

## LORETO COLLEGE

### TIME PLAN : AUG 2020 - FEB 2021

Name of the teacher: Sumita Banerjee

Initials: SB

#### Teaching Objective:

- To provide students an overview of the writer's manipulation of his source and its aesthetic manipulation
- To promote a critical comprehension of the text and its legacy

### 3rd Semester Topic-wise Time Plan

<b>Topics</b>	<b>Hours allotted</b>	<b>Topics (as per curriculum)</b>	<b>Teaching method</b>	<b>Learning outcome (output)</b>	<b>Assessment</b>
'The Rover'- A.Behn	21	Restoration drama and dramatists Behn and her manipulation of 'Thomaso' 'The Rover' and the rovers The Themes ,subversions introduced Courtesan and calf Characters-male and female	Online classes videos of trailers,academic discussions uploaded. Competitions Mindmap and poster based,on the text ,on Act 1 and 'Thomaso'	To help students realise the constraints and contributions of Behn, how outstanding and subverting the text was, in the hands of a pioneer female dramatist.	Mindmap/ poster competitions Tutorial Internal Assessment based on short questions long answers based theory examination.
2 'The Old Man and the Sea'- Hemingway	19	Hemingway :Life, times and contributions The text : themes ,symbolism Nature , Christian- pagan overtones, Style , allegorical	Online lectures , videos,online links,film and animations shared	To appreciate the text's power and glory of style,to find parallels of the events in the writer's life with the plot's progress.	Mindmap competitions Tutorials Internal Assessment based on short questions, long answer based theory examination.

		elements.As a novella			
3SEC Business communication.	16	How to write a CV accompanied by a letter of introduction  How to write the Minutes of a Meeting,create agenda	Online lectures and classroom exercise which were read aloud.	To develop business communication skills	Class exercises Internal assessment, long answer based theory examination

## LORETO COLLEGE

### TIME PLAN : AUG 2020 - FEB 2021

Name of the teacher: Sumita Banerjee

Initials: SB

#### Teaching Objective:

- To provide students an overview of the writer's manipulation of his source and its aesthetic manipulation
- To promote a critical comprehension of the text and its legacy

### 3rd Semester Topic-wise Time Plan

<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>
'The Rover'- A.Behn	21	Restoration drama and dramatists Behn and her manipulation of 'Thomaso' 'The Rover' and the rovers The Themes ,subversions introduced Courtesan and calf Characters- male and female	Online classes videos of trailers,academic discussions uploaded. Competitions Mindmap and poster based,on the text ,on Act 1 and 'Thomaso'	To help students realise the constraints and contributions of Behn, how outstanding and subverting the text was, in the hands of a pioneer female dramatist.	Mindmap/ poster competitions Tutorial Internal Assessment based on short questions long answers based theory examination.
2 'The Old Man and the Sea'- Hemingway	19	Hemingway :Life, times and contributions The text : themes ,symbolism Nature , Christian-pagan overtones, Style , allegorical elements.As a	Online lectures , videos,online links,film and animations shared	To appreciate the text's power and glory of style,to find parallels of the events in the writer's life with the plot's progress.	Mindmap competitions Tutorials Internal Assessment based on short questions, long answer based theory examination.

		<b>novella</b>			
<b>3SEC</b>  <b>Business communication.</b>	<b>16</b>	<b>How to write a CV accompanied by a letter of introduction</b>  <b>How to write the Minutes of a Meeting, create agenda</b>	<b>Online lectures and classroom exercise which were read aloud.</b>	<b>To develop business communication skills</b>	<b>Class exercises</b> <b>Internal assessment, long answer based theory examination</b>

