

Name of the teacher: Mangala Gauri 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

Topics	Hours Allotted	Topics as per curriculum	Teaching Methods	Learning Outcomes	Assessments
Honours: DSC 5 Carroll Through the looking Glass	8	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 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 presentation s and projects.
DSC8	8	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.

Minor-4 History of Romantic Prose	4	<p>Introduction to the Romantic Age Features of Romantic Prose Chief writers of this prose and their works</p> <p>Introduction to Lamb and his essays <i>Dream Children</i> text and related topics</p>	Lectures	<p>To identify features of Romantic Prose; To demonstrate an understanding of issues related to this text</p> <p>To identify and appreciate features of Lamb's art</p>	<p>Essay- type questions Objective type questions.</p> <p>MCQs</p>
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Name of the teacher: Dr. Sukanya Dasgupta

Initials: SDG

Teaching Objectives:

- To provide a foundation in English literature and culture
- To assist students in achieving their academic benchmarks
- To motivate students to undertake research in emerging literary and interdisciplinary areas

Topics	Hours Allotted	Topics as per curriculum	Teaching Methods	Learning Outcomes	Assessments
John Milton, Paradise Lost	18	Paradise Lost Book I Background, Protestant Reformation and its impact; Epic features of the text, combination of classical and Christian elements, style, character of Satan	Lectures, Powerpoint presentations, group discussions, recorded voice notes; YOUTube links for lectures by eminent academics; Secondary material (books, articles) sent on email/whatsapp, Google Classroom	Students will learn how to: a) Critically assess, understand and identify epic conventions b) Analyze the style and its influence on literature c) Develop critical thinking skills and ability to effectively communicate and articulate their ideas, in verbal and written mode, ask productive research questions	Internal tests (MCQ), essay-type answers written and assessed during tutorials as CIA, class presentations, term papers.
Andrew Marvell	4	‘To his Coy Mistress’ As a Metaphysical poem, use of Metaphysical wit and conceits, syllogistic structure, comparison with John Donne	Lectures, Powerpoint presentations, group discussions, recorded voice notes; YOUTube links for lectures by eminent academics; Secondary material (books, articles) sent on email/whatsapp, Google Classroom	Students will learn a) understand Metaphysical poetry as a distinctive type of poetry b) How to identify the features of metaphysical poetry like wit, paradox etc c) identify figures of	Internal tests (MCQ), essay-type answers written and assessed during tutorials as CIA, class presentations, term papers.

				speech d) to foster a deeper appreciation of language and its intricacies	
William Shakespeare	18	<p><i>Macbeth</i></p> <p>As a Tragedy, character of Macbeth and Lady Macbeth, the power of Shakespeare's language, plot structure, style, literary devices, symbolism, imagery, role of the witches, comparison with other Shakespearean tragedies</p>	<p>Lectures, Powerpoint presentations, group discussions, recorded voice notes; YOUTube links for lectures by eminent academics; Secondary material (books, articles) sent on email/whatsapp, Google Classroom</p> <p>Peer teaching through individual class presentations</p> <p>Enactment of scenes, role playing</p>	<p>Students will a)gain insights into the socio-political climate of the Elizabethan and Jacobean period in England</p> <p>b) develop a greater critical understanding of the ways in which human deeds and their consequences are represented and explored in Shakespeare's Macbeth.</p> <p>c) To gain an appreciation of how themes of supernatural and psychological horror are used in the play and how they contribute to its tragic effect.</p> <p>d) Relevance of the play in modern times</p> <p>e) Learn and identify characteristics of Shakespearean tragedy</p>	Internal tests (MCQ), essay-type answers written and assessed during tutorials as CIA, class presentations, term papers

Name of the teacher: Dr. Sanghita Sanyal

Initials: SS

Teaching Objectives:

- To give students a comprehensive guidance on concepts immediately related to the syllabus and develop a critical capacity to evaluate texts and contexts
- To expose students to new areas of art, cultural material, documentation and lateral reading.
- To support students to develop reading and reflection on texts and the skill of writing based on independent research.
- To motivate students to expand their academic reading and take up research-based activities.

Topics	Hours Allotted	Topics as per curriculum	Teaching Methods	Learning Outcomes	Assessments
Minor II Introduction to English Literature (Prose)	20	Introduction to Modernism and Modernist Prose	Lectures, Powerpoint presentations, group discussions, secondary reading material sent on electronic media	a. To acquaint the students with the context and features of Modern Prose with reference to Twentieth Century English writers viz. Woolf, Mansfield, Joyce et al. b. To inculcate within the students a mind to comprehend and appreciate the stylistic elements in modern prose.	Long essay-type questions and short objective questions. Tutorial/projects
Minor II Short Story	10	Jhumpa Lahiri: "A Temporary Matter" : Text and Explanations, Discussions	Lectures, Powerpoint presentations, group discussions, secondary reading material sent on electronic media	a. To understand the concept of Indian Writing in English and its related concepts viz. Diasporic writing, second language et al. b. To conduct close and critical reading of the text prescribed in the syllabus, with adequate contextualization.	Long essay-type questions and short objective questions. Tutorial/projects

