

Teaching Plan 2022-23
Department of Chemistry
Pub Kamrup College
As Per Gauhati University (CBCS Syllabus)

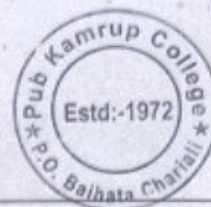
Semester I

Honours

Paper	Unit	Teacher	Alloted Class
CHE-HC-1016: INORGANIC CHEMISTRY-I	<ul style="list-style-type: none"> • Atomic Structure • Chemical Bonding <ul style="list-style-type: none"> (i) Ionic bond (ii) Covalent Bond • LAB 	Dr. G. Gogoi	36+12
	<ul style="list-style-type: none"> • Periodicity of Elements • Chemical Bonding <ul style="list-style-type: none"> (iii) Metallic bond (iv) Weak Chemical Forces • Oxidation-Reduction 	B. Deka	24
CHE-HC-1026: PHYSICAL CHEMISTRY-I	<ul style="list-style-type: none"> • Gaseous state • Liquid state • Molecular and Crystal Symmetry • Solid state • Ionic equilibria • LAB 	I. Ali	36+12

HG/RC

Paper	Unit	Teacher	Alloted Class
CHE-RC/HG-1016: CHEMISTRY I	<ul style="list-style-type: none"> • Section A: Inorganic Chemistry-I • Atomic Structure • Chemical Bonding and Molecular Structure • LAB: CHEMISTRY I • Section A: Inorganic 	Dr. G. Gogoi	24+6



	Chemistry - Volumetric Analysis		
	<ul style="list-style-type: none"> Section B: Organic Chemistry-1 Fundamentals of Organic Chemistry Stereochemistry LAB: CHEMISTRY I Section B: Organic Chemistry 	K. N. Sarma	24+6
	<ul style="list-style-type: none"> Aliphatic Hydrocarbons Alkanes Alkenes Alkynes 	B. Deka	24

Semester II

Honours

Paper	Unit	Teacher	Alloted Class
CHE-HC-2016: (ORGANIC CHEMISTRY I)	<ul style="list-style-type: none"> Basics of Organic Chemistry Stereochemistry Chemistry of Aliphatic Hydrocarbons (B: Carbon-Carbon pi bonds) Aromatic Hydrocarbons LAB 	K. N. Sarma	36+12
	<ul style="list-style-type: none"> Chemistry of Aliphatic Hydrocarbons (A: Carbon-Carbon sigma bonds B: Cycloalkanes and Conformational Analysis) 	B. Deka	12
CHE-HC-2026: (PHYSICAL CHEMISTRY II)	<ul style="list-style-type: none"> Chemical Thermodynamics Systems of Variable Composition Chemical Equilibrium Solutions and Colligative Properties LAB 	I. Ali	36+12



HG/RC

Paper	Unit	Teacher	Alloted Class
CHE-RC/HG-2016: CHEMISTRY2	<ul style="list-style-type: none"> s- and p-Block Elements Coordination Chemistry LAB: CHEMISTRY2 	Dr. G. Gogoi	26+6
	<ul style="list-style-type: none"> Transition Elements (3d series) 	B. Deka	10
	<ul style="list-style-type: none"> Kinetic Theory of Gases Liquids Solids Chemical Kinetics LAB: CHEMISTRY2 	I. Ali	36+6

Semester III

Honours

Paper	Unit	Teacher	Alloted Class
CHE-HC-3016: INORGANIC CHEMISTRY- II	<ul style="list-style-type: none"> General Principles of Metallurgy Acids and Bases Chemistry of s and p Block Elements LAB 	Dr. G. Gogoi	26+8
	<ul style="list-style-type: none"> Noble Gases Inorganic Polymers 	B. Deka	18
CHE-HC-3026: ORGANIC CHEMISTRY- II	<ul style="list-style-type: none"> Chemistry of Halogenated Hydrocarbons Alcohols, Phenols, Ethers and Epoxides Sulphur containing compounds LAB 	K. N. Sarma	36+8



	aromatic) • LAB: CHEMISTRY3 Section B: Organic Chemistry		
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Semester IV

Honours

Paper	Unit	Teacher	Alloted Class
CHE-HC-4016: (INORGANIC CHEMISTRY III)	<ul style="list-style-type: none"> • Coordination Chemistry • Bioinorganic Chemistry • LAB 	Dr. G. Gogoi	30+8
	<ul style="list-style-type: none"> • Transition Elements • Lanthanoids and Actinoids 	B. Deka	10
CHE-HC-4026: (ORGANIC CHEMISTRY III)	<ul style="list-style-type: none"> • Nitrogen Containing Functional Groups • Alkaloids • Terpenes • LAB 	K. N. Sarma	36+8
	<ul style="list-style-type: none"> • Polynuclear Hydrocarbons • Heterocyclic Compounds 	B. Deka	10
CHE-HC-4036: PHYSICAL CHEMISTRY- IV	<ul style="list-style-type: none"> • Conductance • Electrochemistry • Electrical & Magnetic Properties of Atoms and Molecules • LAB 	I. Ali	36+8
CHE-SE-4064: FUEL CHEMISTRY	<ul style="list-style-type: none"> • Coal • Petroleum and Petrochemical Industry • Lubricants 	Dr. G. Gogoi	26

HG/RC

Paper	Unit	Teacher	Alloted Class
CHE- RC/HG- 4016: CHEMISTRY4	<ul style="list-style-type: none"> • Section A:Physical Chemistry-2 Solutions Phase Equilibrium Conductance Electrochemistry • LAB: CHEMISTRY4 	K. N. Sarma	36+6



	<ul style="list-style-type: none"> Section B: Organic Chemistry-3 Carboxylic acids and their derivatives Carboxylic acid derivatives (aliphatic) Amines and Diazonium Salts Diazonium salts Amino Acids, Peptides and Proteins Carbohydrates LAB: CHEMISTRY4 	I. Ali	36+6
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Semester V

Honours

Paper	Unit	Teacher	Alloted Class
CHE-HC-5016: ORGANIC CHEMISTRY- IV	<ul style="list-style-type: none"> Amino Acids, Peptides and Proteins Lipids Concept of Energy in Biosystems Pharmaceutical Compounds: Structure and Importance LAB 	K. N. Sarma	42+8
	<ul style="list-style-type: none"> Nucleic Acids Enzyme 	B. Deka	30
CHE-HC-5026: PHYSICAL CHEMISTRY V	<ul style="list-style-type: none"> Quantum Chemistry Molecular Spectroscopy Photochemistry LAB 	I. Ali	65+8
CHE-HE-5026: ANALYTICAL METHODS IN CHEMISTRY.	<ul style="list-style-type: none"> Qualitative and quantitative aspects of analysis Optical methods of analysis LAB 	Dr. G. Gogoi	22+4



03	<ul style="list-style-type: none"> • Thermal methods of analysis • Electroanalytical methods • LAB 	I. Ali	7+4
	<ul style="list-style-type: none"> • Separation techniques • LAB 	K. N. Sarma	30+4
CHE-HE-5046: NOVEL INORGANIC SOLIDS	<ul style="list-style-type: none"> • Synthesis and modification of inorganic solids • Inorganic solids of technological importance • Nanomaterials • Introduction to engineering materials for mechanical construction • Composite materials • Speciality polymers • LAB 	Dr. G. Gogoi	50+8

HG/RC

Paper	Unit	Teacher	Alloted Class
CHE-HE-5046: NOVEL INORGANIC SOLIDS	<ul style="list-style-type: none"> • Synthesis and modification of inorganic solids • Inorganic solids of technological importance • Nanomaterials • Introduction to engineering materials for mechanical construction • Composite materials • Speciality polymers • LAB 	Dr. G. Gogoi	50+8



