

Department of English

TIME PLANS SEMESTER IV

Name of the teacher: Dr. Sumita Banerjee

Initials: SB

<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. Creative writing SEC HON	32	Ice Breaking, Readings followed by discussions, Mini Sagas, Haikus, props, re-writing	A beginner's exposure to creative writing exercises.	To be able to write short stories, Mini Sagas, Haikus, poetry .	Repeated class exercises, Examination based on a test of writing skills.
2 Academic writing Gen	16	How to write a Critical Appreciation.	Students are exposed to Academic writing skills.	To be able to write a compact critical response to a poem.	Repeated class exercises, Examination based on a test of the writing skills

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</i>	<i>Topics as per curriculum</i>	<i>Teaching method</i>	<i>Learning outcome</i>	<i>Assess-ment</i>
Honours: CC8 Congreve	32	Introduction to 17thC society and Restoration drama and Congreve. Textual reading of <i>The Way of the World</i> Dramatic structure, themes; Congreve's dramaturgy; Discussion of Topics related to the text	Online lectures; group discussion links for screen versions; Reading List	To examine objectively the contrasting response to Restoration drama To identify the features of Congreve's comedy To evaluate and defend their response to a range of issues related to the genre and the Restoration period	Long essay-type questions and short objective questions.
Honours: CC9 Lamb	16	The evolution of Romantic personal essay Introduction to Charles Lamb and his art. Close textual reading of two essays	Online lectures and group discussion	To identify Romantic and Personal features in the essays of Lamb; to evaluate and defend their response to a range of issues related to the genre and Lamb	Long essay-type questions and short objective questions

		Discussion of Topics related to the text			
General: GE LCC I	32	Introduction to the writing process Introduction to academic writing Writing essays: Structuring arguments Effective Introductions and Conclusions	Lectures, Writing practice and feedback	To identify and use appropriate vocabulary and structures; To revise and correct errors; To write effectively.	Paragraphs and essays

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>
Keats (UG Hons)	16	Analysis of Ode to a Nightingale and Ode to Autumn; Keats' letters; Style, themes. Spring Odes: connections	Lectures, Powerpoint presentations, group discussions, recorded voice notes; YOUTube links for lectures by eminent academics; Secondary material sent on email/whatsapp	Understanding generic structures; Romanticism as a movement.	Long essay-type questions and short objective questions. Projects.

Name of the teacher: Dr. Sanghita Sanyal

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	60	Jane Austen – <i>Pride and Prejudice</i> – 18 th Century milieu and romantic novel, feminist theme, characters and biographical elements. Mary Shelley- <i>Frankenstein</i> – Themes, Concepts and context P. B. Shelley – Ode to the West Wind and To A Skylark - Romanticism, its	Texts as samples, Historical contexts, Encyclopaedia of Literary History, YouTube videos on documentaries and fictions based on the topics.	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	Long essay-type questions, short/objective type questions. Term papers/Projects .

		features, Biography and historical timeline of Shelley and Textual explanations of the two poems.	PowerPoint presentations, voice notes and online live interaction over Google Meet. Writing exercises and sharing of reading materials over Google classroom.	acumen to appreciate literary texts. To be able to evaluate critically, texts and styles of authors.	
LCC (L2)1	20	Makers of Indian Literature – Rabindranath Tagore	Texts as samples, Historical contexts, YouTube videos on documentaries and writing exercises and sharing of reading materials over Google Classroom	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 biographies.	Long essay-type questions, short/objective type questions. Projects.

Name of the teacher: Dr. Subhasree Basu

Initials: SGB

Teaching Objective:

- **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 /month</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
1. CC8 - 18TH CENTURY BRITISH LITERATURE (Hons)	5	Introduction to Augustan Poetry, Pre-Romantics, Thomas Gray's 'Elegy': form, graveyard poetry, melancholy, structure, language	Lectures, Powerpoint presentations, group discussions, secondary reading material sent on Google Classroom	1. To gain an understanding of 18th Century Poetry and recognise its prominent traits 2. To situate 18th Century poetry within its socio political contexts.	Long essay-type questions and short objective questions.
2. BRITISH ROMANTIC LITERATURE (Hons)	5	Introduction to Romanticism, philosophy of Schiller and Emmanuel Kant, William Blake's 'The	Lectures, Powerpoint presentations, group	1. To gain a nuanced understanding	Long essay-type questions and

