

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 be covered		<i>Unit 1- Poetry</i>				
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	1.White board and marker 2.Study materials 3.WhatsApp
2	1class	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	Explanation of Middle Age Literature	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.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	1.White board and marker 2.Study materials 3.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

		<i>The Friar</i>	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: <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	1.White board and marker 2.Study materials 3.WhatsApp
6	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	1.White board and marker 2.Study materials 3.WhatsApp
7	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	Analyzing of Themes, style, meter, rhyme, scheme	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
8	1 class	William Shakespeare: <i>Like as the Wave Make Towards the Pebble Shore (Sonnet 60)</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
9	1 class	William Shakespeare: <i>Like as the Wave Make Towards the Pebble Shore (Sonnet 60)</i>	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	1.White board and marker 2.Study materials 3.WhatsApp

10	1 class	William Shakespeare: <i>Like as the Wave Make Towards the Pebble Shore (Sonnet 60)</i>	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.	Line by Line explanation of the poem	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
11	1 class	William Shakespeare: <i>Like as the Wave Make Towards the Pebble Shore (Sonnet 60)</i>	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.	Line by Line explanation of the poem	1.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
12	1 class	William Shakespeare: <i>Like as the Wave Make Towards the Pebble Shore (Sonnet 60)</i>	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.	Line by Line explanation of the poem	1.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
13	1 class	William Shakespeare: <i>Like as the Wave Make Towards the Pebble Shore (Sonnet 60)</i>	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	Analyzing of theme, metaphor, imagery and symbols	1.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
14	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

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: <i>Like as the Wave Make Towards the Pebble Shore (Sonnet 60)</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
17	1 class	William Shakespeare: <i>Like as the Wave Make Towards the Pebble Shore (Sonnet 60)</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 BA 3RD SEMESTER ENGLISH (HONOURS) – 2022

Name Of the Teacher: Smt. Tojeli K Sangma

Name of the Paper: Drama- Paper III

No of Teaching Hours: 25.5 hours

General Objectives		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		<i>Unit 1- Drama</i>				
Week	Lecture No	Topics Covered	Specific Objective	Content	Methodology	Teaching Aids
1	2 classes	Christopher Marlowe: <i>The Jew of Malta</i>	By studying the play the students will be able to understand the historical, cultural and religious framing of the play.	1.Introduction of the poet and his work 2. Analysis on the historical, political and religious background of the play	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
2	2 classes	Christopher Marlowe: <i>The Jew of Malta</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
3	2 classes	Christopher Marlowe: <i>The Jew of Malta</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
4	2 classes	Christopher Marlowe: <i>The Jew of Malta</i>	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 of Malta</i>	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 of Malta</i>	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 of Malta</i>	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	1.White board and marker 2.Study materials 3.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	1.White board and marker 2.Study materials 3.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	1.White board and marker 2.Study materials 3.WhatsApp

10	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 –I Scene10-14	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
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 their own writing.	Act- II Scene 1-11 Act –III Scene 1-11	1.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
12	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- 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	1.White board and marker 2.Study materials 3.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	1.White board and marker 2.Study materials 3.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	1.White board and marker 2.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	1.Study materials 2. 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 Paper: Poetry II-Paper V

No of Teaching Hours: 25.5 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 be covered		1 Unit –Poetry II				
Week	Lecture No	Topics Covered	Specific Objective	Content	Methodology	Teaching Aids
1	2 classes	Tennyson <i>The Lady of Shalott</i>	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.	Introduction to the life and work of the poet	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
2	2 classes	Tennyson <i>The Lady of Shalott</i>	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.	Analysis on King Arthur and Knights of the Round Table and Camelot as background of the poem	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
3	2 classes	Tennyson <i>The Lady of Shalott</i>	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	1.White board and marker 2.Study materials 3.WhatsApp

4	2 classes	Tennyson <i>The Lady of Shalott</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
5	2 classes	Tennyson <i>The Lady of Shalott</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
6	2 classes	Tennyson <i>The Lady of Shalott</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
7	2 classes	Tennyson <i>The Lady of Shalott</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
8	2 classes	Tennyson <i>The Lady of Shalott</i>	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	1.White board and marker 2.Study materials 3.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	1.White board and marker 2.Study materials 3.WhatsApp
10	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.	Line by Line explanation of the poem	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
11	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.	Line by Line explanation of the poem	1.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
12	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.	Line by Line explanation of the poem	1.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
13	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.	1.Analyzing of theme, imagery and symbolism 2.Conclusion	1.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp

