u>		Ovid "Bacchus"	5 classes
		"Pyramus and Thisbe"	5 classes
		"Philomela"	5 classes
		Total	- 80 classes

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Signature

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: European Classical Literature

Subject Code: ENG/H/C-2

Semester: B.A 1st Semester

Name of Teacher: Miss Rubikui Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>I</u>	1) 2)	The Epic Comedy and Tragedy in Classical Drama	8 classes
	3) 4)	The Athenian City State Catharsis	6 classes
	5) 6)	Mimesis Satire Literary Cultures in Augustan Rome	6 classes
<u>II</u>		Homer "The Iliad"	15 classes
<u>III</u>		Sophocles "Oedipus The King"	15 classes

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Principal
Mount Mary College
Chennai-600 034

(Signature)
Signature

AECC English 2 (B.A. & B.Com. 3rd Semester)

Course Outcomes (COs)

CO1: Understand English literary cultures from the Renaissance to the present.

CO2: Develop an understanding of different forms and types of British literature through texts that reflect both compliance with and resistance to tradition.

CO3: Appreciate and analyze literary texts in relation to their larger socio-political, cultural, and religious contexts.

CO4: Demonstrate awareness of the nuances of the English language and its regional and historical varieties.

CO5: Extend literary knowledge to real-life issues such as politics, gender, environment, identity, and ideology.

CO6: Develop competence in academic writing and comprehension through practice in précis writing, summarisation, and interpretation of unseen passages.

Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO4	Understanding English literary cultures from the Renaissance to the present fosters historical, literary, and thematic awareness, enhancing critical inquiry and analytical thinking.
CO2	PSO1, PSO2	PO1, PO3	Studying literary forms and their evolution builds conceptual clarity and encourages students to engage with traditional and alternative narratives in socially relevant ways.
CO3	PSO2, PSO5	PO2, PO4	Analysis of texts in socio-political and religious contexts strengthens critical thinking and allows meaningful engagement with historical debates.
CO4	PSO1, PSO4	PO1, PO5	Awareness of language varieties promotes linguistic sensitivity and contributes to lifelong learning and interdisciplinary adaptability.
CO5	PSO2, PSO5	PO3, PO5	Linking literature to real-life concerns fosters ethical reasoning, civic awareness, and deeper social understanding.
CO6	PSO3, PSO4	PO2, PO4	Developing academic writing and comprehension supports textual analysis and effective academic communication.

FORMAT-2

Lesson Plan

Teacher: Miss Rubileli Yashii
 Semester: B.A/B.Com 3rd Semester
 Paper: A.E.C.C. English 2

Lesson Topic	(UNIT - I) William Wordsworth "The Solitary Reaper" John Keats "La Belle Dame Sans Merci" W.B. Yeats "Sailing To Byzantium"
Desired Outcome	<ul style="list-style-type: none"> Develop understanding of the elements of British literature Develop the power of thought and imagination Identify literary techniques in poetry
Teaching / Learning Method	<ul style="list-style-type: none"> Poetry Recitations Annotations
Materials Needed	<ul style="list-style-type: none"> Suggested Poems Additional Reading Materials
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test
Lesson Duration	8 classes (2nd June - 25th June) Only Monday - Tuesday

Signature: [Signature]
 Date: 25th June 2024

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: A.E.C.C. ENGLISH 2
 Subject Code: A.E.C.C. Eng-2
 Semester: B.A and B.Com 3rd Semester
 Name of Teacher: Miss Rubileli Yashii

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Poetry 1) William Wordsworth "The Solitary Reaper" 2) John Keats "La Belle Dame Sans Merci" 3) W.B. Yeats "Sailing To Byzantium"		8 classes
II	Drama G.B. Shaw "Arms and the Man" Fiction George Orwell "Animal Farm"		16 classes
III	Non-Fictional Prose George Orwell "Shooting an Elephant"		5 classes
	Composition and Comprehension	<ul style="list-style-type: none"> Precis Writing Comprehension passages 	12 classes
Total			41 classes

Signature: [Signature]
 Date: 25th June 2024

FORMAT-2

Lesson Plan

Teacher: Miss Rubileli Yashii
 Semester: B.A/B.Com 3rd Semester
 Paper: A.E.C.C. Eng-2

Lesson Topic	(UNIT - III) <ul style="list-style-type: none"> Precis Writing Comprehension Passages
Desired Outcome	<ul style="list-style-type: none"> To develop communicative competence through writing To promote interest in reading with comprehension
Teaching / Learning Method	<ul style="list-style-type: none"> Reading Comprehension tasks in class Precis Writing Practice Separate reading comprehension skills from reading skills.
Materials Needed	<ul style="list-style-type: none"> Suggested Reading materials
Assignment / Follow Up	<ul style="list-style-type: none"> Writing Assessment Reading Assessment
Lesson Duration	12 classes (8th, 14th, 15th, 21st, 22nd, 28th, 29th Oct - 12th November)

Signature: [Signature]
 Date: 12th November 2024

FORMAT-2

Lesson Plan

Teacher: Miss Rubileli Yashii
 Semester: B.A/B.Com 3rd Sem.
 Paper: A.E.C.C. Eng-2

Lesson Topic	(UNIT - III) George Orwell "Shooting An Elephant"
Desired Outcome	To understand and recognize the effect of colonialism on both the colonizer and the colonized
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction to the author and text Reading and Analysis Discussion
Materials Needed	<ul style="list-style-type: none"> Suggested Essay Additional Reading Materials
Assignment / Follow Up	<ul style="list-style-type: none"> Writing Analytical Essay
Lesson Duration	5 classes (23rd, 24th, 26th Sept - 1st, 7th Oct)

Signature: [Signature]
 Date: 1st, 7th Oct 2024

ORMAT-2 Lesson Plan Teacher: <u>Miss. Rubina Yashvi</u> Semester: <u>B.A/B.Com. 2nd Semester</u> Paper: <u>Acce. Eng-2</u>	
Lesson Topic	UNIT - II (Fiction) George Orwell "Animal Farm"
Desired Outcome	<ul style="list-style-type: none"> To identify relevant and prevalent political allusions in the text. To understand literary devices such as allegory, satire, fable, irony etc. To recognise primary themes, motifs and symbols.
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction to the author and Text Reading and Analysis Discussion and Interpretation
Materials Needed	- Suggested Textbook (Novella)
Assignment / Follow Up	- Critical Essay as an Assignment
Lesson Duration	8 classes (26 th August, 27 th August, 28 th , 29 th , 30 th , 31 st , 1 st Sept)

ORMAT-2 Lesson Plan Teacher: <u>Miss. Rubina Yashvi</u> Semester: <u>B.A/B.Com. 2nd Sem.</u> Paper: <u>Acce. Eng-2</u>	
Lesson Topic	UNIT - II (Drama) George Bernard Shaw "Arms and The Man"
Desired Outcome	<ul style="list-style-type: none"> Examine the drama as a Comedy Understand the drama as a Critique of Romanticised views on War and Love.
Teaching / Learning Method	<ul style="list-style-type: none"> Characterisation Hand Mapping of Characters Discussion of Themes, Motifs and Symbols
Materials Needed	<ul style="list-style-type: none"> Suggested Textbook Additional Reading Materials
Assignment / Follow Up	- Writing Analytical Essays
Lesson Duration	8 classes (31 st July - 7 th August, 12 th , 13 th , 14 th , 15 th , 16 th , 17 th , 18 th August)

ENG C-5 / Paper 5: American Literature (AL)

B.A 3rd Semester ENGLISH HONOURS

Course Outcomes (COs)

CO1: Understand the depth and diversity of American literature from the colonial period to the present, contextualised within the historical and cultural evolution of the United States (17th to 21st century).

CO2: Analyze the historical, religious, philosophical, and socio-political contexts shaping the American literary spirit, including key themes such as democracy, the American Dream, multiculturalism, and regional identities.

CO3: Appreciate the complex origins and receptions of American literature by examining diverse writing traditions including European-descended writers and those from African American, Native American, Hispanic-American, and Asian-American backgrounds.

CO4: Critically engage with the religious transformations and their literary reflections in American society, such as Puritanism, Unitarianism, and Transcendentalism, as well as the rise of secular and anti-Christian perspectives.

CO5: Evaluate the regional and ecological diversity within American literature, understanding how geography, climate, culture, and economy influence literary production and themes.

CO6: Explore human relationships with society, nature, and other life forms as portrayed across various American literary genres.

CO7: Examine the African American experience in America, both antebellum and postbellum, with focus on issues of exclusion, identity, and social justice.

CO8: Situate American literature and thought in global and Indian contexts, critically analysing the influence and reception of the American mind in the contemporary world.

Mapping Matrix

CO Number	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Understanding the historical and cultural diversity of American literature builds comprehensive literary knowledge and social awareness.
CO2	PSO2, PSO5	PO1, PO4	Analysing historical, philosophical, and socio-political contexts sharpens critical thinking and analytical skills.
CO3	PSO1, PSO3	PO1, PO2	Appreciating diverse writing traditions enhances textual interpretation and effective academic communication.
CO4	PSO2, PSO5	PO1, PO4	Engaging with religious and secular transformations cultivates analytical skills and understanding of societal impact.
CO5	PSO1, PSO5	PO1, PO3	Evaluating regional and ecological diversity promotes interdisciplinary knowledge and civic responsibility.
CO6	PSO5	PO1, PO3	Exploring human relationships in literature fosters critical reflection on societal and ecological issues.
CO7	PSO5, PSO3	PO1, PO3, PO4	Examining African American experiences emphasises societal themes of exclusion and justice, enhancing social awareness and analytical skills.
CO8	PSO4, PSO5	PO1, PO3, PO5	Situating American literature globally promotes lifelong learning, intellectual adaptability, and ethical reasoning.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: American LiteratureSubject Code: ENG/H/C-5Semester: B.A. 2nd SemesterName of Teacher: Miss Rubikhi Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
		Robert Frost "Once By The Pacific" "Mending Wall"	3
		Langston Hughes "The Negro Speaks Of Rivers"	3
		Alexander Sherman "Cruel Testament" "Evolution"	3
		Total	80 classes

Signature

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: American LiteratureSubject Code: ENG/H/C-5Semester: B.A. 2nd SemesterName of Teacher: Miss Rubikhi Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
IV	1)	Edgar Allan Poe "The Purloined Letter"	6
	2)	Maya Angelou "I Know Why The Caged Bird Sings"	6
	3)	William Faulkner "Dry September"	6
V	Poetry	Anne Bradstreet "The Prologue"	3
		Walt Whitman "O Captain, My Captain"	3

Signature

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: American LiteratureSubject Code: C-5/ENG/HSemester: B.A. 2nd SemesterName of Teacher: Miss Rubikhi Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
	6)	Two Traditions of American Poetry Emerson and Poe / Typological and Tropological	2 classes
	7)	Social Realism and the American Novel	2 classes
	8)	The Question of Poetry in American	
II	Drama		
	1)	Arthur Miller "All My Sons"	10 classes
	2)	Tennessee Williams "The Glass Menagerie"	10 classes
III	Fiction		
		Toni Morrison "The Bluest Eye"	10 classes

Signature

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: American LiteratureSubject Code: C-5/ENG (AL) (ENG/H/C-5)Semester: B.A. 2nd SemesterName of Teacher: Miss Rubikhi Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	1)	The American Myths of Genesis The American Dream The American Adam	2 classes
	2)	American Romance and the American Novel	1 class
	3)	Is "Huckle Finn" the Prototypical American Novel?	2 classes
	4)	Multicultural Literature of the United States, Folklore and the American Novel	1 class
	5)	Race and Gender in American Fiction	2 class

Signature

Principal
Mount Mary College
Chimankheda, Rajghat

FORMAT-2

Lesson Plan

Teacher: Miss Rishika Varsh
Semester: B.A. 2nd Semester
Paper: Eng. C-5

UNIT - V (POETRY)

Lesson Topic	Anne Bradstreet: "The Psalmist" Walt Whitman: "O Captain, My Captain" Robert Frost: "Once by the Pacific" Langston Hughes: "The Negro Speaks of Rivers" Akwae Shumaa: "Crown's Testament" evolution.
Desired Outcome	• Critically appreciate the diversity of American poetry • Analyse the American mind from global perspective • Appreciate the complexity of American Literature
Teaching / Learning Method	• Poetry Recitation • Poetry Annotation
Materials Needed	- Suggested Poems - Additional Reading Materials
Assignment / Follow Up	• Continuous Internal Assessment
Lesson Duration	21 classes (27 th Sept - 8 th Nov)

FORMAT-2

Lesson Plan

Teacher: Miss Rishika Varsh
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	Unit - IV Edgar Allan Poe: "The Pondered Letter" Hagor Anglow: "Selections from 'I Knew the Captain's Best Song'" William Faulkner: "Dry September"
Desired Outcome	• Critically analyse the puzzling facet and gender projection of the American South, and understand the theme of racial oppression and the new genre of detective fiction.
Teaching / Learning Method	- Critical Reading and Interpretation of the text without stress - Essay writing sessions
Materials Needed	- Suggested Texts - Additional Reading Materials
Assignment / Follow Up	- Class Tests
Lesson Duration	18 classes (7 th Sept - 4 th Oct)

FORMAT-2

Lesson Plan

Teacher: Miss Rishika Varsh
Semester: B.A. 2nd Semester
Paper: Eng. C-5

UNIT - III (FICTION)

Lesson Topic	UNIT - III (FICTION) Toni Morrison "The Bluest Eye"
Desired Outcome	• Relate the African American experience in America - both, antebellum and post antebellum to issues of exclusion in societies relevant to their learning experience. • Internalisation of Racism
Teaching / Learning Method	• Introduction to the author and text • Reading and Analysis • Discussion and Interpretation
Materials Needed	- Suggested Text (Novel) - Additional Reading Materials
Assignment / Follow Up	- Writing Critical Essay
Lesson Duration	10 classes (2 nd August - 6 th Sept)

FORMAT-2

Lesson Plan

Teacher: Miss Rishika Varsh
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	UNIT - II (Drama) Arthur Miller: "All My Sons" Tennessee Williams "The Glass Menagerie"
Desired Outcome	• Critically engage with the complex nature of American families and society, appreciate the diversity of American Literature
Teaching / Learning Method	• Text Dramatisation • Mind Mapping of Characters and Themes
Materials Needed	• Suggested Texts • Additional Reading Materials
Assignment / Follow Up	• Writing Critical Essays
Lesson Duration	20 classes (27 th June - 10 th July) (12 th August - 22 nd Aug)

FORMAT-2

Lesson Plan

Teacher: Miss Rubita Yashu
Semester: B.A. 2nd Semester
Paper: Eng. C-5

(Unit-I)

Lesson Topic	<ul style="list-style-type: none"> • Social Realism and the American Novel • The Questions of Form in American Poetry
Desired Outcome	Critically appreciate the themes and forms of American literature
Teaching / Learning Method	- Open class Discussions
Materials Needed	<ul style="list-style-type: none"> - Online Articles, Journals - Additional Reading Materials
Assignment / Follow Up	- Class Test
Lesson Duration	2 classes (23rd & 24th June)

FORMAT-2

Lesson Plan

Teacher: Miss Rubita Yashu
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	Unit - I Two Traditions of American Poetry; Emerson and Poe / Typological and Topological Traditions
Desired Outcome	To explore and study pre-figurative symbols, close reading of texts and detailed analysis of its complexity
Teaching / Learning Method	- Mind Mapping - Typology and Topology of Poems
Materials Needed	<ul style="list-style-type: none"> - Online Articles - Audio-Visual Aids
Assignment / Follow Up	- Class Presentation
Lesson Duration	3 classes (17th - 20th June)

FORMAT-2

Lesson Plan

Teacher: Miss Rubita Yashu
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	Unit - I <ul style="list-style-type: none"> • Multicultural Literature of the United States; Politics and American Novel • Race and Gender in American Literature • War in American Fiction
Desired Outcome	• To understand the historical, social, historical, economical, religious and philosophical contexts of the American Spirit in Literature
Teaching / Learning Method	- Open class Discussions
Materials Needed	<ul style="list-style-type: none"> - Audio-Visual Aids - Online Articles - Additional Reading Materials
Assignment / Follow Up	- Class Test
Lesson Duration	3 classes (10th - 13th June)

FORMAT-2

Lesson Plan

Teacher: Miss Rubita Yashu
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	Unit - I <ul style="list-style-type: none"> • American Romance • The American Novel • Is "Huck Finn" the Prototypical American Novel?
Desired Outcome	• To identify the key characteristics of American Romance and American Novel.
Teaching / Learning Method	- Open Group Discussions
Materials Needed	<ul style="list-style-type: none"> - Online Articles - Audio Visual Aids
Assignment / Follow Up	- Class Test
Lesson Duration	3 classes (5 - 7 June)

FORMAT-2

Lesson Plan

Teacher... Mu. Roshan Yaqub
 Semester... B.A. ENGLISH & HONOURS (3rd Sem)
 Paper... E-5 (AMERICAN LITERATURE)

Lesson Topic	<p>UNIT - I</p> <ul style="list-style-type: none"> The American Myth of Genesis The American Dream The American Adam
Desired Outcome	<ul style="list-style-type: none"> To understand the depth and diversity of American Literature keeping in mind the history and culture of the United States of America
Teaching / Learning Method	<ul style="list-style-type: none"> Discussion Topic Interpretation
Materials Needed	<ul style="list-style-type: none"> Online Articles Additional Reading Materials
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test
Lesson Duration	2 classes (3-4 June)


 Mu. Roshan Yaqub

Course Outcomes for C-6: Popular Literature (3rd Semester – Nagaland University)

CO1: Trace the early history of print culture and examine the rise of genre fiction and bestsellers.

CO2: Distinguish between canonical and popular literature and critically engage with the high–low culture debate.

CO3: Identify key features and social functions of genres such as children’s literature, detective fiction, romance, graphic fiction, and science fiction.

CO4: Apply literary analysis to diverse popular texts such as *Through the Looking Glass*, *Rebecca*, and *This Side That Side*.

CO5: Analyze how popular literature reflects the socio-cultural, ethical, and political concerns of its time.

PO-PSO-CO Mapping table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Traces the development of print and genre fiction, contextualizing literary trends within historical and societal change.
CO2	PSO1, PSO4	PO1, PO2	Engages with critical debates on literary value, fostering academic inquiry and nuanced understanding of literary hierarchies.
CO3	PSO2, PSO3	PO1, PO4	Identifies and interprets genre features across forms, enhancing skills in literary categorization and social critique.
CO4	PSO2, PSO3	PO2, PO4	Applies analytical methods to texts across genres, demonstrating interpretative skills and genre-based reading strategies.
CO5	PSO1, PSO5	PO1, PO5, PO3	Examines how literature mirrors its context, promoting interdisciplinary understanding, civic awareness, and ethical engagement.

FORMAT-1

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name:
Subject Code: C-6
Semester: 3rd Semester
Name of Teacher: Tarkkinnula Tania

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1.		• Casting of Vote • The Canonical and the Popular • The Graphic Novel	18 periods
2.		• Lewis Carroll: 'Through the Looking Glass' • Suburban Ray: Two poems	12 periods
3.		• Agatha Christie: 'The Hound of Baskin'	10 periods
4.		• Vikram Chandra: 'The Namesake' • Jhumpa Lahiri: 'The Namesake'	15 periods
5.		• Isaac Asimov: 'Nightfall'	15 periods

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Chennai

Signature

Lesson Plan

Teacher: Tarkkinnula Tania
Semester: 3rd Semester
Paper: C-6

Lesson Topic	Unit-3 Introduction to Popular Literature
Desired Outcome	to engage with debates on high and low culture, canonical and non-canonical literature.
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Discussion
Lesson Duration	10 periods

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Chennai

Lesson Plan

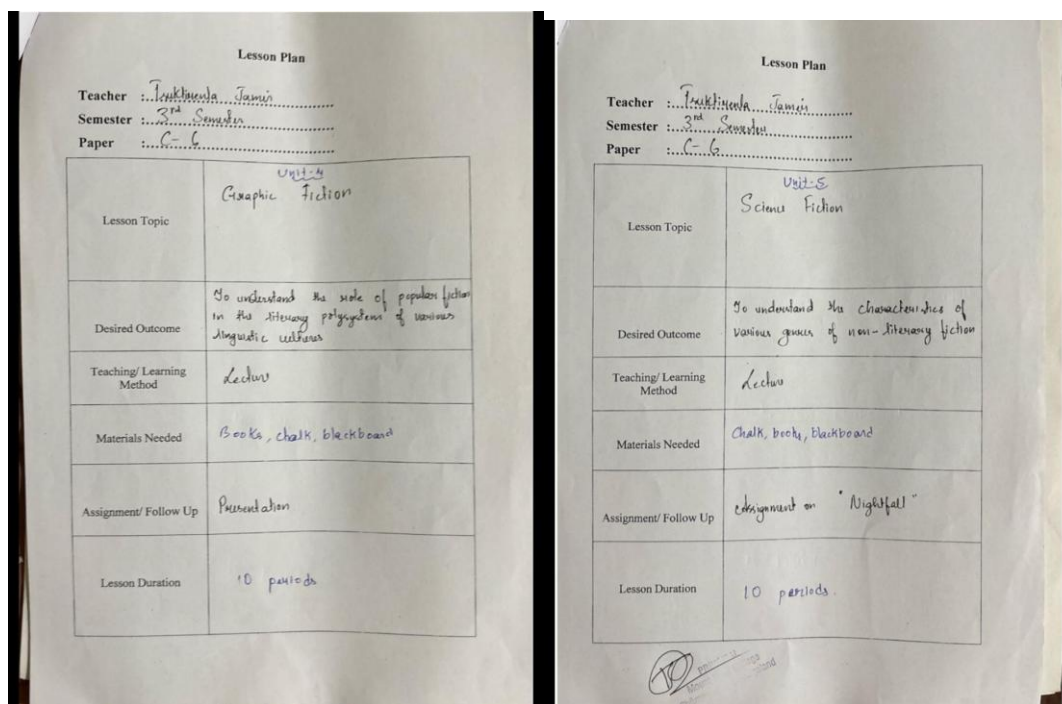
Teacher: Tarkkinnula Tania
Semester: 3rd Semester
Paper: C-6

Lesson Topic	Unit-3 Children's Literature
Desired Outcome	to enable the students to use various methods of literary analysis to interpret popular literature.
Teaching/ Learning Method	lecture and audio-visual
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Presentation
Lesson Duration	10 periods

Lesson Plan

Teacher: Tarkkinnula Tania
Semester: 3rd Semester
Paper: C-6

Lesson Topic	Unit-3 Detective Fiction
Desired Outcome	To make the students understand and to demonstrate how popular literature belongs to its time.
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Test
Lesson Duration	10 periods



Course Outcomes for ELENG 109 5th Semester Elective: Literary Criticism

CO1: Understand the historical development of literary criticism from classical to modern English criticism.

