

Shyama Prasad Mukherji College for Women
Teaching Plan
B.Sc.(H) Computer Science
Year: 2018-2019
Semester: 1/3/5

Paper: Programming Fundamental Using C++

Faculty: Sonia Kumari

No. of Classes (per week): 5 Lectures, 4 Practical

<p style="text-align: center;">Teaching Plan</p> <p>Name of the Unit: C++ Programming Language Introduction to C and C++, Data Types, Variables, Constants, Operators and Basic I/O, Expressions, Conditional Statements and Iterative Statements, Functions and Arrays, Derived Data Types (Structures and Unions), Pointers and References in C++ , Memory Allocation in C++ File I/O, Preprocessor Directives, Using Classes in C++, Overview of Function Overloading and Operator Overloading , Inheritance, Polymorphism, and Exception Handling</p>
<p>Readings (in APA format) –</p> <ol style="list-style-type: none">1. HerbtzSchildt, "C++: The Complete Reference", Fourth Edition, McGraw Hill.2. BjarneStroustrup, "The C++ Programming Language", 4th Edition, Addison-Wesley , 2013.3. BjarneStroustrup, "Programming -- Principles and Practice using C++", 2nd Edition, Addison-Wesley 2014.4. E Balaguruswamy, "Object Oriented Programming with C++", Tata McGraw-Hill Education, 2008.5. Paul Deitel, Harvey Deitel, "C++ How to Program", 8th Edition, Prentice Hall, 2011.
<p>Readings prescribed in the syllabus for each unit.</p> <ol style="list-style-type: none">1. R.G. Dromey , How to solve it by Computer , Pearson Education.2. B. A. Forouzan and R.F. Gilberg , Computer Science , A Structured Approach using C++ (2nd ed.) Indian Edition , Cengage Learning , 2004. <p>Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit</p> <p>https://www.w3schools.in/cplusplus-tutorial/ https://www.programiz.com/cpp-programming http://www.cplusplus.com/doc/tutorial/</p>
<p>No of classes required to complete the unit (approx.): 67</p>
<p>Sub topics to be covered and their order along with the respective time frames (if any) : Attached</p>
<p>ASSESSMENT – 2 Class Test and 1 Assignment</p>

Tentative date of assessments/ assignments (time frame): 1st Test: 1st Week of Sep 2018
 2nd Test: 3rd Week of Oct 2018
 1st Assignment: 3rd Week of Aug
 2nd Assignment: 1st Week of Oct

Criteria of Assessment: Written Tests, Assignments and Viva Voice

Lecture No	Topics/Sub-topics to be covered	Methodology	Ref./Text Book	Date of Delivery
L1	History of C and C++, Overview of Procedural Programming and Object-Oriented Programming	L	[T2]	23/7/2018
L2	Using main() function, Compiling and Executing Simple Programs in C++	L	[T2]	24/7/2018
L3	Declaring, Defining and Initializing Variables, Scope of Variables, Using Named Constants	L	[T2]	26/7/2018
L4	Number system part I	L	[T2]	27/7/2018
L5	Number system part II	L	[T2]	30/7/2018
L6	Keywords, Data Types, Casting of Data Types,	L	[T2]	31/7/2018
L7	Operators (Arithmetic and Logical)	L	[T2]	2/8/2018
L8	Console I/O (printf(), scanf(), cin, cout),	L	[T2]	3/8/2018
L9	Using Basic Header Files (stdio.h, iostream.h, conio.h etc).	L	[T2]	6/8/2018
L10	Simple Expressions in C++ (including Unary Operator Expressions, Binary Operator	L	[T2]	7/8/2018
L11	Expressions), Understanding Operators Precedence in Expressions, Conditional Statements.	L	[T2]	9/8/2018
L12	(if construct, switch-case construct)	L	[T2]	10/8/2018
L13	Understanding syntax and utility of Iterative Statements	L	[T2]	13/8/2018
L14	Revision and Resolving Queries	Interactive Session		14/8/2018
L15	Class Test			16/8/2018
L16	Introduction to problem solving	L	[T1]	17/8/2018
L17	Fundamental algorithms	L	[T1]	20/8/2018
L18	Factoring methods	L	[T1]	23/8/2018
L19	Examples of factoring methods	L	[T1]	24/8/2018
L20	(while, do-while, and for loops), Use of break and continue in Loops, Using Nested	L	[T2]	27/8/2018

L21	Statements (Conditional as well as Iterative)	L	[T2]	28/8/2018
L22	Utility of functions, Call by Value, Call by Reference, Functions returning value .	L	[T2]	30/8/2018
L23	Void functions, Inline Functions, Return data type of functions, Functions parameters	L	[T2]	31/8/2018
L24	Differentiating between Declaration and Definition of Functions.	L	[T2]	4/9/2018
L25	Command Line Arguments/Parameters in Functions	L	[T2]	6/9/2018
L26	Functions with variable number of Arguments.	L	[T2]	7/9/2018
L27	Creating and Using One Dimensional Arrays (Declaring and Defining an Array.	L	[T2]	10/9/2018
L28	Initializing an Array, Accessing individual elements in an Array,	L	[T2]	11/9/2018
L29	Manipulating array elements using loops).	L	[T2]	12/9/2018
L30	Use Various types of arrays (integer, float and character arrays / Strings)	L	[T2]	13/9/2018
L31	Examples of two dimensional array.	L	[T2]	14/9/2018
	(Declaring, Defining and Initializing Two Dimensional Array	L	[T2]	17/9/2018
L32	Working with Rows and Columns), Introduction to Multi-dimensional arrays	L	[T2]	18/9/2018
L33	Operations on Multi-dimensional arrays	L	[T2]	19/9/2018
L34	Understanding utility of structures and unions, Declaring, initializing and using simple structures and unions.	L	[T2]	20/9/2018
L35	Enumerations	L	[T2]	24/9/2018
L36	Revision and Resolving Queries	Interactive Session		25/9/2018
L37	Class Test			26/9/2018
L38	Manipulating individual members of structures and unions	L	[T2]	27/9/2018
L39	Array of Structures, Individual data members as structures	L	[T2]	28/9/2018
L40	Passing and returning structures from functions.	L	[T2]	1/10/2018
L41	Structure with union as members, Union with structures as members	L	[T2]	3/10/2018
L42	Understanding a Pointer Variable, Simple use of Pointers	L	[T2]	4/10/2018

L43	Declaring and Defining Pointers to simple variables.	L	[T2]	5/10/2018
L44	Pointers to Pointers, Pointers to structures, Problems with Pointers,	L	[T2]	8/10/2018
L45	Passing pointers as function arguments, Returning a pointer from a function,	L	[T2]	9/10/2018
L46	using arrays as pointers, Passing arrays to functions.	L	[T2]	10/10/2018
L47	Pointers vs. References, Declaring and initializing references	L	[T2]	11/10/2018
L48	Using references as function arguments and function return values	L	[T2]	12/10/2018
L49	Differentiating between static and dynamic memory allocation,	L	[T2]	22/10/2018
L50	use of malloc, calloc and free functions.	L	[T2]	23/10/2018
L51	Use of new and delete operators	L	[T2]	24/10/2018
L50	Revision and Resolving Queries	Interactive Session		25/10/2018
L52	Storage of variables in static and dynamic memory allocation.	L	[T2]	26/10/2018
L53	Opening and closing a file (use of fstream header file, ifstream, ofstream and fstream classes)	L	[T2]	29/10/2018
L54	Reading and writing Text Files.	L	[T2]	30/10/2018
L55	Using put(), get(), read() and write() functions, Random access in files,	L	[T2]	31/10/2018
L56	Understanding the Preprocessor Directives (#include, #define, #error, #if, #else, #elif)	L	[T2]	1/11/2018
L57	Understanding the Preprocessor Directives (#endif, #ifdef, #ifndef and #undef), Macros .)	L	[T2]	2/11/2018
L58	Principles of Object-Oriented Programming	L	[T2]	5/11/2018
L59	Defining & Using Classes, Class Constructors,	L	[T2]	6/11/2018
L60	Constructor Overloading, Function overloading in classes, Class Variables & Functions,	L	[T2]	7/11/2018
L61	Objects as parameters, Specifying the Protected and Private Access, Copy Constructors,	L	[T2]	8/11/2018

L62	Overview of Template classes and their use	L	[T2]	9/11/2018
L63	Introduction to Inheritance (Multi-Level Inheritance , Multiple Inheritance)	L	[T2]	12/11/2018
L64	Polymorphism (Virtual Functions, Pure Virtual Functions).	L	[T2]	13/11/2018
L65	Basics Exceptional Handling (using catch and throw, multiple catch statements)	L	[T2]	14/11/2018
L66	Catching all exceptions, Restricting exceptions, Rethrowing exceptions	L	[T2]	15/11/2018
L67	Revision and Resolving Queries	Interactive Session		16/11/2018

SUGGESTED READINGS:

References:

- [T1] R.G. Dromey , How to solve it by Computer , Pearson Education.
[T2] B. A. Forouzan and R.F. Gilberg , Computer Science , A Structured Approach using C++ (2nd ed.) Indian Edition , Cengage Learning , 2004.

Paper: Computer System Architecture

Faculty: Akanksha Bansal Chopra

No. of Classes (per week): 05 (theory) 4 Practicals

Teaching Plan
<p>Name of the Unit:</p> <ol style="list-style-type: none">1. Unit I: Digital Logic Circuits2. Unit II : Digital Components3. Unit III : Data Representation4. Unit IV : Basic Computer5. Unit V : Programming the Basic Computer6. Unit VI : Central Processing Unit7. Unit VII : Pipeline and Vector Processing8. Unit VIII : Computer Arithmetic9. Unit IX : Input Output Organization10. Unit X : Memory Organization
<p>Readings: Computer System Architecture, Moris M.Mano , Pearson Education (3rd Edition, 2004 reprint).</p>
<p>No of classes required to complete the unit (approx.):</p> <p>1.Unit I: Digital Logic Circuits (10L)</p> <ol style="list-style-type: none">a) Sections 1.1 – 1.3 (3L) 23.7,24.7b) Section 1.4 (2L) 24.7,26.7c) Section 1.5 (2L)d) Section 1.6 (2L)e) Section 1.7 (1L) <p>2. Unit II : Digital Components (4L)</p> <ol style="list-style-type: none">a) Section 2.2 (1L)b) Section 2.2 (2L)c) Section 2.7 (1L) <p>3. Unit III : Data Representation (8L) 1.8 - 7.8</p> <ol style="list-style-type: none">a) Section 3.1 (2L)b) Section 3.2 (2L)c) Section 3.3 (2L)d) Section 3.4 (2L) <p>4. Unit IV : Basic Computer (16L)</p> <ol style="list-style-type: none">a) Sections 5.1 – 5.3 (9L)b) Section 5.4 (2L)c) Sections 5.5 – 5.8 (4L)d) Section 5.9 (1L)

5. Unit V : Programming the Basic Computer (1L)

- a) Section 6.1 (1L)

6. Unit VI : Central Processing Unit (6L)

- a) Sections 8.1 – 8.2 (2L)
- b) Section 8.3 (1L)
- c) Section 8.5 (2L)
- d) Section 8.8 (1L)

7. Unit VII : Pipeline and Vector Processing (4L)

- a) Section 9.1 (2L)
- b) Section 9.2 (2L)

8. Unit VIII : Computer Arithmetic (3L)

- a) Section 10.3 (1L)
- b) Section 10.4 (2L)

9. Unit IX : Input Output Organization (4L)

- a) Section 11.1 (1L)
- b) Section 11.2 (1L)
- c) Section 11.4 (1L)
- d) Section 11.6 (1L)
- e) Section 11.7 (1L)

10. Unit X : Memory Organization (4L)

- a) Section 12.4 (2L)
- b) Section 12.5 (2L)

Methodology of Teaching:

Power Point Presentations , online video tutorials, understanding of architecture through simulator

ASSESSMENT

Tentative dates :

a) Assignment: 07/09/2018

b) Test 1: 12/09/2018

c) Test 2: 30/10/2018

Criteria of Assessment: 10 marks for assignment + 10 marks for test (best of two) + 5 marks for attendance = 25 marks (IA)

Paper: Introduction to Programming (GE-1)

Faculty: Kumari Seema Rani

No. of Classes (per week): 5 Lectures, 4 Practical

Name of the Unit: Introduction to C and C++, Data Types, Variables, Constants, Operators and Basic I/O, Expressions, Conditional Statements and Iterative Statements, Functions and Arrays, Derived Data Types (Structures and Unions), File I/O, Preprocessor Directives, Using Classes in C++, Inheritance and Polymorphism

Readings (in APA format) –

1. Object Oriented Programming in C++ by Robert Lafore, 4th Edition, SAMS Publication
2. Herbtz Schildt, "C++: The Complete Reference", Fourth Edition, McGraw Hill.
3. E Balaguruswamy, "Object Oriented Programming with C++", Tata McGraw-Hill Education, 2008.
4. Paul Deitel, Harvey Deitel, "C++ How to Program", 8th Edition, Prentice Hall, 2011.
5. John R. Hubbard, "Programming with C++", Schaum's Series, 2nd Edition, 2000.
6. Harry, H. Chaudhary, "Head First C++ Programming: The Definitive Beginner's Guide", First Create space Inc, O-D Publishing, LLC USA

Readings prescribed in the syllabus for each unit.

Object Oriented Programming in C++ by Robert Lafore, 4th Edition, SAMS Publication

Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit

<https://www.w3schools.in/cplusplus-tutorial/>

<https://www.programiz.com/cpp-programming>

<http://www.cplusplus.com/doc/tutorial/>

No of classes required to complete the unit (approx.):

67

Sub topics to be covered and their order along with the respective time frames (if any) :
Attached

ASSESSMENT –

2 Class Test and 2 Assignment

Tentative date of assessments/ assignments (time frame):

1st Test: 30 August, 2018

2nd Test: 27 September, 2018

1st Assignment: 20 September, 2018

2nd Assignment: 25 October, 2018

Criteria of Assessment: Written Tests, Assignments and Viva Voice

Lecture No	Topics/Sub-topics to be covered	Methodology	Ref./Text Book	Date of Delivery
UNIT-I				

L1	History of C and C++, Overview of Procedural Programming and Object-Oriented Programming	L	[T2]	23/7/2018
L2	Using main() function, Compiling and Executing Simple Programs in C++	L	[T2]	24/7/2018
L3	Declaring, Defining and Initializing Variables,	L	[T2]	26/7/2018
L4	Scope of Variables, Using Named Constants	L	[T2]	27/7/2018
L5	Keywords, Data Types,	L	[T2]	30/7/2018
L6	Data Types, Casting of Data Types,	L	[T2]	31/7/2018
L7	Operators (Arithmetic and Logical)	L	[T2]	2/8/2018
L8	Console I/O (printf(), scanf(), cin, cout),	L	[T2]	3/8/2018
L9	Using Basic Header Files (stdio.h, iostream.h, conio.h etc).	L	[T2]	6/8/2018
L10	Simple Expressions in C++ (including Unary Operator Expressions, Binary Operator	L	[T2]	7/8/2018
L11	Expressions), Understanding Operators Precedence in Expressions, Conditional Statements.	L	[T2]	9/8/2018
L12	(if construct, switch-case construct)	L	[T2]	10/8/2018
L13	Understanding syntax and utility of Iterative Statements	L	[T2]	13/8/2018
L14	Revision and Resolving Queries	Interactive Session		14/8/2018
L15	Revision and Resolving Queries			16/8/2018
L16	Simple Expression in C++	L	[T1]	17/8/2018
L17	Operator Precedence	L	[T1]	20/8/2018
L18	Conditional Statement	L	[T1]	23/8/2018
L19	Iterative Statement	L	[T1]	24/8/2018
L20	(while, do-while, and for loops), Use of break and continue in Loops, Using Nested	L	[T2]	27/8/2018
L21	Problem solving based on (Conditional as well as Iterative)	L	[T2]	28/8/2018
L22	Class Test 1			30/8/2018
L23	Utility of functions, Call by Value, Call by Reference, Functions returning value . Void functions, Inline Functions,	L	[T2]	31/8/2018
L24	Return data type of functions, Functions parameters Differentiating between Declaration and Definition of Functions.	L	[T2]	4/9/2018
L25	Command Line Arguments/Parameters in Functions	L	[T2]	6/9/2018

L26	Functions with variable number of Arguments.	L	[T2]	7/9/2018
L27	Creating and Using One Dimensional Arrays (Declaring and Defining an Array.	L	[T2]	10/9/2018
L28	Initializing an Array, Accessing individual elements in an Array,	L	[T2]	11/9/2018
L29	Manipulating array elements using loops).	L	[T2]	12/9/2018
L30	Use Various types of arrays (integer, float and character arrays / Strings)	L	[T2]	13/9/2018
L31	Examples of two dimensional array.	L	[T2]	14/9/2018
	(Declaring, Defining and Initializing Two Dimensional Array	L	[T2]	17/9/2018
L32	Working with Rows and Columns), Introduction to Multi-dimensional arrays	L	[T2]	18/9/2018
L33	Operations on Multi-dimensional arrays	L	[T2]	19/9/2018
L34	Understanding utility of structures and unions, Declaring, initializing and using simple structures and unions.	L	[T2]	20/9/2018
L35	Enumerations	L	[T2]	24/9/2018
L36	Revision and Resolving Queries	Interactive Session		25/9/2018
L37	Revision and Resolving Queries	Interactive Session		26/9/2018
L38	Class Test		[T2]	27/9/2018
L39	Manipulating individual members of structures and unions Array of Structures, Individual data members as structures	L	[T2]	28/9/2018
L40	Passing and returning structures from functions.	L	[T2]	1/10/2018
L41	Structure with union as members,	L	[T2]	3/10/2018
L42	Union with structures as members	L	[T2]	4/10/2018
L43	Opening and closing a file (use of fstream header file, ifstream, ofstream and fstream classes)	L	[T2]	5/10/2018
L44	Reading and writing Text Files.	L	[T2]	8/10/2018
L45	Using put(), get(), read() and write() functions	L	[T2]	9/10/2018
L46	Random access in files, Understanding the Preprocessor Directives (#include, #define, #error, #if, #else, #elif)	L	[T2]	10/10/2018
L47	Understanding the Preprocessor Directives (#endif, #ifdef, #ifndef and #undef), Macros .)	L	[T2]	11/10/2018
L48	Revision and Resolving Queries	Interactive Session		12/10/2018
L49	Revision and Resolving Queries	Interactive Session	[T2]	22/10/2018
L50	Principles of Object-Oriented Programming	L	[T2]	23/10/2018

