

LORETO COLLEGE

TIME PLAN FOR SEM V

Name of the teacher: Dr. Sukanya Dasgupta

Initials: SDG

Teaching Objectives:

- To enable the students to understand social and historical context
- To deepen the students' appreciation of the writers by placing them in their social and cultural locations
- To strengthen the students' sense of literary chronology
- To help the students to critically assess the contributions of the writers-past and present.

<i>Course</i>	<i>Cla ss/ wee k</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
DSC 9: <i>The Hero as Poet</i> by Carlyle	1	Style of the essay Importance of poets as visionaries and guides Importance of poetry in society Carlyle as a non fictional writer of prose	Lectures, Power-point presentations, group discussions; secondary reading material posted on google classroom	1. Students will learn to assess the importance of German philosophy on Carlyle 2. Students will learn to critically think about the role of poets in society 3. Students will explore the structure of the essay and learn about the organization of literary and philosophical arguments	Continuous Internal Assessment; Projects; University Examinations , Term papers with viva voce
DSC 12: Aristotle (Tragedy)		Definition of tragedy, tragic hero,	Class lectures, peer teaching, presentations,	1.Students will learn about the generic characteristics and	Continuous Internal Assessment; Projects; University

		catharsis, peripety, anagnorisis	group discussions	historical developments of tragedy 2. Students will understand the concept of a tragic hero 3. They will learn to critically analyze and reflect on tragic texts and express their perception through projects	Examinations , Term papers with viva voce
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Name of the teacher: Dr. Sanghita Sanyal

Initials: SS

Teaching Objectives:

- To enable the students to understand social and historical context of Romanticism
- To deepen the students' understanding of features of Romantic Poetry with specific reference to P B Shelley
- To strengthen the students' idea about novels as a genre and have a critical understanding of Jane Austen's style and context
- To help the students to critically assess the features of Modern narrative style with reference to Virginia Woolf

<i>Course</i>	<i>Class/ week</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>

<p>DSC 9: <i>Pride and Prejudice</i></p>	2	<p>Context of Jane Austen and features of Romanticism in novels</p> <p>Themes of Money and Marriage, Characters, Title and Jane Austen's style. Plot structure and Gender question in the novel</p>	<p>Lectures, Power-point presentations, group discussions; secondary reading material posted on google classroom</p> <p>Film screening</p>	<p>1. Students will learn to assess the features of romanticism in prose narrative.</p> <p>2. Students will learn to critically think about the role of Jane Austen as a woman novelist</p> <p>3. Students will explore the structure of the novel and critically analyse the role of the characters , significance of the title etc.</p>	Continuous Internal Assessment; Projects; University Examinations Term papers with viva voce
<p>DSC 10: <i>Ode to the West Wind</i></p>		<p>Context and features of Romantic Poetry</p> <p>Themes and structure of the poem</p>	<p>Class lectures, peer teaching, presentations, group discussions</p> <p>Textual Explanation, discussion, power-point presentation</p>	<p>1.Students will learn about the generic characteristics and historical developments of Romantic Poetry</p> <p>2. Students will understand the wind as a trope</p> <p>3. They will learn to</p>	Continuous Internal Assessment; Projects; University Examinations , Term papers with viva voce

				critically analyze and the poem from the point of view of its structure	
DSC 11 <i>To The Lighthouse</i>	2	Context of Modernity and Stream of Consciousness with reference to Woolf Themes, Characterization and Feminist ideology in the novel	Lectures, Power-point presentations, group discussions; secondary reading material posted on google classroom	1. Students will learn to assess the narrative style of Woolf 2. Student will learn to analyze the themes and symbolism in the novel 3. Students will evaluate the significance of the characters	Continuous Internal Assessment; University Examinations Term papers with viva voce
DSC 12 <i>Defense of Poetry</i>	1	Shelley's opinion about nature of poetry, evolution of poetry and role of the poet	Lectures, discussions and Teaching materials	1. Students will have a clear idea of Shelley's view of the role of the poet 2. Students will be able to evaluate the evolution of poetry as discussed in the text	Continuous Internal Assessment; University Examinations Term papers with viva voce

