

**Department of English**

**TIME PLANS FOR AUGUST-DECEMBER, 2022  
SEMESTER V**

**Name of the teacher: Dr. Sumita Banerjee**

**Initials: SB**

**Teaching Objective:**

- To enable the students to aesthetically and critically analyse drama
- To encourage students to develop more empathy and tolerance in their understanding of the characters in the play
- To deepen the students 'appreciation of prose fiction-the novel ,the novella, the short story
- To enable the students to comprehend the context behind the texts

<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
18 ...	CC 11: Rassundari Debi:" Amar Jiban": Life and Times of the author; the idea of Bharatbarsha ; women in the 19th century Bengal ; The autobiographical text , the title and the narrative technique	Readings from other women prose writers , autobiographies .  Comparative Readings Videos , critical opinions uploaded	Students learn to explore the trials and tribulations of 19th century Bengali women , their gradual exposure to education .  Students respond to Eunice ' s originality of response.	Presentations, poster making attempts.are encouraged . Tutorials, Internal and theoretical examinations.  Tutorials, Internal and theoretical Assessments.
2	Poetry :			

18	<p>" Advice to Women " by Eunice De Souza  Introduction to De Souza  A Critical Appreciation of the text</p> <p>CC12 : Drama  " Pygmalion" by Shaw  Introduction: 19th cent.drama and Shaw , the themes , title and characters .The conclusion and critical opinions on the text .</p>	<p>Videos and critical responses uploaded.  Play Reading in class .</p> <p>Videos , critical responses uploaded.  Posters , Film version details shared</p>	<p>The students are able to appreciate Shaw' s preoccupation with the importance of language and speech training .</p> <p>To enable the students to comprehend Shakespeare's treatment of good and evil , the manipulation of the Supernatural characters and the scenes with reference to King James' "Daemonologie".</p>	<p>Tutorials ,Internal and Theoretical examinations.</p> <p>Creative competitions based on newspaper headlines , advertisementsposters ,mind maps . Tutorials, Internal and long questions based examinations.</p>
18	<p>DSE A 1 General :  "Macbeth" by Shakespeare.  Textual analysis,Imagery, Themes , Characters and Scenes . The Supernatural</p>			0

**Name of the teacher: Ms. Mangala Gouri Chakraborty**

**Initials: MGC**

**Teaching Objectives:**

- To provide conceptual knowledge and skills
- To support students to set their own academic goals and achieve them
- To expose students to new areas of research and appear for examinations to earn their degree

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output) Students should be able:</i>	<i>Assessment</i>
CC 12 D H Lawrence Sons And Lovers	14	The modernist novel Lawrence's novels Narrative structure Themes Language	Online lectures, group discussions	To identify facets of the narrative art of Lawrence to evaluate and defend their response to a range of issues related to this text	Long essay-type questions and short objective questions. Projects.
DSE –A2 Coleridge Selections from Biographia Literaria	10	The genre of the text; its genesis; Structure; Style; Themes; Critical concepts; Controversies	Online lectures, Links and typed notes for reference material	To explain the background, and the critical theory underpinning the literature of the Romantic period	Long essay-type questions and short objective questions
DSE – B1 Scansion and Prosody	16	Identification of syllables, stress and different metrical feet and metres. Practice in scanning poetry and identifying metres.	Online lectures; Worksheets; Practice and correction in class; links for more practice	To identify stressed syllables; to identify metrical feet and name the metres of verse passages	Passages for scanning

**Name of the teacher: Dr. Sukanya Dasgupta**

**Initials: SDG**

**Teaching Objectives:**

- To provide conceptual knowledge and skills
- To support students to set their own academic goals and achieve them
- To expose students to new areas of research

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. Tragedy as a genre (UG Hons)	36	Theoretical texts: Aristotle's Poetics, Hegel, Nietzsche, Schopenhauer, Miller. Plays to be discussed: Greek Tragedy (Aeschylus,	Lectures, Powerpoint presentations, group discussions, student seminar	To critically analyse a literary genre and comprehend the evolution of the form from ancient to modern times; students will be able to identify strengths and limitations of various forms.	Long essay-type questions and short objective questions. Projects.