L51	Defining & Using Classes, Class Constructors	L	[T2]	24/10/2018
L50	Constructor Overloading, Function overloading in classes, Class Variables & Functions			25/10/2018
L52	Objects as parameters, Specifying the Protected and Private Access, Copy Constructors	L	[T2]	26/10/2018
L53	Overview of Template classes and their use	L	[T2]	29/10/2018
L54	Revision and Resolving Queries	Interactive Session	[T2]	30/10/2018
L55	Revision and Resolving Queries	Interactive Session	[T2]	31/10/2018
L56	Introduction to Inheritance	L	[T2]	1/11/2018
L57	Types of Inheritance (Multi-Level Inheritance Multiple Inheritance	L	[T2]	2/11/2018
L58	Problems based on inheritance	L	[T2]	5/11/2018
L59	Introduction to Polymorphism	L	[T2]	6/11/2018
L60	Polymorphism (Virtual Functions, Pure Virtual Functions).	L	[T2]	7/11/2018
L61	Polymorphism (Virtual Functions, Pure Virtual Functions).	L	[T2]	8/11/2018
L62	Discussion of previous year question paper			9/11/2018
L63	Discussion of previous year question paper			12/11/2018
L64	Viva(Based on overall concept)			13/11/2018
L65	Viva(Based on overall concept)			14/11/2018
L66	Revision and Resolving Queries	Interactive Session		15/11/2018
L67	Revision and Resolving Queries	Interactive Session		16/11/2018

SUGGESTED READINGS:

References:

- [T1] R.G. Dromey , How to solve it by Computer , Pearson Education.
[T2] Object Oriented Programming in C++ by Robert Lafore, 4th Edition, SAMS Publication

Faculty: Mansi Sood

No. of Classes (per week): 5 Theory 4 Practicals

Teaching Plan	
Name of the Unit	
Unit I:	Arrays
Unit II:	Stacks
Unit III:	Linked Lists
Unit IV:	Queues
Unit V:	Recursion
Unit VI:	Trees
Unit VII:	Searching and Sorting
Unit VIII:	Hashing
Readings (in APA format)	
11. Unit I: Arrays	
a) Sartaj Sahni, Data Structures, "Algorithms and applications in C++", Second Edition, Universities Press.	
12. Unit II: Stacks, Unit III: Linked Lists, Unit IV: Queues, Unit V: Recursion	
a) Adam Drozdek, "Data Structures and algorithm in C++", Third Edition, Cengage Learning	
b) Robert L. Kruse, "Data Structures and Program Design in C++", Pearson.	
13. Unit VI: Trees	
a) Aaron M. Tenenbaum, Moshe J. Augenstein, Yedidyah Langsam, "Data Structures Using C and C++", Second edition, PHI, 2009.	
Adam Drozdek, Data Structures and algorithm in C++, Third Edition, Cengage Learning.	
b) D.S Malik, Data Structure using C++, Second edition, Cengage Learning.	
14. Unit VII: Searching and Sorting	
a) Aaron M. Tenenbaum, Moshe J. Augenstein, Yedidyah Langsam, "Data Structures Using C and C++", Second edition, PHI, 2009.	
Adam Drozdek, Data Structures and algorithm in C++, Third Edition, Cengage Learning.	
15. Unit VIII: Hashing	
a) Adam Drozdek, "Data Structures and algorithm in C++", Third Edition, Cengage Learning	
No of classes required to complete the unit (approx.):	
Unit I:	10
Unit II:	5
Unit III:	10
Unit IV:	3
Unit V:	6
Unit VI:	12
Unit VII:	12
Unit VIII:	4
Sub topics to be covered	
Unit I: Arrays	23, 26, 27, 30 July, 2, 3 August 2018

Single and Multi-dimensional Arrays, Sparse Matrices (Array and Linked Representation)

Unit II: Stacks 17, 20, 23 August

Implementing single / multiple stack/s in an Array; Prefix, Infix and Postfix expressions, Utility and conversion of these expressions from one to another; Applications of stack; Limitations of Array representation of stack

Unit III: Linked Lists 31 August; 6, 7, 10, 13, 14, 17 GD/Class Interaction - 20 September

Singly, Doubly and Circular Lists (Array and Linked representation); Normal and Circular representation of Stack in Lists; Self Organizing Lists; Skip Lists

Unit IV: Queues 24, 27, 30 August

Array and Linked representation of Queue, De-queue, Priority Queues

Unit V: Recursion 9, 10, 13, 16 August

Developing Recursive Definition of Simple Problems and their implementation; Advantages and Limitations of Recursion; Understanding what goes behind Recursion (Internal Stack Implementation)

Unit VI: Trees 24, 27, 28 September, 1, 4, 5, 8, 11 October, Doubts Discussion - 12 October

Introduction to Tree as a data structure; Binary Trees (Insertion, Deletion , Recursive and Iterative Traversals on Binary Search Trees); Threaded Binary Trees (Insertion, Deletion, Traversals); Height-Balanced Trees (Various operations on AVL Trees).

Unit VII: Searching and Sorting 22, 25, 26, 29 October, 1, 2 November

Linear Search, Binary Search, Comparison of Linear and Binary Search, Selection Sort, Insertion Sort, Insertion Sort, Shell Sort, Comparison of Sorting Techniques

Unit VIII: Hashing 5, 8, 9, 12 November Previous Year Question Papers – 13, 15 November

Introduction to Hashing, Deleting from Hash Table, Efficiency of Rehash Methods, Hash Table Reordering, Resolving collision by Open Addressing, Coalesced Hashing, Separate Chaining, Dynamic and Extendible Hashing, Choosing a Hash Function, Perfect Hashing Function

Methodology of Teaching:

Use of ICT – Power Point slides, Demos of tree insertion and deletion through java based sites e-Resources to be used:

<http://www.includehelp.com/c/infix-to-postfix-conversion-using-stack-with-c-program.aspx>

<https://www.youtube.com/watch?v=FB9-4u6hLtk>

<https://www.youtube.com/watch?v=1ldNsw9SY3w>

<https://www.geeksforgeeks.org/reverse-a-linked-list/>

<https://www.geeksforgeeks.org/reverse-circular-linked-list/>

<https://www.geeksforgeeks.org/reverse-a-doubly-linked-list/>

ASSESSMENT

Class Test I: 7 September, 2018

Class Test II: 12 October, 2018

Assignment Assigned: 31 August, 2018

Assignment2: 26 October, 2018

Criteria of Assessment: For Tests, Best of two will be considered

Paper: Computer Networks

Faculty: Ms. Shaheen Ishrat

No. of Classes (per week): 5 Theory 4 Practicals

Teaching Plan	
Name of the Unit: Introduction to Computer Networks	
Readings prescribed in the syllabus for each unit B. A. Forouzan, Data Communication and Networking (4 th Edition) , TMH,2007.	
Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit https://www.tutorialspoint.com/computer_networking.htm	
Name of the Unit: Data Communication Fundamentals and Techniques	
Readings prescribed in the syllabus for each unit B. A. Forouzan, Data Communication and Networking (4 th Edition) , TMH,2007.	
Name of the Unit: Networks Switching Techniques and Access mechanisms	
Readings prescribed in the syllabus for each unit 1. Andrew S. Tanenbaum, David J. Wetherall Computer Networks (4th Edition),PHI, 2003 2.B. A. Forouzan, Data Communication and Networking (4 th Edition) , TMH,2007.	
Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit https://www.tutorialspoint.com/data_communication_computer_network/transmission_media.htm https://www.youtube.com/watch?v=devQop32QF8	
Name of the Unit: Data Link Layer- Functions and Protocols	
Readings prescribed in the syllabus for each unit 1. Andrew S. Tanenbaum, David J. Wetherall Computer Networks (4th Edition),PHI, 2003 2.B. A. Forouzan, Data Communication and Networking (4 th Edition) , TMH,2007.	
Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit https://www.youtube.com/watch?v=WwEZR2vU1UA	
Name of the Unit: Multiple Access Protocols and Networks	
Readings prescribed in the syllabus for each unit 1. Andrew S. Tanenbaum, David J. Wetherall Computer Networks (4th Edition),PHI, 2003 2.B. A. Forouzan, Data Communication and Networking (4 th Edition) , TMH,2007.	
Name of the Unit: Network Layer Functions and Protocols	

Readings prescribed in the syllabus for each unit Andrew S. Tanenbaum, David J. Wetherall Computer Networks (4th Edition), PHI, 2003				
Name of the Unit: Transport Layer Functions and Protocols Readings prescribed in the syllabus for each unit Andrew S. Tanenbaum, David J. Wetherall Computer Networks (4th Edition), PHI, 2003				
Name of the Unit: Overview of Application Layer Protocols Readings prescribed in the syllabus for each unit Andrew S. Tanenbaum, David J. Wetherall Computer Networks (4th Edition), PHI, 2003				
No of classes required to complete the unit (approx.): 1. Unit I: 6 Lectures 2. Unit II: 10 Lectures 3. Unit III: 5 Lectures 4. Unit IV: 11 Lectures 5. Unit V: 7 Lectures 6. Unit VI: 10 Lectures 7. Unit VII: 6 Lectures 8. Unit VIII: 5 Lectures				
Sub topics to be covered and their order along with the respective time frames (if any) Attached				
Methodology of Teaching: Lecture, Test, Viva Voice, Assignment, Practical demonstration, Problem Solving				
ASSESSMENT Tentative date of assessments/ assignments (time frame): 1 st Test: 2 nd Week of Sep 2018 2 nd Test: 2 nd Week of Oct 2018 1 st Assignment: 3 rd Week of Aug 2 nd Assignment: 1 st Week of Oct Criteria of Assessment: Written Tests, Assignments and Viva Voice				

Lecture No	Topics/Sub-topics to be covered	Methodology	Date of Delivery	Ref./Text Book
L1	Introduction to Computer Networks	L	23-7-18	T1
L2	Network definition	L	24-7-18	T1
L3	Network topologies	L	25-7-18	T1

L4	Network classifications	L	27-7-18	T1
L5	Network protocol	L	30-7-18	T1
L6	Layered network architecture	L	31-7-18	T1
L7	Overview of OSI reference model	L	1-8-18	T1
L8	Overview of TCP/IP protocol suite	L	3-8-18	T1
L9	Data Communication Fundamentals and Techniques	L	6-8-18	T1
L10	Analog and digital signal	L	7-8-18	T1
L11	Data-rate limits	L	8-8-18	T1
L12	Digital to digital line encoding schemes	L	10-8-18	T1
L13	Revision and Problem Discussion	Interactive Session	13-8-18	
L14	Parallel and serial transmission	L	14-8-18	T1
L15	Pulse code modulation	L	17-8-18	T1
L16	Digital to analog modulation	L	20-8-18	T1
L17	Multiplexing techniques- FDM	L	21-8-18	T1
L18	TDM	L	24-8-18	T1
L19	Transmission media	L	27-8-18	T1
L20	Networks Switching Techniques and Access mechanisms	L	28-8-18	T1
L21	Circuit switching	L	29-8-18	T2
L22	Packetswitching- connectionless datagram switching	L	31-8-18	T2
L23	Connection-oriented virtual circuit switching	L	4-9-18	T1
L24	Dial-up modems	L	5-9-18	T1
L25	Digital subscriber line	L	7-9-18	T1
L26	Cable TV for data transfer	L	10-9-18	T1
L27	Revision and Problem Discussion	Interactive Session	11-9-18	

L28	Class Test		12-9-18	
L29	Error detection	L	14-9-18	T2
L30	Error correction techniques	L	17-9-18	T2
L31	Data-link control- framing and flow control	L	18-9-18	T1
L32	Error recovery protocols	L	19-9-18	T1
L33	Stop and wait ARQ	L	24-9-18	T1
L34	Go-back-n ARQ	L	25-9-18	T1
L35	Point to Point Protocol on Internet	L	26-9-18	T1
L36	Revision and Problem Discussion	Interactive Session	28-9-18	
L37	Multiple Access Protocol and Networks	L	1-10-18	T2
L38	CSMA/CD protocols	L	3-10-18	T2
L39	Ethernet LANS	L	5-10-18	T2
L40	Class Test		8-10-18	
L41	Connecting LAN	L	9-10-18	T2
L42	Back-bone networks	L	10-10-18	T2
L43	Revision and Problem Discussion	Interactive Session	12-10-18	
L44	Repeaters ,switches,	L	22-10-18	T1
L45	Hubs ,bridges	L	23-10-18	T1
L46	Router and gateways	L + Interactive Session	24-10-18	T1
L47	Networks Layer Functions and Protocols	L	26-10-18	T2
L48	Routing; routing algorithms	L	29-10-18	T2
L49	network layer protocol	L+ Interactive Session	30-10-18	T2
L50	Internet- IP protocol, Internet control protocols	L	31-10-18	T2
L51	Transport Layer Functions and Protocols, Transport services- error and flow control	L	2-11-18	T2
L52	Connection establishment and release- three way handshake	L	5-11-18	T2
L53	Overview of Application layer protocol	L	6-11-18	T2

L54	Overview of DNS protocol	L	9-11-18	T2
L55	overview of WWW	L	12-11-18	T2
L56	HTTP protocol	L	13-11-18	T1
L57	Revision and Problem Discussion	Interactive Session	14-11-18	
L58	Revision and Problem Discussion	Interactive Session	14-11-18	
L59	Revision and Problem Discussion	Interactive Session	16-11-18	

SUGGESTED READINGS:

References:

- [T1] B. A. Forouzan, Data Communication and Networking (4th Edition) , TMH,2007.
[T2] Andrew S. Tanenbaum, David J. Wetherall Computer Networks (4th Edition),PHI, 2003

Paper: Operating System

Faculty: Ms. Shefali and Dr. Baljeet Kaur

No. of Classes (per week): 5

Teaching Plan
Name of the Unit: Introduction to OS Readings prescribed in the syllabus for each unit: A. Silberschatz, P.B. Galvin, G. Gagne, Operating System Concepts, 9th edition, John Wiley Publications.
Name of the Unit: Operating System Organization Readings prescribed in the syllabus for each unit: A. Silberschatz, P.B. Galvin, G. Gagne, Operating System Concepts, 9th edition, John Wiley Publications.
Name of the Unit: Process Management Readings prescribed in the syllabus for each unit: A. Silberschatz, P.B. Galvin, G. Gagne, Operating System Concepts, 9th edition, John Wiley Publications.
Name of the Unit: File and I/O Management Readings prescribed in the syllabus for each unit: A. Silberschatz, P.B. Galvin, G. Gagne, Operating System Concepts, 9th edition, John Wiley Publications.
Name of the Unit: Protection and Security Readings prescribed in the syllabus for each unit: A. Silberschatz, P.B. Galvin, G. Gagne, Operating System Concepts, 9th edition, John Wiley Publications.
No of classes required to complete the unit (approx.): 1. Unit I: 10 Lectures 2. Unit II: 6 Lectures 3. Unit III: 20 Lectures 4. Unit IV: 10 Lectures 5. Unit V: 10 Lectures 6. Unit VI: 4 Lectures
Sub topics to be covered and their order along with the respective time frames (if any): Attached
Methodology of Teaching: Lectures, Practical demonstration, Viva Voice, Assignment, Test, Problem Solving
ASSESSMENT

Tentative date of assessments/ assignments (time frame): 1st Test: 4th Week of Aug 2018
2nd Test: 2nd Week of Oct 2018
1st Assignment: 1st Week of Sep
2nd Assignment: 4th Week of Oct

Criteria of Assessment: Written Tests, Assignments and Viva Voice

Lec No	Topics/Sub-topics to be covered	Methodology	Ref./Text Book
L1	Basic OS functions	L	T1
L2	Resource abstraction	L	T1
L3	Types of operating systems	L	T1
L4	Multiprogramming systems	L	T1
L5	Batch systems	L	T1
L6	Time sharing systems	L	T1
L7	Operating systems for personal computers & workstations	L	T1
L8	Process control	L	T1
L9	Real time systems	L	T1
L10	Revision and Problem Solving	Interactive Session	
L11	Processor modes	L	T1
L12	User modes	L	T1
L13	Kernels	L	T1
L14	System Calls	L	T1
L15	System Programs	L	T1
L16	Revision and Problem Solving	Interactive Session	
L17	Class Test of Operating System Organization	L	
L18	System view of the process	L	T1
L19	System view of the resources	L	T1
L20	Process abstraction	L	T1
L21	Process hierarchy	L	T1
L22	Threads-I	L	T1
L23	Threads-II	L	T1
L24	Threading Issues	L	T1
L25	Thread Libraries	L	T1
L26	Process Scheduling	L	
L27	Non-pre-emptive scheduling algorithms;	L	T1
L28	Pre-emptive scheduling algorithms;	L	T1
L29	Concurrent processes	L	T1
L30	Critical section	L	T1
L31	Semaphores-I	L	T1
L32	Semaphores-II	L	T1
L33	Methods for inter-process communication-I	L	T1
L34	Methods for inter-process communication-II	L	T1

L35	Deadlocks-I	L	T1
L36	Deadlocks-II	L	T1
L37	Deadlocks-III	L	T1
L38	Revision and Problem Solving	Interactive Session	
L39	Class Test of Process Management	L	
L40	Physical address space	L	T1
L41	Virtual address space	L	T1
L42	Memory allocation strategies-I	L	T1
L43	Memory allocation strategies-II	L	T1
L44	Fixed and variable partitions	L	T1
L45	Paging	L	T1
L46	Segmentation-I	L	T1
L47	Segmentation-II	L	T1
L48	Virtual memory	L	T1
L49	Revision and Problem Solving	L	T1
L50	Directory structure	L	T1
L51	File operations	L	T1
L52	File allocation methods-I	L	T1
L53	File allocation methods-II	L	T1
L54	File allocation methods-III	L	T1
L55	Device Management-I	L	T1
L56	Device Management-II	L	T1
L57	Policy mechanism	L	T1
L58	Authentication	L	T1
L59	Internal access Authorization	L	T1
L60	Revision and Doubt Class : Complete Syllabus	Interactive Session	
L61	Class Test of Complete Syllabus	L	

SUGGESTED READINGS:

T1. A Silberschatz, P.B. Galvin, G. Gagne, Operating Systems Concepts, 8th Edition, John Wiley Publications 2008

Paper: SEC 1 – Android Programming

Faculty: Ms Anuradha Singhal

No. of Classes (per week): 2

Teaching Plan	
Name of the Unit: Introduction, Overview of object oriented programming using Java, Overview of object oriented programming using Java, Development Tools, User Interface Architecture, User Interface Design , Database	
Readings (in APA format)/References/E-links	
Unit	References /Readings / E-links
Introduction	Ref # 2
Overview of object oriented programming using Java	Ref # 3
Development Tools	Ref # 1
User Interface Architecture	https://developer.android.com/guide/components/intents-filters.html https://developer.android.com/guide/components/activities.html https://developer.android.com/training/multiscreen/screensizes.html
User Interface Design	Ref # 2
Database	https://developer.android.com/training/basics/data-storage/databases.html
Readings (in APA format)/References/E-links	
References	
<ol style="list-style-type: none">1. Head first android development- Dawn Griffiths and David Griffiths(Publisher:O'Reilly)2. Android application development for java programmers by James C. Sheusi(Publisher :Cengage Learning ,2013)3. Java: The Complete Reference-Herbert Schildt,5th Edition	
No of classes required to complete the unit (approx.): 35 L	
<ol style="list-style-type: none">1. Unit I: Introduction (2L)2. Unit II: Overview of object oriented programming using Java (3L)3. Unit III: Development Tools (8L)4. Unit IV: User Interface Architecture (10L)5. Unit V: User Interface Design (10L)6. Unit VI: Database (5L)	
Sub topics to be covered and their order along with the respective time frames (if any)	
Methodology of Teaching: Lecture , Discussion ,Problem Solving , Presentation	
ASSESSMENT :2 Class Test + 1 Assignment	
Tentative date of assessments/ assignments (time frame): 1st Test: 1 st Week of Sep 2018 2 nd Test: 4 th Week of Oct Assignment: 1 st week of Nov	
Criteria of Assessment: Written test/Project Submission for Assignment Solve previous year question papers as well	

