

**JSPM University, Pune**  
**Faculty of Education and Humanities**  
**School of Liberal Arts and Social Sciences**  
**Department of English**



NEP Aligned Syllabus  
For  
SYBA (English)  
(Effective from AY: 2025-26)



# JSPM University Pune

## COURSE STRUCTURE (NEP 2020 Aligned)

FACULTY OF EDUCATION AND HUMANITIES

W. E. F

2025-2026

SCHOOL OF LIBERAL ARTS AND SOCIAL SCIENCES

RELEASE DATE

01/07/2025

SECOND YEAR BACHELOR OF ARTS (ENGLISH)

REVISION NO.

0.0 (NEP)

### SEMESTER III (LEVEL 5.0)

COURSE			TEACHING SCHEME				EXAMINATION SCHEME AND MARKS									TOTAL	CREDITS
TYPE	CODE	COURSE NAME	Hours / Week				THEORY (Equal Weightage for CIE and ESE)				PRACTICAL (Equal Weightage for CIE and ESE)		ORAL (Equal Weightage for CIE and ESE)				
			L	T	P	EL	CONTINUOUS INSEMESTER EVALUATION (100 Marks)			END SEMESTER EXAMINATION (100 / 50 Marks)	CONTINUOUS INSEMESTER EVALUATION (50 Marks)	END SEMESTER EXAMINATION (50 Marks)	CONTINUOUS INSEMESTER EVALUATION (50 Marks)	END SEMESTER EXAMINATION (50 Marks)			
							T1 (30 Marks)	T2 (30 Marks)	Assignments (40 Marks)								
PCC	250UENB12_03	British Poetry and Drama 19 <sup>th</sup> Century	2	1	-	-	30	30	40	100	-	-	-	-	100	3	
	250UENB13_03	Indian English Poetry and Drama: Pre-Independence Period	3	1	-	-	30	30	40	100	-	-	-	-	100	4	
	250UENB14_03	British Novels from the 18 <sup>th</sup> Century to the 20 <sup>th</sup> Century	3	-	-	-	30	30	40	100	-	-	-	-	100	3	
MDM	-	Multi-Disciplinary Minor	3	-	-	4	30	30	40	100	-	-	-	-	100	4	
IOC	-	Interdisciplinary Open Course	2	-	-	-	30	30	40	100	-	-	-	-	100	2	
VSC	230IINB02_03	Innovation	1	-	-	2	-	-	-	-	-	-	50	50	50	1.5	
AEC (HSMC)	230UENB03_03	Soft Skill Development	1	-	2	-	30	30	40	50	-	-	-	-	50	2	
SLC	250UENB15_03	Creative Writing	-	-	-	4	-	-	-	-	-	-	50	-	50	1	
LLC	230HFSB80_03	Health and Nutrition	1	-	-	2	-	-	-	-	-	-	50	-	50	1.5	
<b>TOTAL</b>			<b>16</b>	<b>2</b>	<b>2</b>	<b>12</b>									<b>700</b>	<b>22</b>	

Sem.	Multi-Disciplinary Minor (MDM)			
	Specialization	Sociology	Applied Psychology	Indian Financial Market
II	Course Code	240USYB01_02	231UPYB38_02	240UEEB31_02
	Course Name	Social Disparities	Foundations of Psychology	Basics of Stock Market Operations
III	Course Code	230USYB30_03	230UPYB39_03	240UEEB32_03
	Course Name	Sociology of Religion	Psychology of Gender and Youth	Digital Finance and Regulation
IV	Course Code	230USYB04_04	230UPYB40_04	240UEEB33_04
	Course Name	Sociology of Family	Workplace Psychology	Crypto Currency
V	Course Code	230USYB31_05	230UPYB41_05	240UEEB34_05
	Course Name	Sociology of Education	Psychology of Health	Economics of Micro Financing
VI	Course Code	230USYB32_06	240UPYB03_06	240UEEB35_06
	Course Name	Social Policy and Welfare	Cross-cultural Psychology	Money Transactions and Consumer Protection

Sem.	Interdisciplinary Open Course (IOC)			
	Name of Faculty	Faculty of Science and Technology	Faculty of Business Management and Commerce	Faculty of Health Sciences
I	Course Code	230GCSB165_01	230VMSM05_01	230HFSB06_01
	Course Name	Basics of Knowledge Representation and Reasoning	Fundamentals of Financial Management	Forensic Science in Criminal Investigation
II	Course Code	230GCAB92_02	230VBCB16_02	230HFGM25_02
	Course Name	Office Automation	Financial Fraud	Intellectual Property
III	Course Code	230GCSB151_03	230VMSM06_03	230HFGM27_03
	Course Name	Artificial Intelligence for Everyone	Fundamentals of Human Resource Management	Investigative Skills

**Dr. Charusheela Patil**  
Program Coordinator, English

**Ms. Arpita Kaswa**  
Dean, Faculty of Education and Humanities

**Dr. Anuradha S. Deshpande**  
Associate Dean (Academics)

**Prof. B.B. Ahuja**  
Vice Chancellor, JSPM University Pune



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### SEMESTER IV (LEVEL 5.0)

COURSE			TEACHING SCHEME				EXAMINATION SCHEME AND MARKS									TOTAL	CREDITS
TYPE	CODE	COURSE NAME	Hours / Week				THEORY (Equal Weightage for CIE and ESE)			PRACTICAL (Equal Weightage for CIE and ESE)		ORAL (Equal Weightage for CIE and ESE)					
			L	T	P	EL	CONTINUOUS INSEMESTER EVALUATION (100 Marks)			END SEMESTER EXAMINATION (100 / 50 Marks)	CONTINUOUS INSEMESTER EVALUATION (50 Marks)	END SEMESTER EXAMINATION (50 Marks)	CONTINUOUS INSEMESTER EVALUATION (50 Marks)	END SEMESTER EXAMINATION (50 Marks)			
							T1 (30 Marks)	T2 (30 Marks)	Assignments (40 Marks)								
PCC	250UENB16_04	British Poetry and Drama 20 <sup>th</sup> Century	2	1	-	-	30	30	40	100	-	-	-	-	100	3	
	250UENB17_04	Indian English Poetry and Drama: Post Independence Period	2	1	-	-	30	30	40	100	-	-	-	-	100	3	
	250UENB18_04	Indian English Novel from the 19 <sup>th</sup> Century and to the 20 <sup>th</sup> Century	2	-	-	2	30	30	40	100	-	-	-	-	100	2.5	
MDM	-	Multi-Disciplinary Minor	3	-	-	4	30	30	40	100	-	-	-	-	100	4	
SEC	230BVCB08_04	Software for Financial Accounting	2	-	2	-	-	-	-	-	50	50	50	50	100	3	
AEC (HSMC)	230UENB04_04	Verbal Aptitude through Literature	1	-	2	-	30	30	40	50	-	-	-	-	50	2	
SLC	250UENB19_04	Review Writing	-	-	-	4	-	-	-	-	-	-	50	-	50	1	
LLC	240VBBB02_04	Theater and Performing Arts	1	-	-	2	-	-	-	-	-	-	50	-	50	1.5	
IITP/ FP/ CEP	230USYB20_04	Internship / Field Project / Community Engagement Programme	4-6 weeks				-	-	-	-	-	-	50	50	50	2	
<b>TOTAL</b>			<b>13</b>	<b>2</b>	<b>4</b>	<b>12</b>										<b>700</b>	<b>22</b>
MLC#	-	Audit Course 1	1	-	-	-	-	-	-	50	-	-	-	-	50	1	

