

**VANITA VISHRAM WOMEN'S UNIVERSITY**  
**SCHOOL OF HUMANITIES & SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH**



**BACHELOR OF ARTS (B.A.)**  
**HONOURS ENGLISH PROGRAMME**  
under Learning Outcomes-based Curriculum Framework  
(LOCF) for Under Graduate (UG) Education

**SEMESTER 5**  
Core Courses (CC), Discipline Specific Elective Courses (DSE)

*Syllabus applicable to the Third Year Students of*  
**B.A. English Honours**  
w.e.f. the Academic Year 2023-2024

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## **1. Preamble – VVWU**

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved by the Government of Gujarat under the provisions of the Gujarat Private Universities Act, 2009. VVWU is also listed under the Section 2(f) of the UGC Act, 1956. It is a university committed to achieve Women's Empowerment through Quality Education, Skill Development, and by providing employment opportunities to its girl students through its model curriculum, integration of technology in pedagogy and best-in-class infrastructure. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

### **VISION**

Empowerment of women through quality education and skill development, so as to make them strong pillars of stability in the society.

### **MISSION**

To provide Education & Professional Training to all women for their all-round development, so as to enable them to become economically independent and socially empowered citizens.

## 2. Introduction of the Programme

The present crisis of humanities emanates from the predominance of science and technology in particular because it contributes to human conditions and comfort in tangible terms and thereby changing the human condition with material inventions. The resultant utilitarian society likes to invest in science and technology because it takes care of provisions for life.

Literature, on the other hand, takes care of vision. But its impact is intangible and immeasurable in terms of quantity. Humanities or literary discourse brings about qualitative changes that remain immeasurable, but for its manifestation in human conduct that may be observed and experienced, but not quantified. However, what gets obviated in the process is that both of them i.e., science and technology and humanities are complementary, though those fascinated with tangible outcomes do tend to gloss over it.

The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.

Accordingly, English literary curricula have evolved over a period of time in India. From its Anglo-centric core, it moved to new literatures—Third World Literature, Commonwealth Literature, American, Canadian, Australian, African Literature, and New Literatures in English, and later to Indian Literature in English and Indian Literature in translation in the light of various critical and theoretical discourses like Post-modernism, Post-colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics among others. Thus, it is necessary for English Studies to recognize and respect the differences and transcend binaries. The three-year B.A. English (Honours) programme is an attempt to incorporate the classical literature as well as the latest trends in the modern English literary curricula.

### 3. Programme Specific Objectives (PSOs)

Each Honours Graduate in English should be able to:

- demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India.
- demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use.
- demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation.
- communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds.
- demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes etc. on different platforms of communication such as the classroom, the media and the internet.
- recognize the scope of English studies in terms of career opportunities, employment and life-long engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.
- apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.

#### 4. Programme Specific Outcomes (PSOs)

Each Honours Graduate in English will be able to:

- demonstrate a set of basic skills in the explication of literary practices and process with clarity.
- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- display an ability to read and understand various literary genres and stylistic variations and write critically.
- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture.
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.
- display knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.
- recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development.
- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after the completion of graduation programme.
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India.

## 5. Structure of the Programme

### B.A. ENGLISH HONOURS STRUCTURE AND DISTRIBUTION OF COURSES

| Semester | CC<br>Total Credits<br><br>(84) | DSE<br>Total Credits<br><br>(24) | GE<br>Total Credits<br><br>(24) | SEC<br>Total<br>Credits<br><br>(08) | AECC<br>Total<br>Credits<br><br>(08) | Total<br>Credits       |
|----------|---------------------------------|----------------------------------|---------------------------------|-------------------------------------|--------------------------------------|------------------------|
| <b>1</b> | CCE101<br>CCE102                | --                               | GE101                           | --                                  | AECC101<br>AECC102                   | <b>84</b>              |
| <b>2</b> | CCE201<br>CCE202                | --                               | GE201                           | --                                  | AECC201<br>AECC202                   | <b>+</b><br><b>24</b>  |
| <b>3</b> | CCE301<br>CCE302<br>CCE303      | --                               | GE301                           | SEC301                              | --                                   | <b>+</b><br><b>24</b>  |
| <b>4</b> | CCE401<br>CCE402<br>CCE403      | --                               | GE401                           | SEC401                              | --                                   | <b>+</b><br><b>08</b>  |
| <b>5</b> | CCE501<br>CCE502                | DSE501<br>DSE502                 | --                              | --                                  | --                                   | <b>=</b><br><b>148</b> |
| <b>6</b> | CCE601<br>CCE602                | DSE601<br>DSE602                 | --                              | --                                  | --                                   |                        |

