

WILLIAMNAGAR GOVERNMENT COLEGE**DEPARTMENT OF GARO****ODD SEMESTER TEACHING PLAN-2022**

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| Name Of The Teacher | Dr Bilnang K Sangma Asst Professor |
| Name& No. Of Paper | Prose, Traditional and Modern Poetry, Rhetoric and Prosody, Paper: Gar-I |
| Semester | First Semester |
| No of Teaching Hours | 25 hours 45 hours |
| General Aims: | To enable the students to understand the traditional and modern poetry and Rhetoric and Prosody |
| Units To Be Covered | A·chik Poedorang |

| Week | Lecture No | Topic(s) covered | Objectives | Content | Methodology | Teaching Aids |
|-------------|-------------------|-----------------------------|--|------------------------------|--|---|
| 1 | 2 Class | Mikjumang A·gilsak | Themes and style of modern Garo poets. | Mikjumang A·gilsak | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 2 | 2 Class | Mikjumang A·gilsak | Themes and style of modern Garo poets. | Mikjumang A·gilsak | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 3 | 2 Class | Angni Gisik | Themes and style of modern Garo poets. | Angni Gisik | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 4 | 2 Class | Angni Gisik | Themes and style of modern Garo poets. | Angni Gisik | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 5 | 2 Class | Matgrik Mil·am Sepi Gitcham | Themes and style of modern Garo poets. | Matgrik Mil·am Sepi A·gilsak | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 6 | 2 Class | Matgrik Mil·am Sepi Gitcham | Themes and style of modern Garo poets. | Matgrik Mil·am Sepi A·gilsak | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 7 | 2 Class | Ketket Rim·bo | Themes and style of modern Garo poets. | Ketket Rim·bo | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 8 | 2 Class | Ketket Rim·bo | Themes and style of modern Garo poets. | Ketket Rim·bo | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 9 | 2 Class | Chengoni Manderang | Themes and style of modern Garo poets. | Chengoni Manderang | Lectures Classroom discussions Assignments | White board and marker Study materials |

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| 10 | 2 Class | Chengoni Manderang | Themes and style of modern Garo poets. | Chengoni Manderang | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 11 | 2 Class | Revision and Discussions | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 12 | 2 Class | Revision and Discussions | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 13 | 2 Class | Revision and Discussions | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 14 | 2 Class | Revision and Discussions | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 15 | 2 Class | Discussion on prose | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 16 | 2 Class | Discussion on traditional poem | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 17 | 2 Class | General discussion | | | Lectures Classroom discussions Assignments | White board and marker Study materials |

WILLIAMNAGAR GOVERNMENT COLEGE**DEPARTMENT OF GARO****ODD SEMESTER TEACHING PLAN-2022**

| Name Of The Teacher | | Dr Bilnang K Sangma Asst Professor | | | | |
|---------------------|------------|--|--|---------------------------------|--|---|
| Name& No. Of Paper | | History Of Garo Literature Paper-III | | | | |
| Semester | | III Semester | | | | |
| Genral Aims: | | To introduce the students to the history of Garo literature from traditional oral literature and the beginning of written literature up to the 3 rd quarter of the 20 th Century | | | | |
| Units To Be Covered | | History Of Garo Literature | | | | |
| Week | Lecture No | Topic(s) covered | Objectives | Content | Methodology | Teaching Aids |
| 1 | 2 Class | History Of Garo Literature | To enable the students to understand the origin and migration of the Garos | Historical background | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 2 | 2 Class | History Of Garo Literature | To enable the students to understand the origin and migration of the Garos | Historical background | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 3 | 2 Class | History Of Garo Literature | To enable the students to understand the origin of Garo language, dialects and its cognate TB languages | Language | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 4 | 2 Class | History Of Garo Literature | To enable the students to understand the origin of Garo language, dialects and its cognate TB languages | Language | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 5 | 2 Class | History Of Garo Literature | To enable the students to understand the origin of Garo language, dialects and its cognate TB languages | Language | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 6 | 2 Class | History Of Garo Literature | To learn about the pre-literate generations. Epic of the Garos, language uses of forefathers in their ritual, culture and ceremonies. | Oral and Traditional Literature | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 7 | 2 Class | History Of Garo Literature | To learn about the pre-literate generations. Epic of the Garos, language uses of forefathers in their ritual, culture and ceremonies. | Oral and Traditional Literature | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 8 | 2 Class | History Of Garo Literature | Beginning of Garo Literature: compilation of vocabularies, Publication of school text and religious books, Change of script and its effects in Garo language | Written Literature | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 9 | 2 Class | History Of Garo Literature | Beginning of Garo Literature: compilation of vocabularies, Publication of school text and religious books, Change of script and | Written Literature | Lectures Classroom discussions Assignments | White board and marker Study materials |

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| | | | its effects in Garo language | | | |
| 10 | 2 Class | History Of Garo Literature | Beginning of Garo Literature: compilation of vocabularies, Publication of school text and religious books, Change of script and its effects in Garo language | Written Literature | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 11 | Revision | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 12 | Revision | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 13 | Revision | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 14 | Revision | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 15 | Discussion | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 16 | Discussion | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 17 | Discussion | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |

WILLIAMNAGAR GOVERNMENT COLEGE**DEPARTMENT OF GARO****ODD SEMESTER TEACHING PLAN-2022**

| Name Of The Teacher | | Dr Bilnang K Sangma Asst Professor | | | | |
|---------------------|------------|--|---|-------------------------------|--|---|
| Name& No. Of Paper | | Oral Narratives Paper: V | | | | |
| Semester | | V Semester | | | | |
| Genral Aims: | | In this paper, the students will be introduced to the characteristics of Folklore and its components | | | | |
| Units To Be Covered | | A·chikni Ku·andik | | | | |
| Week | Lecture No | Topic(s) covered | Objectives | Content | Methodology | Teaching Aids |
| 1 | 4 Class | A·chikni Ku·andik | Jaksil gana: 1. Kram ra·gata 2. Chako kaa 3. Danil gogata 4. Jaksil gana | Ceremonies of the rich people | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 2 | 4 Class | A·chikni Ku·andik | Jaksil gana: 1. Kram ra·gata 2. Chako kaa 3. Danil gogata 4. Jaksil gana | Ceremonies of the rich people | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 3 | 4 Class | A·chikni Ku·andik | Gure wata, Dru songa, MIjam tata | Ceremonies of the rich people | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 4 | 4 Class | A·chikni Ku·andik | Gure wata, Dru songa, MIjam tata | Ceremonies of the rich people | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 5 | 4 Class | A·chikni Ku·andik | Ruandik and Mangona | Death Rituals of the Garos | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 6 | 4 Class | A·chikni Ku·andik | Ruandik and Mangona | Death Rituals of the Garos | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 7 | 4 Class | A·chikni Ku·andik | Wachi tata, Wachi so·a, Bang Gala, | Other culture and traditions | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 8 | 4 Class | A·chikni Ku·andik | Wachi tata, Wachi so·a, Bang Gala, | Other culture and traditions | Lectures Classroom discussions | White board and marker Study materials |

| | | | | | Assignments | |
|----|------------|-------------------|----------------------------|------------------------------|--|---|
| 9 | 4 Class | A·chikni Ku·andik | Do·sia, Mi so·gala | Other culture and traditions | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 10 | 4 Class | A·chikni Ku·andik | Do·sia, Mi so·gala | Other culture and traditions | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 11 | 4 Class | A·chikni Ku·andik | A·chikrangni chrok-mesaani | Dances of Garos | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 12 | 4 Class | A·chikni Ku·andik | A·chikrangni chrok-mesaani | Dances of Garos | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 13 | 4 Class | A·chikni Ku·andik | A·chikrangni chrok-mesaani | Dances of Garos | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 14 | 4 Class | A·chikni Ku·andik | A·chikrangni chrok-mesaani | Dances of Garos | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 15 | Revision | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 16 | Discussion | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |
| 17 | Discussion | | | | Lectures Classroom discussions Assignments | White board and marker Study materials |

