

TIME PLAN FOR PG SEM III

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 XI	3	T.S. Eliot: ‘To Criticize a Critic’, ‘Metaphysical Poets’, ‘Hamlet and his Problems’ Raymond Williams: Culture and Society: Introduction and The Romantic Artist	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 modern period and develop critical thinking about poetry and literary history 2. Students will learn the importance of Cultural Studies as a discipline 3. Students will learn to critically think about the historical evolution of key concepts like industry, democracy, class etc	Continuous Internal Assessment; Paper presentations, quizzes, MCQs

Name of the teacher: Dr. Sanghita Sanyal

Initials: SS

Teaching Objectives:

- To enable the students to understand social and historical context of Dalit Studies
- To deepen the students' understanding of features of Resistance Literature, with specific reference to Dalit Studies
- To strengthen the students' idea about Feminist Theories, Concept of Third World and Homogeneity in Western perception of Women et al
- To help the students to critically assess the features of Classical Drama, Aristotle's *Poetics* and its relevance and significance in Modern Times.

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Bhimayana	1	<ul style="list-style-type: none"> 1. Dalit Aesthetics as Resistance 2. Title 3. Gond Art 4. Themes 5. Graphic Novel 	<p>Lectures, Power-point presentations, group discussions; secondary reading material posted on google classroom</p> <p>Film screening</p> <p>Class lectures, peer teaching, presentations, group discussions</p> <p>Textual Explanation, discussion, Readiong materials</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Comprehend the structure of the book and the symbolist significance of the themes. 2. Evaluate the relationship between Gond art and the narratives. 3. Understand Baba Saheb Ambedkar's life through the context. analyse the role of the characters , significance of the title etc. <p>Students should be able to:</p> <ol style="list-style-type: none"> 1. Comprehend the history of Feminism as a movement 2. Understand the terminologies like colonialism, homogeniety 3. Apply the understanding into critical appreciation of other films, texts. 	Continuous Internal Assessment; Projects; University Examinations
Chandra Talpade Mohanty	1	<ul style="list-style-type: none"> The themes Third world Feminism Homogeniety of Women 			Continuous Internal Assessment; University Examinations

Aristotle	1	<i>Tragedy definition</i> <i>Tragic Hero</i> <i>Katharsis</i> <i>Three Unities of time</i> <i>Plot Structure</i>	Lectures, Power-point presentations, group discussions; secondary reading material, screening of tragedies as examples	Students should be able to 1. Comprehend the cultural significance of Aristotle's Poetics with reference to Classical and Modern drama 2. Remember and apply the concepts of Tragedy in analyzing texts. 3. Evaluate the relevance of Aristotle's Poetics in the everyday reading of Literature.	Continuous Internal Assessment; University Examinations
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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</i>	<i>Class/ week</i>	<i>Topics (as per curriculum)</i>	<i>Teaching method</i>	<i>Learning outcome (output)</i>	<i>Assessment</i>
CC XI	1	'The Art of Fiction'	Lectures, group discussions; secondary reading material posted on google	Students will be able to: 1. Identify the evolution of literary criticism 2. Correlate literary	Continuous Internal Assessment; Projects; University Examinations

			classroom and LMS portal; exhibition, peer teaching.	theory with primary texts 3. Appreciate literary theory in its own right	
DSE VIII	5	<i>1. All My Sons</i> <i>2. Beloved</i> <i>3. To Kill a Mockingbird</i>	Lectures, Power-point presentations, group discussions; secondary reading material posted on google classroom and LMS portal; exhibition, quizzes.	Students will be able to: 1. Gain an understanding of American Literature in conjunction with the history of the country 2. Cultivate a critical appreciation of the various shades of American Literature 3. Undertake lateral and interdisciplinary readings.	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

<i>Course</i>	<i>Class es/We ek</i>	<i>Topics (as per curriculum)</i>	<i>Teaching methods</i>	<i>Learning outcome</i>	<i>Assessment</i>
CCX: Literary Criticism I	3	Longinus: <i>On the Sublime</i> Alexander Pope: <i>Essay on Criticism</i>	Lectures and discussions, Audio-visual presentations, Peer teaching, Secondary	Students will be able to: 1. Situate these works of literary criticism in their contemporary literary-aesthetic-	Continuous internal assessment, objective-type questions, presentations,

			reading material	<p>critical contexts</p> <p>2. Develop comparative strategies to analyse classical and neoclassical criticism</p> <p>3. Integrate the theories explored in these texts into broader critical dialogues</p>	university examinations
DSE VII: Colonialism and Postcolonialism	1	J. M. Coetzee: <i>Foe</i>	Lectures and discussions, Audio-visual presentations, Secondary reading material	<p>Students will be able to:</p> <p>1. Analyse how <i>Foe</i> rewrites Daniel Defoe's <i>Robinson Crusoe</i> to explore silenced voices and marginalised narratives</p> <p>2. Evaluate Coetzee's use of metafiction and intertextuality to interrogate the construction of literary authority and truth</p> <p>3. Apply postcolonial theoretical frameworks to interpret <i>Foe</i> as a critique of imperial discourse and colonial authorship</p>	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.

<i>Course</i>	<i>Classes/ Week</i>	<i>Topics (as per curriculum)</i>	<i>Teaching methods</i>	<i>Learning outcome</i>	<i>Assessment</i>
CC XI	2	Literary Criticism I:	Lectures, interactive discussions involving	To enable students to critically examine a	Class presentations,

		Coleridge's <i>Biographia Literaria</i> (Chapters 4 & 17).	textual and critical analysis, audio-visual aids.	foundational text in Romantic aesthetics, and understand its impact upon trends of writing, especially poetry, in the Romantic era as well as its implications on modern literary criticism and theory.	CIAs, University assessments
DSE VI	2	Indian Literature I: Girish Karnad's 'Fire and Rain', Jayanta Mahapatra's 'Ash', 'The Captive Air of Chandipur on Sea', 'Sanskrit'	Lectures, interactive discussions involving textual and critical analysis, audio-visual aids.	To enable students to critically engage in an exploration of the interplay between Karnad's plays and myth, history and modernity, thereby shaping postcolonial Indian dramaturgy; analyze Jayanta Mahapatra's poetry and its negotiations with postcolonial identity, postmodernity, regional identity, memory and the socio-political realities of post-independence India; understand the larger historical canvas of Indian writings in English and the shifting notions of tradition, modernity, selfhood, nation, etc.	Class presentations, CIAs, University assessments
DSE VIII	2	American Literature of the 20th Century: Langston Hughes' 'Let America be America Again', 'Harlem', 'The Negro'	Lectures, interactive discussions involving textual and critical analysis, audio-visual aids.	To enable students to understand the Harlem Renaissance, its aesthetic innovations and engagement with African-American cultural identity; to examine how Hughes' works reflect and resist the socio-	Class presentations, CIAs, University assessments

		Speaks of Rivers'		political realities of 20th century America and situate him within the broader historical and literary movements of Black cultural nationalism and modernism, tracing his enduring legacy in American literature.	
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