## 6. Structure of the Course

| <b>B.A. ENGLISH HONOURS (SEMESTERS 1 &amp; 2)</b> |  |                                      |                           |                                |   |
|---|--|--------------------------------------|---------------------------|--------------------------------|---|
| Sem.  | Core Course  | Discipline Specific Elective Courses | Skill Enhancement Courses | Generic Elective Courses       | Ability Enhancement Compulsory Courses                            |
| <b>1</b>  | Indian Classical Literature  | --                                   | --                        | Phonetics & Grammar            | Communication Skills in English                                   |
|   | European Classical Literature                                      |                                      |                           |                                | Environmental Studies<br><b>OR</b><br>Professional & Moral Ethics |
| <b>2</b>  | Indian English Literature – 1<br>Pre-Independence Era              | --                                   | --                        | Academic Writing & Composition | Communication Skills in English                                   |
|   | British Literature: 14 <sup>th</sup> to 16 <sup>th</sup> Centuries |                                      |                           |                                | Environmental Studies<br><b>OR</b><br>Professional & Moral Ethics |

| <b>B.A. ENGLISH HONOURS (SEMESTERS 3 &amp; 4)</b> |   |                                      |                           |                                |  |
|---|---|--------------------------------------|---------------------------|--------------------------------|--|
| Sem.  | Core Course   | Discipline Specific Elective Courses | Skill Enhancement Courses | Generic Elective Courses       | Ability Enhancement Compulsory Courses |
| <b>3</b>  | Indian English Literature – 2<br>Post-Independence Era            | --                                   | Soft Skills               | Business Communication         | --                                     |
|   | American Literature   |                                      |                           |                                |  |
|   | British Literature: 17 <sup>th</sup> & 18 <sup>th</sup> Centuries |                                      |                           |                                |  |
| <b>4</b>  | Women's Writing in English  | --                                   | Translation Studies       | Media and Communication Skills | --                                     |
|   | Indian Writing in English Translation                             |                                      |                           |                                |  |
|   | British Literature: 18 <sup>th</sup> & 19 <sup>th</sup> Centuries |                                      |                           |                                |  |



**B.A. ENGLISH HONOURS (SEMESTERS 5 & 6)**

| <b>Sem.</b> | <b>Core Course</b>                           | <b>Discipline Specific Elective Courses</b>                           | <b>Skill Enhancement Courses</b> | <b>Generic Elective Courses</b> | <b>Ability Enhancement Compulsory Courses</b> |
|-------------|--|---|----------------------------------|---------------------------------|---|
| <b>5</b>    | Literary Theory and Criticism - I            | Children's Literature<br><b>OR</b><br>Literature and Cinema           | --                               | --                              | --  |
|             | British Literature: 20 <sup>th</sup> Century | Literature and Psychology<br><b>OR</b><br>Literature and Anthropology |                                  |                                 |   |
| <b>6</b>    | Literary Theory and Criticism - II           | Holocaust Literature<br><b>OR</b><br>Partition Literature             | --                               | --                              | --  |
|             | Post-Colonial Literatures                    | Autobiography<br><b>OR</b><br>Travel Writing                          |                                  |                                 |   |

## SEMESTER 5

### CORE COURSE PAPER 11 (EN11110)

## LITERARY THEORY AND CRITICISM-I

### Course Objectives

The course aims to:

- Study literary theory as an intellectual and critical activity in the 20th Century.
- Provides a conceptual context for an understanding of the function and practice of modern literary and cultural criticism.

### Course Outcomes

At the end of the course, the students will be able to:

- Understand the concepts of various theories.
- Identify the co-relation between a literary text and theory.
- Evaluate the literary text in relation with various literary theories.

