## DEPARTMENT OF ENGLISH

## PROPOSED MONTHWISE CURRICULUR DIVISION AND PLANNING

SESSION: 2019-20

| $\mathbf{1}^{\text {st }}$ Semester English (Honours) \& GE2019-20 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mont hs | Pa per | Topics Covered | Tentative <br> No. Of <br> Lectures <br> to Be <br> Delivered | Teacher | Metho <br> d <br> Applie <br> d | TLM <br> to be <br> Appli <br> ed |
| July | $\begin{array}{\|l\|} \hline \mathrm{CC} \\ 1 \end{array}$ | Abhijnana Shakuntalam <br> Mrcchakatika | 10 6 | RD | LECT <br> URE, <br> COM <br> MUNI <br> CATIV <br> E, <br> AUDI <br> O- <br> VISUA <br> L | CHA <br> LK, <br> DUST <br> ER, <br> PROJ <br> ECT <br> OR, <br> LAPT <br> OP, <br> SMA <br> RTPH <br> ONE, <br> SMA <br> RT <br> CLAS <br> SRO <br> OM |
|  | $\begin{array}{\|l\|} \hline \mathrm{CC} \\ 2 \end{array}$ | Book I, The Iliad <br> Pot of Gold | 13 6 | AM |  |  |
|  | $\begin{array}{\|l\|} \hline \mathbf{G E} \\ \mathbf{1} \\ \hline \end{array}$ | Introduction to the Writing Process | 3 | AM |  |  |
|  |  | Critical Thinking: Syntheses, Analyses, and Evaluation <br> Structuring an Argument: Introduction, Interjection, and Conclusion | 7 | AM |  |  |
|  | Class test |  |  |  |  |  |
| $\begin{aligned} & \text { Augu } \\ & \text { st } \end{aligned}$ | $\begin{array}{\|l\|} \hline \mathrm{CC} \\ 1 \end{array}$ | Abhijnana Shakuntalam. | 5 | RD |  |  |
|  |  | Mrcchakatika | 6 | AD |  |  |
|  |  | "The Dicing | 5 | RD |  |  |


|  | CC <br> 2 | Book II, The Iliad | Pot of Gold <br> 1 | $\mathbf{1 3}$ |
| :--- | :--- | :--- | :--- | :--- |


|  | CC <br> 2 | Pyramus and Thisbe <br> Epistle I. Bk. I. The Satires of <br> Horace and Persius | 9 | AM |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | "Oedipus the King" | 5 | AH |  |
|  | GE <br> 1 | Citing Resources; Editing, Book <br> and Media Review | 10 | AM |  |


| B.A. ENGLISH (Honours) SEMESTER-II \& GE2019-20 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Month <br> s | Paper $\mathbf{s}$ | Topics Covered | Tentati ve No. Of Lecture s To Be Deliver ed | Teach er | Method Applied | TLM to be Applied |
| $\begin{array}{\|l\|} \hline \text { JANU } \\ \text { ARY } \end{array}$ | CC3 | "The Free Radio" <br> "Introduction" | 6 | AD | LECTUR <br> E, <br> COMMU <br> NICATIV <br> E, <br> AUDIO- <br> VISUAL | CHALK, DUSTER, PROJEC TOR, LAPTOP, SMARTP HONE, <br> SMART CLASSR OOM |
|  | CC4 | "Wife of Bath" <br> Of Empire | $7$ <br> 6 | AM |  |  |
|  | CC3 | Hayavadana | 6 | AH |  |  |
|  | CC4 | Twelfth Night | 10 | RD |  |  |
|  | GE2 | 1. Historical overview of Western and Indian theatre | 10 | AM |  |  |


|  |  | 2. Perspectives on theatre <br> and performance |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |


|  | CC4 | Valediction Forbidding <br> Mourning Macbeth | 7 <br> MM | AM |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | Twelfth Night <br> Doctor Faustus | 5 | RD |  |
| GE2 | Theatrical Forms and <br> Practices 1. Types of <br> theatre, semiotics of <br> performative spaces, e.g., <br> proscenium ,,in the <br> round", amphitheatre, <br> open-air, etc. <br> Voice, speech: body <br> movement, gestures and <br> techniques (traditional and <br> contemporary), floor <br> exercises: <br> improvisation/characteriza <br> tion Topics for Student <br> Presentations: a. On the <br> different types of <br> performative space in <br> practice b. Poetry reading, <br> elocution, expressive <br> gestures, and <br> choreographed movement | 10 | AM |  |







