

## Department of English

### TIME PLANS FOR AUGUST-DECEMBER, 2022 SEMESTER III

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

**Initials: SB**

**Teaching Objectives:**

- 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 novella, the autobiography
- 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>
15	Novel-Hemingway's <i>The Old Man and the Sea</i>	Lectures, Quiz, Text based Creative Writing Assignments	An understanding Of Hemingway's novella and his focus on the relationships of the old man with Nature and Man.	Class test, Internal Assessment, Projects, University Examination
15	CC 7-Drama Behn's <i>The Rover</i>	Lectures, Quiz, Text based	Imparting an understanding of the Restoration Intrigue Comedy , its European context,	Class test, Internal Assessment ,

		Creative Writing Assignments Play Readings	Its feminist overtones	Projects, University Examination
30	GE3: Women's Writing and Women's Empowerment Rassundari Devi : " Amar Jiban "	Lectures, Quiz, Text based Comparative Reading Sessions	Imparting an understanding of the trials and tribulations of 19th century Bengali Women.	Class test, Internal Assessment , Projects, University Examination

**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 prepare them for examinations to earn their degree

<i>Topics</i>	<i>Hours</i>	<i>Topics as per curriculum</i>	<i>Teaching method</i>	<i>Learning outcome Students should be able:</i>	<i>Assessment</i>
CC6 Carroll <i>Through the looking Glass</i>	25	The nature of fantasy; Nonsense Literature; Social background; A study of the text; Narrative structure Discussion of language and parody; Social commentary; Representation of childhood; Use of symbolism	Online lectures; group discussion links for screen versions; Reading List	To explain the nature of fantasy; to identify features of nonsense Literature and the social background; to evaluate and defend their response to a range of issues related to the genre and the Victorian period	Long essay type questions and short objective questions. Student presentations and projects.

CC6 Christie 'The Murder of Roger Ackroyd'	25	The evolution of & Characteristics of the Golden Age of Detective Fiction; narrative structure; Evolution of the Detective Poirot; Discussion of the first person narrator; Response to the book	Online lectures, group discussion and Projects	To identify detective fiction of the Golden Age and to contrast this with fiction of later times; to evaluate and defend their response to a range of issues related to the genre and Christie	Long essay type questions and short objective questions
CC7 Webster <i>The Duchess Of Malfi</i>	25	Social and Literary background; Genre; Detailed study of the text; Dramatic structure, themes; Webster's dramaturgy	Online lectures; group discussion	To identify and discuss features of the genre; to evaluate and defend their response to a range of issues related to the genre	Long essay type questions and short objective questions
General: LCC I	45	American and British English; Intensive study of Grammar	Lectures, PPTs, Language exercises; Links for online practice exercises	To identify grammatical and vocabulary errors; To correct errors; To transform sentences into different types To Identify U.S. English from the U.K. English	MCQs

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

**Initials: SDG**

**Teaching Objective:**

- 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. <i>Paradise Lost</i> by Milton (UG Hons)	30	Paradise Lost as an epic, Style and structure, character of Satan, Milton's attitude	Lectures, Powerpoint presentations, group discussions, student research presentations; online links for lectures by eminent academics	To comprehend the writing of a an epic with a classical format and Biblical theme; to identify and describe the political, religious, and social background; to evaluate and defend their response to a range of issues related to the Restoration period	Long essay-type questions and short objective questions. Student presentations and projects.

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

**Initials: SS**

**Teaching Objective:**

- 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 Honours Popular Literature	30	Adventures of Tintin : <i>Tintin in Tibet</i> : Concept of Popular Literature, Comics, Historical Context, Life and works of Herge, Textual Significance of Tintin in Tibet.  Sukumar Ray: Translations of 10 poems	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	To understand the significance of historical and literary contexts while reading texts.  To critically analyse the concepts as revealed in the texts.  To hone an orientation and acumen to appreciate literary texts.  To be able to evaluate critically, texts and styles of authors.	Long essay-type questions, short/objective type questions. Term papers/Projects.