CO2: Explain key critical perspectives and theories through study of foundational texts like Wordsworth's *Preface to the Lyrical Ballads* and Matthew Arnold's *Function of Criticism at the Present Time*.

CO3: Apply theoretical knowledge to analyze literary texts using various critical frameworks.

CO4: Develop skills in practical criticism through close reading and interpretation of prose passages.

CO5: Develop skills in practical criticism through close reading and interpretation of poetry passages.

CO6: Summarize and synthesize critical views clearly and coherently for effective literary analysis.

PO-PSO-CO Mapping Table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Provides foundational knowledge of literary criticism's historical evolution, enhancing literary understanding.
CO2	PSO1, PSO3	PO1, PO2	Develops understanding of major critical theories and their application to texts.
CO3	PSO2, PSO3	PO2, PO4	Enhances analytical and interpretative skills by applying criticism to literature.

CO	Mapped PSOs	Mapped POs	Justification
C04	PSO4	PO3, PO4	Builds skills in close reading and practical analysis of prose texts.
C05	PSO4	PO3, PO4	Builds skills in close reading and practical analysis of poetry texts.
C06	PSO5	PO3, PO5	Fosters synthesis and clear communication of complex critical ideas.

Teacher : Traktixenla Jamin
Semester : 5th Semester
Paper : Elective English

Lesson Topic	<u>Unit 1</u> Introduction to Literary Criticism
Desired Outcome	To understand the views of the critics and realize them in proper perspective to apply them in analysing the literary text
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalks, blackboard
Assignment/ Follow Up	Assignment on "Background of English Criticism"
Lesson Duration	10 periods

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Chromukkeduwa, Negombo

Teacher : Tushinula Jamin
Semester : 5th Semester
Paper : Elective English

Lesson Topic	Unit 2 Wordsworth: Preface to the Lyrical Ballads
Desired Outcome	to enable the students to understand the value of wordsworth and the importance of his work
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Test
Lesson Duration	10 periods

Teacher : Traktianela Jamir
Semester : 5th Semester
Paper : Ed. English

Paper	Unit-3
Lesson Topic	Matthew Arnold: Function of Criticism at present time.
Desired Outcome	To make the students equipped with the proper tools and techniques understand the importance and function of criticism.
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Quiz Presentation
Lesson Duration	10 periods

Teacher : Tuckkinnula Janini
Semester : 5th Semester
Paper : Elective English

Lesson Topic	Unit - 2 Practical Criticism : Poese
Desired Outcome	To make the students equip the students with proper tech. and technique to apply practical criticism in Poese
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Class discussion
Lesson Duration	10 periods

Lesson Plan

Teacher : ...*Toukhinla. Jamin*.....
Semester : ...*5th Semester*.....
Paper : ...*Elective English*.....

Lesson Topic	<i>Unit 5 Practical Criticism : Poetry</i>
Desired Outcome	<i>To equip the students with proper tools and techniques to apply practical criticism in poetry</i>
Teaching/ Learning Method	<i>lecture</i>
Materials Needed	<i>Books, chalks, blackboard</i>
Assignment/ Follow Up	<i>Discussion</i>
Lesson Duration	<i>10 periods</i>

Course Title: ENG(H)118 PAPER XI (FICTION & LANGUAGE SKILLS)- BA 5th Semester

Course Outcomes (Cos):

CO1: Understand the historical, cultural, and biographical contexts of major fictional works and their authors.

CO2: Analyse, interpret, and critically evaluate the thematic, narrative, and moral dimensions of diverse fictional texts.

CO3: Develop advanced writing and analytical skills through the composition of various academic texts, including critical essays, research-based presentations, and formal book reviews.

CO4: Examine and articulate the philosophical, societal, and existential ideas explored within fictional narratives.

PO-PSO-CO Mapping Matrix


CO	Mapped PSO	Mapped PO	Justification
CO1	PSO1,3	PO1,4	Understand historical, cultural, and biographical contexts of fictional works.
CO2	PSO2,3,5	PO1,4	Analyze and interpret thematic, narrative, and moral dimensions of fiction.

CO3	PSO2,6	PO2,3	Develop advanced writing and analytical skills for academic texts.
CO4	PSO2,5	PO1,4	Examine and articulate philosophical and societal ideas in fictional narratives.

Lesson Plan

Teacher : Miss Bina Chong
Semester : 8th semester
Paper : ENG (11) - 502 Fiction & Language Skills


Lesson Topic	Aspects of Fictional writing : The novel & short story.
Desired Outcome	<ul style="list-style-type: none"> to instill a strong understanding of plot structure, including rising action, climax, resolution, and help students to build immersive fictional worlds and settings that enhance the storytelling experience and should able to identify key plots in novel and short stories.
Teaching/ Learning Method	Lecture
Materials Needed	<ul style="list-style-type: none"> access to technology, including PPT Copies of stories listed in short stories
Assignment/ Follow Up	<ul style="list-style-type: none"> Compose short story with collaboration Review and discuss facts about novel and short story.
Lesson Duration	4 periods.


Principal
Date: _____

Lesson Plan

Teacher :
Semester :
Paper :

Lesson Topic	Unit - V Language Skills : Book Reviews
Desired Outcome	<ul style="list-style-type: none"> improve writing skills, develop analytical skills, learn how the journal publishing process works and get to know editors. evaluate the book with a critical mind. examine literature and digest it in a more complex way.
Teaching/ Learning Method	Lecture / Discussion
Materials Needed	pre-selecting a book for instruction
Assignment/ Follow Up	<ul style="list-style-type: none"> Project writing select and read a favorite book and write a Review on it, using details and personal reflections
Lesson Duration	4 periods.


Principal
Date: _____

Lesson Plan

Teacher :
Semester :
Paper :

Lesson Topic	Unit - III Virginia Woolf : Mrs Dalloway.
Desired Outcome	<ul style="list-style-type: none"> Students will be able to demonstrate understanding of significance and influence of the context in which Mrs Dalloway was written. explore connections and comparisons between Mrs Dalloway and other works by Virginia Woolf. to articulate critical, informed and relevant responses to Mrs. Dalloway.
Teaching/ Learning Method	Lecture / Discussion.
Materials Needed	<ul style="list-style-type: none"> Text - Virginia Woolf : "Mrs Dalloway" Critical journal copies.
Assignment/ Follow Up	Assignment / Paper Presentation.
Lesson Duration	12 periods.

Lesson Plan

Teacher :
Semester :
Paper :

Lesson Topic	Unit - III Thomas Hardy : Jude the Obscure.
Desired Outcome	<ul style="list-style-type: none"> develop the knowledge of the bio-details of the author, the background of the novel. students will explore the stylistic and story-telling conventions of the Victorian novel. Students will discuss theme of marriage and commitment in 19th century England.
Teaching/ Learning Method	Lecture / slide share.
Materials Needed	Text : Thomas Hardy : "Jude the Obscure"
Assignment/ Follow Up	<ul style="list-style-type: none"> Discussion of thought questions Test.
Lesson Duration	12 periods.

Lesson Plan

Teacher :

Semester :

Paper :

Lesson Topic	UNIT - II Charles Dickens : Hard Times
Desired Outcome	<ul style="list-style-type: none"> • Should be able to identify a variety of genres of novel from diverse culture, historic periods. • Students will be able to list the major events of Hard Times. • Should be able to demonstrate an understanding of Dickens' idea by creating an original work with similar themes.
Teaching/ Learning Method	Lecture / discussion / movie display.
Materials Needed	<ul style="list-style-type: none"> • Text Book : Charles Dickens : HARD TIMES • AV.
Assignment/ Follow Up	Discussion / class Test.
Lesson Duration	12 periods

3.Course Title: ENG(H)119 PAPER XII (LITERARY CRITICISM)- BA 5th Semester

Course Outcomes (COs)

CO1: Summarize and understand the views of various literary critics.

CO2: Apply critical perspectives to analyse literary texts effectively.

CO3: Understand the historical development and evolution of literary criticism.

CO4: Develop informed perspectives on different critical approaches.

PO-PSO-CO Mapping Matrix


CO	Mapped PSO	Mapped PO	Justification
CO1	PSO1,3	PO1,4	Comprehend and summarize the foundational views of various literary critics.
CO2	PSO2,3,5	PO1,4	Apply diverse critical perspectives for effective analysis and interpretation of literary texts
CO3	PSO1,4	PO1,4	Understand the historical progression and evolutionary trajectory of literary criticism.

CO4	PSO2,5	PO1,4	Cultivate well-informed and nuanced perspectives regarding different critical approaches.
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Lesson Plan

Teacher : Toshini Shaha
Semester : B.A 5th
Paper : Literary criticism

Lesson Topic	Unit II F.R Leavis : Keats
Desired Outcome	* To let the student learn and analyze the literary texts and study the history of literary criticism.
Teaching/ Learning Method	* Lecturing * presentation
Materials Needed	Text book
Assignment/ Follow Up	* Assignment. * presentation
Lesson Duration	5


Toshini Shaha
College
Hagland

Lesson Plan

Teacher : Toshini Shaha
Semester : B.A 5th
Paper : Literary criticism

Lesson Topic	Unit II Cleanth Brooks : The language of paradox
Desired Outcome	To make the students understand and realize the proper perspectives and analyze the literary texts.
Teaching/ Learning Method	* Lecturing * Discussion
Materials Needed	Text book
Assignment/ Follow Up	* class test * Group discussion
Lesson Duration	12

Lesson Plan

Teacher : Toshini Shaha
Semester : B.A 5th
Paper : Literary criticism -503

Lesson Topic	Unit III T.S Eliot : The function of criticism
Desired Outcome	* To understand and realize them in proper perspectives to apply them in analyzing the literary texts and study the history of literary criticism.
Teaching/ Learning Method	* Lecturing * Discussion
Materials Needed	Text books
Assignment/ Follow Up	* Home work Reading
Lesson Duration	14

Lesson Plan

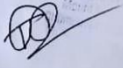
Teacher : Toshini Shaha
Semester : B.A 5th
Paper : Literary criticism -503

Lesson Topic	Unit IV Introduction to Modern criticism.
Desired Outcome	* To instruct them briefly on the Twentieth century I & Twentieth century II
Teaching/ Learning Method	* Lecturing
Materials Needed	Text book
Assignment/ Follow Up	* Assignment *
Lesson Duration	15

Lesson Plan

Teacher : Toshini Shukla
Semester : B.A. 5th semester
Paper : Literary criticism - 503

Lesson Topic	Unit I Why study Literary criticism?
Desired Outcome	To introduce students to the fundamental nature and significance of literary criticism.
Teaching/ Learning Method	* Lecturing * Discussion
Materials Needed	Text book
Assignment/ Follow Up	* Reading * Assignment
Lesson Duration	10



Dec 2023- May 2024

Value Added Course: Advertisement and Media

Semester: B.A. 2nd Semester

Detailed POs, PSOs and COs Mapping Matrix

Programme Outcomes (POs)

PO1: Demonstrate a well rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate Effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply Interdisciplinary knowledge to real world challenges through civic responsibility and social awareness.

PO4: Develop Analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes(PSOs)

PSO1: Comprehensive Literary and Linguistic Understanding: Demonstrate a thorough understanding of the English language's artistic and functional dimensions, informed by an in-depth study of diverse literary and cultural texts.

PSO2: Advanced Critical and Analytical Skills: Apply sophisticated critical thinking and analytical abilities to engage with complex ideas and navigate academic, professional, and global challenges.

PSO3: Proficient Research and Textual Interpretation: Conduct effective research and skilfully analyze, interpret, and critically evaluate a wide range of literary and cultural texts across various historical and generic contexts.

PSO4: Cultivating Intellectual Adaptability and Lifelong Learning: Exhibit intellectual flexibility, creativity, and broad cultural literacy, fostering a commitment to continuous learning and personal growth.

PSO5: Deconstructing Themes and Societal Impact: Identify, articulate, and critically assess key ideas, values, and themes present in literary and cultural works, understanding their profound influence on past and contemporary societies.

Course Outcomes (COs)

CO1: Explain key concepts, types, functions, and ethics of advertisement and media.

CO2: Create original advertisements and storyboards and present them effectively through individual or group activities.

CO3: Write and edit media texts such as scripts, news reports, editorials, and reviews for both print and digital platforms.

CO4: Understand the structure and impact of social and cyber media, including issues of media ethics and cybercrime.

CO5: Demonstrate practical application of media and communication skills that promote employability and digital literacy.

Mapping Matrix : VAC ADVERTISEMENT AND MEDIA

CO	Mapped PSOs	Mapped POs	Justification
CO1 Explain key concepts, types, functions, and ethics of advertisement and media.	PSO1, PSO5	PO1, PO3	Understanding the basics of advertisement and media fosters conceptual clarity, critical

			reflection, and awareness of media's role in society.
CO2 Create original advertisements and storyboards and present them effectively through individual or group activities.	PSO1, PSO2	PO2, PO3	Encourages creativity, effective communication, and collaboration while engaging with real-world issues in socially and culturally relevant ways.
CO3 Write and edit media texts such as scripts, news reports, editorials, and reviews for both print and digital platforms.	PSO2, PSO3	PO2, PO4	Develops critical writing and interpretation skills while enhancing academic communication and understanding of media narratives.
CO4 Understand the structure and impact of social and cyber media, including issues of media ethics and cybercrime.	PSO2, PSO5	PO3, PO5	Engages with contemporary digital culture, fostering ethical reasoning, civic awareness, and critical engagement with modern media platforms.
CO5 Demonstrate practical application of media and communication skills that promote employability and digital literacy.	PSO2, PSO4, PSO5	PO1, PO3, PO5	Promotes interdisciplinary learning and professional skills through the application of media tools, enhancing analytical thinking and lifelong learning.

FORMAT-2

Lesson Plan

Teacher: Rulika Yashu

Semester: B.A 2nd

Paper: VAC Advertisement & Media

Lesson Topic	* Role of Advertisement and Media * Types of Advertisements
Desired Outcome	- Identify and analyse the effectiveness of different advertising strategies - Apply the knowledge to be able to create advertisements based on real-world scenarios
Teaching / Learning Method	- Lecture and Discussion - Case studies and Media Analysis - Collaborative Activities
Materials Needed	- Internet access for research - Digital examples - Case study documents
Assignment / Follow Up	- Create Advertisement for a fictional or real product.
Lesson Duration	8 classes

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FORMAT-2

Lesson Plan

Teacher:

Semester:

Paper:

Lesson Topic	* Types of Social Media * The Impact of Social Media
Desired Outcome	* Identify various types of social media platforms * Analyse the positive and negative impacts of social media
Teaching / Learning Method	* Lecture and Discussion * Debate and Reflection
Materials Needed	* Case Studies of social media influence * Presentation Slides
Assignment / Follow Up	* Research Report * Create a Social Media awareness Campaign
Lesson Duration	5 classes

FORMAT-2

Lesson Plan

Teacher:

Semester:

Paper:

Lesson Topic	Media Ethics, Employment and Way of Promoting Employability, Cybercrimes, how to control Cybercrimes
Desired Outcome	* Understand the principles of media ethics and responsible journalism * Learn about employment opportunities and enhance employability
Teaching / Learning Method	* Lecture method * Debate and Discussion
Materials Needed	* Presentation Slides * Case Studies on Media Ethics
Assignment / Follow Up	* Make a Personal Employability plan * Media Ethics Case Study
Lesson Duration	12 classes

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FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2021-22)

Course Name: ADVERTISEMENT AND MEDIA

Subject Code: VAC ENG

Semester: B.A 2nd Semester

Name of Teacher: RULIKA YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Advertisement	1. Role of Advertisement and Media 2. Types of Advertisements	8 classes
		3. Advertising Ethics 4. How to create advertisements / Storyboards	8 classes
II	Media Writing	1. Scriptwriting for TV and Radio	4 classes
		2. Writing News Reports and Editorials	3 classes
		3. Editing for Print and Online Media	3 classes

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FORMAT-2

Lesson Plan

Teacher: Rishika Yashu
Semester: B.A 2nd
Paper: VAC Advertisement and Media

Lesson Topic	* Advertising Ethics * How to create advertisements on storyboards
Desired Outcome	- Understand and identify ethical guidelines of advertising - Learn the concept of storyboarding in ad creation
Teaching / Learning Method	- Case Studies - Hands-on Activity - Collaborative Learning
Materials Needed	* Storyboarding Templates * Case study documents
Assignment / Follow Up	- Make/Create a Storyboard Advertisements
Lesson Duration	8 classes

FORMAT-2

Lesson Plan

Teacher: Rishika Yashu
Semester: B.A 2nd
Paper: VAC Advertisement and Media

Lesson Topic	* Editing for Print and Online Media
Desired Outcome	* Identify the key principles of editing for both print and online media * Learn and apply proofreading, fact-checking, and content structuring skills
Teaching / Learning Method	* Editing Activity * Peer Review Activity
Materials Needed	* MLA Style guidelines * Printed copies for hands-on editing practice
Assignment / Follow Up	Rewrite a poorly Edited Article
Lesson Duration	3 classes

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: ADVERTISEMENT AND MEDIA
Subject Code: VAC ENG
Semester: B.A 2nd Semester
Name of Teacher: RISHIKA YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>III</u>	<u>Introduction to Cyber Media and Social Media</u>	1. Types of Social Media	2 classes
		2. The Impact of Social Media	3 classes
		3. Introduction to Cyber Media	2 classes
		4. Media Ethics, Employment and Way of Promoting Employability	5
		Cybercrimes, how to combat cybercrimes	12 classes

45 classes


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FORMAT-2

Lesson Plan

Teacher: Rishika Yashu
Semester: B.A 2nd
Paper: VAC Advertisement and Media

Lesson Topic	* Scriptwriting for TV and Radio * Writing News Reports and Editorials
Desired Outcome	* Learn the structure and writing styles of news reports and editorials. * Identify the differences between TV and radio scripts
Teaching / Learning Method	* Lecture and Discussion * Peer Review and Presentation
Materials Needed	* Published news reports and editorial articles * Writing templates and formatting guides.
Assignment / Follow Up	* TV/Radio Scriptwriting Project * News and Editorial Comparison
Lesson Duration	7 classes

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper.....

Lesson Topic	Introduction to Cyber Media
Desired Outcome	<ul style="list-style-type: none"> * Define and identify different types of Cyber Media * Analyse the role of cyber media
Teaching / Learning Method	<ul style="list-style-type: none"> * Lecture and Discussion * Class Discussion
Materials Needed	<ul style="list-style-type: none"> * Presentation Slides * Case studies on Cyber Media
Assignment / Follow Up	<ul style="list-style-type: none"> * Find and verify online articles
Lesson Duration	2 class

2.Course Title: Indian Writing in English (C-3)- BA 2nd Semester

Course Outcomes (Cos)

CO1: Appreciate the evolution of Indian Writing in English (IWE) from colonial to contemporary times.

CO2: Engage critically with texts in IWE addressing themes like colonialism, identity, and nationalism.

CO3: Analyze how Indian writers have creatively adapted English for self-expression.

CO4: Interpret literary texts using socio-political and historical contexts.

CO5: Explore major literary genres (poetry, novel, short fiction, drama) within IWE.

PO- PSO – CO Mapping Matrix

COs	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO4	Covers IWE evolution, linking literary understanding to historical context.
CO2	PSO2, PSO5	PO1, PO4	Critically engages IWE themes; applies analysis to societal impact.
CO3	PSO1, PSO4	PO2, PO3	Analyzes English adaptation for self-expression; enhances linguistic and interdisciplinary skills.
CO4	PSO3, PSO5	PO2, PO4	Interprets texts via socio-political/historical contexts; improves textual analysis.
CO5	PSO1, PSO3	PO1, PO2	Explores IWE genres; broadens literary knowledge and critical engagement.

FORMAT-2 Lesson Plan

Teacher... Mamta Jais
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* Mahesh Dattani : 'Tara'
Desired Outcome	Critically engage with Indian literary texts intone of identity and its issues in a patriarchal Indian society
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, marker
Assignment / Follow Up	Discussion
Lesson Duration	24 th March - 4 th April (10 periods)

FORMAT-2 Lesson Plan

Teacher... Mamta Jais
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* Robinson Crusoe : 'Swimming Lesson' * Shashi Deshpande : 'The Gauraini'
Desired Outcome	Critically engage with Indian literary texts written in English intone of colonialism / post colonialism, regionalism and nationalism.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, marker
Assignment / Follow Up	Presentation
Lesson Duration	10 th March - 21 st March

FORMAT-2 Lesson Plan

Teacher... Mamta Jais
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* R.K. Narayan : 'Swami & Friends' * Amitav Ghosh : 'Shadow Lines'
Desired Outcome	Approach INE from multiple positions, based on historical and social locations and contexts.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, marker
Assignment / Follow Up	Assignment
Lesson Duration	15 th Feb - 7 th March (15 periods)

FORMAT-2 Lesson Plan

Teacher... Mamta Jais
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* Doris Lessing : 'Freedom to the Slave, On Dostoevsky', 'To India - My Native Land' * Kamala Das : 'Introduction', 'My Grandmother's House' * Nirmal Jayaram : 'Enterprise' * Gauri Desai : 'De Souza Prabhu'
Desired Outcome	Critically appreciate the creative use of the English language in INE and how Indian poets have adapted it for self-expression.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, white board, marker
Assignment / Follow Up	Assignment
Lesson Duration	3 rd Feb - 14 th Feb (10 periods)

FORMAT-2 Lesson Plan

Teacher: Meenakshi Jaiswal

Semester: BA and Sem

Paper: Indian Writing in English (IWE)

Lesson Topic	<ul style="list-style-type: none"> * Indian English literature and its relationship, themes and contexts. * The Aesthetics of Indian English Poetry * Modernism in IEL * Nation and Indian English Literature
Desired Outcome	To appreciate the historical, cultural and various genres of IWE from colonial times till the present, considering socio-political contexts.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, markers
Assignment / Follow Up	Discussion
Lesson Duration	16 th January - 27 th January (10 periods)

FORMAT-1 MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (January - May 2025)

Course Name: Indian Writing in English (IWE)

Subject Code: ENG / H / C-3

Semester: BA 2nd Semester

Name of Teacher: Meenakshi Jaiswal

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		<ul style="list-style-type: none"> * Indian English literature: its relationship, themes and contexts. * The Aesthetics of Indian English Poetry * Modernism * Nation & Indian English Literature 	10
II		<ul style="list-style-type: none"> * Freedom to the Slave, the orphaned To India: My Native Land * Kamala Das, Bharatidasan, My God: Indian's Man * Nirmala Gopal, 'Ankushin' * Kuntala Das, 'De Souza, India' 	10
III		<ul style="list-style-type: none"> * R.K. Narayan, 'Samsara' and 'Pondicherry' * Amitav Ghosh, 'Shadows of the Lion' 	15
IV		<ul style="list-style-type: none"> * Harish Chandra 'Samsara' * Robinson: History 'Samsara' Lesson * Gopal: 'Samsara' 'The Samsara' 	15
V		* Mahesh Dattani 'Tara'	10

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ENGLISH C-4-PAPER 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES (BPD-1)

B.A 2nd Semester English Honours

Course Outcomes (COs)

CO1: Understand the evolution of English literature from the 14th to 17th centuries.

