



Vanita Vishram Women's University, Surat
School of Humanities and Social Sciences
BoS (English) Academic Year 2022-2023



Minutes of the Fourth Meeting

The Fourth Meeting of the Board of Studies (English) for the School of Humanities and Social Sciences was held on Saturday, 15th April, 2023, at 12:00 pm through Google Meet. Following members remained present:

Sr. No.	Name	Designation
1.	Dr. Daxesh Thakar (Hon'ble Provost and Dean, SOHASS)	Chairperson
2.	Dr. Sapna Desai (Head of Dept. (English), SOHASS)	Member
3.	Dr. Pratima Shah (Faculty- English, SOHASS)	Member
4.	Dr. Gaurav Thakarar (Faculty- English, SOHASS)	Member
5.	Dr. Mahesh Kumar Dey (Subject Expert from VNSGU)	Member
6.	Dr. Surendrasinh Gohil (Subject Expert from Navsari Agricultural University)	Member

Opening Remarks by Chairperson:

Chairperson, Dr. Daxesh Thakar warmly welcomed all the members to the meeting.

Agenda:

Item No. 1 – To approve the minutes of the last meeting dated 27th December 2022.

Discussion: Minutes of the meeting dated 27.12.2022, already circulated, were taken as read by all the members.

Resolution: All members unanimously approved the Minutes of the said meeting.

Item No. 2 – To discuss and recommend the proposed T.Y.B.A. English Syllabus to be offered by B.A. (English) Programme. (Annexure – 1: Syllabus)

Discussion: The course contents of the papers were discussed at length and the following changes were suggested:

1. Literary Theory and Literary Criticism: To make the syllabus more comprehensive and follow chronology was suggested. Further suggestions to include literary terms in criticism and specific essays for literary theories were made.

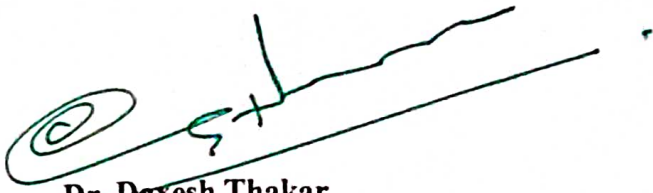
2. Units allocation in Papers: The experts suggested that there should be same number of units in each paper so that uniformity can be maintained and Unit 4 be practical based on Unit 1, 2 and 3.

Resolution: Proposed suggestions were unanimously approved. (Annexure – 1: Revised Syllabus)

Item No. 3 – Any other agenda item with the permission of the chair:

There were no agenda for discussion.

The Meeting ended with the Vote of Thanks to the Chair and all members.

A handwritten signature in black ink, appearing to be 'Daxesh Thakar', written over a horizontal line.

Dr. Daxesh Thakar
Chairperson
BOS (English)
School of Humanities and Social Sciences.

Date: 20/4/23

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



VANITA VISHRAM
WOMEN'S UNIVERSITY
— SURAT —

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

SEMESTERS 5 & 6
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

Sr. No.	Contents
1	Preamble – VVWU
2	Introduction of the Programme
3	Programme Specific Objectives
4	Programme Specific Outcomes
5	Structure of the Programme – Credit Structure
6	Course Structure – Paper Titles of Six Semesters
7	Course Objectives – Course Outcomes – Course Contents
8	Teaching Methodology

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

6. Structure of the Course

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

B.A. ENGLISH HONOURS (SEMESTERS 3 & 4)					
Sem.	Core Course	Discipline Specific Elective Courses	Skill Enhancement Courses	Generic Elective Courses	Ability Enhancement Compulsory Courses
3	Indian English Literature – II Post-Independence Era	--	Soft Skills	Business Communication	--
	American Literature				
	British Literature: 17 th & 18 th Centuries				
4	Women’s Writing in English	--	Translation Studies	Media and Communication Skills	--
	Indian Writing in English Translation				
	British Literature: 18 th & 19 th Centuries				

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

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

SEMESTER 6
CORE COURSE PAPER 13 (EN11130)
LITERARY THEORY AND CRITICISM – II

Course Objectives

The course aims to:

- Introduce the developments in literary criticism from the beginning till present day
- Develop an understanding of the function and practice of literary criticism.

Course Outcomes

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

- Understand the concepts of literary criticism.
- Realize the need to develop complete view of a literary text or concept.
- Evaluate the literary text in light of various critical essays.

COURSE CONTENTS

Unit I

- William Wordsworth - *Preface to Lyrical Ballads*
- Matthew Arnold - *The Function of Criticism in the Present Time*
- T.S. Eliot – *Tradition and Individual Talent*

Unit II

- Sigmund Freud - *The Interpretation of Dreams*
- Virginia Woolf- *A Room of One's Own*
- Major concepts of Marxism

Unit III

Selected Literary Terms –

1. Objective and Subjective
2. Affective Fallacy
3. Archetypal Criticism
4. Burlesque
5. Expressionism
6. Semiotics
7. Stream of Consciousness
8. Surrealism
9. Symbolist Movement
10. Touchstone

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.
- Abrams, M.H. The Mirror and the Lamp. New York: OUP, 1953.
- Bertens, Hans. Literary Theory: The Basics. London: Routledge, 2001.
- Eagleton, Terry. Literary Theory: An Introduction. Minneapolis: University of Minnesota Press, 1983.
- Groden, Michael, Martin Kreiswirth, Imre Szeman, eds. The Johns Hopkins Guide to Literary Theory and Criticism. 2nd ed. Baltimore: Johns Hopkins University Press, 2004.
- Guerin, Wilfred, L. et al A Handbook of Critical Approaches to Literature. New York: OUP, 1992.
- Marx-Engels, Communist Manifesto, Yale UP, 2012.
- Storr, Anthony. Freud: A Very Short Introduction. Oxford: Oxford University Press, 1989.
- Woolf, Virginia. A Room of One's Own. London: Hogarth Press, 1935.

SEMESTER 6
CORE COURSE PAPER 14 (EN11140)
POST COLONIAL LITERATURE

Course Objectives

The course aims to:

- Introduce the students to post-colonial literature.
- Comprehend the various features of post-colonial literature.
- View post-colonial literature in its historical and cultural contexts.
- Understand and engage with post-colonial works.

Course Outcomes

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

- Can discuss, and analyse colonial and postcolonial texts.
- Know how race, class, gender, history, and identity are presented and problematised in the literary texts.
- Have an understanding of the relationship between Great Britain (and implicitly the West) and nations that were once colonised.

COURSE CONTENTS

Unit I Introduction to Post Colonial Literature

- Introduction to Post Colonial Literature
- Significance and features of Post-Colonial Literature

Unit II Novel

- *One Hundred Years of Solitude* by Gabriel Garcia Marquez

Unit III Novel

- *Untouchable* by Mulk Raj Anand

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

Suggested Reading

- Aijaz Ahmad. In Theory: Classes, Nations, Literatures.
- Bill Ashcroft, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*, 2nd edition.
- Bob Hodge and Vijay Mishra. *Dark Side of the Dream: Australian Literature and the Postcolonial Mind*.
- Brittan, Alice, 'Australia', *The Routledge Companion to Postcolonial Studies*, John McLeod (Ed), London: Routledge.
- E. K. Brathwaite. *History of the Voice: The Development of Nation Language in Anglophone Caribbean Poetry*.
- Emory University's "Postcolonial Studies" website: <http://www.english.emory.edu/Bahri/index.html>
- Frantz Fanon. *Black Skin, White Masks ---The Wretched of the Earth*.
- Gabriel Garcia Marquez, *One Hundred Years of Solitude*, Penguin Modern Classics.
- Henry Louis Gates Jr., ed. "Race," *Writing and Difference*.
- Homi K. Bhabha. *The Location of Culture*.
- John McLeod. *Beginning Postcolonialism*.
- McClintock, Anne, Aamir Mufti, Ella Shohat, eds. *Dangerous Liaisons: Gender, Nation, and Postcolonial Perspectives*.
- Mulk Raj Anand, *Untouchable*, Penguin Modern Classics.
- Paul Gilroy. *The Black Atlantic*.
- Rey Chow. *Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies* Gaurav Desai and Supriya Nair. *Postcolonialisms: An Anthology of Cultural Theory and Criticism*.
- *The Imperial Archive: Key Concepts in Postcolonial Studies* (Queen's University): <http://www.qub.ac.uk/imperial/key-concepts/key-concepts.htm> -

SEMESTER 6

DISCIPLINE SPECIFIC ELECTIVE COURSE PAPER 6 (A) (EN14050)

HOLOCAUST LITERATURE

Course Objectives

The course aims to:

- Introduce students to Holocaust literature and encourage them to reflect upon many of the profound questions it raises.
- Make students understand the role of literature in the shaping of historical memory.
- Make students learn about the origins and development of the Holocaust and its political, cultural, economic and social implications through the lens of literary writings.

Course Outcomes

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

- Demonstrate an understanding of the political, cultural, and social implications of the Holocaust as a significant event in world history.
- Articulate ideas concerning oppression, evil, violence, and righteousness and apply these perspectives in the contemporary world.
- Critically evaluate ideas from literary genre such as novel that deal with various aspects of the Holocaust experience.
- Comprehend the use of literary devices such as symbolism, metaphor, and tone and the specific scholarly concerns related to different genres and writing styles, such as memoir, drama, and fiction, among others; the ways in which literature highlights and comments on the individual choices that led to the Holocaust; and the effectiveness and appropriateness of literature and history when retelling the varying experiences of those who experienced the Holocaust.

COURSE CONTENTS

Unit I Holocaust: Brief History

- Second World War and its Consequences
- Timeline of Holocaust
- Chief Characteristics of Holocaust Literature

Unit II Novel

- *Ann Frank: The Diary of a Young Girl* by Anne Frank

Unit III Memoir

- *Night* by Elie Wiesel

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

Suggested Readings

- As the Jewish people's living memorial to the Holocaust, Yad Vashem safeguards the memory of the past and imparts its meaning for future generations. It was established in 1953 as the world center for documentation, research, education and commemoration of the Holocaust. See Oskar Schindler – Righteous among the Nations
- Bresheeth, Haim, Stuart Hood and Litza Jansz. *Introducing the Holocaust: A Graphic Guide*. London: Icon Books Ltd. 2013.
- Cooper, Thomas. *The Holocaust as Culture*. Calcutta: Seagull Books. 2011.
- Frank, Anne. *Ann Frank: The Diary of a Young Girl*. Washington Square Press, 1963.
- Franklin, Ruth. *A Thousand Darknenses: Lies and Truth in Holocaust Fiction*. New York: Oxford University Press. 2011.
- Hilberg, Raul. "Destruction of the European Jews". in Omer Bartov (Ed.). *The Holocaust: Origins, Implementation, Aftermath*. London and New York: Routledge. 2000.
- Quinn, Edward. *History in Literature: A Reader's Guide to 20th Century History and the Literature It Inspired*. New York: Checkmark Books. 2004.
- Website: www.yadvashem.org
- Website: www.yadvashem.org
- Yad Vashem is the world centre/memorial for documentation, research, education and commemoration of the Holocaust established in the year 1953.

OR

SEMESTER 6

DISCIPLINE SPECIFIC ELECTIVE COURSE PAPER 6 (B) (EN14060)

PARTITION LITERATURE

Course Objectives

The course aims to:

- Understand contending interpretations of partition history.
- Make students read a variety of different historical interpretations of partition.
- Make students see as to how literary representations differ from other forms as far as the representation of history is concerned.
- Make students understand the complex politics that led to the Partition of the Indian subcontinent into the two states of Indian and Pakistan.
- Develop an awareness amongst students about the social and human costs of geopolitical power struggles.
- Make students understand how history informs literature.

Course Outcomes

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

- Demonstrate an understanding of the ways that race, ethnicity, gender, and religion developed in related ways during the era of colonialism.
- Analyze the process of decolonization through the lens of regional, social and political upheavals linked with popular violence and mass migration.
- Understand the representation of history in literature.
- Critically analyze the Partition of India as a major socio-historical phenomenon and assess its reflection in literature.
- Elaborate on communalism and violence, its impact on Partition and its treatment in literature.
- Critically assess the issues of colonialism, nationalism, homelessness, exile and women in the representative writings of Partition literature.

COURSE CONTENTS

Unit I Partition: Brief History

- Partition of India and its Consequences
- Timeline of Partition
- Chief Characteristics of Partition Literature

Unit II Novel

- *Train to Pakistan* by Khushwant Singh

Unit III Short Stories

- Toba Tek Singh by Saadat Hasan Manto
- Khol Do by Saadat Hasan Manto

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

Suggested Readings

- Bhalla, Alok. “Memory, History and Fictional Representations of the Partition” in Economic and Political Weekly, Vol. 34, No. 44 (Oct. 30 – Nov. 5, 1999).
- Gandhi, Usha. Review of Ian Talbot’s Divided Cities: Partition and Its Aftermath in Lahore and Amritsar, 1947-1957. H-Urban, H-Net Reviews. June, 2007.
- Judd, Denis. The Lion and the Tiger: The Rise and Fall of the British Raj, 1600-1947. New York: OUP. 2005.
- Khan, Yasmin. The Great Partition: The Making of Indian and Pakistan. New Haven and London: Yale University Press. 2007.
- Manto: Selected Short Stories: Including 'Toba Tek Singh' and 'the Dog of Tithwal'. Random House India, 2012.
- Ravikant & Tarun K. Saint [Eds.]. Translating Partition. New Delhi: Katha. 2001.
- Roy, Kaushik. Partition of India: Why 1947? New Delhi: OUP. 2011.
- Singh, Anita Inder. The Partition of India. New Delhi: National Book Trust. 2006.
- Spate, O.H.K. The Partition of the Punjab and Bengal. London: William Clowes Ltd. 1947.
- Talbot, Ian and Gurharpal Singh. Region and Partition. New Delhi: OUP. 1999.

SEMESTER 6

DISCIPLINE SPECIFIC ELECTIVE COURSE PAPER 7 (A) (EN14070)

AUTOBIOGRAPHY

Course Objectives

The course aims to:

- Introduce students to the genres of Autobiography in their diversity, flexibility and complexity
- Acquaint students with the main theoretical constructs relating to Autobiography
- Develop students' critical and analytical skills in analysing the intricacies of different positions in the field of Autobiography

Course Outcomes

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

- Understand and explain various factors that produce Autobiography.
- Understand, analyse and critically appreciate life and challenges and winning attitude through Autobiography.
- Understand the literary temperament and taste of the Ages where such popular personalities were born.

COURSE CONTENTS

Unit I Introduction to Autobiography

- Autobiography as De-Facement by Paul de Man
- Autobiography as a Literary Genre

Unit II Autobiography

- Wings of Fire: Autobiography of A.P.J. Abdul Kalam by A.P.J. Abdul Kalam

Unit III Autobiography

- *Unbreakable* by Mary Kom and Dina Serto

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

Suggested Readings

- "Autobiography as a Literary Genre." Autobiography As A Literary Genre - 1166 Words | Internet Public Library, www.ipl.org/essay/Autobiography-As-An-Autobiography-F3PBAJQH4AJPR.
- Autobiography as De-Facement - *JSTOR*. www.jstor.org/stable/2906560.

- D.G.Naik, Art of Autobiography, Pune: Vidarbha Marathwada Book Company, 1962.
- J., Abdul Kalam A P. Wings of Fire: Autobiography of A.P.J. Abdul Kalam. D C Books, 2008.
- James Olney. —A Theory of Autobiography.∥ Metaphors of Self: The Meaning of Autobiography. Princeton: Princeton University Press, 1972.
- Kom, Mary and Serto, Dina. Unbreakable. Harper Sport, 2013.
- Laura Marcus. —The Law of Genre.∥ Auto/biographical Discourses. Manchester: Manchester University Press, 1994.
- Linda Anderson. Introduction. Autobiography. London: Routledge, 2001.1-17. Print.
- Mary G. Mason. —The Other Voice: Autobiographies of Women Writers.∥ Life/Lines: Theorizing Women’s Autobiography. Ed. Bella Brodzki and Celeste Schenck. Ithaca: Cornell University Press, 1988.
- The Indian Autobiography: Origins, Type, and Function - JSTOR. www.jstor.org/stable/2926192.

OR

SEMESTER 6

DISCIPLINE SPECIFIC ELECTIVE COURSE PAPER 7 (B) (EN14080)

TRAVEL WRITING

Course Objectives

The course aims to:

- Understand the definition, history and development of Travel Writing.
- Expose the students to the different cultures.
- Explore the possible career opportunities in Travel and Tourism.

Course Outcomes

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

- Equipped with the practical skills necessary to write short articles on travel, opening up more job opportunities
- Gain background knowledge of the upcoming area of Travel Writing and exposure to travel literature
- Able to analyse and interpret travel texts and also to develop a holistic personality through experience gained through travel and travel writing
- Wider understanding of diverse cultures and gain interest in the area of travel writing

COURSE CONTENTS

Unit 1 Introduction to Travel Writing

- Importance of Travel Writing in Literature
- Indian Travel Writing

Unit II Novel

- *Oceanside Blues = Samudrantike* by Dhruva Bhaṭṭa and Vinoda Meghani

Unit III Novel

- *In an Antique Land* by Amitav Ghosh

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

Suggested Readings

- Bhaṭṭa Dhruva, and Meghānī Vinoda. *Oceanside Blues = Samudrantike*. Sahitya Akademi, 2013.
- Bhattacharji, Shobhana ed. *Travel Writing in India*. New Delhi: Sahitya Akademi, 2008.
- Chaudhuri, Supriya. "Indian Travel Writing." *The Cambridge History of Travel Writing*, 26 Apr. 2019, www.academia.edu/38941163/Indian_Travel_Writing.

- Ghosh, Amitav. In an Antique Land. Granta, 2012.
- Importance of Travel Writing in Literature - IJARIT. www.ijarlit.com/manuscripts/v4i5/V4I5-1457.pdf.
- Youngs, Tim. The Cambridge Introduction to Travel Writing. Cambridge: Cambridge University Press, 2013.

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:

8.1 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.

8.2 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.

8.3 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.

8.4 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.

8.5 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.

8.6 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.