|  | GE 4 | - Social <br> Construction of Gender (Masculinity and Femininity) and Patriarchy <br> - History of Women's Movements in India (Preindependence, postindependence) Women, Nationalism, Partition, Women and Political Participation | 5 <br>  <br> 5 | AM |  | SMART CLASSROO M |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Class test |  |  |  |  |  |  |
| February | CC8 | "Elegy Written in a Country Churchyard". <br> London |  | RD | LECTURE, COMMUNIC ATIVE, AUDIOVISUAL | CHALK, DUSTER, PROJECTOR , LAPTOP, SMARTPHO NE, <br> SMART CLASSROO M |
|  | CC8 | Fantomina. | 6 | AH |  |  |
|  | CC9 | "Kubla Khan" <br> "Dejection: An Ode" <br> "Ode to the West Wind" | 4 8 8 | AM |  |  |
|  | CC9 | Frankenstein | 6 | AD |  |  |




| $3^{\text {RD }}$ YEAR ENGLISH HONOURS SESSION 2019-20 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{array}{\|l} \hline \text { MONT } \\ \text { HS } \end{array}$ | Paper | Part-III | $\begin{aligned} & \text { TEA } \\ & \text { CHE } \\ & \text { R } \end{aligned}$ | NUM BER OF CLA SSES | $\begin{array}{\|l} \hline \text { MET } \\ \text { HOD } \\ \text { S } \\ \text { APPL } \\ \text { IED } \end{array}$ | TL <br> MS <br> TO <br> BE <br> USE <br> D |
| July | V | History of Literature -Romantic period | RD | 2 |  |  |
|  |  | The Lamb, The Tyger | RD | 3 |  |  |
|  |  | After Blenheim | RD | 1 |  |  |
|  |  | Immortality Ode | RD | 5 |  |  |
|  |  | This Lime-Tree Bower my Prison | AM | 4 |  |  |
|  |  | Classicism, Practical criticism | AM | 7 |  |  |
|  | VI | History of Literature- Victorian period | AD | 2 |  |  |
|  |  | Ulysses, My Last Duchess, God's Grandeur, The Picture Gallery at Penhurst, Self-interrogation | AD | 14 |  |  |
|  | VII | History of Literature- Modern period "Second Coming" <br> "Hollow Men | AH | 10 |  |  |
|  |  | Class test |  |  |  |  |
| August | V | Kubla Khan | RD | 3 |  |  |
|  |  | Ode to the Westwind | RD | 4 |  |  |




| Februar <br> $\mathbf{y}$ | REMEDIAL CLASS ON ALL PAPERS |
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| 2019-20 <br> $1^{\text {ST }}$ SEM ENGLISH PROGRAMME COURSE |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Mon ths | $\begin{aligned} & \hline \text { Type } \\ & \text { s of } \\ & \text { cours } \\ & \text { e } \\ & \hline \end{aligned}$ | Topics Covered | Tentativ e no. of classes | Teache r | Method <br> Applied | TLM to be Applied |
| July | LCC | "Selvi" ${ }^{\text {"Our Casuarina Tree" }}$ | 4 <br> 3 | RD | LECTU <br> RE, <br> COMM <br> UNICA <br> TIVE, <br> AUDIO- <br> VISUAL | CHALK, DUSTER, PROJEC TOR, LAPTOP, SMARTP HONE, SMART CLASSR OOM |
|  |  | "Our Casuarina Tree" | 3 | AH |  |  |
|  | CC | Paradise Lost. Bk. I | 7 | RD |  |  |
|  |  | The Duchess of Malfi | 3 | AH |  |  |
|  |  | Class Test |  |  |  |  |
|  |  |  |  |  |  |  |
| $\begin{array}{\|l} \hline \text { Aug } \\ \text { ust } \end{array}$ | LCC | "Introduction" | 3 | AH |  |  |
|  |  | "My Birthplace" | 4 | RD |  |  |
|  | CC | Paradise Lost. Bk. I | 7 | RD |  |  |
|  |  | The Duchess of Malfi | 3 | AH |  |  |
|  |  | Class Test |  |  |  |  |
|  |  |  |  |  |  |  |
| $\begin{aligned} & \text { Sept } \\ & \text { emb } \\ & \text { er } \end{aligned}$ | LCC | "My Birthplace" <br> The Post Office | $\overline{2}$ $2$ | RD |  |  |
|  |  | "Dawn at Puri" | 3 | AH |  |  |
|  | CC | The Rape of the Lock. (Books I and II) | 7 | RD |  |  |
|  |  | The Duchess of Malfi | 3 | AH |  |  |
| Class Test |  |  |  |  |  |  |



