

TIME PLAN FOR PG SEM I

Name of the teacher: Dr. Sukanya Dasgupta

Initials: SDG

Teaching Objectives:

- To enable the students to understand social and historical contexts
- 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.
- To assist students in acquiring research skills and critical acumen

<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>
CC I	1	Milton's 'Areopagitica'	Lectures, Power-point presentations, group discussions; secondary reading material posted on LMS portal. Student presentations, peer teaching.	1. Students will gain an understanding of literary criticism in the early modern period and develop critical thinking about prose and literary history 2. Students will learn the importance of rhetorical prose styles	Continuous Internal Assessment; Paper presentations, quizzes, MCQs
CC II	2	Shakespeare's 'The Winter's Tale'	Lectures, powerpoints, enacting scenes, group discussions and presentations	1. Students will gain an insight into Performance studies 2. Students will gain knowledge about Shakespeare's use of genres and learn to	Continuous Internal Assessment; Paper presentations, quizzes, MCQs

CC III	2	Milton's 'Paradise Lost' Book IV	by students Lectures, powerpoints, enacting scenes, group discussions and presentations by students	think critically about Shakespearean criticism 1. Students will develop advanced critical reading skills 2. Students will learn about the epic genre and Milton's use of it, particularly classical and Biblical sources 3. Students will learn to explore the poem's connection to 17th century England, the Civil War 4. Students will learn to apply critical theories like Feminism to the text and explore the poem's location in the field of Gender Studies	Continuous Internal Assessment; Paper presentations, quizzes, MCQs
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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 Pre romantic and romantic novels**
- **To deepen the students' understanding of features of Romantic Novel, with specific reference to Jane Austen**
- **To strengthen the students' idea about Metaphysical Poetry, features and texts,**
- **To help the students to critically assess texts of John Donne, Andrew Marvell, George Herbert and other representative poets of the genre.**

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Metaphysical Poetry	1	Features of Metaphysical Poetry Historical Context of Metaphysical Poetry Poems of John Donne, Andrew Marvell and George Herbert	Lectures, Power-point presentations, group discussions; secondary reading material	Students should be able to: 1. Comprehend the history and context of Metaphysical Poetry 2. Evaluate the features of Metaphysical Poetry 3. Understand the style and significance of Donne, marvell, Herbert in the context of Metaphysical Poetry	Continuous Internal Assessment; University Examinations
Mansfield Park	1	Jane Austen's style, Themes Plot Structure of the novel	Textual Explanation, discussion, Reading materials	Students should be able to: 1. Comprehend the history of Pre-romantic and Romantic Novel 2. Understand the themes and style of Auten 3. Apply the understanding	Continuous Internal Assessment; University Examinations

**into critical
appreciation
of the novel**

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

Course	Class/ week	Topics (as per curriculum)	Teaching method	Learning outcome (output)	Assessment
CC IV	2	<i>The Eve of St. Agnes</i>	Lectures, PPTs, videos and documentaries , performance poetry, presentations by students	Students will be able to: 1. Gain an appreciation of Romantic narrative poetry 2. Identify key characteristics of the Romanticism movement within the poem 3. Situate the poem within its historical, social and artistic contexts 4. Develop a nuanced understanding of Keats' poetry as a whole.	Continuous Internal Assessment; Projects; University Examinations

Name of the teacher: Dr. Sulagna Chattopadhyay

Initials: SC

Teaching Objectives:

- To enable students to navigate 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 equip students to pursue academic activities and research beyond the classroom

Course	Class es/We ek	Topics (as per curriculum)	Teaching methods	Learning outcome	Assessment
CCI: British Literature from Geoffrey Chaucer to the Beginning of English Civil War	1	Francis Bacon: “Of Ambition” and “Of Masques and Triumphs”	Lectures and discussions, Audio-visual presentations, Secondary reading material	Students will be able to: 1. Critically examine Bacon’s contribution to the development of the essay as a literary form 2. Contextualise Bacon’s essays within the intellectual landscape of the English Renaissance 3. Identify and analyse Bacon’s stylistic and rhetorical strategies	Continuous internal assessment, objective-type questions, presentations, university examinations
CCIII: British Literature from the English Civil War to the French Revolution	1	Frances Burney: <i>Evelina</i>	Lectures and discussions, Audio-visual presentations, Peer teaching, Secondary reading material	Students will be able to: 1. Situate <i>Evelina</i> within the broader trajectory of 18th-century fiction, noting its relationship to the sentimental novel, the novel of manners, the conduct book tradition, and the emerging realist mode 2. Critically analyse Burney’s use of irony and satire for social commentary 3. Examine the effects of the epistolary structure in shaping character development, narrative reliability, and emotional	Continuous internal assessment, objective-type questions, presentations, university examinations

				immediacy 4. Apply feminist critical frameworks in the study of the text, particularly to critique 18th-century gender roles	
CCV: British Literature from the Reign of Queen Victoria	2	Robert Louis Stevenson: <i>Strange Case of Dr. Jekyll and Mr. Hyde</i> Bram Stoker: <i>Dracula</i>	Lectures and discussions, Audio-visual presentations, Film screenings, Secondary reading material	Students will be able to: (a) Identify and critically evaluate key Gothic conventions, particularly within the late Victorian context (b) Investigate how Gothic fiction functions as a cultural response to imperial, scientific, and moral uncertainties in fin-de-siècle Britain (c) Assess the implications of the use of fragmented and multi-perspectival narrative forms in both texts (d) Interrogate the constructions of gender and sexuality in the late Victorian gothic	Continuous internal assessment, objective-type questions, presentations, university examinations

Name of the teacher: Dr. Stella Chitralekha 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.

Course	Classes/ Week	Topics (as per curriculum)	Teaching methods	Learning outcome	Assessment
CC2	1	Shakespeare:	Lectures, interactive	Students will be able	Class

		‘Othello’	discussions involving textual references and critical reflections, audio-visual aids.	to understand the poetics and characteristics of Shakespearean tragedy, and cultivate nuanced critical perspectives on Shakespearean drama through close reading and theoretical analysis of the text.	presentations, CIAs, University assessments
CC4	1			To enable students to grasp the basic essentials of Charles Lamb, his prose style, his essays and their various literary aspects.	Class presentations, CIAs, University assessments.
CC5	2	Matthew Arnold – <i>Culture and Anarchy</i> (Selections)	Lectures, interactive discussions involving textual and critical analysis, audio-visual aids.	To enable students to examine a seminal Victorian text, critically explore Arnold’s conception of “culture”, situating it within broader 19th century critical contentions, and understand its enduring influence on literary criticism and socio-cultural thought.	Class presentations, CIAs, University assessments.