## COURSE CONTENTS

### Unit I

- Plato - Theory of Mimesis
- Aristotle – *Poetics*
- Longinus – *On the Sublime*

### Unit II

- Sir Philip Sydney - *An Apology for Poetry*
- Dryden – *Essay of Dramatic Poesy*
- Dr. Johnson – *Preface to Shakespeare*

### Unit III

Selected Literary Terms –

1. Meter
2. Gothic Novel
3. Humanism
4. Chivalric Romance
5. Comedy of Humours
6. Literary criticism
7. Didactic Literature
8. Persona, Tone, and Voice
9. Poetic Justice
10. Rhetoric

## Unit IV Symposium / Group Discussions Based on Units 1, 2 & 3 (Practical)

### **Suggested Readings**

- Abrams, M.H.A Glossary of Literary Terms- Seventh Edition. Earl McPeck, 1999.
- M.A.R. Habib: Literary Criticism from Plato to the Present: An Introduction, Wiley-Blackwell, 2011.
- M.S. Nagarajan, English Literary Criticism and Theory, Orient Blackswan, 2006.
- Penelope Murray, Classical Literary Criticism, Penguin Classics, 2017.

## SEMESTER 5

### CORE COURSE PAPER 12 (EN11120)

## **BRITISH LITERATURE: 20<sup>th</sup> CENTURY**

### **Course Objectives**

The course aims to:

- To introduce students to the pleasures and challenges of studying the literature of the twentieth century.
- Comprehend the development of trends in British Literature.
- View British Literature in its socio-cultural and political contexts.
- Understand the theme, structure and style of British Literature of twentieth century.

### **Course Outcomes**

At the end of the course, the students will be able to:

- Understand the important themes and concepts of twentieth-century literature in English from across the globe, including connections and distinctions between modernism and post-colonial literatures.
- Develop a clear understanding of literary developments of the twentieth century.
- Engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts.
- Appreciate and analyse the poems, prose and plays in the larger socio-political and religious contexts of the time.

## **COURSE CONTENTS**

### **Unit I Introduction: 20<sup>th</sup> Century British Literature**

- Introduction to 20th Century British Literature
- Birth and Development of Stream of Consciousness Novel

### **Unit II Novel**

- *Mrs. Dalloway* by Virginia Woolf

### **Unit III Poetry**

- *Jerusalem* by William Blake,
- *Home Thoughts from Abroad* by Robert Browning

### **Unit IV Symposium / Group Discussions Based on Units 1, 2 & 3 (Practical)**

## **Suggested Readings**

- Pramod K. Nayar, A Short History of English Literature, Amity University Press, 2018.
- R.D. Trivedi, A Compendious History of English Literature, S. Chand, 2018.
- Robert Browning's "Home-Thoughts, from Abroad": "Oh to be in England:" Seminar Paper, GRIN Verlag 2008 ISBN 978-3-640-33427-8
- S.C. Mundhra, A Concise History of English Literature: from the Age of Chaucer to the Present Day, Prakash Book Deport, 2020.
- Smith, A. W. (1989). "'And Did Those Feet...?': The 'Legend' of Christ's Visit to Britain". Folklore. Taylor and Francis. 100 (1): 63-83. doi:10.1080/0015587X.1989.9715752. JSTOR 1260001.
- SparkNotes: Robert Browning's Poetry: "Home-Thoughts, From Abroad". Retrieved 8 April 2020.
- W.H. Hudson, An Outline History of English Literature, Maple Press, 2012.
- Woolf, Virginia. Mrs Dalloway, Penguin Books, 2020.

## SEMESTER 5

### DISCIPLINE SPECIFIC ELECTIVE COURSE (A) (EN14010)

## CHILDREN'S LITERATURE

### Course Objectives

The course aims to:

- To provide an overview of children's literature from its origins as oral literature intended for adults to a written literature encompassing all major genres
- To indicate historical shifts in the purposes for children's literature: as didactic literature intended to provide moral instruction, or as literature intended to stimulate the imagination or provide useful information in interesting ways
- To show how different purposes are related to different ways of viewing childhood
- To examine characteristics of the various genres of children's literature

### Course Outcomes

At the end of the course, the students will be able to:

- Understand how different purposes are related to different ways of viewing childhood
- Understand some of the social issues dealt with in contemporary works of children's literature
- Trace the historical shifts in the purposes for children's literature:
- Appreciate and analyse the novels and short stories of children's literature in the larger socio-political context of the time.