CO2: Develop a clear grasp of Renaissance Humanism and its literary influence.

CO3: Identify and analyze key literary forms and their cultural significance.

CO4: Interpret and critically engage with canonical texts of Chaucer, Spenser, Donne, Marlowe, and Shakespeare.

CO5: Evaluate the influence of socio-political, religious, and philosophical contexts on literature.

CO6: Enhance skills in close reading, interpretation, and academic writing.

Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
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CO1Understand the evolution of English literature from the 14th to 17th centuries.	PSO1, PSO5	PO1, PO4	Builds foundational literary and historical knowledge, fostering critical inquiry into early English literary traditions and their cultural contexts.
CO2Develop a clear grasp of Renaissance Humanism and its literary influence.	PSO1, PSO2	PO1, PO4	Encourages analytical understanding of intellectual movements and their effect on literature, enhancing historical and reflective thinking.
CO3Identify and analyze key literary forms and their cultural significance.	PSO1, PSO5	PO2, PO4	Strengthens knowledge of genre and form, while fostering skills in interpretation and cultural analysis.
CO4Interpret and critically engage with canonical texts of Chaucer, Spenser, Donne, Marlowe, and Shakespeare.	PSO2, PSO3, PSO5	PO2, PO4	Promotes in-depth critical engagement with major authors and texts, developing analytical and academic communication skills.
CO5Evaluate the influence of socio-political, religious, and philosophical contexts on literature.	PSO2, PSO5	PO3, PO4	Connects literary analysis with broader historical and societal developments, fostering interdisciplinary insight and social awareness.
CO6Enhance skills in close reading, interpretation, and academic writing.	PSO2, PSO3, PSO4	PO2, PO5	Strengthens essential academic skills that support lifelong learning, scholarly curiosity, and intellectual adaptability.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (

Course Name: BRITISH POETRY AND DRAMA: 14th to 16th CENTURIESSubject Code: ENG C-4 (BPD)Semester: B.A 2ndName of Teacher: RULLEU YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>V</u>	<u>Drama</u>	<u>William Shakespeare</u> <u>Twelfth Night</u>	<u>12</u>
		<u>Total =</u>	<u>70 classes</u>

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Rulleu
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FORMAT-2

Lesson Plan

Teacher: Rulleu YashuSemester: B.A 2nd EnglishPaper: BPD-1

Lesson Topic	<u>Renaissance Humanism</u>
Desired Outcome	<ul style="list-style-type: none"> * Understand the key ideas of Renaissance Humanism and its historical context * Develop critical insights into how Renaissance Humanism shaped literary characters and themes
Teaching / Learning Method	<ul style="list-style-type: none"> * Interactive Lecture * Group Discussion
Materials Needed	<ul style="list-style-type: none"> * Handout of the text * Articles on Renaissance Humanism
Assignment / Follow Up	* Analytical Essay
Lesson Duration	<u>3 classes</u>

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FORMAT-2

Lesson Plan

Teacher: Rulleu YashuSemester: B.A 2nd EnglishPaper: BPD-1

Lesson Topic	<u>John Donne</u> <ul style="list-style-type: none"> * The Sunne Rising * Batter my Heart * Valediction: Forbidding Mourning
Desired Outcome	<ul style="list-style-type: none"> * Understand the metaphysical poetry tradition * Analyse how Donne uses conceits, paradoxes and imagery
Teaching / Learning Method	<ul style="list-style-type: none"> * Interactive Lecture * Poetry Annotation
Materials Needed	<u>Copies of the poems</u>
Assignment / Follow Up	* Comparative Analytical Essay
Lesson Duration	<u>10 classes</u>

FORMAT-2

Lesson Plan

Teacher: Rulleu YashuSemester: B.A 2nd Semester EnglishPaper: BPD 1

Lesson Topic	<u>"Doctor Faustus"</u> <u>- Christopher Marlowe</u>
Desired Outcome	<ul style="list-style-type: none"> * Understand the historical and cultural context. * Critically engage with moral and philosophical questions. * Analyse the themes of ambition, power, free will.
Teaching / Learning Method	<ul style="list-style-type: none"> * Interactive Lectures * Close Reading and Textual Analysis
Materials Needed	* Text
Assignment / Follow Up	* Class Text
Lesson Duration	<u>12 classes</u>

FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu
 Semester: B.A. 2nd English
 Paper: BPD-1

Lesson Topic	* Ideas of Love and Marriage * The Writers in Society
Desired Outcome	* Understand how love and marriage were represented in British poetry and Drama. * Identify themes of courtly love and economic transactions in marriage. * Analyse the relationship between writers and society.
Teaching / Learning Method	* Interactive Lecture * Group Debate
Materials Needed	* Handouts of online articles
Assignment / Follow Up	* Analytical Essay
Lesson Duration	4 classes

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: BRITISH POETRY AND DRAMA: 14th to 17th CENTURIESSubject Code: C-4 (BPD-1)Semester: B.A. 2nd SemesterName of Teacher: RULILEU YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
		* "Sweet Warton" * One day I wrote her Name	5
		John Donne * The Sunne Rising * Batter My Heart	5
		* Valediction: Forbidding Mourning	5
III	Drama	Christopher Marlowe Doctor Faustus	12
IV	Drama	William Shakespeare Night Macbeth	12

Rulileu
Signature

FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu
 Semester: B.A. 2nd English
 Paper: BPD-1

Lesson Topic	"Twelfth Night" - William Shakespeare
Desired Outcome	* Evaluate the play's critique of social hierarchies and class mobility. * Appreciate Shakespeare's use of language, wit and wordplay.
Teaching / Learning Method	* Interactive Lecture * Textual Analysis
Materials Needed	* Drama
Assignment / Follow Up	* Assignment Writing
Lesson Duration	12 classes

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FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu
 Semester: B.A. 2nd English
 Paper: BPD-1

Lesson Topic	Edmund Spenser * "Like as a Huntsman..." * "Sweet Warton" * "One day I wrote her name"
Desired Outcome	* Understand the Elizabethan Sonnet tradition * Analyse the themes of love, desire, struggle and immortality
Teaching / Learning Method	* Poetry Annotation
Materials Needed	* Copies of the selected poems
Assignment / Follow Up	* Comparative Analysis
Lesson Duration	8 classes

FORMAT-2

Lesson Plan

Teacher... Rutikesh Vashii
Semester... BA 2nd English
Paper... BPD-1

Lesson Topic	* The Stage, Court and City * Religious and Political Thought
Desired Outcome	* Understand the social, political, religious and cultural significance of the stage, court and city in British Literature * Identify key themes of power struggle, class tension and social mobility
Teaching / Learning Method	* Textual Analysis * Interactive Lecture
Materials Needed	* Handouts with background readings
Assignment / Follow Up	* Assignment
Lesson Duration	4 classes

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: BRITISH POETRY AND DRAMA: 14th to 17th CENTURIES

Subject Code: C-4 (BPD-1)

Semester: 2nd Semester

Name of Teacher: RUTIKESH VASHII

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	1.	Renaissance Humanism	3
	2.	The Stage, Court and City	2
	3.	Religious and Political Thought	2
	4.	Ideas of Love and Marriage	2
	5.	The Writers in Society	2
II	Poetry	The Wife of Bath's Prologue - Geoffrey Chaucer	5
		Edmund Spenser - Selections from Amoretti "Like as a huntsman..."	3


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FORMAT-2

Lesson Plan

Teacher... Rutikesh Vashii
Semester... BA 2nd English
Paper... BPD-1

Lesson Topic	* Macbeth - William Shakespeare
Desired Outcome	* Analyse the themes of ambition, power, guilt, fate and the supernatural * Understand the historical, political and literary context of Macbeth
Teaching / Learning Method	* Textual Analysis * Lecture Method
Materials Needed	* Text
Assignment / Follow Up	* Group Discussion / Debate
Lesson Duration	12 classes

FORMAT-2

Lesson Plan

Teacher... Rutikesh Vashii
Semester... BA 2nd English
Paper... BPD-1

Lesson Topic	* The Wife of Bath's Prologue - Geoffrey Chaucer
Desired Outcome	* Analyse the character of the wife of Bath as a representation of gender and female autonomy and authority * Evaluate the narrative voice and irony
Teaching / Learning Method	* Interactive Lecture * Group Debate
Materials Needed	* Text (poem)
Assignment / Follow Up	Class Test
Lesson Duration	5 classes

Course Title: British Poetry and Drama: 17th and 18th Centuries (BPD-2)- BA 4th Semester C7

Course Outcomes (Cos)

CO1: Identify characteristics of Comedy of Manners and Mock-Heroic poetry.

CO2: Understand the religious, social, and cultural thoughts of the 17th and 18th centuries.

CO3: Analyze key literary themes such as sin, love, sexuality, and human folly in selected texts.

CO4: Appreciate literary genres and techniques specific to this period in poetry and drama.

CO5: Interpret literary texts using form, technique, and critical frameworks.

PO-PSO-CO Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO2	Identifies genre characteristics, enhancing literary understanding and academic communication.
CO2	PSO1, PSO5	PO1, PO3	Understands period's socio-cultural thoughts, linking literary content to broader societal context.
CO3	PSO2, PSO5	PO1, PO4	Analyzes key literary themes, applying critical thinking to historical narratives.
CO4	PSO4, PSO1	PO2, PO1	Appreciates period-specific genres and techniques, fostering literary understanding and cultural literacy.
CO5	PSO2, PSO3	PO2, PO4	Interprets texts using form and critical frameworks, developing analytical and research skills.

FORMAT-2

Lesson Plan

Teacher... Masumda Jamil
Semester... BA 4th Sem
Paper... EPD-2

Lesson Topic	Alexander Pope : The Rape of the Lock
Desired Outcome	Identify the major characteristics of the mock-heroic poetry.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, Marker.
Assignment / Follow Up	Assignment
Lesson Duration	28 th March - 10 th April (10 periods)

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FORMAT-2

Lesson Plan

Teacher... Masumda Jamil
Semester... BA 4th Sem
Paper... EPD-2

Lesson Topic	Aphra Behn : The Rover
Desired Outcome	Show their appreciation of texts in terms of plot- construction, socio-cultural contexts, and interpret literary texts using form, technique & critical frameworks.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, Marker
Assignment / Follow Up	Presentation
Lesson Duration	10 th March - 25 th March (15 periods)

FORMAT-2

Lesson Plan

Teacher... Masumda Jamil
Semester... BA 4th Sem
Paper... EPD-2

Lesson Topic	John Webster : The Duchess of Malfi
Desired Outcome	* Show their appreciation of texts in terms of plot- construction, socio-cultural contexts and genre of drama. * Appreciate literary genres and techniques specific to this period in drama.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, Marker
Assignment / Follow Up	Assignment
Lesson Duration	15 th Feb - 7 th March (15 periods)

FORMAT-2

Lesson Plan

Teacher... Masumda Jamil
Semester... BA 4th Sem
Paper... EPD-2

Lesson Topic	John Milton : Paradise Lost Book I
Desired Outcome	Understanding critical themes, in representative texts of the period, including sin, love, transgression, among others in selected texts.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, marker
Assignment / Follow Up	Discussion : Satan as a tragic hero in 'Paradise Lost' Book I
Lesson Duration	5 th Feb - 14 th Feb (10 periods)

FORMAT-2 Lesson Plan		FORMAT-1 MOUNT MARY COLLEGE General Lesson Plan for the Academic Session (January - May 2025)			
Teacher: Meenakshi Dadas...		Course Name: British Poetry and Drama : 17th & 18th centuries (BPD-2)			
Semester: BA 4th Sem		Subject Code: EN414/C-7			
Paper: BPD-2		Semester: BA 4th Semester			
Name of Teacher: Meenakshi Dadas		Name of Teacher: Meenakshi Dadas			
Lesson Topic		Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
	<ul style="list-style-type: none"> * Religious & secular thought in the 17th century. * The Stage, the State & the Market. * Women in the 17th Century. * The Comedy of Manners, the Heroic Epic and Satire. 	I		<ul style="list-style-type: none"> * Religious and secular thought in the 17th century. * The Stage, the State and the Market. * Women in the 17th Century. * The Comedy of Manners. 	10
Desired Outcome	* Remains an in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th & 18th centuries and identify characteristics of comedy of Manners.	II		John Milton: <i>Paradise Lost</i> : Book I	10
Teaching / Learning Method	Explanation, discussion	III		John Milton: <i>The Rapture of Milton</i>	15
Materials Needed	Text, whiteboard, marker	IV		Alfred, Lord Tennyson: <i>The Raven</i>	15
Assignment / Follow Up	Assignment	V		Alexander Pope: <i>The Rape of the Lock</i>	10
Lesson Duration	16th January - 27th January (10 periods)				

Course Outcomes for C-8 / PAPER 8: British Literature – 18th Century (3rd Semester – Nagaland University)- BA 4th Semester

CO1: Explain the development of 18th-century critical thought in relation to Enlightenment ideals and literary forms.

CO2: Trace the emergence and characteristics of Restoration comedy and anti-sentimental drama.

CO3: Examine the purpose and technique of satire in 18th-century literature.

CO4: Analyze the formal structures and stylistic features of neoclassicism in poetry, drama, and prose.

CO5: Interpret the relationship between form and political commentary in texts like *Gulliver's Travels* and *Tristram Shandy*.

PO-PSO-CO Mapping Table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Explores the rise of critical consciousness during the Enlightenment, enhancing understanding of intellectual and cultural history.
CO2	PSO1, PSO3	PO1, PO2	Traces theatrical innovation and evolution, encouraging genre studies and literary-historical contextualization.
CO3	PSO2, PSO4	PO1, PO4	Analyzes satire's rhetorical function, fostering analytical reading and sociopolitical interpretation.
CO4	PSO2, PSO3	PO1, PO4	Engages with literary form and structure, deepening critical analysis and appreciation of neoclassical aesthetics.

CO	Mapped PSOs	Mapped POs	Justification
CO5	PSO1, PSO4, PSO5	PO1, PO3, PO5	Links textual form to political critique, enhancing interdisciplinary insights and cultivating socio-political awareness through literature.

FORMAT-2
Lesson Plan

Teacher: Jackline Juma
Semester: Jan 1st Sem
Paper: C-8

Lesson Topic	Enlightenment and Neoclassicism Restoration Comedy
Desired Outcome	Explain and analyse the role of the critical mind and its role as a backdrop
Teaching / Learning Method	Lecture
Materials Needed	Books, AV, marker
Assignment / Follow Up	Presentation
Lesson Duration	21 st March - 5 th April

FORMAT-1
MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ()

Course Name: British Literature 18th Century
Subject Code: C-8
Semester: 1st Sem
Name of Teacher: Jackline Juma

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1	Enlightenment and Neoclassicism Restoration Comedy	14
2	2	William Congreve: The Way of the World	10
3	3	Jonathan Swift: Gulliver's Travels (Book 1 & 2)	12
4	4	Samuel Johnson: London Thomas Gray: 'Elegy Written in a Country Churchyard'	12
5	5	Laurence Sterne: The Life and Opinions of Tristram Shandy	14

FORMAT-2
Lesson Plan

Teacher: Jackline Juma
Semester: 1st Sem
Paper: C-8

Lesson Topic	Laurence Sterne: The Life and Opinions of Tristram Shandy
Desired Outcome	map the relationship between the formal and the political in the literature of the neo-classical period
Teaching / Learning Method	Lecture, class discussion
Materials Needed	Books, marker
Assignment / Follow Up	Presentation
Lesson Duration	20 th Jan - 10 th Feb

FORMAT-2
Lesson Plan

Teacher: Jackline Juma
Semester: 1st Sem
Paper: C-8

Lesson Topic	Samuel Johnson: London Thomas Gray: 'Elegy Written in a Country Churchyard'
Desired Outcome	appreciate and analyse the formal variations of classicism
Teaching / Learning Method	Lecture, discussion
Materials Needed	Books, marker
Assignment / Follow Up	Text
Lesson Duration	10 th Feb - 25 th Feb

FORMAT-2 Lesson Plan

Teacher: Pankajendra Jaiswal

Semester: 4th Sem

Paper: C-8

Lesson Topic	Jonathan Swift: Gulliver's Travels
Desired Outcome	examine and analyze the form and function of satire in the eighteenth century
Teaching / Learning Method	lectures
Materials Needed	Books, markers
Assignment / Follow Up	assignment
Lesson Duration	25 th Feb - 12 th March

FORMAT-2 Lesson Plan

Teacher: Pankajendra Jaiswal

Semester: 4th Sem

Paper: C-8

Lesson Topic	William Congreve: The Way of the World
Desired Outcome	trace the development of Restoration Comedy and anti-sentimental drama.
Teaching / Learning Method	play enactment and dialogue making
Materials Needed	props costumes and stage design
Assignment / Follow Up	discussion
Lesson Duration	12 th March - 21 st March

Course Outcomes for ENG(H) 120 PAPER XIII: Literary Theory- BA 6th Semester

CO1: Understand and summarize the key concepts, features, and literary perspectives of Modernism.

CO2: Explain the fundamental ideas and literary implications of Postmodernism.

CO3: Analyze the principles of Structuralism and their application in literary criticism.

CO4: Critically engage with Poststructuralism, including its challenge to structuralist ideas.

CO5: Comprehend the theory of Deconstruction, focusing on its views on meaning and textual interpretation.

PO – PSO – CO Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO2	Builds foundational knowledge of Modernist literary theory, enhancing analytical skills.
CO2	PSO1, PSO3	PO1, PO2	Develops understanding of Postmodernism's critical and philosophical challenges to prior models.
CO3	PSO2, PSO4	PO2, PO4	Equips students to analyze structuralist frameworks and their application to literature.
CO4	PSO2, PSO5	PO2, PO4	Enables critical engagement with Poststructuralist critique, deepening interpretative competence.
CO5	PSO3, PSO5	PO2, PO5	Focuses on Deconstruction's impact on meaning and literary analysis, encouraging innovative thought.

Lesson Plan

Teacher: Tsukitirela
Semester: BA 6th Semester
Paper: ENG (H) 605

Unit I

Lesson Topic	Define Modernism, its historical context, key characteristics, and major literary figures and their works.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsukitirela
Semester: BA 6th Semester
Paper: ENG (H) 605

Unit II

Lesson Topic	Introduce Postmodernism as a reaction to Modernism, exploring its philosophical underpinnings and literary manifestations.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsukitirela
Semester: BA 6th Semester
Paper: ENG (H) 605

Unit III

Lesson Topic	Explain Structuralism, focusing on its linguistic origins (Saussure) and application to literary analysis (Levi-Strauss, Barthes).
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsukitirela
Semester: BA 6th Semester
Paper: ENG (H) 605

Unit IV

Lesson Topic	Introduce Post-Structuralism as a critique of Structuralism, focusing on concepts like deconstruction, difference, and the instability of meaning.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

Lesson Plan

Teacher: Tsukitirela
Semester: BA 6th Semester
Paper: ENG (H) 605

Unit V

Lesson Topic	Deep dive into Deconstruction, focusing on its methodology for uncovering contradictions and hierarchies within texts.
Desired Outcome	Students will develop critical analytical skills to interpret prose, identify literary devices, and understand thematic content.
Teaching/ Learning Method	Close reading, group analysis, student presentations, and comparative discussion.
Materials Needed	Copies of both essays and dictionaries with reading materials
Assignment/ Follow Up	Read essays thoroughly, list unfamiliar words, and summarize one essay in a short paragraph.
Lesson Duration	10 periods

ELENG 110 – American Literature (Poetry, Prose & Language Skills)

B.A English 6th Semester (Old Course)

Course Outcomes (COs)

CO1: Demonstrate familiarity with major American poets such as Walt Whitman, Emily Dickinson, and Robert Frost, and identify key thematic concerns, poetic techniques, and cultural resonances in their works.

CO2: Analyze the poetic innovations of Walt Whitman in the context of American individualism, democracy, and the transcendentalist spirit.

CO3: Interpret Emily Dickinson's poems in terms of their symbolic structure, treatment of death and immortality, and introspective tone.

CO4: Evaluate Robert Frost's philosophical outlook on life, nature, and human choices as presented through metaphor and narrative form in his poetry.

CO5: Examine Ralph Waldo Emerson's Nature as a foundational American transcendentalist text, focusing on its philosophical reflections on the individual, divinity, and the natural world.

CO6: Develop close reading and interpretive skills with attention to literary devices, context, and thematic depth in American literary texts.

CO7: Enhance language proficiency and academic writing skills by composing literary essays that are structured, analytical, and informed by textual evidence.

CO8: Reflect on the moral, philosophical, and didactic dimensions of American literature and articulate how literature contributes to broader cultural and intellectual discourse.

Mapping Matrix

Course Outcomes (COs)	Mapped POs / PSOs	Justification
CO1: Demonstrate familiarity with major American poets such as Walt Whitman, Emily Dickinson, and Robert Frost, and identify key thematic concerns, poetic techniques, and cultural resonances in their works.	PO1, PO2; PSO1, PSO5	Enables foundational literary and cultural understanding (PO1, PSO1) and engagement with major American voices in historical context (PO2, PSO5).
CO2: Analyze the poetic innovations of Walt Whitman in the context of American individualism, democracy, and the transcendentalist spirit.	PO1, PO4; PSO2, PSO5	Encourages reflective and analytical thinking on Whitman's style and socio-political ideals (PO1, PO4), while assessing the broader thematic influence on American identity (PSO5).
CO3: Interpret Emily Dickinson's poems in terms of their symbolic structure, treatment of death and immortality, and introspective tone.	PO2, PO4, PO5; PSO2, PSO3	Develops interpretive and analytical skills (PO4, PSO2), and enhances sensitivity to philosophical inquiry and existential themes (PO5, PSO3).
CO4: Evaluate Robert Frost's philosophical outlook on life, nature, and human choices as presented through metaphor and narrative form in his poetry.	PO1, PO2, PO4; PSO1, PSO2, PSO5	Strengthens appreciation for metaphor and narrative technique (PSO1), encourages interpretation of life choices and values (PO4, PSO5), and improves literary expression (PO2, PSO2).

