

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 V (July 2020- to March 2021)

| Topics | Hours allotted | Topics (as per curriculum) | Teaching method | Learning outcome (output) | Assessment |
|-----------------------|----------------|--|--|--|--|
| 1. Tragedy as a genre | 40 | Theoretical texts: Aristotle's Poetics, Hegel, Nietzsche, Schopenhauer, Miller. Plays to be discussed: Greek Tragedy (Aeschylus, Sophocles, Euripides); Renaissance Tragedy (Marlowe, Shakespeare, Webster) Modern Tragedy (Ibsen, Eugene O'Neill, Brecht, Miller) Differences between the different kinds of tragedy based on Aristotle's theory | Lectures, Powerpoint presentations, group discussions, student seminar | To critically analyse a literary genre and comprehend the evolution of the form from ancient to modern times; students will be able to identify strengths and limitations of various forms. Learnt research methodology during student seminar on Tragedy and soft skills regarding modes of presentation. | Long essay-type questions and short objective questions. Projects. |
| 2. Katherine | 8 | Themes; | Lectures, | To understand | Long essay- |

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| Mansfield's short stories | | Structure of the short story; Style As a woman writer Critical analysis of "Bliss" | Powerpoint presentations, group discussions | the concept and structure of the short story genre and about style and methodology. | type questions and short objective questions |
| 3. Emily Dickinson: poetry | | Gnomic style, feminist writing, structure, themes of death, loss, despair and pain. | Lectures. Secondary material and books sent on Google classroom. | Contextualizing Dickinson's poetry. Importance of women's writing | 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 V (July 2020- to March 2021)

| Topics | Hours allotted | Topics (as per curriculum) | Teaching method | Learning outcome (output) | Assessment |
|---|-----------------------|---|--|---|--|
| Honours CC 12 D H Lawrence Sons And Lovers | 30 | The modernist novel Lawrence's novels Narrative structure Themes Language | Online lectures, group discussions | To identify facets of the narrative art of Lawrence to evaluate and defend their response to a range of issues related to this text | Long essay-type questions and short objective questions. Projects. |
| Honours DSE –A2 Coleridge Selections from Biographia Literaria | 30 | The genre of the text; its genesis; Structure; Style; Themes; Critical concepts; Controversies | Online lectures, Links and typed notes for reference material | To explain the background, and the critical theory underpinning the literature of the Romantic period | Long essay-type questions and short objective questions |
| Honours DSE – B1 Scansion and Prosody | 30 | Identification of syllables, stress and different metrical feet and metres. Practice in scanning poetry and identifying metres. | Online lectures; Worksheets; Practice and correction in class; links for more practice | To identify stressed syllables; to identify metrical feet and name the metres of verse passages | Passages for scanning |
| General LCC 1-2 | 90 | Creative use of language: writing story, travelogue and advertisement Figures of speech | Online lectures, worksheets Links and typed notes | To write a story, travelogue and advertisement To identify figures of | Writing in response to prompts; Passages |

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| | | | | speech | for identifying rhetorical figures |
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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 V (August 2020–March 2021)

| Topics | Hours allotted | Topics (as per curriculum) | Teaching method | Learning outcome (output) | Assessment |
|--|----------------|---|---|---|---|
| 1. Mary Wollstonecraft: A <i>Vindication of the Rights of Woman</i> (UG) | 32 | Introduction to Mary Wollstonecraft's life and works Social and political currents in the late-eighteenth century (English Dissenters, the French Revolution, Edmund Burke) Position of women in eighteenth-century society: women's education, conduct books, writings of Rousseau, Fordyce, and Dr. Gregory | Lectures, Class discussions, Secondary material on Google Classroom | To assess Wollstonecraft's impact as a pioneering figure in the struggle for women's rights in the West, and to reexamine her contributions in the light of modern feminism To understand the limitations of women's education in the eighteenth century and Wollstonecraft's proposals for reform To analyse the links between Wollstonecraft's ideas on | Long essay-type questions and short objective questions; Projects |

