



# 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)

## JSPM University Pune F.Y.M.A. English Semester - II

<b>Course Type: PSBC</b>	<b>Course Title: Introduction to Literary Theory and Criticism</b>	
<b>Course Code: 230UENM11_02</b>	<b>Teaching Scheme: (Hrs./Week)</b>	<b>Examination Scheme:</b>
<b>Credits: 3</b>	<b>Lecture (L): 3 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 0</b>	<b>Theory (TH): 100 Marks</b>

**Prerequisite Courses, if any: Nil**

### **Course Objectives:**

- To comprehend the fundamental concepts of Aristotle's Poetics and their relevance in analyzing literary works.
- To evaluate the contributions of Dr. Samuel Johnson to literary criticism and understand neoclassical principles in literature.
- To explore the literary characteristics of Romanticism and the works of Wordsworth and Coleridge within this context.
- To analyze T.S. Eliot's role in the Modernist literary movement and his work, "The Waste Land."
- To understand the key principles of New Criticism and formalism in literary analysis.
- To examine reader-response theory and the impact of gender theories in literary analysis.



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**Course Outcome:** By the end of the course, students will be able to:

**CO1 Analyse** Students will be able to analyse a literary text using Aristotle's principles of plot, character, and catharsis.

**CO2 Evaluate** Students will demonstrate the ability to critically assess Johnson's "Preface to Shakespeare" and its implications for neoclassical criticism.

**CO3 Identify** Students will be able to identify elements of nature, imagination, and the sublime in Romantic poetry and analyze their impact.

**CO4 Interpret** Students will demonstrate the ability to interpret the fragmented nature of "The Waste Land" and discuss its modernist themes.

**CO5 Apply** Students will be able to apply close reading techniques and identify formal elements in a literary text.

**CO6 Understand** Students will be able to discuss how different reader positions and gender perspectives influence the interpretation of a literary work.

## Course Contents

Unit I	Aristotle's Poetics	(7 Hrs)
Introduction to literary theory and its importance, Overview of Aristotle's Poetics, Aristotle's views on tragedy, plot, character, and catharsis, The enduring relevance of Aristotle's ideas in literary analysis		
Unit II	Dr. Samuel Johnson and Neoclassical Criticism	(7 Hrs)
Dr. Samuel Johnson and his contributions to literary criticism, Neoclassical principles in literature, Johnson's emphasis on morality and classical ideals, A discussion of the "Preface to Shakespeare"		
Unit III	Romanticism and Wordsworth/Coleridge	(7 Hrs)
Introduction to Romanticism as a literary movement, The poetry of William Wordsworth and Samuel Taylor Coleridge, Nature, imagination, and the sublime in Romantic Poetry The impact of the Lyrical Ballads (1798) on Romantic literature		
Unit IV	T.S. Eliot and Modernist Criticism	(8 Hrs)
T.S. Eliot's role in the Modernist literary movement, The Waste Land and its modernist themes, Eliot's use of intertextuality and allusions, Analyzing the fragmented nature of modernist literature		
Unit V	New Criticism and Formalism	(8 Hrs)



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Introduction to New Criticism as a literary theory, Key concepts: close reading, formal elements, and the intentional fallacy, How New Criticism influenced literary analysis, Examples of applying New Criticism and formalism to literary texts

**Unit VI**

**Reader Response and Gender Theories**

**(8 Hrs)**

Reader-Response Theory and the role of the reader in interpretation, Understanding different reader positions and how they affect interpretation, Introduction to Gender theories in literature, Examining how gender impacts literary analysis and representation

## **Learning Resources**

### **Textbook:**

1. David Lodge(ed.). Modern Criticism and Theory, London, Longman, 1988.
2. Habib, M.A.R. A History of Literary Criticism: From Plato to the Present London: Blackwell, 2005.

### **Reference Books:**

1. David Lodge(ed.). Twentieth Century Literary Criticism reader, London, Longman, 1972.
2. Robert Con Davis (ed) Contemporary Literary Criticism: Modernism Through Post Structuralism, London: Longman, 1986.
3. Wilbur Scott (ed) Five Approaches of Literary Criticism, New York: Macmillan, 1978.
4. V S. Sethuraman (ed) Contemporary Criticism; An Anthology, Madras: Macmillan, 1989.
5. David H. Richter(ed). The Critical Tradition: Classic Texts and Contemporary Trends, 3<sup>rd</sup> Ed. 2007.
6. Eve Kosofsky Sedgwick - Epistemology of the Closet, University of California Press, 1990.

Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.