**Note:** A Diploma will be awarded if a student exits after second year.

For “Exit” at the end of “Second Year” the student must complete a total of 8 additional credits.

a) An internship / OJT of 8 - 10 weeks (4 credits) over and above semester 4 internship of minimum 4 weeks.

b) Additional one Course of 4 credits (Course offered will be Vocational Skill Course (VSC) or Skill Enhancement Course (SEC) or a mini project).

<b>Multi-Disciplinary Minor (MDM)</b>				
<b>Sem.</b>	<b>Specialization</b>	<b>Sociology</b>	<b>Applied Psychology</b>	<b>Indian Financial Market</b>
<b>II</b>	<b>Course Code</b>	240USYB01_02	231UPYB38_02	240UEEB31_02
	<b>Course Name</b>	Social Disparities	Foundations of Psychology	Basics of Stock Market Operations
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<b>V</b>	<b>Course Code</b>	230USYB31_05	230UPYB41_05	240UEEB34_05
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<b>VI</b>	<b>Course Code</b>	230USYB32_06	240UPYB03_06	240UEEB35_06
	<b>Course Name</b>	Social Policy and Welfare	Cross-cultural Psychology	Money Transactions and Consumer Protection

<b>Mandatory Learning Course (MLC*) Audit Course</b>					
<b>Sem.</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Sem.</b>	<b>Course Code</b>	<b>Course Name</b>
IV	230UPOB02_04	Introduction to Indian Constitution	VI	230USYB03_06	Gender, Diversity and Inclusion
V	250UFDB13_05	Image Building	VII	240UENB21_07	Art of Academic Writing

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## JSPM University Pune

### S.Y.B.A. "English"

### Semester III

<b>Course Type:</b> PCC	<b>Course Title:</b> British Poetry and Drama of the 19 <sup>th</sup> Century	
<b>Course Code:</b> 250UENB12_03	<b>Teaching Scheme:</b> (Hrs./Week)	<b>Examination Scheme:</b>
<b>Credits:</b> 3	<b>Lecture (L):</b> 2 <b>Tutorial (T):</b> 1 <b>Practical (P):</b> 0 <b>Experiential Learning (EL):</b> 0	<b>Theory (TH):</b> 100 Marks

**Prerequisite Courses, if any:** Nil

#### **Course Objectives:**

- Remember the formal and stylistic aspects of Victorian poetry
- Understand the development of Victorian poetry and Drama
- Apply critical thinking skills to interpret the text
- Analyze the recurring themes in Victorian poetry and drama, such as industrialization, class disparity, gender roles, religion, morality, and the tension between tradition and modernity.
- Evaluate the social, cultural and historical aspects of the Victorian Literary period
- Create and enhance awareness about Victorian Literature



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**Course Outcomes:** On the completion of course students will be able to

**CO1:** Explore the Historical and Socio-Cultural aspects of Victorian Literature

**CO2:** Understand the themes and subjects of Victorian Poetry and to examine the influence of Religion, Science, and Philosophy on Victorian Poets

**CO3:** Analyze the development of Victorian Drama and to examine the role of gender and social class in Victorian Drama

**CO4:** Interpret and critically engage with prominent poems

**CO5:** Analyze the role of symbolism in late Victorian poetry

**CO6:** Evaluate the drama as a form of social commentary

## Course Contents

Unit I	Historical Background of the Victorian Literature	5 Hrs
Socio-cultural Background of Victorian Period, Characteristics of Victorian Literature, Literary movements of the Victorian era, The Pre-Raphaelite Brotherhood, The Aesthetic Movement, Naturalism, Decadence, Prominent Literary Figures		
Unit II	Early Victorian Poetry	8 Hrs
Alfred Lord Tennyson – Ulysess, Christina Rosetti – Up Hill		
Unit III	Importance of Being Earnest by Oscar Wilde	8 Hrs
Life and Major Works of Oscar Wilde, Understanding the Background of Victorian Drama, Understanding Setting, Themes and Plot, Major and Minor characters, Critical appreciation of the text		
Unit IV	Appreciating Victorian Poetry	8 Hrs
Elizabeth Barret Browning - How Do I Love Thee? Let Me Count the Ways, Robert Browning – My Last Duchess, The Raven		
Unit V	Late Victorian Poetry	8 Hrs
Matthew Arnold - Dover Beach, The Scholar-Gypsy, Thomas Hardy – The Darkling Thrush		
Unit V	Pygmalion by George Bernard Shaw	8 hrs
Life and Major works of George Bernard Shaw, Introduction to the Plot, Themes and Setting, Understanding major and minor characters, Critical Appreciation of the text		



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## Learning Resources

### Textbooks:

1. Oscar Wilde, Importance of Being Ernest, Maple Classics
2. George Bernard Shaw, Pygmalion, Maple Classics

### Reference Books:

1. Edward Albert, History of English Literature
2. M.H Abrams, A Glossary of Literary Terms,
3. Adams, James Eli. A History of Victorian Literature. Wiley- Blackwell, 2009
4. Armstrong, Isobell. Victorian Poetry: Poetry, Poetics and Politics. London: Routledge, 1993
5. Bloom, Harold ed. Bloom's Modern Critical Views: Victorian Poets. New York: Bloom's Literary Criticism, 2011.
6. Bristow, Joseph ed. The Cambridge Companion to Victorian Poetry. Cambridge: Cambridge University Press, 2000.
7. Cronin, Richard et al. A Companion to Victorian Poetry. Blackwell Publishers Limited, 2002

### MOOC / NPTEL Courses: NOC:

- 1) History of English Language and Literature, Prof. Merin Simi Raj (Coordinated by IIT Madras) <https://youtu.be/k8lyzqEu1Yg>
- 2) Victorian Literature An Interdisciplinary Introduction, By Prof. Smitha Jha and Prof. Aruni Mahapatra <https://youtu.be/R9mS10K14VQ>
- 3) Poetry, By Prof. S P Dhanavel, IIT Madras <https://youtu.be/NZ9xOKCr8s>