LectureNo	Topics/Sub-topics to be covered	Methodology	Ref./Text Book	Date of Delivery
UNIT-I				
L1	Introduction: History of Android. Origin. Various releases	L	T1, T2	24/7/18
L2	Introduction to Android Operating Systems, Android Development Tools, Android Architecture.	L	T1, T2	26/7/18
Unit II				
L3	Overview of object oriented programming using Java: OOPs Concepts	L	T1, T2	31/7/18
L4	Inheritance, Polymorphism, Interfaces, Abstract class	L	T1, T2	31/7/18
L5	Threads, Overloading and Overriding, Java Virtual Machine.	L	T1, T2	2/8/18
Unit III				
L6	Development Tools: Installing and using Eclipse with ADT plug-in,	L	T1, T2	7/8/18
L7	Installing Virtual machine for Android sandwich/Jelly bean (Emulator),	L	T1, T2	7/8/18
L8	Configuring the installed tools, creating a android project – Hello Word,	L	T1, T2	9/8/18
L9	Installing emulator ,Run on emulator, Deploy it on USB-connected Android device	L	T1, T2	9/8/18
Unit IV				
L10	User Interface Architecture: Application context,	L	T1, T2	14/8/18

L11	Intents	L	T1, T2	14/8/18
L12	Intents	L	T1, T2	16/8/18
L13	Explicit Intents	L	T1, T2	21/8/18
L14	Explicit Intents	L	T1, T2	23/8/18
L15	Implicit Intents	L	T1, T2	28/8/18
L16	Implicit Intents	L	T1, T2	30/8/18
L17	Activity life cycle	L	T1, T2	4/9/18
L18	Activity life cycle	L	T1, T2	6/9/18
L19	Activity life cycle various transitions	L	T1, T2	11/9/18
L20	Activity life cycle various transitions	L	T1, T2	13/9/18
L21	Various stages of how object traverses	L	T1, T2	18/9/18
L22	Multiple screen sizes	L	T1, T2	20/9/18
L23	Class Test	L	T1, T2	25/9/18
Unit V				
L24	User Interface Design: Form widgets, Text Fields,	L	T1, T2	27/9/18
L25	Layouts, Button control,	L	T1, T2	4/10/18
L26	Toggle buttons,	L	T1, T2	6/10/18
L27	Spinners(Combo boxes),	L	T1, T2	11/10/18
L28	Images,	L	T1, T2	13/10/18
L29	Menu, Dialog.	L	T1, T2	27/10/18
Unit VI				
L30	Database: Understanding of SQLite database,	L	T1, T2	1/11/18

L31	Database: Understanding of SQLite database,	L	T1, T2	6/11/18
L32	Connecting with the database.	L	T1, T2	8/11/18
L33	Class Test	L		13/11/18

Paper: GE3 –Computer Networks and Internet Technology

Faculty: Ms Anuradha Singhal

No. of Classes (per week): 5

Teaching Plan	
Name of the Unit: Introduction, Overview of object oriented programming using Java, Overview of object oriented programming using Java, Development Tools, User Interface Architecture, User Interface Design , Database	
Readings (in APA format)/References/E-links	
Unit	References /Readings / E-links
Computer Networks	Ref # 1
Network Models	Ref # 1
Transmission Media	Ref # 1
LAN Topologies	Ref # 2 https://www.youtube.com/watch?v=_9s_7RaopVg
Network Devices	Ref # 2
Internet Terms	Ref # 1
Internet Applications:	Ref # 1
Introduction to Web Design	Ref # 4
JavaScript Fundamentals	Ref # 4
References 1. Computer networks – Tannenbaum 2. Data Communication and Networking – Forouzan – Tata McGraw Hill. 3. D.R. Brooks, An Introduction to HTML and Javascript for Scientists and Engineers, Springer W. Willard, 4.HTML A Beginner's Guide, Tata McGraw-Hill Education, 2009. 4. J. A. Ramalho, Learn Advanced HTML 4.0 with DHTML, BPB Publications, 2007	
No of classes required to complete the unit (approx.): 60 L 1. Unit I: Computer Networks (6L) 2. Unit II: Network Models (8L) 3. Unit III: Transmission Media (4L) 4. Unit IV: LAN Topologies (2L) 5. Unit V: Network Devices (2L) 6. Unit VI: Internet Terms (2L) 7. Unit VII: Internet Applications (6L) 8. Unit VIII : Introduction to Web Design (16L) 9. Unit IX: JavaScript Fundamentals (14L)	
Sub topics to be covered and their order along with the respective time frames (if any)	
Methodology of Teaching: Lecture , Discussion ,Problem Solving , Presentation	
ASSESSMENT : 2 Class Test + 1 Assignment Tentative date of assessments/ assignments (time frame): 1 st Test: 1 st Week of Sep 2018 2 nd Test: 4 th Week of Oct Assignment: 1 st week of Nov	

Criteria of Assessment: Written test/Project Submission for Assignment Solve previous year question papers as well

Week No	Topics/Sub-topics to be covered	Methodology
W1	Computer Networks: Introduction to computer network, data communication, components of data communication, data transmission mode, data communication measurement	Lecture
W2	LAN, MAN, WAN, wireless LAN, internet, intranet, extranet.	Lecture
W3	Network Models: Client/ server network and Peer-to-peer network, OSI, TCP/IP, layers and functionalities.	Lecture
W4	Transmission Media: Introduction, Guided Media: Twisted pair, Coaxial cable, and Optical fiber. Unguided media: Microwave, Radio frequency propagation, 6L 8L 4L Satellite.	Lecture
W5	LAN Topologies: Ring, bus, star, mesh and tree topologies	Lecture
W6	Network Devices: NIC, repeaters, hub, bridge, switch, gateway and router.	Lecture
W7	Internet Terms: Web page, Home page, website, internet browsers, URL, Hypertext, ISP, Web server, download and upload, online and offline.	Lecture

W8	Internet Applications: www, telnet, ftp, e-mail, social networks	Lecture
W9	Search engines, Video Conferencing, e-Commerce, m-Commerce, VOIP, blogs	Lecture + Internal Exam
W10	Introduction to Web Design: Introduction to hypertext markup language (html) Document type definition, creating web pages, lists, hyperlinks, tables, web forms, inserting images, frames.	Lecture
W11	Hosting options and domain name registration. Customized Features: Cascading style sheet (css) for text formatting and other manipulations	Lecture
W12	JavaScript Fundamentals: Data types and variables, functions, methods.	Lecture
W13		
W14	Events, controlling program flow, JavaScript object model, built-in objects and operators.	Lecture
W15		
W16	REVISION	Interactive Session

Paper: Theory of Computation

Faculty: Dr. Shweta Tyagi

No. of Classes (per week): 5 Lectures, 1 Tutorial

Teaching Plan

Name of the Unit:

Unit I:

Alphabets, string, language, Basic Operations on language, Concatenation, Kleene Star

Unit II:

Regular Expressions, Transition Graphs, Deterministic and non-deterministic finite automata, NFA to DFA Conversion, Regular languages and their relationship with finite automata, Pumping lemma and closure properties of regular languages.

Unit III:

Context free grammars, parse trees, ambiguities in grammars and languages, Pushdown automata (Deterministic and Non-deterministic), Pumping Lemma, Properties of context free languages, normal forms.

Unit IV:

RAM, Turing Machine as a model of computation, Universal Turing Machine, Language acceptability, decidability, halting problem, Recursively enumerable and recursive languages, unsolvability problems.

Readings prescribed in the syllabus for each unit – Text books have covered each unit.

1. Daniel I.A. Cohen, Introduction to computer theory – John Wiley (1996 2nd Edition).
2. Lewis & Papadimitriou, Elements of the theory of computation – II Edition PHI 1997.
3. Hopcroft, Aho, Ullman, Introduction to Automata theory, Language & Computation –**3rd** Edition 2006, Pearson Education.
4. P. Linz, An Introduction to Formal Language and Automata 4th edition Publication Jones Bartlett 2006

No of classes required to complete the unit (approx.):

Unit I: No of Classes 08

Unit II: No of Classes 20

Unit III: No of Classes 17

Unit IV: No of Classes 15

Sub topics to be covered and their order along with the respective time frames (if any):

Attached

Methodology of Teaching:

Lecture, Test, Viva Voice, Assignment, Practical demonstration, Videos

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

Class Test1- 28 August, 2018

Class Test2- 30 October, 2018

Assignment1 submission- 24 August, 2018

Assignment2 submission- 10 October, 2018

Criteria of Assessment:

Two class tests, two assignments

Lecture No	Topics/Sub-topics to be covered	Methodology	Ref./Text Book	Date of Delivery
L1	Introduction to defining Languages, Alphabets, String, String operations	L	1	23/7/18
L2	Language, Basic Operations on Language, Kleene Closure, Positive Closure	L	1	24/7/18
L3	Regular Expressions, Definition and Examples	L	1	25/7/18
L4	Revision and Problem Discussion	L+T	1	26/7/18
L5	Languages associated with Regular Expressions	L	1	30/7/18
L6	Transition Graphs definition and examples	L		31/7/18
L7	Transition Graphs examples	L	1	1/8/18
L8	Deterministic and non-deterministic finite automata and Problems discussion	L+T	1	2/8/18
L9	Turning TGs into Regular Expressions	L	1	3/8/18
L10	Problems Discussion	L	1	8/8/18
L11	Converting Regular Expressions into FAs	L+T	1	9/8/18
L12	NFA to DFA Conversion	L	1	10/8/18
L13	NFA to DFA Conversion (continued)	L+T	1	13/8/18
L14	Regular languages and their relationship with finite automata	L	1	14/8/18
L15	Regular languages and their relationship with finite automata (continued)	L+T	1	16/8/18
L16	Pumping Lemma	L	1	17/8/18
L17	Problems based on Pumping Lemma	L+T	1	20/8/18
L18	Closure properties of regular languages	L+T	1	23/8/18
L19	Revision and Problem Discussion	L	1	24/8/18
L20	Revision and Problem Discussion	L+T	1	27/8/18
L21	Class Test I	L	1	28/8/18
L22	Context free grammars Definition and Examples	L	1	29/8/18
L23	Parse trees, Ambiguities in grammars and languages	L+T	1	30/8/18
L24	Problems Solving	L	1	31/8/18
L25	Pushdown automata (Deterministic and Non-deterministic)	L	1	4/9/18
L26	Problems based on Pushdown automata	L	1	5/9/18
L27	Problems based on Pushdown automata (Continued)	L+T	1	6/9/18
L28	Pumping Lemma	L	1	7/9/18
L29	Problems based on Pumping Lemma	L+T	1	10/9/18
L30	Properties of context free languages	L	3	11/9/18
L31	Properties of context free languages (Continued)	L	3	12/9/18
L32	Normal forms	L+T	4	13/9/18

L33	Normal forms (Continued)	L	4	14/9/18
L34	Normal forms (Continued)	L+T	4	17/9/18
L35	Revision and Problem Discussion	L	4	18/9/18
L36	Random Access Turing Machine Definition and Examples	L	2	19/9/18
L37	Random Access Turing Machine Examples	L+T	2	20/9/18
L38	Turing Machine as a model of computation	L+T	2	27/9/18
L39	Turing Machine as a model of computation	L	2	28/9/18
L40	Problems solving	L+T	2	1/10/18
L41	Universal Turing Machine (UTM)	L	2	3/10/18
L42	Universal Turing Machine (UTM) (Continued)	L+T	2	4/10/18
L43	Problems based on UTM	L	2	5/10/18
L44	Language acceptability	L+T	2	8/10/18
L45	Language acceptability (Continued)	L	2	9/10/18
L46	Problems Discussion	L	2	10/10/18
L47	Decidability	L+T	2	11/10/18
L48	Decidability (Continued)	L	2	12/10/18
L49	Problems solving	L+T	2	22/10/18
L50	Halting problem	L	2	23/10/18
L51	Halting problem (Continued)	L	2	24/10/18
L52	Problems discussion	L+T	2	25/10/18
L53	Recursively enumerable	L	2	26/10/18
L54	Recursively enumerable (Continued)	L+T	2	29/10/18
L55	Class Test II	L	2	30/10/18
L56	Recursive languages	L	2	31/10/18
L57	Recursive languages (Continued)	L+T	2	1/11/18
L58	Recursive languages (Continued)	L	2	2/11/18
L59	Problems solving	L+T	2	5/11/18
L60	Unsolvability Problems	L	2	6/11/18
L61	Unsolvability Problems (Continued)	L+T	2	8/11/18
L62	Unsolvability Problems (Continued)	L	2	9/11/18
L63	Problems discussion	L+T		12/11/18
L64	Problems discussion	L		13/11/18
L65	Problems discussion	L		14/11/18
L66	Problems discussion	L		15/11/18

Paper: Internet Technologies

Faculty: Pratibha Yadav

No. of Classes (per week): 5 Theory, 4 Practicals

Teaching Plan	
Name of the Unit: JAVA	
Readings prescribed in the syllabus for each unit:	
BIG Java Cay Horstmann, Wiley Publication, 3rd Edition., 2009	
Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit	
Java 7, The Complete Reference, Herbert Schildt, 8th Edition, 2009.	
Name of the Unit: JavaScript	
Readings prescribed in the syllabus for each unit:	
Web Enabled Commercial Application Development Using Html, Dhtml,javascript, Perl Cgi By Ivan Bayross, BPB Publications, 2009	
Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit	
https://www.w3schools.com/js/default.asp	
Name of the Unit: JDBC	
Readings prescribed in the syllabus for each unit:	
The Complete Reference J2EE, TMH, Jim Keogh, 2002. Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit	
https://www.w3schools.com/sql/	
Name of the Unit: JSP	
Readings prescribed in the syllabus for each unit:	
Java Server Pages, Hans Bergsten, Third Edition, O'Reilly Media December 2003	
Name of the Unit: Java Beans	
Readings prescribed in the syllabus for each unit:	
Java 7, The Complete Reference, Herbert Schildt, 8th Edition, 2009.	
No of classes required to complete the unit (approx.):	
<ol style="list-style-type: none">1. Unit I: 6 Lectures2. Unit II: 16 Lectures3. Unit III: 10 Lectures4. Unit IV: 23 Lectures5. Unit V: 6 Lectures	

6. Sub topics to be covered and their order along with the respective time frames (if any): Attached
Methodology of Teaching: Practical demonstration, Lectures, Viva Voice, Assignment, Test
ASSESSMENT Tentative date of assessments/ assignments (time frame): 1 st Test: 4 th Week of Aug 2 nd Test: 4 th Week of Oct 1 st Assignment: 3 rd Week of Aug 2 nd Assignment: 4 th Week of Sep Criteria of Assessment: Written Tests, Assignments and Viva Voice

Lecture No	Topics/Sub-topics to be covered	Methodology	Date of Delivery	Ref./Text Book
L1	JAVA: Data Types, Operators, Variables, Objects and Class concept	L	23-7-18	T1
L2	JAVA: Constructor, Accessor and Mutator methods, Arrays	L	24-7-18	T1
L3	JAVA: Arrays, ArrayList (Introduction)	L	26-7-18	T1
L4	JAVA: Wrappers, Boxing and Unboxing	L	27-7-18	T1
L5	JAVA: ArrayList	L	27-7-18	T1
L6	Revision and Problem Discussion	Interactive Session	30-7-18	
L7	JavaScript: Introduction of JavaScript, Advantages of JavaScript, Data Types and Literals	L	31-7-18	T2
L8	JavaScript: Operators and Expressions	L	2-8-18	T2
L9	JavaScript: Special Operators, Arrays	L	3-8-18	T2
L10	JavaScript: Conditional Checking and Loops	L	3-8-18	T2
L11	JavaScript: Functions	L	9-8-18	T2
L12	JavaScript: Dialog Boxes	L	10-8-18	T2
L13	JavaScript: DOM tree, Properties and Methods of Objects in HTML	L	10-8-18	T2
L14	JavaScript: Properties and Methods of Objects in HTML (Continued)	L	13-8-18	T2
L15	JavaScript: Event Handling	L	14-8-18	T2
L16	JavaScript: Form handling and validation (Text, Password, Button)	L	16-8-18	T2
L17	JavaScript: Form handling and validation (Submit and Reset Button, Radio Button, Checkbox)	L	17-8-18	T2

L18	JavaScript: Form handling and validation (TextArea, Select and Option element),	L	17-8-18	T2
L19	JavaScript: Objects	L	20-8-18	T2
L20	JavaScript: Objects (Continued)	L	23-8-18	T2
L21	Revision and Problem Discussion	Interactive Session	24-8-18	
L22	JDBC: Introduction of JDBC, Types of JDBC Drivers	L	24-8-18	T3
L23	JDBC: Process of JDBC (Loading and Connection)	L	27-8-18	T3
L24	JDBC: Process of JDBC (Creation and Execution of Statement)	L	28-8-18	T3
L25	JDBC: PreparedStatement Object, Callable Statement Object	L	30-8-18	T3
L26	Class Test	T	31-8-18	
L27	JDBC: Process of JDBC (Processing Data using ResultSet)	L	4-9-18	T3
L28	JDBC: Updatable and Scrollable ResultSet	L	6-9-18	T3
L29	JDBC: Connection Termination, Transaction Processing	L	7-9-18	T3
L30	JDBC: Savepoints, Batch Statements	L	7-9-18	T3
L31	JDBC: ResultSet Holdability, MetaData	L	10-9-18	T3
L32	Revision and Problem Discussion	Interactive Session	11-9-18	
L33	JSP: Introduction, Advantages, Alternatives to JSP	L	13-9-18	T4
L34	JSP: HTTP Request and Response Model	L	14-9-18	T4
L35	JSP: Servlets: Introduction, Servlet Container, Web application	L	14-9-18	T4
L36	JSP: Processing, JSP elements	L	17-9-18	T4
L37	JSP: MVC in JSP, Installation	L	18-9-19	T4
L38	JSP: JSTL, Expression Language	L	20-9-18	T4
L39	JSP: EL variables, Java Bean Introduction	L	24-9-18	T4
L40	JSP: Bean declaration in JSP, getProperty in JSP	L	25-9-18	T4
L41	JSP: setProperty in JSP, jsp attribute tag	L	27-9-18	T4
L42	JSP: Custom Tags	L	28-9-18	T4
L43	JSP: Custom Tags (Continued)	L	1-10-18	T4
L44	JSP: Form Validation	L	4-10-18	T4
L45	JSP: Form Validation (Continued)	L	5-10-18	T4
L46	JSP: Validation using beans	L	5-10-18	T4