### **MOOC / NPTEL Courses:**

1. Introduction to Literary Theory, Dr. Sayan Chattopadhyay, IIT Kanpur  
Link of the course <https://archive.nptel.ac.in/courses/109/104/109104135/>

### **Additional Web Resources:**

1. <https://oyc.yale.edu/english/engl-300>  
<https://www.conted.ox.ac.uk/courses/literary-theory-an-introduction-online>



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<b>JSPM University Pune</b>		
<b>F.Y.M.A. English</b>		
<b>Semester - II</b>		
<b>Course Type: PCC</b>	<b>Course Title: Indian Literature in English Translation</b>	
<b>Course Code:</b> 230UENM06_02	<b>Teaching Scheme: (Hrs./Week)</b>	<b>Examination Scheme:</b>
<b>Credits: 3</b>	<b>Lecture (L): 2</b> <b>Tutorial (T): 1</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>		
<ul style="list-style-type: none"><li>• <b>Remember</b> major writers with their best-known literary works originally written in Hindi or regional languages and later translated in English.</li><li>• <b>Understand</b> the significance of translated literature.</li><li>• <b>Apply</b> the cultural context of Indian literature while studying translated texts.</li><li>• <b>Analyze</b> the effectiveness of the translation.</li><li>• <b>Evaluate</b> the relevance of Indian literature in global context.</li><li>• <b>Build</b> a critical understanding of the theories and texts.</li></ul>		
<b>Course Outcomes:</b> On completion of the course, learner will be able to		
<b>CO1: Remember</b> the major literary authors and movements of Indian Literature.		
<b>CO2: Understand</b> the cultural and historical context of Indian literary works.		
<b>CO3: Apply</b> the theories of translation on the regional texts.		
<b>CO4: Analyze</b> the translated literature with respect to the cultural and historical context of the writer and the translator.		
<b>CO5: Evaluate</b> the structure and narrative techniques of the text.		
<b>CO6: Create</b> innovative and creative interpretations of the translated texts.		
<b>Course Contents</b>		
<b>Unit I</b>	<b>Introduction to Indian Literature</b>	<b>(7 Hrs)</b>
History of Indian Literature, Historical and Cultural Context of Indian Literature, Trends and Movements in Indian Literature		
<b>Unit II</b>	<b>Art and Craft of Translation</b>	<b>(7 Hrs)</b>



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Translation Theories, Techniques and Challenges, Contribution of Translation studies in Indian Literature

Unit III	Epic	(7 Hrs)
Ved Vyasa: Life and Works, Close reading of The Mahabharata's "Shanti Parva", Literary Interpretation of the text		

Unit IV	Poetry	(8 Hrs)
Dilip Chitre: Tuka Says: A Virtuous Person, By Looking Upon Another's Woman as Your Mother, Mahatma Gandhi: Translated Abhanga: Papachi Vasana Nako Davoo Dola, Punya Parupkaar Paap Te Par Pidaa, Ravindranath Tagore: Gitanjali, Where The Mind is Without Fear, Give Me the Strength		

Unit V	Short Story	(8 Hrs)
Sadat Hasan Manto: Toba Tek Singh, Sane Guruji: The Cottage, Kamala Das: A Home Near the Sea		

Unit VI	Novel: Tomb of Sand	(8 Hrs)
Geetanjali Shri: Life and Works, Close reading of "Tomb of Sand", Literary Interpretation of the text		

## Learning Resources

### Textbook:

1. Chitre, Dilip. Tuka Says. New Delhi: Penguin Books, 1991.
2. Tagore, Rabindranath. Gitanjali (song offerings). London: Macmillan And Co. Ltd.: 1938
3. Manto, Sadal Hasan. Kingdom's End and other Stories. New Delhi: Penguin Books: 1987.
4. Ganguli, Kesari. Translations of Mahabharata. Calcutta: Book Seller: 2013.
5. Shri, Gitanjali. Ret Samadhi (Tomb or Sand). Delhi: Harper Colins, 2018.
6. Dharwadkar, Vinay et al. The Oxford Anthology of Modern Indian Poetry. New Delhi: Oxford University Press.1994.
7. Bassnett, S. Translation Studies.3rd Edition. London and New York: Routledge, 2000

### Reference Books:

1. Gandhi, Mahatma, No-violence and Aggression. London: Oxford University Press, 1968, PP.
2. Abbott, Justin. E. Life of Tukaram. Varanasi. Motilal Banarsides, 1980.