## COURSE CONTENTS

### **Unit I Introduction: Children's Literature**

- Introduction to Children's Literature: Meaning and Scope
- Genres of Children's Literature
- Importance of Children's Literature

### **Unit II Novel**

- *Charlie and the Chocolate Factory* by Roald Dahl

### **Unit III Short Stories**

- *The Jungle Book* by Rudyard Kipling

### **Unit IV Symposium / Group Discussions Based on Units 1, 2 & 3 (Practical)**

## Suggested Readings

- Dahl, Roald. *Charlie and the Chocolate Factory*. Puffin, 2016.
- Hunt, Peter Ed. *International Companion Encyclopedia of Children's Literature*. Taylor & Francis, 1996.
- Kipling, Rudyard, 1865-1936. *The Jungle Book*. Arcade Pub., 1991.
- Reynolds, Kimberly. *Children's Literature: A very short Introduction*. Oxford University Press, 2011.
- Russell, David L. *Literature for Children: A Short Introduction (8th Edition)*. Pearson, 2015.
- Rudd, David ed. *The Routledge Companion to Children's Literature*. Routledge, 2009.
- Mangan, Lucy. *Inside Charlie's Chocolate Factory*. Puffin, 2014.
- Eydenberg, Melissa. *Literature Guide for Charlie and the Chocolate factory*. Educational Impressions, 2016.
- Singh, Swati. *Secret History of the Jungle Book*. The Real Press, 2016.

**OR**

## SEMESTER – 5

### DISCIPLINE SPECIFIC ELECTIVE COURSE (B) (EN14020)

## LITERATURE AND CINEMA

### Course Objectives

The course aims to:

- Understand the similarity and differences between literature and Cinema.
- How a piece of art can be adapted in the other form of literature.

### Course Outcomes

At the end of the course, the students will be able to:

- Gain perspective on literature's relationship with cinema.
- Establish the dependence of cinema on other art forms i.e. literature, painting, theatre, music for its semiotic cods.
- Analyse a range of dramatic visual style, narrative conventions and generic trends.

## COURSE CONTENTS

### **Unit I Introduction**

- Introduction and History of Literary Adaptation to Cinema
- Adaptation and Intertextuality
- Film Authorship and Adaptation

### **Unit II Literary text and its Cinematic Adaptation**

- Shakespeare's *Othello* and Vishal Bhardwaj's *Omkaara*

### **Unit III Literary text and its Cinematic Adaptation**

- Sarat Chandra Chattopadhyay's *Devdas* and its film adaptation by Sanjay Leela Bhansali

### **Unit IV**

Group discussion and Symposium on Unit 1, 2 and 3 (Practical)

### Suggested Readings

- Bharadwaj, Vishal, et al. *Omkaara: The Original Screenplay* (with English Translation). HarperCollins Publishers, 2014.
- Deborah Cartmell, *'A Companion to Literature, Film, and Adaptation'*, Blackwell Publishing Ltd (2012)
- Linda Hutcheon, *'On the Art of Adaptation'*, *Daedalus*, vol. 133, (2004).



- Literature and Cinema, by Itishri Sarangi and Prashant Mothe, Authors Press, 2016.
- Sharma, Sanjukta (June 7, 2008). "Multiple Takes: Devdas's journey in Indian cinema – from the silent era of the 1920s to the opulent Hindi blockbuster of 2002". Livemint. Retrieved 2009-02-22.
- Thomas Leitch, 'Adaptation Studies at Crossroads', Adaptation, 2008, vol. 1, no. 1, pp. 63–77.

## SEMESTER 5

### DISCIPLINE SPECIFIC ELECTIVE COURSE (A) (EN14030)

## LITERATURE AND PSYCHOLOGY

### Course Objectives

The course aims to:

- Make students understand Psychology.
- Make students analyse certain aspects of life and Psychology.
- Make students know how Psychology and Literature are intertwined.

### Course Outcomes

At the end of the course, the students will be able to:

- Understand, analyse and critically appreciate psychological aspects in the literature.
- Understand a connection between Literature and Psychology.