CO5: Examine Ralph Waldo Emerson's Nature as a foundational American transcendentalist text, focusing on its philosophical reflections on the individual, divinity, and the natural world.	PO1, PO3, PO5; PSO3, PSO5	Promotes understanding of literature as philosophy and worldview (PO1, PSO5), fosters ethical reasoning and civic responsibility (PO3), and cultivates scholarly curiosity (PO5).
CO6: Develop close reading and interpretive skills with attention to literary devices, context, and thematic depth in American literary texts.	PO2, PO4; PSO1, PSO2, PSO3	Enhances literary competence through deep textual engagement (PSO1, PSO3), analytical interpretation (PO4, PSO2), and effective academic communication (PO2).
CO7: Enhance language proficiency and academic writing skills by composing literary essays that are structured, analytical, and informed by textual evidence.	PO2, PO5; PSO1, PSO2, PSO4	Builds strong academic writing and language skills (PO2, PSO1), develops independent, lifelong learning habits (PO5, PSO4), and improves structured critical thinking (PSO2).
CO8: Reflect on the moral, philosophical, and didactic dimensions of American literature and articulate how literature contributes to broader cultural and intellectual discourse.	PO1, PO3, PO5; PSO2, PSO4, PSO5	Encourages ethical reasoning (PO5), cultural literacy (PO3, PSO4), and critical appreciation of literature's role in shaping societal values (PO1, PSO5).

Lesson Plan: ELEG 110: American Literature (Poetry, Prose & Language Skills)

Lesson Topic	Unit	Desired Outcome	Teaching/Learning Methods	Materials Needed	Assignment / Follow-Up	Duration
Walt Whitman "I Hear America Singing" "When Lilacs Last in the Dooryard Bloom'd"	I	<ul style="list-style-type: none"> Grasp Whitman's free-verse technique and patriotic imagery. Analyze how personal voice merges with national identity. 	Close readings, lecture on historical context, group discussion	Text handouts, audio-readings, PPT on 19th-c. America	Short essays on imagery & tone; glossary entries of key words	15 periods
Emily Dickinson "I heard a Fly buzz—when I died" "Because I could not stop for Death"	II	<ul style="list-style-type: none"> Unpack Emily Dickinson's compact syntax and metaphors. Explore her treatment of mortality and transcendence. 	Guided annotation, paired analysis, mini-lectures on meter	Poems in handout, meter-scansion chart, whiteboard	Write RTCs for unseen Dickinson extracts; thematic paragraphs	15 periods
Robert Frost "The Road Not Taken" "Birches"	III	<ul style="list-style-type: none"> Examine Frost's use of rural imagery and philosophical ambiguity. Contrast narrative voice with universal theme. 	Comparative reading, Socratic seminar, journaling	Printed texts, video readings of performances	Creative response poem; short-answer quiz on symbols & tone	15 periods
American Prose & Contextual Analysis	IV	<ul style="list-style-type: none"> Situate American poetry in broader prose traditions. Practice "Reference to Context" in non-dramatic texts. 	Lecture on major prose movements, RTC practice, pair work	Excerpts from Emerson, Thoreau, selected essays	RTC worksheets; write a 300-word analytical prose paragraph	15 periods
Language Skills (Report Writing, Critical Reviews, Grammar Refresher)	V	<ul style="list-style-type: none"> Develop journalistic and critical writing competence. Reinforce advanced grammar and vocabulary. 	Sample analysis, writing workshops, peer review	Sample articles/reviews, style-guide handouts	Write a college-event report; critical review of a poem	10 periods
Total						70

[Signature]
 Mary College
 English Department

June 2024- Nov 2024

Detailed PO – PSO – CO Mapping Matrix (AECC)

Programme Outcomes (POs)

PO1: Demonstrate a well-rounded understanding of humanities and social sciences, including critical inquiry and reflective thinking.

PO2: Communicate effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply interdisciplinary knowledge to real-world challenges through civic responsibility and social awareness.

PO4: Develop analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Course Title: ENGLISH-1: English Communication (Compulsory) – AECC

Programme Specific Outcomes (PSOs) for English Communication

PSO1: Effective Oral Communication: Articulate ideas clearly and engage in effective spoken communication in diverse formal and informal settings.

PSO 2: Proficient Written Communication: Compose various essential written documents coherently, demonstrating foundational skills in academic and professional writing.

PSO 3: Textual Comprehension & Analysis: Comprehend, summarize, paraphrase, and analyze different types of texts, including the ability to translate between languages where appropriate.

PSO 4: Understanding Communication Dynamics: Identify and apply knowledge of communication types, modes, barriers, and strategies to foster effective personal, social, and professional interactions.

Course Outcomes (Cos)

CO1: Differentiate between various types, modes, and contexts of communication.

CO2: Demonstrate effective oral communication skills in diverse settings, including discussions, interviews, and public speaking.

CO3: Apply textual analysis techniques to comprehend, summarize, paraphrase, and critically analyse given passages and texts.

CO4: Prepare well-structured written documents such as notes, reports, professional letters, and perform effective translations.

CO5: Identify and apply strategies to overcome common barriers to effective communication.

Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO4	PO1	Introduces foundational knowledge of communication types and contexts, crucial for understanding communication dynamics (PSO4) and critical inquiry (PO1).
CO2	PSO1	PO2	Explores effective oral communication in diverse settings, fostering articulate spoken communication (PSO1) and enhancing overall effective communication (PO2).
CO3	PSO3	PO4	Fosters the application of textual analysis techniques, directly relevant to textual comprehension (PSO3) and developing analytical skills for narratives (PO4).
CO4	PSO2	PO1	Explains the preparation of well-structured written documents, connecting to proficient written communication (PSO2) and foundational understanding (PO1).
CO5	PSO4	PO3	Connects strategies to overcome communication barriers, essential for understanding communication dynamics (PSO4) and applying knowledge to real-world social interactions (PO3).

FORMAT-2 Lesson Plan

Teacher: Mamamla Sami
Semester: BA 1st Semester
Paper:

Unit <u>II</u>	Close Reading, Comprehension, Summary, Paraphrasing, analysis and interpretation, Translation, Literary / Knowledge tests, Documenting, Report writing, making notes etc.
Lesson Topic	
Desired Outcome	<ul style="list-style-type: none"> It will enable the students to cultivate effective reading and writing skills. It will enable students to read at an appropriate speed, silently and with adequate understanding. It will teach the students to write for different situations such as report writing, letter writing etc.
Teaching / Learning Method	Explanation, practical approach
Materials Needed	Markers / chalks, boards, texts
Assignment / Follow Up	Class tests and class activity. Q. Draft a formal letter or a short topic on a given topic.
Lesson Duration	10 periods (16 th Sep - 15 th Oct) (Mon-Tue)

FORMAT-2 Lesson Plan

Teacher: Mamamla Sami
Semester:
Paper:

Unit <u>II</u>	Language of Communication
Lesson Topic	Speaking skills such as monologue, dialogue, interview, public speech, group discussion.
Desired Outcome	The students / learners will be able to: <ul style="list-style-type: none"> to understand the various barriers and strategies for effective communication to improve their language acquisition skills. to develop academic and practical skills in terms of communication skills and public speech.
Teaching / Learning Method	Explanation, discussion, co-operative learning
Materials Needed	Markers / chalks, boards, texts
Assignment / Follow Up	Class test and class activity like make interview or group discussion
Lesson Duration	10 periods (13 th Aug - 10 th Sep) (Mon-Tue)

FORMAT-2 Lesson Plan

Teacher: Mamamla Sami
Semester:
Paper:

Unit <u>I</u>	Types and modes of Communication
Lesson Topic	
Desired Outcome	The student / learner will be able to: <ul style="list-style-type: none"> To decipher the general concept of communication. To effectively distinguish the various types and modes of communication.
Teaching / Learning Method	Explanation, discussion, co-operative learning
Materials Needed	Markers / Chalk and board, texts
Assignment / Follow Up	Class tests / activity. # Quiz on different communication types.
Lesson Duration	10 periods (3 rd June - 9 th July) (Mon-Tue)

FORMAT-1

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: Ability Enhancement Compulsory course
Subject Code: AECC-5
Semester: BA 1st Semester
Name of Teacher: Mamamla Sami

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>I</u>		Types and modes of communication	10 periods.
<u>II</u>		Verbal-Non Verbal; Personal, Social and Business, Business and Strategies, Intrapersonal, Interpersonal and Group, Monologue, Dialogue, Effective Communication Interview and Public speech.	10 periods.
<u>III</u>		Close Reading, Comprehension, Summary, Paraphrasing, Analysis, Interpretation, Translation, Literary / Knowledge tests, Documenting, Report writing, making notes, letter writing.	10 periods.

Signature: Mamamla Sami

1.Course Title: Indian Classical Literature (Core Paper – C-1)

Course Outcomes (COs)

CO1: Explain the socio-cultural and historical contexts of Indian classical literature.

CO2: Identify major literary genres and key texts in Indian classical literature.

CO3: Analyse literary and aesthetic concepts such as *Rasa*, *Dharma*, and *Heroism*.

CO4: Engage critically with texts like *Shakuntalam*, *Silappatikaram*, and *Mrcchakatika*.

CO5: Explore the pluralistic and inclusive nature of Indian literary culture.

PO – PSO – CO Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Explains the socio-cultural and historical contexts of Indian classical literature, enhancing understanding of literary dimensions and societal impact.
CO2	PSO1, PSO3	PO1, PO2	Identifies major genres and texts, contributing to comprehensive literary understanding and engaging with historical debates.
CO3	PSO2 PSO5	PO1, PO4	Analyzes literary and aesthetic concepts (Rasa, Dharma, Heroism), developing critical thinking and examining historical narratives.
CO4	PSO2, PSO3	PO2, PO4	Engages critically with specific texts (Shakuntalam, Silappatikaram, Mrcchakatika), applying analytical skills and textual interpretation to historical narratives.
CO5	PSO1, PSO4, PSO5	PO1, PO5, PO3	Explores the pluralistic nature of Indian literary culture, fostering broad cultural literacy, social awareness, and scholarly curiosity.

Lesson Plan

Teacher : Maamela Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Angkor Adigal 'The Book of Rings' in Cilappatikaram : The Tale of an Anklet.
Desired Outcome	- Identify diverse literary cultures from India apart from Sanskrit. - understand the concept of Sangam literature, its forms and historical development.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards.
Assignment/ Follow Up	Discussion on the difference between Sanskrit and for Sangam Poetry.
Lesson Duration	10 periods.

(Signature)
College
Hogaland

Lesson Plan

Teacher : Maamela Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Sudraka, "Mudrachakritika"
Desired Outcome	- to be able to understand the social-political-cultural content of the ancient India through the Drama.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards.
Assignment/ Follow Up	* Presentation: on act-unit. - To present a specific summary on each .
Lesson Duration	10 periods.

Lesson Plan

Teacher : Maamela Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Kalidasa, 'Abhijana Shalankam' The Loam of Time.
Desired Outcome	- Identify and appreciate the thematic aspects of Indian classical drama and also, its structure and techniques.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards, Text.
Assignment/ Follow Up	Presentation on the themes explored in the play.
Lesson Duration	10 periods.

Lesson Plan

Teacher : Maamela Jami
Semester : BA 1st SEM
Paper : Indian Classical Literature

Lesson Topic	Vyasa 'The Dying' and 'The Suppl to Dying' 'The Temptation of Rama', Book V, 'The Book of Effort' in 'The Mahabharata'.
Desired Outcome	- to understand the influence and contribution of the text in shaping the form of classical literature. - help to understand the cultural and moral attributes of ancient India with its themes.
Teaching/ Learning Method	Explanation, discussion.
Materials Needed	Marker / Chalks, Boards.
Assignment/ Follow Up	Assignment. 1. Why 'The Bhagavad Gita' is considered one of the most philosophical discourses on duty and path to liberation?
Lesson Duration	10 periods.


Lesson Plan

Teacher : ...Manjula Sami.....

Semester : ...B.A. 1st Sem......

Paper : ...Indian Classical Literature.....

Lesson Topic	a) The Indian Epic Tradition: Themes & Recensions. b) Classical Drama: Theory and Practice c) Alankara and Rasa d) Dharma and the Heroic.
Desired Outcome	- to appreciate the pluralistic and Indian nature of Indian Classical literature and its attributes.
Teaching/ Learning Method	Explanation, discussion
Materials Needed	Marker/ Chalk, Boards, Text
Assignment/ Follow Up	A discussion on the influence of two foundational texts - the Mahabharata and the Ramayana
Lesson Duration	10 periods.


 Manjula Sami
 Assistant Professor
 Department of English
 Government College
 Bangalore

ENG C-2 / Paper 2: European Classical Literature (ECL)

B.A 1st Semester English Honours

Course Outcomes (COs)

CO1: Situate Greek and Roman classical literature within its historical, socio-political, and cultural contexts.

CO2: Demonstrate understanding of key concepts such as epic, tragedy, comedy, catharsis, mimesis, and satire in classical European literary traditions.

CO3: Critically engage with major classical texts including Homer's The Iliad, Sophocles' Oedipus the King, Plautus' Pot of Gold, and Ovid's Metamorphoses.

CO4: Trace the evolution and reception of the terms "classic" and "classical" in European literary and critical traditions.

CO5: Analyze classical genres, themes, and narrative strategies through comparative perspectives across authors and periods.

CO6: Appreciate the aesthetic and intellectual value of classical literature and articulate its relevance to contemporary human concerns.

CO7: Develop skills in communication, critical presentation, and research related to classical literature and literary values of antiquity.

Mapping Matrix

CO Number	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Understanding classical literature within its socio-political and cultural contexts reflects foundational literary knowledge and civic awareness.
CO2	PSO1, PSO2	PO1, PO4	Familiarity with key literary concepts enhances critical inquiry and analytical engagement with classical genres.
CO3	PSO1, PSO3	PO2, PO4	Close engagement with canonical texts fosters textual interpretation, academic communication, and analytical reasoning.
CO4	PSO2, PSO4	PO1, PO5	Tracing the evolution of “classical” thinking cultivates historical insight and a commitment to lifelong learning.
CO5	PSO2, PSO5	PO1, PO4	Comparative analysis across genres and authors enhances critical thinking and understanding of thematic continuity and cultural influence.
CO6	PSO4, PSO5	PO1, PO3, PO5	Appreciating classical literature’s relevance to modern life promotes interdisciplinary learning and ethical reasoning.
CO7	PSO2, PSO3, PSO4	PO2, PO5	Communication, research, and presentation skills foster intellectual growth and scholarly curiosity.

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper... Eng. C-2 (UNIT - V)

Lesson Topic	Ovid, Selections from Metamorphosis
Desired Outcome	<ul style="list-style-type: none"> Identify the characteristics of Roman Greek Romance and Tragedy, how the themes of all-consuming love. Develop the ability to draw about human and literary values of classical period.
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction To Text Recitation and Annotation Open Group Discussions
Materials Needed	Textbook: Ovid "Selections from Metamorphosis" tr. Mary M. Jones Bacchus (Book III) Pyramus and Thisbe (Book IV) Philomela (Book VI)
Assignment / Follow Up	- Class Text
Lesson Duration	15 classes (19 th Sept - 10 th Oct)

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper... Eng. C-2

Lesson Topic	UNIT - IV Plautus 'Pot of Gold'
Desired Outcome	<ul style="list-style-type: none"> Identify the characteristics of Greek Comedy Differentiate between the Old, Middle and New Greek Comedy
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction of Text Recitation and Annotation Open class Discussion
Materials Needed	Textbook: 'Pot of Gold' translated by E.F. Watling (Harmondsworth, Penguin, 1965).
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test Summer Break Assignment
Lesson Duration	15 classes (30 th August - 18 th Sept)

FORMAT-2

Lesson Plan

Teacher.....

Semester.....

Paper... Eng. C-2 (UNIT - III)

Lesson Topic	Sophocles 'Oedipus the King'
Desired Outcome	<ul style="list-style-type: none"> Identify key characteristics of a Greek Tragedy Determine the role of a tragic hero
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction to the Author and Text Text Recitation and Annotation Open group discussion
Materials Needed	Textbook - "Oedipus The King" translated by Robert Fagles in Sophocles: The Three Theban Plays
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test Analytical Essay
Lesson Duration	15 classes (12 th August - 29 th August)

FORMAT-2

Lesson Plan

Teacher... Mrs. Rubina Yashvi

Semester... B.A. 1st Semester

Paper... Eng. C-2

Lesson Topic	UNIT - II Homer: 'The Iliad'
Desired Outcome	<ul style="list-style-type: none"> Gain an understanding of the nature of Epic Poetry Become familiar with the plot and characters of The Iliad as a foundation block of Western Literature
Teaching / Learning Method	<ul style="list-style-type: none"> Text Introduction Text Recitation and Annotation Class Discussion
Materials Needed	Textbook - "The Iliad" translated by E.V. Rieu Book I and Book II
Assignment / Follow Up	Critical Essay Preparation
Lesson Duration	15 classes (1 st July - 18 th July)

FORMAT-2

Lesson Plan

Teacher: Miss Rubikui Yashu
Semester: B.A 1st Semester (English Honours)
Paper: Eng C-2 (EC-1)

Lesson Topic	<ul style="list-style-type: none"> The Epic Comedy and Tragedy in Classical Drama The Athenian City State Catharsis and Mimesis, Satire Literary Cultures in Augustan Rome
Desired Outcome	<ul style="list-style-type: none"> Appreciate classical literature of Europe Grasp the evolution of the concept of classic in the European literary thinking Historically Situate Classical Literary traditions of Europe
Teaching / Learning Method	<ul style="list-style-type: none"> Discussion and Interpretation Reading and Analysis Telling Lectures
Materials Needed	<ul style="list-style-type: none"> Online Articles Studios Academy Studyguide
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test
Lesson Duration	20 classes (3 rd June - 28 th June)

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FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: And European Classical Literature

Subject Code: ENG/H/C-2

Semester: B.A 1st Semester

Name of Teacher: Miss Rubikui Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>IV</u>		Plautus "Pot of Gold"	15 classes
<u>V</u>		Ovid "Bacchus"	5 classes
		"Pyramus and Thisbe"	5 classes
		"Philomela"	5 classes
		Total	- 80 classes

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FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: European Classical Literature

Subject Code: ENG/H/C-2

Semester: B.A 1st Semester

Name of Teacher: Miss Rubikui Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>I</u>	1) 2)	The Epic Comedy and Tragedy in Classical Drama	8 classes
	3) 4)	The Athenian City State Catharsis	6 classes
	5) 6)	Mimesis Satire Literary Cultures in Augustan Rome	6 classes
<u>II</u>		Homer "The Iliad"	15 classes
<u>III</u>		Sophocles "Oedipus The King"	15 classes

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AECC English 2 (B.A. & B.Com. 3rd Semester)

Course Outcomes (COs)

CO1: Understand English literary cultures from the Renaissance to the present.

CO2: Develop an understanding of different forms and types of British literature through texts that reflect both compliance with and resistance to tradition.

CO3: Appreciate and analyze literary texts in relation to their larger socio-political, cultural, and religious contexts.

CO4: Demonstrate awareness of the nuances of the English language and its regional and historical varieties.

CO5: Extend literary knowledge to real-life issues such as politics, gender, environment, identity, and ideology.

CO6: Develop competence in academic writing and comprehension through practice in précis writing, summarisation, and interpretation of unseen passages.

Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO4	Understanding English literary cultures from the Renaissance to the present fosters historical, literary, and thematic awareness, enhancing critical inquiry and analytical thinking.
CO2	PSO1, PSO2	PO1, PO3	Studying literary forms and their evolution builds conceptual clarity and encourages students to engage with traditional and alternative narratives in socially relevant ways.
CO3	PSO2, PSO5	PO2, PO4	Analysis of texts in socio-political and religious contexts strengthens critical thinking and allows meaningful engagement with historical debates.
CO4	PSO1, PSO4	PO1, PO5	Awareness of language varieties promotes linguistic sensitivity and contributes to lifelong learning and interdisciplinary adaptability.
CO5	PSO2, PSO5	PO3, PO5	Linking literature to real-life concerns fosters ethical reasoning, civic awareness, and deeper social understanding.
CO6	PSO3, PSO4	PO2, PO4	Developing academic writing and comprehension supports textual analysis and effective academic communication.