L47	JSP: Error Handling	L	8-10-18	T4
L48	JSP: Error Handling (Continued)	L	9-10-18	T4
L49	JSP: Sharing data between JSP pages	L	11-10-18	T4
L50	JSP: DataSource Interface, Accessing Database using context parameters	L	12-10-18	T4
L51	JSP: Accessing Database using jstl<sql: > tag, Querying a DB	L	12-10-18	T4
L52	Revision and Problem Discussion	Interactive Session	22-10-18	
L53	JSP: Insertion and Updation in DB	L	23-10-18	T4
L54	JSP: Deletion in DB, redirect tag	L	25-10-18	T4
L55	JSP: Value Beans, adding cookie to a response	L	26-10-18	T4
L56	Revision and Problem Discussion	Interactive Session	29-10-18	
L57	Class Test	T	30-10-18	
L58	JavaBeans: Introspection, Types of Properties	L	1-11-18	T5
L59	BeanInfo Interface	L	2-11-18	T5
L60	Property and Method Descriptors	L	2-11-18	T5
L61	Event Descriptors, Customizers, Persistence	L	5-11-18	T5
L62	Revision and Problem Discussion	Interactive Session	13-11-18	
L63	Revision and Problem Discussion	Interactive Session	15-11-18	

SUGGESTED READINGS:

References:

- [T1] Big Java by Cay Horstman - 3rd Edition
- [T2] Web Enabled Commercial Application Development using HTML, JS, DHTML & PHP by Ivan Bayross - 4th Edition
- [T3] J2EE- The Complete Reference by Jim Keogh
- [T4] Java Server Pages by Hans Bergsten - 3rd Edition
- [T5] Java 7 - The Complte reference by Herbert Schildt - 8th Edition

Paper: Microprocessor
Faculty: Dr. Reema Thareja
No. of Classes (per week): 5

TEACHING PLAN
Name of the Unit: I Microprocessor architecture
Readings prescribed in the syllabus for each unit Barry B. Brey : The Intel Microprocessors : Architecture, Programming and Interfacing. Pearson Education, Eighth Edition.2009 Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit https://www.youtube.com/watch?v=sLW1TptEJBQ https://www.youtube.com/watch?v=p6cmX3Qiq_8 https://www.youtube.com/watch?v=DmwOSdwzZ3E
Name of the Unit: Microprocessor programming Readings prescribed in the syllabus for each unit Barry B. Brey : The Intel Microprocessors : Architecture, Programming and Interfacing. Pearson Education, Eighth Edition.2009 Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit https://www.youtube.com/watch?v=hAb_v_b2LsE https://www.youtube.com/playlist?list=PLajZfknhlUUSY6weDgx3xYuRsaXUwU8mh https://www.youtube.com/watch?v=ZPPjop3fAL8 https://www.youtube.com/watch?v=HXYhBCpDoVc
Name of the Unit: Interfacing Readings prescribed in the syllabus for each unit Barry B. Brey : The Intel Microprocessors : Architecture, Programming and Interfacing. Pearson Education, Eighth Edition.2009 Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit https://www.youtube.com/watch?v=0BdpZ8GVjvY https://www.youtube.com/watch?v=r13-O6fuckk https://www.youtube.com/watch?v=1lVcOde1lno https://www.youtube.com/watch?v=WnNicaqCS10
No of classes required to complete the unit (approx.):

1. Unit I: 15 hours 2. Unit II: 15 hours 3. Unit III: 30 Theory hours
Sub topics to be covered and their order along with the respective time frames (if any) Attached
Methodology of Teaching: Lecture, Test, Viva Voice, Assignment, Practical demonstration, Videos
ASSESSMENT Tentative date of assessments/ assignments (time frame): Attached Criteria of Assessment: Content presentation, Viva Voice, Practical Test

Lecture No	Topics/Sub-topics to be covered	Methodology	Ref./Text Book	Date of Delivery
UNIT-I				
L1, L2	Internal architecture	L	1	23/7/18
L3	Internal architecture	L	1	24/7/18
L4,L5	Internal architecture	L	1	26/7/18
L6, L7	System Bus Architecture	L	1	27/7/18
L8, L19	System Bus Architecture	L	1	30/7/18
L10	System Bus Architecture	L	1	31/7/18
L11, L12	Memory and I/O interfaces.	L	1	2/8/18
L13, L14	Memory and I/O interfaces.	L	1	3/8/18
L14, L15	Memory and I/O interfaces.	L	1	6 /8/18
L16	Revision and Query Resolution	Interactive Session		7/8/18
UNIT-II				
L17, L18	Class Test of Unit I	T		9/8/18
L19, L20	Register Organization	L	1	10/8/18
L21, L22	Register Organization	L	1	13/8/18
L23	Register Organization	L	1	14/8/18
L24, L25	Instruction Formats	L	1	16/8/18
L26, L27	Instruction Formats	L	1	17/8/18
L28, L29	Assembly Language Programming	L	1	20/8/18
L28, L29	Assembly Language Programming	L	1	23/8/18

L30, L31	Assembly Language Programming	L	1	24/8/18
L32, L33	Assignment Submission and Viva Voice			27/8/18
UNIT-III				
L34	Memory address decoding	L	1	28/8/18
L35, L36	Memory address decoding	L	1	31/8/18
L37, L38	Memory address decoding	L	1	3/9/18
L39	Cache memory and cache controllers	L	1	4/9/18
L40, L41	Cache memory and cache controllers	L	1	7/9/18
L42,L43	I/O Interface	L	1	10/9/18
L44	I/O Interface	L	1	11/9/18
L45,L46	I/O Interface	L	1	14/9/18
L47,L48	Keyboard	L	1	17/9/18
L49	Display	L	1	18/9/18
L50,L51	Display	L	1	24/9/18
L53	Timer	L	1	25/9/18
L54,L55	CLASS TEST II			28/9/18
L56,L57	Interrupt Controller	L	1	1/10/18
L58	Interrupt Controller	L	1	5/10/18
L59,L60	Interrupt Controller	L	1	8/10/18
L61	DMA Controller	L	1	9/10/18
L62, L63	DMA Controller	L	1	13/10/18
L64,L65	Video Controller	L	1	22/10/18
L66	Video Controller	L	1	23/10/18
L67,L68	Communication Interfaces	L	1	26/10/18
L69,L70	Communication Interfaces	L	1	29/10/18
L71	Resolution of doubts and queries	Interactive Session	1	30/10/18
L72	Assignment Submission and Viva Voice			2/11/18
REVISION AND PRESENTATIONS				

Paper: System Programming

Faculty: Kumari Seema Rani

No. of Classes (per week): 5 Lectures, 4 Practical

Teaching Plan
Name of the Unit: Introduction Assemblers & Loaders, Linkers Lexical Analysis Parsing Intermediate representations Storage organization Code Generation
Readings (in APA format) – 1. Santanu Chattopadhyaya, <i>Systems Programming</i> , PHI, 2011. 2. Alfred V. Aho, Monica S. Lam, Ravi Sethi, Jeffrey D. Ullman, <i>Compilers: Principles, Techniques, and Tools</i> , 2nd edition, PrenticeHall, 2006. 3. D. M. Dhamdhare, <i>Systems Programming</i> , Tata McGraw Hill, 2011. 4. Leland Beck, D. Manjula, <i>System Software: An Introduction to System Programming</i> , 3rd edition, Pearson Education, 2008. 5. Grune D, Van Reeuwijk. K, Bal H. E, Jacobs C J H, Langendoen K, <i>Modern Compiler Design</i> , 2nd edition, Springer, 2012
Readings prescribed in the syllabus for each unit. 1. Santanu Chattopadhyaya, <i>Systems Programming</i> , PHI, 2011. 2. Alfred V. Aho, Monica S. Lam, Ravi Sethi, Jeffrey D. Ullman, <i>Compilers: Principles, Techniques, and Tools</i> , 2 nd edition, PrenticeHall, 2006. Readings, e- references to be given to students but not prescribed in syllabus (if any) for each unit ppt, pdf
No of classes required to complete the unit (approx.): 67
Sub topics to be covered and their order along with the respective time frames (if any) :Attached
ASSESSMENT – 2 Class Test and 2 Assignment Tentative date of assessments/ assignments (time frame): 1st Test: 31 August, 2018 2 nd Test: 28 September, 2018 1 st Assignment: 14 September, 2018 2 nd Assignment: 26 October, 2018 Criteria of Assessment: Written Tests, Assignments and Viva Voice

Lecture No	Topics/Sub-topics to be covered	Methodology	Ref./Text Book	Date of Delivery
UNIT-I				
L1	Introduction of System Programming	L	[T2]	23/7/2018
L2	Basic introduction about compiler, interpreter, linker and loader	L	[T2]	24/7/2018
L3	Types of assembler	L	[T2]	26/7/2018
L4	One pass assembler	L	[T2]	27/7/2018
L5	Two pass assembler	L	[T2]	30/7/2018
L6	Load and Go assembler	L	[T2]	31/7/2018
L7	Design of an assembler	L	[T2]	2/8/2018
L8	Introduction of linker	L	[T2]	3/8/2018
L9	Types of linker, static linking and dynamic linking	L	[T2]	6/8/2018
L10	Shared libraries and static libraries	L	[T2]	7/8/2018
L11	relocation and linking concepts	L	[T2]	9/8/2018
L12	Introduction of loader	L	[T2]	10/8/2018
L13	Types of loader: Absolute loader, relocating loader, linking loader	L	[T2]	13/8/2018
L14	Revision and Resolving Queries	Interactive Session		14/8/2018
L15	Introduction: Overview of compilation	L	[T1]	16/8/2018
L16	Phases of a compiler	L	[T1]	17/8/2018
L17	Phases of a compiler	L	[T1]	20/8/2018
L18	Lexical Analysis	L	[T1]	23/8/2018
L19	Role of a Lexical analyzer	L	[T1]	24/8/2018
L20	Specification and recognition of tokens	L	[T1]	27/8/2018
L21	Symbol table	L	[T1]	28/8/2018
L22	Revision and Resolving Queries	Interactive Session		30/8/2018
L23	Class Test	L	[T1]	31/8/2018
L24	Lex	L	[T1]	4/9/2018
L25	lex structure	L	[T1]	6/9/2018
L26	Parsing, types of parsing	L	[T1]	7/9/2018
L27	Bottom up parsing	L	[T1]	10/9/2018
L28	LR parser	L	[T1]	11/9/2018
L29	LR parser	L	[T1]	12/9/2018
L30	LR parser	L	[T1]	13/9/2018

L31	yacc	L	[T2]	14/9/2018
	yacc	L	[T1]	17/9/2018
L32	yacc	L	[T1]	18/9/2018
L33	Structure of yacc program	L	[T1]	19/9/2018
L34	Revision and Resolving Queries	Interactive Session		20/9/2018
L35	Revision and Resolving Queries	Interactive Session		24/9/2018
L36	Intermediate representations	L		25/9/2018
L37	Three address code generation	L		26/9/2018
L38	syntax directed translation	L	[T1]	27/9/2018
L39	Class Test			28/9/2018
L40	syntax directed translation	L	[T1]	1/10/2018
L41	translation of types	L	[T1]	3/10/2018
L42	translation of types	L	[T1]	4/10/2018
L43	control statements	L	[T1]	5/10/2018
L44	control statements	L	[T1]	8/10/2018
L45	Storage organization	L	[T1]	9/10/2018
L46	Storage organization	L	[T1]	10/10/2018
L47	Activation records	L	[T1]	11/10/2018
L48	Activation records	L	[T1]	12/10/2018
L49	Activation records	L	[T1]	22/10/2018
L50	stack allocation	L	[T1]	23/10/2018
L51	stack allocation	L	[T1]	24/10/2018
L50	Revision and Resolving Queries	Interactive Session		25/10/2018
L52	Revision and Resolving Queries	Interactive Session	[T1]	26/10/2018
L53	Code Generation	L	[T1]	29/10/2018
L54	Introduction of Code Generation	L	[T1]	30/10/2018
L55	Types of Code Generation	L	[T1]	31/10/2018
L56	Object code generation	L	[T1]	1/11/2018
L57	Different problems based on Object code generation	L	[T1]	2/11/2018
L58	Problem discussion based on lex and yacc	L	[T1]	5/11/2018
L59	Problem discussion based on lex and yacc	L	[T1]	6/11/2018
L60	Problem discussion based on lex and yacc	L	[T1]	7/11/2018
L61	Discussion of previous year question paper		[T1]	8/11/2018

DEPARTMENT OF EDUCATION
Shyama Prasad Mukherji College

Teaching Plan

Course and Year: B.El.Ed. (II year)

Faculty: Dr. KrishnapriyaSen

Paper: F 2.4 – Language Acquisition

No. of Classes (per week): 3 Classes

Teaching Plan (January – May, 2018)	
MONTH: JANUARY	
August: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Language Disorders: Dyslexia, Stuttering, Aphasia
2nd Week	Language Disorders: Dyslexia, Stuttering, Aphasia
3rd Week	Additional Unit: Methods of Language Teaching
4th Week	Various Methods of Language Teaching: Direct Method, Audio-lingual Method
MONTH: FEBRUARY	
September: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Various Methods of Language Teaching: Communicative Method, Krashen's Principles, Affective Filter
2nd Week	Language Learning vs. Acquisition
3rd Week	Discussion of the Book – <i>SikhnaSikhana</i> (Eklavya Publication)
4th Week	Motivation, Attitudes to Language Learning

MONTH: MARCH	
October: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	MID-SEMESTER BREAK
2nd Week	Communicative Competence
3rd Week	Errors as Language Learning
4th Week	First Language Learning Error and Second Language Learning Errors
MONTH: APRIL	
November: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Revision of the Topics of Different Units
2nd Week	Revision of the Topics of Different Units
3rd Week	Discussion of Examination Question Papers
4th Week	Preparatory Leave for Examination
MONTH: MAY	
December: Week-wise Plan	
1st – 3rd Week	University Semester Examination/ Internal Examination
4th – 5th Week	Summer Vacation

Department of Education
Shyama Prasad Mukherji College

PLAN OF TEACHING AND ASSESSMENT

Course and Year: B.El.Ed. (I year)

Faculty: Ms. Hemlata

Paper: F1.2 – Contemporary India (Maximum Marks: 100 Marks)

No. of Classes (per week): 5 classes and 2 tutorials

No. of Students: 50 students

<u>PLAN OF TEACHING</u>	
MONTH: JULY	
July: Week-wise Plan	TOPICS/ UNITS (with details)
3rd Week (20 th – 22 nd July)	Orientation to the Paper – Contemporary India
4th Week (25 th – 29 th July)	Introductory class on the course, General discussion about the curriculum A discussion about society and general issues in contemporary time, India as a society and nation.
MONTH: AUGUST	
August: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week (1 st – 5 th August)	Introduction of Nationalism (Definition and general Ideas). Provided a reading on Nationalism (Unknown Resource) Discussion on origins and development of Nationalism Different perspectives like Liberals, Conservatives and socialists, Fascist, Anarchists and Fundamentalist
2nd Week (8 th – 12 th August)	Nationalism in India (Introduction and various issues like Identity politics, demands from the marginalized groups etc. PPT on “Nationalism in India” by Courtney Gallagher & Chantal Brown. Discussion to be built on Colonial Era, how formal education system has emerged in Colonial period and what was the impact on minds of many Indians Discussion about the factors which help to grow Nationalism among Indians (In British Era) like 1 st World War, Rowlett Act

	<p>and many more incidents</p> <p>Discussion on Gandhi's role in Indian national movement (including discussion on many other leaders, how history created and what is the contemporary demand).</p> <p>A task to be given to the students on Political cartoons (students were asked to collect some political cartoons on any theme from current scenario and make a collage and reflect upon it).</p>
3rd Week (15 th – 19 th August)	<p>A journey on postcolonial nationalism (we can discuss on major issues like wars with china and Pakistan, emergency, major riots, transition phase of new economic order)</p> <p>Nationalism in post globalization era and complexities of nationalism in contemporary India</p>
4th Week (22 nd – 26 th August)	<p>Constitution and its framework</p> <p>Major social policies in the context of education</p> <p>Application of social policies (National policy on Education 1986, 1992 and RTE Act)</p>
5th Week (29 th – 31 st August)	<p>Understanding India: Diversity (Caste). We can discuss on many diversities in India and its plural make-up.</p> <p>Students will critically reflect on role of education to maintain or respect for these diversities.</p>
MONTH: SEPTEMBER	
September: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week (1 st – 2 nd September)	<p>Understanding India: Diversity (Caste/religion/class)</p> <p>Reservation policy and social conflicts. Through this topic students will able to develop understanding about some conflicts like major riots in India, Dalit Panther Movement, Mandal commission report etc.</p>
2nd Week (5 th – 9 th September)	<p>Understanding India: Diversity (Caste/religion/class).</p> <p>Reservation policy and social conflicts. Through this topic students will able to develop critical understanding of how caste/class system runs in our society and education system perpetuates/reproduces this.</p> <p>I will show them a documentary called “India Untouched”.</p> <p>From this documentary they can get some real incidents or experience which Dalit/marginalized people has to face since the centuries. We will have discussion on it and followed by reflection.</p>
3rd Week (12 th – 16 th September)	<p>Understanding India: Diversity (Environment and Ecology).</p> <p>Impact of globalization/privatization</p>

4th Week (19 th – 23 rd September)	Patriarchy, Understanding socialization. Students will learn about process of socialization.
5th Week (26 th – 30 st September)	Role of institutions (family and school). Major role of schools, curriculum and teaching learning process of socialization and validation of gender roles in society. Students will able to develop critical understanding of how gender roles govern the society and schools reproduces it.
MONTH: OCTOBER	
October: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week (3 rd – 7 th October)	Critical understanding of LGBTQ relations and inclusive education. Different aspects of inclusive education
2nd Week (10 th – 14 th October)	MID-SEMESTER BREAK
3rd Week (17 th – 21 st October)	Childhood and Education: We will discuss on child labour. Theoretical aspects of child labour in the context of national and international definition. Critical understanding of constitutional provisions and child rights. They will reflect on RTE act and compare with other rights
4th Week (24 th – 31 st October)	B.El.Ed. (I year) – School Contact Programme (Tentative)
MONTH: NOVEMBER	
November: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week (1 st – 4 th November)	B.El.Ed. (I year) – School Contact Programme (Tentative)
2nd Week (7 th – 11 th November)	Understanding democracy We will discuss historical aspects of democracy. How democracy emerged in India? Main features of democracy through real life facts and experiments. Understanding of PRIs and reflection upon diversity in India. Through PRIs we can discuss three tier model of government in India. They will reflect on good governance and participation of people in India.
3rd Week (14 th – 18 th November)	Dispersal of classes

4th Week (21 st – 25 th November)	Preparatory Leave for College Examinations
5th Week (28 th – 30 th November)	College/ Internal Examinations
MONTH: DECEMBER	
December: Week-wise Plan	
1st – 2nd Week (1 st – 16 th December)	College/ Internal Examinations
3rd – 4th Week (17 th – 31 st December)	WINTER BREAK

PLAN OF ASSESSMENT

S. No.	Topic of Assessment Task (Assignment/ Project/ Presentation/ Activity)	Month of Assessment Task	Weightage/ Marks Assigned
1.	Individual Project on child rearing practices in India (need to be specified soon).	March/April	10 Marks
2.	Group presentations on major issues in contemporary India like sustainable development, poverty, reservation for SC/ST, unemployment, environmental conflicts and movements, caste system and gender equality. (Note: there can be changes in topics. It will be open-ended)	January/February	10 Marks
3.	Project on deconstructing media through social media/ literature/newspaper articles from the month of October to February.	March	10 Marks

Department of Education
Shyama Prasad Mukherji College

PLAN OF TEACHING AND ASSESSMENT

Course and Year: B.Ed. (I year)

Faculty: Ms. Hemlata

Paper: P.2.12 – Pedagogy of Political Science (Maximum Marks: 100 Marks)

No. of Classes (per week): 4 classes

No. of Students: 8 students (approx.)