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3. Chakravorty, B.C. Rabindranath Tagore His Mind and Art. New Delhi: Young India Publications. 1971.
  4. Chakravartee, Moutushi. "Disillusionment and Social Change: A Re- Reading of Badal Sircar's Evam Indrajit", Indian Writing Today; Essays In Honour of Professor L.S.R. Krishna Sastry.
  5. Bassnett, S. Comparative Literature: A Critical Introduction. Oxford: Blackwell,1993.
  6. Bhattacharya, N.N. Ed. Medieval Bhakti Movements in India.New Delhi:
  7. Chatterji, Suniti Kumar. Languages and Literatures of Modern India.Calcutta.: Bengal Publishers Pvt. Ltd., 1963.
  8. Das, Sisir Kumar. A History of Indian Literature 1800-1910: Western Impact: Indian Response. New Delhi: Sahitya Akademi, 199
9. George, K. M. (1984). Ed. Comparative Indian Literature (Vol.I and II). Trivandrum: Kerala Sahitya Akademi, 1984.
  10. Iyengar, Srinivas: Indian Writing in English. New Delhi: Sterling Publishers. 2019.
11. Kirpal, Viney, The New Indian Novel in English. New Delhi: Allied Publishers Pvt. Ltd. 1991.
  12. Lakshmi, H. Problems of Translation. Hyderabad: Booklinks Corporation, 1993.
  13. Naik, M. K. Perspectives on Indian Prose in English. New Delhi: Abhinav Publications. 1971.
  14. Mukherjee, Meenakshi. Twice Born Fiction. New Delhi: Arnold-Heinemann Publishers. 1974.
  15. Mukherjee, Meenakshi. Realism and Reality: The Novel and Society of India. New Delhi: Oxford University Press, 1985.
  16. Mukherjee, S. Translation as Discovery. Hyderabad: Orient Longman, 1994.
  17. Sharma, Krishna. Bhakti and Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharlal Publishers Private Ltd, 1987.
  18. Ramanujan, A. K. "On Women Saints". In The Divine Consort: Radha and other Minor Goddesses. Berkley: University of California Press, 1988.
  19. Praver, S. S. Comparative Literary Studies: An Introduction. London: Duckworth, 1973.
  20. Nemade, Bhalchandra."Indian Literature and Universalism". In Interdisciplinary Alternatives in Comparative Literature.ed. E V Ramakrishnan, Harish Trivedi and Chandra Mohan, Sage, 2013.
  21. Mukherjee, S. Translation as Discovery. Hyderabad: Orient Longman, 1994.
  22. Mukherjee, Meenakshi. (Ed.). Early Novels in India. New Delhi: Sahitya Akademi, 2002.



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## MOOC / NPTEL Courses:

1. NPTEL Course "Short fiction in Indian Literature", By Prof. Divya. A, Indian Institute of Technology Madras, IIT Madras, India.  
Link of the Course: <https://nptel.ac.in/courses/109106138>
2. NPTEL Course "Modern Indian Writing in Translation", By Prof. Divya. A, Indian Institute of Madras, IIT Madras, India.  
Link of the Course: <https://nptel.ac.in/courses/109106173> **Additional Web**

## Resources:

1. <http://tukaram.com/english/anthology.htm>
2. <https://poets.org/poem/untitled-i-talk-my-inner-lover>
3. <https://www.jstor.org/stable/23337934>
4. <https://poemanalysis.com/gajanan-madhav-muktibodh/the-void/>
5. <https://www.jstor.org/stable/23346579>
6. <https://guidingliterature.com/2205-2/>
7. <https://www.evidyarthi.in/a/wp-content/uploads/2023/04/class-11-chapter-24-englishread-think-enjoy-book-bihar-board.pdf>
8. <https://www.facebook.com/notes/346263020160120/?paipv=0&eav=AfY4XX23Xtyooo xLKNsW2KU2>
9. <https://apnaorg.com/books/english/selected-poems-amrita-pritam/selected-poemsamrita-pritam.pdf>



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<b>F.Y.M.A. English</b>		
<b>Semester – II</b>		
<b>Course Type:</b> PCC	<b>Course Title:</b> Literature and Society	
<b>Course Code:</b> 230UENM07_02	<b>Teaching Scheme: (Hrs./Week)</b>	<b>Examination Scheme:</b>
<b>Credits:</b> 2.5	<b>Lecture (L):</b> 2 <b>Tutorial (T):</b> 0 <b>Practical (P):</b> 0 <b>Experiential Learning (EL):</b> 2	<b>Theory (TH):</b> 100 Marks <b>Oral (OR):</b> 50 Marks
<b>Prerequisite Courses, if any:</b> Nil		
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>• <b>Remember</b> some important social, political, and historical movements that shaped the literature of that time and in the future.</li><li>• <b>Understand</b> the significance of the social, political, and historical contexts in shaping literature.</li><li>• <b>Apply</b> critical and analytical skills in interpreting the chosen literary texts and essays.</li><li>• <b>Analyze</b> literature as a form of social and political expression.</li><li>• <b>Evaluate</b> how literary works engage with, resist, or inspire, cultural change.</li><li>• <b>Create</b> and develop original interpretations of the selected texts.</li></ul>		
<b>Course Outcomes:</b> On completion of the course, the learner will be able to <b>CO1:</b> <b>Remember</b> some of the trends and influences that shaped English Literature. <b>CO2:</b> <b>Understand</b> the historical, cultural, and social contexts of Literature. <b>CO3:</b> <b>Apply</b> critical and analytical skills in reading and interpreting literary texts in relation to society. <b>CO4:</b> <b>Analyze</b> the diversity and richness of English Literature and its contribution to human experience and society. <b>CO5:</b> <b>Evaluate</b> the literary texts in relation to the cultural change in society. <b>CO6:</b> <b>Create</b> original critical interpretations of the selected texts.		
<b>Course Contents</b>		
<b>Unit I</b>	<b>Introduction and Overview</b>	<b>(8 Hrs)</b>
Terry Eagleton: What is Literature? Michel Foucault: The Order of Discourse, Gayatri Chakravorty Spivak: Can the Subaltern Speak?		
<b>Unit II</b>	<b>Caste and Class</b>	<b>(8 Hrs)</b>