14	2 classes	Dylan Thomas: <i>Poem in October</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
15	2 classes	Dylan Thomas: <i>Poem in October</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	2 classes	Tennyson <i>The Lady of Shalott</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
17	2 classes	Tennyson <i>The Lady of Shalott</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 Paper: Fiction II- Paper VI

No of Teaching Hours: 63.75 hours

General Objectives		The objective of this course is to provide a comprehensive guide to 19 th century fiction. The course will help the students to develop an understanding of major genres, forms, elements, techniques and styles reflected in the nineteenth century writing.				
Units to be covered		<i>Unit 1 – Fiction II</i>				
Week	Lecture No	Topics Covered	Specific Objective	Content	Methodology	Teaching Aids
1	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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. Introduction to the life and work of the writer	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
2	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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.	Analysis on Historical background of the novel	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
3	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	Analysis on the novel as a Victorian novel	1.Lectures 2.Question Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
4	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	Analysis on the sub-title of the novel as 'a man of character'	1.Lectures 2.Question Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp

5	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
6	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
7	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
8	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
9	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp

10	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
11	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
12	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
13	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
14	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
15	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1.White board and marker 2.Study materials 3.WhatsApp

16	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</i>	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	1. White board and marker 2. Study materials 3. WhatsApp
17	5 classes	Thomas Hardy: <i>The Mayor of Casterbridge</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 COMPULSORY ENGLISH 2022

Name Of the Teacher: Smt. Tojeli K Sangma

Name of the Paper: Compulsory English- Paper II

No of Teaching Hours: 12.75 hours

General Objectives		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.				
Units to be covered		<i>Unit 1 – Prose Pieces</i>				
Week	Lecture No	Topics Covered	Specific Objective	Content	Methodology	Teaching Aids
1	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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. Introduction to the life and work of the writer	1.Lectures 2.Question-Answer 3.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
2	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
3	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp

4	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
5	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
6	1classes	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
7	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
8	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp

9	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
10	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
11	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
12	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp
13	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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.Question-Answer 2.Group discussion	1.White board and marker 2.Study materials 3.WhatsApp

14	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
15	1class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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	1.White board and marker 2.Study materials 3.WhatsApp
16	1 class	Verrier Elwin: <i>A Pilgrimage to Tawang</i>	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: <i>A Pilgrimage to Tawang</i>	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

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

NAME OF THE TEACHER		SONABELL W MOMIN, ASST. PROFESSOR				
NAME AND NUMBER OF THE PAPER		PAPER 1- POETRY1.				
SEMESTER		1 ST SEMESTER				
NUMBER OF TEACHING HOURS		13 hours.				
GENERAL OBJECTIVES		Poetry 1 is intended to provide comprehensive guide to English poetry, its development, its forms and movements, throughout the ages.				
TOPICS TO BE COVERED						
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 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.
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 devices 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 devices 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. PROFESSOR				
NAME AND NUMBER OF THE PAPER		DRAMA- Paper III				
SEMESTER		3 rd SEMESTER				
NUMBER OF TEACHING HOURS		13 hours				
GENERAL OBJECTIVES		The course will help the students to imagine and participate in exploration of their worlds individually and collaboratively.				
TOPICS TO BE COVERED						
WEEK	LECTURE NO.	TOPICS COVERED	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	TEACHING AIDS
1	1 class	DRAMA JOHN WEBSTER: "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) 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 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	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
12	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.	Summary and analyses of the play	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
13	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.
14	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)Duchess of Malfi as a revenge Tragedy.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
15	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)Duchess of Malfi as a revenge tragedy.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
16	1 class	DRAMA- JOHN WEBSTAR: "THE DUCHESS OF MALFI"	.To enable students to understand about the Jacobian revenge tragedy, its characteristics. The darkside 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.
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)**