Semester VI

Honours

Paper	Unit	Teacher	Alloted Class
CHE-HC-6016: (INORGANIC CHEMISTRY IV)	<ul style="list-style-type: none"> • Mechanism of Inorganic Reactions • Organometallic Compounds • Transition Metals in Catalysis • Theoretical Principles in Qualitative Inorganic Analysis (H₂S Scheme) • LAB 	Dr. G. Gogoi	72+12
CHE-HC-6026: ORGANIC CHEMISTRY- V	<ul style="list-style-type: none"> • Spectroscopy • Carbohydrates • Dyes • LAB 	K. N. Sarma	60+12
	<ul style="list-style-type: none"> • Polymers 	B. Deka	12
CHE-HE-6036: INORGANIC MATERIALS OF INDUSTRIAL IMPORTANCE	<ul style="list-style-type: none"> • Silicate Industries • Fertilizers • Surface Coatings • Batteries • Alloys • Catalysis • Chemical explosives • LAB 	I. Ali	72+12

HG/RC

Paper	Unit	Teacher	Alloted Class
CHE-HE-6036: INORGANIC MATERIALS OF INDUSTRIAL IMPORTANCE	<ul style="list-style-type: none"> • Silicate Industries • Fertilizers • Surface Coatings • Batteries • Alloys • Catalysis • Chemical explosives • LAB 	I. Ali	72+12

I. Ali
 HOD
 Dept. of Chemistry
 Pub-Kamrup
 Date: 11/11/2020

LESSON PLAN
PUB KAMRUP COLLEGE
Session:2022-2023

A. IDENTIFICATION OF DATA:

Name of the Department: Computer Science Class/Semester: MSc_1 st _sem No. of Students: 8 Date: 15/10/2022-31/10/2022	Paper: MCS182101 Name of the unit: Module 3,4 from Syllabus Topic: Memory management Name of the teacher: Dr. Arup Sarma
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B. LEARNING OUTCOME: After learning this chapter, students will get the idea on concurrent and processes, Critical sections, Deadlocks, Fixed size and Variable Size Partition.

C. TEACHING AIDS:

(i) General Teaching Aids: **Black board, Books, Chalk duster**

(ii) Specific Teaching Aids: **Computers and Internet.**

D. METHOD OF TEACHING: Lecture and Tutorials/Practical works

E. INTRODUCTION:

Reference of Previous Knowledge	Teacher's Activities	Student's Activities
Students are expected to have knowledge of Paging, Segmentation, page replacement algorithms,	To test the previous knowledge, the teacher will ask some questions related to the topic – .Module 1 of Syllabus Questions: Question Types will be MCQ , Numerical, Essay type. 1. What is Paging? 2. LRU, FIFO, Optimal page replacement algorithms with example 3. What is Segmentation.? 4. What is cache memory 5. What is demand paging	The Students will understand the topics after that they will try to give the answer of those questions. Students will note down the important points.

F. PRESENTATION:

Teacher's Activities	Student's Activities	Expected Learning outcome
<p>The teacher will teach the Topic using chalk duster, computer, books</p> <p>After this the teacher will ask some questions to test the acquired knowledge of the students</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is deadlock? 2. Deadlocks conditions? 3. Prevention techniques? 4. Detection and Recovery Methods? 5. What is critical sections? 6. Conditions of Critical sections? 	<p>The students should answer of all questions and they should show me in their home work copy and in their classwork copy</p>	<p>Critical sections, Deadlocks concepts will be cleared after these classes.</p>

G. CLOSURE

Teacher's Activities	Students' Activities
<p>The teacher will give a summary of the topic and thereafter the teacher will give some questions from the topic to the students as home-assignment. Finally, the teacher will rub the black-board and will leave the classroom by thanking the students for their co-operation.</p>	<p>Students will note down the questions. Students will also convey "Thank You" to the teacher.</p>

Armar

Signature of the Teacher

LESSON PLAN
PUB KAMRUP COLLEGE
Session:2022-2023

A. IDENTIFICATION OF DATA:

Name of the Department: Computer Science Class/Semester: MSc_1 st _sem No. of Students: 8 Date: 01/09/2022-15/09/2022	Paper: MCS182101 Name of the unit: Module 1 from Syllabus Topic: Chapter 1 and 2 Name of the teacher: Latika Deka
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B. LEARNING OUTCOME: After learning this chapter, students will get the idea about basics of Operating system like types, Functions of OS, Program, Process, Process life cycle, Process Control Block, How a Process executes in OS, Various Process States, Types of Process Schedulers.

C. TEACHING AIDS:

(i) General Teaching Aids: **Black board, Books, Chalk duster**

(ii) Specific Teaching Aids: **Computers and Internet.**

D. METHOD OF TEACHING: Lecture and Tutorials/Practical works

E. INTRODUCTION:

Reference of Previous Knowledge	Teacher's Activities	Student's Activities
Students are expected to have knowledge of <u>Basics of computer like RAM,ROM,OS definition, Example etc</u>	To test the previous knowledge, the teacher will ask some questions related to the topic – Questions: Basics of OS,computer	The Students will understand the topics after that they will try to give the answer of those questions. Students will note down the important points.

F. PRESENTATION:

Teacher's Activities	Student's Activities	Expected Learning outcome
<p>The teacher will teach the Topic using chalk duster, computer, books</p> <p>After this the teacher will ask some questions to test the acquired knowledge of the students</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Write the types of operating System and write the different functions of Operating System 2. What is process. ? How it works? 3. What is scheduler? Write the types of schedulers. 4. Draw the Process Life cycles. 	<p>The students should answer of all questions and they should show me in their home work copy.</p>	<p>Basic concepts of OS will be cleared after these classes</p>

G. CLOSURE

Teacher's Activities	Students' Activities
<p>The teacher will give a summary of the topic and thereafter the teacher will give some questions from the topic to the students as home-assignment. Finally, the teacher will rub the black-board and will leave the classroom by thanking the students for their co-operation.</p>	<p>Students will note down the questions.</p> <p>Students will also convey "Thank You" to the teacher.</p>

Lalita Dele
Signature of the Teacher

TEACHING PLAN
 Pub Kamrup College
 Session:2022-23

DEPARTMENT:-Computer Science
 Title of the Paper:-Microprocessor

NAME OF THE TEACHER:- Dr. Arup Sarmah

Class/Semester:-B.Sc 5th semester
 Total No of allotted classes:-60

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	No. of periods allotted	Remarks
September	23	CSC-HE-5016	UNIT 1: Internal Organization of 8085A microprocessor UNIT 2: 8085A microprocessor architecture	04	User Programmable registers, PC, SP, accumulator, flags, data bus, address bus, control bus,	19	
				02	instruction word size, opcode format, data format, memory addressing,		
				08	I/O addressing, address decoding for memory and I/O. Pinout and internal architecture of 8085A		
				05	microprocessor, multiplexed address/data bus, control and status signal, de-multiplexing of control signals other signals, bus timings, fetch decode and execute cycle, timing diagram for opcode fetch memory read and memory write, interfacing memory and I/O		

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	No. of periods allotted	Remarks
October	16	CSC-HE-5016	UNIT 3: Assembly language programming in 8085A microprocessor UNIT 4: Interfacing	03	Complete instruction set in detail, programming examples, logic operation,	11	
				02	counters and time delays, stack and subroutine, processing arrays, bit manipulation.		
				03	In and OUT instruction, decoding addresses, Interfacing LED, seven segment display, switch, keyboard.		
				03	8254 and 8237 (block diagrams and basic functions)		

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	No. of periods allotted	Remarks
November	14	CSC- HE- 5016	UNIT 5: Interrupt	03	Vectored interrupts, interrupt priorities, MCQ, Essay question general purpose programmable peripheral devices, 8255A control and status registers programming 8255A, introduction to 8279, MCQ and essay Questions Previous year Paper discussions.	12	
				03			
				03			
				03			