WILLIAMNAGAR GOVERNMENT COLLEGE

TEACHING PLAN, DEPARTMENT OF GARO : 2022 ODD SEMESTER

| NAME OF THE TEACHER: | | DORIEL CH. MARAK, ASST. PROFESSOR, GARO | | | | |
|-----------------------|-------------|--|---|---|--|---|
| NAME OF THE PAPER: | | The History of Garo Literature, Proverbs, Phrases & Essay. | | | | |
| SEMESTER | | 3 RD SEMESTER. | | | | |
| No. of Teaching Hours | | 25 hours 45 minutes | | | | |
| General Aim: | | The objective of this paper is to introduce the students to the history of Garo literature from traditional oral literature and the beginning of written literature up to the 3 rd quarter of the 20 th century. Proverbs and phrases are to be studied as important components of Garo language and literature. | | | | |
| Units to be covered: | | History of Garo Literature: M.S. Sangma. | | | | |
| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
| 1 | 2 classes | Chapter-VI: Secular Literature, 1924-1978 | The objectives of this paper is to make students able to understand the history of Garo literature. To make students able to understand the life histories of Authors. | Introduction, Preface, Chapter-VI: Secular Literature, 1924-1978 | Lecture Method, Loud reading, Story-telling, Discussions-cum-narration, Assignment Method. | Marker, Whiteboard, Photographs, Textbook |
| 2 | 2 classes | Chapter-VI: Beginning of Secular Literature, 1924-1940. | To make the students able to understand the Beginning of secular literature. | Chapter-VI: Beginning of Secular Literature, 1924-1940. | Lecture Method, Loud reading, Story-telling, Discussions-cum-narration, Biographical, Assignment Method. | Marker, Whiteboard, Photographs, Textbook |
| 3 | 2 classes | Chapter-VI: Latest Trend in Garo Literature, 1940-1978. | To make the students aware about the latest trend of Garo Literature. | Chapter-VI: Latest Trend in Garo Literature, 1940-1978. | Lecture Method, Loud reading, Classroom Discussions, Biographical, Assignments method. | Marker, Whiteboard, Photographs, Textbook |

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| 4 | 2 classes | Chapter-VI: Drama | To make students know how drama was introduced in Garo Literature. | Chapter-VI: Drama | Lecture Method, Loud reading, Enactment of Drama, Classroom Discussions, Biographical, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 5 | 2 classes | Chapter-VI: Novel | To make the students know how novels were introduced in Garo Literature. | Chapter-VI: Novel | Lecture Method, Loud reading, Classroom Discussions, Biographical, Assignments method. | Marker, Whiteboard, , Photographs, Textbook |
| 6 | 2 classes | Chapter-VI: Poetry | To make the students know how Poetry was introduced in Garo Literature. | Chapter-VI: Poetry | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 7 | 2 classes | Chapter-VI: Religious Writings, 1940-1978 | To make the students able to understand the Religious writings. | Chapter-VI: Religious Writings, 1940-1978 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments methods. | Marker, Whiteboard, Photographs, Textbook |
| 8 | 2 classes | Chapter-VII: Journals and Periodicals. | To make the students able to understand the Journals and Periodicals in Garo Literature. | Chapter-VII: Journals and Periodicals. | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments methods. | Marker, Whiteboard, Photographs, Textbook |
| 9 | 2 classes | Chapter-VII: Journals and Periodicals. | To make the students able to understand the Journals and Periodicals in Garo Literature. | Chapter-VII: Journals and Periodicals. | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 10 | 2 classes | Chapter-VIII: Local Presses and Publishing Agencies. | To make the students able to understand and identify the local presses and publishing agencies in Garo Literature. | Chapter-VIII: Local Presses and Publishing Agencies | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |
| 11 | 2 classes | Chapter-VIII: Local Presses and Publishing Agencies. | To make the students able to understand and identify the local presses and publishing agencies in Garo Literature | Chapter-VIII: Local Presses and Publishing Agencies. | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |

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| 12 | 2 classes | Revision of Chapter VI | Reviewing and Discussion. | Revision of Chapter VI | Lecture Method, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |
| 13 | 2 classes | Revision of Chapter VII | Reviewing and Discussion. | Revision of Chapter VII | Lecture Method, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |
| 14 | 2 classes | Revision of Chapter VIII | Reviewing and Discussion. | Revision of Chapter VIII | Lecture Method, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |
| 15 | 2 classes | Revision. | Group Discussion-cum-narration. | Revision. | Lecture Method, Group Discussions, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 16 | 2 classes | Revision. | Group Discussion-cum-narration | Revision. | Lecture Method, Classroom Discussions, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 17 | 2 classes | Revision. | To make students able to compare previous question papers and prepare for exams | Reviewing Old Question Papers | Discussion. | Marker, Whiteboard, Photographs, Textbook |

WILLIAMNAGAR GOVERNMENT COLLEGE

TEACHING PLAN, DEPARTMENT OF GARO : 2022 ODD SEMESTER

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| NAME OF THE TEACHER: | DORIEL CH. MARAK, ASST. PROFESSOR, GARO |
| NAME OF THE PAPER: | VI |
| SEMESTER | 5 TH SEMESTER. |
| No. of Teaching Hours | 25 hours 45 minutes |
| General Aim: | The objectives of this paper is to widen the students' knowledge of poetry through Tagore's Gitanjali. |
| Units to be covered: | Gitanjali :H.W.Marak |

| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
|------|-------------|-------------------|--|---|--|--|
| 1 | 4 classes | Verse- 1, 2 & 3 | This paper is to widen students' knowledge of poetry through Tagore's Gitanjali. To make students able to understand the life histories of Poets. | Introduction, Preface, Verse- 1, 2 & 3 | Lecture Method, Loud reading, Classroom Discussions, Biographical. | Marker, Whiteboard, Photographs, Textbook. |
| 2 | 4 classes | Verse- 6 & 7 | To make students able to understand in identification of themes in Poetry. | Verse- 6 & 7 | Lecture Method, Loud reading, Classroom Discussions. | Marker, Whiteboard, Photographs, Textbook. |
| 3 | 4 classes | Verse-9,12 & 13 | To make the students able to identify different types of Figures of Speech based on similarity. | Verse-9,12 & 13 | Lecture Method, Loud reading, Classroom Discussions, Assignments method. | Marker, Whiteboard, Photographs, Textbook. |
| 4 | 4 classes | Verse- 18,19 & 20 | To make the students understand all poetic languages. | Verse- 18,19 & 20 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Textbook |
| 5 | 4 classes | Verse-23,24 & 25 | To make the students understand figures based on Imagination and their uses in daily life. | Verse-23,24 & 25 | Lecture Method, Loud reading, Classroom Discussions, Assignments method. | Marker, Whiteboard, Textbook. |

