

Department of English

TIME PLANS SEMESTER VI

Name of the teacher: Sumita Banerjee

Initials: SB

Teaching Objective:

- To expose students to the postcol.verse of Malouf and Indian poets
- To encourage students to read and appreciate poetry on their own.

<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. Revolving Days' Malouf CC 14 Hon	16	Introduction to Australia-poetry, Malouf -life and times, the text and context,critical responses.	Online lectures, links to videos, lectures.	To realise the genius of Malouf as a postcol poet.	Tutorials, Internal Assessments, theory based examination.
2. Poetry Indian Poets. LCC L2 -2 Gen	32	Tagore-Gitanjali XVIII. P. Lal - Life Ezekiel -In a Country Cottage G.Deshpande -The Female of the Species.	Online lectures, links to videos, lectures.	To encourage students to read more of Indian English poetry .	Tutorials, Internal Assessments, theory based 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 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)</i>	<i>Assessment</i>
Honours DSE – A3 Amitav Ghosh	32	A critical introduction to the novel in India; Ghosh’s novels Close textual examination of <i>The Shadow Lines</i> Narrative structure Themes Language	Online lectures, group discussions	To identify facets of the narrative art of Ghosh; To explain the features of the first person narrative to evaluate and defend their response to issues related to this text	Long essay-type questions and short objective questions. Projects.
Honours DSE – B4 Yakshagana Opera		An introduction to indigenous folk performance forms Specific features Introduction to and evolution of opera	Online lectures And video clips to demonstrate performances	To identify characteristic features of the indigenous art forms of India and of the west.	Long essay-type questions and short objective questions.

Shaw's Prefaces		Shaw's Prefaces – a critical study	Close textual study of Shaw work	To explain the nuances and motives of Shaw's art of dramatization	
General LCC 2-2	32	Introduction to the modern short story in IWE; The short stories of R K Narayan and Ruskin Bond Reading of the prescribed texts Discussion of topics	Online lectures, Links and typed notes	To identify features of the short story To distinguish the narrative styles of the two short story writers To respond to questions on the text	Long essay-type questions and short objective questions.

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. Ibsen: 'A Doll's House'	60	As a tragedy/problem play; Style; modern dramatic techniques, Realism; naturalism.	Lectures, Powerpoint presentations, group discussions, recorded voice notes; YOUTube links for lectures by eminent academics; Secondary material sent on email/whatsapp	Contextualising modern tragedy	Long essay-type questions and short objective questions. Projects
2. Brecht	40	Epic theatre.	Lectures, Powerpoint presentations,	Modern Theatre techniques;	Long essay-type questions and

			group discussions, recorded voice notes; YOUTube links for lectures by eminent academics; Secondary material sent on email/whatsapp	performance studies	short objective questions. Projects
3. Neruda	4	Modern poetry; Neruda's themes, style, imagery.	Lectures, Powerpoint presentations, group discussions, recorded voice notes; YOUTube links for lectures by eminent academics; Secondary material sent on email/whatsapp	Learns to critically analyze modern poetry	Long essay-type questions and short objective questions. Projects
4. Text and Performance	28	History of western theatre, western folk traditions	Lectures, Powerpoint presentations, group discussions,	Performance studies, theatrical methodologies;	Long essay-type questions and short objective questions. Projects

			recorded voice notes; U Tube links for lectures by eminent academics; Secondary material sent on email/whatsapp	theatre as an art form	
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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 HONS.	55	Samuel Beckett, <i>Waiting for Godot</i> Mamang Dai, 'The Voice of the Mountain' Birendra Chattopadhyay, 'After Death: Twenty Years' Sankha Ghosh, 'Rehabilitation'	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 context while reading literary texts. To critically analyse the concept of modernity and	Long essay-type questions, short/objective type questions. Tutorials, Term papers, Presentations.