| 2nd SEM PROGRAMME COURSE ENGLISH2019-20 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Months | Paper | Topics Covered | Tentativ <br> e No. Of <br> Lectures <br> To Be <br> Delivere <br> d | Teac her | Method <br> Applied | TLM to be Applied |
| January |  |  |  |  | LECTURE, COMMUNICA TIVE, AUDIOVISUAL | CHALK, DUSTER, PROJECTOR, LAPTOP, SMARTPHON E, SMART CLASSROOM |
|  | CC | London | 3 | RD |  |  |
|  |  | Fantomina | 3 | AM |  |  |
|  |  | CLASS TEST |  |  |  |  |
| February | CC | Fantomina | 3 | AH |  |  |
|  |  | Elegy Written in a Country Churchyard | 3 | RD |  |  |
|  |  | CLASS TEST |  |  |  |  |
| March | CC | The Way of the World. | 3 | AH |  |  |
|  |  | Jonathan Swift. <br> Gulliver's Travels (Books I \& II) | 3 | RD |  |  |
|  |  | CLASS TEST |  |  |  |  |
| April | CC | The Way of the World. | 3 | AH |  |  |
|  |  | Jonathan Swift. | 3 | RD |  |  |



| $3^{\text {RD }}$ SEM PROGRAMME COURSE ENGLISH |  |  |  |  |  |  |
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| 2019-20 |  |  |  |  |  |  |
| Months | COURS E TYPE | Topics Covered | Tentativ <br> e No. Of <br> Lectures <br> To Be <br> Delivere d | Teacher | Method Applied | TLM to be Applied |
| July | LCC | "The Doll's House" <br> Sonnet XVIII | 3 <br> 3 | RD <br>  <br> AH | LECTUR <br> E, <br> COMMU <br> NICATI <br> VE, | CHALK, DUSTER, PROJEC TOR, LAPTOP, SMARTP |
|  | CC | "The Lamb", <br> "The <br> Chimney <br> Sweeper", <br> "The Tyger", <br> Tintern <br> Abbey" | 5 <br> 5 | AD | VISUAL | HONE, <br> SMART <br> CLASSR <br> OOM |
|  |  | Frankenstein | 3 | AH |  |  |
|  | SEC | Knowing the Learner <br> Structures of English Language | $\begin{array}{\|l\|} \hline 4 \\ 4 \end{array}$ | AH |  |  |
| CLASS TEST |  |  |  |  |  |  |
| August | LCC | "Freedom" | 3 <br> 3 | RD | LECTUR <br> E, <br> COMMU <br> NICATI | CHALK, DUSTER, PROJEC TOR |
|  |  | On His Blindness" | 3 | AH | NICATI <br> VE, | TOR, <br> LAPTOP, |


|  | CC | "A Bard"s <br> Epitaph" and "Scots WhaHae" <br> To Autumn | $\begin{aligned} & 2 \\ & 3 \\ & 3 \end{aligned}$ | AD | $\begin{aligned} & \hline \text { AUDIO- } \\ & \text { VISUAL } \end{aligned}$ | $\begin{aligned} & \text { SMARTP } \\ & \text { HONE, } \\ & \text { SMART } \\ & \text { CLASSR } \\ & \text { OOM } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Frankenstein | 3 | AH |  |  |
|  | SEC | Methods of teaching English Language and Literature | 8 | AH |  |  |
| CLASS TEST |  |  |  |  |  |  |
| $\begin{array}{\|l\|} \hline \text { Septembe } \\ \mathbf{r} \end{array}$ | LCC | She dwelt among <br> Untrodden Ways" | 3 | AH | LECTUR <br> E, <br> COMMU <br> NICATI <br> VE, <br> AUDIO- <br> VISUAL | CHALK, DUSTER, PROJEC TOR, LAPTOP, SMARTP HONE, <br> SMART <br> CLASSR <br> OOM |
|  |  | The Rising of the Moon | 3 | RD |  |  |
|  | CC | Ode to the West Wind" <br> "Kubla <br> Khan" <br> "Dejection: <br> An Ode" | $\begin{aligned} & 2 \\ & 3 \\ & 5 \end{aligned}$ | AD |  |  |
|  |  | Frankenstein | 3 | AH |  |  |
|  | SEC | Materials for <br> Language <br> Teaching | 8 | AH |  |  |
| CLASS TEST |  |  |  |  |  |  |
| October |  |  |  |  | LECTUR <br> E, <br> COMMU <br> NICATI <br> VE, | CHALK, DUSTER, PROJEC TOR, LAPTOP, |
| Novembe <br> r | LCC | The Rising of the Moon | 3 | RD |  |  |