Signature of HOD


Signature of Teacher

TEACHING PLAN
Pub Kamrup College
Session:2022-23

DEPARTMENT:-Computer Science NAME OF THE TEACHER:- Latika Deka Class/Semester:-B.Sc 5th semester
Title of the Paper:-Theory of Computation Total No of allotted classes:-60

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	No. of periods allotted	Remarks
September	22	CSC- HC- 5026	UNIT 1: Languages UNIT 2: Finite Automata and Regular Languages	02	Introduction of automata, Types,examples	19	
				05	Alphabets, string, language, Basic Operations on language, Concatenation, Kleene Star		
				07	Transition Graphs, table, DFA, NFA with examples.		
				05	DFA to NFA conversation, Regular Expressions,		

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	No. of periods allotted	Remarks
October	16	CSC- HC- 5026	UNIT 2: Finite Automata and Regular Languages UNIT 3: Context free languages	03	Pumping lemma and closure properties of regular languages	11	
				02	Regular languages and their relationship with finite automata		
				03	Context free grammars with examples		
				03	Pushdown automata (Deterministic and Non-deterministic)		

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	No. of periods allotted	Remarks
November	14	CSC- HC- 5026	UNIT 3: Context free languages	03	Pumping Lemma with CFL	11	
				03	Properties of context free languages, normal forms		
				03	Revision and MCQ on all topics		
				03	Previous Years Paper Answer		

for
Signature of HOD

Signature of Teacher

TEACHING PLAN
 Pub Kamrup College
 Session: 2022-23

DEPARTMENT : Food Processing and Quality Management
 Programme : B.Voc
 NAME OF THE TEACHER : Manisha Medhi
 Class/Semester : First
 Title of the Paper : Basics of Food Processing
 Total No of allotted classes : ~~5~~ 28.

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	Remarks
August	22	FPM-VC-1016	01	02	Starch Microscopy	
				03	Milk pasteurization	
				02	Physical and chemical preservation techniques	
				01	Food packaging	
				02	Definition of food quality	
September	23	FPM-VC-1016	03	01	Quality attributes of food	
				01	Subjective and objective indices of food quality	
				03	Factors affecting quality in food chain	
				03	Sanitation measures classification of foods based on perishability	
October	16	FPM-VC-1016	03	02	Effect of extrinsic and intrinsic properties on food quality	

November	14	FPM-VC-1016	03	02	Mycotoxins and bacterial exotoxins	
				03	Spoilage	
December	18	FPM-VC-1016	03	03	HACCP	

Signature of HOD



Signature of Teacher



TEACHING PLAN

Pub Kamrup College

Session: 2022-23

DEPARTMENT

: Food Processing and Quality Management

NAME OF THE TEACHER

: Jishnu Deka

Class/Semester

: First

Title of the Paper

: Industrial processing of fruits and vegetables

Total No of allotted classes

: 53

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	Remarks
August	22	FPM-VC-1036	01	1	Definition of food processing	
				1	Various sub sectors of food processing industries	
				1	Status and scope of fruits and vegetable processing industry in India	
			02	2	Post harvest losses of fruits and vegetables , factors affecting them	
				2	Post harvest changes in fruits and vegetables	
				2	Maturity indices of fruits and vegetables	
September	23	FPM-VC-1026	02	1	Climacteric and non climacteric fruits	
				2	Studies on maturity indices of fruits and vegetables	
				2	Fruits ripening and changes	

				1	Estimation of total soluble solids	
				1	Packaging of fruits and vegetables	
				2	Post harvest physical and chemical treatment to enhance shelf life	
				1	Studies on physiological disorders - chilling injury of banana.	
				3	Microbial spoilage of fruits and vegetables	
				2	Classification, chemical composition and nutritive value of fruits and vegetables	
			03	2	Fruits and vegetables processing- washing, sorting, grading, peeling	
				1	Bottling and canning of fruits and vegetables	
				2	Job role and responsibilities of jam, jelly and ketchup processing technician, hierarchy role and organization structure	
			04	3	Machineries for peeling, slicing/dicing, pulping , hydraulic pressing and clarification	
				2	Preparation and maintenance of work area and process machineries	
				2	Diferent materials and equipments used in the cleaning process	
				2	FPO specifications and preparations of Jam, jellies , marmalade and pickles	
			06	1	Preparation of fruit jam- Practical	
				2	Tomato processing - FPO standard and preparation of tomato juice , puree , paste , chutney, sauce and ketchup	
				2	Preparation and standard of fruit juices , squashes , cordials , fruit syrup, nectar, RTS and pulp	
				1	Preparation of fruit juice-practical	
				1	Preparation of fruit jelly/marmalade -	
October	16	FPM-VC-1026				
November	14	FPM-VC-1026	06			

Pub Kamrup College

TEACHING PLAN

Session: 2022-2023

DEPARTMENT: Education
(Honours)

NAME OF THE TEACHER: Gitali Kalita

Class/Semester: BA/BSc 1st & 2nd semester

Title of the Paper(s):

1. Principles of Education (EDU-HC-1016)
2. Psychological Foundations of Education and Laboratory Practical (EDU-HC-1026)
3. Philosophical and Sociological foundations of Education (EDU-HC-2016)
4. Development of Education in India I (EDU-HC-2026)

Total No of allotted classes: 96

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	Remarks
August	24	1026	1	12	Psychology and Education	
September	25	1026	4	12	Intelligence, Creativity and Personality	
October	16	1016	3	12	Curriculum	
November	20	1026	5	12	Laboratory Practical & Revision	
December	19	1026	4	12	Revision	
January	17	2016	1	12	Philosophy and Education	
February	22	2026	2	12	Education in British India: The Beginning	
March	25	2026	4	12	Rise of Nationalism and Its Impact on Education	

April	23	2026	4	12	Rise of Nationalism and Its Impact on Education	
May	23	2016	2	12	Various Indian Schools of Philosophy and Education	
June	26	2026	2	12	Revision	
July	08	2016	1	12	Revision	

Rekha Das
Signature of HoD

Gitali Kaasra
Signature of Teacher

LESSON PLAN
PUB KAMRUP COLLEGE
Session: 2022-23

A. IDENTIFICATION OF DATA:

Name of the Department: Economics Class/Semester: BA/ BSc 4 th semester No. of Students: Date: 30/06/2023	Paper: Eco-HC-4016 Name of the unit: Market structure and Game theory Topic: Oligopoly and Game Theory Name of the teacher: Hemphi Terangpi
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B. LEARNING OUTCOME: The course enables the students to have a conceptual clarity of the market structures with the use of mathematical tools and reasoning. The present topic will guide the students to have a broader understanding about imperfect markets in general and oligopoly market in particular. The course will enable the students to apply game theory in the models of Oligopoly market thereby enhancing their applied economic knowledge.