## COURSE CONTENTS

### **Unit I Introduction to Literature and Psychology**

- The Relationship between Psychology and Literature by Farzaneh Dastmard, Tooran Razmjoo, and Vali Salehi
- On the Interaction between Literature and Psychology by Daniel Mengistie Yimer
- Literature and Psychology: Writing, Trauma and the Self by Önder Çakırtaş

### **Unit II Novel**

- *Cry, the Peacock* by Anita Desai

### **Unit III Play**

- 30 Days in September by Mahesh Dattani

### **Unit IV Symposium / Group Discussions Based on Units 1, 2 & 3 (Practical)**

### Suggested Readings

- Baron, Robert A., Et Al. Psychology. Allyn And Bacon, 1998.
- Desai, Anita. Cry, The Peacock. Orient Paperbacks, 2020.
- Dastmard, Farzaneh, et al. —The Relationship between Psychology and Literature: Semantic Scholar. | Undefined, 1 Jan. 1970, [www.semanticscholar.org/paper/The-Relationship-between-Psychology-and-Literature-Dastmard-Razmjoo/c322941dc32e963707df2b78c8534c1d67b831ce](http://www.semanticscholar.org/paper/The-Relationship-between-Psychology-and-Literature-Dastmard-Razmjoo/c322941dc32e963707df2b78c8534c1d67b831ce).
- Dattani, Mahesh. Collected Plays. Penguin Books, 2000.
- Dattani, Mahesh. Collected Plays. Penguin, 2005.

- Literature and Psychology - Cambridgescholars.com.  
[www.cambridgescholars.com/resources/pdfs/978-1-5275-2011-0-sample.pdf](http://www.cambridgescholars.com/resources/pdfs/978-1-5275-2011-0-sample.pdf).
- On the Interaction between Literature and Psychology - IEEESEM.  
[www.ieeesem.com/researchpaper/On\\_the\\_Interaction\\_Between\\_Literature\\_and\\_Psychology.pdf](http://www.ieeesem.com/researchpaper/On_the_Interaction_Between_Literature_and_Psychology.pdf).

**OR**

## SEMESTER 5

### DISCIPLINE SPECIFIC ELECTIVE COURSE PAPER (B) (EN14040)

## LITERATURE AND ANTHROPOLOGY

### Course Objectives

The course aims to:

- Make students analyse certain aspects of the various cultural practices
- Identify biological, social, and cultural factors that influence several public issues, such as health, life, society, culture, etc.

### Course Outcomes

At the end of the course, the students will be able to:

- Understand and analyse certain aspects of behaviour.
- Understand, analyse and critically appreciate life and culture.
- Understand and analyse certain aspects of linguistics.

## COURSE CONTENTS

### **Unit I Introduction to Literature and Anthropology**

- Literature and Anthropology by Michał Paweł Markowski
- Reading English Literature through Anthropology

### **Unit II Novel**

- *Orlando* by Virginia Woolf

### **Unit III Play**

- *Pygmalion* by George Bernard Shaw

### **Unit IV Symposium / Group Discussions Based on Units 1, 2 & 3 (Practical)**

### Suggested Readings

- Backe, Emma Louise, et al. —Anthropology & Literature.‖ *The Geek Anthropologist*, 2 Jan. 2015, [thegeekanthropologist.com/2015/01/02/anthropology-literature/](http://thegeekanthropologist.com/2015/01/02/anthropology-literature/).
- Brandel, Andrew. —Literature and Anthropology.‖ *Oxford Research Encyclopedia of Anthropology*, 23 Sept. 2019, [www.academia.edu/40424969/Literature\\_and\\_Anthropology](http://www.academia.edu/40424969/Literature_and_Anthropology).
- Meem, Fahmida, and Shahanaz Khanam. —Reading English Literature through Anthropology and Psychoanalysis.‖ *Green University Review of Social Sciences*, vol. 4, no. 2, Dec. 2018, pp. 25–34.

- Shaw, Bernard. *Pygmalion*. William Collins, 2021.
- Woolf, Virginia. *Orlando*. Arcturus Publishing Ltd, 2022.

## **8. Teaching Methodology**

In order to achieve its objective of focused process-based learning and holistic development, the teacher/faculty may use a variety of knowledge delivery methods:

### **Lectures**

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

### **Discussions**

Discussions are critical components of learning and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem-solving and ultimately to success.

### **Case Studies**

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

### **Role-Playing**

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

## **Team Work**

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

## **Study Tours**

Study Tours provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.