NAME OF THE TEACHER		SONABELL W MOMIN, ASST. PROFESSOR				
NAME AND NUMBER OF THE PAPER		POETRY- PAPER V (POETRYII)				
SEMESTER		5 TH SEMESTER				
NUMBER OF TEACHING HOURS		51 hours				
GENERAL OBJECTIVES		Poetry II intended to provide comprehensive guide to English poetry, its developments, its forms and movements throughout the ages.				
TOPICS TO BE COVERED						
WEEK	LECTURE NO.	TOPICS COVERED	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	TEACHING AIDS
1	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, “Ode to the West Wind”. And to enable them to speak and write insightfully about the important themes in Shelley’s poetry.	1) Introduction about the poet and poetry.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes.
2	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	To enable students to understand how 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) Theme of the poetry.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes.
3	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	To enable students to understand how Shelley’s revolutionary and his idealism. To understand the symbolical meaning in the poem. And to enable them to	1) Theme of the poetry.	Lecture, question and answer, Assignment.	Blackboard & chalk, Text book, notes

			<p>speak and write insightfully about the important themes in Shelley's poetry.</p>			
4	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	<p>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.</p>	<p>1) Symbolical meanings in the poem, "Ode to the west wind".</p>	Lecture, question and answer, Assignment.	Blackboard & chalk, Text books, notes
5	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	<p>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.</p>	<p>1) Symbolical meanings in the poem, "Ode to the west wind".</p>	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books, notes
6	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	<p>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.</p>	<p>1) Shelley as a revolutionist.</p>	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books notes
7	4 classes	POETRY-PB SHELEY: ODE TO THE WEST WIND	<p>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.</p>	<p>1) Summary and Analyses of the poem.</p>	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books study materials.
8	4 classes	YEATS: SAILING TO BYZANTIUM	<p>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</p>	<p>1) Brief introduction about the poet and the poetry.</p>	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. 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.
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 understand the most important literary works about the Spanish civil war, the lamentation of the tragedy that Spain and its people faced	1) 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 OF THE TEACHER		SONABELL W MOMIN, ASST. PROFESSOR				
NAME AND NUMBER OF THE PAPER		PAPER VI- (FICTION II)				
SEMESTER		5 TH SEMESTER				
NUMBER OF TEACHING HOURS		51 hours				
GENERAL OBJECTIVES		The course is designed to acquaint students with important works of fiction of the second half of the nineteenth century and the first half of the twentieth century.				
TOPICS TO BE COVERED						
WEEK	LECTURE NO.	TOPICS COVERED	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	TEACHING AIDS
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.	1) 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.

12	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	1) Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
13	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) Paul's relationship with his mother'	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
14	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) Summary and Analyses of the Novel.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
15	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) Summary and Analyses of the Novel.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
16	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) Summary and Analyses of the Novel.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, Study materials.
17	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) Summary and Analyses of the Novel.	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 OF THE TEACHER		SONABELL W MOMIN, ASST. PROFESSOR				
NAME AND NUMBER OF THE PAPER		COMPULSORY ENGLISH (PAPER-II)				
SEMESTER		5 TH SEMESTER				
NUMBER OF TEACHING HOURS		12 hours 75 minutes.				
GENERAL OBJECTIVES		This course will help the students to read with comprehension, develop their interest in reading and enrich their vocabulary.				
TOPICS TO BE COVERED						
WEEK	LECTURE NO.	TOPICS COVERED	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	TEACHING AIDS
1	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) 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.	1) 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.	1) 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 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) Description of Hiroshima as it was before the explosion of the Atom bomb	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books, notes
6	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) Description of Hiroshima as it was before the explosion of the Atom bomb	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books notes
7	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) Ugly Death and destruction after the explosion of the atom bomb over the city of Hiroshima.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text books study materials.
8	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) Death and destruction after the explosion of the atom bomb over Ugly the city of Hiroshima.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
9	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) Death and destruction after the explosion of the atom bomb over Ugly the city of Hiroshima.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
10	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) Death and destruction after the explosion of the atom bomb over Ugly the city of Hiroshima.	Lecture, question & Answer, Assignment	Blackboard & chalk, Text book, study materials.
11	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.
12	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.