		Lamb' and 'The Tyger': form, themes and structure; William Wordsworth's 'Tintern Abbey': landscape poetry, Wordsworth's politics, nature and philosophy	discussions, youtube videos, secondary reading material sent on Google Classroom	of Romantic poetry 2. To be familiar with contemporary readings of Romantic Literature	short objective questions.
3. <u>LANGUAGE, SOCIETY, AND PERSONALITY</u> (General)	10	Introduction to Partition Literature, Ismat Chughtai's 'Roots': themes and characters; Subal Chandra Mitra's <i>Isva</i> <i>Chandra Vidyasagar: A Story of His Life and Work</i> : character sketch, socio cultural contexts, themes	Lectures, Powerpoint presentations, group discussions, secondary reading material sent on Google Classroom	1. To gain an understanding of society and its people 2. To appreciate literary language	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**

<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. Daniel Defoe: <i>Robinson Crusoe</i>	20	Introduction to the eighteenth-century novel Daniel Defoe's life and works Detailed study of the text Characters, themes, and issues Postcolonial reading	Lectures, Class discussions, Movie screening, Secondary material on Google Classroom	To read the text in the light of socio-historical and cultural developments in eighteenth-century England To critically analyse the various facets of a long narrative work To understand the politics of a 'classic' text as well as its afterlife	Long essay-type questions and short objective questions; Projects
2. Samuel Johnson: 'London'	12	Introduction to eighteenth-century poetry	Lectures, Secondary material on	To explore the conventions of eighteenth-cent	Long essay-type questions and short objective

		<p>The ‘imitation’ in the eighteenth century</p> <p>Close study of the text</p> <p>‘London’ as an imitation</p> <p>Social criticism</p>	Google Classroom	<p>ury poetic practice</p> <p>To assess Samuel Johnson’s contribution to poetry</p> <p>To understand the form of the imitation</p>	<p>questions; Projects</p>
3. Charles Dickens: <i>Oliver Twist</i>	20	<p>Introduction to the Victorian novel</p> <p>Charles Dickens’s life and works</p> <p>Socio-historical contexts</p> <p>Detailed study of the novel</p> <p>The child hero</p> <p>Characters, themes, and issues</p>	Lectures, Class discussions, Audio-visual presentations, Movie screening, Secondary material on Google Classroom		<p>Long essay-type questions and short objective questions; Projects</p>
4. Robert Browning: ‘My Last Duchess’	6	<p>Introduction to Victorian poetry</p> <p>The dramatic monologue</p> <p>Close reading of the text</p> <p>Interpretation</p>	Lectures, Secondary material on Google Classroom	<p>To comprehend Browning’s poetic technique</p> <p>To unpack the psychologies that emerge from Browning’s dramatic monologues (with reference to his other poems)</p>	<p>Long essay-type questions and short objective questions; Projects</p>
5. Matthew Arnold: ‘Dover Beach’	6	Nineteenth-century contexts	Lectures, Secondary material on	To study the poem in the light of	<p>Long essay-type questions and short objective</p>

		<p>Close reading of the poem</p> <p>Analysis of imagery and metaphor</p> <p>Interpretation</p>	Google Classroom	<p>nineteenth-century contexts</p> <p>To critically analyse Arnold's use of images and metaphors</p>	<p>questions; Projects</p>
6. Academic Writing (GE)	24	<p>Summarising and paraphrasing</p> <p>Writing essays</p>	<p>Lectures, Class discussions and assignments, Additional material on Google Classroom</p>	<p>To understand the nature of academic writing</p> <p>To practise the writing of summaries, paraphrases, and essays and develop associated skill sets</p> <p>To improve academic language and critical thinking skills</p>	<p>Application-based questions, Projects</p>
7. Shashi Tharoor: 'The Idea of India' (LCC)	8	<p>Introduction to Shashi Tharoor</p> <p>Detailed reading of the text</p> <p>Issues</p>	<p>Lectures, Class discussions, Secondary material on Google Classroom</p>	<p>To study the text in detail and relate it to relevant socio-political issues in contemporary India</p>	<p>Long essay-type questions and short objective questions, Projects</p>
8. Louis Fischer: 'Gandhi and the Western World' (LCC)	8	<p>Introduction to Louis Fischer</p> <p>Gandhi's life</p> <p>Detailed reading of the text</p> <p>Issues</p>	<p>Lectures, Class discussions, Secondary material on Google Classroom</p>	<p>To study Gandhi from a biographical perspective and explore his influence on Indian and Western thought</p>	<p>Long essay-type questions and short objective questions, Projects</p>