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Mahatma Jyotirao Phule: Caste Laws, Premchand: Deliverance, Babasaheb Ambedkar: Who Were the Shudras?

<b>Unit III</b>	<b>Gender</b>	<b>(8 Hrs)</b>
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Virginia Woolf: Shakespeare's Sister, Rabindranath Tagore: The Exercise Book, Ambai: Yellow Fish

<b>Unit IV</b>	<b>Race</b>	<b>(7 Hrs)</b>
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Roger Mais: Blackout, Wole Soyinka: Telephone Conversation, Langston Hughes: Harlem

<b>Unit V</b>	<b>Violence and War</b>	<b>(7 Hrs)</b>
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Siegfried Sassoon: Return from the Somme, Wilfred Owen: Dulce Et Decorum Est, Amitav Ghosh: The Ghosts of Mrs. Gandhi

<b>Unit VI</b>	<b>Living in a Globalized World</b>	<b>(7 Hrs)</b>
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Roland Barthes: Toys, Chitra Banerjee Divakaruni: Indian Movie, New Jersey, Edward Brathwaite: Colombe

## Learning Resources

### Textbook:

1. Sood Vinay. The Individual and Society, Pearson, 2005.
2. Eagleton, Terry. Literary Theory: An Introduction. Blackwell Publishers. 2008.
3. Habib, M.A.R. A History of Literary Criticism: From Plato to the Present London: Blackwell, 2005.
4. Deshpande G.P. (Ed.), Selected Writings of Jotirao Phule. LeftWord, 2002.

### Reference Books:

1. Valerian Rodrigues (Ed.), The Essential Writings of B.R. Ambedkar. Oxford University Press, 2002.
2. Elizabeth Goodman (Ed.), Literature and Gender. Routledge in Association with London Open University, 1996.
3. Arvind Krishna Mehrotra (Ed.), The Oxford India Anthology of Twelve Modern Indian Poets, Oxford University Press, 1992.
4. H.L. Gates, Nellie Y. McKay (Ed.), Norton Anthology of African American Literature. New York and London: Norton, 1997.
5. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. Viva Books, 2008.
6. David H. Richter (ed). The Critical Tradition: Classic Texts and Contemporary Trends, 3rd Ed. 2007
7. Menon, Nivedita : Introduction of Seeing Like a Feminist. Penguin Books. 2012.



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## **MOOC / NPTEL Courses:**

1. NPTEL Course 'Gender and Literature', Prof. Avishek Parui, IIT Guwahati. Link of the Course: <https://nptel.ac.in/courses/109103122> **Additional Web Resources:**

1. <https://dokumen.pub/the-individual-and-society-poems-essays-and-stories9788131704172-8131704173.html>
2. [https://mthoyibi.files.wordpress.com/2011/05/literary-theory\\_an-introduction\\_terryeagleton.pdf](https://mthoyibi.files.wordpress.com/2011/05/literary-theory_an-introduction_terryeagleton.pdf)