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.
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.
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.
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.
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.
Total no. of lectures	17lectures					

Williamnagar Government College

Department of English

Teaching Plan

Year 2022

Name of the Teacher: Smt. Barrishisha 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 By John Donne	To acquaint students with metaphysical poetry. To enable students, understand the love poems of Donne.	Brief introduction of the poet and the poem.	Recitation Lecture Question and Answers Group Discussion Assignment	White board & Marker What App Study materials
2	1		To help students explore the theme(s) in the poem.	Gist of the essay		
3	1		To appreciate Donne's style of writing.	Detailed 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 By John Milton	To familiarize the students with the term 'Elegy' in general and 'Pastoral elegy' in particular.	Introduction of the poet and the poem.		
9	1		To enable students not just to understand the poem as an object of study but to take pleasure in its intellectual and emotional aspect.	Gist of the poem.		
10	1			Detailed explanation of the poem.		
11	1		To help students explore the theme(s) in the poem.	Detailed 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. Of Lectures	17 Lectures					

Williamnagar Government College

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 Will By William Shakespeare	To make students aware of the comic element of the play. To help students learn how to develop their own critical perspective, using close reading of the text and cultural/historical context as evidence to support their own interpretative argument, through class discussion and independent writing.	<ul style="list-style-type: none"> Historical context. Introduction of the playwright. 	<ul style="list-style-type: none"> Lecture Role-enactment, Question and Answers Group Discussion Assignment 	<ul style="list-style-type: none"> White board & Marker What App Study Materials
2	1			<ul style="list-style-type: none"> Introduction of major characters of the play. 		
3	1			<ul style="list-style-type: none"> Plot summary 		
4	1			<ul style="list-style-type: none"> Plot summary, 		
5	1			<ul style="list-style-type: none"> Detailed explanation of important scene. 		
6	1			<ul style="list-style-type: none"> Detailed explanation of important scene. 		
7	1			<ul style="list-style-type: none"> Detailed explanation of important scene. 		
8	1			<ul style="list-style-type: none"> Character Analysis 		
9	1			<ul style="list-style-type: none"> Character Analysis 		

10	1			<ul style="list-style-type: none"> • Explanation of theme. 		
11	1			<ul style="list-style-type: none"> • Explanation of theme. 		
12	1			<ul style="list-style-type: none"> • Explanation of theme. 		
13	1			<ul style="list-style-type: none"> • Group discussion 		
14	1			<ul style="list-style-type: none"> • Discussion of Question and Answers 		
15	1			Revision		
16	1			Revision		
17	1			Revision		
Total No. Of Lectures	17 Lectures					

Williamnagar Government College

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 Lectures	Topic(s) Covered	Specific Objective	Content	Methodology	Teaching Aids
1	4	'A Grammarian's Funeral' by Robert Browning	To enable students not just to understand the poem as an object of study but to take pleasure in its intellectual and emotional aspect.	Brief introduction of the Victorian Age, the poet and the poem.	Recitation Lecture Question and Answers Group Discussion Assignment	White board & Marker What App You Tube Study materials
2	4		To enable students, understand dramatic monologue as a literary form and distinguish it with other types of poems.	Gist of the poem.		
3	4		To enable students, appreciate the poet and his philosophy of life based on the context in which the poem was written.	Detailed explanation of the poem.		
4	4			Detailed 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 Beach' by Matthew Arnold	To enable students not just to understand the poem as an object of study but to take pleasure in its	Introduction of the poet and the poem.		

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

Williamnagar Government College

Department of English

Teaching Plan

Year 2022

Name of the Teacher: Smt. Barrishisha 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 Lectures	Topic(s) Covered	Specific Objective	Content	Methodology	Teaching Aids
1	4	Silas Marner or	To help students identify the chief characteristics of the Victorian Era in the text.	Introduction of the novelist and the text.	Lecture Question and Answers Group Discussion	White board & Marker What App You Tube
2	4	The Weaver of	To make students aware of the psychological approach of the	Introduction of the characters	Assignment	Study Materials

		Raveloe by George Eliot	<p>novelist. To enable students to identify and analyse events in the novel and to take note on the difference between religion and superstition, the individual and the society and love for money with family love, etc. To enable students appreciate women writers.</p>	of the novel.		
3	4			Plot summary of the novel.		
4	4			Plot summary of the novel.		
5	4			Detailed explanation of important 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 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. Of Lectures	68 Lectures					