## LORETO COLLEGE

### TIME PLAN 2020-2021

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

#### Topic-wise Time Plan Semester III ( July 2020- to March 2021)

<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. <i>Paradise Lost</i> by Milton (UG Hons)	60	Paradise Lost as an epic, Style and structure, character of Satan, Milton's attitude	Lectures, Powerpoint presentations, group discussions, student research presentations; online links for lectures by eminent academics	To comprehend the writing of an epic with a classical format and Biblical theme; to identify and describe the political, religious, and social background; to evaluate and defend their response to a range of issues related to the Restoration period	Long essay-type questions and short objective questions. Student presentations and projects.
2. Robert Frost: Poetry (UG Hons)	12	Themes; narrative voice; style; pastoral in Frost's poetry; use of Nature; transcendentalist influences	Lectures, Powerpoint presentations, group discussions	Contextualising Frost's poetry in the light of American modern poetry	Long essay-type questions and short objective questions
3. Emily Dickinson:	4	Gnomic style, feminist writing,	Lectures	Contextualizing	Long essay-type

poetry (UG-GE)		structure, themes of death, loss, despair and pain.		Dickinson's poetry. Importance of women's writing	questions and short objective questions
4. Aristotle (PG)	20	Definition of tragedy, tragic hero, plot/character, differences from epic, Chorus, Pity and fear, catharsis, hamartia	Lectures	Aristotle's theory: its importance for the study of tragedy; application to texts	Long essay-type questions and short objective questions
5. Walter Raleigh: <i>The Discovery of Guiana</i> (PG)	10	Structure, narrative voice, relationship between patron and client and the Elizabethan patronage system, political text, travelogue, post colonial perspective.	Lectures, secondary books sent via email	Colonial and Post colonial theory, western attitudes to indigenous people, travel writing as a genre, literature and power politics; assessment of an early modern text from a colonial perspective	Long essay-type questions and short objective questions

**LORETO COLLEGE**  
**TIME PLAN 2020-2021**

**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**

**Topic-wise Time Plan**

**UG Semester III ( July 2020- to March 2021)**

<i><b>Topics</b></i>	<i><b>Hours</b></i>	<i><b>Topics as per curriculum</b></i>	<i><b>Teaching method</b></i>	<i><b>Learning outcome</b></i>	<i><b>Assessment</b></i>
Honours: CC6  Carroll  Through the looking Glass	30	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 presentations and projects.
Honours: CC6 Christie  The Murder of Roger Ackroyd	30	The evolution of & Characteristics of the Golden Age of Detective Fiction; narrative structure; Evolution of the Detective Poirot; Discussion of the first person narrator; Response to the book	Online lectures, group discussion and Projects	To identify detective fiction of the Golden Age;  Contrast this with fiction of later times;  to evaluate and defend their response to a range of issues related to the genre and Christie	Long essay-type questions and short objective questions
Honours: CC7 Webster The Duchess Of Malfi	60	Social and Literary background; Genre; Detailed study of the text; Dramatic structure, themes; Webster's dramaturgy	Online lectures; group discussion	To identify and discuss features of the genre; to evaluate and defend their response to a range of issues related to the genre	Long essay-type questions and short objective questions

General: LCC I	90	American and British English; Intensive study of Grammar	Lectures, PPTs, Language exercises; Links for online practice exercises	<p>To identify grammatical and vocabulary errors;</p> <p>To correct errors; To transform sentences into different types</p> <p>To Identify American English from British English</p>	MCQs



## LORETO COLLEGE

### TIME PLAN 2020–2021

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

#### Topic-wise Time Plan Semester III (August 2020–March 2021)

<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. Alexander Pope: <i>The Rape of the Lock</i> (UG)	30	Background to eighteenth-century England  Epic and mock-epic  Introduction to Alexander Pope's life and works  Close reading of Cantos I, II, and III  <i>The Rape of the Lock</i> as a mock-epic, supernatural machinery, characterisation of Belinda, gender issues, satire of eighteenth-century society  The heroic	Lectures, class discussions, Visual presentations on various facets of eighteenth-century society, Secondary material on Google Classroom	To analyse the factors leading to the rise of the mock epic as a genre  To study the text in relation to a range of issues pertaining to eighteenth-century English society  To critically examine Pope's deployment of the satiric mode	Long essay-type questions and short objective questions; Projects

