WILLIAMNAGAR GOVERNMENT COLLEGE DEPARTMENT OF ENGLISH

TEACHING PLAN FOR ODD SEMESTER- 2022

Name of the Teacher: Smt. Tojeli K Sangma

Semester: 1st Semester English Honours

Name of the Paper: Poetry 1- Paper I

No of Teaching Hours: 12.75 hours

.

General Objectives The objective of this course is to equip the students with the ability to understand the techniques and strategies for analyzing poems, focusing on both the formal and thematic interpretation of poetry. And also, to develop love for poetry reading and writing and enhance their power of imagination and creativity.

Units to	o be covered	Unit 1- Poetry				
Week	Lecture No	Topics Covered	Specific Objective	Content	Methodology	Teaching Aids
1	1 class	Geoffrey Chaucer: <i>The Friar</i>	The students by close reading of the poem will be aware of the historical context of the poem including the social and religious conditions of the Middle Ages	Introduction of the poet and his work	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
2	1class	Geoffrey Chaucer: The Friar	The students by close reading of the poem will be aware of the historical context of the poem including the social and religious conditions of the Middle Ages	Explanation of Middle Age Literature	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
3	1 class	Geoffrey Chaucer: <i>The Friar</i>	The students by close reading of the poem will be aware of the historical context of the poem including the social and religious conditions of the Middle Ages	Line by Line explanation of the poem	1.Lectures 2.Question Answer 3.Group discussion	 White board and marker Study materials WhatsApp
4	1 class	Geoffrey Chaucer:	The students by close reading of the poem will be aware of the historical	Line by Line explanation of the	1.Lectures 2.Question	1.White board and marker

		The Friar	context of the poem including the social and religious conditions of the Middle Ages	poem	Answer 3.Group discussion	2.Study materials 3.WhatsApp
5	1 class	Geoffrey Chaucer: The Friar	The students by close reading of the poem will be aware of the historical context of the poem including the social and religious conditions of the Middle Ages	Line by Line explanation of the poem	1.Lectures 2.Question Answer 3.Group discussion	 White board and marker Study materials WhatsApp
6	1 class	Geoffrey Chaucer: The Friar	The students by close reading of the poem will be aware of the historical context of the poem including the social and religious conditions of the Middle Ages	Line by Line explanation of the poem	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
7	1 class	Geoffrey Chaucer: The Friar	The students by close reading of the poem will be aware of the historical context of the poem including the social and religious conditions of the Middle Ages	Analyzing of Themes, style, meter, rhyme, scheme	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
8	1 class	William Shakespeare: Like as the Wave Make Towards the Pebble Shore (Sonnet 60)	By studying the poem, the students will be able to analyze different kinds of metaphors through direct and indirect comparisons and develop an understanding of different interpretations in general.	Introduction of the poet and his work	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
9	1 class	William Shakespeare: <i>Like</i> as the Wave Make Towards the Pebble Shore (Sonnet 60)	By studying the poem, the students will be able to analyze different kinds of metaphors through direct and indirect comparisons and develop an understanding of different interpretations in general	Introduction to structure of Shakespearean sonnet	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp

10	1 class	William	By studying the poem, the students	Line by Line	1.Lectures	1.White board and
		Shakespeare: Like	will be able to analyze different kinds	explanation of the	2.Question-	marker
		as the Wave Make	of metaphors through direct and	poem	Answer	2.Study materials
		Towards the Pebble	indirect comparisons and develop an		3.Group	3.WhatsApp
		Shore	understanding of different		discussion	
		(Sonnet 60)	interpretations in general.			
11	1 class	William	By studying the poem, the students		1.Question-	1.White board and
		Shakespeare: Like	will be able to analyze different kinds	Line by Line	Answer	marker
		as the Wave Make	of metaphors through direct and	explanation of the	2.Group	2.Study materials
		Towards the Pebble	indirect comparisons and develop an	poem	discussion	3.WhatsApp
		Shore	understanding of different			
		(Sonnet 60)	interpretations in general.			
12	1 class	William	By studying the poem, the students		1.Question-	1.White board and
		Shakespeare: Like	will be able to analyze different kinds	Line by Line	Answer	marker
		as the Wave Make	of metaphors through direct and	explanation of the	2.Group	2.Study materials
		Towards the Pebble	indirect comparisons and develop an	poem	discussion	3.WhatsApp
		Shore	understanding of different			
		(Sonnet 60)	interpretations in general.			
13	1 class	William	By studying the poem, the students		1.Question-	1.White board and
		Shakespeare: Like	will be able to analyze different kinds	Analyzing of theme,	Answer	marker
		as the Wave Make	of metaphors through direct and	metaphor, imagery	2.Group	2.Study materials
		Towards the Pebble	indirect comparisons and develop an	and symbols	discussion	3.WhatsApp
		Shore	understanding of different			
		(Sonnet 60)	interpretations in general			
14	1 class	Geoffrey Chaucer:	To reinforce the students learning and	Revision	1.Question-	1.Study materials
	1 0.000	The Friar	check their understanding and		Answer	2. Past question papers
			knowledge of the topics taught		2.Group	
					discussion	

15	1 class	Geoffrey Chaucer: <i>The Friar</i>	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	 1.Study materials 2. Past question papers
16	1 class	William Shakespeare: Like as the Wave Make Towards the Pebble Shore (Sonnet 60)	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	 Study materials Past question papers
17	1 class	William Shakespeare: Like as the Wave Make Towards the Pebble Shore (Sonnet 60)	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	 1.Study materials 2. Past question papers

TEACHING PLAN FOR BA 3RD SEMESTER ENGLISH (HONOURS) – 2022

	Name Of the T	Teacher: Smt. Tojeli K	Sangma						
	Name of the F	Paper: Drama- Paper l	Ш						
	No of Teachin	g Hours: 25.5 hours							
Genera	l Objectives	elements like plot,	The objective of this course is to introduce drama as a literary as well as dramatic genre with due emphasis on dramatic elements like plot, structure etc. The course also aims to give students an understanding of the major dramatic works with a sense of their historical and cultural context and the techniques that inform them.						
Units to	be covered	Unit 1- Drama							
Week	Lecture No	Topics Covered	Specific Objective	Content	Methodology	Teaching Aids			
1	2 classes	Christopher Marlowe: <i>The Jew</i> of Malta	By studying the play the students will be able to understand the historical, cultural and religious framing of the play.	 Introduction of the poet and his work Analysis on the historical, political and religious background of the play 	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp 			
2	2 classes	Christopher Marlowe: <i>The Jew</i> of Malta	By studying the play the students will be able to understand the historical, cultural and religious framing of the play.	1.Act and scene wise explanation of the play The Prologue	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp 			
3	2 classes	Christopher Marlowe: <i>The Jew</i> of Malta	By studying the play the students will be able to understand the historical, cultural and religious framing of the play.	Act-1 Scene 1-2	1.Lectures 2.Question Answer 3.Group discussion	 White board and marker Study materials WhatsApp 			
4	2 classes	Christopher Marlowe: <i>The Jew</i> of Malta	By studying the play the students will be able to understand the historical, cultural and religious framing of the	Act – II Scene 1-2	1.Lectures 2.Question Answer	1.White board and marker 2.Study materials			

			play.		3.Group discussion	3.WhatsApp
5	2 classes	Christopher Marlowe: <i>The Jew</i> of Malta	By studying the play the students will be able to understand the historical, cultural and religious framing of the play.	Act –III Scene 1-6	1.Lectures 2.Question Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
6	2 classes	Christopher Marlowe: <i>The Jew</i> of Malta	By studying the play the students will be able to understand the historical, cultural and religious framing of the play.	Act – IV Scene 1-4	1.Lectures 2.Question- Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
7	2 classes	Christopher Marlowe: <i>The Jew</i> of Malta	By studying the play the students will be able to understand the historical, cultural and religious framing of the play.	Act – V Scene 1-5 Conclusion	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
8	2 classes	William Congreve: <i>Love for Love</i>	The students by close reading of the play will be able to identify the themes, structures, tone and use the knowledge of irony, theme, satire, in their own writing.	 1.Introduction to the life and work of the writer 2. Analysis on Comedy of manners 	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
9	2 classes	William Congreve: <i>Love for Love</i>	The students by close reading of the play will be able to identify the themes, structures, tone and use the knowledge of irony, theme, satire, in their own writing.	Act and scene wise explanation of the play Act –I Scene1- 10	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp

10	2 classes	William Congreve:	The students by close reading of the play will be able to identify the	Act –I Scene10-14	1.Lectures 2.Question-	1.White board and marker
		Love for Love	themes, structures, tone and use the knowledge of irony, theme, satire, in their own writing.		Answer 3.Group discussion	2.Study materials 3.WhatsApp
			then own writing.			
11	2 classes	William Congreve: <i>Love for Love</i>	The students by close reading of the play will be able to identify the themes, structures, tone and use the knowledge of irony, theme, satire, in	Act- II Scene 1-11 Act –III Scene 1-11	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
12	2 classes	William Congreve: <i>Love for Love</i>	their own writing.The students by close reading of the play will be able to identify the themes, structures, tone and use the knowledge of irony, theme, satire, in their own writing.	Act- III Scene-1-15	1.Question- Answer 2.Group discussion	 1.White board and marker 2.Study materials 3.WhatsApp
13	2 classes	William Congreve: <i>Love for Love</i>	The students by close reading of the play will be able to identify the themes, structures, tone and use the knowledge of irony, theme, satire, in their own writing.	Act- IV Scene 1-21	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
14	2 classes	William Congreve: <i>Love for Love</i>	The students by close reading of the play will be able to identify the themes, structures, tone and use the knowledge of irony, theme, satire, in their own writing.	Act- V Scene 1-11	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
15	2 classes	William Congreve: <i>Love for Love</i>	The students by close reading of the play will be able to identify the themes, structures, tone and use the	1.Analysis on the characters, theme, plot of the play	1.Question- Answer 2.Group	 White board and marker Study materials

			knowledge of irony, theme, satire, in their own writing.	2. Conclusion	discussion	3.WhatsApp
16	2 classes	William Congreve: <i>Love for Love</i>	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	 Study materials Past question papers
17	2 classes	William Congreve: <i>Love for Love</i>	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	 1.Study materials 2. Past question papers