<u>PLAN OF TEACHING</u>	
MONTH: JULY	
July: Week-wise Plan	TOPICS/ UNITS (with details)
3rd Week (20 th – 22 nd July)	Orientation to the Paper – Pedagogy of Social Science
4th Week (25 th – 29 th July)	Introduction to the detailed course guidelines and readings
MONTH: AUGUST	
August: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week (1 st – 5 th August)	General discussion on Political science as a discipline. Relationship between Political science and other subjects. Place of Political science in school curriculum. Need and role of Political science as a subject in school level
2nd Week (8 th – 12 th August)	Transition from civics to Political science. Discussions on school system and contemporary needs. Students to discuss NCF-2005 -Position paper on "Teaching of Social Science".
3rd Week (15 th – 19 th August)	Understanding the nature of Political Science Curriculum and its pedagogical issues through discussion and reflections. Students will develop a critical understanding about nature of Political science.
4th Week (22 nd – 26 th August)	Linkages between different stages of school curriculum. Students will discuss on major issues in contemporary

	curriculum and critically reflect on school practices.
5th Week (29 th – 31 st August)	Understanding of various concepts in the context of Critical Pedagogy of Political science. Students will discuss Democracy, Government, Panchayat, Constitution, Rights Discourse.
MONTH: SEPTEMBER	
September: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week (1 st – 2 nd September)	Understanding of Democratic classroom Students will understand the exclusion and reproduction of societal values through school education system.
2nd Week (5 th – 9 th September)	Critically reflection on inclusive education and how pedagogy will help to create a true inclusive classroom Text book and Policy analysis and the reflections about it
3rd Week (12 th – 16 th September)	Methods of teaching-learning of Political Science. Students will understand the philosophy of Political science. Purpose and various approaches to the subject
4th Week (19 th – 23 rd September)	Inductive, deductive, interdisciplinary and constructivist approaches in teaching-learning of Political science
5th Week (26 th – 30 st September)	Different methods of teaching Political science Theoretical basis of methods and innovation through modern methods
MONTH: OCTOBER	
October: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week (3 rd – 7 th October)	Development of lesson planning Need, objectives and preparation of lesson plan Different activities and innovative methods Using newspaper, articles, magazines, graphs, models, cartoons as resources to develop their lesson plans
2nd Week (10 th – 14 th October)	MID-SEMESTER BREAK
3rd Week (17 th – 21 st October)	In making of critical lesson plans, they will be provided some contemporary issue based trends which affects teaching of Political science Critical understanding of social dimensions with respect to current syllabus

4th Week (24 th – 31 st October)	Task on textbook analysis in the context of theoretical perspectives into pedagogical practices. It will take 2 weeks
MONTH: NOVEMBER	
November: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week (1 st – 4 th November)	Textbook analysis with different ideologies.
2nd Week (7 th – 11 th November)	Understanding of peace and conflict, youth in Political affairs and neo-liberalism. It will give reflections on the changing era of contemporary world or India.
3rd Week (14 th – 18 th November)	Preparatory Leave for College Examinations
4th Week (21 st – 25 th November)	Preparatory Leave for College Examinations
5th Week (28 th – 30 th November)	College/ Internal Examinations
MONTH: DECEMBER	
December: Week-wise Plan	
1st – 2nd Week (1 st – 16 th December)	College/ Internal Examinations
3rd – 4th Week (17 th – 31 st December)	WINTER BREAK

PLAN OF ASSESSMENT

S. No.	Topic of Assessment Task (Assignment/ Project/ Presentation/ Activity)	Month of Assessment Task	Weightage/ Marks Assigned
1.	Development of lesson plans (minimum 5) using different methods/activities.	January	15 marks
2.	Critically analysis/Deconstruct the different Policies (RTE Act, NPE 2016 etc.)	February /March	15 marks

DEPARTMENT OF EDUCATION

Shyama Prasad Mukherji College

2017-18

Teaching Plan for Semester

January 2018 to April 2018

Course and Year: B.Ed II Year

Paper: E.1 Education for Mental Health

Faculty: Dr. Toolika Wadhwa

No. of Classes (per week): 04

Teaching Plan	
MONTH: JANUARY	
January: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Presentations of movies reviewed.
2nd Week	School Based Issues and Concerns Diverse school contexts- sharing of experiences, government and private schools, teaching various age groups, gendered classroom spaces, social class and influence on teaching
3rd Week	Home-school continuity – discontinuity, role of parents in school, impact on students’ attitudes towards teaching, varied expectations, students’ coping skills of dealing with stress.
4th Week	Mental health concerns of teachers- pressures at school, life stage related stress, coping with work- life balance, social and economic status of teachers, professional status.
MONTH: FEBRUARY	
February: Week-wise Plan	TOPICS/ UNITS (with details)

1st Week	Safety in schools-physical and psychological safety, what can schools do for students, contemporary newspaper articles.
2nd Week	<ul style="list-style-type: none"> - Guidance and Counselling: concept and need - Domains/Area requiring counselling
3rd Week	Techniques of counselling <ul style="list-style-type: none"> - Counselling strategies and demonstrations - Suitability of various counselling strategies
4th Week	Teacher as a counsellor Skills needed by teachers for counselling students. Need for building rapport with students. Identifying who needs counselling.
MONTH: MARCH	
March: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Common behavioural problems of school going children. Stage related concerns What to do to address these problems.
2nd Week	MID-SEMESTER BREAK
3rd Week	Negotiating stereotypes: Gender, caste, class, region Gender roles sexual orientations Religion and Morality
4th Week	Life skills and coping mechanisms Practice Test

MONTH: APRIL	
April: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Theoretical background- Psychoanalysis- Freud Concepts, Applications to Psychotherapy and critique
2nd Week	Theoretical background- Behaviourism- Skinner and Pavlov Concepts, Applications to Psychotherapy and critique Cognitive Behavioural Therapy Concepts, Applications to Psychotherapy and critique
3rd Week	Theoretical background- Existentialism Concepts, Applications to Psychotherapy and critique Contemporary Perspectives- Positive psychology, existentialism
4th Week	Discussion of past year question papers
MONTH: MAY	
May: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Preparatory Leave for Examination
2nd Week	University Semester/ Annual Examination
3rd Week	University Semester/ Annual Examination
4th Week	Summer Break

5th Week	Summer Break

PLAN OF ASSESSMENT

S. No.	Topic of Assessment Task (Assignment/ Project/ Presentation/ Activity)	Month of Assessment Task	Weightage/ Marks Assigned
1.	Newspaper analysis or book review	February	7
2.	Theoretical Assignment on a topic of mental health	April	8

DEPARTMENT OF EDUCATION
Shyama Prasad Mukherji College
2017-18
Teaching Plan
January 2018 to April 2018

Course and Year: B.El.Ed. (III year)

Faculty: Toolika Wadhwa

Paper: F 3.7 School Planning and Management

No. of Classes (per week): 02

Teaching Plan	
MONTH: JANUARY	
January: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	<ul style="list-style-type: none"> • Systems Development <ul style="list-style-type: none"> ○ The four basic systems in school- students, teachers, parents and the management ○ What are the basic requirements of each of these systems ○ How are these requirements to be fulfilled ○ Conventional vs. progressive education
2nd Week	<ul style="list-style-type: none"> ○ Staffing patterns in a school ○ Requirements and functions of each staff member ○ Understanding responsibilities, communication and team work <p>Documentation and information systems</p>
3rd Week	<ul style="list-style-type: none"> ○ Basics about school budget ○ Preparing, reading and analyzing school budget
4th Week	<ul style="list-style-type: none"> ○ The school calendar <p>Planning for routine and special activities</p>

MONTH: FEBRUARY	
February: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Induction, Training and Teacher Support Programmes <ul style="list-style-type: none"> ○ An overview of induction and in service programmes ○ Understanding staff requirements
2nd Week	<ul style="list-style-type: none"> ○ Resource development and networking ○ Models for effective staff development
3rd Week	Planning the School Curriculum <ul style="list-style-type: none"> ○ Academic, co-curricular and sports curriculum ○ Understanding and working towards innovation
4th Week	<ul style="list-style-type: none"> ○ Bridging the gap between conventional and progressive curriculum
MONTH: MARCH	
March: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	<ul style="list-style-type: none"> ● Community Involvement <ul style="list-style-type: none"> ○ Parent expectations ○ Communication with parents ○ Parent involvement ○ Parent feedback ○ Educating parents
2nd Week	MID-SEMESTER BREAK

3rd Week	Maintaining Standards <ul style="list-style-type: none"> • Understanding and Providing for the physical and psychological needs of the teaching and non teaching staff <ul style="list-style-type: none"> ○ Identifying needs ○ Meeting the requirements
4th Week	<ul style="list-style-type: none"> • Staff supervision <ul style="list-style-type: none"> ○ Why is it necessary ○ Models of staff supervision ○ Application, implementation and feedback
MONTH: APRIL	
April: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	<ul style="list-style-type: none"> • Evaluation and feedback <ul style="list-style-type: none"> ○ Progress and review of students ○ Progress and review of staff members ○ Progress and review of the institution ○ Formative and summative evaluation
2nd Week	<ul style="list-style-type: none"> • Establishing accountability <ul style="list-style-type: none"> ○ Who is the school for anyway? ○ Assessing and re-assessing client needs
3rd Week	Discussion of question papers
4th Week	Discussion of question papers
MONTH: MAY	
May: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Preparatory Leave for Examination

2nd Week	University Semester/ Annual Examination
3rd Week	University Semester/ Annual Examination
4th Week	Summer Break
5th Week	Summer Break

Assessment will be undertaken by Mr. Ansaar Ahmed who is sharing the paper.

DEPARTMENT OF EDUCATION
Shyama Prasad Mukherji College
2017-18
Teaching Plan
January 2018 to April 2018

Course and Year: B.Ed. (I year)
Faculty: Toolika Wadhwa
Paper: P.1.5 Pedagogy of Commerce
No. of Classes (per week): 04

Teaching Plan	
MONTH: JANUARY	
January: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Understanding Ethics and Values
2nd Week	Contemporary Business Environment and Commerce Education
3rd Week	Place of Commerce in School Curricula (Curriculum Frameworks/ Policy and Perspectives, National and International Position)
4th Week	Place of Commerce in School Curricula – linkage to theoretical perspectives of Psychology
MONTH: FEBRUARY	
February: Week-wise Plan	TOPICS/ UNITS (with details)

1st Week	Commerce Syllabus and Textbooks: Development and Organization Analysis of content Comparing syllabi across various boards
2nd Week	Process and theories of curriculum development
3rd Week	Developing curriculum for implementing in schools
4th Week	Understanding Pedagogy in Accountancy: Specifics of Classroom Transaction
MONTH: MARCH	
March: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Understanding Pedagogy in Business Studies: Specifics of Classroom Transaction
2nd Week	MID-SEMESTER BREAK
3rd Week	Identifying gaps in commerce curriculum: international perspectives
4th Week	Theory and Practice: Mending the Gaps in Commerce

	Curriculum
MONTH: APRIL	
April: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Commerce Classroom: Processes and Challenges.
2nd Week	Needs of commerce learners: Andragogy/Pedagogy.
3rd Week	Discussion on question papers
4th Week	Discussion on question papers
MONTH: MAY	
May: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Preparatory Leave for Examination
2nd Week	University Semester/ Annual Examination
3rd Week	University Semester/ Annual Examination

4th Week	Summer Break
5th Week	Summer Break

4th – 5th Week	Winter Break
---	---------------------

PLAN OF ASSESSMENT

S. No.	Topic of Assessment Task (Assignment/ Project/ Presentation/ Activity)	Month of Assessment Task	Weightage/ Marks Assigned
1.	Theory assignment	February	10
2.	Analysis of textbooks	April	10

DEPARTMENT OF EDUCATION
Shyama Prasad Mukherji College
2017-18
Teaching Plan
January 2018 to April 2018

Course and Year: B.Ed. (I year)
Faculty: Toolika Wadhwa
Paper: Pedagogy of Commerce P.2.18
No. of Classes (per week): 04

Teaching Plan	
MONTH: JANUARY	
January: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Methods of Teaching- Case Study <ul style="list-style-type: none"> - Meaning, Advantages, Shortcomings, Suitability - Assumptions about and role of teacher and student, ideological underpinnings - Preparation required - Developing a lesson plan - Demo lessons by students
2nd Week	Methods of Teaching- Interaction and Question Paper <ul style="list-style-type: none"> - Meaning, Advantages, Shortcomings, Suitability - Assumptions about and role of teacher and student, ideological underpinnings - Preparation required - Developing a lesson plan - Demo lessons by students
3rd Week	Methods of Teaching- Discussion <ul style="list-style-type: none"> - Meaning, Advantages, Shortcomings, Suitability - Assumptions about and role of teacher and student, ideological underpinnings - Preparation required - Developing a lesson plan - Demo lessons by students

4th Week	<p>Methods of Teaching- Simulation and Role Play</p> <ul style="list-style-type: none"> - Meaning, Advantages, Shortcomings, Suitability - Assumptions about and role of teacher and student, ideological underpinnings - Preparation required - Developing a lesson plan - Demo lessons by students
MONTH: FEBRUARY	
February: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	<p>Methods of Teaching- Project and Seminar</p> <ul style="list-style-type: none"> - Meaning, Advantages, Shortcomings, Suitability - Assumptions about and role of teacher and student, ideological underpinnings - Preparation required - Developing a lesson plan - Demo lessons by students
2nd Week	<p>Choice of an appropriate pedagogy</p> <ul style="list-style-type: none"> - Criteria of judging suitability - Ideal requirements and practical realities <p>Classroom management</p> <ul style="list-style-type: none"> - Challenges and solutions
3rd Week	<p>Curriculum development- theories, processes and practices</p> <ul style="list-style-type: none"> - Linkage to paper 1.5 <p>Understanding Commerce curriculum (different national and international boards) – focus on content</p>
4th Week	<p>What to teach: Developing teaching content</p> <ul style="list-style-type: none"> - Analysis of various textbooks developed by government and private publishers <p>Place of textbooks in the classroom</p> <ul style="list-style-type: none"> - Classroom practices and influence on learning
MONTH: MARCH	

March: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Relevance and selection of resource materials School context and suitability of learning material Technology in commerce classroom (including e-Learning environments)
2nd Week	MID-SEMESTER BREAK
3rd Week	Evaluation and assessment of learners in Commerce- Examining contemporary trends Analysis of question papers
4th Week	Construction of tests- blue prints, marking schemes, patterns of questions Moving towards alternative assessment modes Developing rubrics
MONTH: APRIL	
April: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Embracing social and cultural diversity Building an inclusive classroom environment Addressing learners' needs
2nd Week	Critical pedagogy in Accountancy and Business Studies Theoretical underpinning, contemporary trends, challenges and possibilities
3rd Week	Reflective teaching Teachers as Researchers - Need, and ways
4th Week	Discussion of question papers

MONTH: MAY	
May: Week-wise Plan	TOPICS/ UNITS (with details)
1st Week	Preparatory Leave for Examination
2nd Week	University Semester/ Annual Examination
3rd Week	University Semester/ Annual Examination
4th Week	Summer Break
5th Week	Summer Break

PLAN OF ASSESSMENT

S. No.	Topic of Assessment Task (Assignment/ Project/ Presentation/ Activity)	Month of Assessment Task	Weightage/ Marks Assigned
1.	Developing resource material- one PPT, one video, set of worksheets	February	8
2.	Lesson Plans of one chapter	March	10

Shyama Prasad Mukherji College
Teaching Plan

Course and Year: BA (H) English

Semester: V

Taught individually or shared: Shared with Nupur Mittal

Paper: Early Twentieth Century British Literature

Faculty: Cijo Joy

No. of Classes (per week): 2 Lectures

Teaching Plan

Name of Units-Unit 2 (D.H. Lawrence), Unit 4 (W.B. Yeats)

Primary reading (unit 2)

Sons and Lovers by D.H. Lawrence

Secondary Readings

The Oedipus Complex by Sigmund Freud

Nottingham and the Mining Countryside by DH Lawrence

Individuality and Society in Sons and Lovers by John Goode

Sexual Politics by Kate Millet

Primary Reading (unit 4)

W.B. Yeats A Selection of Poems

Secondary Readings

The Cambridge Companion to WB Yeats ed by Marjorie Howes and John Kelly

W.B. Yeats by Thomas Parkinson

Sub topics to be covered and their order along with the respective time frames (if any)

Unit 2-Introduction to modernism-Historical background, modernist writing, criticism of modernism, Freud and Oedipal complex, Bildungsroman, Kunstlerroman , Mining community in England and Industrialization, class, social mobility, spirituality and sexuality in the novel, passion and impersonality, feminist readings

Unit 2-Background to Yeats (Ireland, folklore and cultural nationalism, occult, position within modernism), class, Maud Gonne, Yeats' philosophy of History, immortality and art, Symbolism, myth and political history

Methodology of Teaching:

- 1) Close Reading of the novel**
- 2) Student presentations and feedback.**

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

Class room Assignment 1: March

Test 1: April

Criteria of Assessment:

Ability to critically analyse the text, structured arguments and textual references.