FORMAT-2

Lesson Plan

Teacher: Miss Rubileli Yashii
 Semester: B.A/B.Com 3rd Semester
 Paper: A.E.C.C. English 2

Lesson Topic	(UNIT - I) William Wordsworth "The Solitary Reaper" John Keats "La Belle Dame Sans Merci" W.B. Yeats "Sailing To Byzantium"
Desired Outcome	<ul style="list-style-type: none"> Develop understanding of the elements of British literature Develop the power of thought and imagination Identify literary techniques in poetry
Teaching / Learning Method	<ul style="list-style-type: none"> Poetry Recitations Annotations
Materials Needed	<ul style="list-style-type: none"> Suggested Poems Additional Reading Materials
Assignment / Follow Up	<ul style="list-style-type: none"> Class Test
Lesson Duration	8 classes (2nd June - 25th June) Only Monday - Tuesday

Signature: [Signature]
 Date: 25th June 2024

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: A.E.C.C. ENGLISH 2
 Subject Code: A.E.C.C. Eng-2
 Semester: B.A and B.Com 3rd Semester
 Name of Teacher: Miss Rubileli Yashii

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Poetry 1) William Wordsworth "The Solitary Reaper" 2) John Keats "La Belle Dame Sans Merci" 3) W.B. Yeats "Sailing To Byzantium"		8 classes
II	Drama G.B. Shaw "Arms and the Man" Fiction George Orwell "Animal Farm"		16 classes
III	Non-Fictional Prose George Orwell "Shooting an Elephant"		5 classes
	Composition and Comprehension	<ul style="list-style-type: none"> Precis Writing Comprehension passages 	12 classes
Total			41 classes

Signature: [Signature]
 Date: 25th June 2024

FORMAT-2

Lesson Plan

Teacher: Miss Rubileli Yashii
 Semester: B.A/B.Com 3rd Semester
 Paper: A.E.C.C. Eng-2

Lesson Topic	(UNIT - III) <ul style="list-style-type: none"> Precis Writing Comprehension Passages
Desired Outcome	<ul style="list-style-type: none"> To develop communicative competence through writing To promote interest in reading with comprehension
Teaching / Learning Method	<ul style="list-style-type: none"> Reading Comprehension tasks in class Precis Writing Practice Separate reading comprehension skills from reading skills.
Materials Needed	<ul style="list-style-type: none"> Suggested Reading materials
Assignment / Follow Up	<ul style="list-style-type: none"> Writing Assessment Reading Assessment
Lesson Duration	12 classes (8th, 14th, 15th, 21st, 22nd, 28th, 29th Oct - 12th November)

Signature: [Signature]
 Date: 12th November 2024

FORMAT-2

Lesson Plan

Teacher: Miss Rubileli Yashii
 Semester: B.A/B.Com 3rd Sem.
 Paper: A.E.C.C. Eng-2

Lesson Topic	(UNIT - III) George Orwell "Shooting An Elephant"
Desired Outcome	To understand and recognize the effect of colonialism on both the colonizer and the colonized
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction to the author and text Reading and Analysis Discussion
Materials Needed	<ul style="list-style-type: none"> Suggested Essay Additional Reading Materials
Assignment / Follow Up	<ul style="list-style-type: none"> Writing Analytical Essay
Lesson Duration	5 classes (23rd, 24th, 26th Sept - 1st, 7th Oct)

Signature: [Signature]
 Date: 1st, 7th Oct 2024

ORMAT-2 Lesson Plan Teacher: <u>Miss. Rubina Yashni</u> Semester: <u>B.A/B.Com. 2nd Semester</u> Paper: <u>Acce. Eng-2</u>	
Lesson Topic	UNIT - II (Fiction) George Orwell "Animal Farm"
Desired Outcome	<ul style="list-style-type: none"> To identify relevant and prevalent political allusions in the text. To understand literary devices such as allegory, satire, fable, irony etc. To recognise primary themes, motifs and symbols.
Teaching / Learning Method	<ul style="list-style-type: none"> Introduction to the author and Text Reading and Analysis Discussion and Interpretation
Materials Needed	- Suggested Textbook (Novella)
Assignment / Follow Up	- Critical Essay as an Assignment
Lesson Duration	8 classes (26 th August, 27 th August, 28 th August, 29 th August, 30 th August, 31 st August, 1 st Sept, 2 nd Sept)

ORMAT-2 Lesson Plan Teacher: <u>Miss. Rubina Yashni</u> Semester: <u>B.A/B.Com. 2nd Sem.</u> Paper: <u>Acce. Eng-2</u>	
Lesson Topic	UNIT - II (Drama) George Bernard Shaw "Arms and The Man"
Desired Outcome	<ul style="list-style-type: none"> Examine the drama as a Comedy Understand the drama as a Critique of Romanticised views on War and Love.
Teaching / Learning Method	<ul style="list-style-type: none"> Characterisation Hand Mapping of Characters Discussion of Themes, Motifs and Symbols
Materials Needed	<ul style="list-style-type: none"> Suggested Textbook Additional Reading Materials
Assignment / Follow Up	- Writing Analytical Essays
Lesson Duration	8 classes (31 st July - 7 th August, 8 th August, 9 th August, 10 th August, 11 th August, 12 th August, 13 th August, 14 th August)

ENG C-5 / Paper 5: American Literature (AL)

B.A 3rd Semester ENGLISH HONOURS

Course Outcomes (COs)

CO1: Understand the depth and diversity of American literature from the colonial period to the present, contextualised within the historical and cultural evolution of the United States (17th to 21st century).

CO2: Analyze the historical, religious, philosophical, and socio-political contexts shaping the American literary spirit, including key themes such as democracy, the American Dream, multiculturalism, and regional identities.

CO3: Appreciate the complex origins and receptions of American literature by examining diverse writing traditions including European-descended writers and those from African American, Native American, Hispanic-American, and Asian-American backgrounds.

CO4: Critically engage with the religious transformations and their literary reflections in American society, such as Puritanism, Unitarianism, and Transcendentalism, as well as the rise of secular and anti-Christian perspectives.

CO5: Evaluate the regional and ecological diversity within American literature, understanding how geography, climate, culture, and economy influence literary production and themes.

CO6: Explore human relationships with society, nature, and other life forms as portrayed across various American literary genres.

CO7: Examine the African American experience in America, both antebellum and postbellum, with focus on issues of exclusion, identity, and social justice.

CO8: Situate American literature and thought in global and Indian contexts, critically analysing the influence and reception of the American mind in the contemporary world.

Mapping Matrix

CO Number	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Understanding the historical and cultural diversity of American literature builds comprehensive literary knowledge and social awareness.
CO2	PSO2, PSO5	PO1, PO4	Analysing historical, philosophical, and socio-political contexts sharpens critical thinking and analytical skills.
CO3	PSO1, PSO3	PO1, PO2	Appreciating diverse writing traditions enhances textual interpretation and effective academic communication.
CO4	PSO2, PSO5	PO1, PO4	Engaging with religious and secular transformations cultivates analytical skills and understanding of societal impact.
CO5	PSO1, PSO5	PO1, PO3	Evaluating regional and ecological diversity promotes interdisciplinary knowledge and civic responsibility.
CO6	PSO5	PO1, PO3	Exploring human relationships in literature fosters critical reflection on societal and ecological issues.
CO7	PSO5, PSO3	PO1, PO3, PO4	Examining African American experiences emphasises societal themes of exclusion and justice, enhancing social awareness and analytical skills.
CO8	PSO4, PSO5	PO1, PO3, PO5	Situating American literature globally promotes lifelong learning, intellectual adaptability, and ethical reasoning.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: American LiteratureSubject Code: ENG/H/C-5Semester: B.A. 2nd SemesterName of Teacher: Miss. Rubikhi Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
		Robert Frost "Once By The Pacific" "Mending Wall"	3
		Langston Hughes "The Negro Speaks of Rivers"	3
		Alexie Sherman "Cruel Testament" "Evolution"	3
		Total	80 classes

Signature

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: American LiteratureSubject Code: ENG/H/C-5Semester: B.A. 2nd SemesterName of Teacher: Miss. Rubikhi Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
IV	1)	Edgar Allan Poe "The Purloined Letter"	6
	2)	Maya Angelou "I Know Why the Caged Bird Sings"	6
	3)	William Faulkner "Dry September"	6
V	Poetry	Anne Bradstreet "The Prologue"	3
		Walt Whitman "O Captain, My Captain"	3

Signature

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: American LiteratureSubject Code: C-5/ENG/HSemester: B.A. 2nd SemesterName of Teacher: Miss. Rubikhi Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
	6)	Two Traditions of American Poetry Emerson and Poe / Typological and Tropicological	2 classes
	7)	Social Realism and the American Novel	2 classes
	8)	The Question of Poetry in American	
II	Drama		
	1)	Arthur Miller "All My Sons"	10 classes
	2)	Tennessee Williams "The Glass Menagerie"	10 classes
III	Fiction	Toni Morrison "The Bluest Eye"	10 classes

Signature

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: American LiteratureSubject Code: C-5/ENG (AL) (ENG/H/C-5)Semester: B.A. 2nd SemesterName of Teacher: Miss. Rubikhi Yashu

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	1)	The American Myths of Genesis The American Dream The American Adam	2 classes
	2)	American Romance and the American Novel	1 class
	3)	Is "Huckle Finn" the Prototypical American Novel?	2 classes
	4)	Multicultural Literature of the United States, Folklore and the American Novel	1 class
	5)	Race and Gender in American Fiction	2 class

Signature

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Mount Mary College
Chimankheda, Rajghat

FORMAT-2

Lesson Plan

Teacher: Miss Rishika Varsh
Semester: B.A. 2nd Semester
Paper: Eng. C-5

UNIT - V (POETRY)

Lesson Topic	Anne Bradstreet: "The Psalmist" Walt Whitman: "O Captain, My Captain" Robert Frost: "Once by the Pacific" Langston Hughes: "The Negro Speaks of Rivers" Akwae Shuman: "Crown's Testament" evolution.
Desired Outcome	• Critically appreciate the diversity of American poetry • Analyse the American mind from global perspective • Appreciate the complexity of American Literature
Teaching / Learning Method	• Poetry Recitation • Poetry Annotation
Materials Needed	- Suggested Poems - Additional Reading Materials
Assignment / Follow Up	• Continuous Internal Assessment
Lesson Duration	21 classes (27th Sept - 8th Nov)

FORMAT-2

Lesson Plan

Teacher: Miss Rishika Varsh
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	Unit - IV Edgar Allan Poe: "The Pondered Letter" Hagor Anglow: "Selections from 'I Knew the Captain's Best Song'" William Faulkner: "Dry September"
Desired Outcome	• Critically analyse the prevailing social and gender perspectives on the American South, and understand the theme of racial oppression and the new genre of detective fiction.
Teaching / Learning Method	- Critical Reading and Interpretation of the text - Essay writing sessions
Materials Needed	- Suggested Texts - Additional Reading Materials
Assignment / Follow Up	- Class Tests
Lesson Duration	18 classes (7th Sept - 4th Oct)

FORMAT-2

Lesson Plan

Teacher: Miss Rishika Varsh
Semester: B.A. 2nd Semester
Paper: Eng. C-5

UNIT - III (FICTION)

Lesson Topic	Toni Morrison "The Bluest Eye"
Desired Outcome	• Relate the African American experience in America - both antebellum and post antebellum to issues of exclusion in societies relevant to their learning experience. • Internalisation of Racism
Teaching / Learning Method	• Introduction to the author and text • Reading and Analysis • Discussion and Interpretation
Materials Needed	- Suggested Text (Novel) - Additional Reading Materials
Assignment / Follow Up	- Writing Critical Essay
Lesson Duration	10 classes (28th August - 6th Sept)

FORMAT-2

Lesson Plan

Teacher: Miss Rishika Varsh
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	Unit - II (Drama) Arthur Miller: "All My Sons" Tennessee Williams "The Glass Menagerie"
Desired Outcome	• Critically engage with the complex nature of American families and society, appreciate the diversity of American Literature
Teaching / Learning Method	• Text Dramatisation • Mind Mapping of Characters and Themes
Materials Needed	• Suggested Texts • Additional Reading Materials
Assignment / Follow Up	• Writing Critical Essays
Lesson Duration	20 classes (27th June - 10th July) (12th August - 22nd Aug)

FORMAT-2

Lesson Plan

Teacher: Miss Rubita Yashu
Semester: B.A. 2nd Semester
Paper: Eng. C-5

(Unit-I)

Lesson Topic	• Social Realism and the American Novel • The Questions of Form in American Poetry
Desired Outcome	Critically appreciate the themes and forms of American literature
Teaching / Learning Method	- Open class Discussions
Materials Needed	- Online Articles, Journals - Additional Reading Materials
Assignment / Follow Up	- Class Test
Lesson Duration	2 classes (23rd & 24th June)

FORMAT-2

Lesson Plan

Teacher: Miss Rubita Yashu
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	Unit - I Two Traditions of American Poetry; Emerson and Poe / Typological and Tropological Traditions
Desired Outcome	To explore and study pre-figurative symbols, close reading of texts and detailed analysis of its complexity
Teaching / Learning Method	- Mind Mapping - Typology and Topology of Poems
Materials Needed	- Online Articles - Audio-Visual Aids
Assignment / Follow Up	- Class Presentation
Lesson Duration	3 classes (17th - 20th June)

FORMAT-2

Lesson Plan

Teacher: Miss Rubita Yashu
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	Unit - I • Multicultural Literature of the United States; Politics and American Novel • Race and Gender in American Literature • War in American Fiction
Desired Outcome	• To understand the historical, social, historical, economical, religious and philosophical contexts of the American Spirit in Literature
Teaching / Learning Method	- Open class Discussions
Materials Needed	- Audio-Visual Aids - Online Articles - Additional Reading Materials
Assignment / Follow Up	- Class Test
Lesson Duration	3 classes (10th - 13th June)

FORMAT-2

Lesson Plan

Teacher: Miss Rubita Yashu
Semester: B.A. 2nd Semester
Paper: Eng. C-5

Lesson Topic	Unit - I • American Romance • The American Novel • Is "Huck Finn" the Prototypical American Novel?
Desired Outcome	• To identify the key characteristics of American Romance and American Novel.
Teaching / Learning Method	- Open Group Discussions
Materials Needed	- Online Articles - Audio Visual Aids
Assignment / Follow Up	- Class Test
Lesson Duration	3 classes (5 - 7 June)

FORMAT-2

Lesson Plan

Teacher... Mu. Rishi Yaku

Semester... B.A. ENGLISH & HONOURS (3rd Sem)

Paper... C-6 (AMERICAN LITERATURE)

Lesson Topic	UNIT - I • The American Myth of Genesis The American Dream The American Adam
Desired Outcome	• To understand the depth and diversity of American Literature keeping in mind the history and culture of the United States of America
Teaching / Learning Method	- Discussion - Topic Interpretation
Materials Needed	- Online Articles - Additional Reading Materials
Assignment / Follow Up	- Class Test
Lesson Duration	2 classes (3-4 June)

(Signature)
Chairman, Nagaland

Course Outcomes for C-6: Popular Literature (3rd Semester – Nagaland University)

CO1: Trace the early history of print culture and examine the rise of genre fiction and bestsellers.

CO2: Distinguish between canonical and popular literature and critically engage with the high–low culture debate.

CO3: Identify key features and social functions of genres such as children’s literature, detective fiction, romance, graphic fiction, and science fiction.

CO4: Apply literary analysis to diverse popular texts such as *Through the Looking Glass*, *Rebecca*, and *This Side That Side*.

CO5: Analyze how popular literature reflects the socio-cultural, ethical, and political concerns of its time.

PO-PSO-CO Mapping table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Traces the development of print and genre fiction, contextualizing literary trends within historical and societal change.
CO2	PSO1, PSO4	PO1, PO2	Engages with critical debates on literary value, fostering academic inquiry and nuanced understanding of literary hierarchies.
CO3	PSO2, PSO3	PO1, PO4	Identifies and interprets genre features across forms, enhancing skills in literary categorization and social critique.

CO	Mapped PSOs	Mapped POs	Justification
CO4	PSO2, PSO3	PO2, PO4	Applies analytical methods to texts across genres, demonstrating interpretative skills and genre-based reading strategies.
CO5	PSO1, PSO5	PO1, PO5, PO3	Examines how literature mirrors its context, promoting interdisciplinary understanding, civic awareness, and ethical engagement.

FORMAT-1

MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name:
Subject Code: C-6
Semester: 3rd Semester
Name of Teacher: Tarkkinnula Tamin

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1.		<ul style="list-style-type: none"> • Casting of Vote • The Canonical and the Popular • The Graphic Novel 	18 periods
2.		<ul style="list-style-type: none"> • Lewis Carroll: 'Through the Looking Glass' • Subraman Ray: Two poems 	12 periods
3.		• Agatha Christie: 'The Hound of Baskin'	10 periods
4.		<ul style="list-style-type: none"> • Vikram Chandra: 'The Namesake' • Jhumpa Lahiri: 'The Namesake' 	15 periods
5.		Isaac Asimov: 'Nightfall'	15 periods

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Chimmozhi, Bangalore

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Signature

Lesson Plan

Teacher: Tarkkinnula Tamin
Semester: 3rd Semester
Paper: C-6

Lesson Topic	Unit-3 Introduction to Popular Literature
Desired Outcome	to engage with debates on high and low culture, canonical and non-canonical literature.
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Discussion
Lesson Duration	10 periods

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Chimmozhi, Bangalore

Lesson Plan

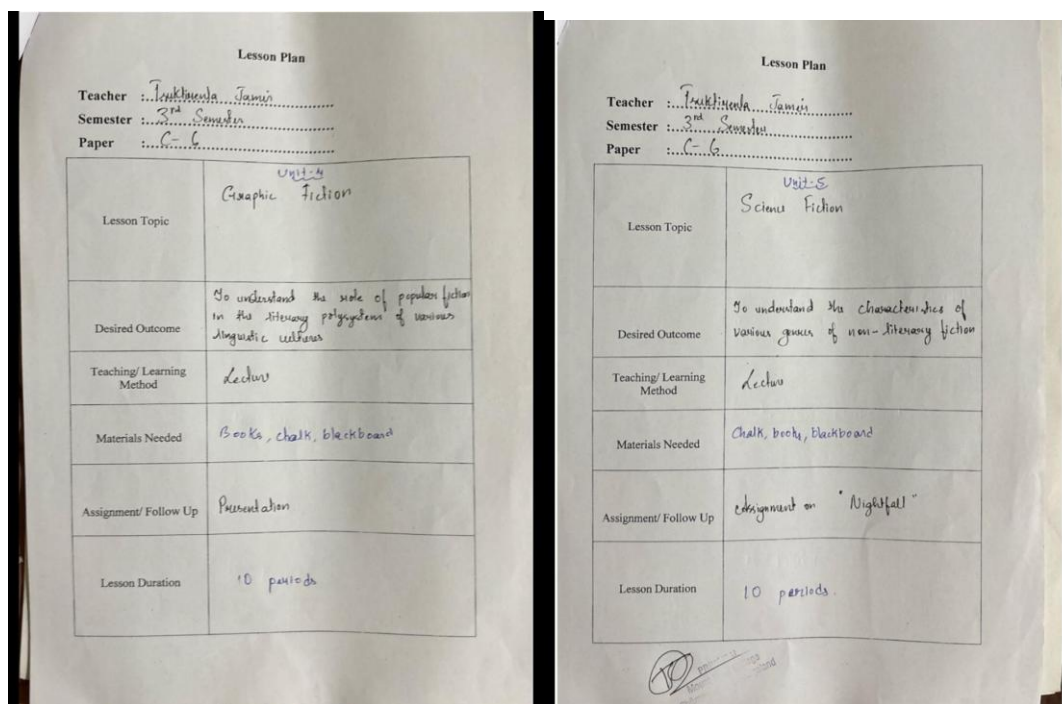
Teacher: Tarkkinnula Tamin
Semester: 3rd Semester
Paper: C-6

Lesson Topic	Unit-3 Children's Literature
Desired Outcome	to enable the students to use various methods of literary analysis to interpret popular literature.
Teaching/ Learning Method	lecture and audio-visual
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Presentation
Lesson Duration	10 periods

Lesson Plan

Teacher: Tarkkinnula Tamin
Semester: 3rd Semester
Paper: C-6

Lesson Topic	Unit-3 Detective Fiction
Desired Outcome	To make the students understand and to demonstrate how popular literature belongs to its time.
Teaching/ Learning Method	Lecture
Materials Needed	Books, chalk, blackboard
Assignment/ Follow Up	Test
Lesson Duration	10 periods



Course Outcomes for C-9 / PAPER 9: British Romantic Literature (3rd Semester – Nagaland University)

- CO1:** Understand Romanticism in contrast to Classicism and in relation to European socio-political and intellectual contexts.
- CO2:** Identify and analyze the major literary characteristics of British Romanticism across poetry and prose.
- CO3:** Interpret representative texts by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats with attention to style, theme, and prosody.
- CO4:** Examine the Romantic period's concerns with nature, imagination, revolution, and the common man.
- CO5:** Relate Romantic literature to other aesthetic forms such as painting and the Gothic novel (*Frankenstein*), fostering interdisciplinary insights.

PO-PSO-CO Mapping Table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Explores Romanticism's philosophical and socio-political background, enabling contextual literary analysis.
CO2	PSO2, PSO3	PO1, PO4	Identifies core Romantic traits and enhances genre-specific and aesthetic analysis.
CO3	PSO2, PSO3	PO2, PO4	Applies critical methods to Romantic texts, developing interpretation skills in poetic form and style.
CO4	PSO1, PSO4	PO1, PO5	Examines key Romantic themes like nature, revolution, and equality, encouraging ethical and civic reflection.

CO	Mapped PSOs	Mapped POs	Justification
CO5	PSO1, PSO5	PO1, PO3, PO4	Relates literature to other cultural forms like art and Gothic fiction, broadening interdisciplinary and comparative understanding.

FORMAT-2

Lesson Plan

Teacher: Trishitha

Semester: B.A. 5th Sem

Paper: C-9

Lesson Topic	Mary Shelley: Frankenstein
Desired Outcome	appreciate the canonical and representative poems and prose of the authors of the Romantic period
Teaching / Learning Method	Lecture, class discussion
Materials Needed	books, markers, whiteboard
Assignment / Follow Up	Presentation on Mary Shelley's 'Frankenstein' as a Romantic Novel
Lesson Duration	Sep 23 rd - 14 th Sep Oct

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name:

Subject Code: Cou-9

Semester: 5th Semester

Name of Teacher: Trishitha

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1.	1.	Reason and Imagination Conceptions of Nature The Gothic	15 periods
2.	2.	William Blake 'The Lamb' 'The Chimney Sweeper' 'The Tyger'	12 periods
3.	3.	William Wordsworth 'Intimations of Immortality' Ode 'Immortality of Immortality'	10 periods
4.	4.	Lord George Gordon 'The Unfortunates' On first looking into Captain's House	15 periods
5.	5.	Mary Shelley: Frankenstein	15 periods

Principal
Trishitha: Hargolani

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FORMAT-2

Lesson Plan

Teacher: Trishitha

Semester: B.A. 5th Sem

Paper: C-9

Lesson Topic	William Blake 'The Lamb' 'The Chimney Sweeper' 'The Tyger'
Desired Outcome	understand the Romantic poets in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences.
Teaching / Learning Method	Lecture, class discussion
Materials Needed	markers, chalk, whiteboard, books
Assignment / Follow Up	Test
Lesson Duration	June 3 rd - 28 th June

FORMAT-2

Lesson Plan

Teacher: Trishitha

Semester: 5th

Paper: C-9

Lesson Topic	Reason and Imagination Conceptions of Nature The Gothic
Desired Outcome	analyse and understand the main characteristics of Romanticism appreciate and analyse the sensibility of the British Romantic period.
Teaching / Learning Method	Lecture, class discussion
Materials Needed	markers, chalk, whiteboard, books
Assignment / Follow Up	Discussion
Lesson Duration	July 3 rd - August 16 th , 2024

FORMAT-2 Lesson Plan	
Teacher..... <u>Pankaj Kishore</u>	
Semester..... <u>B.A. 5th Sem</u>	
Paper..... <u>C-9</u>	
Lesson Topic	<u>William Wordsworth 'Solitary' 'On the Intimations of Immortality'</u>
Desired Outcome	<ul style="list-style-type: none">• relate Wordsworth's literary texts to other forms of expression such as painting for instance• understand Romanticism as a concept in relation to available concepts like humanism
Teaching / Learning Method	<u>Lecture, class discussion</u>
Materials Needed	<u>books, chalks, blackboard</u>
Assignment / Follow Up	<u>Discussion</u>
Lesson Duration	<u>Aug 19 - 31st Aug 2023</u>

FORMAT-2 Lesson Plan	
Teacher..... <u>Pankaj Kishore</u>	
Semester..... <u>B.A. 5th Sem</u>	
Paper..... <u>C-9</u>	
Lesson Topic	<u>Lord George Gordon 'To Autumn' 'On first looking into Chapman's Homer'</u>
Desired Outcome	<ul style="list-style-type: none">• develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
Teaching / Learning Method	<u>Lecture, class discussion</u>
Materials Needed	<u>books, marker, white board</u>
Assignment / Follow Up	<u>Test</u>
Lesson Duration	<u>Sep 2nd - 21st Sep 2023</u>

ENG C-11 / PAPER 11: WOMEN'S WRITING (WW)

Course Outcomes (COs)

CO1: Recognise the significance of gender specificity in literature and its impact on the representation of female experiences.