TEACHING PLAN FOR 5TH SEMESTER ENGLISH (HONOURS)– 2022

	Name Of the Teacher: Smt. Tojeli K Sangma								
	Name of the P	aper: Poetry II-Pap	er V						
	No of Teachin	g Hours: 25.5 hours	5						
	l Objectives	poems, focusing	his course is to equip the students with the on both the formal and thematic interpreta nce their power of imagination and creativity	tion of poetry. And als	-				
	ſ	· · · · ·	Creating Objective	Contont	Mathedales	Tacabing Aida			
Week	Lecture No	Topics Covered	Specific Objective	Content	Methodology	Teaching Aids			
2	2 classes 2 classes	Tennyson The Lady of Shalott Tennyson	By studying the poem, the students will be able to analyze different kinds of metaphors, symbols, imagery and able to create and explore themes of isolation, artistry and conflict between reality and imagination. By studying the poem, the students will	Introduction to the life and work of the poet Analysis on King	1.Lectures 2.Question- Answer 3.Group discussion 1.Lectures	 White board and marker Study materials WhatsApp White board and 			
		The Lady of Shalott	be able to analyze different kinds of metaphors, symbols, imagery and able to create and explore themes of isolation, artistry and conflict between reality and imagination.	Arthur and Knights of the Round Table and Camelot as background of the poem	2.Question- Answer 3.Group discussion	marker 2.Study materials 3.WhatsApp			
3	2 classes	Tennyson The Lady of Shalott	By studying the poem, the students will be able to analyze different kinds of metaphors, symbols, imagery and able to create and explore themes of isolation, artistry and conflict between reality and imagination	Line by Line explanation of the poem	1.Lectures 2.Question Answer 3.Group discussion	 White board and marker Study materials WhatsApp 			

4	2 classes	Tennyson The Lady of Shalott	By studying the poem, the students will be able to analyze different kinds of metaphors, symbols, imagery and able to create and explore themes of isolation, artistry and conflict between reality and imagination	Line by Line explanation of the poem	1.Lectures 2.Question Answer 3.Group discussion	 White board and marker Study materials WhatsApp
5	2 classes	Tennyson The Lady of Shalott	By studying the poem, the students will be able to analyze different kinds of metaphors, symbols, imagery and able to create and explore themes of isolation, artistry and conflict between reality and imagination	Line by Line explanation of the poem	1.Lectures 2.Question Answer 3.Group discussion	 White board and marker Study materials WhatsApp
6	2 classes	Tennyson The Lady of Shalott	By studying the poem, the students will be able to analyze different kinds of metaphors, symbols, imagery and able to create and explore themes of isolation, artistry and conflict between reality and imagination	Line by Line explanation of the poem	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
7	2 classes	Tennyson The Lady of Shalott	By studying the poem, the students will be able to analyze different kinds of metaphors, symbols, imagery and able to create and explore themes of isolation, artistry and conflict between reality and imagination	Line by Line explanation of the poem	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
8	2 classes	Tennyson The Lady of Shalott	By studying the poem, the students will be able to analyze different kinds of metaphors, symbols, imagery and able to create and explore themes of isolation, artistry and conflict between reality and imagination	Analyzing of theme, imagery and symbolism	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp

9	2 classes	Dylan Thomas: <i>Poem in October</i>	By studying the poem, the students will be able to analyze different kinds of imagery and able to create and explore themes of nature, conflict between reality and imagination, past and the present.	Introduction to the life and work of the poet	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
10	2 classes	Dylan Thomas: Poem in October	By studying the poem, the students will be able to analyze different kinds of imagery and able to create and explore themes of nature, conflict between reality and imagination, past and the present.	Line by Line explanation of the poem	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
11	2 classes	Dylan Thomas: Poem in October	By studying the poem, the students will be able to analyze different kinds of imagery and able to create and explore themes of nature, conflict between reality and imagination, past and the present.	Line by Line explanation of the poem	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
12	2 classes	Dylan Thomas: Poem in October	By studying the poem, the students will be able to analyze different kinds of imagery and able to create and explore themes of nature, conflict between reality and imagination, past and the present.	Line by Line explanation of the poem	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
13	2 classes	Dylan Thomas: Poem in October	By studying the poem, the students will be able to analyze different kinds of imagery and able to create and explore themes of nature, conflict between reality and imagination, past and the present.	1.Analyzing of theme, imagery and symbolism 2.Conclusion	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp

14	2 classes	Dylan Thomas: Poem in October	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	1.Study materials 2. Past question papers
15	2 classes	Dylan Thomas: Poem in October	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	1.Study materials 2. Past question papers
16	2 classes	Tennyson The Lady of Shalott	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	1.Study materials 2. Past question papers
17	2 classes	Tennyson The Lady of Shalott	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	 Study materials Past question papers

TEACHING PLAN FOR 5TH SEMESTER ENGLISH (HONOURS)– 2022

Name Of the Teacher: Smt. Tojeli K Sangma

Name of the Paper: Fiction II- Paper VI

No of Teaching Hours: 63.75 hours

General Objectives		-	nis course is to provide a comprehensive standing of major genres, forms, eleme			-			
Units to	be covered	Unit 1 – Fiction II							
Week	Lecture No	Topics Covered	Specific Objective	Content	Methodology	Teaching Aids			
1		Thomas Hardy:	By reading the novel the students will	1. Introduction to	1.Lectures	1.White board and			
	5 classes	The Mayor of	consider whether man or fate control	the life and work of	2.Question-	marker			
		Casterbridge	one's destiny and also see that one	the writer	Answer	2.Study materials			
			person's life can impact many people		3.Group	3.WhatsApp			
			he comes in contact with in life.		discussion				
2	5 classes	Thomas Hardy:	By reading the novel the students will	Analysis on Historical	1.Lectures	1.White board and			
		The Mayor of	consider whether man or fate control	background of the	2.Question-	marker			
		Casterbridge	one's destiny and also see that one	novel	Answer	2.Study materials			
			person's life can impact many people		3.Group	3.WhatsApp			
			he comes in contact with in life.		discussion				
3	5 classes	Thomas Hardy:	By reading the novel the students will	Analysis on the novel	1.Lectures	1.White board and			
		The Mayor of	consider whether man or fate control	as a Victorian novel	2.Question	marker			
		Casterbridge	one's destiny and also see that one		Answer	2.Study materials			
			person's life can impact many people		3.Group	3.WhatsApp			
			he comes in contact with in life		discussion				
4	5 classes	Thomas Hardy:	By reading the novel the students will	Analysis on the sub-	1.Lectures	1.White board and			
		The Mayor of	consider whether man or fate control	title of the novel as	2.Question	marker			
		Casterbridge	one's destiny and also see that one	'a man of character'	Answer	2.Study materials			
			person's life can impact many people		3.Group	3.WhatsApp			
			he comes in contact with in life		discussion				

5	5 classes	Thomas Hardy:	By reading the novel the students will	Chapter wise	1.Lectures	1.White board and
		The Mayor of	consider whether man or fate control	explanation of the	2.Question	marker
		Casterbridge	one's destiny and also see that one	novel	Answer	2.Study materials
			person's life can impact many people		3.Group	3.WhatsApp
			he comes in contact with in life		discussion	
6	5 classes	Thomas Hardy:	By reading the novel the students will	Chapter wise	1.Lectures	1.White board and
		The Mayor of	consider whether man or fate control	explanation of the	2.Question-	marker
		Casterbridge	one's destiny and also see that one	novel	Answer	2.Study materials
			person's life can impact many people		3.Group	3.WhatsApp
			he comes in contact with in life		discussion	
7	5 classes	Thomas Hardy:	By reading the novel the students will	Chapter wise	1.Lectures	1.White board and
		The Mayor of	consider whether man or fate control	explanation of the	2.Question-	marker
		Casterbridge	one's destiny and also see that one	novel	Answer	2.Study materials
			person's life can impact many people		3.Group	3.WhatsApp
			he comes in contact with in life		discussion	
8	5 classes	Thomas Hardy:	By reading the novel the students will	Chapter wise	1.Lectures	1.White board and
		The Mayor of	consider whether man or fate control	explanation of the	2.Question-	marker
		Casterbridge	one's destiny and also see that one	novel	Answer	2.Study materials
			person's life can impact many people		3.Group	3.WhatsApp
			he comes in contact with in life		discussion	
9	5 classes	Thomas Hardy:	By reading the novel the students will	Chapter wise	1.Lectures	1.White board and
		The Mayor of	consider whether man or fate control	explanation of the	2.Question-	marker
		Casterbridge	one's destiny and also see that one	novel	Answer	2.Study materials
			person's life can impact many people		3.Group	3.WhatsApp
			he comes in contact with in life		discussion	