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| 6 | 4 classes | Verse-26 & 27 | To enable students the thought and imagination contained in the poem. | Verse-26 & 27 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Photographs, Textbook. |
| 7 | 4 classes | Verse-33 & 34 | To make the students able to identify various types of Figures Based on similarity, metaphorical words. | Verse-33 & 34 | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Textbook. |
| 8 | 4 classes | Verse-39 & 40 | To make the students able to understand the Figures Based On Imagination and their uses in daily life. | Verse-39 & 40 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Textbook |
| 9 | 4 classes | Verse-41 & 44 | To make the students able to know the uses of words indirectly and their effects | Verse-41 & 44 | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Textbook |
| 10 | 4 classes | Verse-47 & 54 | To make the students able to understand and identify the Figures Based on Sound | Verse-47 & 54 | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Textbook. |
| 11 | 4 classes | Verse-55 & 60 | To make the students able to understand the Figures Based On Imagination and their uses in daily life | Verse-55 & 60 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Textbook. |
| 12 | 4 classes | Verse- 62 & 64 | To make the students able to identify Figures of Speech Based on Construction | Verse- 62 & 64 | Lecture Method, Loud reading, Classroom Discussions, , Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 13 | 4 classes | Verse-67 & 69 | To make the students able to understand the Figures Based On Imagination and their uses in daily life | Verse-67 & 69 | Lecture Method, Loud reading, Classroom Discussions. | Marker, Whiteboard, Textbook. |
| 14 | 4 classes | Revision | To make the students able to answer and write in an exam | Revision | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignment method. | Marker, Whiteboard, Photographs, Textbook |

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| 15 | 4 classes | Class Work | To make the students able to answer and write in an exam. | Class Work | Lecture Method, Loud reading, Classroom Discussion. | Marker, Whiteboard, Photographs, Textbook |
| 16 | 4 classes | Revision & Discussion. | To make the students familiar with poems. | Revision & Discussion | Lecture method, Loud reading, Classroom Discussion. | Marker, Whiteboard, Textbook, |
| 17 | 4 classes | Revision | To make students able to compare previous question papers and prepare for exams | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Textbook. |

WILLIAMNAGAR GOVERNMENT COLLEGE

TEACHING PLAN, DEPARTMENT OF GARO :2023 ODD SEMESTER

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|-----------------------|--|
| NAME OF THE TEACHER: | DORIEL CH. MARAK, ASST. PROFESSOR, GARO |
| NAME OF THE PAPER: | The History of Garo Literature, Proverbs, Phrases & Essay. |
| SEMESTER | 3 RD SEMESTER. |
| No. of Teaching Hours | 25 hours 45 minutes |
| General Aim: | The objective of this paper is to introduce the students to the history of Garo literature from traditional oral literature and the beginning of written literature up to the 3 rd quarter of the 20 th century. Proverbs and phrases are to be studied as important components of Garo language and literature. |
| Units to be covered: | History of Garo Literature: M.S. Sangma. |

| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
|------|-------------|---|---|---|--|---|
| 1 | 2 classes | Chapter-VI: Secular Literature, 1924-1978 | The objectives of this paper is to make students able to understand the history of Garo literature. To make students able to understand the life histories of Authors. | Introduction, Preface, Chapter-VI: Secular Literature, 1924-1978 | Lecture Method, Loud reading, Story-telling, Discussions-cum-narration, Assignment Method. | Marker, Whiteboard, Photographs, Textbook |
| 2 | 2 classes | Chapter-VI: Beginning of Secular Literature, 1924-1940. | To make the students able to understand the Beginning of secular literature. | Chapter-VI: Beginning of Secular Literature, 1924-1940. | Lecture Method, Loud reading, Story-telling, Discussions-cum-narration, Biographical, Assignment Method. | Marker, Whiteboard, Photographs, Textbook |
| 3 | 2 classes | Chapter-VI: Latest Trend in Garo Literature, 1940-1978. | To make the students aware about the latest trend of Garo Literature. | Chapter-VI: Latest Trend in Garo Literature, 1940-1978. | Lecture Method, Loud reading, Classroom Discussions, Biographical, Assignments method. | Marker, Whiteboard, Photographs, Textbook |

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|----|-----------|---|--|---|--|---|
| 4 | 2 classes | Chapter-VI: Drama | To make students know how drama was introduced in Garo Literature. | Chapter-VI: Drama | Lecture Method, Loud reading, Enactment of Drama, Classroom Discussions, Biographical, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 5 | 2 classes | Chapter-VI: Novel | To make the students know how novels were introduced in Garo Literature. | Chapter-VI: Novel | Lecture Method, Loud reading, Classroom Discussions, Biographical, Assignments method. | Marker, Whiteboard, , Photographs, Textbook |
| 6 | 2 classes | Chapter-VI: Poetry | To make the students know how Poetry was introduced in Garo Literature. | Chapter-VI: Poetry | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 7 | 2 classes | Chapter-VI: Religious Writings, 1940-1978 | To make the students able to understand the Religious writings. | Chapter-VI: Religious Writings, 1940-1978 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments methods. | Marker, Whiteboard, Photographs, Textbook |
| 8 | 2 classes | Chapter-VII: Journals and Periodicals. | To make the students able to understand the Journals and Periodicals in Garo Literature. | Chapter-VII: Journals and Periodicals. | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments methods. | Marker, Whiteboard, Photographs, Textbook |
| 9 | 2 classes | Chapter-VII: Journals and Periodicals. | To make the students able to understand the Journals and Periodicals in Garo Literature. | Chapter-VII: Journals and Periodicals. | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 10 | 2 classes | Chapter-VIII: Local Presses and Publishing Agencies. | To make the students able to understand and identify the local presses and publishing agencies in Garo Literature. | Chapter-VIII: Local Presses and Publishing Agencies | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |
| 11 | 2 classes | Chapter-VIII: Local Presses and Publishing Agencies. | To make the students able to understand and identify the local presses and publishing agencies in Garo Literature | Chapter-VIII: Local Presses and Publishing Agencies. | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |

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|----|-----------|--------------------------|---|-------------------------------|--|---|
| 12 | 2 classes | Revision of Chapter VI | Reviewing and Discussion. | Revision of Chapter VI | Lecture Method, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |
| 13 | 2 classes | Revision of Chapter VII | Reviewing and Discussion. | Revision of Chapter VII | Lecture Method, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |
| 14 | 2 classes | Revision of Chapter VIII | Reviewing and Discussion. | Revision of Chapter VIII | Lecture Method, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Photographs, Textbook |
| 15 | 2 classes | Revision. | Group Discussion-cum-narration. | Revision. | Lecture Method, Group Discussions, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 16 | 2 classes | Revision. | Group Discussion-cum-narration | Revision. | Lecture Method, Classroom Discussions, Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 17 | 2 classes | Revision. | To make students able to compare previous question papers and prepare for exams | Reviewing Old Question Papers | Discussion. | Marker, Whiteboard, Photographs, Textbook |

WILLIAMNAGAR GOVERNMENT COLLEGE

TEACHING PLAN, DEPARTMENT OF GARO : 2023 ODD SEMESTER

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|-----------------------|--|
| NAME OF THE TEACHER: | DORIEL CH. MARAK, ASST. PROFESSOR, GARO |
| NAME OF THE PAPER: | VI |
| SEMESTER | 5 TH SEMESTER. |
| No. of Teaching Hours | 25 hours 45 minutes |
| General Aim: | The objectives of this paper is to widen the students' knowledge of poetry through Tagore's Gitanjali. |
| Units to be covered: | Gitanjali :H.W.Marak |

| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
|------|-------------|-------------------|--|--|---|---|
| 1 | 4 classes | Verse- 1, 2 & 3 | This paper is to widen students' knowledge of poetry through Tagore's Gitanjali. To make students able to understand the life histories of Poets. | Introduction, Preface, Verse- 1, 2 & 3 | Lecture Method, Loud reading, Classroom Discussions, Biographical. | Marker, Whiteboard, Photographs, Textbook. |
| 2 | 4 classes | Verse- 6 & 7 | To make students able to understand in identification of themes in Poetry. | Verse- 6 & 7 | Lecture Method, Loud reading, Classroom Discussions. | Marker, Whiteboard, Photographs, Textbook. |
| 3 | 4 classes | Verse-9,12 & 13 | To make the students able to identify different types of Figures of Speech based on similarity. | Verse-9,12 & 13 | Lecture Method, Loud reading, Classroom Discussions, Assignments method. | Marker, Whiteboard, Photographs, Textbook. |
| 4 | 4 classes | Verse- 18,19 & 20 | To make the students understand all poetic languages. | Verse- 18,19 & 20 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Textbook |
| 5 | 4 classes | Verse-23,24 & 25 | To make the students understand figures based on Imagination and their uses in daily life. | Verse-23,24 & 25 | Lecture Method, Loud reading, Classroom Discussions, Assignments method. | Marker, Whiteboard, Textbook. |

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| 6 | 4 classes | Verse-26 & 27 | To enable students the thought and imagination contained in the poem. | Verse-26 & 27 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Photographs, Textbook. |
| 7 | 4 classes | Verse-33 & 34 | To make the students able to identify various types of Figures Based on similarity, metaphorical words. | Verse-33 & 34 | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Textbook. |
| 8 | 4 classes | Verse-39 & 40 | To make the students able to understand the Figures Based On Imagination and their uses in daily life. | Verse-39 & 40 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments method. | Marker, Whiteboard, Textbook |
| 9 | 4 classes | Verse-41 & 44 | To make the students able to know the uses of words indirectly and their effects | Verse-41 & 44 | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Textbook |
| 10 | 4 classes | Verse-47 & 54 | To make the students able to understand and identify the Figures Based on Sound | Verse-47 & 54 | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Textbook. |
| 11 | 4 classes | Verse-55 & 60 | To make the students able to understand the Figures Based On Imagination and their uses in daily life | Verse-55 & 60 | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments, Discussion | Marker, Whiteboard, Textbook. |
| 12 | 4 classes | Verse- 62 & 64 | To make the students able to identify Figures of Speech Based on Construction | Verse- 62 & 64 | Lecture Method, Loud reading, Classroom Discussions, , Assignments method. | Marker, Whiteboard, Photographs, Textbook |
| 13 | 4 classes | Verse-67 & 69 | To make the students able to understand the Figures Based On Imagination and their uses in daily life | Verse-67 & 69 | Lecture Method, Loud reading, Classroom Discussions. | Marker, Whiteboard, Textbook. |
| 14 | 4 classes | Revision | To make the students able to answer and write in an exam | Revision | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignment method. | Marker, Whiteboard, Photographs, Textbook |

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| 15 | 4 classes | Class Work | To make the students able to answer and write in an exam. | Class Work | Lecture Method, Loud reading, Classroom Discussion. | Marker, Whiteboard, Photographs, Textbook |
| 16 | 4 classes | Revision & Discussion. | To make the students familiar with poems. | Revision & Discussion | Lecture method, Loud reading, Classroom Discussion. | Marker, Whiteboard, Textbook, |
| 17 | 4 classes | Revision | To make students able to compare previous question papers and prepare for exams | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Textbook. |

WILLIAMNAGAR GOVERNMENT COLLEGE

TEACHING PLAN, DEPARTMENT OF GARO

| NAME OF THE TEACHER: | | PEARY D. MARAK, ASST. PROFESSOR, GARO | | | | |
|-----------------------|-------------|--|---|---|---|---|
| NAME OF THE PAPER: | | Prose, Traditional and Modern Poetry, Rhetoric & Prosody | | | | |
| SEMESTER | | I | | | | |
| No. of Teaching Hours | | 25 hours 45 minutes | | | | |
| General Aim: | | Identify various types of orally transmitted Garo poetry, prose and their characteristics. Themes and styles of modern Garo poets. The devices of rhetoric and prosody used in poetry. | | | | |
| Units to be covered: | | Rhetoric and Prosody, Viola Sonachi B. Sangma | | | | |
| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
| 1 | 2 classes | Chapter-1: Rhetoric | To make the students understand the meanings and differences of Rhetoric and Grammar. To make students able to understand importance of Rhetoric and Grammar | Introduction, Rhetoric & Grammar | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 2 | 2 classes | Chapter-1: Rhetoric | To make the students able to identify different types of Figures of Speech | Figures of Speech | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 3 | 2 classes | Chapter-2: Apsan Apsan Ong'ao Pangchakgipa Bimangrang | To make the students able to identify different types of Figures of Speech Based on Similarity | Simile, Metaphor, Allegory, Parable Fable | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |

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| 4 | 2 classes | Chapter-3: Meliao Dondime Pangchakgipa Bimangrang | To make the students understand the meanings of Metonymy and Synecdoche, their uses and differences | Metonymy, Synecdoche | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 5 | 2 classes | Chapter-3: Meliao Dondime Pangchakgipa Bimangrang | To make the students understand use of Transferred Epithet and Allusion in literature | Transferred Epithet, Allusion. | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 6 | 2 classes | Chapter 4: Dingtanggrikao Pangchakgipa Bimangrang | To make the students able to identify various types of Figures Based on Differences | Antithesis, Epigram, Oxymoron | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 7 | 2 classes | Chapter 4: Dingtanggrikao Pangchakgipa Bimangrang | To make the students able to identify various types of Figures Based on Differences | Climax, Anti-Climax aro Kan-dikatgimin Sentence | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 8 | 2 classes | Chapter-5 : Gisikni Bimang Dakao Pangchakgipa Bimangrang | To make the students able to understand the Figures Based On Imagination and their uses in daily life | Personification, Personal Metaphor, Pathetic Fallacy, Apostrophe, Vision , Hyperbole | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |

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| 9 | 2 classes | Chapter-6 :Tongtong Ong-gijanio Pangchakgipa Bimangrang | To make the students able to know the uses of words indirectly and their effects | Innuendo, Irony, Periphrasis, Euphemism | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 10 | 2 classes | Chapter-7: Gam-anio Pangchakgipa Bimangrang | To make the students able to understand and identify the Figures Based on Sound | Pun, Onomatopoeia, Alliteration | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 11 | 2 classes | Chapter-8 : Banaianio ba Rikanio Pangchakgipa Bimangrang | To make the students able to identify Figures of Speech Based on Construction | Interrogation, Exclamation, Chiasmus, Zeugma, Hendiadys, Litotes | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 12 | 2 classes | Chapter-8 : Banaianio ba Rikanio Pangchakgipa Bimangrang | To make the students able to identify Figures of Speech Based on Construction | Hyperbaton, Palilogia, Epanaphora, Antistrophe, Asyndeton, Polysyndeton | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 13 | 2 classes | Chapter-9 : Art of Good Composition | To make the students understand the Art of Good Composition and Effects of Barbarism | Rhetoricni Miksongani, Barbarism | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |

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| 14 | 2 classes | Prosody: Bak I | To make the students understand Prosody, Vowels, Syllables, Accent, Foot, Rhythm and Metre | Orto, Vowelrang, Syllablerang, Accent, Foot, Rhythm, Metre | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 15 | 2 classes | BakII-Scansion | To make the students able to know the meaning and rules of Scansion and Scan the poems accordingly on their own | Orto, Niam, Exercise | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 16 | 2 classes | Bak-III Rime | To make the students able to understand meaning and types of rhymes | Orto, Versificationni Rokomrang, Spenserian Stanza, Blank Verse, Sonnet | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 17 | 2 classes | Revision | To make students able to compare previous question papers and prepare for exams | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Projector, Textbook |

WILLIAMNAGAR GOVERNMENT COLLEGE

TEACHING PLAN, DEPARTMENT OF GARO

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| NAME OF THE TEACHER: | PEARY D. MARAK, ASST. PROFESSOR, GARO |
| NAME OF THE PAPER: | Prose |
| SEMESTER | V |
| No. of Teaching Hours | 48 hours 45 minutes |
| General Aim: | To introduce to students about the characteristic features of oral narratives, folklore and its components, mainly folktales and myths |

| Units to be covered: | | | APASONG AGANA BAKDILMONG II | | | |
|----------------------|-------------|----------------------------|--|----------------------------|---|---|
| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
| 1 | 5 classes | Miko Man-chengani | To make the students understand about the Oral literature and its tales about how humans acquired rice | Miko Man-chengani | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 2 | 5 classes | Miko Man-chengani | To make the students understand about the Oral literature and its tales about how humans acquired rice | Miko Man-chengani | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 3 | 5 classes | A·ba O·e Game Cha·chengani | To give knowledge to the students of how humans started farming | A·ba O·e Game Cha·chengani | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 4 | 5 classes | A·ba O·e Game Cha·chengani | To give knowledge to the students of how humans started farming | A·ba O·e Game Cha·chengani | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 5 | 5 classes | Muniko Man-chenga | To make the students acquire knowledge about acquirement of Muni according to Garo tales | Muniko Man-chenga | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 6 | 5 classes | Muniko Man-chenga | To make the students acquire knowledge about acquirement of Muni according to Garo tales | Muniko Man-chenga | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |

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| 7 | 5 classes | Marangni Atchia | To make the students understand about the manifestation of evil | Marangni Atchia | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 8 | 5 classes | Marangni Atchia | To make the students understand about the manifestation of evil | Marangni Atchia | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 9 | 5 classes | Bisiko Man-chenga | To make the students understand about the living beings who first acquired poison | Bisiko Man-chenga | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 10 | 5 classes | Bisiko Man-chenga | To make the students understand about the living beings who first acquired poison | Bisiko Man-chenga | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 11 | 5 classes | Silchiko Man-chenga | To make the students aware about the living beings who first acquire steel | Silchiko Man-chenga | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 12 | 5 classes | Silchiko Man-chenga | To make the students aware about the living beings who first acquire steel | Silchiko Man-chenga | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 13 | 5 classes | Danilko Man-chengani | To make the students aware about the living beings who first acquire shield | Danilko Man-chengani | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |

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| 14 | 5 classes | Danilko Man-chengani | To make the students aware about the living beings who first acquire shield | Danilko Man-chengani | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 15 | 5 classes | Wangalako Dakchengani | To make the students able to understand the beginning of Wangala Festival | Wangalako Dakchengani | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 16 | 5 classes | Wangalako Dakchengani | To make the students able to understand the beginning of Wangala Festival | Wangalako Dakchengani | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 17 | 5 classes | Revision | To make students able to compare previous question papers and prepare for exams | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Projector, Textbook |

WILLIAMNAGAR GOVERNMENT COLLEGE

TEACHING PLAN, DEPARTMENT OF GARO

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| NAME OF THE TEACHER: | PEARY D. MARAK, ASST. PROFESSOR, GARO |
| NAME OF THE PAPER: | Poetry |
| SEMESTER | VI |
| No. of Teaching Hours | 48 hours 45 minutes |
| General Aim: | To widen the students' knowledge of poetry through Tagore's Gitanjali and Garo poetry of 20 th and 21 st century |

| Units to be covered: | | | KU·MANDE KU·JALENG | | | |
|----------------------|-------------|----------------------|---|----------------------|---|---|
| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
| 1 | 5 classes | Preface | To make the students aware of the plans and purpose of Ku-mande Ku-jaleng | Preface | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 2 | 5 classes | Life history of poet | To give the students glimpse about the poet Mir Koknal Marak | Life history of poet | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 3 | 5 classes | Dingchik Gun | To make the students able to understand the meaning of poem, grasp the difficult words use in the poem. | Dingchik Gun | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 4 | 5 classes | Dingchik Gun | To make the students able to understand the meaning of poem, grasp the difficult words use in the poem. | Dingchik Gun | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 5 | 5 classes | Dingchik Gun | To make the students able to find out the use of Figures of Speech in the poem | Dingchik Gun | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 6 | 5 classes | Aman' Ku-sik | To make the students able to understand the meaning of poem, grasp the difficult words use in the poem. | Aman' Ku-sik | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |

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| 7 | 5 classes | Aman' Ku-sik | To make the students able to understand the meaning of poem, grasp the difficult words use in the poem. | Aman' Ku-sik | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 8 | 5 classes | Aman' Ku-sik | To make the students able to find out the use of Figures of Speech in the poem | Aman' Ku-sik | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 9 | 5 classes | Chadamben' Gisik | To make the students able to understand the meaning of poem, grasp the difficult words use in the poem. | Chadamben' Gisik | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 10 | 5 classes | Chadamben' Gisik | To make the students able to understand the meaning of poem, grasp the difficult words use in the poem. | Chadamben' Gisik | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 11 | 5 classes | Chadamben' Gisik | To make the students able to find out the use of Figures of Speech in the poem | Chadamben' Gisik | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |

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| 12 | 5 classes | Kakket | To make the students able to understand the meaning of poem, grasp the difficult words use in the poem. | Kakket | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 13 | 5 classes | Kakket | To make the students able to understand the meaning of poem, grasp the difficult words use in the poem. | Kakket | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 14 | 5 classes | Kakket | To make the students able to find out the use of Figures of Speech in the poem | Kakket | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 15 | 5 classes | Revision | To make students able to compare previous question papers and prepare for exams | Reviewing Old Question Papers | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 16 | 5 classes | Revision | To make students able to compare previous question papers and prepare for exams | Reviewing Old Question Papers | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Projector, Textbook |
| 17 | 5 classes | Revision | To make students able to compare previous question papers and prepare for exams | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Projector, Textbook |

WILLIAMNAGAR GOVERNMENT COLLEGE

DEPARTMENT OF GARO

ODD SEMESTER TEACHING PLAN - 2021

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| NAME OF THE TEACHER: | SENGRIK M. SANGMA, ASST. PROFESSOR, GARO |
| NAME OF THE PAPER: | Prose, Traditional and Modern Poetry, Rhetoric & Prosody |
| SEMESTER | I |
| No. of Teaching Hours | 18 hours |
| General Aim: | Identify various types of orally transmitted Garo poetry, prose and their characteristics. Themes and styles of modern Garo poets. The devices of rhetoric and prosody used in poetry. |
| Units to be covered: | Maniani Bidik |

| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
|------|-------------|----------------|--|---|--|------------------------------|
| 1 | 2 classes | BAK - I | To make the students understand about the Garo's rituals during the Cultivation time | > A'a O'pata ba Jumang Sia > Rama Krita ba A'a Bakchata > A'galmaka | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 2 | 2 classes | BAK - I | To make the students understand about the Garo's rituals during the Cultivation time | > A'krita ba Mejak Sim'a > Rongchu Gala ba Wanna Stita Guri Janggia | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 3 | 2 classes | BAK - I | To make the students understand about the Garo's rituals during the Cultivation time | > Me'gap Ra'ona ba Ja'megapa > Wangala ba | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |

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| | | | | Drua Wanbola | | |
| 4 | 2 classes | BAK - II | To make the students understand about the Garo's rituals during the funeral time | Mangona | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 5 | 2 classes | BAK - III | To make the students understand about the Garo's Rules and Tradition during the funeral time | Sia Bon'ao A'chikrangni Dakbewalrang | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 6 | 2 classes | BAK - IV | To make the students understand about the Garo's warrior | Grika | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 7 | 2 classes | BAK - V | To make the students understand about the Garo's rituals and traditions | Amua ba Krita | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 8 | 2 classes | BAK - V | To make the students understand about the Garo's traditional marriage | Do'sia ba Do'doka | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 9 | 2 classes | BAK - V | To make the students understand about the Garo's rituals and traditions | Salpang Sim'a ba Salgrua ba Sakrak Tata | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |

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| 10 | 2 classes | BAK - VI | To make the students understand about the Garo Bachelor's House | Nokpante | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 11 | 2 classes | Revision | To make students able to write answer in the final exam | Discussion | Discussion | Marker, Whiteboard, Textbook |
| 12 | 2 classes | Revision | To make students able to write answer in the final exam | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Projector, Textbook |

WILLIAMNAGAR GOVERNMENT COLLEGE

DEPARTMENT OF GARO

ODD SEMESTER TEACHING PLAN – 2021

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|-----------------------|--|----------------|---------------------|---------|-------------|---------------|
| NAME OF THE TEACHER: | SENGRIK M. SANGMA, ASST. PROFESSOR, GARO | | | | | |
| NAME OF THE PAPER: | Prose | | | | | |
| SEMESTER | V | | | | | |
| No. of Teaching Hours | 56 hours 25 minutes | | | | | |
| General Aim: | To introduce to students about the characteristic features of oral narratives, folklore and its components, mainly folktales and myths | | | | | |
| Units to be covered: | APASONG AGANA & A·CHIK GOLPORANG BAK - I | | | | | |
| Week | Lecture | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |

| | No. | | | | | |
|---|-----------|---------------|--|---|---|------------------------------|
| 1 | 5 classes | Apasong Agana | To make the students understand about the beliefs of the Garo's in Earth | A'ko Doka Chiko Gina | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 2 | 5 classes | Apasong Agana | To make the students understand about the birth of Giting what according to Garo's belief | Gitingko Ba'ani | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 3 | 5 classes | Apasong Agana | To make the students understand about the fighting between the son of Misi and the son of A'ning | Misini Dextrang A'ningni Dextrangko Gro Dinga | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 4 | 5 classes | Apasong Agana | To give knowledge to the students of how human being first death according to Garo's belief | Mandeni Sichenga | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 5 | 5 classes | Apasong Agana | To give knowledge to the students of what incidents happen during the death of Susimema | Susimemani Siani Salo | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 6 | 5 classes | Apasong Agana | To make the students understand about the beliefs of the Garo's Earthquake | Banggria | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 7 | 5 classes | Apasong Agana | To make the students understand about the birth of Fire according to Garo's belief | Wa'alko Ba'a | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |

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| 8 | 5 classes | Apasong Agana | To make the students understand about the beliefs of the Garo's Do'mani Grapa | Do'mani Grapa | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 9 | 5 classes | Revision | To make students able to write answer in the final exam | Discussion | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 10 | 5 classes | A'chik Golporang Bak - I | To make the students understand about the tales of the Garo's | > Chipu Na'katok > Do'uang > Do'de Gitok | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 11 | 5 classes | A'chik Golporang Bak - I | To make the students understand about the tales of the Garo's | > Do'kuamung Mese > Do'po De'baa | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 12 | 5 classes | A'chik Golporang Bak - I | To make the students understand about the tales of the Garo's | > Kawatte Ku'dikgila > Peru Am'pak Kika | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 13 | 5 classes | A'chik Golporang Bak - I | To make the students understand about the tales of the Garo's | > Nokmana Bisi Tikja > Mat An'chi Pila | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 14 | 5 classes | Revision | To make students able to write answer in the final exam | Discussion | Discussion | Marker, Whiteboard, Textbook |

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|----|-----------|----------|---|-------------------------------|------------|------------------------------|
| 15 | 5 classes | Revision | To make students able to write answer in the final exam | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Textbook |
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WILLIAMNAGAR GOVERNMENT COLLEGE