|  | LCC <br>  <br>  <br> CC <br>  <br>  <br> SEC | "Prayer before Birth" <br> "Ode to a Nightingale" <br> "Bright Star" <br> Canto IV. <br> Verses 178-86. <br> Childe <br> Harold's <br> Pilgrimage. <br> Ode to the West Wind" <br> - Assessing Language Skills <br> - Using Technolog $y$ in Language Teaching | 2 <br>  | AH <br>  <br>  <br> AD | $\begin{aligned} & \hline \text { AUDIO- } \\ & \text { VISUAL } \end{aligned}$ | SMARTP HONE, <br> SMART <br> CLASSR <br> OOM |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| INTERNAL TEST |  |  |  |  |  |  |
| Decembe <br> r | REMEDIAL CLASS ON ALL TOPICS |  |  |  |  |  |


| 4th SEM ENGLISH PROGRAMME COURSE |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Months |  | Topics Covered |  | $\begin{array}{l}\text { Teache } \\ \text { r }\end{array}$ | $\begin{array}{l}\text { Method } \\ \text { Applied }\end{array}$ |  |
| Tentativ |  |  |  |  |  |  |
| e No. Of |  |  |  |  |  |  |
| Lectures |  |  |  |  |  |  |
| To Be |  |  |  |  |  |  |
| Delivere |  |  |  |  |  |  |
| d |  |  |  |  |  |  |$)$



|  |  | 2019-20 |  |  |  |  |
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|  |  | PART III ENGLISH GENERAL |  |  | $\begin{aligned} & \text { MET } \\ & \text { HOD } \end{aligned}$ | $\begin{aligned} & \text { TLM } \\ & \text { S TO } \end{aligned}$ |
|  |  |  |  |  | S TO <br> BE <br> APPL <br> IED | BE <br> APPL <br> IED |
| July | IV | Justice | AM | 7 | LEC | CHA |
|  |  | Under the Green wood tree | AM | 7 | TUR | LK, |
|  |  | That time of year | AH | 3 | E, | DUS |
|  |  | Class Test |  |  | COM | TER, |
|  |  |  |  |  | MUN | PROJ |
| August | IV | Justice | AM | 7 | ICAT | ECT |
|  |  | Under the Green wood tree | AM | 7 | IVE, | OR, |
|  |  | Prayer before birth | AH | 3 | AUDI | LAP |
|  |  | Class Test |  |  |  | TOP, |
|  |  |  |  |  | VISU | SMA |
| September | IV | Justice | AM | 7 | AL | RTP |
|  |  | Under the Green wood tree | AM | 7 |  | HON |
|  |  | Prayer before birth | AH | 3 |  |  |
|  |  | Class Test |  |  |  | SMA <br> RT |
|  |  |  |  |  |  | CLA |
| October November | IV | Justice | AM | 7 |  | CLA |
|  |  | Under the Green wood tree | AM | 7 |  |  |
|  |  | History of ENG literature Elizabethan period onwards | AH | 3 |  |  |
|  |  | Class Test |  |  |  |  |
|  |  |  |  |  |  |  |
| December | IV | Justice | AM | 7 |  |  |
|  |  | Under the Green wood tree | AM | 7 |  |  |
|  |  | History of ENG literature Elizabethan period onwards | AH | 3 |  |  |
|  |  | Class Test |  |  |  |  |
|  |  |  |  |  |  |  |
| January | IV | Justice | AM | 7 |  |  |
|  |  | Under the Green wood tree | AM | 7 |  |  |
|  |  | History of ENG literature Elizabethan period onwards | AH | 3 |  |  |
|  |  | Class Test |  |  |  |  |
|  |  |  |  |  |  |  |



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- Head

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