C. TEACHING AIDS:

(i) General Teaching Aids: Green Board, Chalk, Duster

(ii) Specific Teaching Aids: Use of ICT tools for eg: Laptop, ipad, projector for showing PPT's and topic related short videos

D. METHOD OF TEACHING: Lecture method, discussion method and application

E. INTRODUCTION:

Reference of Previous Knowledge	Teacher's Activities	Student's Activities
Students are expected to have basic knowledge of Imperfect markets.	<p>To test the previous knowledge, the teacher will ask some questions related to the topic – Oligopoly market</p> <ol style="list-style-type: none"> 1. What are the different types of imperfect markets? 2. What are the features of oligopoly market? 3. What do you mean by duopoly? <p>After getting proper answers from the students the teacher will announce the days lesson and write it down on the black board as Oligopoly Market</p>	<p>The Students will try to answer the questions</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Monopoly market, monopolistic market, oligopoly market. 2. Few sellers, sells homogenous or differentiated goods, entry is free but not easy. 3. Duopoly is a market form consisting of only two sellers. <p>The students will note down the name of the topic on their copies.</p>

F. PRESENTATION:

Teacher's Activities	Student's Activities	Expected Learning outcome
<p>The teacher will teach the Topic- Oligopoly market : types and models</p> <p>After this the teacher will ask some questions to test the acquired knowledge of the students</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What are the different types of oligopoly market? 2. What is the basic difference between Cournot and Kinked demand curve models? 3. What is the difference between Cournot and Bertrand Model? 	<p>The students are expected to answer as follows:</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Duopoly , pure oligopoly, differentiated oligopoly 2. In the Cournot model, oligopolists never recognize their interdependence or rivalry. In the kinked demand curve models the oligopolists do recognize the rivalry. 3. In the Cournot model each duopolist tries to maximize profits by assuming that the other firm will keep its output constant. While in Bertrand model, the duopolist will try to maximize profit by assuming that the other firm will keep its price constant. 	<p>The students will have a broader understanding about Oligopoly market through various models like Cournot, Bertrand and Stackleberg models. These models will enable the students to have a conceptual understanding on the importance of rivalry and interdependencies among the firms.</p>

G. CLOSURE

Teacher's Activities	Students' Activities
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The teacher will give a summary of the topic and thereafter the teacher will give some questions from the topic to the students as home-assignment. Finally, the teacher will rub the black-board and will leave the classroom by thanking the students for their co-operation.

Students will note down the questions:

Students will also convey "Thank You" to the teacher.


Hemphal K. Singh
Prof.
M.B. College

Hemphal K. Singh
Signature of the Teacher

Lesson plan for Odd and Even semesters

Department of English

Programme- CBCS

Name of the teacher: Miss Vipasha Bhardwaj



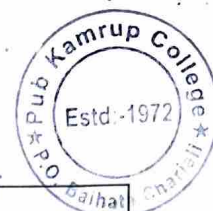
1. Semester I (Hons)

HC

Discipline Specific Core (Compulsory)

Papers: Indian Classical Literature and European Classical Literature

Paper/Unit	Course Content	Key Aspects	Teaching Methods	Allotted Classes
PAPER 1: ENG-HC-1016 INDIAN CLASSICAL LITERATURE	1.Sudraka: <i>Mrcchakatika</i> 2. Alankara and Rasa	<ul style="list-style-type: none"> ● Introducing students to a selection of literatures of India in English translation ● Explanation of the text ● Explanation of key passages ● Summing up 	-Talk and chalk <input type="checkbox"/> -Study material <input type="checkbox"/> -Reading list and materials from JSTOR <input type="checkbox"/> -Discussion <input type="checkbox"/> -Question answer <input type="checkbox"/> -Seminar/ group discussion	16
PAPER 2: ENG-HC-1026 EUROPEAN CLASSICAL LITERATURE	1. Homer: <i>The Odyssey</i> 2. Sophocles: <i>Oedipus the King</i> 3. The Athenian City State	<ul style="list-style-type: none"> ● General introduction to European theatre ● Introduction to the compositions of Sophocles, Homer and Plautus ● Introduction to the play Oedipus Rex and a close reading of the text ● Discussion 	-Talk and chalk <input type="checkbox"/> -Question answer - Giving reading materials from JSTOR <input type="checkbox"/> - Class Discussion -Practise teaching <input type="checkbox"/> -Home assignments	16



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2.Semester-II

HC

Paper: Indian Writing in English.

Paper/Unit	Course Content	Key Aspects	Teaching Methods	Allotted Classes
Paper 3: ENG-HC-2016 Indian Writing in English	1. Anita Desai: <i>In Custody</i> 2. Shashi Deshpande: 'The Intrusion' 3. Manjula Padmanabhan: <i>Lights Out</i> Mahesh Dattani: <i>Tara</i>	<ul style="list-style-type: none"> ● Introducing students to the historical development of Indian Writing in English ● Interpretation of individual and collective experience in colonial and post-colonial India 	-talk and chalk <input type="checkbox"/> -analysis of each topic with practical examples <input type="checkbox"/> -practise in the classroom-tests conducted in classroom <input type="checkbox"/> -question and answer <input type="checkbox"/> -discussion <input type="checkbox"/> -writing assignment -giving reading materials -using ICT tools like tablet to read out from e-books.	16

3.Semester-III

HC

Papers: History of English Literature and Forms and American Literature

Paper/Unit	Course Content	Key Aspects	Teaching Methods	Allotted Classes
Paper 6: ENG-HC-3016 History of English Literature and Forms	Unit 1: Poetry from Chaucer to the Present: -Chaucer and narrative	<ul style="list-style-type: none"> ● Introduction of the history of English literature to the students 	While giving lesson to the students, the teacher always applied the learners centric method of teaching. She	20

	<p>poetry -Spenser, Shakespeare, Milton (sonnet, sonnet sequences and the epic poem) - John Donne and metaphysical poetry •Dryden, Pope and the heroic couplet • Romantic Poetry (lyric, sonnet, ode, pastoral, blank verse) • Tennyson, Browning, Hopkins (from Victorian to Modern) • Modern and postmodern Poetry and its international associations • Walcott, Ramanujan and Post-colonial poetry</p>	<ul style="list-style-type: none"> ● Discussion on development of each form of literary genre in a chronological order. 	<p>discusses everything taking into consideration the demand of the learner . Teaching Tools: Blackboard /whiteboard, chalk, duster, power point presentation on laptop, chart, visuals. Activities: Group Discussion, seminar presentation, reading aloud ,silent reading , recitation etc</p>	
<p>PAPER 5: ENG-HC-3016 American Literature</p>	<p>-Emily Dickinson: 'A Bird Came Down the Walk'; 'Because I Could Not Stop for Death'</p>	<ul style="list-style-type: none"> ● Acquaint the students with the main currents of American literature in its social and cultural contexts ● Historical reflection of the growth 	<p>Lecture method ii) Direct way of teaching. iii)Learners centric method of teaching. The teacher applied direct way of teaching by using lecture presentation where the teacher deliver lecture and the students listen</p>	<p style="text-align: center;">20</p>

		<p>of American society.</p> <ul style="list-style-type: none"> ● Reflection on the way the literary imagination has grappled with the growth and change. 	<p>attentively to grasp the meaning. While giving lesson to the students , the teacher always applied the learners centric method of teaching. She discusses everything taking into consideration the demand of the learner . Teaching Tools: Blackboard /whiteboard, chalk, duster, power point presentation on laptop, chart, visuals. Activities: Group Discussion, seminar presentation, reading aloud ,silent reading , recitation etc</p>
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4.Semester-IV

HC

Papers: British Literature: The 18th Century, British Romantic Literature and British Literature: The 19th Century

Paper/Unit	Course Content	Key Aspects	Teaching Methods	Allotted Classes
Paper 8: ENG-HC-4016 British Literature:	<ul style="list-style-type: none"> ● Daniel Defoe: <i>Moll Flanders</i> 	<ul style="list-style-type: none"> ● to familiarize the students 	Lecture method ii) Direct way of teaching.	20



The 18th Century

with British literature in the 18th century with special focus on the women writers of that period.

- to give the students an overview of the age and the writing that the 18th century produced

iii) Learners centric method of teaching. The teacher applied direct way of teaching by using lecture presentation where the teacher deliver lecture and the students listen attentively to grasp the meaning. While giving lesson to the students, the teacher always applied the learners centric method of teaching. She discusses everything taking into consideration the demand of the learner.

Teaching Tools:
Blackboard /whiteboard, chalk, duster, power point presentation on laptop, chart, visuals.
Activities:
Group Discussion, seminar presentation, reading aloud, silent reading, recitation etc.