Williamnagar Government College

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 Durrell

b. Shooting an Elephant by George Orwell

No. Of Teaching Hours: 12 hours 75 mins

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

			protect species and their ecosystem.	explanation of the essay.		
4	1			Detailed explanation of the essay.		
5	1			Analysis of the essay.		
6	1			Analysis of the 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 Elephant by George Orwell	To enable students explore both the personal and sociological impact of imperialism.	Introduction of the writer and the essay.		
10	1		To help students examine the internal conflict in Orwell's essay.	Summary of the essay.		
11	1		To enable students discuss the element of British Imperialism with textual evidence.	Detailed explanation of 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. Of Lectures	17 Lectures					

**WILLIAMNAGAR GOVERNMENT COLLEGE
DEPARTMENT OF ENGLISH**

TEACHING PLAN FOR ODD SEMESTER- 2022

Name of the Teacher: Dr Cheri D D Sangma

Semester: 1st Semester English Honours

Name of the Paper: Poetry 1- Paper I

General Objectives		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		<i>Unit 1- Poetry</i>				
No of Weeks	Nos of Lecture	Topics Covered	Specific Objectives	Content	Methodology	Teaching Aids
7	7	Spenser- <i>Men Call You Fair</i>	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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 on other works 	<ul style="list-style-type: none"> ➤ Lectures ➤ Reading aloud the poem ➤ Question-Answer ➤ Group discussion 	<ul style="list-style-type: none"> ➤ White board and marker ➤ Study materials ➤ WhatsApp
		Pope- <i>Epistle to</i>	<ul style="list-style-type: none"> ➤ To make the students 		<ul style="list-style-type: none"> ➤ Lectures 	<ul style="list-style-type: none"> ➤ White board and

8	8	<i>Miss Blount</i>	<p>understand the theme of the poem i.e futility of life and the fleeting nature of fame and success.</p> <ul style="list-style-type: none"> ➤ To make students understand the idea that life is short and that even the most successful people can quickly find themselves forgotten and unappreciated. 	<p>of Pope and Vincent de Voiture, a French poet whose gallantry in letter writing proved legend.</p> <ul style="list-style-type: none"> ➤ Concept of epistolary writing ➤ Line by line explanation ➤ Analyzing of the form, structure of the poem, symbolism, figures of speech, rhyme, meter. ➤ Conclusion 	<ul style="list-style-type: none"> ➤ Reading aloud the poem ➤ Question-Answer ➤ Group discussion 	<ul style="list-style-type: none"> marker ➤ Study materials ➤ WhatsApp
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TEACHING PLAN ODD SEMESTER 2022

Name of the Teacher: Dr Cheri 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		<i>Unit 1- Poetry</i>				
No of Weeks	Nos of Lecture	Topics Covered	Specific Objectives	Content	Methodology	Teaching Aids
17	17	John Osbourne: Look Back in Anger	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Introduction to Osbourne and the <i>Angry Young Generation</i> writers. ➤ Concepts of Kitchen Sink Drama, Misogyny and Gender Roles. ➤ Symbols and Literary devices used in the play. ➤ Characterization and Themes. 	<ul style="list-style-type: none"> ➤ Lectures ➤ Question-Answer ➤ Role Enactment ➤ Group discussion 	<ul style="list-style-type: none"> ➤ 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		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		<i>Unit 1- Poetry II</i>				
No of Weeks	Nos of Lecture	Topics Covered	Specific Objectives	Content	Methodology	Teaching Aids
7	7x2= 14	John Keats: 'Ode to Autumn'	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Overview of Romantic poets and Keats. ➤ Reading the poem aloud. ➤ Explanation of themes, Personification, Nature poem. 	<ul style="list-style-type: none"> ➤ Lectures ➤ Reading aloud the poem ➤ Question-Answer ➤ Group discussion 	<ul style="list-style-type: none"> ➤ White board and marker ➤ Study materials ➤ WhatsApp
10	10x2= 20	William Wordsworth: 'Tintern Abbey'	<ul style="list-style-type: none"> ➤ To make students learn that the poem focuses on memory—specifically, childhood memories of communion with natural beauty. 	<ul style="list-style-type: none"> ➤ Introduction to Wordsworth and his other poems. ➤ Reading out the poem. 	<ul style="list-style-type: none"> ➤ Lectures ➤ Reading aloud the poem ➤ Question-Answer ➤ Group discussion 	<ul style="list-style-type: none"> ➤ White board and marker ➤ Study materials ➤ WhatsApp