DEPARTMENT OF GARO

ODD SEMESTER TEACHING PLAN - 2022

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| NAME OF THE TEACHER: | SENGRIK M. SANGMA, ASST. PROFESSOR, GARO |
| NAME OF THE PAPER: | Prose, Traditional and Modern Poetry, Rhetoric & Prosody |
| SEMESTER | I |
| No. of Teaching Hours | 18 hours |
| General Aim: | Identify various types of orally transmitted Garo poetry, prose and their characteristics. Themes and styles of modern Garo poets. The devices of rhetoric and prosody used in poetry. |
| Units to be covered: | Maniani Bidik |

| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
|------|-------------|----------------|--|---|--|------------------------------|
| 1 | 2 classes | BAK - I | To make the students understand about the Garo's rituals during the Cultivation time | > A'a O'pata ba Jumang Sia > Rama Krita ba A'a Bakchata > A'galmaka | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 2 | 2 classes | BAK - I | To make the students understand about the Garo's rituals during the Cultivation time | > A'krita ba Mejak Sim'a > Rongchu Gala ba Wanna Stita Guri Janggia | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 3 | 2 | BAK - I | To make the students understand about the Garo's rituals during the Cultivation | > Me'gap Ra'ona | Lecture Method, Loud reading, Classroom Discussions, Internal | Marker, Whiteboard, |

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|---|--------------|-----------|--|--|--|------------------------------|
| | classes | | time | ba Ja'megapa > Wangala ba Drua Wanbola | Tests, Assignments | Textbook |
| 4 | 2 classes | BAK - II | To make the students understand about the Garo's rituals during the funeral time | Mangona | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 5 | 2 classes | BAK - III | To make the students understand about the Garo's Rules and Tradition during the funeral time | Sia Bon'ao A'chikrangni Dakbewalrang | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 6 | 2 classes | BAK - IV | To make the students understand about the Garo's warrior | Grika | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 7 | 2 classes | BAK - V | To make the students understand about the Garo's rituals and traditions | Amua ba Krita | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 8 | 2 classes | BAK - V | To make the students understand about the Garo's traditional marriage | Do'sia ba Do'doka | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |

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| 9 | 2 classes | BAK - V | To make the students understand about the Garo's rituals and traditions | Salpang Sim'a ba Salgrua ba Sakrak Tata | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 10 | 2 classes | BAK - VI | To make the students understand about the Garo Bachelor's House | Nokpante | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 11 | 2 classes | Revision | To make students able to write answer in the final exam | Discussion | Discussion | Marker, Whiteboard, Textbook |
| 12 | 2 classes | Revision | To make students able to write answer in the final exam | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Projector, Textbook |

WILLIAMNAGAR GOVERNMENT COLLEGE

DEPARTMENT OF GARO

ODD SEMESTER TEACHING PLAN – 2022

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| NAME OF THE TEACHER: | SENGRIK M. SANGMA, ASST. PROFESSOR, GARO |
| NAME OF THE PAPER: | Prose |
| SEMESTER | V |
| No. of Teaching Hours | 56 hours 25 minutes |

| General Aim: | | To introduce to students about the characteristic features of oral narratives, folklore and its components, mainly folktales and myths | | | | |
|----------------------|-------------|--|--|---|---|------------------------------|
| Units to be covered: | | APASONG AGANA & A·CHIK GOLPORANG BAK - I | | | | |
| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
| 1 | 5 classes | Apasong Agana | To make the students understand about the beliefs of the Garo's in Earth | A·ko Doka Chiko Gina | Lecture Method, Loud reading, Classroom Discussions, Mentor-Mentee, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 2 | 5 classes | Apasong Agana | To make the students understand about the birth of Giting what according to Garo's belief | Gitingko Ba·ani | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 3 | 5 classes | Apasong Agana | To make the students understand about the fighting between the son of Misi and the son of A·ning | Misini Dedrang A·ningni Dedrangko Gro Dinga | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 4 | 5 classes | Apasong Agana | To give knowledge to the students of how human being first death according to Garo's belief | Mandeni Sichenga | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 5 | 5 classes | Apasong Agana | To give knowledge to the students of what incidents happen during the death of Susimema | Susimemani Siani Salo | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 6 | 5 classes | Apasong Agana | To make the students understand about the beliefs of the Garo's Earthquake | Banggria | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |

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| 7 | 5 classes | Apasong Agana | To make the students understand about the birth of Fire according to Garo's belief | Wa'alko Ba'a | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 8 | 5 classes | Apasong Agana | To make the students understand about the beliefs of the Garo's Do'mani Grapa | Do'mani Grapa | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 9 | 5 classes | Revision | To make students able to write answer in the final exam | Discussion | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 10 | 5 classes | A'chik Golporang Bak - I | To make the students understand about the tales of the Garo's | > Chipu Na'katok > Do'uang > Do'de Gitok | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 11 | 5 classes | A'chik Golporang Bak - I | To make the students understand about the tales of the Garo's | > Do'kuamung Mese > Do'po De'baa | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 12 | 5 classes | A'chik Golporang Bak - I | To make the students understand about the tales of the Garo's | > Kawatte Ku'dikgila > Peru Am'pak Kika | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 13 | 5 classes | A'chik Golporang Bak - I | To make the students understand about the tales of the Garo's | > Nokmana Bisi Tikja > Mat An'chi Pila | Lecture Method, Loud reading, Classroom Discussions, Internal Tests, Assignments | Marker, Whiteboard, Textbook |

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|----|-----------|----------|---|-------------------------------|------------|------------------------------|
| 14 | 5 classes | Revision | To make students able to write answer in the final exam | Discussion | Discussion | Marker, Whiteboard, Textbook |
| 15 | 5 classes | Revision | To make students able to write answer in the final exam | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Textbook |

WILLIAMNAGAR GOVERNMENT COLLEGE

TEACHING PLAN, DEPARTMENT OF GARO (2023)

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| NAME OF THE TEACHER: | SENGCHI R. MARAK, ASSISTANT PROFESSOR, GARO |
| NAME OF THE PAPER: | PAPER-III- HISTORY OF GARO LITERATURE, PROVERBS, PHRASES & ESSAY |
| SEMESTER | III |
| No. of Teaching Hours | 25 hours 5 minutes |
| General Aim: | The objective of this paper is to introduce students to the history of Garo literature from traditional oral literature and the beginning of written literature up to the 3 rd quarter of the 20 th century. Proverbs and phrases are to be studied as important of Garo Language and literature. |
| Units to be covered: | GISIK MATGRIKRANG |

| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
|------|-------------|--|--|--|--|------------------------------|
| 1 | 2classes | Rev. Ramke W. Momin, Howard Denison W. Momin | To make students understand about the life history and the contribution of poets and author in the field of Garo literature. | Rev. Ramke W. Momin, Howard Denison W. Momin | Lecture Method, Loud reading, Question Answer, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 2 | 2 classes | Modhunath G Momin | To make students understand about the life history and the contribution poets and author in the field of Garo literature. | Modhunath G Momin | Lecture Method, Loud reading, Question Answer, Internal Tests, Assignment | Marker, Whiteboard, Textbook |
| 3 | 2 classes | Jonmoni D. Shira, Tuniram R Marak | To make students understand about the life history and the contribution poets and author in the field of Garo literature. | Jonmoni D. Shira, Tuniram R Marak | Lecture Method, Loud reading, Question Answer, Internal Tests, Assignments | Marker, Whiteboard, Textbook |