-talk and chalk

Paper 9:

- Samuel

- to enable



ENG-HC-4026	Taylor Coleridge; 'Kubla Khan', 'Dejection: An Ode' • Mary Shelley: <i>Frankenstein</i>	the students to appreciate the essence of the Romantic vision. • to help the students to understand the novel <i>Frankenstein</i> from a different angle	<input type="checkbox"/> -analysis of each topic with practical examples <input type="checkbox"/> -practise in the classroom-tests conducted in classroom <input type="checkbox"/> -question and answer <input type="checkbox"/> -discussion <input type="checkbox"/> -writing assignment	20
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Vipasha Bhardwaj
Signature

LESSON PLAN
PUB KAMRUP COLLEGE
Session: 2022-23

A. IDENTIFICATION OF DATA:

Name of the Department: Economics Class/Semester: BA/ BSc 4 th semester No. of Students: Date: 30/06/2023	Paper: Eco-HC-4016 Name of the unit: Market structure and Game theory Topic: Oligopoly and Game Theory Name of the teacher: Hemphi Terangpi
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B. LEARNING OUTCOME: The course enables the students to have a conceptual clarity of the market structures with the use of mathematical tools and reasoning. The present topic will guide the students to have a broader understanding about imperfect markets in general and oligopoly market in particular. The course will enable the students to apply game theory in the models of Oligopoly market thereby enhancing their applied economic knowledge.

C. TEACHING AIDS:

(i) General Teaching Aids: Green Board, Chalk, Duster

(ii) Specific Teaching Aids: Use of ICT tools for eg: Laptop, ipad, projector for showing PPT's and topic related short videos

D. METHOD OF TEACHING: Lecture method, discussion method and application

E. INTRODUCTION:

Reference of Previous Knowledge	Teacher's Activities	Student's Activities
Students are expected to have basic knowledge of Imperfect markets.	<p>To test the previous knowledge, the teacher will ask some questions related to the topic – Oligopoly market</p> <ol style="list-style-type: none"> 1. What are the different types of imperfect markets? 2. What are the features of oligopoly market? 3. What do you mean by duopoly? <p>After getting proper answers from the students the teacher will announce the days lesson and write it down on the black board as Oligopoly Market</p>	<p>The Students will try to answer the questions</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Monopoly market, monopolistic market, oligopoly market. 2. Few sellers, sells homogenous or differentiated goods, entry is free but not easy. 3. Duopoly is a market form consisting of only two sellers. <p>The students will note down the name of the topic on their copies.</p>

F. PRESENTATION:

Teacher's Activities	Student's Activities	Expected Learning outcome
<p>The teacher will teach the Topic- Oligopoly market : types and models</p> <p>After this the teacher will ask some questions to test the acquired knowledge of the students</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What are the different types of oligopoly market? 2. What is the basic difference between Cournot and Kinked demand curve models? 3. What is the difference between Cournot and Bertrand Model? 	<p>The students are expected to answer as follows:</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Duopoly , pure oligopoly, differentiated oligopoly 2. In the Cournot model, oligopolists never recognize their interdependence or rivalry. In the kinked demand curve models the oligopolists do recognize the rivalry. 3. In the Cournot model each duopolist tries to maximize profits by assuming that the other firm will keep its output constant. While in Bertrand model, the duopolist will try to maximize profit by assuming that the other firm will keep its price constant. 	<p>The students will have a broader understanding about Oligopoly market through various models like Cournot, Bertrand and Stackleberg models. These models will enable the students to have a conceptual understanding on the importance of rivalry and interdependencies among the firms.</p>

G. CLOSURE

Teacher's Activities	Students' Activities
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The teacher will give a summary of the topic and thereafter the teacher will give some questions from the topic to the students as home-assignment. Finally, the teacher will rub the black-board and will leave the classroom by thanking the students for their co-operation.

Students will note down the questions:

Students will also convey "Thank You" to the teacher.


Hemphill
M.A. Associate Prof.
T. ...
... College

Hemphill
Signature of the Teacher

TEACHING PLAN

Pub Kamrup College

Session: 2022~~2~~ - 23

DEPARTMENT: Economics

NAME OF THE TEACHER: Hemphi Terangpi

Class/Semester: BA/BSc 3rd & 4th semesterTitle of the Paper: Intermediate macroeconomics I
Intermediate Microeconomics II

Total No of allotted classes: 135

Months	Teaching days	Paper code.	Unit no.	No. of periods allotted	Title of the topic to be taught	No. of periods allotted	Remarks
August	22	3026	2	16	Inflation and Phillips curve		
September	23	3026	2	17	Adaptive and rational expectations, policy ineffectiveness debate		
October	16	3026	3	12	Short-run open economy models, Mundell-Fleming model		
November	14	3026	3	10	Exchange rate determination, purchasing power parity, asset market approach, Dornbusch's overshooting model		
December	18	3026	3	14	Monetary approach to balance of payments, international financial markets		
January	04	4016	1	04	General equilibrium and Partial Equilibrium, Exchange economy		
February	10	4016	1	06	Consumption Allocation and Pareto optimality, Edgeworth box diagram and contract curve, Equilibrium efficiency and pure exchange		
March	24	4016	1	18	Pareto efficiency with production, concepts of PPF, Social indifference curves and resource allocation, Perfect		

					competition and Pareto Efficiency, market failure, property rights and Coase theorem		
April	17	4016	2	12	Monopoly pricing with market power, Degree of monopoly with price discrimination, multipliant monopoly, peak load pricing		
May	15	4016	2	12	Monopolistic competition, Product differentiation, Perceived and Proportionate Demand curves, Price- output determination		
June	18	4016	3	14	Oligopoly and game theory, Applications of game theory in oligopolistic markets. Markets with Asymmetric information		
July	0						


Signature of HoD


Signature of Teacher

LESSON PLAN

PU KAMRUP COLLEGE

Session: 2022-2023

A. IDENTIFICATION OF DATA:

Name of the Department: Education Class/Semester: 2 nd Semester No. of Students: Date:	Paper: Philosophical and Sociological Foundation of Education. Name of the unit: Various Indian Schools of Philosophy and Education. (Unit 2) Topic: Buddhist Philosophy Name of the teacher: Gitali Kalita
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B. LEARNING OUTCOME: Students will be able to learn about the Buddhist Philosophical thoughts.

C. TEACHING AIDS:

(i) General Teaching Aids: Blackboard, Chalk, Duster etc.

(ii) Specific Teaching Aids: Images of Gautam Buddha, Buddhist Monk, Monasteries etc.

D. METHOD OF TEACHING: Lecture, Discussion and Demonstration methods will be used.

E. INTRODUCTION:

Assumed Previous Knowledge	Teacher's Activities	Student's Activities
<p>Students are expected to have the knowledge of Gautam Buddha.</p>	<p>The teacher will enter in the classroom with a smiling face and wish the pupils and will arrange the classroom properly.</p> <p>Then to test the previous knowledge of the pupils, the teacher will ask some questions related to the topic.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Do you think that Human beings have sufferings in life? 2. What may be its reason? 3. Can we make ourselves free from these sufferings? 4. Do you think whatever we does in our present life, it affects in our next birth? <p>After getting proper answers from the students the teacher will announce the day's lesson and write it down on the black board as "Buddhist Philosophy".</p>	<p>Students will wish the teacher as soon as the teacher enters the classroom.</p> <p>The pupils will try to answer the questions.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Yes/No 2. Uncertain 3. No/Yes 4. No/Yes <p>The students will note down the name of the topic on their copies.</p>

F. PRESENTATION:

Teacher's Activities	Student's Activities	Expected Learning outcome
<p>The teacher will begin with the brief life philosophy of Buddha and gradually shift to the philosophical thoughts regarding life and existence, four noble truths, eight-fold path for attainment of 'nirvana'.</p> <p>After this the teacher will ask some questions to test the acquired knowledge of the students.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What causes sufferings in human life? 2. What practices should be eliminated from our lives according to Buddha? 	<p>The students will listen to the teacher attentively and will note down the important points.</p> <p>Students will ask questions arises in their mind and will let the teacher to clarify their doubts.</p> <p>The students will listen to the questions carefully and try to answer the same.</p> <p>The students are expected to answer as follows:</p> <ol style="list-style-type: none"> 1. Desire. 2. ----- 	<p>Understanding</p> <p>Clarification and understanding.</p>