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| | | <p>Wollstonecraft's objectives in the <i>Vindication</i></p> <p>Close study of the Preface, Introduction, and Chapters I & II</p> <p>Wollstonecraft's thoughts on women's education</p> <p>The importance of reason</p> <p>Wollstonecraft's critique of gender relations in the light of her critique of monarchy and hereditary power</p> | | patriarchal and monarchical tyranny | |
| 2. Antonio Gramsci: "The Formation of the Intellectuals" (UG) | 10 | <p>Introduction to Antonio Gramsci as a Marxist theorist</p> <p>Gramsci's definition of the intellectual and the role of the intellectual</p> <p>Gramsci's distinction between traditional and organic intellectuals</p> <p>The concepts of civil and political society and hegemony</p> | <p>Lectures, Class discussions, Secondary material on Google Classroom</p> | <p>To understand the concept of the intellectual as defined by Gramsci</p> <p>To understand the relationship between theory and praxis in the Marxist framework</p> <p>To critically analyse the formation and function of the intellectual today in the light of Gramsci's ideas</p> | <p>Long essay-type questions and short objective questions; Projects</p> |

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| 3. Comedy (UG) | 24 | <p>Comedy as a genre</p> <p>Classical Greek and Roman Comedy (Aristophanes, Menander, Plautus, Terence) and Aristotle's theory of comedy in <i>Poetics</i></p> <p>Romantic comedy (Shakespeare and Northrop Frye's concept of the 'green world')</p> <p>Comedy of Humours (Theory of humours and Ben Jonson's plays)</p> <p>Comedy of Manners (Restoration comedy of Etherege, Wycherley, and Congreve as well as the late-eighteenth-century comedy of Sheridan)</p> <p>Sentimental Comedy (Cibber and Steele; criticism by Goldsmith)</p> <p>Allardyce Nicoll's theory of dramatic comedy</p> | <p>Lectures, Class discussions, Links to YouTube videos, Secondary material on Google Classroom</p> | <p>To analyse the concept of comedy and the major types of dramatic comedy</p> <p>To understand the origins and evolution of the form</p> <p>To identify the features and techniques of the different forms of comedy through the study of individual texts</p> | <p>Long essay-type questions and short objective questions; Projects</p> |
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Third Year

Sem V

| Week | CC11 | CC12 | DSEA2 | DSEB1 |
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| 1 | | Introduction to Anglo European Modernism | | Reading Eliot's 'Tradition and the Individual Talent' |
| 2 | | Reading Eliot's 'Prufrock' | | Discussion on Eliot continued |
| 3 | | Reading Eliot's 'Preludes' | | Introduction to Romantic aesthetic and literary theory |
| 4 | | Discussion on Eliot | | Reading 'Preface' to the <i>Lyrical Ballads</i>. |
| 5 | | Introduction to Joseph Conrad | | Reading 'Preface' to the <i>Lyrical Ballads</i>. |
| 6 | | Reading <i>The Heart of Darkness</i> | | |
| 7 | | Reading <i>The Heart of Darkness</i> | | |
| 8 | | Reading <i>The Heart of Darkness</i> | | |
| 9 | Introduction to Feminism/s and Feminist thoughts | | Defining and theorising the Short Story. | |
| 10 | Reading Chandra Talpade Mohanty & Spivak | | Oral Origins - folklores, fairy tales, anecdotes, | |

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| | | | parables. | |
| 11 | Reading 'Draupadi' | | Periodical essays, familiar essays and the evolution of the modern short story | |
| 12 | Reading The Color Purple | | The short narrative in France, Germany, Russia, the USA and England | |
| 13 | Reading The Color Purple | | Short Story in the 20th Century | |
| 14 | Reading The Color Purple | | Short Story as an evolving genre - new trends and currents | |