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| 4 | 2 classes | Evelyn R. Marak, Kosan G Momin | To make students understand about the life history and the contribution poets and author in the field of Garo literature. | Evelyn R. Marak, Kosan G Momin | Lecture Method, Loud reading, Question Answer, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 5 | 2 classes | Karnesh R. Marak, Mackenson S Rongmuthu | To make students understand about the life history and the contribution poets and author in the field of Garo literature. | Karnesh R. Marak Mackenson S Rongmuthu Marak | Lecture Method, Loud reading, Question Answer, Internal Tests, Assignments | Marker, Whiteboard, Textbook |
| 6 | 2 classes | Surendra S Marak | To make students understand about the life history and the contribution poets and author in the field of Garo literature. | Surendra S Marak | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 7 | 2 classes | Barendra B Sangma | To make students understand about the life history and the contribution poets and author in the field of Garo literature. | Barendra B Sangma | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 8 | 2 classes | Monensing R Sangma | To make students understand about the life history and the contribution poets and author in the field of Garo literature. | Monensing R Sangma | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 9 | 2 classes | Keneth M Momin | To make students understand about the life history and the contribution poets and author in the field of Garo literature. | Keneth M Momin | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 10 | 2 classes | Koplane G Momin, Rev. Gilberth K Marak | To make students understand about the life history and the contribution poets and author in the field of Garo literature. | Koplane G Momin, Rev. Gilberth K Marak | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |

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| 11 | 2 classes | Milton S Sangma &Julius L.R.Marak: Aganme·apa | To make students understand about the important components of proverbs and phrases in Garo language and literature. | Aganme·apa A, B, C, D, E, G, H, I,J, K, L, | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 12 | 2 classes | Milton S Sangma &Julius L.R.Marak: Aganme·apa | To make students understand about the important components of proverbs and phrases in Garo language and literature | Aganme·apa M, N, O, P, R, S, T, U, W | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 13 | 2 classes | Keneth M Momin: A·chik Composition | To make students understand about the important components of proverbs and phrases in Garo language and literature | Ku·jikse Dokbadale Seani Aganme·apa | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 14 | 2 classes | Keneth M Momin: A·chik Composition | To make students understand about the important components of proverbs and phrases in Garo language and literature | Ku·jikse Dokbadale Seani Aganme·apa | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 15 | 2 classes | Winnish K Sangma: A·chik Kattarang | To make students understand about the important components of proverbs and phrases in Garo language and literature | Aganme·apa | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 16 | 2 classes | Winnish K Sangma: A·chik Kattarang | To make students understand about the important components of proverbs and phrases in Garo language and literature | Aganme·apa | Lecture Method, Loud reading, Question Answer, Internal Tests, and Assignment. | Marker, Whiteboard, Textbook |
| 17 | 2 classes | Gisik Matgrikrang | To make students able to compare previous questions and study | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Textbook |

WILLIAMNAGAR GOVERNMENT COLLEGE

TEACHING PLAN, DEPARTMENT OF GARO (2023)

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| NAME OF THE TEACHER: | SENGCHI R. MARAK, ASSISTANT. PROFESSOR, GARO |
| NAME OF THE PAPER: | PAPER-VI POETRY |
| SEMESTER | V |
| No. of Teaching Hours | 51 Hours |
| General Aim: | The objective of this paper is to widen the students' knowledge of 20 th & 21 st century of Garo poetry. |
| Units to be covered: | Ku·bisring-I, Kubisring-II |

| Week | Lecture No. | Topics covered | Teaching Objectives | Content | Methodology | Teaching Aids |
|------|-------------|----------------|--|------------------|---|--|
| 1 | 4 classes | Ku·bisring-I | To make students expand the knowledge of 20 th & 21 st century poetry. | Anga Bebera·a | Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 2 | 4 classes | Ku·bisring-I | To make students expand the knowledge of 20 th & 21 st century poetry. | Gitelni Boja | Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 3 | 4 classes | Ku·bisring-I | To make students expand the knowledge of 20 th & 21 st century poetry. | Gunni Gopram | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook Textbook |
| 4 | 4 classes | Ku·bisring-I | To make students expand the knowledge of 20 th & 21 st century poetry. | Rong Gri mande | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 5 | | | To make students expand the knowledge of 20 th & 21 st century | Salgi Chil·engsa | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of | Marker, Whiteboard, |

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|----|-----------|---------------|--|---------------------|---|------------------------------|
| | 4 classes | Ku·bisring-I | poetry. | | Speech, Internal Test and Assignment. | Textbook |
| 6 | 4 classes | Ku·bisring-I | To make students expand the knowledge of 20 th & 21 st century poetry. | Simteka Gri Gitrang | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 7 | 4 classes | Ku·bisring-II | To make students expand the knowledge of 20 th & 21 st century poetry. | Tom·tomani Nabaon | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 8 | 4 classes | Ku·bisring-II | To make students expand the knowledge of 20 th & 21 st century poetry. | Padot Do·bipa | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 9 | 4 classes | Ku·bisring-II | To make students expand the knowledge of 20 th & 21 st century poetry. | Balwarang Ku·misia | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 10 | 4 classes | Ku·bisring-II | To make students expand the knowledge of 20 th & 21 st century poetry. | Golap Gitchak Balsa | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 11 | 4 classes | Ku·bisring-II | To make students expand the knowledge of 20 th & 21 st century poetry. | San' Jaksi Chikani | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 12 | 4 classes | Ku·bisring-I | To make students expand the knowledge of 20 th & 21 st century poetry. | Simteka Gri Gitrang | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |

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|----|-----------|-------------------|--|-------------------------------|---|------------------------------|
| 13 | 4 classes | Ku·bisring-II | To make students expand the knowledge of 20 th & 21 st century poetry. | Tom·tomani Nabaon | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 14 | 4 classes | Ku·bisring-II | To make students expand the knowledge of 20 th & 21 st century poetry. | Padot Do·bipa | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 15 | 4 classes | Ku·bisring-I | To make students expand the knowledge of 20 th & 21 st century poetry. | Rong Gri mande | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 16 | 4 classes | Ku·bisring-II | To make students expand the knowledge of 20 th & 21 st century poetry. | Balwarang Ku·misia | Reading, Summary, Reading, Summary, Explanation, Finding out Figures of Speech, Internal Test and Assignment. | Marker, Whiteboard, Textbook |
| 17 | 4 classes | Ku·bisring-I & II | To make students able to compare previous questions and study | Reviewing Old Question Papers | Discussion | Marker, Whiteboard, Textbook |