10	5 classes	Thomas Hardy: The Mayor of Casterbridge	By reading the novel the students will consider whether man or fate control one's destiny and also see that one person's life can impact many people he comes in contact with in life	Chapter wise explanation of the novel	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp White board and
11	5 classes	Thomas Hardy: The Mayor of Casterbridge	By reading the novel the students will consider whether man or fate control one's destiny and also see that one person's life can impact many people he comes in contact with in life	Chapter wise explanation of the novel	1.Question- Answer 2.Group discussion	narker 2.Study materials 3.WhatsApp
12	5 classes	Thomas Hardy: The Mayor of Casterbridge	By reading the novel the students will consider whether man or fate control one's destiny and also see that one person's life can impact many people he comes in contact with in life	Chapter wise explanation of the novel	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
13	5 classes	Thomas Hardy: The Mayor of Casterbridge	By reading the novel the students will consider whether man or fate control one's destiny and also see that one person's life can impact many people he comes in contact with in life	Chapter wise explanation of the novel	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
14	5 classes	Thomas Hardy: The Mayor of Casterbridge	By reading the novel the students will consider whether man or fate control one's destiny and also see that one person's life can impact many people he comes in contact with in life	Chapter wise explanation of the novel	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
15	5 classes	Thomas Hardy: The Mayor of Casterbridge	By reading the novel the students will consider whether man or fate control one's destiny and also see that one person's life can impact many people he comes in contact with in life	Chapter wise explanation of the novel	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp

16	5 classes	Thomas Hardy: The Mayor of Casterbridge	By reading the novel the students will consider whether man or fate control one's destiny and also see that one person's life can impact many people he comes in contact with in life	1.Analysis on the characters, theme, symbolism, plot of the novel 2.Conclusion	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
17	5 classes	Thomas Hardy: The Mayor of Casterbridge	To reinforce the students learning and check their understanding and knowledge of the topics taught	Revision	1.Question- Answer 2.Group discussion	 1.Study materials 2. Past question papers

TEACHING PLANFOR 5TH SEMESTER COMPULSORY ENGLISH 2022

Name Of the Teacher: Smt. Tojeli K Sangma

	Name of the P	Paper: Compulsory E	nglish- Paper II						
	No of Teachin	g Hours: 12.75 hour	5						
Genera	l Objectives	historical, geograp	The objective of this course is to familiarize the students with the literary and cultural texts within a significant number of historical, geographical and cultural contexts and understand the way these ideas, values and themes inform and impact the culture and society both now and in the past. <i>Unit 1 – Prose Pieces</i>						
Units to	be covered								
Week	Lecture No	Topics Covered	Specific Objective	Content	Methodology	Teaching Aids			
1	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences.		1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp 			
2	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences	Reading and explanation of the essay	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp 			
3	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences	Reading and explanation of the essay	1.Lectures 2.Question Answer 3.Group discussion	 White board and marker Study materials WhatsApp 			

4	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy	Reading and explanation of the essay	1.Lectures 2.Question Answer 3.Group	1.White board and marker 2.Study materials 3.WhatsApp
			of undertaking a journey and write a travelogue of their own experiences		discussion	
5	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences	Reading and explanation of the essay	1.Lectures 2.Question Answer 3.Group discussion	 White board and marker Study materials WhatsApp
6	1classes	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences	Reading and explanation of the essay	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
7	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences	Reading and explanation of the essay	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp
8	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences.	Reading and explanation of the essay	1.Lectures 2.Question- Answer 3.Group discussion	 White board and marker Study materials WhatsApp

9	1class	Verrier Elwin: A	By reading the essay the students will		1.Lectures	1.White board and
		Pilgrimage to	be familiar with the cultures,		2.Question-	marker
		Tawang	language of different tribes and be		Answer	2.Study materials
			able to analyze the problem and joy		3.Group	3.WhatsApp
			of undertaking a journey and write a		discussion	
			travelogue of their own experiences			
10	1class	Verrier Elwin: A	By reading the essay the students will	Reading and	1.Lectures	1.White board and
		Pilgrimage to	be familiar with the cultures,	explanation of the	2. Question-	marker
		Tawang	language of different tribes and be	essay	Answer	2.Study materials
			able to analyze the problem and joy		3.Group	3.WhatsApp
			of undertaking a journey and write a		discussion	
			travelogue of their own experiences			
11	1class	Verrier Elwin: A	By reading the essay the students will	Reading and	1.Question-	1.White board and
		Pilgrimage to	be familiar with the cultures,	explanation of the	Answer	marker
		Tawang	language of different tribes and be	essay	2.Group	2.Study materials
			able to analyze the problem and joy		discussion	3.WhatsApp
			of undertaking a journey and write a			
			travelogue of their own experiences			
12	1class	Verrier Elwin: A	By reading the essay the students will	Reading and	1.Question-	1.White board and
		Pilgrimage to	be familiar with the cultures,	explanation of the	Answer	marker
		Tawang	language of different tribes and be	essay	2.Group	2.Study materials
			able to analyze the problem and joy		discussion	3.WhatsApp
			of undertaking a journey and write a			
			travelogue of their own experiences			
13	1class	Verrier Elwin: A	By reading the essay the students will	Reading and	1.Question-	1.White board and
		Pilgrimage to	be familiar with the cultures,	explanation of the	Answer	marker
		Tawang	language of different tribes and be	essay	2.Group	2.Study materials
			able to analyze the problem and joy		discussion	3.WhatsApp
			of undertaking a journey and write a			
			travelogue of their own experiences			

14	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences	Analyzing of different tribes and their customs	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
15	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences	Analyzing of different tribes and their customs	1.Question- Answer 2.Group discussion	 White board and marker Study materials WhatsApp
16	1 class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences	Revision	1.Question- Answer 2.Group discussion	1.Study materials 2. Past question papers
17	1class	Verrier Elwin: A Pilgrimage to Tawang	By reading the essay the students will be familiar with the cultures, language of different tribes and be able to analyze the problem and joy of undertaking a journey and write a travelogue of their own experiences	Revision	1.Question- Answer 2.Group discussion	 Study materials Past question papers

WILLIAMNAGAR GOVERNMENT COLLEGE DEPARTMENT OF ENGLISH TEACHING PLAN (ODD SEMESTER 2022)

NAME OF THE		SONABELL W MOMIN, ASST.	PROFFESSOR						
TEACHER NAME AND NUMBER OF THE PAPER		PAPER 1- POETRY1.	PAPER 1- POETRY1.						
SEMEST	ER	1 ST SEMESTER							
NUMBE TEACHIN	R OF IG HOURS	13 hours.							
GENERA	L OBJECTIVES	Poetry 1 is intended to provid	le comprehensive guide to English poetry, its deve	lopment, its forms and mo	vements, throughout the a	ges.			
TOPICS ⁻ COVERE	-								
WEEK	LECTURE NO.	TOPICS COVERED	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	TEACHING AIDS			
1	1 class	POETRY- MARVELL: "TO HIS COY MISTRESS".	To enable students to understand about Metaphysical poetry, the use of hyperbolic words, metaphysical conceits and conventional carpe-diem theme.	Brief introduction about the poet and the poetry.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes.			
2	1 class	POETRY- MARVELL: "TO HIS COY MISTRESS".	To enable students to understand about Metaphysical poetry, the use of hyperbolic words, metaphysical conceits and conventional carpe- diem theme.	Definition of metaphysical, meta- physical conceits and the meaning of the word hyperbole.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes.			
3	1 class	POETRY- MARVELL: "TO HIS COY MISTRESS".	To enable students to understand about Metaphysical poetry, the use of hyperbolic words, metaphysical conceits and conventional carpe- diem theme.	Definition of metaphysical, meta- physical conceits and the meaning of the word hyperbole.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes			
4	4 classes	POETRY- MARVELL: "TO HIS COY MISTRESS".	To enable students to understand about Metaphysical poetry, the use of hyperbolic words, metaphysical conceits and conventional carpe- diem theme.	"TO HIS COY MISTRESS" as metaphysical poetry, use of metaphysical conceits and hyperbolic	Lecture, question and answer, Assignment.	Blackboard & chalk, Text books, notes			

				words in the poem.		
5	1 class	POETRY- MARVELL: "TO HIS COY MISTRESS".	To enable students to understand about Metaphysical poetry, the use of hyperbolic words, metaphysical conceits and conventional carpe- diem theme.	"TO HIS COY MISTRESS" as metaphysical poetry, use of metaphysical conceits and hyperbolic words in the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books, notes
6	1 class	POETRY- MARVELL: "TO HIS COY MISTRESS".	To enable students to understand about Metaphysical poetry, the use of hyperbolic words,metaphysical conceits and conventional carpe- diem theme.	"TO HIS COY MISTRESS" as metaphysical poetry, use of metaphysical conceits and hyperbolic words in the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books notes
7	1 class	POETRY- MARVELL: "TO HIS COY MISTRESS".	To enable students to understand about Metaphysical poetry, the use of hyperbolic words, metaphysical conceits and conventional carpe- diem theme.	Theme of the poem- "carpe -diem theme".	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books study materials.
8	1 class	POETRY- MARVELL: "TO HIS COY MISTRESS".	To enable students to understandabout Metaphysical poetry, the useof hyperbolic words, metaphysical conceits and conventional carpe- diem theme.	Summary and Analyses of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
9	1 class	POETRY- MARVELL: "TO HIS COY MISTRESS".	To enable students to understand about Metaphysical poetry, the use of hyperbolic words, metaphysical conceits and conventional carpe- diem theme.	Summary and Analyses of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
10	1 class	VAUGHAN: "THE WORLD".	To enable the students to understand about the works of Henry Vaughan, a religious metaphysical poet. And to understand the poem "The World" where Vaughan speaks the ways of men and women risk their place in eternity by valuing earthly pleasures of God.	Brief introduction about the poet and the poetry.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
11	1 class	VAUGHAN: "THE WORLD	To enable the students to understand about the works of Henry Vaughan, a religious metaphysical poet. And to understand the	Themes of faith, salvation and spiritual	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study