G. CLOSURE:

Teacher's Activities	Students' Activities
<p>The teacher will give a brief summary of the philosophical thoughts of Buddha regarding life and existence, four noble truths, and eight-fold path for attainment of 'nirvana'.</p> <p>Thereafter the teacher will give some questions from the topic discussed with the students as home assignment:</p> <p>Questions:</p> <ol style="list-style-type: none">1. Explain Four Noble Truths.2. Critically analyse Buddhist philosophical Thoughts in light of the 21st century.. <p>After that the teacher will rub the black-board and will leave the classroom by thanking the students for their co-operation.</p>	<p>The students will listen to the teacher attentively.</p> <p>Students will note down the question.</p> <p>Students will also stand up and convey "Thank You" to the teacher.</p>

Poojita Das
Signature of HoD

Gitali Kalita
Signature of Teacher



Teaching Plan for Odd and Even Semesters

Honours Course

Department of English

Pub Kamrup College

As per Gauhati University (CBCS Syllabus)

Semester I (Hons)

HC

Discipline Specific Core (Compulsory)

PAPER	UNIT	TEACHER	ALLOTTED CLASS
PAPER 1: ENG- HC-1016 INDIAN CLASSICAL LITERATURE	<ul style="list-style-type: none">● Vyasa <i>Mahabharata</i>: 'The Dicing', 'The Book of the Assembly Hall', Book V 'The Book of Effort'● Dharma and the Heroic	Dr. Dipen Bezbaruah	8
DO	<ul style="list-style-type: none">● Kalidasa: <i>Abhijnana Shakuntalam</i>● Ilango Adigal: The Book of Banci, in <i>Cilappatikaram</i>● Classical Indian Drama: Theory and Practice	Mr. Montu Saikia	8



	<ul style="list-style-type: none"> ● Sudraka: <i>Mrcchakatika</i> ● Alankara and Rasa 	Miss Vipasha Bhardwaj	16
	<ul style="list-style-type: none"> ● Vyasa: 'The Sequel to Dicing', 'The Temptation of Karna' ● The Indian Epic Tradition: Themes and Recensions 	GL	8
PAPER 2: ENG- HC-1026 EUROPEAN CLASSICAL LITERATURE	<ul style="list-style-type: none"> ● Ovid: <i>Selections from Metamorphoses.</i> ● Literary Cultures in Augustan Rome 	Mr. Montu Saikia	8
	<ul style="list-style-type: none"> ● Homer: <i>The Odyssey</i> ● Sophocles: <i>Oedipus the King</i> ● The Athenian City State 	Miss Vipasha Bhardwaj	16
	<ul style="list-style-type: none"> ● Plautus: <i>Pot of Gold</i> ● Catharsis and Mimesis 	GL	8
	<ul style="list-style-type: none"> ● The Epic ● Comedy and Tragedy in Classical Drama 	GL	8



Semester II (Hons)

HC

Paper	Unit	Teacher	Allotted Classes
Paper 3: ENG-HC- 2016 Indian Writing in English	<ul style="list-style-type: none">● H.L.V. Derozio: 'Freedom to the Slave'; 'The Orphan Girl'● Robin S. Ngangom: 'The Strange Affair of Robin S. Ngangom' and 'A Poem for Mother'● Salman Rushdie: 'The Free Radio'● R.K. Narayan: <i>Swami and Friends</i>	Dr. Dipen Bezbaruah	8
	<ul style="list-style-type: none">● Mulk Raj Anand: 'Two Lady Rams'	Mr. Montu Saikia	8



		DO	
	<p>1. Anita Desai: <i>In Custody</i></p> <p>2. Shashi Deshpande: 'The Intrusion'</p> <p>3. Manjula Padmanabhan: <i>Lights Out</i></p> <p>4. Mahesh Dattani: <i>Tara</i></p>	Miss Vipasha Bhardwaj	16
	<p>1. Kamala Das: 'Introduction' and 'My Grandmother's House'</p> <p>2. Nissim Ezekiel: 'Enterprise', 'Night of the Scorpion' and 'Very Indian Poem in English'</p>	GL	8
Paper 4: ENG-HC- 2026 British Poetry and Drama: 14th to 17th Centuries	<ul style="list-style-type: none"> ● Christopher Marlowe: <i>Doctor Faustus</i> ● John Donne: 'The Sunne Rising' and 'Batter My 	Dr. D Bezbaruah	8



DO	Heart', 'Valediction: Forbidding Mourning'		do
DO	<ul style="list-style-type: none"> ● Geoffrey Chaucer: <i>The Wife of Bath's Prologue</i> ● Edmund Spenser: Selections from <i>Amoretti</i>: Sonnet LXVII 'Like a huntsman...'; Sonnet LVII 'Sweet Warrior...'; Sonnet LXXV 'One day I wrote her name...' ● William Shakespeare: <i>Macbeth</i> 	Mr. Montu Saikia	8
DO	<ul style="list-style-type: none"> ● William Shakespeare: <i>Twelfth Night.</i> 	GL	8



Semester III (Hons)

PAPER	UNIT	TEACHER	ALLOTTED CLASS
Paper 6: ENG-HC-3016 History of English Literature and Forms	Unit 1: Poetry from Chaucer to the Present	Miss V. Bhardwaj	20
	Unit 2: Drama from Everyman to the Present	GL	16
DO	Unit 3: Fiction	GL	do
	Unit 4: Non Fictional Prose (Life Writing, Essays, Philosophical and Historical Prose, Satire)	<ul style="list-style-type: none"> ● 16th century prose (John Foxe, Hooker, Hakluyt, Burton, Bacon) GL 	16
		<ul style="list-style-type: none"> ● 20th and 21st century prose GL 	
		<ul style="list-style-type: none"> ● 17th and 18th century prose MS 	8
<ul style="list-style-type: none"> ● 19th Century Prose (Essays, Criticism, Scientific Prose, Life Writing) VB 		20	



PAPER	UNIT	TEACHER	ALLOTTED CLASS
PAPER 5: ENG- HC-3016 American Literature	<ul style="list-style-type: none"> • Tennessee Williams: The Glass Menagerie • Anne Bradstreet: 'The Prologue' • F. Scott Fitzgerald: 'The Crack-up' • Walt Whitman: Selections from Leaves of Grass: <i>O Captain, My Captain</i>; 'Passage to India' (lines 1-68) • Robert Frost: 'Mending Wall' • Edgar Allan Poe: 'The Purloined Letter' • Langston Hughes: 'I too' • Sherman Alexie: 'Crow Testament'; 'Evolution' 	Dr. Dipen Bezbaruah	08
	<ul style="list-style-type: none"> • Emily Dickinson: 'A Bird Came Down the Walk'; 'Because I Could Not Stop for Death' 	Miss Vipasha Bhardwaj	20



	<ul style="list-style-type: none"> • Mark Twain: <i>The Adventures of Huckleberry Finn</i> 	GL	16
Paper 7: ENG-HC-3036 British Poetry and Drama: 17th and 18th Centuries	<ul style="list-style-type: none"> • John Milton: <i>Paradise Lost: Book I</i> • John Dryden: <i>Mac Flecknoe</i> • Alexander Pope: <i>The Rape of the Lock</i> • John Webster: <i>The Duchess of Malfi</i> 	Mr. Montu Saikia	08
DO	<ul style="list-style-type: none"> • Aphra Behn: <i>The Rover</i> 	GL	16

Semester IV (Hons)