				➤ Discussion and explanation of the poem, themes and meanings.		
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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		<i>Unit 1- Fiction II</i>				
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.	<ul style="list-style-type: none"> ➤ Synopsis of Conrad's works and techniques. ➤ Explanation of plot, setting, characterization, theme and symbolisms. ➤ Thoughts and conclusion 	<ul style="list-style-type: none"> ➤ Lectures ➤ Reading aloud the poem ➤ Question-Answer ➤ Group discussion 	<ul style="list-style-type: none"> ➤ White board and marker ➤ Study materials ➤ WhatsApp

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

NAME OF THE TEACHER: SMT. PYNHUNMIKI SUSNGI

Unit Plan	Duration		Topics Covered	Teaching Plan/Periods	Teaching Method	Question Bank	Enrichment of Curriculum	Examination Date	Mentoring Date
	From	To							
Poetry I Paper I	11 th July 2022	28 th October 2022	1.Thomas Gray's Elegy Written in a Country Churchyard	1. Introduction of the poet, Neoclassical age (45 mins) 2.Defination of the word Elegy, features of Elegy Explanation of Graveyard Poetry (45 mins) 3. Line by Line explanation of the poem (360 mins) 4.Analyzing of Themes, style, meter, rhyme, scheme (90mins) 5.Conclusion(45 mins)	1.Lecture method 2.Question- answer method 3. Group discussion	1. Bring out the features of Elegy in the poem. 2. How did the poet describe people in the poem? 3. 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

NAME OF THE TEACHER: SMT. PYNHUNMIKI SUSNGI

Unit Plan	Duration		Topics Covered	Teaching Plan/Periods	Teaching Method	Question Bank	Enrichment of Curriculum	Examination Date	Mentoring Date
	From	To							
Drama	11 th July 2022	31 st October 2022	1.G.B Shaw's Saint Joan	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 (270 mins) 5..Discussion on the significance of th Epilogue (45 mins) 6.Analysis on the characters, theme, plot of the play (45 mins) 8.Conclusion(45 mins)	1.Lecture method 2. Role play 3.Question-answer method 4. ICT	1. Discuss Joan's character 2. Discuss the significance of the Trial scene 3. Bring out the religious and political themes in the play. 4. Write an analysis on the significance of the Epilogue	Assignments Study Materials Movie Screening	1 st Internal Test: 29.8.22 2 nd Internal Test: 10.10.22 NEHU Examination: 18.11.2022-15. 12.2022	1 st Meeting: 11.7.22 2 nd Meeting: 25.8.22 3 rd Meeting: 7.10.22

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

NAME OF THE TEACHER: SMT. PYNHUNMIKI SUSNGI

Unit Plan	Duration		Topics Covered	Teaching Plan/Periods	Teaching Method	Question Bank	Enrichment of Curriculum	Examination Date	Mentoring Date
	From	To							
	11 th July 2022	12 th August 2022	1. S.T Coleridge's Kubla Khan	1. Introduction to the life and work of the poet (45 mins) 2. Line by line explanation (180 mins) 3. Analyzing of theme, , imagery and symbolism (90 mins) 5.Conclusion(45 mins)	1.Lecture method 2. Loud reading 3. Question-answer method	1. Discuss Kubla Khan as a dream poem. 2. Analyse the elements of mystery and supernatural in the poem.	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

Paper V	16th TH August 2022	15 th Septemb er 2022	2. T.S Eliot's The Love song of J Alfred Prufock	Introduction to the life and 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)	1.Loud reading 2. Lecture method 3.Question- answer method	1.Discuss the 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.	Assignment Study Materials		
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				characters, theme, symbolism, images (90 mins) 7.Conclusion (45 mins)					
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