

## Department of English

### TIME PLANS SEMESTER IV

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

**Initials: SB**

| <i>Topics</i>                        | <i>Hours<br/>allotted</i> | <i>Topics<br/>(as per curriculum)</i>                                                          | <i>Teaching<br/>method</i>                                    | <i>Learning<br/>outcome<br/>(output)</i>                                       | <i>Assessment</i>                                                                          |
|--------------------------------------|---------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1. Creative<br>writing<br>SEC<br>HON | 32                        | Ice Breaking, Readings<br>followed by discussions,<br>Mini Sagas,<br>Haikus, props, re-writing | A beginner's<br>exposure to<br>creative writing<br>exercises. | To be able to<br>write short<br>stories, Mini<br>Sagas,<br>Haikus,<br>poetry . | Repeated class<br>exercises,<br>Examination<br>based on a test<br>of writing<br>skills.    |
| 2 Academic<br>writing<br>Gen         | 16                        | How to write a Critical<br>Appreciation.                                                       | Students are<br>exposed to<br>Academic<br>writing skills.     | To be able to<br>write a<br>compact<br>critical<br>response to a<br>poem.      | Repeated class<br>exercises,<br>Examination<br>based on a test<br>of the writing<br>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>                                       |
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| Honours:<br>CC8<br><br>Congreve | 32           | Introduction to 17thC society and Restoration drama and Congreve.<br>Textual reading of <i>The Way of the World</i><br>Dramatic structure, themes; Congreve's dramaturgy;<br>Discussion of Topics related to the text | Online lectures; group discussion<br>links for screen versions;<br>Reading List | To examine objectively the contrasting response to Restoration drama<br>To identify the features of Congreve's comedy<br>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:<br>CC9<br>Lamb         | 16           | The evolution of Romantic personal essay<br>Introduction to Charles Lamb and his art.<br>Close textual reading of two essays                                                                                          | Online lectures and group discussion                                            | To identify Romantic and Personal features in the essays of Lamb;<br>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  |

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|                             |    | Discussion of Topics related to the text                                                                                                                             |                                                |                                                                                                                      |                       |
| General:<br>GE<br><br>LCC I | 32 | Introduction to the writing process<br>Introduction to academic writing<br>Writing essays:<br>Structuring arguments<br>Effective<br>Introductions and<br>Conclusions | Lectures,<br><br>Writing practice and feedback | To identify and use appropriate vocabulary and structures;<br>To revise and correct errors;<br>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<br/>allotted</i> | <i>Topics<br/>(as per curriculum)</i>                                                                                      | <i>Teaching<br/>method</i>                                                                                                                                                                                     | <i>Learning<br/>outcome<br/>(output)</i>                                 | <i>Assessment</i>                                                                    |
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| Keats<br>(UG<br>Hons) | 16                        | Analysis of Ode to a<br>Nightingale and Ode to<br>Autumn;<br>Keats' letters;<br>Style, themes. Spring<br>Odes: connections | Lectures,<br>Powerpoint<br>presentations,<br>group<br>discussions,<br>recorded voice<br>notes;<br>YouTube links<br>for lectures by<br>eminent<br>academics;<br>Secondary<br>material sent on<br>email/whatsapp | Understanding<br>generic<br>structures;<br>Romanticism<br>as a movement. | Long<br>essay-type<br>questions and<br>short<br>objective<br>questions.<br>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>                                                                 |
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| <b>UG Honours</b> | 60                    | Jane Austen – <i>Pride and Prejudice</i> – 18 <sup>th</sup> Century milieu and romantic novel, feminist theme, characters and biographical elements.<br><br>Mary Shelley- <i>Frankenstein</i> – Themes, Concepts and context<br><br>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.<br><br>To critically analyse the concepts as revealed in the texts.<br><br>To hone an orientation and | Long essay-type questions, short/objective type questions. Term papers/Projects . |

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|                  |    | 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.<br><br>To be able to evaluate critically, texts and styles of authors.                                                                                                                     |                                                                      |
| <b>LCC (L2)1</b> | 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.<br><br>To critically analyse the concepts as revealed in the texts.<br><br>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<br/>allotted<br/>/month</i> | <i>Topics<br/>(as per curriculum)</i>                                                                                          | <i>Teaching<br/>method</i>                                                                                 | <i>Learning<br/>outcome<br/>(output)</i>                                                                                                                        | <i>Assessment</i>                                        |
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| <b>1. CC8 - 18TH<br/>CENTURY<br/>BRITISH<br/>LITERATURE<br/>(Hons)</b> | <b>5</b>                             | 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<br>2. To situate 18th Century poetry within its socio political contexts. | Long essay-type questions and short objective questions. |
| <b>2. BRITISH<br/>ROMANTIC<br/>LITERATURE<br/>(Hons)</b>               | <b>5</b>                             | 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                            |

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



**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>                                                 |
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| 1. Daniel Defoe: <i>Robinson Crusoe</i> | 20                    | Introduction to the eighteenth-century novel<br><br>Daniel Defoe's life and works<br><br>Detailed study of the text<br><br>Characters, themes, and issues<br><br>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<br><br>To critically analyse the various facets of a long narrative work<br><br>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                     |

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|                                         |    | <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                                                                                                                                      | Long essay-type questions and short objective                            |

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|                                                        |    | <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> |