		Concepts of nonsense Literature, Textual explanation and understanding of the poems, Analysis of translations, understanding concepts like allegories, metonymy around the poems.	and sharing of reading materials over Google classroom.		
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**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. American Literature (Hons)	45	Langston Hughes, Sylvia Plath, F. Scott Fitzgerald, Arthur Miller	Lectures, Powerpoint presentations, group discussions; secondary reading material posted on google classroom	1. To gain an understanding of American Literature in conjunction with the history of the country 2. To cultivate a critical appreciation of the various shades of American Literature	Long essay-type questions and short objective questions. Projects.



**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 Method</i></b>	<b><i>Learning Outcome (output)</i></b>	<b><i>Assessment</i></b>
<p>1. Alexander Pope: <i>The Rape of the Lock</i> (CC7)</p>	<p>30</p>	<p>Background to eighteenth-century England</p> <p>Epic and mock-epic; heroic couplet</p> <p>Introduction to Alexander Pope's life and works</p> <p>Close reading of Cantos I, II, and III</p> <p><i>The Rape of the Lock</i> as a mock-epic, supernatural machinery, characterisation of Belinda, gender issues, satire of</p>	<p>Lectures, class discussions, Visual presentations on various facets of eighteenth-century society, Secondary material</p>	<p>To analyse the factors leading to the rise of the mock epic as a genre</p> <p>To study the text in relation to a range of issues pertaining to eighteenth-century English society</p> <p>To critically examine Pope's deployment of the satiric mode</p>	<p>Long essay-type questions and short objective questions; Term papers</p>

		eighteenth-century society			
2. Edgar Allan Poe: 'The Purloined Letter' (CC5)	6	<p>The origins and history of detective fiction</p> <p>The features of detective fiction and Poe's formative influence</p> <p>Close study of the text; discussions on the detective, the narrator, the police, the crime, and the criminal</p>	Lectures, Class discussions, Secondary material	<p>To analyse Edgar Allan Poe's role in the development of detective fiction</p> <p>To comprehend the various issues in the text as well as the principal characters</p>	Long essay-type questions and short objective questions; Term papers

<p>3. William Faulkner: 'Dry September' (CC5)</p>	<p>5</p>	<p>Introduction to the American short story</p> <p>The American South—race and gender relations</p> <p>William Faulkner's life and works</p> <p>Close study of the text</p> <p>Characters, form and style, thematic issues, significance of the title</p>	<p>Lectures, Secondary material</p>	<p>To examine the form of the short story and its importance in American literature</p> <p>To analyse literary texts through the lens of race, gender, and other social issues</p> <p>To examine the nuances of narrative technique</p>	<p>Long essay-type questions and short objective questions; Term papers</p>
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<p>4. Edgar Allan Poe: 'To Helen' (CC5)</p>	<p>6</p>	<p>Edgar Allan Poe's critical pieces on poetic theory and composition</p> <p>Close reading of 'To Helen' with analysis of themes</p> <p>Poe's romanticism and classicism</p>	<p>Lectures, Secondary material</p>	<p>To engage in a detailed reading of the text and its contexts</p>	<p>Long essay-type questions and short objective questions;</p> <p>Term papers</p>
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<p>5. Rokeya Sakhawat Hussain: 'Sultana's Dream' (GE3)</p>	<p>10</p>	<p>Introduction to Rokeya Sakhawat Hussain</p> <p>Women's education and writing in Bengal</p> <p>The concept of utopia, the dream vision, social criticism</p> <p>Close reading of the text</p>	<p>Lectures and class discussions</p>	<p>To understand the techniques and functions of utopian writing</p> <p>To assess Begum Rokeya's contribution as a pioneering Bengali feminist, particularly in the field of women's education</p>	<p>Long essay-type questions and short objective questions; Projects</p>
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