CO2: Understand and critically analyze the differences between the feminine, feminist, and female perspectives in literary texts.

CO3: Examine how socio-cultural, economic, and historical contexts shape the identity and roles of women in literature.

CO4: Analyze the relationship between the status of women, social discrimination, and movements for social change.

CO5: Trace and appreciate the location-specific trajectories of female bonding, empowerment, and resistance.

CO6: Understand the complex social and biological constructions of gender, including concepts of manhood and womanhood.

CO7: Explore how women's relationship to work, production, and social roles is represented and questioned in literature.

CO8: Critically engage with a diverse range of women's writings across genres and periods, including poetry, fiction, confessional writing, and feminist theory.

Mapping Matrix

CO Number	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Recognising gender specificity develops foundational literary understanding and links literature to social identity and justice.
CO2	PSO2, PSO5	PO1, PO4	Critical analysis of gendered literary perspectives builds analytical and reflective thinking.
CO3	PSO1, PSO2, PSO5	PO1, PO3, PO4	Exploring socio-historical contexts sharpens interdisciplinary insight and promotes civic awareness.
CO4	PSO2, PSO5	PO1, PO3	Understanding social discrimination and change fosters analytical skills and social consciousness.
CO5	PSO2, PSO4, PSO5	PO1, PO5	Tracing empowerment across cultures encourages lifelong learning and ethical reflection.
CO6	PSO2, PSO5	PO1, PO4	Analysing gender constructs enhances critical engagement and historical understanding.
CO7	PSO1, PSO3, PSO5	PO2, PO4	Examining work and production through women's writing deepens textual interpretation and societal critique.
CO8	PSO1, PSO2, PSO3, PSO4	PO1, PO2, PO5	Engaging diverse literary forms strengthens literary fluency, communication, and lifelong learning.

Lesson Plan

Teacher: Rubikeli Yashii
Semester: B.A 5th Semester
Paper: Eng C-11

Lesson Topic	(UNIT - IV) Charlotte Perkins Gilman "The Yellow Wallpaper" Katherine Mansfield "Bliss" Mahasweta Devi: "On a Pond"
Desired Outcome	• To examine and understand the experiences of women in patriarchy.
Teaching / Learning Method	• Brain storming Sessions • Telling lectures and Discussions
Materials Needed	• Suggested short stories • Additional Reading Materials
Assignment / Follow Up	• Writing assignments and Critical Essays
Lesson Duration	15 classes (9th - 24th Sept)

Lesson Plan

Teacher: Rubikeli Yashii
Semester: B.A 5th Semester
Paper: Eng C-11

Lesson Topic	(UNIT - VII) Alice Walker "The Colour Purple"
Desired Outcome	• To understand the female experience as a African - American woman. • To appreciate the stories told by women as a passage to self-drawing and female empowerment.
Teaching / Learning Method	• Self-study, Text, Question and Discussion (STAD) • Watch the movie along with Reading the text.
Materials Needed	• Text Books • Additional Reading Materials
Assignment / Follow Up	Summer Break Assignment
Lesson Duration	16 classes (19th August - 6th Sept)

Lesson Plan

Teacher: Rubikeli Yashii
Semester: B.A 5th Semester
Paper: Eng C-11

Lesson Topic	(UNIT - II) • Eunice De Souza "Advice to Women" "Bequest"
Desired Outcome	• To discover and understand the societal expectations/stereotypes associated with women.
Teaching / Learning Method	• Poetry Recitation and Annotation
Materials Needed	• Original Texts (Poems) • Audio - Visual Aids
Assignment / Follow Up	• Write Analytical Paragraphs
Lesson Duration	6 classes (11th - 12th July, 12th - 16th August)

Lesson Plan

Teacher: Rubikeli Yashii
Semester: B.A 5th Semester
Paper: Eng C-11

Lesson Topic	(UNIT - II) Sylvia Plath "Daddy" "Lady Lazarus"
Desired Outcome	• To discuss the occult ambivalence in her poems as a "woman poet". • To identify the dichotomy and the nexus between the poet in Plath's life - husband and father.
Teaching / Learning Method	• Poetry Recitation and Annotation
Materials Needed	• Original Texts (Poems) • Additional Reading Materials
Assignment / Follow Up	• Writing Analytical Paragraphs
Lesson Duration	6 classes (3rd - 10th July)

UNIT - II	
Lesson Topic	Emily Dickinson "I Can't Live With You" "Some Wife", She Finished That"
Desired Outcome	<ul style="list-style-type: none"> Decade the female perspective Identify and explore Womanhood and independence.
Teaching / Learning Method	<ul style="list-style-type: none"> Poetry Recitation Poetry Annotation
Materials Needed	<ul style="list-style-type: none"> Text (Poem) Additional Reading Materials
Assignment / Follow Up	<ul style="list-style-type: none"> Writing Analytical Paragraphs
Lesson Duration	8 Class (24th June - 2nd July)

MOUNT MARY COLLEGE
 General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)
 Course Name: WOMEN'S WORKING (WW)
 Subject Code: W-11
 Semester: 5th SEMESTER (BA)
 Name of Teacher: Dr. J. J. J.

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
	(2.)	Rangabai Ranade "A Testimony of our Irrepressible Tendencies"	5
	(3.)	Ramdas' Debi "Excerpt from Anand Sikha" - Writ in India - Vol. I	5
			Total <u>78</u> classes 1 20

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Course Name: HOMEA's WORKING (HW)
 Subject Code: C-11 (TNG)
 Semester: BA 5th Semester
 Name of Teacher: RUNKEH VASHI

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
	(18)	Eunice De Souza "Advice to Women" a Request	5
<u>III</u>		Alice Walker "The Colour Purple"	16
<u>IV</u>	(1)	Charlotte Perkins Gilman "The Yellow Wallpaper"	5
	(2)	Katherine Mansfield - "Bliss"	5
	(3)	Mahasweta Devi: "Draupadi" En. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)	5
<u>V</u>	(1)	Mary Wollstonecraft "A Declaration of the Rights of Women (1791, London, 1988) Chapter 1	5

Signature

Teacher: Rilitei Yashu
 Semester: B.A 4th Semester
 Paper: Eng C-11

Lesson Topic	<p>(Unit - V)</p> <p>May Wolstencraft: "The Rights of Women"</p> <p>Ramkali Ramani: "A Testimony of our Times"</p> <p>Ramadas Dobi: "Expects from Asian Women"</p>
Desired Outcome	<ul style="list-style-type: none"> - To examine the socio-cultural - Economic context of women - To understand the argument behind women education and empowerment - To recognise the historical experiences of Women Oppression.
Teaching / Learning Method	<ul style="list-style-type: none"> - Open Group Discussions - Text Analysis - Productive Interaction
Materials Needed	<ul style="list-style-type: none"> - "A Vindication of the Rights of Women" Chap: 1 pp-11-19, Chapter 2, pp-19-38 - "Portrait Ramkali" Through Her Own Words pp- 275 - 524 - "Women's Writing in India" Vol 1 PP177-20
Assignment / Follow Up	<ul style="list-style-type: none"> - Extensive Literature Review - Writing Analytical Essays
Lesson Duration	15 classes (30 Sep - 18 Oct)

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RMAT-2
Teacher: Miss. RULIEU YACHU
Semester: B.A. 5th Semester
Paper: C-11 (W/W)

Lesson Plan

Lesson Topic	(UNIT - I) * Social Reforms and Women's Rights * Women Under Colonialism * Women In and Out of Slavery * Is There a Woman's Language
Desired Outcome	• Link the status of women to social discrimination and social change • Recognize the importance of gender specificity in literature
Teaching / Learning Method	• Discussion • Interpretation of Texts
Materials Needed	• Online Articles • Additional Reading Materials
Assignment / Follow Up	• Class Tests
Lesson Duration	8 classes (15th - 21st June)

Lesson Plan
Teacher: Miss. RULIEU YACHU
Semester: B.A. 5th Semester
Paper: C-11 (WOMEN'S WRITING)

Lesson Topic	(UNIT I) * The Confessional Made in Women's Writing * Sexual / Textual Politics * Body, Beauty and Discrimination * Race, Caste and Gender
Desired Outcome	• Identify the gender imbalance in the society • Understand and Appreciate the Representation of Female Experience in literature
Teaching / Learning Method	• Discussions and Interpretations
Materials Needed	• Suggested Texts • Online Articles
Assignment / Follow Up	• Class Tests
Lesson Duration	8 classes (2nd - 12th June)

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)
Course Name: WOMEN'S WRITING (W/W)
Subject Code: C-11 (English / H/C-11)
Semester: 5th Semester (B.A.)
Name of Teacher: RULIEU YACHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	(1)	The Confessional Made in Women's Writing	2
	(2)	Sexual / Textual Politics	2
	(3)	Body, Beauty, and Discrimination	2
	(4)	Race, Caste and Gender	2
	(5)	Social Reform and Women's Rights	2
	(6)	Women under Colonialism	2
	(7)	Women in and out of Slavery	2
II	(8)	Is there a Woman's Language?	2
	(9)	Emily Dickinson "I cannot live with you" "My wife, the priestess that"	5
	(10)	Sylvia Plath "Daddy" "Lady Lazarus"	6

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B.A 5th Semester English Honours

British Literature: 19th Century (Core Course – C-10/Paper 10)- BA 5th Semester

Course Outcomes (COs)

CO1: Understand English literary cultures from the Renaissance to the present.

CO2: Develop an understanding of different forms and types of British literature through texts that reflect both compliance with and resistance to tradition.

CO3: Appreciate and analyze literary texts in relation to their larger socio-political, cultural, and religious contexts.

CO4: Demonstrate awareness of the nuances of the English language and its regional and historical varieties.

CO5: Extend literary knowledge to real-life issues such as politics, gender, environment, identity, and ideology.

CO6: Develop competence in academic writing and comprehension through practice in précis writing, summarisation, and interpretation of unseen passages.

Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO4	Understanding English literary cultures from the Renaissance to the present fosters historical, literary, and thematic awareness, enhancing critical inquiry and analytical thinking.
CO2	PSO1, PSO2	PO1, PO3	Studying literary forms and their evolution builds conceptual clarity and encourages students to engage with traditional and alternative narratives in socially relevant ways.
CO3	PSO2, PSO5	PO2, PO4	Analysis of texts in socio-political and religious contexts strengthens critical thinking and allows meaningful engagement with historical debates.
CO4	PSO1, PSO4	PO1, PO5	Awareness of language varieties promotes linguistic sensitivity and contributes to lifelong learning and interdisciplinary adaptability.
CO5	PSO2, PSO5	PO3, PO5	Linking literature to real-life concerns fosters ethical reasoning, civic awareness, and deeper social understanding.
CO6	PSO3, PSO4	PO2, PO4	Developing academic writing and comprehension supports textual analysis and effective academic communication.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (June, 2024-Dec, 2024)

Course Name: British Literature : 19th Century

Subject Code: EN4/H/L-10

Semester: 2nd SM Semester

Name of Teacher: Maramba Jamir

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1.		Militarism, Colonialism and 19th century literature The Death of Mrs. Trelawney The 19th Century Novel Marriage and Society The novel, and Society Faith and Doubt.	15 periods.
2.		Jane Austen : Pride and Prejudice	15 periods
3.		Charlotte Bronte : Jane Eyre	15 periods
4.		Charles Dickens : Hard Times	15 periods
5.		Alfred Tennyson : 'The Lady of Shalott' Rudyard Kipling : 'My Last Duchess' Robert Browning : 'My Last Duchess' The Last of the Mohicans Christina Rossetti : 'The Goblin Market'	15 periods.

Signature
Maramba Jamir

Signature

FORMAT-2

Lesson Plan

Teacher: Maramba Jamir

Semester: 2nd SM Semester

Paper: British Literature

Lesson Topic	Poetry
Desired Outcome	# To enable the students to appreciate the poem and its transition from Romanticism to Victorianism. # To enable them to understand the thought and imagination contained in the poem.
Teaching / Learning Method	Explanation, discussion, co-operative learning
Materials Needed	Chalk / Markers, boards, texts
Assignment / Follow Up	Class tests
Lesson Duration	15 periods (3rd Sep - 11th Oct)

Signature
Maramba Jamir

FORMAT-2

Lesson Plan

Teacher: Maramba Jamir

Semester: 2nd SM Semester

Paper: British Literature

Lesson Topic	Charles Dickens : Hard Times
Desired Outcome	# Students will be able to analyse and evaluate novels by identifying plot types, making character analysis, explaining themes, significance of the period and writer's background.
Teaching / Learning Method	Explanation, discussion, co-operative learning
Materials Needed	Markers / Chalks, boards, texts
Assignment / Follow Up	Class tests
Lesson Duration	15 periods (2nd Sep - 20th Sep)

FORMAT-2

Lesson Plan

Teacher: Maramba Jamir

Semester: 2nd SM Semester

Paper: British Literature

Lesson Topic	Charlotte Bronte : Jane Eyre
Desired Outcome	# Students can learn to respond to literature with a critical eye, considering cultural values and literary history. # Students will learn to identify the main characters, settings, events, beginning, middle and end of a story.
Teaching / Learning Method	Explanation, discussion, co-operative learning
Materials Needed	Markers / Chalks, boards, texts
Assignment / Follow Up	Class tests
Lesson Duration	15 periods (18th Aug - 30th Aug)

FORMAT-2 Lesson Plan	
Teacher... <u>Muhammad Jamil</u>	
Semester... <u>B.A. 2nd Semester</u>	
Paper... <u>British Literature 19th Century</u>	
Lesson Topic	<u>Jane Austen : Pride and Prejudice</u>
Desired Outcome	<u>* The learners will be able to understand about the social status and the expectations of women during the late 18th century and early 19th century through the prescribed text.</u>
Teaching / Learning Method	<u>Marker / Chalks, boards, texts. Explanation, discussion, co-operative learning</u>
Materials Needed	<u>Marker / Chalks, boards, texts</u>
Assignment / Follow Up	<u>class Test on its thematic devices explored in the novel</u>
Lesson Duration	<u>15 periods (27th June - 12th July)</u>

FORMAT-2 Lesson Plan	
Teacher... <u>Muhammad Jamil</u>	
Semester... <u>B.A. 2nd Semester</u>	
Paper... <u>British Literature 19th Century</u>	
Lesson Topic	<u>Utilitarianism, Colonialism, the death of the millage, the 19th century novel, marriage and sexuality, the writer and society, faith and doubt, Dramatic Monologue</u>
Desired Outcome	<u>* To identify and analyse the historical context socio-economic and political contexts that inform the literature of 19th century, including key themes like colonialism, gender, and societal change</u>
Teaching / Learning Method	<u>Explanation, discussion, co-operative learning</u>
Materials Needed	<u>Marker / Chalk and board, texts</u>
Assignment / Follow Up	<u>Class test</u>
Lesson Duration	<u>15 periods (3rd June - 21st June)</u>

Dec 2024- May 2025

Value Added Course: Advertisement and Media

Semester: B.A. 2nd Semester

Detailed POs, PSOs and COs Mapping Matrix

Programme Outcomes (POs)

PO1: Demonstrate a well rounded understanding of humanities and social sciences including critical inquiry and reflective thinking.

PO2: Communicate Effectively and engage with historical and cultural debates using academic tools and language.

PO3: Apply Interdisciplinary knowledge to real world challenges through civic responsibility and social awareness.

PO4: Develop Analytical skills for examining historical narratives and their impact on contemporary society.

PO5: Engage in lifelong learning with a foundation in ethical reasoning and scholarly curiosity.

Programme Specific Outcomes(PSOs)

PSO1: Comprehensive Literary and Linguistic Understanding: Demonstrate a thorough understanding of the English language's artistic and functional dimensions, informed by an in-depth study of diverse literary and cultural texts.

PSO2: Advanced Critical and Analytical Skills: Apply sophisticated critical thinking and analytical abilities to engage with complex ideas and navigate academic, professional, and global challenges.

PSO3: Proficient Research and Textual Interpretation: Conduct effective research and skilfully analyze, interpret, and critically evaluate a wide range of literary and cultural texts across various historical and generic contexts.

PSO4: Cultivating Intellectual Adaptability and Lifelong Learning: Exhibit intellectual flexibility, creativity, and broad cultural literacy, fostering a commitment to continuous learning and personal growth.

PSO5: Deconstructing Themes and Societal Impact: Identify, articulate, and critically assess key ideas, values, and themes present in literary and cultural works, understanding their profound influence on past and contemporary societies.

Course Outcomes (COs)

CO1: Explain key concepts, types, functions, and ethics of advertisement and media.

CO2: Create original advertisements and storyboards and present them effectively through individual or group activities.

CO3: Write and edit media texts such as scripts, news reports, editorials, and reviews for both print and digital platforms.

CO4: Understand the structure and impact of social and cyber media, including issues of media ethics and cybercrime.

CO5: Demonstrate practical application of media and communication skills that promote employability and digital literacy.

Mapping Matrix : VAC ADVERTISEMENT AND MEDIA

CO	Mapped PSOs	Mapped POs	Justification
CO1Explain key concepts, types, functions, and ethics of advertisement and media.	PSO1, PSO5	PO1, PO3	Understanding the basics of advertisement and media fosters conceptual clarity, critical reflection, and awareness of media's role in society.
CO2Create original advertisements and	PSO1, PSO2	PO2, PO3	Encourages creativity, effective communication, and

storyboards and present them effectively through individual or group activities.			collaboration while engaging with real-world issues in socially and culturally relevant ways.
CO3Write and edit media texts such as scripts, news reports, editorials, and reviews for both print and digital platforms.	PSO2, PSO3	PO2, PO4	Develops critical writing and interpretation skills while enhancing academic communication and understanding of media narratives.
CO4Understand the structure and impact of social and cyber media, including issues of media ethics and cybercrime.	PSO2, PSO5	PO3, PO5	Engages with contemporary digital culture, fostering ethical reasoning, civic awareness, and critical engagement with modern media platforms.
CO5Demonstrate practical application of media and communication skills that promote employability and digital literacy.	PSO2, PSO4, PSO5	PO1, PO3, PO5	Promotes interdisciplinary learning and professional skills through the application of media tools, enhancing analytical thinking and lifelong learning.

FORMAT-2

Lesson Plan

Teacher: Rutika Yashu

Semester: B.A 2nd

Paper: VAC Advertisement & Media

Lesson Topic	* Role of Advertisement and Media * Types of Advertisements
Desired Outcome	- Identify and analyse the effectiveness of different advertising strategies - Apply the knowledge to be able to create advertisements based on real-world scenarios
Teaching / Learning Method	- Lecture and Discussion - Case studies and Media Analysis - Collaborative Activities
Materials Needed	- Internet access for research - Digital examples - Case study documents
Assignment / Follow Up	- Create Advertisement for a fictional or real product.
Lesson Duration	8 classes

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FORMAT-2

Lesson Plan

Teacher:

Semester:

Paper:

Lesson Topic	* Types of Social Media * The Impact of Social Media
Desired Outcome	* Identify various types of social media platforms * Analyse the positive and negative impacts of social media
Teaching / Learning Method	* Lecture and Discussion * Debate and Reflection
Materials Needed	* Case Studies of social media influence * Presentation Slides
Assignment / Follow Up	* Research Report * Create a Social Media awareness Campaign
Lesson Duration	5 classes

FORMAT-2

Lesson Plan

Teacher:

Semester:

Paper:

Lesson Topic	Media Ethics, Employment and Way of Promoting Employability, Cybercrimes, how to control Cybercrimes
Desired Outcome	* Understand the principles of media ethics and responsible journalism * Learn about employment opportunities and enhance employability
Teaching / Learning Method	* Lecture method * Debate and Discussion
Materials Needed	* Presentation Slides * Case Studies on Media Ethics
Assignment / Follow Up	* Make a Personal Employability plan * Media Ethics Case Study
Lesson Duration	12 classes

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FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2021-22)

Course Name: ADVERTISEMENT AND MEDIA

Subject Code: VAC ENG

Semester: B.A 2nd Semester

Name of Teacher: RUTIKA YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	Advertisement	1. Role of Advertisement and Media 2. Types of Advertisements	8 classes
		3. Advertising Ethics 4. How to create advertisements / Storyboards	8 classes
II	Media Writing	1. Scriptwriting for TV and Radio	4 classes
		2. Writing News Reports and Editorials	3 classes
		3. Editing for Print and Online Media	3 classes

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FORMAT-2

Lesson Plan

Teacher: Rishikesh Yashu
 Semester: B.A. 2nd
 Paper: VAC Advertisement and Media

Lesson Topic	* Advertising Ethics * How to create advertisements on storyboards
Desired Outcome	- Understand and identify ethical guidelines of advertising - Learn the concept of storyboarding in ad creation
Teaching / Learning Method	- Case Studies - Hands-on Activity - Collaborative Learning
Materials Needed	* Storyboarding Templates * Case study documents
Assignment / Follow Up	- Make/Create a Storyboard Advertisements
Lesson Duration	8 classes

FORMAT-2

Lesson Plan

Teacher: Rishikesh Yashu
 Semester: B.A. 2nd
 Paper: VAC Advertisement and Media

Lesson Topic	* Editing for Print and Online Media
Desired Outcome	* Identify the key principles of editing for both print and online media * Learn and apply proofreading, fact-checking, and content structuring skills
Teaching / Learning Method	* Editing Activity * Peer Review Activity
Materials Needed	* MLA Style guidelines * Printed copies for hands-on editing practice
Assignment / Follow Up	Rewrite a poorly Edited Article
Lesson Duration	3 classes

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: ADVERTISEMENT AND MEDIA
 Subject Code: VAC ENG
 Semester: B.A. 2nd Semester
 Name of Teacher: RISHIKESH YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>III</u>	<u>Introduction to Cyber Media and Social Media</u>	1. Types of Social Media	2 classes
		2. The Impact of Social Media	3 classes
		3. Introduction to Cyber Media	2 classes
		4. Media Ethics, Employment and Way of Promoting Employability	5
		Cybercrimes, how to combat cybercrimes	12 classes

45 classes


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FORMAT-2

Lesson Plan

Teacher: Rishikesh Yashu
 Semester: B.A. 2nd
 Paper: VAC Advertisement and Media

Lesson Topic	* Scriptwriting for TV and Radio * Writing News Reports and Editorials
Desired Outcome	* Learn the structure and writing styles of news reports and editorials * Identify the differences between TV and radio scripts
Teaching / Learning Method	* Lecture and Discussion * Peer Review and Presentation
Materials Needed	* Published news reports and editorial articles * Writing templates and formatting guides
Assignment / Follow Up	* TV/Radio Scriptwriting Project * News and Editorial Comparison
Lesson Duration	7 classes

FORMAT-2

Lesson Plan

Teacher.....
Semester.....
Paper.....