DSC 5 Popular Literature	6	<p>Herge, <i>Adventures of Tintin: Tintin in Tibet</i>.</p> <p>Concept of Popular Literature, Comics, Historical Context, Life and works of Herge, Textual Significance of Tintin in Tibet.</p> <p>Sukumar Ray, <i>Abol Tabol</i></p> <p>Translations of 10 poems: Concepts of nonsense Literature, Textual explanation and</p> <p>understanding of the poems, Analysis of translations, understanding concepts like allegories, metonymy around the poems.</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>a. To understand the significance of historical and literary contexts while reading texts.</p> <p>b. To critically analyse the concepts as revealed in the texts.</p> <p>c. To hone an orientation and acumen to appreciate literary texts.</p> <p>d. To be able to evaluate critically, texts and styles of authors.</p>	<p>Long essay-type questions, short/objective type questions.</p> <p>Term papers/Projects.</p>
Major DSC 6	6	<p>Meenakshi Mukherjee: The Beginnings of the Indian Novel</p>	<p>Texts as samples, Historical contexts, Encyclopaedia of Literary History, Youtube videos</p>	<p>a. To understand the significance of historical and literary contexts of Indian Writing in English, Diasporic writing while reading texts.</p>	<p>Long essay-type questions, short/objective type questions.</p> <p>Term papers/Projects.</p>
	15	<p>Bankim Chandra Chattopadhyay: <i>Rajmohan's Wife</i></p>		<p>b. To critically analyse the concepts as revealed in the texts.</p> <p>c. To hone an orientation and acumen to appreciate literary texts.</p> <p>d. To be able to evaluate critically, texts and styles of authors.</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

Topics	Hours Allotted	Topics as per curriculum	Teaching Methods	Learning Outcomes	Assessments
DSC 7	10	William Blake: 'The Lamb' and 'The Tyger': Introduction to Romanticism, philosophy of Schiller. Contextualising Blake and The Songs of Innocence and Experience. Form, themes and structure of the prescribed poems.	Lectures, PPTs, group discussions, Blake's illustrations, YOUTube videos, Kanopy Videos, secondary reading materials shared over Google Classroom	a. To gain a nuanced understanding of Romantic poetry b. To be familiar with contemporary readings of Romantic Literature	Long essay-type questions and short objective questions. Tutorial/projects Quizzes on Romanticism
DSC 8	12	<i>The Importance of Being Earnest</i> : Introduction to Victorian Satire, Contextualising Oscar Wilde, Wilde's Plays, themes, characters and structure	Lectures, PPTs, cinematic adaptation of the play, Kanopy Videos, secondary reading materials shared over Google Classroom	To enable students to: a. Analyze the play's comedic elements, including wit, satire, and farce. b. Understand the historical and social context of the play's creation and reception. c. Evaluate the play's enduring relevance and its commentary on societal values and Victorian morality. d. Articulate the	Long essay-type questions and short objective questions. Tutorial/projects, quizzes.

				significance of Wilde's use of language and dramatic structure.	
Minor IV Prose	7 8	George Orwell - 'Shooting an Elephant' James Joyce - 'Araby'	Introduction to Familiar and Autobiographical Essays, Contextualising George Orwell in the Post Colonial Discourse; 'Shooting an Elephant', themes, structure, lateral readings with other essays by Orwell; James Joyce's <i>Dubliners</i> , Modernism, Themes, City and degeneration; 'Araby', themes, characters, symbolism	Students should be able to demonstrate: a. an acquaintance with various forms of essays and gain an appreciation for them. b. an understanding of the characteristic traits of an essay. c. an appreciation for modernist literature d. an appreciation of the major currents in Joyce's short fiction.	Long essay-type questions and short objective questions. Tutorial/projects, quizzes.

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**

Topics	Hours Allotted	Topics (As per curriculum)	Teaching Methods	Learning Outcomes (Output)	Assessment
1. Arthur Conan Doyle: <i>The Hound of the Baskervilles</i> (Major DSC 5)	10	Introduction to Doyle and the late Victorian literary marketplace Emergence of detective fiction and its conventions Intersection of detective fiction and the Gothic; science and superstition; evolution and degeneration Narrative perspective and setting Theoretical readings	Lectures, Presentations, Class discussions, Secondary material, Screening of select film and TV adaptations	To critically analyse detective fiction as a late Victorian genre and to contextualise the work in relation to Victorian concerns and anxieties To examine the interplay between detective fiction and the Gothic To interrogate the text's ideological underpinnings To apply theoretical perspectives in the study of detective fiction	Long essay-type questions, short objective questions, term papers