			poem "The World" where Vaughan speaks the ways of men and women risk their place in eternity by valuing earthly pleasures of God.	enlightenment in the poem, "The World".		materials.
12	1 class	VAUGHAN: "THE WORLD	To enable the students to understand about the works of Henry Vaughan, a religious metaphysical poet. And to understand the poem "The World" where Vaughan speaks the ways of men and women risk their place in eternity by valuing earthly pleasures of God.	Themes of faith, salvation and spiritual enlightenment.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
13	1 class	VAUGHAN: "THE WORLD	To enable the students to understand about the works of Henry Vaughan, a religious metaphysical poet. And to understand the poem "The World" where Vaughan speaks the ways of men and women risk their place in eternity by valuing earthly pleasures of God.	Central idea of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
14	1 class	VAUGHAN: "THE WORLD	To enable the students to understand about the works of Henry Vaughan, a religious metaphysical poet. And to understand the poem "The World" where Vaughan speaks the ways of men and women risk their place in eternity by valuing earthly pleasures of God.	Literary devises used by the poet in the poem "The World".	Lecture, question & Answer, Assignment	Blackboard & chalk,Text book, study materials.
15	1 Class	VAUGHAN: "THE WORLD	To enable the students to understand about the works of Henry Vaughan, a religious metaphysical poet. And to understand the poem "The World" where Vaughan speaks the ways of men and women risk their place in eternity by valuing earthly pleasures of God	Literary devises used by the poet in the poem "The World".	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
16	1 class	VAUGHAN: "THE WORLD	To enable the students to understand about the works of Henry Vaughan, a religious metaphysical poet. And to understand the	Summary and Analyses	Lecture, question &	Blackboard & chalk,

			poem "The World" where Vaughan speaks the ways of men and women risk their place in eternity by valuing earthly pleasures of God.	of the poem.	Answer, Assignment	Text book, Study materials.
17	1class	VAUGHAN: "THE WORLD	To enable the students to understand about the works of Henry Vaughan, a religious metaphysical poet. And to understand the poem "The World" where Vaughan speaks the ways of men and women risk their place in eternity by valuing earthly pleasures of God.	Summary and Analyses of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, text book, study materials.
Total no. of lectures	17 lectures					

WILLIAMNAGAR GOVERNMENT COLLEGE

DEPARTMENT OF ENGLISH TEACHING PLAN(ODD SEMESTER 2022)

NAME OF THE TEACHER		SONABELL W MOMIN, ASST. PROFFESS	OR			
	ND NUMBER	DRAMA- Paper III				
OF THE F						
SEMEST		3 rd SEMESTER				
NUMBEI TEACHIN	r of Ig hours	13 hours				
GENERA	L OBJECTIVES	The coursewill help the students to ima	gine and participate in exploration of their worlds individually and	l collaboratively.		
TOPICS 1 COVERE						
WEEK	LECTURE NO.	TOPICS COVERED	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	TEACHING AIDS
1	1 class	DRAMAJOHNWEBSTER:"THEDUCHESS OF MALFI"	To enable students to understand about the Jacobian revenge tragedy, its characteristics.The darker side of human nature, virtue,morality, justice,sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.	1)Brief introduction about the author, John Webster	Lecture, question and answer, Assignment.	Blackboard & chalk Text book, notes.
2	1 class	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.	1)Introduction to the Drama "The Duchess of Malfi"	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes.
3	1 class	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.)Characters in the play.	Lecture, question and answer, Assignment.	Blackboard & chalk Text book, notes

4	4 classes	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.	1)Characters in the play.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text books, notes
5	1 class	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.	1) characters in the play	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books, notes
6	1 class	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	. To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.	1)Plot summary of the play.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books notes
7	1 class	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.	1)Plot summary of the play	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books study materials.
8	1 class	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	. To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.	1)Summary and analyses of the play.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
9	1 class	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.	1)Summary and analyses of the play.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
10	1 class	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	. To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in	1)Summary and analyses of the play	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.

			particular.			
11	1 class	DRAMA- JOHN WEBSTAR: "THE	To enable students to understand about the Jacobian revenge			
		DUCHESS OF MALFI"	tragedy, its characteristics. The darker side of human nature,		Lecture, question &	Blackboard & chalk,
			virtue, morality, justice, sinful and vicious courses of life in		Answer, Assignment	Text book, study
			Webster's dramatic works in general and Duchess of Malfi in	1)Summaryand		materials.
			particular.	Analyses		
		DRAMA- JOHN WEBSTAR: "THE	To enable students to understand about the Jacobian revenge			
12	1 class	DUCHESS OF MALFI"	tragedy, its characteristics. The darker side of human nature,	Summary and	Lecture, question &	Blackboard & chalk,
			virtue, morality, justice, sinful and vicious courses of life in	analyses of the	Answer, Assignment	Text book, study
			Webster's dramatic works in general and Duchess of Malfi in	play		materials.
			particular.			
13	1 class	DRAMA- JOHN WEBSTAR: "THE	To enable students to understand about the Jacobian revenge			
		DUCHESS OF MALFI"	tragedy, its characteristics. The darker side of human nature,	1)Summary	Lecture, question &	Blackboard & chalk,
			virtue, morality, justice, sinful and vicious courses of life in	and Analyses	Answer, Assignment	Text book, study
			Webster's dramatic works in general and Duchess of Malfi in	of the play.		materials.
			particular.			
14	1 class	DRAMA- JOHN WEBSTAR: "THE	. To enable students to understand about the Jacobian revenge	1)Duchess of		Blackboard & chalk,
		DUCHESS OF MALFI"	tragedy, its characteristics. The darker side of human nature,	Malfi as a	Lecture, question &	Text book, study
			virtue, morality, justice, sinful and vicious courses of life in	revenge	Answer, Assignment	materials.
			Webster's dramatic works in general and Duchess of Malfi in	Tragedy.		
			particular.			
15	1 Class		To enable students to understand about the Jacobian revenge			
		DRAMA- JOHN WEBSTAR: "THE	tragedy, its characteristics. The darker side of human nature,		Lecture, question &	Blackboard & chalk,
		DUCHESS OF MALFI"	virtue, morality, justice, sinful and vicious courses of life in		Answer, Assignment	Text book, study
			Webster's dramatic works in general and Duchess of Malfi in	1)Duchess of		materials.
			particular.	Malfi as a		
				revenge		
				tragedy.		
16	1 class	DRAMA- JOHN WEBSTAR: "THE	.To enable students to understand about the Jacobian revenge			
		DUCHESS OF MALFI"	tragedy, its characteristics. The darkside of human nature,			
			virtue, morality, justice, sinful and vicious courses of life in	1)Duchess of	Lecture, question &	Blackboard & chalk,
			Webster's dramatic works in general and Duchess of Malfi in	Malfi as a	Answer, Assignment	Text book, Study
			particular.	realistic play		materials.
17	1class	DRAMA- JOHN WEBSTAR: "THE	To enable students to understand about the Jacobian revenge			

		DUCHESS OF MALFI"	tragedy, its characteristics. The darker side of human nature, virtue, morality, justice, sinful and vicious courses of life in Webster's dramatic works in general and Duchess of Malfi in particular.	1)Duchess of Malfi as a realistic play	Lecture, question & Answer, Assignment	Blackboard & chalk, text book, study materials.
Total no. of lectures	17 lectures					

WILLIAMNAGAR GOVERNMENT COLLEGE

DEPARTMENT OF ENGLISH TEACHING PLAN (ODD SEMESTER 2022)

				ODD SEMIESTER EDEEJ						
NAME C		SONABELL W MOMIN, ASS	ST. PROFFESSOR							
TEACHE										
	ND NUMBER	POETRY- PAPER V (POETRY	11)							
OF THE										
SEMEST		5 TH SEMESTER								
NUMBE		51 hours								
					1					
-		Poetry II intended to provi	de comprehensive guide to English poetry, i	ts developments, its forms and movements the	oughout the ages.					
TOPICS										
COVERE WEEK					TEACHING AIDS					
WEEK	NO.	TOPICS COVERED	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY					
1	4 classes	POETRY-PB SHELEY: ODE	To enable students to understand		Lecture, question and	Blackboard & chalk, Te				
		TO THE WEST WIND	Shelley's revolutionaryand his idealism.	1) Introduction about the poet and	answer, Assignment.	book, notes.				
			To understand the symbolical meaning	poetry.						
			in the poem, "Ode to the West Wind".							
			And to enable them tospeak and write							
			insightfully about the important themes							
			in Shelley's poetry.							
2	4 classes	POETRY-PB SHELEY: ODE	To enable students to understand how		Lecture, question and	Blackboard & chalk, Tex				
		TO THE WEST WIND	Shelley's revolutionaryand his idealism.	1) Theme of the poetry.	answer, Assignment.	book, notes.				
			To understand the symbolical meaning							
			in the poem. And to enable them to							
			speak and write insightfully about the							
2	4 0 0 0 0 0	POETRY-PB SHELEY: ODE	important themes in Shelley's poetry. To enable students to understand how			Disalyhaand Qahalli. Ta				
3	4 classes	TO THE WEST WIND		1) Thoma of the postny	Lecture, question and	Blackboard & chalk, Tex				
			Shelley's revolutionary and his idealism. To understand the symbolical meaning	1) Theme of the poetry.	answer, Assignment.	book, notes				
			in the poem. And to enable them to							

			speak and write insightfully about the important themes in Shelley's poetry.			
4	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	To enable students to understand Shelley's revolutionary and his idealism. To understand the symbolical meaning in the poem. And to enable them to speak and write insightfully about the important themes in Shelley's poetry.	 Symbolical meanings in the poem, "Ode to the west wind". 	Lecture, question and answer, Assignment.	Blackboard & chalk, Text books, notes
5	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	To enable students to understand Shelley's revolutionary and his idealism. To understand the symbolical meaning in the poem.And to enable them to speak and write insightfully about the important themes in Shelley's poetry.	 Symbolical meanings in the poem, "Ode to the west wind". 	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books, notes
6	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	To enable students to understandShelley's revolutionary and his idealism. To understand the symbolical meaning in the poem. And to enable them to speak and write insightfully about the important themes in Shelley's poetry.	1) Shelley as a revolutionist.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books notes
7	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	To enable students to understand Shelley's revolutionary and his idealism. To understand the symbolical meaning in the poem.And to enable them to speak and write insightfully about the important themes in Shelley's poetry.	1) Summary and Analyses of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books study materials.
8	4 classes	YEATS: SAILING TO BYZANTIUM	To enable students to understand Yeats statement about the agony of old age and poet's search of spiritual and mystical renewal, imagining as a journey to the ancient city of Byzantium. And to understand about the metaphors and	 Brief introduction about the poet and the poetry. 	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.

			symbols used by the poet.			
9	4 classes	YEATS: SAILING TO BYZANTIUM	To enable the students to understand Yeats statement about the agony of old age and poet's search of spiritual and mystical renewal, imagining as a journey to the ancient city of Byzantium. And to understand about the metaphors and symbols used by the poet.	1) Theme of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
10	4 classes	YEATS: SAILING TO BYZANTIUM	To enable the students to understand Yeats statement about the agony of old age and poet's search of spiritual and mystical renewal, imagining as a journey to the ancient city of Byzantium. Andto understand about the metaphors and symbols used by the poet.	1) Theme of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
11	4 classes	YEATS: SAILING TO BYZANTIUM	To enable the students to understand Yeats statement about the agony of old age and poet's search of spiritual and mystical renewal, imagined as a journey to the ancient city of Byzantium. And to understand about the metaphors and symbols used by the poet.	1) Summary of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
12	4 classes	YEATS: SAILING TO BYZANTIUM	To enable the students to understand Yeats statement about the agony of old age and poet's search of spiritual and mystical renewal, imagining as a journey to the ancient city of Byzantium. And to understand about the metaphors and symbols used by the poet.	1) Critical Analysis of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
13	4 classes	AUDEN: SPAIN	To enable students to understandthe most important literary works about the Spanish civil war, the lamentation of the tragedy that Spain and its people faced	 Introduction of the poem and the poet. . 	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.

			in the civil war period.			
14	4 classes	AUDEN: SPAIN	To enable students to understand the most important literary works about the Spanish civil war, the lamentation of the tragedy that Spain and its people faced in the civil war period.	1) Theme of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
15	4 Classes	AUDEN: SPAIN	To enable students to understand the most important literary works about the Spanish civil war, the lamentation of the tragedy that Spain and its people faced in the civil war period.	1) Theme of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
16	4 classes	AUDEN: SPAIN	To enable students to understand the most important literary works about the Spanish civil war, the lamentation of the tragedy that Spain and its people faced in the civil war period.	1) Summary of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, Study materials.
17	4classes	AUDEN: SPAIN	To enable students to understand the most important literary works about the Spanish civil war, the lamentation of the tragedy that Spain and its people faced in the civil war period.	1) Critical Analyses of the poem.	Lecture, question & Answer, Assignment	Blackboard & chalk, text book, study materials.
Total no. of lectures	68 lectures					

WILLIAMNAGAR COLLEGE GOVERNMENT

DEPARTMENT OF ENGLISH TEACHING PLAN(ODD SEMESTER 2022)

NAME C	OF THE	SONABELL W MOMIN, ASS	ST. PROFFESSOR				
TEACHE	R						
NAME A	ND NUMBER	PAPER VI- (FICTION II)					
OF THE	PAPER						
SEMEST	ER	5 TH SEMESTER					
NUMBE	R OF	51 hours					
TEACHIN	NG HOURS						
GENERA	L OBJECTIVES	The course is designed to a	ecquaint students with important works of fiction of the second half	of the n	ineteenth century and th	ne first half of the twe	entieth century.
TOPICS ⁻	TO BE						
COVERE	D					•	
WEEK	LECTURE	TOPICS COVERED	SPECIFIC OBJECTIVES	CONTE	INT	METHODOLOGY	TEACHING AIDS
	NO.						
1	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element.And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.		 Brief introduction about the author and the novel. 	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes.
2	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.	1)	Theme and characters of the Novel.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes.
3	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.	1)	Theme and characters of the Novel.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes

4	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of 'Oedipus complex 'and its consequences on the psychological development of individuals.	1)	Theme and characters of the Novel.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text books, notes
5	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.	1)	Concept of 'Oedipus complex'.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books, notes
6	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.	1)	Concept of 'Oedipus complex'.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books notes
7	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.	1)	Concept of 'Oedipus complex'.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books study materials.
8	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.	1)	'Sons and lovers 'as a realistic novel.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
9	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.	1)	'Sons and lovers' as a realistic novel.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
10	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.	1)	'Sons and lovers' as a realistic novel.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
11	4 classes	FICTION- D.H LAWRENCE: SONS AND LOVERS	. To enable students to understand "Sons and lovers" as a realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences on the psychological development of individuals.	1)	Sons and lovers, a study of human relationship.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.

		FICTION- D.H LAWRENCE:	To enable students to understand "Sons and lovers" as a realistic	1)	Sons and lovers, a	1) Lecture,	Blackboard & chalk, Text
12	4 classes	SONS AND LOVERS	novel, it has a strong autobiographical element. And it highlights		study of human	question &	book, study materials.
			the concept of Oedipus complex and its consequences on the		relationship	Answer,	
13	4 classes	FICTION- D.H LAWRENCE:	psychological development of individuals. To enable students to understand "Sons and lovers" as a realistic			Assignment	
15	4 Classes	SONS AND LOVERS	novel, it has a strong autobiographical element. And it highlights	1)	Paul's relationship	Lecture, question &	Blackboard & chalk, Text
		SONS AND LOVENS	the concept of Oedipus complex and its consequences on the	1)	with his mother'	Answer, Assignment	book, study materials.
			psychological development of individuals.		with his mother	Answei, Assignment	book, study matchais.
14	4 classes	FICTION- D.H LAWRENCE:	To enable students to understand "Sons and lovers" as a realistic				Blackboard & chalk, Text
		SONS AND LOVERS	novel, it has a strong autobiographical element. And it highlights	1)	Summary and	Lecture, question &	book, study materials.
			the concept of Oedipus complex and its consequences on the		Analyses of the	Answer, Assignment	
			psychological development of individuals.		Novel.		
15	4 Classes	FICTION- D.H LAWRENCE:	To enable students to understand "Sons and lovers" as a realistic				
		SONS AND LOVERS	novel, it has a strong autobiographical element. And it highlights	1)	Summary and	Lecture, question &	Blackboard & chalk, Text
			the concept of Oedipus complex and its consequences on the		Analyses of the	Answer, Assignment	book, study materials.
			psychological development of individuals.		Novel.		
16	4 classes	FICTION- D.H LAWRENCE:	To enable students to understand "Sons and lovers" as a realistic	1)	Summary and		
		SONS AND LOVERS	novel, it has a strong autobiographical element. And it highlights		Analyses of the		
			the concept of Oedipus complex and its consequences on the		Novel.	Lecture, question &	Blackboard & chalk, Text
47	A . I		psychological development of individuals.		C	Answer, Assignment	book, Study materials.
17	4 classes	FICTION- D.H LAWRENCE:	. To enable students to understand "Sons and lovers" as a	1)	Summary and		Disal/haavel Q shall(toyt
		SONS AND LOVERS	realistic novel, it has a strong autobiographical element. And it highlights the concept of Oedipus complex and its consequences		Analyses of the Novel.	Lecture, question &	Blackboard & chalk, text
			on the psychological development of individuals.		NOVEI.	Answer, Assignment	book, study materials.
Total	68 lectures		on the psychological development of individuals.				
no. of							
lectures							
WILLIAMNAGAR COLLEGE GOVERNMENT

DEPARTMENT OF ENGLISH TEACHING PLAN (ODD SEMESTER 2022)

NAME O		SONABELL W MOMIN, ASST. PROFFESSOR										
	ND NUMBER	COMPULSORY ENGLISH (PAPER-II)										
OF THE F												
SEMEST		5 TH SEMESTER										
NUMBE	-	12 hours 75 minutes.										
	IG HOURS											
GENERA	L OBJECTIVES	This course will help the students to read with comprehension, develop their interest in reading and enrich their vocabulary.										
TOPICS 1 COVERE												
WEEK	LECTURE NO.	TOPICS COVERED	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	TEACHING AIDS						
1	1 class	MARCEL JUNOD: THE FIRST ATOM BOMB.	To enable students to understandthe historical background of the Atomic Bombardment inJapan. And to understand terrible destruction caused by the atomisation at Hiroshima in Japan on 6 th August, 1945 and its consequences.	 Introduction about the essay and the author, Marcel Junod. 	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes.						
2	1 class	MARCEL JUNOD: THE FIRST ATOM BOMB.	To enable students to understand the historical background of the Atomic Bombardment in Japan. And to understand terrible destruction caused by the atomisation at Hiroshima in Japan on 6 th August, 1945 and its consequences.	 Historical Background of the atomic bombardment at Hiroshima and Nagasaki in Japan. 	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes.						
3	1 class	MARCEL JUNOD: THE FIRST ATOM BOMB.	To enable students to understand the historical background of the Atomic Bombardment in Japan. And to understand terrible destruction caused by the atomisation at Hiroshima in Japan on 6 th August,1945 and its consequences.	 Historical Background of the atomic bombardment at Hiroshima and Nagasaki in Japan. 	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes						
4	1 class	MARCEL JUNOD: THE FIRST ATOM BOMB.	To enable students to understand the historical background of the Atomic Bombardment in Japan. And to understand terrible destruction caused by the atomisation at Hiroshima in Japan on 6 th August,1945 and its consequences.	1) Characters in the Essay.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text books, notes						