Lesson Topic	Introduction to Cyber Media
Desired Outcome	<ul style="list-style-type: none"> * Define and identify different types of Cyber Media * Analyse the role of cyber media
Teaching / Learning Method	<ul style="list-style-type: none"> * Lecture and Discussion * Class Discussion
Materials Needed	<ul style="list-style-type: none"> * Presentation Slides * Case studies on Cyber Media
Assignment / Follow Up	<ul style="list-style-type: none"> * Find and verify online articles
Lesson Duration	2 class

Course Title: Indian Writing in English (C-3)- BA 2nd Semester

Course Outcomes (Cos)

CO1: Appreciate the evolution of Indian Writing in English (IWE) from colonial to contemporary times.

CO2: Engage critically with texts in IWE addressing themes like colonialism, identity, and nationalism.

CO3: Analyze how Indian writers have creatively adapted English for self-expression.

CO4: Interpret literary texts using socio-political and historical contexts.

CO5: Explore major literary genres (poetry, novel, short fiction, drama) within IWE.

PO- PSO – CO Mapping Matrix

COs	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO4	Covers IWE evolution, linking literary understanding to historical context.
CO2	PSO2, PSO5	PO1, PO4	Critically engages IWE themes; applies analysis to societal impact.
CO3	PSO1, PSO4	PO2, PO3	Analyzes English adaptation for self-expression; enhances linguistic and interdisciplinary skills.
CO4	PSO3, PSO5	PO2, PO4	Interprets texts via socio-political/historical contexts; improves textual analysis.
CO5	PSO1, PSO3	PO1, PO2	Explores IWE genres; broadens literary knowledge and critical engagement.

FORMAT-2 Lesson Plan

Teacher... Mohamada Sami
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* Mahesh Dattani : 'Tara'
Desired Outcome	Critically engage with Indian literary texts intones of identity and its issues in a patriarchal Indian society
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, marker
Assignment / Follow Up	Discussion
Lesson Duration	29 th March - 4 th April (10 periods)

FORMAT-2 Lesson Plan

Teacher... Mohamada Sami
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* Robinson Crusoe : 'Swimming Lesson' * Shashi Deshpande : 'The Golem'
Desired Outcome	Critically engage with Indian literary texts written in English intones of colonialism / post colonialism, regionalism and nationalism.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, marker
Assignment / Follow Up	Presentation
Lesson Duration	10 th March - 21 st March

FORMAT-2 Lesson Plan

Teacher... Mohamada Sami
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* R.K. Narayan : 'Swami & Friends' * Amitav Ghosh : 'Shadow Lines'
Desired Outcome	Approach INE from multiple positions, based on historical and social locations and contexts.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, marker
Assignment / Follow Up	Assignment
Lesson Duration	15 th Feb - 7 th March (15 periods)

FORMAT-2 Lesson Plan

Teacher... Mohamada Sami
Semester... BA 2nd Sem
Paper... INE

Lesson Topic	* Doris Lessing : 'Freedom to the Slave, On Daphne grail, To India - My Native Land' * Kamala Das : 'Introduction', 'My Grandmother's House' * Nirmal Ekkiel : 'Enterprise' * Garcia de Saiza : 'De Souza Prabhu'
Desired Outcome	Critically appreciate the creative use of the English language in INE and how Indian poets have adapted it for self-expression.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, white board, marker
Assignment / Follow Up	Assignment
Lesson Duration	3 rd Feb - 14 th Feb (10 periods)

FORMAT-2 Lesson Plan	
Teacher: <u>Muhammad Jamin</u>	
Semester: <u>2nd Sem</u>	
Paper: <u>Indian Writing in English (IWE)</u>	
Lesson Topic	<ul style="list-style-type: none"> * Indian English literature and its relationship, themes and contexts. * The Aesthetics of Indian English Poetry * Modernism in IEL * Nation and Indian English Literature
Desired Outcome	To appreciate the historical, cultural and various genres of IWE from colonial times till the present, considering socio-political contexts.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Text, whiteboard, markers
Assignment / Follow Up	Discussion
Lesson Duration	16 th January - 27 th January (10 periods)

FORMAT-1 MOUNT MARY COLLEGE			
General Lesson Plan for the Academic Session (January - May 2025)			
Course Name: <u>Indian Writing in English (IWE)</u>			
Subject Code: <u>ENG / H / C-3</u>			
Semester: <u>B.A 2nd Semester</u>			
Name of Teacher: <u>Muhammad Jamin</u>			
Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		<ul style="list-style-type: none"> * Indian English literature of its Tradition, themes and contexts, * The Aesthetics of Indian English Poetry * Modernism * Nation & Indian English Literature 	10
II		<ul style="list-style-type: none"> * Freedom to the Slave, the orphan girl To India, My Native Land * Kamala Das, Subramania, My God, Indian's Man * Nirmala, Ekchid, 'Ankushin' * Kinnor de Souza, 'De Souza, India' 	10
III		<ul style="list-style-type: none"> * R.K. Narayan, Scummi and Friends * Amrita Ghosh, Shadow Lines 	15
IV		<ul style="list-style-type: none"> * Harish Chandra 'Sundara' * Robinson Mistry 'Sundara' lesson * Gauri Deshpande 'The Sutra' 	15
V		* Mahesh Dehmani Tara	10

ENGLISH C-4-PAPER 4: BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES (BPD-1)

B.A 2nd Semester English Honours

Course Outcomes (COs)

- CO1: Understand the evolution of English literature from the 14th to 17th centuries.
- CO2: Develop a clear grasp of Renaissance Humanism and its literary influence.
- CO3: Identify and analyze key literary forms and their cultural significance.
- CO4: Interpret and critically engage with canonical texts of Chaucer, Spenser, Donne, Marlowe, and Shakespeare.
- CO5: Evaluate the influence of socio-political, religious, and philosophical contexts on literature.
- CO6: Enhance skills in close reading, interpretation, and academic writing.

Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
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CO1Understand the evolution of English literature from the 14th to 17th centuries.	PSO1, PSO5	PO1, PO4	Builds foundational literary and historical knowledge, fostering critical inquiry into early English literary traditions and their cultural contexts.
CO2Develop a clear grasp of Renaissance Humanism and its literary influence.	PSO1, PSO2	PO1, PO4	Encourages analytical understanding of intellectual movements and their effect on literature, enhancing historical and reflective thinking.
CO3Identify and analyze key literary forms and their cultural significance.	PSO1, PSO5	PO2, PO4	Strengthens knowledge of genre and form, while fostering skills in interpretation and cultural analysis.
CO4Interpret and critically engage with canonical texts of Chaucer, Spenser, Donne, Marlowe, and Shakespeare.	PSO2, PSO3, PSO5	PO2, PO4	Promotes in-depth critical engagement with major authors and texts, developing analytical and academic communication skills.
CO5Evaluate the influence of socio-political, religious, and philosophical contexts on literature.	PSO2, PSO5	PO3, PO4	Connects literary analysis with broader historical and societal developments, fostering interdisciplinary insight and social awareness.
CO6Enhance skills in close reading, interpretation, and academic writing.	PSO2, PSO3, PSO4	PO2, PO5	Strengthens essential academic skills that support lifelong learning, scholarly curiosity, and intellectual adaptability.

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (

Course Name: BRITISH POETRY AND DRAMA: 14th to 16th CENTURIES

Subject Code: ENG C-4 (BPD)

Semester: B.A 2nd

Name of Teacher: RULIEU YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
<u>V</u>	<u>Drama</u>	<u>William Shakespeare</u> <u>Twelfth Night</u>	<u>12</u>
		<u>Total =</u>	<u>70 classes</u>

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Chimankesima - Nagaland

Rulieu
Signature

FORMAT-2

Lesson Plan

Teacher: Rulieu Yashu

Semester: B.A 2nd English

Paper: BPD-1

Lesson Topic	<u>Renaissance Humanism</u>
Desired Outcome	<ul style="list-style-type: none"> * Understand the key ideas of Renaissance Humanism and its historical context * Develop critical insights into how Renaissance Humanism shaped literary characters and themes
Teaching / Learning Method	<ul style="list-style-type: none"> * Interactive Lecture * Group Discussion
Materials Needed	<ul style="list-style-type: none"> * Handout of the text * Articles on Renaissance Humanism
Assignment / Follow Up	* Analytical Essay
Lesson Duration	<u>3 classes</u>

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FORMAT-2

Lesson Plan

Teacher: Rulieu Yashu

Semester: B.A 2nd English

Paper: BPD-1

Lesson Topic	<u>John Donne</u> <ul style="list-style-type: none"> * The Sunne Rising * Batter my Heart * Valediction: Forbidding Mourning
Desired Outcome	<ul style="list-style-type: none"> * Understand the metaphysical poetry tradition * Analyse how Donne uses conceits, paradoxes and Imageries
Teaching / Learning Method	<ul style="list-style-type: none"> * Interactive Lecture * Poetry Annotation
Materials Needed	<u>Copies of the poems</u>
Assignment / Follow Up	* Comparative Analytical Essay
Lesson Duration	<u>10 classes</u>

FORMAT-2

Lesson Plan

Teacher: Rulieu Yashu

Semester: B.A 2nd Semester English

Paper: BPD 1

Lesson Topic	<u>"Doctor Faustus"</u> <u>- Christopher Marlowe</u>
Desired Outcome	<ul style="list-style-type: none"> * Understand the historical and cultural context. * Critically engage with moral and philosophical questions. * Analyse the themes of ambition, power, free will.
Teaching / Learning Method	<ul style="list-style-type: none"> * Interactive Lectures * Close Reading and Textual Analysis
Materials Needed	* Text
Assignment / Follow Up	* Class Text
Lesson Duration	<u>12 classes</u>

FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu
 Semester: B.A. 2nd English
 Paper: BPD-1

Lesson Topic	* Ideas of Love and Marriage * The Writers in Society
Desired Outcome	* Understand how love and marriage were represented in British poetry and Drama. * Identify themes of courtly love and economic transactions in marriage. * Analyse the relationship between writers and society.
Teaching / Learning Method	* Interactive Lecture * Group Debate
Materials Needed	* Handouts of online articles
Assignment / Follow Up	* Analytical Essay
Lesson Duration	4 classes

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: BRITISH POETRY AND DRAMA: 14th to 17th CENTURIESSubject Code: C-4 (BPD-1)Semester: B.A. 2nd SemesterName of Teacher: RULILEU YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
		* "Sweet Warton" * One day I wrote her Name	5
		John Donne * The Sunne Rising * Batter My Heart	5
		* Valediction: Forbidding Mourning	5
<u>III</u>	Drama	Christopher Marlowe Doctor Faustus	12
<u>IV</u>	Drama	William Shakespeare Night Macbeth	12

Rulileu
Signature

FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu
 Semester: B.A. 2nd English
 Paper: BPD-1

Lesson Topic	"Twelfth Night" - William Shakespeare
Desired Outcome	* Evaluate the play's critique of social hierarchies and class mobility. * Appreciate Shakespeare's use of language, wit and wordplay.
Teaching / Learning Method	* Interactive Lecture * Textual Analysis
Materials Needed	* Drama
Assignment / Follow Up	* Assignment Writing
Lesson Duration	12 classes

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FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu
 Semester: B.A. 2nd English
 Paper: BPD-1

Lesson Topic	Edmund Spenser * "Like as a Huntsman..." * "Sweet Warton" * "One day I wrote her name"
Desired Outcome	* Understand the Elizabethan Sonnet tradition * Analyse the themes of love, desire, struggle and immortality
Teaching / Learning Method	* Poetry Annotation
Materials Needed	* Copies of the selected poems
Assignment / Follow Up	* Comparative Analysis
Lesson Duration	8 classes

FORMAT-2

Lesson Plan

Teacher... Rutikesh Vashii
Semester... B.A. 2nd English
Paper... BPD-1

Lesson Topic	* The Stage, Court and City * Religious and Political Thought
Desired Outcome	* Understand the social, political, religious and cultural significance of the stage, court and city in British Literature * Identify key themes of power struggle, class tension and social mobility
Teaching / Learning Method	* Textual Analysis * Interactive Lecture
Materials Needed	* Handouts with background readings
Assignment / Follow Up	* Assignment
Lesson Duration	4 classes

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: BRITISH POETRY AND DRAMA: 14th to 17th CENTURIES

Subject Code: C-4 (BPD-1)

Semester: 2nd Semester

Name of Teacher: RUTIKESH VASHII

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	1.	Renaissance Humanism	3
	2.	The Stage, Court and City	2
	3.	Religious and Political Thought	2
	4.	Ideas of Love and Marriage	2
	5.	The Writers in Society	2
II	Poetry	The Wife of Bath's Prologue - Geoffrey Chaucer	5
		Edmund Spenser - Selections from Amoretti "Like as a huntsman..."	3


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Signature

FORMAT-2

Lesson Plan

Teacher... Rutikesh Vashii
Semester... B.A. 2nd English
Paper... BPD-1

Lesson Topic	* Macbeth - William Shakespeare
Desired Outcome	* Analyse the themes of ambition, power, guilt, fate and the supernatural * Understand the historical, political and literary context of Macbeth
Teaching / Learning Method	* Textual Analysis * Lecture Method
Materials Needed	* Text
Assignment / Follow Up	* Group Discussion / Debate
Lesson Duration	12 classes

FORMAT-2

Lesson Plan

Teacher... Rutikesh Vashii
Semester... B.A. 2nd English
Paper... BPD-1

Lesson Topic	* The Wife of Bath's Prologue - Geoffrey Chaucer
Desired Outcome	* Analyse the character of the wife of Bath as a representation of gender and female autonomy and authority * Evaluate the narrative voice and irony
Teaching / Learning Method	* Interactive Lecture * Group Debate
Materials Needed	* Text (poem)
Assignment / Follow Up	Class Test
Lesson Duration	5 classes

Course Title: British Poetry and Drama: 17th and 18th Centuries (BPD-2)- BA 4th Semester C-7

Course Outcomes (Cos)

CO1: Identify characteristics of Comedy of Manners and Mock-Heroic poetry.

CO2: Understand the religious, social, and cultural thoughts of the 17th and 18th centuries.

CO3: Analyze key literary themes such as sin, love, sexuality, and human folly in selected texts.

CO4: Appreciate literary genres and techniques specific to this period in poetry and drama.

CO5: Interpret literary texts using form, technique, and critical frameworks.

PO-PSO-CO Mapping Matrix

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO3	PO1, PO2	Identifies genre characteristics, enhancing literary understanding and academic communication.
CO2	PSO1, PSO5	PO1, PO3	Understands period's socio-cultural thoughts, linking literary content to broader societal context.
CO3	PSO2, PSO5	PO1, PO4	Analyzes key literary themes, applying critical thinking to historical narratives.
CO4	PSO4, PSO1	PO2, PO1	Appreciates period-specific genres and techniques, fostering literary understanding and cultural literacy.
CO5	PSO2, PSO3	PO2, PO4	Interprets texts using form and critical frameworks, developing analytical and research skills.

FORMAT-2

Lesson Plan

Teacher... Masumda Jamil
Semester... BA 4th Sem
Paper... EPD-2

Lesson Topic	Alexander Pope : The Rape of the Lock
Desired Outcome	Identify the major characteristics of the mock-heroic poetry.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, Marker.
Assignment / Follow Up	Assignment
Lesson Duration	28 th March - 10 th April (10 periods)

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Hajjaj

FORMAT-2

Lesson Plan

Teacher... Masumda Jamil
Semester... BA 4th Sem
Paper... EPD-2

Lesson Topic	Aphra Behn : The Rover
Desired Outcome	Show their appreciation of texts in terms of plot- construction, socio-cultural contexts, and interpret literary texts using form, technique & critical frameworks.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, Marker
Assignment / Follow Up	Presentation
Lesson Duration	10 th March - 25 th March (15 periods)

FORMAT-2

Lesson Plan

Teacher... Masumda Jamil
Semester... BA 4th Sem
Paper... EPD-2

Lesson Topic	John Webster : The Duchess of Malfi
Desired Outcome	* Show their appreciation of texts in terms of plot- construction, socio-cultural contexts and genre of drama. * Appreciate literary genre and techniques specific to this period in drama.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, Marker
Assignment / Follow Up	Assignment
Lesson Duration	15 th Feb - 7 th March (15 periods)

FORMAT-2

Lesson Plan

Teacher... Masumda Jamil
Semester... BA 4th Sem
Paper... EPD-2

Lesson Topic	John Milton : Paradise Lost Book I
Desired Outcome	Understanding critical themes, in representative texts of the period, including sin, love, transgression, among others in selected texts.
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, marker
Assignment / Follow Up	Discussion : Satan as a tragic hero in 'Paradise Lost' Book I
Lesson Duration	5 th Feb - 19 th Feb (10 periods)

FORMAT-2 Lesson Plan		FORMAT-1 MOUNT MARY COLLEGE General Lesson Plan for the Academic Session (January - May 2025)			
Teacher: Meenakshi J. Dadas...		Course Name: British Poetry and Drama : 17th & 18th centuries (BPD-2)			
Semester: BA 4th Sem		Subject Code: EN41H/C-7			
Page: B.P.-2		Semester: BA 4th Semester			
Name of Teacher: Meenakshi J. Dadas		Name of Teacher: Meenakshi J. Dadas			
Lesson Topic		Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
	<ul style="list-style-type: none"> * Religious & secular thought in the 17th century. * The Stage, the State & the Market. * Women in the 17th century. * The Comedy of Manners, the Heroic and Satire. 	I		<ul style="list-style-type: none"> * Religious and secular thought in the 17th century. * The Stage, the State and Market. * Women in the 17th century. * The Comedy of Manners. 	10
Desired Outcome	* Remains an in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th & 18th centuries and identify characteristics of comedy of Manners.	II		John Milton : Paradise Lost : Book I	10
Teaching / Learning Method	Explanation, discussion	III		John Milton : Paradise Lost : Book I	15
Materials Needed	Text, whiteboard, marker	IV		John Milton : Paradise Lost : Book I	15
Assignment / Follow Up	Assignment	V		Alexander Pope : The Rape of the Lock	10
Lesson Duration	16th January - 27th January (10 periods)				

Course Outcomes for C-8 / PAPER 8: British Literature – 18th Century- BA 4th Semester

CO1: Explain the development of 18th-century critical thought in relation to Enlightenment ideals and literary forms.

CO2: Trace the emergence and characteristics of Restoration comedy and anti-sentimental drama.

CO3: Examine the purpose and technique of satire in 18th-century literature.

CO4: Analyze the formal structures and stylistic features of neoclassicism in poetry, drama, and prose.

CO5: Interpret the relationship between form and political commentary in texts like *Gulliver's Travels* and *Tristram Shandy*.

PO-PSO-CO Mapping Table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Explores the rise of critical consciousness during the Enlightenment, enhancing understanding of intellectual and cultural history.
CO2	PSO1, PSO3	PO1, PO2	Traces theatrical innovation and evolution, encouraging genre studies and literary-historical contextualization.
CO3	PSO2, PSO4	PO1, PO4	Analyzes satire's rhetorical function, fostering analytical reading and sociopolitical interpretation.
CO4	PSO2, PSO3	PO1, PO4	Engages with literary form and structure, deepening critical analysis and appreciation of neoclassical aesthetics.

CO	Mapped PSOs	Mapped POs	Justification
CO5	PSO1, PSO4, PSO5	PO1, PO3, PO5	Links textual form to political critique, enhancing interdisciplinary insights and cultivating socio-political awareness through literature.

FORMAT-2
Lesson Plan

Teacher: Jackline Juma
Semester: Jan 1st Sem
Paper: C-8

Lesson Topic	Enlightenment and Neoclassicism Restoration Comedy
Desired Outcome	Explain and analyse the role of the critical mind artists using the restoration period as a backdrop
Teaching / Learning Method	Lecture
Materials Needed	Books, AV, marker
Assignment / Follow Up	Presentation
Lesson Duration	21 st March - 5 th April

FORMAT-1
MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session ()

Course Name: British Literature 18th Century
Subject Code: C-8
Semester: 1st Sem
Name of Teacher: Jackline Juma

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1	Enlightenment and Neoclassicism Restoration Comedy	14
2	2	William Congreve: The Way of the World	10
3	3	Jonathan Swift: Gulliver's Travels (Book 1 & 2)	12
4	4	Samuel Johnson: London Thomas Gray: Elegy Written in a Country Churchyard	12
5	5	Laurence Sterne: The Life and Opinions of Tristram Shandy	14

FORMAT-2
Lesson Plan

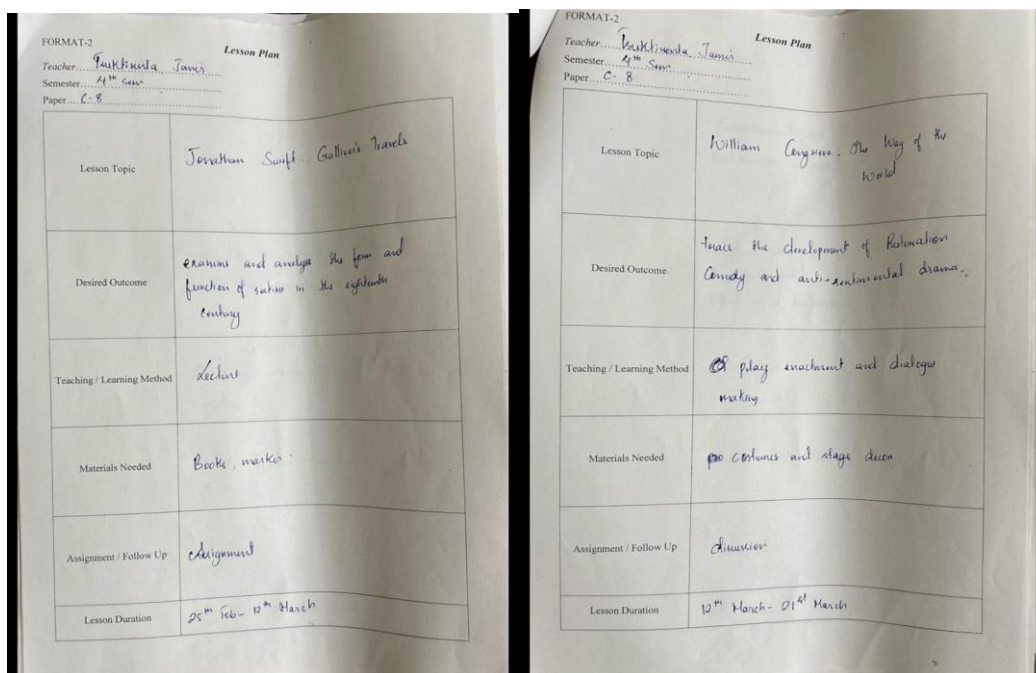
Teacher: Jackline Juma
Semester: 1st Sem
Paper: C-8

Lesson Topic	Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman
Desired Outcome	map the relationship between the formal and the political in the literature of the neo-classical period
Teaching / Learning Method	Lecture, class discussion
Materials Needed	Books, marker
Assignment / Follow Up	Presentation
Lesson Duration	20 th Jan - 10 th Feb

FORMAT-2
Lesson Plan

Teacher: Jackline Juma
Semester: 1st Sem
Paper: C-8

Lesson Topic	Samuel Johnson: London Thomas Gray: Elegy Written in a Country Churchyard
Desired Outcome	appreciate and analyse the formal variations of classicism
Teaching / Learning Method	Lecture, discussion
Materials Needed	Books, marker
Assignment / Follow Up	Text
Lesson Duration	10 th Feb - 25 th Feb



Course Title: British Literature: The Early 20th Century (Core Course – C-12 / Paper 12)

Course Outcomes (Cos)

CO1: Trace the history of modernism within its socio-cultural, intellectual, and scientific contexts.