Shyama Prasad Mukherji College

Teaching Plan

Course and Year: B.A. (H) English Second Year

Semester: 4

Taught individually or shared: Taught Individually

Paper: British Literature 19th Century

Faculty: Nilza Angmo

No. of Classes (per week): 5 Lectures

Teaching Plan

Name of the Unit: Units 1, 2, 3, and 4

Unit 1:

a) Readings prescribed in the syllabus:

- (i) Jane Austen *Pride and Prejudice*

b) Suggested readings

1. B. Mangalam ed. (2016) *Pride and Prejudice*. Delhi: Worldview Publications
2. Fergus, Jan. (1991) *Jane Austen: A Literary Life*. London: Macmillan
3. Kirkham, Margaret. (1983) *Jane Austen, Feminism and Fiction*. Sussex: The Harvester Press

Unit 2:

a) Readings prescribed in the syllabus

- (i) Charlotte Bronte *Jane Eyre*

b) Suggested readings

1. Bloom, Margaret Howard (1975) Charlotte Bronte. Boston :Twayne Publishers
2. Gilbert, M. and Sandra Gubar. (1979) *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. New Haven, CT.
3. Novy Kapadia ed. (2016) *Jane Eyre*. Delhi: Worldview Publications

Unit 3:

a) Readings prescribed in the syllabus

- (i) Charles Dickens *Hard Times*

b) Suggested readings

1. Williams, Mukesh ed. (2016) *Hard Times*. Delhi: Worldview Publications
2. Wilson, Angus. (1970) *The World of Charles Dickens*. London: Secker & Warburg

3. Aydelotte, W. (1948). The England of Marx and Mill as Reflected in Fiction. *The Journal of Economic History*, 8, 42-58. Retrieved from <http://www.jstor.org/stable/2113563>

Unit 4:

a) Readings prescribed in the syllabus

- (i) Alfred Tennyson 'The Lady of Shalott'
'Ulysses'
'The Defence of Lucknow'
- (ii) Robert Browning 'My Last Duchess'
'The Last Ride Together'
'Fra Lippo Lippi'
- (iii) Christina Rossetti 'The Goblin Market'

b) Suggested readings

- 1. Armstrong, Isobel, ed (1969) *The Major Victorian Poets: Reconsiderations*. London: Routledge and Kegan Paul
- 2. Buckley, J.H. (1951) *The Victorian Temper*. Cambridge: Harvester University Press
- 3. Mukherjee, Suroopa ed. (2016) *Victorian Poets*. Delhi: Worldview Publications
- 4. Stagg, L. (1969). The Dramatic Monologue. *Interpretations*, 2(1), 49-55.

Background Readings:

- (i) Karl Marx and Friedrich Engels. 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186-8, 190-1, 199-201.
- (ii) Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *The Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545-9.
- (iii) John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English Literature* 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1061-9.

No of classes required to complete the unit (approx.):

- 1. Unit 1:15
- 2. Unit 2:15
- 3. Unit 3:15

4. Unit 4: 20

Sub topics:

Utilitarianism

The 19th Century Novel

Marriage and Sexuality

The Writer and Society

Faith and Doubt

The Dramatic Monologue

Methodology of Teaching:

Teaching this paper would mainly consist of lectures and class room discussions on topics and sub-topics related to the texts mentioned above. Students will also make presentations to display their understanding of the prescribed texts. Classroom screening of film adaptations of the text along with documentaries related to the era shall form an integral part of teaching the paper.

ASSESSMENT**Tentative date of tests:**

Test 1-12th March, 2018

Test 2- 2nd April, 2018

Criteria of Assessment:

Students will submit two assignments and write two class tests out of which best scores from one assignment and test shall be considered for internal assessment. Students shall be graded on their writing, language skills, knowledge and understanding of the paper.

Shyama Prasad Mukherji College

Teaching Plan

Course and Year: B.A. (Hons) English

Semester: Semester V

Taught individually or shared: Shared with Mr. Cijo Joy

Paper: Early Twentieth Century British Literature

Faculty: Nupur Mittal

No. of Classes (per week): 3

Name of the Unit: Units 1, 3, and 4.

Readings:

Unit 1

a) Prescribed: Joseph Conrad *Heart of Darkness*

b) Suggested:

Stape, J.H. *The Cambridge Companion to Joseph Conrad*. (1997)

White, Andrea. *Joseph Conrad and the Adventure Tradition*. (1995)

Moore, M. Gene. *Joseph Conrad's Heart of Darkness: A Casebook*. (2004)

Unit 3

a) Prescribed: Virginia Woolf *Mrs Dalloway*

b) Suggested:

Littleton, Jacob. 'Mrs' Dalloway': portrait of the artist as a middle-aged woman'. (1995)

Zwerdling, Alex. 'Mrs. Dalloway and the Social System'. (1977)

Forbes, Shannon. 'Equating Performance with Identity: The Failure of Clarissa Dalloway's Victorian "Self" in Virginia Woolf's "Mrs. Dalloway"'. (2005)

Ronchetti, Ann. *The Artist, Society and Sexuality in Virginia Woolf's Novels*. (2004)

Unit 4

a) Prescribed: T.S. Eliot 'The Love Song of J. Alfred Prufrock'; 'Sweeney among the Nightingales'; 'The Hollow Men'

b) Suggested:

Jain, Manju. *A Critical Reading of the Selected Poems of T.S. Eliot*. (1992)

Background Prose readings:

1. Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP,

1965) pp. 571, 578–80, 559–63.

2. T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.

3. Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

Other Suggested Readings:

Parsons, Deborah. *Theorists of the Modernist Novel: James Joyce, Dorothy Richardson, Virginia Woolf*. (2006)

Butler, Christopher. *Modernism*. 2010.

Childs, Peter. *Modernism*. 2002.

No of classes required to complete the unit (approx.):

1. Unit 1: 12

2. Unit 3: 12

3. Unit 4: 12

Subtopics to be covered, along with time frame:

Unit 4

T.S. Eliot's Poetry

Week 1

I. Read 'Macavity the Mystery Cat', and discuss the main themes to draw attention to issues of identity, always-already incomplete self-knowledge, urban dislocation and moral degradation which Eliot's poetry typically addresses.

II. Discuss principal events from Eliot's life, and mention his key works. Touch on significant influences on his life, which make their presence felt repeatedly in his works.

III. Poetic techniques, and the themes addressed in the works of Charles Baudelaire, Jules Laforgue, Robert Browning to be discussed, with special focus on the politics of the Interior Monologue and the Dramatic Monologue.

Weeks 2 – 3

Closely read and discuss the prescribed poems: 'The Love song of J. Alfred Prufrock', 'The Hollow Men', 'Sweeney Among the Nightingales' focusing particularly on:

1. His poetic personae – typically fragmented, un-heroic, self-reflexive individuals.
They are products of – and therefore reflect – modern European society.
2. The politics of literary allusions in the poems.
3. Eliot's poetics.

Week 4

Map Eliot's view about human nature, and society, which emerges in his poetry, and relate it to Modernist ethos.

Unit 1

HEART OF DARKNESS

JOSEPH CONRAD

Week 1

Historical Context: Congo Free State

- a. Begin by referring to, in the passing, the European stake in Africa.
- b. Then speak of the emergence of the Congo Free State.
- c. Discuss why the rest of Europe took a keen interest in Congo Free State. Berlin Conference. Fight for territory, new imperial powers.

All this feeds in to Conrad's critique of the empire (competition for Britain; his own personal experience of the gap between the stated mission of the Congo Free State and its reality; excessive commercialism marking European imperialism in general; sense of growing industrialization and commercialism marring more exalted humane civilizational values <faith; love for country; non-utilitarian love for adventure>.)

Week 2

Criticism of Imperialism

- a. Discuss how the novel adopts, adapts and subverts Adventure Narratives
- b. Conrad's critical account of dominant imperialist practices in Europe at the time through adventure narrative: gap between ideal and actual. Frame and analyze with reference to the relevant extracts in the text.

Week 3

Highlight the weaknesses of Conrad's depiction of colonialism

- a. He is unable to let go of the binaries (White/black; modern/savage; civilized/wild) which mark colonial discourse.

b. Appears to endorse an earlier, benign variant of Imperialism, represented by non-mercenary figures such as Marlow.

Week 4

1. Objectification of Women in *Heart of Darkness*
2. Sign systems drawn from colonial discourse employed by Conrad to explore and outline his own understanding of the modern human subject – discuss with reference to the relevant extracts.

Unit 3

Mrs. Dalloway

Virginia Woolf

Week 1

I. Read and discuss Woolf's essay 'Mr. Bennet and Mrs. Brown', and highlight:

1. Her understanding of the purpose of fiction – to flesh out human character.
2. Her outline of the limitations of characterization in nineteenth century novels.
3. Map Woolf's own poetics.

II. Closely read and discuss the first two pages of the novel.

Week 2

I. Compare and contrast typical Realist fiction of the nineteenth century, and the given novel. Discuss: while *Mrs. Dalloway*, like earlier Realist novels, seeks to explore how character is shaped by socio-economic and historical context, it maps character not in terms of external markers of social status and environment, and plot-driving action, but in terms of individual consciousness and interactions.

II. Trace the representational techniques used by the novel

1. Stream of Consciousness
2. Ordering devices:
 - a. Time: Chronological time – shared time, represented by the Big Ben/Experiential Time – memories, thoughts, individual perceptions.
 - b. Motor Car, Airplane

III. Historical context, as established by the novel:

1. Its location in a specific – specified – month and year.
2. The immediate national-political context.
3. The Great War and its impact.

Week 3

The novel dwells on characters linked with each other in various relations marked by different degrees of subjection and oppression. Characters can be divided into two broad categories in terms of the power they wield – dominant (Dr. Bradshaw; Mr. Dalloway; Lady Bruton) and dominated (Septimus Smith; Doris Kilman; Peter Walsh; Mrs. Dalloway). Study each of the listed characters in detail. Consider and reflect on the novel's depiction of:

1. Social reformers; those who attempt to influence and/or change others, whether within relationships, or socially.
2. Gender dynamics.
3. Youth versus old age; socialization.

Week 4

Examine the significance of Clarissa's party.

Teaching Methodology

- We discuss how prescribed texts reflect and respond to their socio-historical, cultural and political environment(s).
- In the poetry section, I generally begin my lectures by reading some of the more popular, not-in-syllabus poems by the given poet, to acclimatize them to the writer's own unique voice. Then we closely read and annotate the poems in syllabus.
- Students are asked to read the novels before coming to class. Select extracts are re-read and discussed in class to map the principal thematic concerns of the text.
- We always try to read, discuss, contextualize and critique the authors' positioning of themselves and their works.
- Tutorials are reserved for reading and discussing background prose readings, and for mapping the literary movements which the given works are associated with. Significant historical developments which demand a more elaborate treatment are also discussed in tutorials.
- Questions about the relevance of literature in general, and the specific cultural and political intervention marked by the text in particular, are questions that broadly shape discussions in class.

ASSESSMENT

Test 1

1. Why does Conrad employ multiple narrative voices in *Heart of Darkness*? (10 m)
2. Marlow criticizes colonialism but continues to be racist. Comment. (10 m)

Test 2

Q. Write a note on the representation of women in *Heart of Darkness*. (10 m)

Assignment 1

Q. 1. Comment on T.S Eliot's use of literary allusions with reference to any one poem in your syllabus. (10 m)

Q. 2. Is Eliot's poetry a commentary on modern society? Support your answer with reference to any 1 of the poems in the syllabus. (10 m)

Assignment 2

Q. Write a note on the Epigraph of any one of Eliot's poems prescribed in your syllabus. (10 m)

Assessment Criteria

- 1] Students' essays had to attempt a complete critical analysis of the topic or theme.
- 2] Answers were scrutinised for ability to analyse, ability to build an argument and carry it through and attention to structure.
- 3] The ability to compress a mass of information on the subject into workable analyses and the ability to negotiate the theoretical basis of the ideas involved was looked at.
- 4] Coherence, language skills and analytical skills were been looked at.
- 5] If a student has made an extra effort to make comparisons with other texts we have rewarded that.
- 6] The students were also rewarded points if they were able to situate the text in a particular literary tradition, and were able to relate their arguments to their reading of the authors' use/adaptation/subversion (as the case may be) of generic conventions.
- 7] Students were rewarded extra marks if they contextualized the text, and analysed it as a cultural product engaging with socio-economic and political structures which marked the historical moment and society in which it was produced.

Comments and advice were, of course, included in the process of discussion around assignments.

Shyama Prasad Mukherji College
Teaching Plan

Course and Year: BA (H) English

Semester: IV

Taught individually or shared: Shared with Nupur Mittal

Paper: British Romantic Literature

Faculty: Cijo Joy

No. of Classes (per week): 2 Lectures

Teaching plan

Name of Units- Unit 1- William Blake and Robert Burns Unit 4- Mary Shelley

Unit 4 Primary reading

Frankenstein by Mary Shelley

Background/ Secondary Readings

Gothic and Romanticism by David Punter

Milton, Mary Shelley and Patriarchy by Burton Halten

Godlike Science/Unhallowed Arts: Language, Nature, and Monstrosity by Peter Brooks

Unit 1 Primary Reading

From Songs of Innocence and Experience by William Blake

A Bard's Epitaph and Scots Wae Hae by Robert Burns

Secondary Readings

William Blake: Poems module developed by Sanjiv Nandan Prasad

The Cambridge Companion to William Blake by Morris Eaves

Selected Poems of Robert Burns module developed by Avantika Pokhriyal

Burns, Wordsworth and the Politics of Vernacular Poetry by Nigel Leask

No of classes required to complete the unit (approx.):

Unit 4- 8 weeks

Unit 1- 4 weeks

Sub topics to be covered and their order along with the respective time frames (if any)

Unit 4-Gothic literature, Science, rationality, narrative structure sublime, social construction of monstrosity, education and knowledge, justice, ambition, gender and domesticity

Unit 1-Blake's and printing technique, Innocence and experience and state of contraries, Visual and textual in Blake, Burns and Scottish history, Language politics, Self fashioning and national poet

Methodology of Teaching:

- 1) Close reading of the text
- 2) Student presentations

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

2 tests (February, March), 1 assignment (April), student presentations(February onwards)

Criteria of Assessment:

The ability to critically analyse the text, and bringing own point of view.

Shyama Prasad Mukherji College

Teaching Plan

Course and Year: B.A. (Hons) English

Semester: Semester IV

Taught individually or shared: Shared with Mr. Cijo Joy

Paper: British Romantic Literature

Faculty: Nupur Mittal

No. of Classes (per week): **3**

Name of the Unit: **Units 2 and 3.**

Readings:

Unit 2

a) Prescribed: **William Wordsworth ‘Tintern Abbey’**

‘Ode: Intimations of Immortality’

Samuel Taylor Coleridge ‘Kubla Khan’

‘Dejection: An Ode’

b) Suggested:

Wordsworth

1. Lamb, Jonathan. ‘Hartley and Wordsworth: Philosophical Language and Figures of the Sublime’. (1982).
2. Ch. Blades, John. *Wordsworth and Coleridge: Lyrical Ballads*. (2004).
3. McLane, Maureen; Chandler James Ed. *The Cambridge companion to British romantic poetry*. (2008).
4. Richey, William. ‘The Politicized Landscape of “Tintern Abbey”’. (1998).

5. Sucksmith, Harvey Peter. 'Ultimate Affirmation: A Critical Analysis of Wordsworth's Sonnet, 'Composed upon Westminster Bridge', and the Image of the City in 'The Prelude''. (1976)
6. Miller, Clarence H. 'The May-Day Celebration in Wordsworth's Immortality Ode'. (1987).
7. Pulos, C.E. 'The Unity of Wordsworth's Immortality Ode'. (1974).
8. Lincoln, Kenneth. 'Wordsworth's Mortality Ode'. (1972).
9. Gill, Stephen. *The Cambridge companion to Wordsworth*. (2003).
10. Quinney, Laura. '"Tintern Abbey," Sensibility, and the Self-Disenchanted Self'. (1997).
11. Grob, Alan. 'Wordsworth's Immortality Ode and the Search for Identity'. (1965).

Coleridge

1. Newlyn, Lucy. *The Cambridge Companion to Coleridge*. 2002.
 2. Bloom, Harold. *Bloom's Major Poets: Samuel Taylor Coleridge*. 2001.
 3. Bloom, Harold. *Modern Critical Views: Samuel Taylor Coleridge*. 2010.
 4. Benthall, R.A. 'New Moons, Old Ballads, and Prophetic Dialogues in Coleridge's "Dejection: An Ode"'. 1998.
 5. Fairbanks, A. Harris. 'The Form of Coleridge's Dejection Ode'. 1975.
 6. Chayes, Irene. '"Kubla Khan" and the Creative Process'. 1966.
- Bahti, Timothy. 'Coleridge's "Kubla Khan" and the Fragment of Romanticism'. 1981.

Unit 3

a) Prescribed: Lord George Gordon
 Noel Byron 'Childe Harold': canto III, verses 36–45
 (lines 316–405); canto IV, verses 178–86
 (lines 1594–674)
 Percy Bysshe Shelley 'Ode to the West Wind'
 'Ozymandias'
 'Hymn to Intellectual Beauty'
 John Keats 'Ode to a Nightingale'
 'To Autumn'
 'On First Looking into Chapman's Homer'

b) Suggested:

Byron

1. 'Byron's One Word The Language of Self-Expression in Childe Harold III'
2. 'Experiments in the Narrative of Consciousness Byron, Wordsworth, and Childe Harold'
3. Stabler, Jane. *Byron Poetics History* (2003)
4. McGann, Jerome. *Byron and Romanticism* (2002)

5. 'Misreading Writing Rousseau, Byron, and Childe Harold III'
6. 'The Synthetic Hero and the Narrative Structure of Childe Harold III'

Shelley

1. Bloom, Harold. *Percy Bysshe Shelley, Comprehensive Research and Study Guide* (2001)
2. 'Religious Mythmaking in Shelley's Hymn to Intellectual Beauty'
3. Hogle, Jerrold E. 'Shelley's Poetics: The Power as Metaphor' (1982)
4. Shelley, P.B. 'Defence of Poetry'
5. Duffy, Cian. *Shelley and the Revolutionary Sublime* (2005)
6. Ware, Tracy. 'Shelley's Platonism in A Defence of Poetry' (1983)

Keats

1. 'Agrarian Politics and the Economics of Writing Keats's To Autumn'
2. 'Keats's To Autumn The Poetic Consciousness and the Awareness of Process'
3. Fermanis, Porscha. 'John Keats and the Ideas of the Enlightenment' (2009)
4. 'The Immortality of the Natural Keats Ode to a Nightingale'
5. Bloom, Harold Ed. *John Keats*
6. Wolfson, Susan J. *The Cambridge Companion to Keats*

Background Prose Readings:

1. William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
2. John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and Poetry*, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
3. Jean-Jacques Rousseau, 'Preface' to *Emile or Education*, tr. Allan Bloom (Harmondsworth: Penguin, 1991).
1. Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

Other Suggested Readings:

1. Bennett, Andrew. *Romantic Poets and the Culture of Posterity*. (1999)
2. Keen, Paul. 'Introduction'. *Crisis of Literature*. Pg 1-24.
3. Maunder, Andrew. *Encyclopedia of Literary Romanticism*. (2010)
4. Curran, Stuart. *Poetic Form and British Romanticism*. (1989)

5. Makdisi, Saree. 'Introduction' *Romantic imperialism: universal empire and the culture of modernity*. (1998). Pg 1-22; 173-185.
6. Fulford, Tim. 'Millenarianism and the Study of Romanticism'. *Romanticism and Millenarianism*. (2002) Pg. 1-23.
7. Franta, Andrew. 'Introduction: the Regime of Publicity'. *Romanticism and the Rise of the Mass Public*. Pg. 1-19.
8. Jackson, Noel. 'Introduction'; 'Part 1. Senses of History: Between the Mind and the World – Chapter 1.' *Science and Sensation in Romantic Poetry*. Pg 1- 20; 21- 63.
9. Brown, Marshall. *The Cambridge history of Literary Criticism (Romanticism)*. (2007)
10. Riasanovsky, Nicholas V. 'The Emergence of Romanticism in England'. *The Emergence of Romanticism*. (1995) Pg 7- 40.
11. Berlin, Isaiah. *The Roots of Romanticism*. (1999; Based on Mellon lectures delivered in 1965)
12. Ferber, Michael. "Introduction", Chapters 1, 20, 22, 23, 24, 25, 26, 27, 32. A *Companion to European Romanticism*. Pgs. 1-28; 345-359; 376-485; 552-570.
13. McLane, Maureen N., Chandler, James. *The Cambridge Companion to British Romantic Poetry*. (2008)
14. Day, Aidan. *Romanticism*. (1995)
15. McCalman, Iain et al. 'Introduction', Chapter(s) 1,2,5,9,10,11,12, 13,14,15,17, 29, 32, 33, 34, 36, 37, 38, 41, *An Oxford Companion to the Romantic Age British Culture*. (2001) pgs 1- 33; 51-57; 82-151; 161- 169; 270-278; 297- 327; 338-360; 378-386.
16. Klancher, Jon. 'Introduction'; Chapter(s) 1,2,3,5, 7, 9, 12. A *Concise Companion to the Romantic Age*. (2009). Pg. 1-76; 99- 118; 141-167; 189-211; 257-282.
17. Curran, Stuart. Chapter(s) 1,2,3, 5, 10, *The Cambridge Companion to the Romantic Age*. (1993) Pgs 1-73; 95-119; 216-235.
18. Hobsbawm, Eric. *The Age of Revolutions*. (1996)
19. McGann, Jerome. *The Romantic ideology*. (1983)

No of classes required to complete the unit (approx.):

1. **Unit 2: 21**
2. **Unit 3: 18**

Subtopics to be covered, along with time frame:

Unit 2

Week 1

Introduction to Romanticism

1. French Revolution – Structural socio-economic causes; immediate political causes; Religious causes.
2. Industrial Revolution – Transformation from feudal to capitalist set up; imperialist expeditions and foreign trade; boom in cotton industry, resulting in technological and communication/transportation boom; massive population shifts from country to city – social consequences of the same.