PAPER	UNIT	TEACHER	ALLOTTED
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			CLASSES
Paper 8: ENG- HC-4016 British Literature: The 18 th Century	<ul style="list-style-type: none">• Samuel Johnson: 'London'• Thomas Gray: 'Elegy Written in a Court Churchyard'• Joseph Addison: "Pleasures of the Imagination", The Spectator, 411	Mr. M Saikia	08
	<ul style="list-style-type: none">• Daniel Defoe: Moll Flanders	Miss Vipasha Bhardwaj	20
	<ul style="list-style-type: none">• Oliver Goldsmith: <i>She Stoops to Conquer</i>• Jonathan Swift: <i>Gulliver's Travels</i> (Books III and IV)	GL	16



<p>Paper 9: ENG- HC-4026 British Romantic Literature</p>	<ul style="list-style-type: none"> • William Blake: 'The Lamb', 'The Chimney Sweeper' (from <i>The Songs of Innocence</i> and <i>The Songs of Experience</i>); "The Tyger" (<i>The Songs of Experience</i>); Introduction to <i>The Songs of Innocence</i> • Robert Burns: 'A Bard's Epitaph'; 'Scots Wha Hae' • William Wordsworth: "Tintern Abbey" ; "Upon Westminster Bridge" • John Keats: 'To Autumn' 	<p>Dr. Dipen Bezbaruah</p>	<p>08</p>
<p>DO</p>	<ul style="list-style-type: none"> • John Keats: 'Ode to a Nightingale' • 'On First Looking into Chapman's Homer 	<p>Mr. Montu Saikia</p>	<p>08</p>
	<ul style="list-style-type: none"> • Samuel Taylor Coleridge; 'Kubla Khan', 'Dejection: An Ode' • Mary Shelley: <i>Frankenstein</i> 	<p>Miss Vipasha Bhardwaj</p>	<p>20</p>
<p>DO</p>	<ul style="list-style-type: none"> • P.B Shelley: 'Ode to the' 	<p>GL</p>	<p>16</p>



DO	<p>West Wind'</p> <ul style="list-style-type: none"> ● 'Hymn to Intellectual Beauty ● 'The Cenci' 	GL	do
PAPER 10: ENG-HC-4036 British Literature: The 19 th Century	<ul style="list-style-type: none"> ● Alfred Tennyson: 'The Defence of Lucknow ● Robert Browning: 'Love among the Ruins' 	Mr. Montu Saikia	08
DO	<ul style="list-style-type: none"> ● Jane Austen: <i>Pride and Prejudice</i> ● Charlotte Bronte: <i>Jane Eyre</i> ● Christina Rossetti: 'Goblin Market' 	Miss Vipasha Bhardwaj	20
DO	<ul style="list-style-type: none"> ● Charles Dickens: <i>The Pickwick Papers</i> (Chapter 1 The Pickwickians; Chapter 2 The Journey Begins; Chapter 23 In Which Mr. Samuel Weller Begins to Devote His Energies; Chapter 56 An Important Conference Takes Place; Chapter 57 In Which the Pickwick Club is Finally Dissolved) ● Thomas Hardy: 'The 	GL	16



	Three Strangers'		
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Semester V (Hons)

PAPER	UNIT	TEACHER	ALLOTTED CLASS
Paper 11: ENG-HC-5016 British Literature: The 20 th Century	<ul style="list-style-type: none"> ● Joseph Conrad: <i>Heart of Darkness</i> ● T.S. Eliot: 'The Love Song of J.Alfred Prufrock' ; 'Journey to the Magi' ● W.H. Auden: 'In Memory of W.B. Yeats ● W.B. Yeats : "The Second Coming"; "Sailing to Byzantium" 	Mr. Montu Saikia	28
	<ul style="list-style-type: none"> ● Ted Hughes: 'Hawk Roosting' ● Seamus Heaney: 'Casualty' ● Carol Ann Duffy: 'Standing Female Nude' ● Hanif Kureshi: <i>My Beautiful</i> 	Miss Vipasha Bhardwaj	20



	<i>Launderette</i>		do
DO	<ul style="list-style-type: none"> ● Virginia Woolf: <i>Mrs Dalloway</i> ● Philip Larkin: 'Church Going' 	GL	20
Paper 12: ENG-HC-5026 Women's Writing	<ul style="list-style-type: none"> ● Sylvia Plath: 'Daddy' ; 'Lady Lazarus' ● Nirupama Bargohain: 'Celebration' 	Dr. Dipen Bezbaruah	08
	<ul style="list-style-type: none"> ● Rassundari Debi: Excerpts from <i>Amar Jiban</i> in Susie Tharu and K.Lalita, eds., <i>Women's Writing in India</i>, vol. 1 ● Alice Walker: <i>The Color Purple</i> ● Mahashweta Devi: 'Draupadi' ● Adrienne Rich: "Orion" 	Miss Vipasha Bhardwaj	20



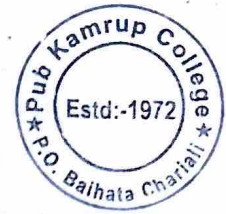
DO	<ul style="list-style-type: none"> ● Eunice De Souza: 'Advice to Women'; 'Bequest' ● Katherine Mansfield: 'Bliss' ● Katherine Mansfield: 'Bliss' 	GL	20
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Semester VI (Hons)

PAPER	UNIT	TEACHER	ALLOTTED CLASS
Paper 13: ENG- HC-6016 Modern European Drama	<ul style="list-style-type: none"> ● Henrik Ibsen: <i>Ghosts</i> ● Anton Chekhov: <i>The Cherry Orchard</i> ● Bertolt Brecht: <i>The Caucasian Chalk Circle</i> ● Samuel Beckett: <i>Waiting for Godot</i> 	Mr. Montu Saikia	28
Paper 14: ENG-HC-6026 Postcolonial Literatures	<ul style="list-style-type: none"> ● Chinua Achebe: <i>Things Fall Apart</i> ● Gabriel Garcia Marquez: <i>Chronicle of a Death Foretold</i> ● Shyam Selvadurai: <i>Funny Boy</i> 	Miss Vipasha Bhardwaj	20

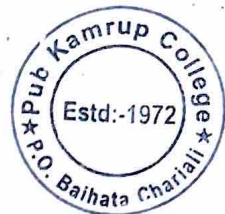


	<ul style="list-style-type: none">● Pablo Neruda: "Tonight I can Write"; "The Way Spain Was"● Derek Walcott: "A Far Cry from Africa" ; "Names"● David Malouf: "Revolving Days" ; Wild Lemons"	DO	
	<ul style="list-style-type: none">● Grace Ogot: "The Green Leaves"● Bessie Head: "The Collector of Treasures" and Ama Ata Aidoo: "The Girl who can"● Easterine Kire: <i>When the River Sleeps</i>	GL	20



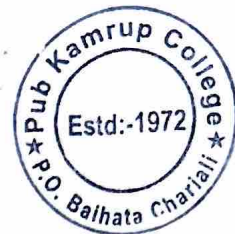
Discipline Centric Elective (Semester V)

Paper	Unit	Teacher	Allotted Classes
Paper 1:ENG-HE-5016 Popular Literature	<ul style="list-style-type: none"> ● Lewis Carroll: <i>Alice in Wonderland</i> ● J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i> 	Miss Vipasha Bhardwaj	12
-do-	<ul style="list-style-type: none"> ● Agatha Christie: <i>The Murder of Roger Ackroyd</i> ● Durgabai Vyam and Subhash Vyam: <i>Bhimayana: Experiences of Untouchability / Autobiographical Notes on Ambedkar (For the Visually Challenged students)</i> 	GL Mr.Montu Saikia	5 8
Paper 3: ENG-HE-5036 Literature of the Indian Diaspora	<ul style="list-style-type: none"> ● M.G. Vassanji: <i>The Book of Secrets</i> ● Rohinton Mistry: <i>A Fine Balance</i> ● Jhumpa Lahiri: <i>The Namesake</i> ● Meera Syal: <i>Anita and Me</i> 	Dr. Dipen Bezbaruah Miss Vipasha Bhardwaj GL	5 12 5

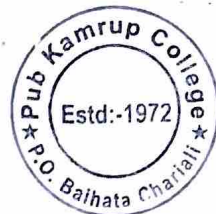


Discipline Centric Elective (Semester VI)

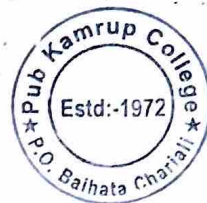
Paper	Unit	Teacher	Class Allotted
Paper 8: ENG-HE-6026	<ul style="list-style-type: none"> ● V.S. Naipaul: <i>A Bend in the River</i> ● Marie Clements: <i>The Unnatural and Accidental Women</i>, in <i>Staging Coyote's Dream: An Anthology of First Nations</i>. 	GL	10
-do-	<ul style="list-style-type: none"> ● Antoine De Saint-Exupery: <i>The Little Prince</i> ● Julio Cortazar: 'Blow-Up', in <i>Blow-Up and other Stories</i> ● Jean Arasanayagam: 'Two Dead Soldiers', in <i>Fusillade</i> 	Miss Vipasha Bhardwaj	15
-do-	<ul style="list-style-type: none"> ● Judith Wright: 'Bora Ring', in <i>Collected Poems</i> ● Gabriel Okara: 'The Mystic Drum', in <i>An Anthology of Commonwealth Poetry</i> 	Mr. Montu Saikia	12
-do-	<ul style="list-style-type: none"> ● Kishwar Naheed: 	Dr. Dipen	05



	'The Grass is Really like me', in <i>We the Sinful Women</i>	Bezbaruah	
-do- -do-	● Shu Ting: 'Assembly Line', in <i>A Splintered Mirror: Chinese Poetry From the Democracy Movement.</i>	GL	05
Paper 9: ENG-HE-6036 Partition Literature	● Intizar Husain: <i>Basti</i> , tr. Frances W. Pritchett ● Amitav Ghosh: <i>The Shadow Lines.</i>	Mr. Montu Saikia	12
-do-	● Dibyendu Palit: 'Alam's Own House', tr. Sarika Chaudhuri, <i>Bengal Partition Stories: An Unclosed Chapter</i> , ed. Bashabi Fraser ● Manik Bandhopadhyay: 'The Final Solution', in <i>Mapmaking: Partition Stories from Two Bengals.</i>	Miss Vipasha Bhardwaj	15
-do-	● Sa'adat Hasan Manto: 'Toba'	Dr. Dipen	15



	<p>Tek Singh', <i>Black Margins: Manto</i></p> <ul style="list-style-type: none">● Lalithambika Antharajanam: 'A Leaf in the Storm', tr. K. Narayana Chandran, in <i>Stories about the Partition of India</i> ed. Alok Bhalla	Bezbaruah	-do-
-do-	<ul style="list-style-type: none">● Faiz Ahmad Faiz: 'For Your Lanes, My Country', in <i>In English: Faiz Ahmad Faiz, A Renowned Urdu Poet</i>, tr. and ed. Riz Rahim● Jibananda Das: 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in <i>Modern Indian Literature</i>	GL	08
-do-	<ul style="list-style-type: none">● Gulzar: 'Toba Tek Singh' in <i>Translating Partition</i>.	GL	04



Skill Enhancement Course: I

Teaching and Lesson Plan

3rd Semester

ENG-SE-3014

CREATIVE WRITING

Paper/Unit	Course Content	Key Aspects	Teaching Methods	Teacher	Allotted Classes
Section A: Poetry	<ul style="list-style-type: none"> ● What is good poetry? ● Writing Poetry ● Why Poetry ● Reading Poetry 	<ul style="list-style-type: none"> ● History of poetry ● Forms of poetry ● Rhetoric and prosody ● Images and symbols 	1. Discussion <input type="checkbox"/> 2. Learner-centric approach by creating an environment of free thinking <input type="checkbox"/> 3. Analytical methods <input type="checkbox"/> 4. Explanation <input type="checkbox"/> 5. Frequent Quiz and tests	Mr. Montu Saikia	18 lectures
Section B: Fiction	<ul style="list-style-type: none"> ● What is a good story? ● Writing short stories ● Writing novels ● Characterisation ● Structure ● Dialogues 	<ul style="list-style-type: none"> • Lyrical Prose • Focus on group rather than individual • Narratology • Use of symbols • Individual and the collective voice • Use of time • Repetition • Gender roles 	1. Talk and chalk <input type="checkbox"/> 2. Reading list 3. Study materials <input type="checkbox"/> 4. Discussions <input type="checkbox"/> 5. Class tests 6. Questions discussed <input type="checkbox"/> 7. Writing assignments	Miss Vipasha Bhardwaj	14 lectures
Section C:	● Forms of	● How to	1. Discussion	Dr. Dipen	14

<p>Non-Fiction</p>	<p>essays</p> <ul style="list-style-type: none"> ● Memoirs ● Travelogues ● Report Writing ● Literary journalism 	<p>write academic essays</p> <ul style="list-style-type: none"> ● Genres of essays ● How to read the different genres of essays 	<p><input type="checkbox"/> 2. Learnercentric approach by creating an environment of free thinking <input type="checkbox"/></p> <p>3. Analytical methods <input type="checkbox"/></p> <p>4. Explanation <input type="checkbox"/></p> <p>5. Critical appreciations <input type="checkbox"/></p> <p>6. Paper presentations <input type="checkbox"/></p> <p>7. Frequent Quiz and tests</p>	<p>Bezbaruah</p>	<p>lectures</p>
<p>Section D: Workshop</p>	<ul style="list-style-type: none"> ● Discussing- why you write, how you write, and what you hope to gain from this course. ● How is your writing different /similar to others? ● Reading stories by Writers-in-residence and by participants. ● Consider how this course has changed your writing skills. ● How has this course helped you to encourage reading of various texts? 	<ol style="list-style-type: none"> 1. How has this course helped you in understanding of literature? 2. How have you grown as a writer? 3. Discussion on Publication and Market. 4. Prompt writings for each section 	<ul style="list-style-type: none"> • 1. Talk and chalk <input type="checkbox"/> 2. Study material <input type="checkbox"/> 3. Reading list <input type="checkbox"/> 4. Discussion <input type="checkbox"/> 5. Question answer <input type="checkbox"/> Seminar/ group discussion <input type="checkbox"/> 6. Writing assignments 	<p>GL</p>	<p>14 lectures</p>



SEC I-D:ENG-SE-4014

4th Semester

Translation and Principles

Paper/Unit	Course content	Key aspects	Teaching method	Teacher	Allotted classes
Unit 1 Translation in India	<ul style="list-style-type: none"> ● Types and modes of translation ● Concepts of translation 	<ul style="list-style-type: none"> ● Intralingual, Interlingual and Intersemiotic translation ● Free translation <ul style="list-style-type: none"> ● Literal translation ● Transcreation ● Communicative or functional translation ● Audio-visual translation 	-Talk and chalk -Study material - Reading list <input type="checkbox"/> - Discussion <input type="checkbox"/> - Question answer <input type="checkbox"/> -Seminar/ group discussion -Writing assignments	Miss Vipasha Bhardwaj	18
Unit 2 Practical translation activities	Analyses of the different genres of the texts translated into English and also the back translation: <ul style="list-style-type: none"> ● Novel ● Play ● Poem 	<ul style="list-style-type: none"> ● Nature of translation. ● Difficulties in back translation ● Availability of the source text. 	-Talk and chalk <input type="checkbox"/> -Study material <input type="checkbox"/> -Reading list <input type="checkbox"/> -Discussion <input type="checkbox"/> - Question answer <input type="checkbox"/> -Seminar/ group	Mr. Montu Saikia	20



	● Short story		discussion - Writing assignments		
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For *Vashe Zhardmaj*
Head
DEPARTMENT OF ENGLISH
PUB-KAMRUP COLLEGE