CO2: Distinguish between modernity and modernism, and analyze key literary themes reflecting the period's intellectual shifts.

CO3: Analyze modernist literature using critical frameworks such as stream of consciousness and psychoanalytic thought.

CO4: Identify and analyze modernist techniques and ideas of form across various literary genres.

CO5: Trace the emergence of self and subjectivity within the context of colonial and postcolonial consciousness in early 20th-century literature.

PO-PSO-CO Mapping Matrix

CO	Mapped PSO	Mapped PO	Justification
CO1	PSO1, PSO5	PO1, PO4	Traces modernism's socio-cultural and intellectual history.
CO2	PSO2, PSO5	PO1, PO4	Distinguishes modernity/modernism; analyzes intellectual themes.

CO3	PSO2, PSO3	PO2, PO4	Analyzes modernist literature using critical frameworks.
CO4	PSO1, PSO3	PO1, PO2	Identifies and analyzes modernist techniques and forms.
CO5	PSO1, PSO5	PO1, PO4	Traces self/subjectivity in colonial/postcolonial early 20 th -century literature.

FORMAT-2 Lesson Plan

Teacher: Muhammad Jamil

Semester: BA 6th Sem

Paper: EL-3

Lesson Topic	* H.B. Kent: <i>Kada and the Swan, The Second Coming, Sailing to Byzantium</i> * T.S. Eliot: <i>The Love Song of J. Alfred Prufrock, The Hollow Men</i>
Desired Outcome	Explain Analyzing the idea of modernist literary texts from across major genres
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, Marker
Assignment / Follow Up	Assignment
Lesson Duration	26th March - 7th April (10 periods)

FORMAT-2 Lesson Plan

Teacher: Muhammad Jamil

Semester: BA 6th Sem

Paper: EL-3

Lesson Topic	Virginia Woolf: <i>Mrs. Dalloway</i>
Desired Outcome	Understanding the use of stream of consciousness technique, Psychoanalysis, Imagism
Teaching / Learning Method	Explanation, discussion
Materials Needed	Texts, whiteboard, Marker
Assignment / Follow Up	* Class Test
Lesson Duration	6th March - 25th March (15 periods)

FORMAT-2 Lesson Plan

Teacher: Muhammad Jamil

Semester: BA 6th Sem

Paper: EL-3

Lesson Topic	D.H. Lawrence: <i>Sons and Lovers</i>
Desired Outcome	Identify and analyze the use of modernist technique in different genres in early 20th British Literature
Teaching / Learning Method	Explanation, discussion
Materials Needed	Books, Marker
Assignment / Follow Up	Presentation
Lesson Duration	20th Feb - 5th March (10 periods)

FORMAT-2 Lesson Plan

Teacher: Muhammad Jamil

Semester: BA 6th Sem

Paper: EL-3

Lesson Topic	Heart of Darkness: Joseph Conrad
Desired Outcome	* understanding the history of the self and objectivity in literature in the light of colonial consciousness
Teaching / Learning Method	Explanation, discussion
Materials Needed	Books, Marker
Assignment / Follow Up	Class test
Lesson Duration	3rd Feb - 20th Feb (15 periods)

FORMAT-2
Lesson Plan

Teacher: Maminta Jamia
Semester: B.A. 6th Sem
Paper: Enl-3

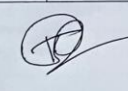
Lesson Topic	<ul style="list-style-type: none"> * Modernism, Post-modernism * The Women's movement * Psychoanalysis & the Stream of Consciousness. * The Uses of Myth * The Avant Garde.
Desired Outcome	<ul style="list-style-type: none"> * Enable to trace the history of modernism in the socio-cultural and intellectual contexts of late 19th century and early 20th century Europe and distinguish between modernism and modernity.
Teaching / Learning Method	Explanation, discussion.
Materials Needed	Books, marker
Assignment / Follow Up	Assignment
Lesson Duration	11th January - 27th January (10 periods)

FORMAT-1
MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (January-May 2025)

Course Name: British Literature : The Early 20th Century (BL-3)
Subject Code: Enl/11/C-12
Semester: B.A. 6th Semester
Name of Teacher: Maminta Jamia

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I		<ul style="list-style-type: none"> * Modernism, Post-modernism * The Women's movement * Psychoanalysis and the Stream of Consciousness. * The Uses of Myth * The Avant Garde. 	10
II		Hunt of Ravens : Joseph Conrad	15
III		D.H. Lawrence : Sons & Lovers	10
IV		Virginia Woolf : Mrs Dalloway	15
V		<ul style="list-style-type: none"> * T.S. Eliot : <i>Waste Land</i> and <i>The Waste Land</i>, <i>The Love Song of J. Alfred Prufrock</i>, <i>The Hollow Men</i>. 	10


Signature

Course Outcomes for C-13 / PAPER 13: Modern European Drama (6th Semester – Nagaland University)

- CO1:** Understand the role of modern European drama in introducing and shaping modernity through theatrical innovation.
- CO2:** Analyze and differentiate dramatic movements such as realism, naturalism, expressionism, symbolism, the avant-garde, epic theatre, and the theatre of the absurd.
- CO3:** Critically engage with the thematic and performative elements of modern plays by Ibsen, Brecht, Beckett, and Ionesco.
- CO4:** Evaluate the relationship between drama and socio-political contexts, particularly in relation to themes like gender, ethics, revolution, and identity.
- CO5:** Demonstrate awareness of the performative dimensions of theatre, including the role of the director, staging, and free theatre movements.

PSO-PO-CO Mapping Table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Understands drama as a tool of modernity, linking theatre to cultural and intellectual history.
CO2	PSO2, PSO3	PO1, PO4	Analyzes various theatrical movements, strengthening formal and critical interpretative abilities.

CO	Mapped PSOs	Mapped POs	Justification
C03	PSO2, PSO4	PO2, PO4	Engages deeply with canonical dramatic texts, enhancing literary and performance analysis.
C04	PSO1, PSO4	PO1, PO5	Evaluates political and social dimensions of drama, fostering critical thinking and civic awareness.
C05	PSO3, PSO5	PO3, PO4	Examines the practical and performative aspects of drama, enriching understanding of theatre as a lived and collective experience.

FORMAT-2
Teacher: Shakthiendra Jaiswal
Semester: 6th Sem
Paper: C-13

Lesson Plan

Lesson Topic	Eugene Ionesco: Rhinoceros
Desired Outcome	analyse and draw back the themes of will and responsibility, logic and absurdity through the characters and their situation.
Teaching / Learning Method	Lecture, discussion
Materials Needed	Books, markers, board
Assignment / Follow Up	Test
Lesson Duration	5 th March - 14 th April

(Signature)
Shakthiendra Jaiswal

FORMAT-1
MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session ()

Course Name: Modern European Drama
Subject Code: C-13
Semester: 6th Sem
Name of Teacher: Shakthiendra Jaiswal

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1	Hessig Juen: A doll's House	12
2	2	Bertolt Brecht: The Good Woman of Szechuan	14
3	3	Samuel Beckett: Waiting for Godot	10
4	4	Politics, social change, and the stage	14
5	5	Eugene Ionesco: Rhinoceros	12

(Signature)
Shakthiendra Jaiswal

(Signature)
Shakthiendra Jaiswal

FORMAT-2
Teacher: Shakthiendra Jaiswal
Semester: 6th Sem
Paper: C-13

Lesson Plan

Lesson Topic	Bertolt Brecht: The Good Woman of Szechuan
Desired Outcome	Understand and engage with concepts like metaphors, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd etc.
Teaching / Learning Method	Lecture
Materials Needed	Books, markers
Assignment / Follow Up	Test
Lesson Duration	20 th Jan - 10 th Feb

(Signature)
Shakthiendra Jaiswal

FORMAT-2
Teacher: Shakthiendra Jaiswal
Semester: 6th Sem
Paper: C-13

Lesson Plan

Lesson Topic	Samuel Beckett: Waiting for Godot
Desired Outcome	Understand how meaning is created in theatre and be able to write about innovative ideas injected into theatrical practice in the late 19 th and 20 th century.
Teaching / Learning Method	Lecture
Materials Needed	Books, markers
Assignment / Follow Up	Test
Lesson Duration	30 th Jan - 20 th Feb

(Signature)
Shakthiendra Jaiswal

FORMAT-2 Lesson Plan	
Teacher... <i>N. Mukundan</i> ... <i>Tanuj</i>	
Semester... <i>6th Sem</i>	
Paper... <i>C-15</i>	
Lesson Topic	<i>Henrik Ibsen - A Doll's House</i>
Desired Outcome	<i>Understanding the role of theatre and drama in the introduction and shaping of modernity</i>
Teaching / Learning Method	<i>Lecture, class discussion</i>
Materials Needed	<i>Books, material</i>
Assignment / Follow Up	<i>assignment on the topic "A Doll's House as a representation of Bourgeois Women"</i>
Lesson Duration	<i>21st Feb - 1st March</i>

FORMAT-2 Lesson Plan	
Teacher... <i>N. Mukundan</i> ... <i>Tanuj</i>	
Semester... <i>6th Sem</i>	
Paper... <i>C-15</i>	
Lesson Topic	<i>Potter, social change, and the stage</i>
Desired Outcome	<i>This course intends to read the plays by placing the epochal events of the period as the backdrop</i>
Teaching / Learning Method	<i>Lecture, class discussion</i>
Materials Needed	<i>Books, A.V, material</i>
Assignment / Follow Up	<i>Presentation</i>
Lesson Duration	<i>15th March - 28th March</i>

ENGLISH C-14 / PAPER 14: POSTCOLONIAL LITERATURES (PCL)

B.A 6th Semester English Honours

Course Outcomes (COs)

CO1: Understand the socio-historical, political, and economic contexts of colonialism and post colonialism, particularly in India and other formerly colonised regions.

CO2: Explore postcolonial literature as a critical response to colonial occupation and its lasting impacts on society and culture.

CO3: Analyze representative texts from various colonial and postcolonial locations to examine the effects of colonialism on language, identity, and local economies.

CO4: Evaluate how postcolonial literature critiques and resists structures of inequality and oppression resulting from colonial rule.

CO5: Engage critically with issues such as race, nationalism, gender, and globalisation through the lens of postcolonial literary texts.

CO6: Appreciate the shifting role and contested status of English in postcolonial societies, alongside the role of indigenous languages.

CO7: Examine the ethical dimensions of postcolonial writing, including identity politics, representation, and audience.

CO8: Link colonial histories to contemporary issues of modernity, migration, and cultural transformation.

Mapping Matrix: Postcolonial Literatures (ENG C-14 / Paper 14)

CO	Mapped PSOs	Mapped POs	Justification
CO1 Understand the socio-historical, political, and economic contexts of colonialism and post colonialism.	PSO1, PSO5	PO1, PO3	Builds foundational knowledge of colonial histories and their social effects, fostering reflective thinking and civic awareness.
CO2 Explore postcolonial literature as a critical response to colonial occupation and its lasting impacts.	PSO2, PSO5	PO1, PO4	Encourages critical inquiry into literary resistance and postcolonial themes, enhancing analytical engagement with historical narratives.
CO3 Analyze representative texts from various colonial and postcolonial locations to examine language, identity, and economy.	PSO1, PSO3, PSO5	PO2, PO4	Supports comparative textual analysis and thematic understanding of identity and culture, improving academic and analytical skills.
CO4 Evaluate how postcolonial literature critiques and resists structures of inequality and oppression.	PSO2, PSO5	PO3, PO4	Engages students in evaluating systemic issues, fostering social awareness and critical analysis of power structures.
CO5 Engage critically with race, nationalism, gender, and globalisation through postcolonial texts.	PSO2, PSO3, PSO5	PO2, PO4, PO5	Enhances students' ability to interpret intersecting social issues, while cultivating ethical reasoning and academic discourse.
CO6 Appreciate the shifting and contested status of English and indigenous languages in postcolonial societies.	PSO1, PSO5	PO1, PO5	Encourages nuanced understanding of language politics, supporting reflective thinking and lifelong scholarly curiosity.
CO7 Examine the ethical dimensions of postcolonial writing, including identity politics, representation, and audience.	PSO2, PSO5	PO4, PO5	Deepens understanding of ethical and representational issues in literature, fostering moral reasoning and scholarly depth.
CO8 Link colonial histories to contemporary issues of	PSO3, PSO5	PO3, PO4	Strengthens interdisciplinary understanding by connecting

modernity, migration, and cultural transformation.			historical narratives with present-day global challenges and transformations.
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FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: POSTCOLONIAL LITERATURES (PCL)

Subject Code: ENG C-14

Semester: 6th

Name of Teacher: RULILEU YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
II	Fiction	"Things Fall Apart" - Chinua Achebe	10
III	Fiction	"Chronicle of a Death Foretold" - Gabriel Garcia Marquez	10
IV	Short Fiction	1. The Collector of Treasures - Bessie Head	5
		2. The Girl Who Can - Ama Ata Aidoo	5
		3. The Green Leaves - Grace Ogot	5

Rulileu
Signature

FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu

Semester: 6th English

Paper: Postcolonial Literatures (PCL)

Lesson Topic	* Nationalism and Nationality * Decolonisation, Globalisation and Literature
Desired Outcome	* Understand the concepts in postcolonial theory. * Explore the role of literature in anti-colonial movements
Teaching / Learning Method	* Interactive Lecture
Materials Needed	* Handouts with excerpts
Assignment / Follow Up	- Concept Mapping
Lesson Duration	4 classes

Principal
Signature

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: POSTCOLONIAL LITERATURES (PCL)

Subject Code: ENG C-14

Semester: 6th

Name of Teacher: RULILEU YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
IV	Poetry	1. A Fan Out From Africa - Derek Walcott	2
		2. My Husband, Bitek - Okot	2
		3. 'Revolving Days', 'Wild Lemons' - David Malouf	2
		4. "Small Towns and the River" - Mamang Dai	2
		5. "Tonight I can Write" - Pablo Neruda	2
V	Fiction	"A Terrible Malinarchy" - Estherine Kine	10

Total: 75

Rulileu
Signature

FORMAT-2

Lesson Plan

Teacher: Rulileu Yashu

Semester: 6th English

Paper: PCL

Lesson Topic	"A Terrible Malinarchy" - Estherine Kine
Desired Outcome	* Analyse the themes of power, gender dynamics, and social structures * Discuss the intersections of postcolonial identity and gender
Teaching / Learning Method	* Interactive Lecture * Close Reading
Materials Needed	* Copy of the text
Assignment / Follow Up	* Critical Essay
Lesson Duration	10 classes

Principal
Signature

FORMAT-1

MOUNT MARY COLLEGE

General Lesson Plan for the Academic Session (2025)

Course Name: POST COLONIAL LITERATURES (PCL)

Subject Code: ENG C-14

Semester: B.A. 6th SEMESTER

Name of Teacher: RUTILE YASHU

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
I	1.	* Nationalism and Nationality	4
	2.	* Decolonisation, Globalisation and Literature	
	3.	* Race, Region and Religion	4
	4.	* Women and Postcolonialism	
	5.	* Gender and Identity	4
	6.	* English and Bhasha: The Language of Postcolonialism	
	7.	* Postcolonial Literature and Questions of Ethics	4
	8.	* Postcolonialism and Resistance	
	9.	* Literature and Identity Politics	4
	10.	* Writing for a New World Audience	

Rutile Yashu
Signature

FORMAT-2 Lesson Plan

Teacher: Rutile Yashu

Semester: B.A. 6th Sem

Paper: PCL

Lesson Topic	* Postcolonialism and Resistance * Literature and Identity Politics * Writing for a New World Audience
Desired Outcome	* Define postcolonialism as a form of resistance * Analyse how literature shapes identity politics * Understand how literature reimagines new worlds beyond colonial histories
Teaching / Learning Method	* Interactive Lecture * Group Discussion
Materials Needed	* Handouts of Critical Essay
Assignment / Follow Up	* Class Discussion
Lesson Duration	6 class

Course Outcomes for C-15 / PAPER 15: Literary Theory (6th Semester – Nagaland University)

CO1: Trace the historical development of major literary theories, especially those of the 20th century.

CO2: Understand the philosophical and cultural contexts that influenced the emergence of literary theory and its practices.

CO3: Identify key theoretical concepts and associate them with relevant theorists and critical movements.

CO4: Apply various literary theories, such as New Criticism, Marxism, Psychoanalysis, Feminism, and Postcolonialism, to analyze texts in contemporary and cultural contexts.

CO5: Critically evaluate the strengths, limitations, and interpretative potentials of different theoretical frameworks.

CO6: Develop advanced interpretative skills through engagement with diverse theoretical perspectives, including Black and Dalit Aesthetics and Subaltern Studies.

PO-PSO-CO Mapping Table

CO	Mapped PSOs	Mapped POs	Justification
CO1	PSO1, PSO5	PO1, PO3	Provides historical knowledge of literary theory, fostering cultural literacy and intellectual history awareness.
CO2	PSO1, PSO4	PO1, PO5	Engages with philosophical and cultural contexts, enhancing critical and ethical understanding.

CO	Mapped PSOs	Mapped POs	Justification
CO3	PSO2, PSO3	PO1, PO4	Builds conceptual clarity linking theories and theorists, promoting analytical rigor.
CO4	PSO2, PSO4	PO2, PO4	Applies theoretical frameworks to texts, strengthening critical thinking and textual analysis skills.
CO5	PSO2, PSO5	PO1, PO4	Encourages evaluation and critique of theoretical approaches, developing nuanced understanding.
CO6	PSO1, PSO4, PSO5	PO1, PO3, PO5	Deepens interpretative and cultural competence through engagement with marginalized perspectives and contemporary theory.

FORMAT-2
Teacher: Prakranda Jais
Semester: 6th Sem
Paper: C-15

Lesson Plan

Lesson Topic	Black and Dalit Aesthetics/ Subaltern Studies
Desired Outcome	Identify theoretical concepts with documents and movements with which they are associated and in the process understand their contexts
Teaching / Learning Method	Lecture, Discussion
Materials Needed	Books, marks; A V
Assignment / Follow Up	Presentation
Lesson Duration	24 th March - 14 th April

FORMAT-1
MOUNT MARY COLLEGE
General Lesson Plan for the Academic Session ()

Course Name: Literary Theory
Subject Code: C-15
Semester: 6th Sem
Name of Teacher: Prakranda Jais

Unit	Chapter	Contents / Topics	No. of Class Required (Duration)
1	1	The East and the West, Question of identity, New Criticism and Russian Formalism	10
2	2	Roads Beyond Theory, Marxism, Psychoanalytic Theory	14
3	3	Structuralism, Post-structuralism, Historicism	12
4	4	Postcolonialism, Feminism	12
5	5	Black and Dalit Aesthetics/ Subaltern Studies	14

Signature

FORMAT-2
Teacher: Prakranda Jais
Semester: 6th Sem
Paper: C-15

Lesson Plan

Lesson Topic	The East and the West, Question of Identity New criticism and Russian Formalism
Desired Outcome	Have a historical overview of major literary theories, particularly of the 20 th century. Sharpen interpretative skills in the light of various theoretical frameworks
Teaching / Learning Method	Lecture, class discussion, Question hour
Materials Needed	Books, marks, A V
Assignment / Follow Up	Discussion
Lesson Duration	20 th Jan - 5 th Feb

FORMAT-2
Teacher: Prakranda Jais
Semester: 6th Sem
Paper: C-15

Lesson Plan

Lesson Topic	Roads Beyond Theory, Marxism, Psychoanalytic Theory
Desired Outcome	Show an understanding of historical and philosophical contexts that led to the development of literary theory and practices
Teaching / Learning Method	Lecture
Materials Needed	Books, marks
Assignment / Follow Up	Presentation
Lesson Duration	6 th Feb - 24 th Feb

FORMAT-2

Lesson Plan

Teacher... Prakranta Jamin

Semester... 6th Sem

Paper... C-15

Lesson Topic	Structuralism, Post-Structuralism, New Historicism
Desired Outcome	develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society.
Teaching / Learning Method	Lecture
Materials Needed	Books, marker
Assignment / Follow Up	Assignment
Lesson Duration	25 th Feb - 11 th March

FORMAT-2

Lesson Plan

Teacher... Prakranta Jamin

Semester... 6th Sem

Paper... C-15

Lesson Topic	Post colonialism, Feminism
Desired Outcome	historically situate literary theories which writers have informed and shaped various literary theoretical discourses.
Teaching / Learning Method	Lecture
Materials Needed	Books, marker
Assignment / Follow Up	Test
Lesson Duration	13 th Feb ^{March} - 26 th Feb ^{March}