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<b>JSPM University Pune</b>		
<b>F.Y.M.A. English</b>		
<b>Semester II</b>		
<b>Course Type: MMC</b>	<b>Course Title: India and the Globalised World 1400CE - 1900CE</b>	
<b>Course Code: 230UHIB03_02</b>	<b>Teaching Scheme: (Hrs./Week)</b>	<b>Examination Scheme:</b>
<b>Credits: 2</b>	<b>Lecture (L): 2</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> <ul style="list-style-type: none"><li>• Enable the student to identify changing features of globalization over a long period</li><li>• Enable the student to understand the</li></ul>		
<b>Course Outcomes:</b> On completion of the course, learner will be able to - <b>CO1:</b> Understand the nature of an interconnected world <b>CO2:</b> Understand the nuanced nature of sections like traders adapting to changing patterns <b>CO3:</b> Understand the nature of changing economic systems and their effects on cultures <b>CO4:</b> Understand the histories of traders and capital shaping communities <b>CO5:</b> Understanding the shaping of cross-cultural intersections of life <b>CO6:</b> Understanding the changing historiography of traders and international networks		
<b>Course Contents</b>		
<b>Unit I</b>	<b>Globalization</b>	<b>(2 Hrs)</b>
What is Globalisation? A Pre-history of 20 <sup>th</sup> century globalisation-		
<b>Unit II</b>	<b>Mercantilism</b>	<b>(3 Hrs)</b>
Connected worlds in pre-modern times, Age of Mercantilism		
<b>Unit III</b>	<b>Inter-connected Worlds</b>	<b>(7 Hrs)</b>
The making of the Modern global world, Mercantilism and the Indian world		
<b>Unit IV</b>	<b>The Company in India</b>	<b>(4 Hrs)</b>
The juncture of the eighteenth century, Europeans in India		



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<b>Unit V</b>	<b>Trade and Empire</b>	<b>(7 Hrs)</b>
Global presence of the Indian in a world in flux, Empire and the colonial experience- The world of the Indian merchant – Case of Indian textiles		

<b>Unit VI</b>	<b>Migrants, Traders, and The Global Networks</b>	<b>(7 Hrs)</b>
Empire Markets and Migration, Indian traders in a global market- Persistence amongst contradictory pressures		

### **Learning Resources**

#### **Textbook:**

1. Bayly C. A., The Birth of the Modern World 1780 to 1914, Blackwell Publishing 2004
2. Sinha Arvind., Europe in Transition from Feudalism to Industrialization, Manohar 2010



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## Suggested Readings:

### Unit 1

1. Bentley Jerry H., Sanjay Subrahmanyam, Merry E. Wiesner-Hanks(ed.), The Cambridge World History: Volume 6, The Construction of a Global World, 1400-1800 CE, Part 1, Foundations See the Introduction by Subrahmanyam Sanjay

### Unit 2

1. Ghosh Amitav., The Slave of MS. H.6 in Guha Ranajit (ed.) (1993)., Subaltern Studies: Volume VII: Writings on South Asian History and Society: Vol.7, OUP

2. Ghosh Amitav., In an Antique Land, Penguin 2019 **Unit 3**

1. Subrahmanyam Sanjay., From Tagus to the Ganges: Exploration in Connected History, Oxford India 2011 Chapter 2 p.45
2. Roy Fischel., Local States in an Imperial World: Identity, Society and Politics in India's Deccan, 1486-1687 Chapter 3 Foreigners Locals and the world, 2020

### Unit 4

1. Jasanof Maya., Edge of Empire, Lives Culture and Conquest in the East 1750-1850 Alfred Knopf 2005 Chapter 1 -III Clive of India, Chapter 5-I Citizen Tipu, Chapter 3 – II Settling

### Unit 5

1. Roy Riello., (2009) How India Clothed the world Introduction- Roy p.1 to p.27 **Unit 6**

1. Sugata Bose., A hundred horizons, Oxford India 2019 Chapter 3 Flow of Capitalists Labourers and Commodities
2. Lakshmi Subramanian., The political Economy of textiles, in Roy Riello., How India Clothed the World: The World of South Asian Textiles, 1500-1850, Brill Leiden 2009 p.253
3. Markovits Claude()., The global world of the Indian Merchant 1750-1947, Cambridge 2004 Chapters 1 , 2, 3

**JSPM University Pune****F.Y.M.A. English****Semester II**

<b>Course Type: VSC</b>	<b>Course Title: Innovation</b>	
<b>Course Code: 230IINB02_02</b>	<b>Teaching Scheme: (Hours/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>• 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>
Concept, Scope, Characteristics, Evolution of Innovation Management, Significance, Factors Influencing Innovation, Commercialization of Innovation, Innovation and Start up ecosystem		



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<b>Unit IV</b>	<b>Areas of Innovation</b>	<b>(2 Hrs)</b>
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>
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>
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>