### Additional Web Resources,

Poetry Foundation - <https://www.poetryfoundation.org/>

Litcharts - <https://www.litcharts.com/>

Importance of Being Earnest, Movie Adoption <https://youtu.be/h4plSoNwyg>

Pygmalion, Movie Adoption <https://youtu.be/ygBkAcyYkW0>



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<b>JSPM University Pune</b>		
<b>SYBA</b>		
<b>Semester III</b>		
<b>Course Type: PCC</b>	<b>Course Title: Indian English Poetry and Drama: Pre-Independence Period.</b>	
<b>Course Code:</b> 24OUENB13_03	<b>Teaching Scheme:(Hrs/Week)</b>	<b>Examination Scheme:</b>
<b>Credits: 4</b>	<b>Lecture (L): 4</b> <b>Tutorial (T): 0</b> <b>Practical (P): 0</b> <b>Experiential Learning (EL): 0</b>	<b>Theory (TH): 100 Marks</b>
<b>Prerequisite Courses, if any: Nil</b>		
<b>Course Objectives:</b> <b>PO1 :Remembering</b> To recall the key authors, literary works, and historical contexts of Indian English literature from the period. <b>PO2: Understanding</b> To explain the cultural, philosophical, and socio-political influences reflected in the prose and poetry of the pre-independence period. <b>PO3:Applying</b> To apply critical frameworks and contextual knowledge to analyze the themes and stylistic features of selected literary texts. <b>PO4: Analyzing</b> To distinguish the narrative techniques, linguistic styles, and thematic concerns unique to Indian English literature during the pre-independence period. <b>PO5: Evaluating</b> To assess the literary significance and cultural relevance of the selected works in shaping Indian English literature. <b>PO6 :Creating</b> To develop original interpretations and critical perspectives on the texts, relating them to contemporary issues or modern literary expressions.		
<b>Course Outcomes:</b> On completion of the course, learner will be able to <b>Here are one-liner Course Outcomes (COs) using the given format:</b> <b>CO1: Remember:</b> Recall the key authors, texts, and historical contexts of Indian English literature from the pre-independence period. <b>CO2: Reproduce:</b> Reproduce critical insights and thematic summaries of selected prose and poetry. <b>CO3: Apply:</b> Apply historical and cultural knowledge to interpret the meanings of literary texts.		



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**CO4: Analyze:** Analyze the themes, styles, and socio-political influences in Indian English literature.

**CO5: Evaluate:** Evaluate the literary significance and relevance of the selected works in historical and modern contexts.

**CO6: Create:** Create critical essays or presentations demonstrating original interpretations of the texts.

## Course Contents

Unit I	Introduction to Indian English Literature	(7 Hrs)
<ul style="list-style-type: none"><li><i>Muktdhara</i> - Rabindranth Tagore</li><li><i>The Harp of India</i> - Henry Louis Vivian Derizio</li></ul>		
Unit II	Social and Cultural Themes in Indian Literature	(8 Hrs)
<i>Vasavdutta</i> – Sri Aurobindo <i>Our Casuarina Tree</i> - Toru Dutt		
Unit III	Indian Renaissance and Reforms	(7Hrs)
<i>The Post Office</i> - Play by Rabindranath Tagore <i>Indian Weavers</i> – Sarojini Naidu		
Unit IV	Mythology and Identity	(8Hrs)
Extracts from <i>Sermista</i> – Miachel Madhusudan Dutt Two Sonnets – Miachel Madhusudan Dutt		
Unit V	Colonialism and Nationalism	(7 Hrs)
<i>Geetanjali</i> by Rabindranath Tagore		
Unit VI	Transition to Modernity	(8 Hrs)
The Symbol Dawn Savitri by Sri Aurobindo		

## Learning Resources

### Textbooks:

1 Muktdhara <https://indianculture.gov.in/node/2821633>

2 Vasavdutta <https://motherandsriaurobindo.in/Sri-Aurobindo/plays/vasavadutta/>

3. The Post Office : [https://en.wikisource.org/wiki/The\\_Post\\_Office/Act\\_I](https://en.wikisource.org/wiki/The_Post_Office/Act_I)



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- 4 Geetanjali <https://www.youtube.com/watch?v=Uq4KJJ5avBI> –  
5The Dawn Symbol : <https://www.youtube.com/watch?v=Uq4KJJ5avBI>

## Reference Books:1

*Early Indian Poetry in English : an Anthology 1829-1947*

## MOOC / NPTEL Courses:

1. (<https://www.edx.org/>)
- 2) (<https://www.futurelearn.com/>)
- 3)Platform: NPTEL (<https://nptel.ac.in/>)
- 4)JSTOR: <https://www.jstor.org/>
- 5)Google Scholar: <https://scholar.google.com/>



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<b>JSPM University Pune B.A. English Semester III</b>		
<b>Course Type:</b> PCC	<b>Course Title:</b> British Novels from the 18th to 20th Century	
<b>Course Code:</b> 250UENB14_03	<b>Teaching Scheme:</b> Lecture	<b>Examination Scheme:</b> Theory
<b>Credits:</b> 3	<b>Lecture (L):</b> 3 <b>Tutorial (T):</b> 0 <b>Practical (P):</b> 0 <b>Experiential Learning (EL):</b> 0	<b>Theory (TH):</b> 100 Marks
<b>Prerequisite Courses, if any:</b> Nil		
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>• <b>Remember</b> to assess the development of 'the novel' throughout the centuries to be studied.</li><li>• <b>Understand</b> the historical background and cultural sentiments of all eras from the 18<sup>th</sup> to 20<sup>th</sup> Century.</li><li>• <b>Apply</b> critical reading and thinking skills to study the novels.</li><li>• <b>Analyse</b> the literary texts at hand with the historical background of the period they are set in.</li><li>• <b>Evaluate</b> the novel as a form, the socio-economic and cultural setting, tracing the Augustan age, the Romantic Period, the Victoria Period, and the modern and postmodern period.</li><li>• <b>Create</b> and assess the modern-day relevance and significance of the texts through detailed reading.</li></ul>		
<b>Course Outcomes:</b> On completion of the course, the learner will be able to		
<b>CO1: Remembering</b> the emergence and rise of 'novel' as a form, connecting it with the attributes of the 18 <sup>th</sup> Century.		
<b>CO2: Understanding</b> Jonathan Swift as a writer, while attempting a thorough reading of <i>Gulliver's Travels</i> .		
<b>CO3: Applying</b> detailed reading skills to understand the historical background and evolution of the 'novel' form in the Romantic Period and the Victorian Age.		



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**CO4: Analysing** Charles Dickens as a Victorian novelist through a critical appreciation of *David Copperfield*.

**CO5: Evaluating** the characteristics of the Modern Period and then studying the transition to the postmodern period and understanding the novel as a genre in the contemporary world.