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>Course/ Paper</i>	<i>Hours allotted / week</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
DSC 10: English Poetry	1	1. Wordsworth's 'Tintern Abbey' 2. Eliot's 'Preudes'	Lectures, Powerpoint presentations, group discussions, youtube videos, secondary readings shared on LMS; quizzes, peer-learning sessions	To enable students to: 1. Gain a nuanced understanding of Romantic poetry 2. Be familiar with contemporary readings of Romantic Literature 3. Be able to identify and understand the dominant trends and characteristics of Anglo-European Modernism. 4. Gain an appreciation of Modernist Literature and Art in general.	Long essay-type questions and short objective questions

DSC 11: English Prose II	1.5	1. <i>A Passage to India</i> 2. "The Fly" 3. "The Lagoon"	Lectures, Powerpoint presentations, group discussions, secondary reading material posted on google classroom.	Students will be able to: 1. Understand and appreciate the modernist prose and its nuances. 2. Gain the critical tools that will assist them in undertaking critical readings of the prescribed texts and their various aspects. 3. Undertake lateral readings and be able to situate the texts in their socio-historical and literary contexts.	Long essay-type questions and short objective questions. Projects.
DSC 12: Literary Theory	1	Wordsworth, 'Preface' to the <i>Lyrical Ballads</i>	Lectures, Powerpoint presentations, group discussions, secondary reading material posted on LMS, group discussions and quizzes.	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

Name of the teacher: Dr. 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>Course</i>	<i>Class es/Week</i>	<i>Topics (as per curriculum)</i>	<i>Teaching methods</i>	<i>Learning outcome</i>	<i>Assessment</i>
DSC9: English Prose	1	Charles Dickens: <i>Hard Times</i>	Lectures and discussions, Audio-visual presentations, Film screening, Circulation of secondary reading material	Students will be able to: 1. Contextualise and grasp the principal issues at the centre of the novel: Utilitarianism, Industrialisation, Education, Class, etc. 2. Closely study and critically analyse the text to understand Dickens's social criticism 3. Debate the relevance of Dickens's ideas in modern contexts	Continuous internal assessment, presentations, term papers, university examinations
DSC9: English Prose	2	Thomas Hardy: <i>The Mayor of Casterbridge</i>	Lectures and discussions, Audio-visual presentations, Film screening, Secondary reading material	Students will be able to: 1. Analyse the socio-cultural and historical context of Hardy's writing 2. Examine the importance of regionalism in the Victorian novel 3. Analyse Hardy's use of tragic structure in the presentation of Henchard	Continuous internal assessment, presentations, term papers, university examinations

DSC10: English Poetry	3	Alfred Tennyson: “Ulysses” Robert Browning: “Porphyria’s Lover” Matthew Arnold: “Dover Beach”	Lectures and discussions, Audio-visual presentations, Secondary reading material	Students will be able to: 1. Gain a contextual understanding of Victorian poetry 2. Identify and critically approach the forms of the dramatic monologue and the dramatic lyric	Continuous internal assessment, quizzes, projects, university examinations
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Name of the teacher: Dr. Stella Chitrlekha Biswas

Initials: SCB

- To introduce foundational literary works and theoretical frameworks.
- To enable students to develop critical and analytical skills.
- To facilitate interdisciplinary research by exploring literature across contexts.

<i>Course</i>	<i>Classes/ Week</i>	<i>Topics (as per curriculum)</i>	<i>Teaching methods</i>	<i>Learning outcome</i>	<i>Assessment</i>
DSC 10: English Poetry II	1	‘Kubla Khan’, ‘Cut Grass’	Lectures, interactive discussions involving textual references and critical reflections, audio-visual aids.	Students will be able to gain an in-depth understanding of Romantic and Modern poetry, themes, styles, techniques, language, etc.	Class presentations, CIAs, University assessments
DSC 12: Literary Theory II	1	Coleridge, <i>Biographia Literaria</i> : Fancy, Imagination	Lectures, interactive discussions involving textual and critical analysis, audio-visual aids.	Students will be able to engage in an in-depth critical analysis of the fundamental concepts in Romantic aesthetics, their impact on poetry and on writing trends in the Romantic era, and implications on critical theory, etc.	Class presentations, CIAs, University assessments.