		<p>Sophocles, Euripides);  Renaissance Tragedy (Marlowe, Shakespeare, Webster)  Modern Tragedy (Ibsen, Eugene O'Neill, Brecht, Miller)  Differences between the different kinds of tragedy based on Aristotle's theory</p>		<p>Learning research methodology during student seminars on Tragedy and soft skills regarding modes of presentation.</p>	
<p>2. Katherine Mansfield's short stories (UG Hons)</p>	5	<p>Themes;  Structure of the short story;  Style  As a woman writer  Critical analysis of "Bliss"</p>	<p>Lectures, Powerpoint presentations, group discussions</p>	<p>To understand the concept and structure of the short story genre and about style and methodology.</p>	<p>Long essay-type questions and short objective questions</p>

3. Emily Dickinson: poetry (UG Hons)	4	Gnomic style, feminist writing, structure, themes of death, loss, despair and pain.	Lectures. Secondary material and books sent on Google classroom.	Contextualizing Dickinson's poetry. Importance of women's writing	Long essay-type questions and short objective questions
4 . Romantic and Victorian Poetry (DSEA 1 General)	15	Background to Romantic and Victorian poetry. Tintern Abbey, Ode to a Nightingale, Dover Beach: critical discussions	Lectures, Powerpoint presentations, group discussions	Contextualising Romantic and Victorian poetry. Special features of each poet.	Long essay-type questions and short objective questions

**Name of the teacher: Ms. Sanghita Sanyal (English – UG, PG and B.Ed.)**

**Initials: SS**

**Teaching Objectives:**

- To enable students to grasp concepts and critical capacity to evaluate texts and contexts
- To support students to develop reading and reflection on texts and the skill of writing
- To expose students to new areas of art, cultural material, documentation and research.
- To enable learners to evaluate and analyse the structures of different grammatical constituents of English.

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
UG HONS.	45	<p>Women’s Writing : Poetry of Elizabeth Barrett Browning</p> <p>DSE A and B : <i>Nationalism in India</i>: Rabindranath Tagore, <i>A Room of One;s Own</i> – Virginia Woolf.</p> <p>Rhetoric</p>	<p>Texts as samples, Historical contexts, Encyclopaedia of Literary History, Youtube videos on documentaries and fictions based on the topics. Powerpoint presentations, voice notes and online live interaction over Google Meet. Writing exercises and sharing of reading materials over Google classroom.</p>	<p>To understand the significance of historical context while reading literary texts.</p> <p>To critically analyse the concept of modernity and its application in literature.</p> <p>To hone an orientation and acumen to appreciate modernist thoughts, ideologies and texts.</p> <p>To be able to evaluate critically, texts and styles of authors and understand the patterns and differences.</p>	<p>Long essay-type questions, short/objective type questions.</p> <p>Tutorials, Term papers, Presentations.</p>

				<p>To develop the taste for reading literature across many languages.</p> <p>To grasp the various concepts of gender, patriarchy and discrimination, not just in terms of pedagogic terminologies, but also practical significance and ideologies behind every term.</p>	
LCC Sem 5	45	<p>Language of Poetry with reference to 4 select poems:</p> <p>William Wordsworth Lord Tennyson Henry Louis Vivian Derozio Rabindranath Tagore</p> <p>Some rhetorical devices with reference to the poems</p>	<p>Texts as samples, Historical contexts, Encyclopaedia of Literary History, Youtube videos on documentaries. Materials directly related to the topics.</p>	<p>To have a critical understanding of language, Rhetoric, figures of speech, poetry.</p> <p>To develop critical and creative abilities to appreciate poetry.</p>	<p>Long essay-type questions, short/objective type questions. Tutorials.</p>



**Name of the teacher: Dr. Subhasree Basu**

**Initials: SGB**

**Teaching Objectives:**

- To provide a conceptual framework for the students
- To support students to set their own academic goals and achieve them
- To motivate students to undertake research and expand their academic interests

<i>Topics</i>	<i>Hours allotted</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. Women's Writings: Alice Walker, <i>Color Purple</i> ; Mahasweta Devi, 'Draupadi', translated Gayatri Chakravorty Spivak	35	Black and Asian Feminist texts - Toni Morrison, bell hooks, Chandra Talpade Mohanty, Spivak, History of Slavery and the Reconstruction era in the United States of America, Jim Crow Laws, Intersectionalities of Race and Gender, Structure, Character and Themes, Representation of ethnic minorities and adivasis in Indian Writing in English, Subaltern, History of the Naxal Movement, Resistance and	Lectures, Powerpoint presentations, group discussions, secondary reading material posted on google classroom.	1. To gain an understanding of feminist discourses from various cultures and time periods.  2. To be able to relate the theoretical understanding gained to contemporary gender related issues.	Long essay-type questions and short objective questions.  Projects.

		Revolution, Body politics.			
2. Early 20th Century British Literature: T.S. Eliot, 'The Love Song of J. Alfred Prufrock' and 'Preludes'; Joseph Conrad, <i>Heart of Darkness</i>	25	Introduction to Anglo European Modernism (Marx, Nietzsche, Bergson, Freud, Baudelaire); T. S Eliot, structure, themes, language, aesthetic reconfiguration in Eliot's poetry; Joseph Conrad, narrative innovations, structure, themes, post colonial readings.	Lectures, Powerpoint presentations, group discussions, secondary reading material posted on google classroom.	1. To be able to identify and understand the dominant trends and characteristics of Anglo-European Modernism.  2. To gain an appreciation of Modernist Literature and Art in general.	Long essay-type questions and short objective questions
3. Literary Theory and Criticism: T.S. Eliot, 'Tradition and the Individual Talent'	15	Eliot's Theoretical writings, objective correlative, impersonality and depersonalisation, practical criticism, lateral readings: 'Hamlet and His Problems', 'The Function of Criticism'	Lectures, Powerpoint presentations, group discussions, secondary reading material posted on google classroom.	1. To gain an appreciation of critical theoretical writings.  2. To be able to apply critical theories to literary texts.	Long essay-type questions and short objective questions
4. Short Story	30	Evolution of the short story; folklore, parables, fairy tales, anecdotes; modernism and short story; structural analysis of the modern short story	Lectures, Powerpoint presentations, group discussions, secondary reading material posted on google classroom.	1. To understand and appreciate the modern short story.  2. To gain a critical understanding of the structure of a short story.	Long essay-type questions and short objective questions

**Name of the teacher: Sulagna Chattopadhyay**

**Initials: SC**

**Teaching Objectives:**

- To introduce students to new areas of literary and critical study
- To help students understand literary texts in relation to socio-historical contexts
- To facilitate close reading and critical thinking
- To encourage students to pursue academic activities and research beyond the classroom

<b><i>Topics</i></b>	<b><i>Hours Allotted</i></b>	<b><i>Topics as per Curriculum</i></b>	<b><i>Teaching Methods</i></b>	<b><i>Learning Outcomes (output)</i></b>	<b><i>Assessment</i></b>
1. Mary Wollstonecraft: <i>A Vindication of the Rights of Woman</i> (CC11)	30	<p>Introduction to Wollstonecraft's life and works</p> <p>Social and political currents in the late-eighteenth century</p> <p>Women's education in eighteenth-century society</p> <p>Close study of the Preface, Introduction, and Chapters I &amp; II</p> <p>Wollstonecraft's thoughts on women's education; the importance of reason in the context of the Enlightenment</p>	Lectures, Class discussions, Secondary material	<p>To assess Wollstonecraft's impact as a pioneering figure in the struggle for women's rights in the West, and to reexamine her contributions in the light of modern feminism</p> <p>To understand the limitations of women's education in the eighteenth century and Wollstonecraft's proposals for reform</p> <p>To analyse the links between Wollstonecraft's ideas on patriarchal and monarchical tyranny</p>	Long essay-type questions and short objective questions; Term papers

<p>2. Antonio Gramsci: “The Formation of the Intellectuals” (DSE-A2 Hons)</p>	<p>15</p>	<p>Introduction to Antonio Gramsci as a Marxist theorist</p> <p>Gramsci’s definition of the intellectual and the role of the intellectual</p> <p>Gramsci’s distinction between traditional and organic intellectuals</p> <p>The concepts of civil and political society and hegemony</p>	<p>Lectures, Class discussions, Secondary material</p>	<p>To understand the concept of the intellectual as defined by Gramsci</p> <p>To critically analyse the formation and function of the intellectual today in the light of Gramsci’s ideas</p>	<p>Long essay-type questions and short objective questions; Term papers</p>
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<p>3. Comedy (DSE-B1 Hons)</p>	<p>15</p>	<p>Comedy as a genre</p> <p>Classical Greek and Roman Comedy and Aristotle's discussion on comedy in <i>Poetics</i></p> <p>Romantic comedy, Comedy of Humours, Comedy of Manners, Sentimental Comedy</p> <p>Theories of comedy/laughter</p>	<p>Lectures, Class discussions, Secondary material</p>	<p>To analyse the concept of comedy and the major types of dramatic comedy</p> <p>To understand the origins and evolution of the form</p> <p>To identify the features and techniques of the different forms of comedy through the study of individual texts</p>	<p>Long essay-type questions and short objective questions; Term papers</p>
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<p>4. R. L. Stevenson: <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (DSE-A1 Gen)</p>	<p>30</p>	<p>Introduction to late Victorian literature/culture and the genre of the Gothic</p> <p>The concept of the doppelgänger</p> <p>Close study of the text</p> <p>Analysis of themes and characters</p>	<p>Lectures and discussions, Film screening, Secondary material</p>	<p>To introduce students to Victorian popular literature</p> <p>To enable students to engage in close reading of the text and identify important themes and contexts</p>	<p>Long essay-type questions and short objective questions; Projects</p>
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