**CO6: Creating** a clear perspective about Modernism and Virginia Woolf as a writer of the period, through a critical lens studying *To the Lighthouse*.

<b>Unit V</b>	<b>The Modern Age</b>	<b>(7 Hrs)</b>
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Introduction and Characteristics of Modern novel, Post Modern novel and Postcolonial novel.

<b>Unit VI</b>	<b>20th Century Novel</b>	<b>(7 Hrs)</b>
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Virginia Woolf as a Modern Novelist and her contributions, Close reading of *To The Lighthouse*, Literary Interpretation of the text.

**Textbook:**

1. Virginia Woolf. *To the Lighthouse*, London: Hogarth, 1930.
2. Charles Dickens. *David Copperfield*, Penguin Classics.

**Reference Book:**

1. Beja Morris, ed. *To The lighthouse: A casebook* London:Macmillan 1970
2. Hyman, Virginia R., *To The Lighthouse and Beyond: Transformations in the Narratives of Verginia Woolf*, New York: P. Lang 1988
3. *The Routledge History of English Literature* by Ronald Carter and John Mcrae (The romantic Period and Victorian Era)

**MOOC / NPTEL Course:**

1. Swayam Course "The Nineteenth - Century English Novel" by Prof. A. Divya, IIT Madras.

Link of the Course: [The Nineteenth - Century English Novel - Course](#)

**Additional Web Resources:**

1. [opentextbc.ca/wp-content/uploads/sites/27/2014/10/To-the-Lighthouse-Etext-Edited.pdf](https://opentextbc.ca/wp-content/uploads/sites/27/2014/10/To-the-Lighthouse-Etext-Edited.pdf)
2. [https://onlinecourses.nptel.ac.in/noc25\\_hs58/preview](https://onlinecourses.nptel.ac.in/noc25_hs58/preview)



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JSPM University Pune		
S.Y. B. A		
Semester III		
<b>Course Type: MDM</b>	<b>Course Title: Sociology of Religion</b>	
<b>Course Code: 230USYB03_02</b>	<b>Teaching Scheme: (Hrs./Week)</b>	<b>Examination Scheme:</b>
<b>Credits: 4</b>	<b>Lecture (L): 2</b> <b>Tutorial (T): 1</b> <b>Practical (P):</b> <b>Experiential Learning (EL): 4</b>	<b>Theory (TH): 100Marks</b> <b>Practical (PR): Marks</b> <b>Oral (OR):</b>
<b>Prerequisite Courses, if any: NIL</b>		
<b>Course Objectives:</b>		
Develop a comprehensive understanding of the role of religion in shaping social structures, individual identities, and cultural practices, while critically analyzing the influence of various religious traditions on societal norms, social change, and global interactions.		
Course Outcomes: On completion of the course, learner will be able to		
<b>CO1:</b> Identify and define key concepts and theories in the Sociology of Religion.		
<b>CO2:</b> Explain the major world religions and their sociological implications.		
<b>CO3:</b> Apply theoretical frameworks to analyze the role of religion in various social institutions.		
<b>CO4:</b> Examine the impact of religious movements on social change and modernity.		
<b>CO5:</b> Integrate perspectives on religion and identity to assess their influence on personal and group identity.		
<b>CO6:</b> Critically evaluate global perspectives on religion and its role in addressing contemporary issues.		
Course Contents		
Unit I	Introduction to Sociology of Religion	(Hrs) 6
Overview of Sociology of Religion Definition and scope, Key concepts: religion, belief systems, rituals Theoretical Approaches Functionalism (Durkheim), Conflict Theory (Marx), Symbolic Interactionism (Weber), Role of Religion in Society Social cohesion and division, Religion as a social institution		
Unit II	Major World Religions	(Hrs) 8
Hinduism Historical development, Core beliefs and practices, Buddhism Origins and spread, Major teachings and sects, Islam History and core beliefs, Practices and sects, Christianity Historical evolution, Key doctrines and denominations, Other Religions Brief overview of Judaism, Sikhism, and indigenous faiths		
Unit III	Religion and Social Institutions	(Hrs) 6
Religion and Family Influence on family structure and roles, Religion and Education Impact on educational practices and institutions, Religion and Politics Religion's role in political systems and movements, Religion and Economy Economic impact and religious ethics		
Unit IV	Religion and Social Change	(Hrs) 8



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Religious Movements Reform movements and sects, Religion and Modernity Impact of modernization and secularization, Religion and Social Justice Role in advocating for social change and justice, Religion and Globalization Interactions between global and local religious practices

## Unit V

## Religion and Identity

(Hrs)

6

Religious Identity Formation Influence on personal and group identity, Religious Minorities and Pluralism Challenges faced by religious minorities, Pluralism and coexistence, Religion and Gender Gender roles within different religious contexts, Feminist critiques and gender dynamics in religion

## Unit VI

## Global Perspectives on Religion

(Hrs)

6

Religion in Different Cultural Contexts Comparative study of religion in various countries, Transnational Religious Movements Global spread of religions and crosscultural exchanges, Religion and Global Issues Religion's role in addressing global challenges such as climate change, migration, and conflict

## Learning Resources

### Text Books:

1. Peter L. Berger: "The Sacred Canopy: Elements of a Sociological Theory of Religion" Anchor Books Publication Date: 1967
2. Bryan Wilson: "Religion in Modern Society", Oxford University Press, Oxford University Press, 1982
3. Max Weber : "The Protestant Ethic and the Spirit of Capitalism" Routledge, Fourth edition 1905



## Reference:

- Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to Sociology*. 10th Edition. W.W. Norton & Company. Provides an overview of sociological concepts including religion.
- Durkheim, E. (1912). *The Elementary Forms of Religious Life*. Translated by Carol Cosman. Oxford University Press. A foundational text in understanding Durkheim's functionalist perspective on religion.
- Weber, M. (1905). *The Protestant Ethic and the Spirit of Capitalism*. Translated by Talcott Parsons. Routledge. Discusses Weber's theory on the relationship between religion and economic life.
- Smith, J. Z. (1998). *Relating Religion: Essays in the Study of Religion*. University of Chicago Press. Offers comparative insights into different religions and their sociological significance.
- Cox, J. L. (2007). *An Introduction to the World's Major Religions*. Oxford University Press. A comprehensive introduction to the major world religions, their histories, and core beliefs.
- Esposito, J. L. (2016). *Islam: The Straight Path*. 4th Edition. Oxford University Press. Provides a detailed account of Islamic beliefs and practices.
- Bryant, C. G. A., & Jary, D. (1991). *Sociology: Classical Statements*. Routledge. Includes key sociological theories related to religion and social institutions.
- Wilson, B. (1982). *Religion in Secular Society: A Sociological Comment*. Penguin Books. Examines the interaction between religion and other social institutions.
- Berger, P. L. (1967). *The Sacred Canopy: Elements of a Sociological Theory of Religion*. Anchor Books. Discusses the role of religion in structuring social reality and institutions.
- Bellah, R. N. (1967). *Beyond Belief: Essays on Religion in a PostTraditional World*. Harper & Row. Explores the role of religion in social change and modernity.
- Davis, K. (2009). *The Role of Religion in Social Change*. Palgrave Macmillan. Analyzes various religious movements and their impacts on society.
- Giddens, A. (2000). *Runaway World: How Globalization is Reshaping Our Lives*. Routledge. Provides insights into the role of religion in the context of globalization.
- McGuire, M. B. (2008). *Religion: The Social Context*. 5th Edition. Waveland Press. Discusses how religion influences individual and group identity.
- Davie, G. (2007). *The Sociology of Religion*. SAGE Publications. Examines religious identity and pluralism in contemporary societies.
- Woodhead, L., & Catto, R. (Eds.). (2012). *The Religion and Society Reader*. Routledge. Covers various aspects of religion, including gender and identity.
- Stark, R., & Finke, R. (2000). *Acts of Faith: Explaining the Human Side of Religion*. University of California Press. : Offers a global perspective on religious beliefs and practices.
- Huntington, S. P. (1996). *The Clash of Civilizations and the Remaking of World Order*. Simon & Schuster. Explores the impact of global religious and cultural conflicts.
- Jenkins, P. (2002). *The Next Christendom: The Coming of Global Christianity*. Oxford University Press. Examines the rise of Christianity in the global context and its implications.



# JSPM UNIVERSITY PUNE

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<b>JSPM University Pune</b>		
<b>S.Y. “M. Tech Civil Engineering”</b>		
<b>. “Artificial Intelligence for All”</b>		
<b>Course Type:</b> IOC	<b>Course Title:</b> Artificial Intelligence for Everyone	
<b>Course Code:</b> 230GCSM31	<b>Teaching Scheme:</b> (Hrs./Week)	<b>Examination Scheme:</b>
<b>Credits:</b> 2	<b>Lecture (L):</b> 2 <b>Tutorial (T):</b> 0 <b>Practical (P):</b> 0 <b>Experiential Learning (EL):</b> 0	<b>Theory (TH):</b> 100 Marks
<b>Prerequisite Courses, if any:</b> Basic Mathematics, Basic Programming Skills		
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>• To understand the Historical Development and Foundations of AI</li><li>• To develop practical skills in designing and implementing search-based and decomposition-based solutions.</li><li>• To compare different approach to AI</li><li>• To master Logical and Probabilistic reasoning in AI.</li><li>• To explore use of Neural Networks in AI and understand Natural Language Processing</li><li>• To apply AI Concepts to in in various field</li></ul>		
<b>Course Outcomes:</b> <p>On completion of the course, learner will be able to,</p> <p><b>CO1:</b> Describe the history and evolution of AI, including the differences between strong and weak AI and analyze the logical reasoning in AI, knowledge representation systems and expert systems.</p> <p><b>CO2:</b> Understand searching algorithms, heuristics in search and problem decomposition-based solutions.</p> <p><b>CO3:</b> Understand Logical approach to AI and importance of knowledge-based system.</p> <p><b>CO4:</b> Understand probabilistic reasoning in Artificial Intelligence</p> <p><b>CO5:</b> Implement natural language processing techniques for text and word relations.</p> <p><b>CO6:</b> Understand what the applications of AI and know it’s working from various fields</p>		
<b>Course Contents</b>		
<b>Unit I</b>	<b>Introduction to Artificial Intelligence</b>	<b>(5 Hrs)</b>
History of artificial intelligence, the birth of artificial intelligence, Intelligent Agents, Search Methods and Knowledge Representation, Use Cases of Artificial Intelligence, Role of Machine Learning Engineer Machine Learning Tools &		



Packages Emergence of AI – Technological advances, AI, Functions of AI, Characteristics of artificial intelligence

<b>Unit II</b>	<b>Data Wrangling Techniques</b>	<b>(5 Hrs)</b>
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Data Wrangling Techniques: Introduction to Data pre-processing Importing the Dataset Handling Missing Data Working with Categorical Data Splitting the data into Train and Test set Feature Scaling

<b>Unit III</b>	<b>Fundamentals of Machine Learning: Mathematics &amp; Statistics</b>	<b>(5 Hrs)</b>
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**Mathematics & Statistics** Introduction to Probability Mean Median, Mode, Variance, Standard Deviation, Quantiles, Gaussian (Normal) Distribution, Skew Distribution, Covariance and Correlation, Linear Regression, Logistic Regression, Naïve Bayes Classifier, Bias-variance trade-off, Dimensionality reduction using Principal component Analysis, Time Series Forecasting

<b>Unit IV</b>	<b>Methods and Algorithms in Machine Learning Part I (Supervised Learning)</b>	<b>(5 Hrs)</b>
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Supervised Learning, Regression, Simple Linear Regression, Multi Linear Regression, Polynomial Regression, Decision Tree, Random Forest Classification Logistic Regression, K-Nearest Neighbors, Support Vector Machine, Naive Bayes, Decision Tree, Random Forest

<b>Unit V</b>	<b>Methods and Algorithms in Machine Learning Part II (Unsupervised Learning)</b>	<b>(5 Hrs)</b>
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Unsupervised Learning K-Means Clustering Hierarchical Clustering Ridge Regression XGBoost Algorithm **Hyper parameters Tuning & Validation** Grid Search Randomized Search Cross Validation Hyperparameter Tuning and Model Selection

<b>Unit VI</b>	<b>Application of AI</b>	<b>(5 Hrs)</b>
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Introduction to AI and Its Scope, AI in Healthcare, AI in Business and Finance, AI in Education, AI in Transportation and Logistics, AI in Entertainment and Media, AI in Agriculture, AI in Cybersecurity, AI in Social Good and Environment, Future Trends in AI Applications



## Learning Resources

### Textbooks:

1. "Artificial Intelligence: A Guide to Intelligent Systems" by Michael Negnevitsky 3<sup>rd</sup> Edition
2. "Artificial Intelligence: Foundations of Computational Agents" by David L. Poole and Alan K. Mackworth. 3<sup>rd</sup> Edition
3. "Pattern Recognition and Machine Learning" by Christopher M. Bishop. 1<sup>st</sup> Edition
4. "Neural Networks and Deep Learning: A Textbook" by Charu Aggarwal. 2<sup>nd</sup> Edition

### Reference Books:

1. "Natural Language Processing in Action" by Lane, Howard, and Hapke
2. "Artificial Intelligence: A Modern Approach" by Stuart Russell and Peter Norvig
3. "Patterns in Artificial Intelligence: Search and Optimization" by Eugene Charniak and Drew McDermott
4. "Artificial Intelligence in Civil Engineering: A Review" by Michael J. Fischer and Dan M. Frangopol

### MOOC / NPTEL Course:

1. NPTEL Course on Artificial Intelligence: Search Methods for Problem Solving, IIT Madras, Prof. Deepak Khemani.  
**Link: <https://nptel.ac.in/courses/106106226>**



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## JSPM University Pune

### S.Y.B.A. "English"

### Semester III

<b>Course Type:</b> AEC	<b>Course Title:</b> Soft Skill Development	
<b>Course Code:</b> 230UENB03_03	<b>Teaching Scheme: (Hrs. per Week)</b>	<b>Examination Scheme:</b>
<b>Credits:</b> 2	<b>Lecture (L):</b> 1  <b>Tutorial (T):</b> 0  <b>Practical (P):</b> 2  <b>Experiential Learning (EL):</b> 0	<b>Theory (TH):</b> 50 Marks
<b>Prerequisite Courses, if any:</b> Nil		
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>• <b>Remember</b> key facts and concepts of soft skills and interview skills.</li><li>• <b>Understand</b> the concept of time management.</li><li>• <b>Apply</b> critical thinking and problem-solving techniques to enhance interpersonal skills.</li><li>• <b>Analyze</b> the importance of leadership and teamwork in professional life.</li><li>• <b>Evaluate</b> themes of etiquette and manners to build a well-rounded professional identity.</li><li>• <b>Create</b> awareness about negotiation skills.</li></ul>		



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**Course Outcomes:** On completion of the course, learner will be able to

**CO1: Remember** the key concepts of soft skills and interview skills and attempt to use them effectively.

**CO2: Reproduce** effective ways of time management.

**CO3: Apply** creative problem-solving and critical thinking skills by analyzing complex narratives to enhance interpersonal skills.

**CO4: Analyze** leadership and teamwork abilities by examining character dynamics, conflicts, and resolutions in literary works.

**CO5: Evaluate** themes of etiquette and manners through literary text and employ in real life scenarios.

**CO6: Create** self-awareness and emotional intelligence to manage personal emotions, navigate conflicts constructively and develop negotiation skills effectively.

## Course Contents

Unit I	Essentials of Soft Skills and Interview Skills	(2 Hrs)
What are Soft Skills, Soft Skills vs Hard Skills, Importance of Soft Skills in Interviews, Types of Soft Skills		
Unit II	Time Management	(2 Hrs)
Time Management, Importance of Time Management, Effective Ways of Time Management, "The Grasshopper and The Ant" – Jean De La Fontaine		
Unit III	Interpersonal Skills	(3 Hrs)
Interpersonal Skills, Importance of Interpersonal Skills, How to Improve Interpersonal Skills, The Kabuliwala: Ravindranath Tagore		
Unit IV	Leadership and Teamwork	(3 Hrs)
Leadership and Teamwork, Importance of Leadership and Teamwork, How to Improve Leadership and Teamwork, The Mountain and the Squirrel: Ralf Waldo Emerson		
Unit V	Etiquettes and Manners	(2 Hrs)
Etiquettes and Manners, Importance of Etiquettes and Manners, Workplace Etiquettes and Manners, If: Rudyard Kipling		
Unit VI	Negotiation Skills	(3 Hrs)
Negotiation Skills, Importance of Negotiation Skills, Art of Negotiation Skills, "The Gift of the Magi" O. Henry		

## Learning Resources



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## **Textbooks:**

1. "*Literature: An Introduction to Fiction, Poetry, Drama, and Writing*" by X.J. Kennedy and Dana Gioia
2. "*Communication in Everyday Life: The Basic Course Edition With Public Speaking*" by Steve Duck and David T. McMahan

## **Reference Books:**

1. "*How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*" by Thomas C. Foster
2. "*Literature: A Portable Anthology*" edited by Janet E. Gardner et al.
3. "*The Art of Public Speaking*" by Stephen E. Lucas
4. "*Interpersonal Communication: Everyday Encounters*" by Julia T. Wood

## **MOOC / NPTEL Courses:**

1. NPTEL Course "Soft Skill Development" Prof. Priyadarshi Patnayak, Prof. V.N, Giri, Prof. D. Suar, IIT Kharagpur

**Link of the course:** <https://youtu.be/Af9RoDvhTLE?si=cqQim2DX2Cepi0eX>

## **Additional Web Resources:**

<http://www.englishdaily626.com/c-errors.php>

[https://www.stressdirections.com/personal/about\\_stress/stress\\_statistics.html](https://www.stressdirections.com/personal/about_stress/stress_statistics.html)



# JSPM UNIVERSITY PUNE

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<b>JSPM University Pune</b> <b>S.Y.B.A. "English"</b> <b>Semester III</b>		
<b>Course Type: VSC</b>	<b>Course Title: Innovation</b>	
<b>Course Code:</b> 230IINB02_03	<b>Teaching Scheme: (Hours/Week)</b>	<b>Examination Scheme:</b>
<b>Credits: 1.5</b>	<b>Lecture (L): 1</b> <b>Tutorial (T): 0</b> <b>Practical (P): 0</b> <b>Experiential Learning (EL): 2</b>	<b>Oral (OR): 50 Marks</b>
<b>Prerequisite Courses, if any: Nil</b>		
<b>Course Objectives:</b> <ul style="list-style-type: none"> <li>To understand the concept of innovation and creativity</li> <li>To familiarize with the tools for innovation</li> <li>To understand fundamentals of innovation management</li> <li>To get overview of real-world implementation of innovation and creativity</li> </ul>		
<b>Course Outcomes:</b> On completion of the course, learner will be able to... <b>CO1:</b> apply the concepts of creativity and innovation in all walks of life. <b>CO2:</b> inculcate and incorporate individual creativity and innovative skill set at conceptual, product design and management level. <b>CO3:</b> solve real time problems with enhanced ability in respective sectors of work for increased productivity and improved organizational behaviour. <b>CO4:</b> perform with improved skill set in entrepreneurship and start up ecosystem. <b>CO5:</b> to find solutions to social, corporate and personal problems with de novo approach.		
<b>Course Contents</b>		
<b>Unit I</b>	<b>Innovation &amp; Creativity</b>	<b>(3 Hrs)</b>
<b>Innovation:</b> Meaning, Concept, Characteristics, Importance, Principles of Innovation, Process of Innovation. <b>Creativity:</b> Meaning, Concept, Importance, Creativity Process, Components of creative performance, Hurdles to Creativity		
<b>Unit II</b>	<b>Tools for Innovation</b>	<b>(5 Hrs)</b>
<b>Creative Thinking:</b> Traditional V/S Creative Thinking, <b>Individual Creativity Techniques:</b> Meditation, Self-Awareness, & Creative Focus <b>Group Creative Techniques:</b> Brainstorming, Off The Wall Thinking & Thinking Hats Method. <b>Dimensions of Innovation:</b> Innovation Eco-system in India and abroad, Social Innovation, Grass root Innovation, Frugal Innovation, Global Innovation- Global Innovation Index framework, GII, Case studies in India and abroad.		
<b>Unit III</b>	<b>Innovation Management</b>	<b>(3 Hrs)</b>



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Concept, Scope, Characteristics, Evolution of Innovation Management, Significance, Factors Influencing Innovation, Commercialization of Innovation, Innovation and Start up ecosystem

<b>Unit IV</b>	<b>Areas of Innovation</b>	<b>(2 Hrs)</b>
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Innovation in Entrepreneurship, Product innovation, Process Innovation, Social Innovation, Case studies highlighting types, implementation imperatives and sector specific impact.

<b>Unit V</b>	<b>Group innovation study</b>	<b>(1 Hrs)</b>
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Each student group will prepare a case study on one innovation topic either from their area of work or through participation in the exposition, symposia, workshop of any relevant forum. The project report will be submitted for the study.

<b>Unit VI</b>	<b>Presentation and Closure</b>	<b>(1 Hrs)</b>
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The student group will give the presentation of the project in the chosen area. The report will highlight the process of exploring executing and exploiting the innovation. It will also mention methodology to manage the innovation.

## Learning Resources

### Textbooks:

1. Wagner, Tony. *Creating Innovators: The Making of Young People Who Will Change the World*. New York: Scribner, 2012.
2. "Managing Creativity and Innovation" Harvard Business School Press

### Reference Books:

1. "Organizational Innovation", SAGE Publication, London, 2001.
2. "Jugaad Innovations, Navi Radjou and Jaideep Prabhu, Random House India
3. "Kelley, Tom, Jonathan Littman, and Tom Peters. *The Art of Innovation: Lessons in Creativity from IDEO, America's Leading Design Firm*. New York: Doubleday, 2001.
4. "Innovation Management & New Product Development", Paul Trott, published by Pitman, 2000.

### MOOC / NPTEL Courses:

1. NPTEL Course "*Innovation, Business Models and Entrepreneurship*", Prof Rajat Agrawal, Prof Vinay Sharma, IIT Roorkee.

**Link of the Course:** [https://onlinecourses.nptel.ac.in/noc23\\_mg116/preview](https://onlinecourses.nptel.ac.in/noc23_mg116/preview)

### Additional Web Resources:

<https://youtu.be/FXJUDyqobbM>  
[https://youtu.be/FF\\_38\\_ZuRbQ](https://youtu.be/FF_38_ZuRbQ)  
[https://youtu.be/33JjV\\_NDbpY](https://youtu.be/33JjV_NDbpY)  
<https://youtu.be/DNUwZctwwhw>  
[https://youtu.be/\\_PC1qbAhKz0](https://youtu.be/_PC1qbAhKz0)  
<https://youtu.be/wbFVNBNI7Bk>  
<https://youtu.be/kfpERveB8kM>  
<https://youtu.be/Y6R9ps2E1oM>  
<https://youtu.be/66N5SM73AEc>  
<https://youtu.be/1YLtkc6U3Rs>



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<b>JSPM University Pune</b>		
<b>S.Y.B. A. "English"</b>		
<b>Semester III</b>		
<b>Course Type:</b> AEC	<b>Lab Course Title:</b> Soft Skill Development	
<b>Course Code:</b> 230UENB03_03	<b>Teaching Scheme: (Hrs./Week)</b>	<b>Examination Scheme:</b>
<b>Credits:</b> 2	<b>Lecture (L):</b> 1 <b>Tutorial (T):</b> 0 <b>Practical(P):</b> 2 <b>Experiential Learning (EL):</b> 0	<b>Theory (TH):</b> 50 Marks
<b>Prerequisite Courses, if any: -</b>		
<b>List of Laboratory Experiments</b>		
<b>Group A</b>		
1.	Time Management	
2.	Interpersonal Skills	
3.	Cultural Intelligence	
4.	Leadership Skills	
5.	Teamwork and Conflict Management	
<b>Group B</b>		
6.	Grooming Etiquettes and Manners	
7.	Stress Management	
8.	Time Management	



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9.	Leadership Skills
10.	PowerPoint Presentation



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<b>JSPM University Pune</b>		
<b>S.Y.B.A. "English"</b>		
<b>Semester III</b>		
<b>Course Type:</b> SLC	<b>Course Title:</b> Creative Writing	
<b>Course Code :</b> 250UENB15_03	<b>Teaching Scheme: (Hrs. per Week)</b>	<b>Examination Scheme:</b>
<b>Credits:</b> 1	<b>Lecture (L):</b> 1 <b>Tutorial (T):</b> 0 <b>Practical (P):</b> 0 <b>Experiential Learning (EL):</b> 0	<b>Theory (TH):</b> 60 Marks
<b>Prerequisite Courses, if any:</b> Nil		
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>• To equip students with essential academic writing skills.</li><li>• To provide hands-on training in structuring, drafting, and editing academic documents.</li><li>• To enhance students' ability to write research papers, reports, and proposals.</li><li>• To familiarize students with reference styles and plagiarism ethics.</li><li>• To develop skills for effective scholarly communication.</li></ul>		
<b>Course Outcomes:</b> On completion of the course, learner will be able to CO1: Identify key features and conventions of academic writing. CO2: Explain the structure and components of academic documents. CO3: Use appropriate referencing styles and citation techniques. CO4: Evaluate academic texts for coherence, argumentation, and credibility. CO5: Review and edit academic writing for clarity, accuracy, and originality. CO6: Develop well-structured academic documents such as essays, reports, and research papers.		
<b>Course Contents</b>		



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<b>Unit I</b>	<b>Historical Background of the Victorian Literature</b>	<b>(10 Hrs)</b>
Create a poster in the <b>Aesthetic Movement style</b> (elegant, ornate, symbolic) with a short poetic piece or quote you write based on its ideals.		
<b>Unit II</b>	<b>Pygmalion by George Bernard Shaw</b>	<b>(10 Hrs)</b>
Imagine a <b>completely different ending</b> to <i>Pygmalion</i> . Does Eliza open a flower shop? Does she fall for Freddy—or strike out on her own? Does Higgins change? <ul style="list-style-type: none"><li>• Write a script a year after the original play ends.</li><li>• Show how the characters have grown (or haven't).</li></ul>		
<b>Unit III</b>	<b>The Romantic Period and The Victorian Era</b>	<b>(10 Hrs)</b>
Create a <b>poster</b> that <b>visually contrasts</b> the <b>Romantic</b> and <b>Victorian</b> literary worlds. Include a short piece of <b>creative writing</b> (poem, monologue, or mini-dialogue) that highlights the <b>conflict, conversation, or coexistence</b> between the two eras.		
<b>Unit IV</b>	<b>Appreciating Victorian Poetry</b>	<b>(10 Hrs)</b>
Write a fictional letter <b>from Elizabeth Barrett Browning to Robert Browning</b> , in response to " <i>My Last Duchess</i> ", as if she were critiquing it as a poem.		
<b>Unit V</b>	<b>Transition to Modernity</b>	<b>(10 Hrs)</b>
Write a <b>dramatic monologue or prose piece</b> from the point of view of someone <b>rebellious against expectations</b> —just like Kamala Das rebels against societal norms around language, gender, and behavior.		
<b>Unit VI</b>	<b>Toru Dutt – <i>Our Casuarina Tree</i></b>	<b>(10 Hrs)</b>
Like Toru Dutt immortalized her loved ones through a poem, write a <b>tribute poem</b> to someone you've lost, admired, or miss—using nature or an object as a <b>metaphor</b> for them.		