5	1 class	MARCEL JUNOD: THE	To enable students to understand the historical background of	1)	Description of Hiroshima	Lecture, question	Blackboard & chalk, Text
		FIRST ATOM BOMB.	the Atomic Bombardment in Japan. And to understand terrible		as it was before the	& Answer,	books, notes
			destruction caused by the atomisation at Hiroshima in Japan		explosion of the Atom	Assignment	
			on 6 th August,1945 and its consequences.		bomb		
6	1 class	MARCEL JUNOD: THE	To enable students to understand the historical background of	1)	Description of Hiroshima	Lecture, question	Blackboard & chalk, Text
		FIRST ATOM BOMB.	the Atomic Bombardment in Japan. And to understand terrible		as it was before the	& Answer,	books notes
			destruction caused by the atomisation at Hiroshima in Japan		explosion of the Atom	Assignment	
			on 6 th August,1945 and its consequences.		bomb		
7	1 class	MARCEL JUNOD: THE	To enable students to understand the historical background of	1)	Ugly Death and	Lecture, question	Blackboard & chalk, Text
		FIRST ATOM BOMB.	the Atomic Bombardment in Japan. And to understand terrible		destruction after the	& Answer,	books study materials.
			destruction caused by the atomisation at Hiroshima in Japan		explosion of the atom	Assignment	
			on 6 th August,1945 and its consequences.		bomb over the city of		
					Hiroshima.		
8	1 class	MARCEL JUNOD: THE	To enable students to understand the historical background of			Lecture, question	Blackboard & chalk, Text
		FIRST ATOM BOMB.	the Atomic Bombardment in Japan. And to understand terrible	1)	Death and destruction	& Answer,	book, study materials.
			destruction caused by the atomisation at Hiroshima in Japan		after the explosion of the	Assignment	
			on 6 th August,1945 and its consequences.		atom bomb over Ugly the		
					city of Hiroshima.		
9	1 class	MARCEL JUNOD: THE	To enable students to understand the historical background of	1)	Death and destruction	Lecture, question	Blackboard & chalk, Text
		FIRST ATOM BOMB.	the Atomic Bombardment in Japan. And to understand terrible		after the explosion of the	& Answer,	book, study materials.
			destruction caused by the atomisation at Hiroshima in Japan		atom bomb over Ugly the	Assignment	
			on 6 th August, 1945 and its consequences.		city of Hiroshima.		
10	1 class	MARCEL JUNOD: THE	To enable students to understand the historical background of	1)	Death and destruction	Lecture, question	Blackboard & chalk, Text
		FIRST ATOM BOMB.	the Atomic Bombardment in Japan. And to understand terrible		after the explosion of the	& Answer,	book, study materials.
			destruction caused by the atomisation at Hiroshima in Japan		atom bomb over Ugly the	Assignment	
11	1 class	MARCEL JUNOD: THE	on 6 th August,1945 and its consequences. To enable students to understand the historical background of	1)	city of Hiroshima. Summary and analyses of		
11	I Class	FIRST ATOM BOMB.	the Atomic Bombardment in Japan. And to understand terrible	I)	each paragraph of the	Lecture, question	Blackboard & chalk, Text
		FIRST ATOM BOIMB.	destruction caused by the atomisation at Hiroshima in Japan		text.	& Answer,	book, study materials.
			on 6 th August, 1945 and its consequences.		lext.	Assignment	DOOK, SLUUY Materials.
		MARCEL JUNOD: THE	To enable students to understand the historical background of	1)	Summary and analyses of		
12	1 class	FIRST ATOM BOMB.	the Atomic Bombardment in Japan. And to understand terrible	1)	each paragraph of the	Lecture, question	Blackboard & chalk, Text
12	I Class		destruction caused by the atomisation at Hiroshima in Japan		text	& Answer,	book, study materials.
			on 6 th August, 1945 and its consequences.			Assignment	book, study materials.

no. of lectures							
Total	17 lectures						
17	1class	MARCEL JUNOD: THE FIRST ATOM BOMB.	To enable students to understand the historical background of the Atomic Bombardment in Japan. And to understand terrible destruction caused by the atomisation at Hiroshima in Japan on 6 th August, 1945 and its consequences.	1)	Analyses on the Important lines of the text	Lecture, question & Answer, Assignment	Blackboard & chalk, text book, study materials.
16	1 class	MARCEL JUNOD: THE FIRST ATOM BOMB.	To enable students to understand the historical background of the Atomic Bombardment in Japan. And to understand terrible destruction caused by the atomisation at Hiroshima in Japan on 6 th August,1945 and its consequences.	1)	Analyses on the Important lines of the text.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, Study materials.
15	1Class	MARCEL JUNOD: THE FIRST ATOM BOMB.	To enable students to understand the historical background of the Atomic Bombardment in Japan. And to understand terrible destruction caused by the atomisation at Hiroshima in Japan on 6 th August,1945 and its consequences.	1)	Summary and analyses of each paragraph of the text	Lecture, question & Answer, Assignment	Blackboard & chalk ,text book, study materials.
14	1class	MARCEL JUNOD: THE FIRST ATOM BOMB.	To enable students to understand the historical background of the Atomic Bombardment in Japan. And to understand terrible destruction caused by the atomisation at Hiroshima in Japan on 6 th August, 1945 and its consequences.	1)	Summary and analyses of each paragraph of the text	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
13	1 class	MARCEL JUNOD: THE FIRST ATOM BOMB.	To enable students to understand the historical background of the Atomic Bombardment in Japan. And to understand terrible destruction caused by the atomisation at Hiroshima in Japan on 6 th August, 1945 and its consequences.	1)	Summary and analyses of each paragraph of the text	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.

Department of English

Teaching Plan

Year 2022

Name of the Teacher: Smt. Banrishisha Mawnai

Semester: B.A 1st Semester English Honours (Batch 2022)

Name of the Paper: Poetry I Paper I

Name of Topic: (i) The Relic by John Donne

(ii) Lycidas by John Milton

No. Of Teaching Hours: 12 hours 75 minutes

General Objective of the Paper: To provide a comprehensive guide to English poetry, its development, its forms, and movements, throughout the ages. Beginning with Chaucer the most notable poet of the Middle Ages, representative poets of the Renaissance in England have been selected. The sonnet the most popular literary form of the Elizabethan age, Milton's famous pastoral elegy which displays his grand style in contrast to Donne's playful handling of conceits. The Metaphysical School of Poetry and is represented by Donne and Marvell. The quest motif, taken up by poets in the future, has been effectively used by Vaughan in this period. Dryden and Pope epitomise the spirit of the Restoration and Augustan period (or Neo-Classical) in their masterful development of satire concerning social and moral issues. Gray's elegy, the best known of all English elegies, has been included.

Week	No. Of Lectures	Topic(s) Covered	Specific Objective	Content	Methodology	Teaching Aids
1	1	The Relic	To acquaint students with	Brief	Recitation	White board &
		By	metaphysical poetry.	introduction of	Lecture	Marker
		John Donne	To enable students, understand the	the poet and	Question and Answers	What App
			love poems of Donne.	the poem.	Group Discussion	Study materials
2	1		To help students explore the	Gist of the	Assignment	
			theme(s) in the poem.	essay	_	
3	1		To appreciate Donne's style of	Detailed		
			writing.	explanation of		
				the poem.	_	
4	1			Detailed		
				explanation of		
				the poem.	_	
5	1			Analysis of the		
				.poem	_	
6	1			Analysis of the		
				poem.	_	
7	1			Discussion on		
				the main idea		
				of the poem.	_	
8	1	Lycidas		Introduction of		
		By	To familiarize the students with	the poet and		
		John Milton	the term 'Elegy' in general and	the poem.		
9	1		'Pastoral elegy' in particular.	Gist of the		
			To enable students not just to	poem.	_	
10	1		understand the poem as an object	Detailed		
			of study but to take pleasure in its	explanation of		
			intellectual and emotional aspect.	the poem.		
11	1		To help students explore the	Detailed		
			theme(s) in the poem.	explanation of		
				the poem.		

12	1		Detailed	
			explanation of	
			the poem.	
13	1		Discussion on	
			the main idea	
			of the poem.	
14	1		Discussion on	
			the main idea	
			of the poem.	
15	1		Analysis of the	
			poem.	
16	1		Revision	
17	1		Revision	
Total No.	17			
Of	Lectures			
Lectures				

Department of English

Teaching Plan

Year 2022

Name of the Teacher: Smt. Banrishisha Mawnai

Semester: B.A 3rd Semester English Honours (Batch 2021)

Name of the Paper: Drama Paper III

Name of Topic: Twelfth Night or What You Will by William Shakespeare

No. Of Teaching Hours: 12hours75 minutes

General Objective of the Paper: The course introduces drama as a literary as well as dramatic genre with due emphasis on dramatic elements (like plot, structure, etc). It also aims to give students an understanding of the major dramatic works with a sense of their historical and cultural context and the technique that inform them.