2. Edmund Spenser: "One Day I Wrote Her Name" (Major DSC 7)	4	<p>Elizabethan sonnets</p> <p><i>Amoretti</i> and the Spenserian sonnet</p> <p>Analysis of the poem</p> <p>Themes; departure from Petrarchan conventions</p>	Lectures, Presentations, Class discussions, Secondary material	<p>To acquire a critical understanding of the sonnet and Spenser's contribution to the form</p> <p>To engage in critical appreciation and thematic and structural analysis</p>	Long essay-type questions, short objective questions, term papers
3. Alexander Pope: <i>The Rape of the Lock</i> Cantos I–III (Major DSC 7)	18	<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, satire of eighteenth-century society</p>	Lectures, Class discussions, Visual presentations on eighteenth-century England, Secondary reading material	<p>To analyse the factors leading to the rise of the mock epic as a genre</p> <p>To contextualise 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>	Long essay-type questions, short objective questions, term papers, quizzes

<p>4. History of English Prose: Elizabethan to Augustan Periods (Minor 4)</p>	<p>12</p>	<p>Elizabethan and Early Stuart Prose: Sir Philip Sidney, John Lyly, Thomas Nashe, Robert Burton, Richard Hooker, Francis Bacon, etc.</p> <p>Civil War and Restoration Prose: Thomas Browne, Thomas Hobbes, John Milton, John Dryden, John Bunyan, Margaret Cavendish, Abraham Cowley, Samuel Pepys, etc.</p> <p>Augustan Prose: Jonathan Swift, Joseph Addison, Richard Steele, Daniel Defoe, Earl of Shaftesbury, Samuel Johnson, etc.</p>	<p>Lectures, Class discussions, Presentations, Study material, Quizzes</p>	<p>To trace the evolution of English prose from the 16th to the early 18th centuries</p> <p>To analyse key prose genres such as the essay, the pamphlet, the sermon, the diary, the travel narrative, early novelistic forms, journalistic prose, etc.</p> <p>To situate texts in their historical context, taking into account print culture and literacy, religion and politics, scientific discourse, the emerging public sphere, etc.</p> <p>To identify different prose styles and rhetorical strategies</p>	<p>Long essay-type questions, short objective questions, internal assessment, projects</p>
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5. Francis Bacon: “Of Studies” (Minor 4)	8	<p>Detailed background on Renaissance prose</p> <p>Renaissance humanism, commonplace books, and the form of the essay</p> <p>Introduction to Bacon and his scientific method</p> <p>Detailed reading of “Of Studies”</p> <p>Bacon’s aphoristic style</p>	Lectures, Class discussions, Secondary material	<p>To analyse Francis Bacon’s impact on English prose</p> <p>To examine the form of the essay and the nuances of Bacon’s style</p> <p>To study Bacon’s essay in relation to contemporary socio-cultural contexts</p>	Long essay-type questions, short objective questions, internal assessment, projects
6. Ernest Hemingway: “A Day’s Wait” and H. G. Wells: “The Stolen Bacillus” (AEC 4)	10	<p>Close reading of the prescribed short stories</p> <p>Discussions on text and context</p>	Lectures, Discussions, Quizzes	<p>To cultivate a basic appreciation for literature</p> <p>To analyse texts critically through close reading</p>	Objective questions, internal assessment

Name of the teacher: Prayrona Biswas

Initials: PB

Teaching Objectives:

- To provide a comprehensive guidance on the concepts related to the texts prescribed in the syllabus.
- To develop the capacity of evaluating texts critically.
- To support students to set their own academic goals and achieve them.

Course	Hours allotted	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
DSC 6	10	Introduction to Indian Writing in English	Lectures, group discussions, secondary reading materials	a. To acquaint students with Indian Writing in English	Long essay-type questions and short objective type questions. Projects.
	4	Khushwant Singh's 'A Bride for the Sahib'		b. To enable students to closely read the text with respect to the context.	
	4	Michael Madhusudan Dutta's 'To a Lady'		c. To enable students to comprehend the structure, techniques, characteristics and style of early Indian English texts.	
	4	Toru Dutt's 'Our Casuarina Tree'			

2. DSC 8	3 8	Introduction to Modern English Drama. John Osborne's Look Back in Anger	Lectures, group discussions, secondary reading materials, Powerpoint presentations, video clips.	a. To help students critically analyse the themes, characteristics and historical context. b. To enable students to closely read the text with respect to the context. c. To foster an understanding of post-war British society, the Angry Young Man Movement, the play's dramatic structure and stagecraft.	Long essay-type questions and short objective type questions. Projects.
3. Alternative English	11	Rabindranath Tagore's Gitanjali XLV	Lectures, Group, Discussions, Quizzes	Students will cultivate a basic appreciation for literature through their study of Tagore's Song Offerings.	Objective questions, Continuous internal assessment

Teaching Objectives: