

A circular white frame is centered on a light blue background. The frame is surrounded by a decorative border of botanical illustrations. On the left, there are green leaves, a red leaf, and a branch with small pink flowers. On the right, there are green leaves, a red leaf, and purple flowers. At the top and bottom, there are green fern fronds. The text is centered within the white frame.

Curriculum Planner

**Introducing VAC : Ecology
and Literature**



Details

Name of the Teacher: Ms. Gurpreet Kaur Saini

Paper: Value Addition Course (VAC)

Paper Title: Ecology and Literature

Marks: Continuous Assessment (CA): 20 marks,
End term practical/written exam = 10 marks, Viva
voice = 10 marks, Internal assessment = 10 marks,
End term theory exam = 30 marks.

Total marks = 80 marks.

Contact hours: 1L + 1 P (1 Lecture + 1 Practical)
per week.



Learning outcomes of Value Addition Courses Under UGCF-2022

- ❖ The Value Addition Courses seek to provide holistic education to students.
- ❖ In addition to the development of rational thought and action among students, there is a need to introduce them to the important social concerns of the current times and the VAC play a crucial role in sensitizing students.
- ❖ The VAC are multidisciplinary in nature and it will inspire students to develop knowledge about various fields and instill a sense of responsibility towards varied social concerns.





Course Outcomes

- ❖ Students will learn about emerging environmental concerns and the role that they can creatively play in resolving such issues.
- ❖ The course will enable students to develop environmental sensitivity and consciousness about their actions performed on daily basis.
- ❖ The urgency of the environmental issues will be realized by students and they will be encouraged to channelize their efforts in right direction.
- ❖ Students will realize the connection between literature and ecology. Moreover, how literature can play a dynamic role in creating awareness and expressing the inexpressible natural phenomena.



Course Content



□ UNIT- I Negotiating environmental issues creatively

- William Wordsworth: 'In April beneath the scented thorn'
- Rabindranath Tagore: 'The Waterfall'
- Gieve Patel: 'On Killing a Tree'

□ UNIT- II Ecocritical literary representations

- Mary Oliver: 'Sleeping in the Forest'
- AK Ramanujan: 'A Flowering Tree'
- Mamang Dai: 'Small Towns and the River'



Course Content



□ UNIT- III Empathetic exploration and imaginative re-enactments

- Amitav Ghosh's 'Part I: Stories' from *The Great Derangement: Climate Change and the Unthinkable*.
- Thangjamlobopishak: 'Volcano, You cannot erupt' from *Dancing Earth: An Anthology of Poetry from North-East India*
 - Thangjamlobopishak: 'Dali, Hussain, or Odour of Dream, Colour of Wind' from *Dancing Earth: An Anthology of Poetry from North-East India*



Course Content



□ Essential/recommended readings

- Akhter, Tawhida, and Ahmad Bhat, Tariq. Literature and Nature. United Kingdom, Cambridge Scholars Publishing, 2022.
- Shiva, Vandana. 'Development, Ecology and Women', Staying Alive: Women Ecology and Development. India: Zed Books, 1988. pp 1-14
- Carl, Safina. Prologue & Chapter 1, Beyond Words : What animals think and feel. Souvenir Press, 2015.
 - Garrard, Greg. Ecocriticism. United Kingdom: Taylor & Francis, 2011.
 - Wohlleben, Peter. The Hidden Life of Trees: What They Feel, How They Communicate-Discoveries from a Secret World. India: Penguin Books Limited, 2016.



Facilitating the Achievement of Course Learning Outcomes



Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding the connection between literature and ecology through introduction of different literary genres	Interactive poems reading sessions and reflective discussion on what the texts entails.	Discussions on the ecological aspects of these literary creations from contemporary point of view.
2	Learning new critical terminologies and employing them.	Making students incorporate the newly learned terminologies in the class discussions.	Reflective analysis and essays to express their individual opinions.
3	Understanding the urgency behind the crisis and connecting with ecology through imaginative re-enactments.	Enabling students to critically engage and recreate the ideas presented in various texts.	Class tests/projects/presentations.

Academic Calendar



DATES	ACTIVITY
16 th August 2023	Commencement of Classes 16 Weeks of Teaching 48 Lectures (Including Practical Sessions)
6 th December – 12 th December 2023	Preparatory Break
13 th December 2023	Examinations
1 st January 2024	Semester Break



LESSON PLAN (2-4 lectures)

Background topics introducing Literature and Ecology

- The manner in which literature affects us and how it is a tool for bringing change.
- Literature as a medium in assisting our thoughts, beliefs and the surreal.
- How the narratives which are a part of this course are going to connect students with the urgency of the environmental degradation and the larger truths about our society.
- Relevance of ecocriticism.
- Importance of ecological consciousness and the role that literature can play in sensitizing students.





Lesson Plan (8-10 lectures)

Unit 1

- Understanding the imageries and language employed by renowned writers such as William Wordsworth, Rabindranath Tagore and Gieve Patel.
- Working on the cultural contexts of each narrative and how environment being an inseparable part of human lifestyle is being projected.
- Relationship between nature and literature as contemplated by eminent writers and their projection of undeniable truths about our societies.





Lesson Plan (10-12 lectures)

Unit 2

- Ecocriticism definition and significance in contemporary times.
- Understanding ecopoetics and ecofeminism from both Western and Indian contexts.
- Focusing on mythological and literary aspect connecting with ecology within the representations and examining them.
- Identifying symbolism and life truths embedded within the selected representations and its impact.





Lesson Plan (10-12 lectures)

Unit 3

- Introducing students to the concept of climate change, empathy and imaginative re-enactments.
 - Investigating the ways through which literature has been playing the role of sensitizing people along with conveying the urgency of climate change.
- Poetry from North-East India can be marked as unique because of the manner in which nature and social concerns have been expressed. Through the two poems by Thangjam Ibopishak, the interconnections will be studied at length.





Lesson Plan (10-12 lectures)

Practical Component

- Some trips will be planned to botanical gardens and other natural habitats in order to acquaint students with the balance required within our societies.
- Students will be engaging in a lot of creative activities from time to time during sessions. For instance ranging from poster making, rereading literary narratives from ecological point of view to graphically presenting their ideas about climate change.
- Through the employment of audio-visual modes students will be introduced to several aspects of climate crisis in different zones and will be encouraged to prepare short videos or documentaries.





Thank you