Week	No. Of Lectures	Topic(s) Covered	Specific Objective	Content	Methodology	Teaching Aids
1	1	Twelfth Night or What You	To make students aware of the comic element of the play. To help students learn how to develop their own critical	 Historical context. Introduction of the playwright. 	 Lecture Role-enactment, Question and Answers Group Discussion 	 White board & Marker What App
2	1	Will By William	perspective, using close reading of the text and cultural/historical context as evidence to support their own interpretative argument,	 Introduction of major characters of the play. Assignment 	• Study Materials	
3	1	Shakespeare	through class discussion and	• Plot summary		
4	1	-	independent writing.	• Plot summary,		
5	1			• Detailed explanation of important scene.		
6	1			• Detailed explanation of important scene.		
7	1			• Detailed explanation of important scene.		
8	1	1		Character Analysis		
9	1			Character Analysis		

10	1	Explanation of theme.	
11	1	• Explanation of theme.	
12	1	• Explanation of theme.	
13	1	Group discussion	
14	1	Discussion of Question and Answers	
15	1	Revision	
16	1	Revision	
17	1	Revision	
Total No.	17		
Of	Lectures		
Lectures			

Department of English

Teaching Plan

Year 2022

Name of the Teacher: Smt. Banrishisha Mawnai

Semester: B.A 5th Semester English Honours (Batch 2020)

Name of the Paper: Poetry II Paper V

Name of Topic: (i) Robert Browning 'A Grammarian's Funeral'

(ii) Matthew Arnold 'Dover Beach'

No. Of Teaching Hours: 51 hrs

General Objective of the Paper: Poetry II begins with a study of the major poets of the Romantic Movement in English poetry of the nineteenth century. Besides embodying the major preoccupations of Romantic poetry, the poems are also meant to reflect the times. The Victorian period with its troubled complexity, is represented by its most celebrated poets. Modern English poetry is represented by Hopkins 'the proto-modernist' nineteenth century poet, Yeats a modern and uncompromising Romantic poet, Eliot the high priest of Modernism, and Auden the interpreter of social ills. The section ends with Ted Hughes a poet laureate, whose poetry can be found a synthesis of two separate tradition of twentieth century verse.

Week	No. Of	Topic(s)	Specific	Content	Methodology	Teaching Aids
	Lectures	Covered	Objective			
1	4	'A	To enable students not just to	Brief	Recitation	White board &
		Grammarian's	understand the poem as an object	introduction of	Lecture	Marker
		Funeral' by	of study but to take pleasure in its	the Victorian	Question and Answers	What App
		Robert	intellectual and emotional aspect.	Age, the poet	Group Discussion	You Tube
		Browning	To enable students, understand	and the poem.	Assignment	Study materials
2	4		dramatic monologue as a literary	Gist of the		
			form and distinguish it with other	poem.		
3	4		types of poems.	Detailed		
			To enable students, appreciate the	explanation of		
			poet and his philosophy of life	the poem.		
4	4		based on the context in which the	Detailed		
			poem was written.	explanation of		
				the poem.		
5	4			Detailed		
				explanation of		
				the poem.		
6	4			Discussion on		
				the themes.		
7	4			Discussion on		
				the themes.		
8	4			Analysis of the		
				whole poem.		
9	4	'Dover		Introduction of		
		Beach' by	To enable students not just to	the poet and		
		Matthew	understand the poem as an object	the poem.		
		Arnold	of study but to take pleasure in its			

			1	1
10	4	intellectual and emotional aspect.	Gist of the	
		To enable students, understand	poem.	
11	4	dramatic monologue as a literary	Detailed	
		form and distinguish it with other	explanation of	
		types of poems.	the poem.	
12	4	To help students explore the	Detailed	
		issues of modern times with its	explanation of	
		doubt, uncertainty, melancholy	the poem.	
13	4	and the loss of faith in God and	Discussion on	
		religion due to the advancement of	the themes.	
14	4	science.	Discussion on	
		To make students understand the	the themes.	
15	4	aim of the poet and the message	Analysis of the	
		conveyed through the poem.	whole poem.	
16	4		Revision of 'A	
			Grammarian's	
			Funeral' by	
			Robert	
			Browning	
17	4		Revision	
			'Dover Beach'	
			by Matthew	
			Arnold of	
Total No.	68			
Of	Lectures			
Lectures				

Department of English

Teaching Plan

Year 2022

Name of the Teacher: Smt. Banrishisha Mawnai

Semester: B.A 5th Semester English Honours (Batch 2020)

Name of the Paper: Fiction II Paper VI

Name of Topic: Silas Marner by George Eliot

No. Of Teaching Hours: 51 hours

General Objective of the Paper: To acquaint students with important works of fiction of the second half of the nineteenth century and the first half of the twentieth century. The changes that came over the English novel in the first half of the twentieth century amounted to a radical redefinition of the nature and function of fiction. Representative novels of the period have been included in the course to familiarize students with the important trends.

Week	No. Of	Topic(s)	Specific	Content	Methodology	Teaching Aids
	Lectures	Covered	Objective			
1	4		To help students identify the chief	Introduction of	Lecture	White board &
		Silas	characteristics of the Victorian Era	the novelist	Question and Answers	Marker
		Marner or	in the text.	and the text.	Group Discussion	What App
2	4	The	To make students aware of the	Introduction of	Assignment	You Tube
		Weaver of	psychological approach of the	the characters		Study Materials

		Raveloe	novelist.	of the novel.	
3	4	by	To enable students to identify and	Plot summary	
-		George	analyse events in the novel and to	of the novel.	
4	4	Eliot	take note on the difference between	Plot summary	
-			religion and superstition, the	of the novel.	
5	4		individual and the society and love	Detailed	
-			for money with family love, etc.	explanation of	
			To enable students appreciate	important	
			women writers.	scenes.	
6	4			Detailed	
				explanation of	
				important	
				scenes.	
7	4			Detailed	
				explanation of	
				important	
				scenes.	
8	4			Analysis of the	
				major	
				characters of	
				the novel.	
9	4			Analysis of the	
				major	
				characters of	
				the novel.	
10	4			Discussion on	
				the themes of	
				the novel.	
11	4			Discussion on	
				the themes of	
10				the novel.	
12	4			Discussion on	

			the themes of	
			the novel.	
13	4		Discussion on	
			question of the	
			novel	
14	4		Revision	
15	4		Revision	
16	4		Revision	
17	4		Revision	
Total No.	68			
Of	Lectures			
Lectures				

Department of English

Teaching Plan

Year 2022

Name of the Teacher: Smt. Banrishisha Mawnai

Semester: B.A 5th Semester (Batch 2020)

Name of the Paper: Compulsory English, Paper II

Name of Topic: a.Vanishing Animals by Gerald Durell

b.Shooting an Elephant by George Orwell

No. Of Teaching Hours: 12 hours 75 mins

Week	No. Of	Topic(s)	Specific	Content	Methodology	Teaching Aids
	Lectures	Covered	Objective			
1	1	Vanishing	To enable students to understand	Brief	Lecture	White board &
		Animals	the basic definition of endangered,	introduction of	Question and Answers	Marker
		By	extinct and threatened species.	the writer and	Group Discussion	What App
		Gerald Durell	To enable students understand	the essay.	Assignment	Study materials
2	1		how species became extinct and	Summary of		
			endangered.	the essay		
3	1		To enable students understand and	Detailed		

		protect species and their	explanation of	
		ecosystem.	the essay.	
4	1		Detailed	
•	1		explanation of	
			the essay.	
5	1		Analysis of the	
5	1		essay.	
6	1		Analysis of the	
0	1		essay.	
7	1		Discussion on	
	-		the main idea	
			of the essay.	
8	1		Discussion on	
			the main idea	
			of the essay.	
9	1	Shooting an	Introduction of	
		Elephant To enable students explore both	the writer and	
		by George the personal and sociological	the essay.	
		Orwell impact of imperialism.		
10	1	To help students examine the	Summary of	
		internal conflict in Orwell's essay.	the essay.	
11	1	To enable students discuss the	Detailed	
		element of British Imperialism	explanation of	
		with textual evidence.	the essay.	
12	1		Detailed	
			explanation of	
			the essay.	
13	1		Discussion on	
			the main idea	
			of the essay.	
14	1		Discussion on	
			the main idea	

		of the essay.	
15	1	Analysis of the	
		essay.	
16	1	Revision	
17	1	Revision	
Total No.	17		
Of	Lectures		
Lectures			

WILLIAMNAGAR GOVERNMENT COLLEGE DEPARTMENT OF ENGLISH

TEACHING PLAN FOR ODD SEMESTER- 2022

Name of the Teacher: Dr Cherik D D Sangma Semester: 1st Semester English Honours Name of the Paper: Poetry 1- Paper I

General Objectives		content,language,st	To appreciate poems of different styles, genres and periods and develop the ability to understand poems. To be able to appreciate content, language, style, tone and structure of the poems. To acquaint and familiarize the students with the terminology in poetry criticism (i.e. the terms used in critical analysis and appreciation of poems)									
Units to	be covered	Unit 1- Poetry										
No of Weeks	Nos of Lecture	Topics Covered	Specific Objectives	Content	Methodology	Teaching Aids						
7	7	Spenser- <i>Men Call</i> <i>You Fair</i>	 To showcase the poet as a celebrated 16th Century British poet. To understand the concept of true beauty and the difference between true beauty and temporary beauty. 	 Introduction of the poet and his work Concept of sonnet. Concept of true beauty Comparison between inner and outer beauty. Why true beauty is God-given. Line by line explanation of the poem. To throw light 	 Lectures Reading aloud the poem Question- Answer Group discussion 	 White board and marker Study materials WhatsApp 						
		Pope- Epistle to	To make the students	on other works	Lectures	White board and						