		Text and Performance Paper – Key portions	and sharing of reading materials over Google classroom.	<p>its application in literature.</p> <p>To hone an orientation and acumen to appreciate modernist thoughts, romantic contexts and ideologies in the texts.</p> <p>To be able to evaluate critically, texts and styles of authors and understand the patterns and differences.</p> <p>To develop the taste for reading literature across many languages, significance of</p>	
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				partition in Bengal To grasp the various concepts around stage, drama, performance, iconic productions in Indian Theatre and World Theatre	
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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. POSTCOLONIAL LITERATURES	10	Introduction to Post Colonialism, Reading Ania Loomba and Leela Gandhi, Introduction to Caribbean literature, Derek Walcott's 'A Far Cry from Africa': structure, issues, contexts; African literature and politics of language, reading Ngugi Wa Thiongo, Chinua Achebe's <i>Things Fall Apart</i> : themes,	Lectures, Powerpoint presentations, group discussions, youtube videos by eminent scholars, secondary reading material sent on Google Classroom	1. To gain a critical understanding of post colonialism and its discourses. 2. To critically read and appreciate post colonial literatures.	Long essay-type questions and short objective questions, projects.

		contexts, strategies, characters			
2. PARTITION LITERATURE	10	Introducing Partition - History and politics, partition in popular culture, reading Urvashi Bhutalia, Alok Bhalla and Yasmin Khan, Manik Bandyopadhyay's 'The Final Solution', Sadat Hasan Manto's 'Toba Tek Singh' and Sahir Ludhianvi's 'Twenty Sixth January': themes and contexts.	Lectures, Powerpoint presentations, group discussions, film screening, secondary reading material sent on Google Classroom	1. To gain a historical understanding of the event called Partition. 2. To be able to read and understand the human dimension of Partition through its narratives.	Long essay-type questions and short objective questions, projects
3. TEXT AND PERFORMANCE	15	Historical Developments of Theatrical Forms, Indian Classical Theatre, Folk Traditions, Stanislavsky,	Lectures, Powerpoint presentations, group discussions, youtube videos, secondary reading	1. To gain a critical understanding of various theatrical forms 2. To be able to study text and performance	Long essay-type questions and short objective questions, projects

			material sent on Google Classroom		
4. LANGUAGE, CREATIVITY, AND ANALYSIS	10	Bhisham Sahni, 'The Boss Came to Dinner', Prem Chand, 'The Child'	Lectures, Powerpoint presentations, group discussions, secondary reading material sent on Google Classroom	1. To be able to appreciate texts in translation 2. To be able to appreciate and analyse themes and issues in a text.	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. Gabriel García Márquez: <i>Chronicle of a Death Foretold</i>	20	Introduction to Latin-American Literature and Gabriel García Márquez Contextualising the novella Detailed study of the text and interpretations	Lectures, Class discussions, Secondary material on Google Classroom	To explore critical ways of approaching texts in translation To study the ethical and moral issues that emerge in the text To analyse the subtleties of	Long essay-type questions and short objective questions; Projects

		<p>Murder, morality, and community</p> <p>Narrative and perspective</p> <p>The issue of 'foretelling'</p>		<p>García Márquez's narrative technique</p>	
<p>2. Protiva Basu: 'The Marooned'</p>	6	<p>The Bengali short story</p> <p>Introduction to the Partition—history and literature</p> <p>Detailed study of the text and interpretation</p> <p>Women and the Partition</p>	<p>Lectures, Class discussions, Secondary material on Google Classroom</p>	<p>To introduce students to the area of Partition literature, with special focus on the gendered aspects of Partition</p> <p>To explore certain issues associated with translation from Bengali to English</p>	<p>Long essay-type questions and short objective questions; Projects</p>
<p>3. Text and Performance: Greek New Comedy and Roman Comedy</p>	6	<p>Greek New Comedy: Performance contexts, study of Menander as a playwright</p>	<p>Lectures, Class discussions, Secondary material on Google Classroom</p>	<p>To understand classical drama in the context of performance practices</p> <p>To identify the establishment</p>	<p>Long essay-type questions and short objective questions; Projects</p>

		Classical Roman Comedy: Performance contexts, the <i>fabula palliata</i> , study of Plautus and Terence		of dramatic tropes To study individual playwrights and their texts	
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