Week 2

1. Key thinkers whose political and philosophical ideas and works shaped cultural discourse against the backdrop of which the Romantic poets were writing: John Locke and Jacques Rousseau.
2. Different approaches to education in the eighteenth century:
 - a. Emergence of new ideas about education; link the same with emerging ideas about the child.
 - b. In the following poet-specific lectures, trace the following aspects of the given topic:
 - i. Response of each poet to emerging education strategies.
 - ii. Their conception of appropriate education.
 - iii. Linked to their conceptions of childhood, and their responses to emerging debates about the child.
 - iv. How they are linked to historical developments.

The discussions about Romanticism and literature, and emergence of literary sphere, connected as it is to developments in ideas about education, tied to the historical developments, need to be shared in a separate lecture towards the end of the lectures about the three poets.

Week 3

WILLIAM WORDSWORTH

1. Discussion of 'The Preface to *Lyrical Ballads*' with special focus on the following areas:

- a. The appropriate subject matter of poetry as identified by Wordsworth;
- b. Methodology of composition: Poetic vision (imagination) and Language.

Weeks 4-5

1. Closely read and discuss the prescribed poems ('Tintern Abbey', 'Intimations of Immortality: An Ode') w.r.t. the following themes:

- a. Unpacking Wordsworth's idea of nature:
 - i. Talk about 'Enclosure' in Britain in the 17th and 18th centuries; and the ideas of 'improvement' in circulation.
 - ii. Rousseau's views about nature.

Underlines the importance of communion with nature – it connects us with emotions and feelings which all human beings could sense. Community, according to Wordsworth, is predicated on the ability to feel.

- b. Wordsworth's poetic language:
 - i. Politics of speaking about an "language really used by men";
 - ii. Locke's views about language.
- c. David Hartley's theories that resonate with Wordsworth's views about generation, memory and recollection of feelings:
 - i. Doctrine of vibrations
 - ii. Doctrine of associations
 - iii. Free will
- d. Creative and Transformative power of Imagination
 - i. Poets as gifted men of heightened sensitivity
 - ii. Imagination as image-making power – "half create,
And what perceive"
 - iii. Imaginative creation and transformation, and revolution – politics of the imagination.

Weeks 6-7

Samuel Taylor Coleridge

1. A close reading of 'Kubla Khan'

- a. The poem underlines the functioning of the human mind. The first stanza is fancy – which puts together disparate elements, without unifying them. Hence, a number of

opposite make an appearance in this stanza – numberless caverns + sunless seas / sunny pleasure dome + landscaped gardens. The second stanza underlines the working of the imagination: the scene is unified because the vision of the poet – which seeks to exemplify the working of imagination – is mapped on to the landscape he sees. Divergences come together therefore. The vision in the preface was an instance of his imagination at its height – spurred there because of consumption of a drug. He hopes to perfect/ heighten, in the future, his imagination, and create that verse.

- b. The use of religious idiom in the poem is significant. Kubla Khan is attempting to create an earthly paradise. What he creates is Edenic. Yet it is threatened by the woes of fallen humanity – war. That is what the poet does in the second stanza – he underlines the fact that the divinity inherent in Nature (landscape and human nature) is unearthed through the action of the mind. The poet is isolated from society because his powers of imagination have heightened and as a result he doesn't engage with physical manifestations of Nature and has retreated from society.

Commanding Genius: Genius was primarily directed outwards – men who had the power and resources to manipulate/mold the external world as they pleased. However, they were subject to mercy of circumstances. Absolute Genius: Poets and other creative people, whose minds are in consonance and harmony in Nature, do not need to impose their vision on the world forcibly. Their vision of the world is over and above circumstance and outward appearance of things.

2. A close reading of 'Dejection: An Ode'

- a. Here, he is speculating on the perceived dimming of his imaginative faculty – compare and contrast with Wordsworth's 'Intimations of Immortality: An Ode'
- b. Discuss the manner in which the immediate biographical context is positioned in most readings of the poem – read against the grain.
- c. Coleridge's conception of Imagination; compare and contrast with Blake and Wordsworth.

3. Coleridge's Symbolism:

- a. He employs metaphorical idiom because the concepts of human perception, meaning and knowledge; of religion; of society making that he is trying to articulate do not draw on perceived/perceivable phenomenon, but are highly subjective – an interpretation of the same.
- b. He does not directly engage with social matters, but reflects on the functioning of the human mind; of Nature etc because social matters, everyday living involve an engagement with outward appearances of things. Hence, symbols are employed, and therefore, is landscape invested with significations which are subjective, make it a conglomeration of symbolic objects which mean not just what they look like, but are invested with multiple meanings.

4. Frame Coleridge's ideology

- a. His emphasis on the potential universality of the faculty of imagination makes it a radical concept, especially since it suggests that all human beings are equal, can equally participate in reading and reaching Godhead through his creation. By privileging subjective view of and engagement with the world, he appears to be militating against set convention and customs.
- b. HOWEVER, he also indicates that secondary imagination/intense imagination is something only a select few manage. In *Kubla Khan* that is evident through the last stanza – others do not understand the poet, he is alienated from them. So he is making a case for a select few who have insight into the divine mind and understand human Nature, and can, therefore, interpret the same for all. Also, 'poor loveless ever-anxious crowd' in *Dejection: an Ode*.
- c. Commanding Genius: Genius was primarily directed outwards – men who had the power and resources to manipulate/mold the external world as they pleased. However, they were subject to mercy of circumstances. Absolute Genius: Poets and other creative people, whose minds are in consonance and harmony in Nature, do not need to impose their vision on the world forcibly. Their vision of the world is over and above circumstance and outward appearance of things. Coleridge therefore explains or justifies also his retreat from society and politics and his art work, at least.
 - A. He was a loyalist who was against France's antagonism towards England and could not reconcile the same with his early sympathy for the cause. There was, in the society of his time, an impatience with constraint and desire to return to pre-social, fluid, egalitarian world. He favored individual determination of one's own religious beliefs and practices, and privileging of intellect and ability over heredity. However, he could not support dissenters because a number of them turned into atheists. He did not support atheism: also something which emerged out of revolution-time France.
 - B. Makes a case for the importance of Poet and Poetry in society. The Poet is not actively declaiming on politics – needs to underline the continued social relevance of poetry at such a time, and why people should continue to buy it, and to esteem poets. Patronage system gone, market is where poetry sells. Literature getting professionalized – poets and writers actively fashion themselves, as do all professions and professionals. Literature's USP is that it offers a retreat from/critique of a society that is undergoing major transformations and flux. Moreover, they underline the eternal and the essentials in the face of seemingly surface societal change.
 - C. At this time in England, because of proliferation of print – through better communication, printing, transport technologies, it became easier to exchange, develop, circulate ideas. A number of people could now put their works in circulation. Necessary to make a case for the professional literary artist. And to manage public opinion – through polemic treatises and works or through hoping to improve the minds of the people, which became a significant force in this period, again owing to given reasons, also added to the importance and relevance of the arts.

Unit 3

Weeks 8-9

Lord Byron

1. Socio-political and intellectual context
 - a. Post-Revolutionary war period in Europe.
 - b. Napoleon
 - c. Life and Politics of Lord Byron – dwell specifically on those events of his life that inform and shape the prescribed ‘semi-autobiographical’ poem.
2. Close reading of ‘Childe Harold’ Canto III, verses 36-45
 - a. Travel – form and philosophy
 - b. Rousseau and Napoleon
 - i. Ideas of Liberty and Individualism
 - ii. Genius
3. Close reading of Canto IV, verses 178-86
 - a. Views about Art and Nature
4. Wrap Up Lectures
 - a. The Byronic Hero
 - b. Byron’s Self-Fashioning and Poetics

Weeks 10-12

P.B. Shelley

1. Context:
 - a. Shelley’s life and views – Mary Shelley, Friendship with Lord Byron – focus on elements that inform the Shelley persona in popular imagination.
 - b. His Poetics, as reflected in ‘A Defence of Poetry’. Read and discuss the given text.
2. Close reading of ‘Ozymandias’
 - a. Read and discuss Horace Smith’s ‘Ozymandias’
 - b. The Sonnet Form
 - c. Transience of political regimes – discuss this with reference to Shelley’s views that poets are the real ‘legislators’ of the world.
 - d. Views about Art and Nature – compare and contrast with Byron’s views on the same.
3. Close reading of ‘Ode to the West Wind’

- a. Peterloo Massacre and its socio-political ramifications
 - b. Role of the poet and the socio-political relevance of poetry
4. Close reading of 'Hymn to Intellectual Beauty'
- a. Compare and contrast the poem to Wordsworth's 'Ode: Intimations of Immortality'
 - b. Shelley's idea of Beauty – also discuss the influence of Plato's idea of Beauty

Weeks 13-14

John Keats

1. Keats' life
 - a. Familial background – compare and contrast with Byron and Shelley's
 - b. Read and discuss Keats' letters: trace his views of 'Negative Capability'; the imagination; the nature of the Poet.
2. Close reading of 'Ode to a Nightingale'
 - a. Synesthesia and Keats' poetic imagery
 - b. Naturalistic philosophy
 - c. Happiness and Melancholy
3. Close reading of 'On First Looking into Chapman's Homer'
 - a. Homer in the nineteenth century
 - b. Education, passion, and class in nineteenth century
4. Close reading of 'To Autumn'
 - a. Mortality and the human condition
 - b. Beauty in Nature

ASSESSMENT

Test 1 (25 January 2018)

Q. Write a note on the full title of the poem 'Tintern Abbey'. 10 m

Q. 'Tintern Abbey' is a poem about loss. Comment. 10 m

Assignment 1 (Deadline: 9 April 2018)

Q. Write an essay on romantic poets' engagement with ideas of mortality and immortality in their poems. Support your answer with reference to the works of either Coleridge or Keats. (20 m)

Teaching Methodology

- We discuss how prescribed texts reflect and respond to their socio-historical, cultural and political environment(s).
- In the poetry section, I generally begin my lectures by reading some of the more popular, not-in-syllabus poems by the given poet, to acclimatize them to the writer's own unique voice. Then we closely read and annotate the poems in syllabus.
- We always try to read, discuss, contextualize and critique the authors' positioning of themselves and their works.
- Tutorials are reserved for reading and discussing background prose readings, and for mapping the literary movements which the given works are associated with. Significant historical developments which demand a more elaborate treatment are also discussed in tutorials.
- Questions about the relevance of literature in general, and the specific cultural and political intervention marked by the text in particular, are questions that broadly shape discussions in class.

Assessment Criteria

- 1] Students' essays had to attempt a complete critical analysis of the topic or theme.
- 2] Answers were scrutinised for ability to analyse, ability to build an argument and carry it through and attention to structure.
- 3] The ability to compress a mass of information on the subject into workable analyses and the ability to negotiate the theoretical basis of the ideas involved was looked at.
- 4] Coherence, language skills and analytical skills were been looked at.
- 5] If a student has made an extra effort to make comparisons with other texts we have rewarded that.
- 6] The students were also rewarded points if they were able to situate the text in a particular literary tradition, and were able to relate their arguments to their reading of the authors' use/adaptation/subversion (as the case may be) of generic conventions.
- 7] Students were rewarded extra marks if they contextualized the text, and analysed it as a cultural product engaging with socio-economic and political structures which marked the historical moment and society in which it was produced.

Comments and advice were, of course, included in the process of discussion around assignments.

Shyama Prasad Mukherji College
Teaching Plan

Course and Year: BA (H) English

Semester: VI

Taught individually or shared: Shared with El. Bswajit K. Bora

Paper: Literary Theory

Faculty: Ravi Kant

No. of Classes (per week): 3 Lectures and 2 tutorials

Teaching Plan

Name of the Units: 3rd -Post-structuralism & 4th Post- colonialism

1. Unit III:

➤ **Primary Text/Readings**

- Derrida, Jaques. "Structure, Sign and Play in the Discourse of the Human Sciences", 1966.
- Foucault, Michel. " Truth and Power" An interview by Alessandro Fontana and Pasquale Psquino.

➤ **Background Readings/Secondary Readings**

- Rabinow, Paul. *The Foucault Reader*. Pantheon Books, 1984.
- Michel, Foucault. *Madness and Civilization*. Introduction. Pantheon Books.
- Mills, Sara. *Michel Foucault*: Routledge, 2003.
- Foucault, Michel. *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*. Ed. Colin Gordon. Pantheon Books. 1977.
- Nietzsche, Frederic. "On Truth and Falsity in their Ultramoral Sense (1837)". *Theoryism: An Introduction*. Worldview. 2015
- Sigmund Freud: "The Psychogenesis of a case of Female and Homosexuality" (1920). *Theoryism: An Introduction*. Worldview. 2015
- Eagleton, Terry. *Literary Theory: An Introduction*. University of Minnesota Press. 2008.
- Barry, Peter. *Beginning Theory: An Introduction to Literature and Cultural Theory*. Viva Books. 2010
- Abrams, M.H. *Glossary of Literary Terms*. Heinle & Heinle: Thomson Learning.

2. Unit IV:

➤ **Primary Text/Readings**

- Gandhi, Mahatma. "Passive Resistance and Education". *Theoryism: An Introduction*. Worldview. 2015
- Said, Edward. "Crisis". "The Scope of Orientalism" *Theoryism: An Introduction*. Worldview. 2015
- Ahmad, Aijaz. "Indian Literature": Notes towards the Definition of a Category. *Theoryism: An Introduction*. Ed. Bodhisattva Chattopadhyay. Worldview. 2015

➤ **Background/Secondary Readings**

- Gandhi: From Satyagraha in South Africa (1924)
- Henry David Thoreau: From "Civil Disobedience" (1849)
- Gandhi, M.K. *Indian Home Rule*. Navjeevan Publishing House.
- Ashcroft, Bill. Gareth Griffiths & Helen Tiffin. *The Empire Writes Back: Theory and practice in post-colonial literature*. Routledge. 2002.

No of classes required to complete the unit (approx.):

1. Unit I: No of Classes: 6+8= 14
2. Unit II: No of Classes: 8+5+4=17

Sub topics to be covered and their order along with the respective time frames (if any)

- Understanding Literature, theoretical language and methodological tools and concepts.
- A brief introduction to Classical Humanism and its transition to Theory.
- Brief discussion on key terms- Phenomenology, Ideology, 'subject' and 'object', being and time in literary theory.
- Introducing Structuralism- Claude Levi Strauss and Roland Barthes, Sign of the fathers- Saussure, Scope of Structuralism, Structuralist criticism explained with examples.
- Post-structuralism and Deconstruction- Reading differences between structuralism and post-structuralism with reference to Modernism and Post-Modernism.
- Close reading of the essay "Structure, Sign and Play" by Derrida.
- Locating Michel Foucault in a socio-cultural milieu of the 1960s along with Foucault's Intellectual and Political Development.
- Discussion on Foucauldian key terms- Discourse and its politics, Truth and Power, Archaeology and Genealogy, Power/Knowledge, Power and Institutions, Historical Framework and Contingency, Power and Institutions, The Body and Sexuality, Questioning the Subject: Madness and Sanity, political function of science with its relation to society, categories of 'Universal' and 'Specific' intellectual.
- Introduction to Post-colonial Literature.
- Reading Crisis by Edward Said- discourse of orientalism and its construction of the orient, textual attitude and schematic authority of the text, politics of Orientalism.
- Close reading of Aijaz Ahmed's essay "Indian Literature: Note Towards the Definition of a Category" with emphasis on key terms- Subaltern school and its perspective; Deconstructing the notion of Indian Literature; Role of academic institutions for the study of Indian Literature; Stagnancy of regional literature; Problemativity of trans linguistic genres, Critiquing Orientalism and its valorisations of classical literature.
- Discussion on Gandhi's philosophical and political ideas with reference to "Passive Resistance and Education"; Hind Swaraj; Criticism of language policy and imposition of traditional morality; Gandhian notion of Truth and Non-violence.

Methodology of Teaching:**Video Lectures:**

1. Paul Fry on Postmodern Psyche (Introduction to Literary Theory), published on 1st September 2009. <https://www.youtube.com/watch?v=P1M9-xk-BVg>.
2. Political Debate Between Noam Chomsky & Michel Foucault on Human Nature. 1971. <https://www.youtube.com/watch?v=3wfNI2L0Gf8>.
3. M.K Gandhi's Speech on The Philosophy of Non-Violence and Education. <https://www.youtube.com/watch?v=TkHTbkPoEQ8>
4. Edward Said's lecture on The Myth of the clash of civilizations. <https://www.youtube.com/watch?v=qkK4pApcwMc>
5. Edward Said's interview by Salman Rushdie. https://www.youtube.com/watch?v=vAmLNc_4VtE
6. Interview with Aijaz Ahmad. <https://www.youtube.com/watch?v=udMh83Hr0SI>.

7. A film titled *Manifesto* (2017) by Julian Rosefeldt (Director).

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

Class room Assignment 1: 2nd week of February.

Assignment 2: April 1st week.

