



PREM CHAND MARKANDA S.D. COLLEGE FOR WOMEN, JALANDHAR CITY

Re-accredited 'A+' grade (2nd Cycle) by NAAC Bangalore

A unique prestigious Post Graduate Institution of Northern India

Program: Bachelor of Arts

PO.1	Students can communicate effectively in English, demonstrating proficiency in listening, speaking, reading, and writing skills.
PO.2	Students can critically analyze and interpret literary texts within their social, cultural, and historical contexts.
PO.3	Students can appreciate diverse literary genres, including poetry, drama, prose, and fiction, and understand their thematic significance.
PO.4	Students can gain cultural awareness and sensitivity by exploring global literature and its impact on society.
PO.5	Students can express their creativity through various forms of writing, such as essays, stories, poetry, and critiques.

Department –English

Session – 2025-26 Odd Semester

Semester – B.A./ B.Sc. Sem I

Faculty Name – Dr. Indu Tyagi & Mrs. Mamta Bajaj

Course/Paper name- English Language Skills - 1

Duration	Topics to be covered	Teaching Tools
July		
	Prose for young learners • A dialogue on democracy. • Universal declaration of human rights. • On Spendthrifts • Power of women English Grammar in use 4th edition by Raymond Murphy • Units 1-5	Lecture-based teaching, group teaching, and learning through problem-solving.
August		

	Prose for young learners • Symptoms • The school for sympathy • My financial career • With a song on their lips English Grammar in use 4th edition by Raymond Murphy • Units 6-12, 38-48	Lecture-based teaching, group teaching, and learning through problem-solving.
September		
	Prose for young learners • Beauty and the Beast • Aids English Grammar in use 4th edition by Raymond Murphy • Units 13-25	Lecture-based teaching, group teaching, and learning through problem-solving.
October	English Grammar in use 4th edition by Raymond Murphy • Units 26-37 • Paragraph writing	Lecture-based teaching, group teaching, and learning through problem-solving.
November	Revision and Tests	Game Based Learning, Inquiry Based Learning and Individual Learning
December	University Examination	

Outcome of the course

CO.1	To observe how stories convey ethical values and insights into human behaviour.
CO.2	To encourage imaginative exploration through the study of essays.
CO.3	To understand the proper use and placement of modifiers, including adjectives and adverbs, to enhance clarity and precision in writing.
CO.4	To emphasise clarity, coherence, and conciseness in conveying letter messages.
CO.5	To learn and understand format of personal letters

Department –English

Session – 2025-26 Odd Semester

Semester – B.A./ B.Sc. Sem III

Faculty Name – Dr. Indu Tyagi & Mrs. Mamta Bajaj

Course/Paper name- English Language Skills – 1

Duration	Topics to be covered	Teaching Tools
July- August	Raymond Murphy’s English Grammar In Use Units- 98-120 & Making Connections Unit-1(Global Health) Making Connections	Lecture-based teaching, group teaching, and learning through problem-solving.
September	Raymond Murphy’s English Grammar In Use Units- 121-130 Units-137-140 & Making Connections Unit 2 (Multicultural Societies) Unit -3 (Aspects of Languages)	Lecture-based teaching, Inquiry based Learning and Group teaching
October	Raymond Murphy’s English Grammar In Use Units- 131-136 Units-141-145 & Making Connections Unit -4 (Sustaining Planet Earth) and Essay Writing	Lecture-based teaching, group teaching, and learning through problem-solving.
November	Revision and Tests	Game Based Learning, Inquiry Based Learning and Individual Learning

Course outcome

CO.1	To develop skills in critically analyzing the content of "Making Connections" discussing the author's arguments, evidence, and the overall message of the book.
CO.2	To understand how proper grammar contributes to clarity, coherence and overall quality in written communication.
CO.3	To help students connect the concepts from the book to broader academic discourse.
CO.4	To encourage reflective thinking and influencing students' perspectives based on readings.
CO.5	To enhance communication skills through discussions and assignments related to the themes of the book.

Department –English

Session – 2025-26 Odd Semester

Semester – B.A Semester V

Faculty Name – Mrs Gurjit Kaur

Course/Paper name- English Compulsory

Duration	Topics to be covered	Teaching Tools
July		
	Introduction & Act-I of the Play ‘All My Sons’ by Arthur Miller Poems - William Wordsworth: “The World is Too Much with Us” - Gordon Lord Byron: “She Walks in Beauty” - P.B. Shelly: “Ozymandias”	Lecture-based teaching, group teaching, and learning through problem-solving.
August		
	Act-II of the Play ‘All My Sons’ by Arthur Miller Poems - Alfred Lord Tennyson: “In Memoriam” - Robert Browning: “Meeting at Night” - Mathew Arnold: “Dover Beach” - W.B. Yeats: “Words” - Wilfred Owen: “Strange Meeting” Formal Letters	Lecture-based teaching, group teaching, and learning through problem-solving.
September		
	Act-III of the Play ‘All My Sons’ by Arthur Miller	Lecture-based teaching, group teaching, and learning through problem-solving.

	Poems • Robert Graves: “The Portrait” • W.H. Auden: “The Unknown Citizen” • Dylan Thomas: “Do not Go Gentle into That Good Night” • Ted Hughes: “The Thought-Fox” • Sylvia Plath: “Mirror” • Seamus Heaney: “Honeymoon Flight” • Rabindranath Tagore: “False Religion” • Nissim Ezekiel: “Night of Scorpion” Application Writing	
October	Resume Writing Business Writing & Report Writing Long and Short Questions of Acts of the Play ‘All My Sons’ to be discussed	Lecture-based teaching, group teaching, and learning through problem-solving.
November	Revision and Tests	Game Based Learning, Inquiry Based Learning and Individual Learning
December	University Examination	

Course Outcome-

CO.1	To develop an understanding of the central themes of "All My Sons," like the consequences of moral choices and the impact of war on individuals and families.
CO.2	To understand the social and historical context of the play and the economic and emotional challenges post-World War II.
CO.3	To impart the ability to critically analyze poetic works, considering elements such as language, imagery, symbolism, and themes.
CO.4	To analyze common themes across the poems, such as nature, beauty, mortality, love, and the human condition.
CO.5	To develop the ability to adopt an appropriate tone and style for different types of letters emphasizing clarity, coherence, and conciseness