		couplet			
2. Edgar Allan Poe: 'The Purloined Letter' (UG)	12	<p>The origins and history of detective fiction in America, England, and France</p> <p>The features of detective fiction and Edgar Allan Poe's formative influence</p> <p>Close study of the text</p> <p>Discussions on the detective, the narrator, the police, the crime, and the criminal</p>	Lectures, Class discussions, Secondary material on Google Classroom	<p>To analyse Edgar Allan Poe's role in the development of detective fiction</p> <p>To comprehend the various issues in the text as well as the principal characters</p> <p>To gain a critical understanding of detective fiction as a popular genre</p>	Long essay-type questions and short objective questions; Projects
3. William Faulkner: 'Dry September' (UG)	12	<p>Introduction to the American short story</p> <p>The American South—race relations</p> <p>William Faulkner's life and works</p> <p>Close study of the text</p> <p>Characters, issues of race and gender, significance of the title</p>	Lectures, Secondary material on Google Classroom	<p>To examine the form of the short story and its importance in American literature</p> <p>To analyse literary texts through the lens of race, gender, and other social issues</p> <p>To examine the nuances of</p>	Long essay-type questions and short objective questions; Projects

		Faulkner's technique		narrative technique	
4. Edgar Allan Poe: 'To Helen' (UG)	6	<p>Edgar Allan Poe's critical pieces on poetic theory and composition</p> <p>Close reading of 'To Helen'</p> <p>Poe's romanticism and classicism</p> <p>'To Helen' as a poem on love and beauty</p> <p>The artist's quest for creative inspiration in 'To Helen'</p>	Lectures, Secondary material on Google Classroom	To engage in a detailed reading of the text and its contexts	Long essay-type questions and short objective questions; Projects
5. Rokeya Sakhawat Hussain: 'Sultana's Dream' (GE)	10	<p>Introduction to Rokeya Sakhawat Hussain</p> <p>Women's writing in Bengal</p> <p>The concept of utopia</p> <p>Close reading of the text</p> <p>The dream vision, women's education, social criticism</p>	Lectures	<p>To understand the techniques and functions of utopian writing</p> <p>To assess Begum Rokeya's contribution as a pioneering Bengali feminist, particularly in the field of women's education</p>	Long essay-type questions and short objective questions; Projects
6. Business	12	Business letters	Lectures,	To understand	Application-

Communica- tion (UG SEC Hons)		E-mails  Reports	Class activities and discussions, Formats and samples on Google Classroom	the nature of business communication  To practise the writing of formal letters, emails, and reports  To address the practical aspects and challenges of communication in professional settings	based questions
7. Samuel Johnson: 'Preface to Shakespear e' (PG)	16	Neoclassical literary criticism  The influence and reception of Shakespeare in the eighteenth century  Contextualising Samuel Johnson  Literary criticism before Johnson— Sidney, Dryden, Pope, etc.  Close reading of the Preface  The three unities in neoclassical dramatic criticism and practice—	Lectures, Class discussions, Secondary material on Google Classroom	To understand neoclassical literary criticism with special reference to Samuel Johnson  To assess the impact of Johnson's Preface on Shakespeare criticism  To analyse the relevance of the Preface with respect to our understanding	Long essay- type questions and short objective questions

		<p>Corneille and Johnson</p> <p>Johnson's edition of Shakespeare</p> <p>Johnson's style</p> <p>Critical responses to the Preface—Coleridge, Hazlitt, Eliot, Leavis, etc.</p>		of Shakespeare	
--	--	--	--	----------------	--

## Second Year

### Sem III

Week	CC5
1	A brief overview of American Literature
2	Introduction to Walt Whitman + Leaves of Grass
3	Reading 'O Captain, My Captain'
4	Introduction to Black History and the Harlem Renaissance
5	Reading 'Harlem'
6	Introduction to the Jazz Age
7	Reading 'The Crack-Up'
8	Reading 'The Crack-Up'
9	Introduction to American Drama + Arthur Miller
10	Reading <i>The Death of a Salesman</i>
11	Reading <i>The Death of a Salesman</i>
12	Reading <i>The Death of a Salesman</i>
13	Introduction to Confessional Poetry and Sylvia Plath
14	Reading 'Daddy'