Criteria of Assessment:

Assessment will comprise of two tests and two assignments. It will be primarily based on student's ability to read, write and class-room participation. Written assignments will be marked on the presentation of the subject matter, structure of the content and line of arguments, precise use of theoretical vocabulary, conceptual and theoretical understanding of the text and their ability to question/critique.

Shyama Prasad Mukherji College
Teaching Plan

Course and Year: BA (H) English

Semester: VI

Taught individually or shared: Shared with Neerav Dwivedi

Paper: Partition Literature

Faculty: Anuradha Sarkar

No. of Classes (per week): 3 Lectures/2 tutorials

Teaching plan

Unit 1- Novels

Primary reading

Basti by Intizar Husain

Background/ Secondary Readings

Partition Literature: A Study of Intizar Husain by Muhammad Umar Memon

http://www.columbia.edu/itc/mealac/pritchett/00litlinks/basti/txt_intizar_asif_2005.pdf

<https://lithub.com/kamila-shamsie-on-intizar-hussains-novel-basti/>

http://shodhganga.inflibnet.ac.in/bitstream/10603/84014/9/09_chapter%204.pdf

Unit 2- Short stories

Primary Reading

“Toba Tek Singh” by Sa’adat Hasan Manto

“The Final Solution” by Manik Bandhopadhyay

“Alm’s Own House” by Dibyendu Palit

“A Leaf in the Storm” by Lalithambika Antharajnam

Secondary Readings

Partition and Post-Partition acts of Fiction” Narrating Painful Histories by Sukeshi Kamra

Partition Narratives: Some Observation by Arjun Mahey

Freedom in an Idiom of Loss by Jasodhara Bagchi

The Partition of Bengal and of Assam by Debjani Sengupta

Speaking for Themselves: Partition History, Women’s Histories by Ritu Menon and Kamla Bhasin

No of classes required to complete the unit (approx.):

Unit 1- 4 weeks

Unit 2- 8 weeks

Sub topics to be covered and their order along with the respective time frames (if any)

Unit 2-Partition and Gender, Partition and violence, nation and nationality, Displacement, alienation, Trauma, nostalgia.

Unit 1- Roots and settlement, tradition and innovation, communal violence, sense of restlessness.

Methodology of Teaching:

- 1) Close reading of the text**
- 2) Student presentations**
- 3) Inter-textual analysis**

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

2 tests (February, April), 1 assignment (march), student presentations (March onwards)

Criteria of Assessment:

Students' ability to critically analyse the text and conduct a deconstructive reading of the traditional narrative through a postmodern point of view.

Shyama Prasad Mukherji College
Teaching Plan

Course and Year: BA (H) English

Semester: III

Taught individually or shared: Shared with Alaka Ravi

Paper: Popular Fiction

Faculty: Ravi Kant

No. of Classes : 3 lectures and 2 tutorials

Teaching Plan	
Name of the Unit(s): The Murder of Roger Ackroyd & Through The Looking Glass	
Readings (in APA format)	
<p>1. Unit I: <u>Murder of the Roger Ackroyd</u></p> <ul style="list-style-type: none">a. Christi, Agatha (1926). The Murder of Roger Ackroyd. New York: Harper Collins.b. Forshaw, Barry. (2007). <i>Rough Guide to Crime Fiction</i>. London: Rough Guides.c. <i>Essays on Detective Fiction</i>.(1983). Ed. Bernard Benstock. London: The Macmillan Press Ltd.d. Chakraborty, Madhumita. (2017) “Constructing Identities in Crime Fiction: The Narrator- Murderer in the Murder of Roger Ackroyd”. <i>Popular Fiction Critical Essays</i>. Halder, Deb Dulal (Ed.). New Delhi: BookAge Publicatione. Chattopadhyay, Bodhisattva. ILLI lesson on The Murder of Roger Ackroyd.f. York, R.A. (2007). <i>Agatha Christie: Power and Illusion</i>. New York: Palgrave Macmillan.g. Knight, Stephen. (1980). <i>Forms & Ideology in Crime Fiction</i>. UK: Palgrave Macmillan. <p>2. Unit II: <u>Through the Looking Glass</u></p> <ul style="list-style-type: none">a) Carroll, Lewis. (2017). <i>Through the Looking Glass</i>. Ed. Brinda Bose. Delhi: Worldview Publications.b) Macdonald, Alex. (1989). Utopia Through The Looking Glass: Lewis Carroll as Crypto-Utopian. <i>Penn State University Press</i>. 2. 125-135.c) Nicholas, Roy F. (1971). “Through the Looking Glass”: Two Parables for Historians. <i>Pennsylvania History</i>. 38(1). 73-94.d) Knoepfmacher, U.C. (1983).The Balancing of Child and Adult: An approach to Victorian Fantasies for Children. <i>University of California Press</i>. 37(4). 497-530e) Maden, William A. (1986). Framing the Alices. <i>Modern Language Association</i>. 101(3). 362-373f) Richard, Moniques. (2007). Engaging “Looking-Glass” Youth in Art through the Visual Narrative of the transforming Self in Popular Culture. <i>University of Illinois Press</i>. 33.2 (65). 24-37.	

No of classes required to complete the unit (approx.):

- 1. Unit I: 15 Lectures
- 2. Unit 2: 15 Lectures

Sub topics to be covered and their order along with the respective time frames (if an

UNIT I

- Introduction to the 'Popular Culture' in the context of Inter War periods and the growing political and institutional unrest, Urban landscape and Crime narrative, early analytical detective stories, from journalistic and sensational accounts of crime and murder (19th century Newgate Calendar, prison gate narratives) to the bloodless victims of Christie's inter war period, the figure of a detective, reasoning and logic, ratiocination and armchair detection, "Whodunit", clue puzzle structure, "Golden Age" detective fiction, solidification of the genre, rules of 'the game', Christie's fondness for crime narrative and clue puzzle structure.
- Discussion on the following themes with respect to the chapters in the text: bucolic setting and the pastoral landscape, a temporary disruption in the 'edenic world', closed societies, restrained characterization and stereotypes, Strange Death- spectacular and exceptional- "aestheticized crime", Stephen's Knight's notion of "Domesticated Gothic", absence of violence and sanitized bloodless corpse as a repository of clues, introducing the eccentric Belgian detective Hercule Poirot and the Narrator, Dr. Sheppard as an atypical sidekick and the criminal mastermind.
- Close reading of some of the chapters leading to discussion on Red Herrings, Reading Class and Gender in the narrative- marked social separation and anxieties, discussion on women characters such as Caroline, Mrs. Ferrars and Ursula Bourne- sense of agency autonomy and empowerment, the game of Mah Jong, Poirot's methods and techniques of detection- time and place, using commonplace knowledge and 'feminine intuition', ordering and restructuring clues by separating informative from non-informative, knowledge of human nature, interrogative techniques etc.
- Close reading of the last couple of units with respect to Sheppard's guilt, Narrative techniques- first person narrator, the narrator as the criminal, (un)reliability of the narrator, Sheppard's confession and his suicide note, reader's participation in the crime and the subsequent guilt, psychological closure, morality restored, detective endorsing law and order, institutional practices imparting justice, reason and virtue, criminality as an isolated phenomenon, entrenched binaries of good and evil, evil is located in 'deviant individual' not in institutional or social practices.

UNIT II

- Introduction to 19th Century Mid -Victorian background- Rampant Industrialization, Early Victorian Age- political stability and Progress, Victorian social norms, bourgeois ethics and values, individualism and the fear of revolution in popular imagination- Matthew Arnold's Culture and Anarchy, Introduction to Children's Literature, the rise of the novel, Lewis Carroll's life and works, the text's appeal to both adults and children.
- Discussion on some of the significant critical themes in the first four chapters- Alice's dream, curiosity and desire, the act of going through the glass, The Mirror motif- Tweedledee and Tweedledum, the popular nonsense verse "Jabberwocky"- romance quest, portmanteau words,
- Logic language and its structure, the world from other's perspective, critical reading of the game of chess, escape from reality, the unknown journey on the rail, exploring

innocence and childhood, Creativity and imagination, Naming and identity, Child's impression of the adult world, Nursery rhymes and narcissism of the "mirror stage".

- Critical reading of the rest of the units, the authoritarian Red and the child like White Queen, Humpty Dumpty- critique of obsessive logic and reasoning, word play, pun and the puzzling rhyming poem- The Walrus and the Carpenter. Political implications of the Unicorn and the Lion, the White King and his messengers, the White Knight as Carroll
- Critical analysis of Alice's journey to adulthood and her becoming Queen, Alice as a bourgeois child of her times, the coronation ceremony, philosophical underpinnings of Alice's dreams- "of which I dreamt", Alice's constant negation of her construed identity and imagined reality, social conditioning of children and deconstructing the meaning embedded in the system of logic.

Methodology of Teaching:

Apart from class room lectures that would cover the whole range of topics mentioned above, the students will be encouraged to read contemporary popular fictions and will be asked to make a presentation. The Department will have a Students' Seminar titled "Visual and the Popular" as well as workshops and lectures by distinguished Professor and Experts.

A screening of the BBC production of episode entitled *The Murder of Roger Ackroyd* will be held. An informative visual presentation will be made on Children's Literature in the early 18th century.

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

Assignment 1 28th August

Assignment 2 10th October

Criteria of Assessment:

Assessment will comprise of two tests and two assignments. It will be primarily based on student's ability to read, write and class-room participation. Written assignments will be marked on the presentation of the subject matter, structure of the content and line of arguments, precise use of theoretical vocabulary, conceptual and theoretical understanding of the text and their ability to question/critique.

Shyama Prasad Mukherji College
Teaching Plan

Course and Year: BA (H) English

Semester: IV

Taught individually or shared: Shared with Santu Neog

Paper: Contemporary India: Women and Empowerment

Faculty: Anuradha Sarkar

No. of Classes (per week): 2 Lectures

Teaching Plan

Name of Units- Unit 1 Social Construction of Gender, Unit-4 Female Voices

Discussion of topic and Suggested Readings (unit 1)

What is Patriarchy by kamla Bhasin

Gender by V. Geetha

Sex, gender and Society by Ann Oakley

Sexual Politics by Kate Millet

Discussion of topic and Suggested Readings (unit 4)

- a. Early Indian feminist Science Fictions
- b. Dalit Women's Testimonies

Sub topics to be covered and their order along with the respective time frames (if any)

Discussion of Rokeya Sakhawat Hussain's Short Story- Sultana's Dream (1905), and Sharmila Rege's anthology of testimonies – Writing Caste/ Writing Gender: Narrating Dalit Women's testimonies (2006)

Discussion of Sharmila Rege's Against the Madness of Manu: B. R. Ambedkar's Writing on Brahmanical Patriarchy (2013)

Methodology of Teaching:

- 1) Close Reading of the texts
- 2) Student presentations and feedback.

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

Class room Assignment 1: March

Test 1: April

Criteria of Assessment:

Ability to critically analyse the text, structured arguments and textual references.

Shyama Prasad Mukherji College

Teaching Plan

Course and Year: B.A. (H) English Third Year

Semester: 5

Taught individually or shared: Shared with A. Heniya

Paper: Women's Writing

Faculty: Nilza Angmo

No. of Classes (per week): 3 Lectures

Teaching Plan

Name of the Unit: Units 1 and 2

1. Unit I:

Readings prescribed in the syllabus:

Emily Dickinson 'I cannot live without you'
'I'm wife; I've finished that'
Sylvia Plath 'Daddy'
'Lady Lazarus'
Eunice De Souza 'Advice to Women'
'Bequest'

Suggested Readings

1. CHURCHWELL, S. (1998). Ted Hughes and the Corpus of Sylvia Plath. *Criticism*, 40(1), 99-132. Retrieved from <http://www.jstor.org/stable/23118141>
2. Greene, E. (1972). Emily Dickinson Was a Poetess. *College English*, 34(1), 63-70. doi:10.2307/375219
3. Eunice de Souza. (2006). Recovering a Tradition: Forgotten Women's Voices. *Economic and Political Weekly*, 41(17), 1642-1645.
4. Emblen, D. (1965). A Comment on "Structural Patterns in the Poetry of Emily Dickinson". *American Literature*, 37(1), 64-65. Retrieved from <http://www.jstor.org/stable/2922877>
5. King, B. (1989). *World Literature Today*, 63(2), 365-365. doi:10.2307/40145015
6. Ramazani, J. (1993). "Daddy, I Have Had to Kill You": Plath, Rage, and the Modern Elegy. *PMLA*, 108(5), 1142-1156. doi:10.2307/462991
7. Sen, S. (2010). *World Literature Today*, 84(2), 74-74.
8. Strangeways, A., & Plath, S. (1996). "The Boot in the Face": The Problem of the Holocaust in the Poetry of Sylvia Plath. *Contemporary Literature*, 37(3), 370-390. doi:10.2307/1208714
9. Wells, A. (1929). Early Criticism of Emily Dickinson. *American Literature*, 1(3), 243-259. doi:10.2307/2920135

10. Unit 2

Alice Walker *The Color Purple*

Suggested Readings

1. Abbandonato, L. (1991). "A View from 'Elsewhere' ": Subversive Sexuality and the Rewriting of the Heroine's Story in *The Color Purple*. *PMLA*, 106(5), 1106-1115. doi:10.2307/462683
2. Chambers, K. (1987). RIGHT ON TIME: HISTORY AND RELIGION IN ALICE WALKER'S "THE COLOR PURPLE". *CLA Journal*, 31(1), 44-62.
3. Fifer, E. (1985). The Dialect & Letters of *The Color Purple*. In Rainwater C. & Scheick W. (Eds.), *Contemporary American Women Writers: Narrative Strategies* (pp. 155-165). University Press of Kentucky.
4. Harris-Lopez, T. (2002). Humor in Alice Walker's *The Color Purple*. In *South of Tradition: Essays on African American Literature* (pp. 1-17). Athens; London: University of Georgia Press. Retrieved from <http://www.jstor.org/stable/j.ctt46nmct.4>
5. Hite, M. (1989). Romance, Marginality, Matrilineage: *The Color Purple*. In *The Other Side of the Story: Structures and Strategies of Contemporary Feminist Narratives* (pp. 103-126). ITHACA; LONDON: Cornell University Press.
6. Lewis, C. (2012). Cultivating Black Lesbian Shamelessness: Alice Walker's "The Color Purple". *Rocky Mountain Review*, 66(2), 158-175. Retrieved from <http://www.jstor.org/stable/41763555>
7. Morgan, W. (1997). Alice Walker: *The Color Purple* as Allegory. In JUSTUS J. (Author) & FOLKS J. & PERKINS J. (Eds.), *Southern Writers at Century's End* (pp. 177-184). University Press of Kentucky.
8. Shelton, F. (1985). ALIENATION AND INTEGRATION IN ALICE WALKER'S "THE COLOR PURPLE". *CLA Journal*, 28(4), 382-392. Retrieved from <http://www.jstor.org/stable/44321848>
9. Walker, A. (2015). Writing *The Color Purple* (1982). In PORTER H. (Ed.), *Dreaming Out Loud: African American Novelists at Work*(pp. 193-198). IOWA CITY: University of Iowa Press. Retrieved from <http://www.jstor.org/stable/j.ctt20p57xg.29>

No of classes required to complete the unit (approx.):

- 1. Unit 1: 24**
- 2. Unit 2: 20**

Sub topics:

The Confessional Mode in Women's Writing
 Sexual Politics
 Race, Caste and Gender
 Social Reform and Women's Rights

Methodology of Teaching:

Teaching this paper would mainly consist of lectures and class room discussions on topics and sub-topics related to the texts mentioned above. Students will also make presentations to display their understanding of the prescribed texts. Classroom screening of film adaptations of the text along with documentaries related to the era shall form an integral part of teaching the paper.

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

30th August 2017

25th September 2017

Criteria of Assessment:

Students will submit two assignments and write two class tests out of which best scores from one assignment and test shall be considered for internal assessment. Students shall be graded on their writing, language skills, knowledge and understanding of the paper

Shyama Prasad Mukherji College
Teaching Plan

Course and Year: BA (H) English

Semester: VI

Taught individually or shared: Taught individually

Paper: World Literatures

Faculty: Alaka Ravi

No. of Classes (per week): 5 lectures

Teaching plan

1. VS Naipaul, *Bend in the River*
2. Marie Clements, *The Unnatural and Accidental Women*
3. Antoine De Saint-Exupery, *The Little Prince*
Julio Cortazar, 'Blow-Up'
4. Judith Wright, 'Bora Ring'
Gabriel Okara, 'The Mystic Drum'
Kishwar Naheed, 'The Grass is Really like me'
She Ting, 'Assembly Line'
Jean Arasanayagam, 'Two Dead Soldiers'

Unit 1. Primary reading

VS Naipaul, *Bend in the River*

Background/ Secondary Readings

Berger, Roger A. "Writing without a future: Colonial nostalgia in VS Naipaul's A Bend in the River." *Essays in Literature* 22.1 (1995): 144.

Idris, Nazua. "Naipaul s A Bend in the River as a Jamesonian Third World National Allegory." *Stamford Journal of English* 7 (2013): 169-182.

Unit 2. Primary Reading

Marie Clements, *The Unnatural and Accidental Women*

Background/ Secondary Readings

Wunker, Erin. "The. Women. The Subject (s) of The Unnatural and Accidental Women and Un-natural and Accidental." *Theatre Research in Canada/Recherches théâtrales au Canada* 31.2 (2010).

David Damrosch, *How to Read World Literature?* (Chichester: Wiley-Blackwell, 2009) pp. 1–64, 65–85.

Eckermann, Johann Peter. *Conversations of Goethe with Eckermann and Soret*. Vol. 1. Cambridge University Press, 2011.

Unit 3. Primary Readings

Antoine De Saint-Exupery, *The Little Prince*
Julio Cortazar, 'Blow-Up'

Background/ Secondary Readings

Casanova, Pascale. *The world republic of letters*. Harvard University Press, 2004.

Unit 4. Primary Readings

Judith Wright, 'Bora Ring'
Gabriel Okara, 'The Mystic Drum'
Kishwar Naheed, 'The Grass is Really like me'
She Ting, 'Assembly Line'
Jean Arasanayagam, 'Two Dead Soldiers'

Background/ Secondary Readings

Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol.1 (2000), pp. 54–68.

Theo D'haen et al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

No of classes required to complete the unit (approx.):

Unit 1: 4 weeks

Unit 2: 2 weeks

Unit 3: 2 weeks

Unit 4: 2 weeks

Sub topics to be covered and their order along with the respective time frames (if any)

Unit 1: The Idea of World Literature, Memory, Displacement and Diaspora

Unit 2: Hybridity, Race and Culture

Unit 3: Adult Reception of children Literature, Literary translation and circulation of Literary Texts

Unit 4: Aesthetics and Politics in Poetry

Methodology of Teaching: Close reading of the text, class discussions and presentations

ASSESSMENT

Tentative date of assessments/ assignments (time frame):

2 tests (January, March), 1 assignment (March), student presentations (April)

Criteria of Assessment:

The ability to critically analyse the text, and bringing own point of view.