## Learning Resources



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## MOOC / NPTEL Courses: NOC:

3. History of English Language and Literature, Prof. Merin Simi Raj (Coordinated by IIT Madras) <https://youtu.be/k8lyzqEu1Yg>
4. Victorian Literature An Interdisciplinary Introduction, By Prof. Smitha Jha and Prof. Aruni Mahapatra <https://youtu.be/R9mS10KI4VQ>
5. Poetry, By Prof. S P Dhanavel, IIT Madras <https://youtu.be/NZ9xOKCrx8s>

Additional Web Resources,

Poetry Foundation - <https://www.poetryfoundation.org/>

Litcharts - <https://www.litcharts.com/>

Importance of Being Earnest, Movie Adoption <https://youtu.be/h4pISoNwyg>

6. Pygmalion, Movie Adoption <https://youtu.be/ygBkAcyYkW0>

5. (<https://www.edx.org/>)

6 (<https://www.futurelearn.com/>)

7.Platform: NPTEL (<https://nptel.ac.in/>)

8.JSTOR: <https://www.jstor.org/>

9.Google Scholar: <https://scholar.google.com/>



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<b>JSPM University Pune</b>		
<b>S.Y.B.A. "English"</b>		
<b>Semester III</b>		
<b>Course Type: LLC</b>	<b>Course Title: Health and Nutrition</b>	
<b>Course Code: 230HFSB80_03</b>	<b>Teaching Scheme: (Hrs./Week)</b>	<b>Examination Scheme:</b>
<b>Credits: 1.5</b>	<b>Lecture (L): 1 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 2</b>	<b>Oral (OR): 50 Marks</b>
<b>Prerequisite Courses, if any: Nil</b>		
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>• Understand the basic concepts of food and nutrition.</li><li>• Identify the functions of food and the role of nutrients in the body.</li><li>• Differentiate between macronutrients and micronutrients.</li><li>• Recognize the various food groups and their nutritional significance.</li><li>• Learn the principles of meal planning and dietary recommendations.</li><li>• Assess nutritional status and understand factors influencing food habits.</li><li>• Identify and address food misinformation.</li></ul>		
<b>Course Outcomes:</b> <p><b>CO1:</b> Define key terms related to health, nutrition, and dietary intake, including food groups and nutrients.</p> <p><b>CO2:</b> Explain the importance of nutrition in maintaining health, preventing diseases, and the relationship between food consumption and overall health.</p> <p><b>CO3:</b> Utilize knowledge of nutrients, food groups, and meal planning principles to create daily and balanced meal plans.</p> <p><b>CO4:</b> Investigate and distinguish between the functions of macronutrients and micronutrients and compare the nutritional benefits and limitations of different food groups.</p> <p><b>CO5:</b> Critically assess the impact of cultural, social influences, and misinformation on food choices, nutritional status, and public health.</p> <p><b>CO6:</b> Design comprehensive meal plans and educational materials or campaigns that meet dietary guidelines and promote accurate nutritional information.</p>		
<b>Course Contents</b>		
<b>Unit I</b>	<b>Basic Concepts in Food and Nutrition</b>	<b>(3 Hrs)</b>
Overview of Health and Nutrition, Importance of Nutrition in Health, Food and Nutrition, Functions of Food, Relationship between Food and Health		
<b>Unit II</b>	<b>Nutrients</b>	<b>(3 Hrs)</b>
Introduction, Importance of Nutrients in the Diet, Macronutrients, Micronutrients		
<b>Unit III</b>	<b>Food Groups</b>	<b>(3 Hrs)</b>



# JSPM UNIVERSITY PUNE

Recognized by the UGC u/s 2 (f) of UGC Act 1956 and enacted by the  
State Government of Maharashtra - JSPM University Act, 2022 (Mah. IV of 2023)

Food Groups, Role of Each Food Group in the Diet, Cereals, Pulses, Fruits and Vegetables, Milk and Milk Products, Eggs, Meat, Poultry and Fish, Fats and Oils

## Unit IV

### Basic Concepts of Meal Planning

(3 Hrs)

Principles of Meal Planning, Balanced Diet, Components of a Balanced Diet, Creating Balanced Meals, Dietary Guidelines and Recommendations

## Unit V

### Nutritional Status

(3 Hrs)

Definition and Importance of Nutritional Status, Methods of Assessing Nutritional Status, Food Habits, Factors Influencing Food Choices, Cultural and Social Influences on Diet

## Unit VI

### Food Misinformation

(3 Hrs)

Food Misinformation, Common Food Myths and Misinformation, Strategies to Combat Food Misinformation, Educating the Public on Nutrition

### Learning Resources

#### Text Books:

1. Buttriss, Judith L., Ailsa A. Welch, John M. Kearney, and Susan A. Lanham-New, eds. *Public health nutrition*. John Wiley & Sons, 2017.
2. Chakrabarty, Kaveri, and A. S. Chakrabarty. *Textbook of nutrition in health and disease*. Springer Singapore, 2019.

#### Reference Books:

1. Carr, Tanya, and Koen Descheemaeker, eds. *Nutrition and health*. John Wiley & Sons, 2008.
2. Buttriss, Judith L., Ailsa A. Welch, John M. Kearney, and Susan A. Lanham-New, eds. *Public health nutrition*. John Wiley & Sons, 2017.
3. Mltchell, H. S., Henderika J. Rynbergen, Linnea Anderson, Marjorie V. Dibble, and L. F. Cooper. "Nutrition in health and disease." *Nutrition in health and disease*. 15th Edition. (1968).

#### MOOC Course:

1. Food and Nutrition By Dr. Asna Urooj, University of Mysore, SWAYAM, [https://onlinecourses.swayam2.ac.in/cec19\\_ag02/preview](https://onlinecourses.swayam2.ac.in/cec19_ag02/preview)