# JSPM UNIVERSITY PUNE

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<b>JSPM University Pune</b>		
<b>F.Y.M.A. English</b>		
<b>Semester II</b>		
<b>Course Type: AEC</b>	<b>Course Title: Business Communication</b>	
<b>Course Code:</b> <b>230UENM02_02</b>	<b>Teaching Scheme:</b>	<b>Examination Scheme:</b>
<b>Credits: 2</b>	<b>Lecture (L): 1</b> <b>Tutorial (T): 0</b> <b>Practical (P): 2</b> <b>Experiential Learning (EL): 0</b>	<b>Theory (TH): 50 Marks</b>
<b>Prerequisite Courses, if any: Nil</b>		
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>Remember the theoretical basics of Communication.</li><li>Understand skills required for efficient interpersonal communication and leadership abilities.</li><li>Apply Presentation Techniques in the Professional Environment.</li><li>Analyze trends in the respective market to accommodate accordingly.</li><li>Evaluate the skills related to production &amp; presentation of messages in multiple formats.</li><li>Create placement ready personalities.</li></ul>		
<b>Course Outcomes:</b> On completion of the course, learner will be able to <b>CO1:</b> Apply Verbal and Non-Verbal Communication Techniques in the Professional Environment <b>CO2:</b> write impressive official correspondence and learn to make and give effective presentations in a professional environment. <b>CO 3:</b> Write an impressive resume and face the interview confidently. <b>CO 4:</b> Present themselves well in front of large audience on a variety of situations related to group communication and presentation in a relevant scenario. <b>CO5:</b> Socialize with ease and comfort. <b>CO6:</b> Develop Corporate Communication Skills		
<b>Course Contents</b>		
<b>Unit I</b>	<b>Employment Communication</b>	<b>(2 Hrs)</b>
Introduction and objectives of Report Writing, Types of Business Reports-Informational Reports, Analytical Report, Research Report, Progress Report, Explanatory Report, Structure of Reports- Title page, table of content, summary, the main body, conclusion, and recommendations, Writing Abstracts and Summaries		

<b>Unit II</b>	<b>Resume Writing</b>	<b>(2 Hrs)</b>
Introduction to Resume Writing- Concept and Details, Types of Resume Writing- chronological and functional, Key components of effective Resume Writing, Structure and contents of Cover Letter		
<b>Unit III</b>	<b>Interview Skills / Techniques</b>	<b>(3 Hrs)</b>
Interview Skills / Techniques – Concept and Process, Peer Interview/Mock Interview- Preinterview planning and performance, Opening Strategies and Answering Strategies, Interview through tele and video- conferencing		
<b>Unit IV</b>	<b>Group Discussion</b>	<b>(3 Hrs)</b>
Group Discussion – Concept and important points, Roles and Phases in Structured Group Discussion, Expectations of the Panel, Do’s and Don’ts in Group Discussion		
<b>Unit V</b>	<b>Presentation Skills</b>	<b>(2 Hrs)</b>
Elements of Presentation- Content, Organization, Delivery, Design of Presentation- Typography, colour, layout, images and animation, Oral Presentations (individual or group) through JAM Sessions/Seminars/PPTs, Written Presentations through Posters/Projects/Reports/ E-mails/Assignments		
<b>Unit VI</b>	<b>Essential Soft Skills</b>	<b>(3 Hrs)</b>
Soft Skills development- Grooming Etiquettes and Manners, Stress and Conflict Management- Coping styles and symptoms, Time Management- Pomodoro Technique, Pareto Technique, Leadership Skills- Definition, Strategies, and Styles		

### Learning Resources

**Textbooks:**

1. Bovee, Courtland L, John V. Thill & Barbara E. Schatzman. *Business Communication Today*: Tenth Edition. New Jersey: Prentice Hall, 2010.

**Reference Books:**

1. Collins, Patrick. *Speak with Power and Confidence*. New York: Sterling, 2009.
2. Barun, Mitra. *Personality Development and Soft Skills*, Barun K Mitra, Oxford Press, 2011.

**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)



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<b>JSPM University Pune</b>		
<b>M. A. English</b>		
<b>Semester II</b>		
<b>Course Type: AEC</b>	<b>Lab Course Title: Business Communication</b>	
<b>Course Code:</b> <b>230UENM02_02</b>	<b>Teaching Scheme:</b>	<b>Examination Scheme:</b>
<b>Credits: 2</b>	<b>Lecture (L): 1</b> <b>Tutorial (T): 0</b> <b>Practical(P): 2</b> <b>Experiential Learning (EL): 0</b>	<b>Theory (TH): 50 Marks</b>
<b>Prerequisite Courses, if any: -</b>		
<b>List of Laboratory Experiments</b>		
<b>Group A</b>		
1.	Report Writing	
2.	Resume Writing	
3.	Interview technique	
4.	Group Discussion	
5.	Presentation Skills	
<b>Group B</b>		
6.	Soft Skills: Grooming, Etiquettes and Manners	
7.	Stress Management	
8.	Time Management	
9.	Leadership Skill	
10.	PowerPoint Presentation	



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<b>JSPM University Pune</b>		
<b>F.Y.M.A. English</b>		
<b>Semester - II</b>		
<b>Course Type: RMC</b>	<b>Course Title: Research Methodology in English Language and Literature</b>	
<b>Course Code: 231IRMM04_02</b>	<b>Teaching Scheme: (Hrs./Week)</b>	<b>Examination Scheme:</b>
<b>Credits: 2</b>	<b>Lecture (L): 2 Tutorial (T): 0 Practical (P): 0 Experiential Learning (EL): 0</b>	<b>Theory (TH): 50 Marks</b>
<b>Prerequisite Courses, if any: Nil</b>		
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>To introduce students to fundamental research concepts in the context of English Literature.</li><li>To familiarize students with research tools and resources relevant to English Literature.</li><li>To explore the specific methods and approaches used in researching literature and language.</li><li>To guide students through the research process from topic selection to data analysis.</li><li>To instruct students in the art of academic writing and presenting research findings.</li><li>To expose students to the role of technology in modern English Literature research.</li></ul>		
<b>Course Outcome:</b> By the end of the course, students will be able to: <b>CO1</b> Students will gain a clear understanding of key research terminology. <b>CO2</b> To familiarize students with research tools and resources relevant to English Literature. <b>CO3</b> Students will be able to apply research methodologies to literary and linguistic analysis. <b>CO4</b> Students will gain practical experience in designing research projects in English Literature. <b>CO5</b> Students will be proficient in structuring and writing research papers in English Literature. <b>CO6</b> Students will be well-versed in using technology for literature research and analysis.		
<b>Course Contents</b>		
<b>Unit I</b>	<b>Key Concepts in Research</b>	<b>(5 Hrs)</b>
Research, Investigation, Exploration, Examination and Analysis, Hypothesis and Problem Statement, Quotations and Citation, Reference Lists, Footnotes, Bibliography, Appendix and Appendices		
<b>Unit II</b>	<b>Research: Tools, Language and Plagiarism</b>	<b>(5 Hrs)</b>
Primary and Secondary Data, Research Language (Clarity, Correctness, Coherence), Research Ethics, Importance of Ethics in Research		
<b>Unit III</b>	<b>Research in Literature and Language</b>	<b>(5 Hrs)</b>



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Interpretative Research, Theoretical Research, Biographical Research, Research in Language

Unit IV	Process of Research	(5 Hrs)
Selection of Research Topic, Literature Review, Chapterisation: Sections and Subsections of Chapters, Findings and Conclusion		

Unit V	Writing and Presenting Literary Research	(5 Hrs)
Structuring a Research Paper, Synopsis, Projects, and Thesis, Citing Sources and Avoiding Plagiarism, Presenting Research findings effectively, Preparing for Peer Review and Publication		

Unit VI	Technology in English Literature Research	(5 Hrs)
Overview of Technology's Impact on Literary Research, Digital Libraries, Databases, and Online Resources, Text analysis and text mining tools, Digital Humanities and its role in Literature Research		

## Learning Resources

### Textbook:

1. Altick, R.D. The Art of Literary Research, Norton. 1963.
2. Chaskar, Ashok. Doing Research in Literature and Language, Vaibhav Publications. 2009.

### Reference Books:

1. Kothari C.R. Research Methodology: Methods and Techniques, New Age International, 2004.
2. Altic, R. D. The Art of Literary Research. W.W. Norton Company. 1963.
3. Bouma, G.D. The Research Process. Oxford University Press. 1994.
4. Deshpande, H.V. Research in Literature and Language. Sukhada Saurabh Prakashan. 2007.
5. Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. MLA. 2003.
6. Kane, F. Doing Your Own Research. Scribner. 1985.
7. Sanders, C. An Introduction to Research in Literary History. Macmillan. 1957.
8. Sinha. M.P. Research Methods in English. Atlantic Publishers and Distributors. 2004.
9. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New Delhi: Viva Books, 2008.

### MOOC / NPTEL Courses:

1. Introduction to Research, Prof. Edamana Prasad, Prof. Prathap Haridoss, IIT Madras Link of the course [https://onlinecourses.nptel.ac.in/noc23\\_ge36/preview](https://onlinecourses.nptel.ac.in/noc23_ge36/preview)

### Additional Web Resources:

[https://onlinecourses.nptel.ac.in/noc22\\_ge08/preview](https://onlinecourses.nptel.ac.in/noc22_ge08/preview)



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<b>JSPM University Pune</b>		
<b>F.Y.M.A. English</b>		
<b>Semester II</b>		
<b>Course Type:</b> IITP / FP/CEP	<b>Lab Course Title:</b> Internship / Field Project/ Community Engagement Programme	
<b>Course Code:</b> 230UENM21_02	<b>Teaching Scheme:</b> (Hrs./Week)	<b>Examination Scheme:</b>
<b>Credits:</b> 2	<b>Duration:</b> 04 to 06 Weeks	<b>Oral (OR):</b> 50 Marks
<b>Prerequisite Courses, if any:</b> - Nil		
<b>Objectives:</b> Learners will be able to <ul style="list-style-type: none"><li>● To expose students to the industrial environment, which cannot be simulated/experienced in the classroom and hence creating competent professionals in the industry and to understand the social, economic and administrative considerations that influence the working environment of industrial organizations.</li><li>● To provide students with an opportunity to apply theoretical knowledge from academics to the realities of the field work/training.</li><li>● To providing practical experience in a field or discipline</li></ul>		
<b>Course Outcomes:</b> On completion of the course, learner will be able to <b>CO1:</b> Develop professional competence through internship. <b>CO2:</b> Apply academic knowledge in a personal and professional environment. <b>CO3:</b> Build the professional network and expose students to future employees. <b>CO4:</b> Apply professional and societal ethics in their day to day life. <b>CO5:</b> Become a responsible professional having social, economic and administrative considerations. <b>CO6:</b> Decide own career goals and personal aspirations.		
<b>Duration and Evaluation:</b> <ul style="list-style-type: none"><li>● Internship to be completed after every even semester (2, 4 and 6) and before commencement of next odd semester (03, 05 and 07).</li><li>● Internship should be at least 4 to 6 weeks and it is to be assessed immediately after completion.</li></ul>		
<b>Framework of Internship/ Field Project / Community Engagement Programme:</b> <ul style="list-style-type: none"><li>● During the vacation after even semester, students are ready for industrial experience. Therefore, they may choose to undergo Internship / Field Project / Community Engagement Project</li><li>● Students may choose either to work on innovation or entrepreneurial activities resulting in start-up or undergo internship with industry/ NGO's/ Government organizations/ Micro/ Small/ Medium enterprises to make themselves ready for the industry.</li><li>● Every student is required to prepare a file containing documentary proofs of the activities done by him.</li><li>● The evaluation of these activities will be done by Programme Coordinator/ Project Head / faculty / TPO/ mentor or Industry Supervisor.</li></ul>		



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## Internship Guidelines:

**Step 1:** The department will issue request Letter/ Email to the respective industry/ firm/ NGO/ organization to allot various slots of 4-6 weeks as internship/ Field Project / Community Engagement Project periods for the students.

**Step 2:** Industry will confirm the training slots allocated for internships via Confirmation Letter/ Email.

**Step 3:** Students on joining Training at the concerned Industry / Organization, submit the Joining Report/ Letters / Email.

**Step 4:** Students undergo industrial training/ Field Project / Community Engagement Project at the concerned Industry / Organization. In- between Faculty Member(s) can evaluate(s) the performance of students once/twice by visiting the Industry/Organization and Evaluation Report of the students is submitted in department.

**Step 5:** Students will submit training report after completion of internship.

**Step 6:** Training Certificate to be obtained from industry / Organization.

## Internal Reporting Guidelines for students:

- Every intern should send weekly report to their internal guide without fail. It is mandatory for the intern to send weekly reports to their respective guide on regular basis.
- Interns should have at least fortnightly verbal communication with the internal guide without fail.
- In cases where in the company wants to secure their confidential information in the project / internship report, the internal guide should duly co-ordinate with the respective mentor/reporting manager on the method of reporting to assure that no information will be leaked outside and is purely for academic purposes.

## Internship Diary / Internship Workbook:

- Students must maintain Internship Diary/ Internship Workbook. The main purpose of maintaining diary/workbook is to cultivate the habit of documenting. The students should record in the daily training diary account of the observations, impressions, information gathered and suggestions given, if any.
- The training diary/workbook should be signed after every day by the supervisor/ in charge of the section where the student has been working.
- Internship Diary/workbook and Internship Report should be submitted by the students along with attendance record and an evaluation sheet duly signed and stamped by the industry to the Institute immediately after the completion of the training.

## Internship Diary / workbook may be evaluated on the basis of the following criteria:

- Proper and timely documented entries. ● Adequacy & quality of information recorded ● Data recorded.
- Thought process and recording techniques used.
- Organization of the information.



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## **Internship Work Evaluation:**

- Every student is required to prepare and maintain documentary proofs of the activities done by him / her as internship diary or as workbook.
- The evaluation of these activities will be done by Programme Coordinator/ Project Head / faculty / TPO/ mentor or Industry Supervisor based on- overall compilation of internship activities, sub-activities, the level of achievement expected, evidence needed to assign the points and the duration for certain activities.

## **Evaluation-Seminar presentation / Oral Examination at the institute:**

The student will present a seminar based on his training report, before an expert committee constituted by the concerned department as per norms.

The evaluation will be based on the following criteria:

- Depth of knowledge and skills Communication & Presentation Skills.