8	8	Miss Blount	 understand the theme of the poem i.e futility of life and the fleeting nature of fame and success. To make students understand the idea that life is short and that even the most successful people can quickly find themselves forgotten and unappreciated. 	 of Pope and Vincent de Voiture, a French poet whose gallantry in letter writing proved legend. Concept of epistolary writing Line by line explanation Analyzing of the form, structure of the poem, symbolism, figures of speech, rhyme, meter. Conclusion 	 Reading aloud the poem Question- Answer Group discussion 	marker Study materials WhatsApp
---	---	-------------	---	---	--	---------------------------------------

TEACHING PLAN ODD SEMESTER 2022

Name of the Teacher: Dr Cherik D D Sangma Semester: 3rd Semester English Honours Name of the Paper: Drama Paper III

General Objectives	The objective of this course is to introduce modern theatre movements and its socio – cultural impact; to make the students familiar with the themes and techniques of modern drama for better appreciation; to expose them to the problems related to the production of modern plays. introduce drama as a literary as well as dramatic genre with due emphasis on dramatic elements like plot, structure etc.									
Units to be covered	Unit 1- Poetry	Unit 1- Poetry								
No of Nos of Weeks Lecture 17 17	Topics Covered John Osbourne: Look Back in Anger	Specific Objectives To familiarize the students with the play's focus on the life and marital struggles of an intelligent and educated but disaffected young man of working-class origin, Jimmy Porter, and his equally competent yet impassive upper-middle- class wife Alison.	 Content Introduction to Osbourne and the Angry Young Generation writers. Concepts of Kitchen Sink Drama, Misogyny and Gender Roles. Symbols and Literary devices used in the play. Characterization and Themes. 	Methodology > Lectures > Question- Answer > Role Enactment > Group discussion	Teaching Aids White board and marker Study materials WhatsApp 					

TEACHING PLAN ODD SEMESTER 2022

BA 5TH SEMESTER HONOURS PAPER V POETRY II NAME OF THE PAPER: POETRY II NAME OF THE TEACHER: DR. CHERIK DONISH D SANGMA, ASST. PROFESSOR

General	Objectives	tone and structure of	To appreciate poems of different styles, genres and periods and develop the ability to understand poems. To be able to appreciate content, language, style, tone and structure of the poems. To acquaint and familiarize the students with the terminology in poetry criticism (i.e. the terms used in critical analysis and appreciation of poems)									
Units to	be covered	Unit 1- Poetry II										
No of Weeks	Nos of Lecture	Topics Covered	Specific	Objectives	Conten	t	Metho	dology	Teachir	ng Aids		
7	7x2= 14	John Keats: 'Ode to Autumn'	>	To make students understand the poet's desire to praise autumn, describing its abundance, harvest, and transition into winter, and uses intense, sensuous imagery to elevate the fleeting beauty of the moment.	A A A	Overview of Romantic poets and Keats. Reading the poem aloud. Explanation of themes, Personification, Nature poem.		Lectures Reading aloud the poem Question- Answer Group discussion		White board and marker Study materials WhatsApp		
10	10x2= 20	William Wordsworth: 'Tintern Abbey'	>	To make students learn that the poem focuses on memory—specifically, childhood memories of communion with natural beauty.	*	Introduction to Wordsworth and his other poems. Reading out the poem.		Lectures Reading aloud the poem Question- Answer Group discussion	A A A	White board and marker Study materials WhatsApp		

		\triangleright	Discussion and	
			explanation of the	
			poem, themes and	
			meanings.	

TEACHING PLAN ODD SEMESTER 2022

BA 5TH SEMESTER HONOURS PAPER VIFICTION II NAME OF THE PAPER: FICTION NAME OF THE TEACHER: DR. CHERIK DONISH D SANGMA, ASST. PROFESSOR

General	Objectives											
Units to	be covered	Unit 1- Fiction II	Unit 1- Fiction II									
No of Weeks	Nos of Lecture	Topics Covered	Specific Objectives	Content	Methodology	Teaching Aids						
17	17	Joseph Conrad: Lord Jim	To focus on Conrad's exploration in great depth the perplexing, ambiguous problem of lost honour and guilt, expiation and heroism.	 Synopsis of Conrad's works and techniques. Explanation of plot, setting, characterization, theme and symbolisms. Thoughts and conclusion 	 Lectures Reading aloud the poem Question- Answer Group discussion 	 White board and marker Study materials WhatsApp 						

DEPARTMENT OF ENGLISH TEACHING PLAN FOR ODD SEMESTER- 2022 BA 1ST SEMESTER (HONOURS) POETRY I- PAPER |

Unit	Duration		Topics Covered	Teaching	Teaching Method	Question Bank	Enrichment of		
Plan	From	То	_	Plan/Periods			Curriculum	Examination Date	Mentoring Date
Poetry I Paper I	11 th July 2022	28 th October 2022	1.Thomas Gray's Elegy Written in a Country Churchyard	 Introduction of the poet, Neoclassical age (45 mins) Defination of the word Elegy, features of Elegy Explanation of Graveyard Poetry (45 mins) Line by Line explanation of the poem (360 mins) Analyzing of Themes, style, meter, rhyme, scheme (90mins) Conclusion(45 mins) 	1.Lecture method 2.Question- answer method 3. Group discussion	 Bring out the features of Elegy in the poem. How did the poet describe people in the poem? Discuss the themes in the poem. 	Assignment Study materials	1 st Internal Test: 02.9.22 2 nd Internal Test: 14.10.22 NEHU Examinatio: 18.11.2022- 15. 12.2022	1 st meeting: 11.7.22 2 nd meeting: 29.8.22 Third meeting: 13.10.22

TEACHING PLAN FOR BA 3RD SEMESTER (HONOURS) - 2022 DRAMA- PAPER III

Unit Plan	Duration	1	Topics Covered	Teaching Plan/Periods	Teaching Method	Question	n Bank	Enrichment of	Examination Date	Mentoring Date
	Duration From 11 th July 2022	To 31 st October 2022	•	Teaching Plan/Periods 1.Introduction to the life and work of the writer (45 mins) 2.Analysis on the historical, political and religious background of the play (45 mins) 3.Analysis on the significance of each Act (45 mins) 4. Scene wise explanation of the play	•		Discuss Joan's character Discuss the significance of the Trial scene Bring out the religious and political themes in the play. Write an analysis on the significance of			•
				 (270 mins) 5Discussion on the significance of th Epilogue (45 mins) 6.Analysis on the characters, theme, plot of the play (45 mins) 8.Conclusion(45 mins) 			the Epilogue			

TEACHING PLAN FOR BA 5TH SEMESTER (HONOURS) - 2022 POETRY- PAPER V

Unit Plan	Duratio	n	Topics Covered	Teaching Plan/Periods	Teaching Method	Question Bank	Enrichment of	Examination Date	Mentoring Date
	From 11 th July 2022	To 12th August 2022	1. S.T Coleridge's Kubla Khan	 Introduction to the life and work of the poet (45 mins) Line by line explanation (180 mins) Analyzing of theme, , imagery and symbolism (90 mins) Conclusion(45 mins) 	1.Lecture method 2. Loud reading 3. Question- answer method	 Discuss Kubla Khan as a dream poem. Analyse the elements of mystery and supernat ural in the poem. 	Curriculum Assignment Study Materials	1 st Internal Test: 30.8.22 2 nd Internal Test: 11.10.22 NEHU Examination: 18.11.2022- 15. 12.2022	1 st Meeting: 11.7.22 2 nd Meeting: 29.8.22 3 rd Meeting: 10.10.22

	16th [™]	15 th	2. T.S Eliot's	Introduction to the life and	1.Loud reading	1.Discuss the	Assignment	
Paper V	August 2022	Septemb er 2022	The Love song of J Alfred Prufock	work of the poet (45 mins) 2. Line by Line explanation of the poem (180 mins) 3. Analyzing of theme, , imagery and symbolism (90 mins) 4. conclusion (45 mins)	2. Lecture method 3.Question- answer method	poem as a city poem. 2.Bring out the images and symbols used by the poet. 3.Discuss the poem as an interior monologue 4.Discuss the characteristics of modernism in the poem.	Study Materials	

TEACHING PLAN FOR BA 5TH SEMESTER (HONOURS) - 2022 FICTION- PAPER VI

Unit	Duration		Topics	Teaching	Teaching	Question Bank	Enrichment	Examination	Mentoring
Plan	From	То	Covered	Plan/Periods	Method		of Curriculum	Date	Date
Fiction	11 th July 2022	4 th Nov 2022	Virginia Woolf's To the Lighthouse	 Introduction to the life and work of the writer (45 mins) Analysis on Historical background of the novel, features of modernism (90 mins) 	1.Lecture method 2.Question- answer method	 Discuss the novel as a stream of consciousness novel Critically analyse the importance of the three sections in the novel The art of 	Assignment	1 st Internal Test: 02.9.22 2 nd Internal Test: 14.10.22 NEHU Examination: 18.11.2022-	1 st Meeting: 11.7.22 2 nd Meeting: 29.8.22 3 rd Meeting: 10.10.22
Paper VI				 3. Analysis on the novel as a modern novel (45 mins) 2Emphasis on the Stream of consciousness novel 3. Chapter wise 		characterization in the novel.		15. 12.2022	
				explanation of the novel(450 mins) ((45 mins) 4. Analysis on the					

characters, theme, symbolism, images
(90 mins)
7.Conclusion (45
mins)