

As Per NEP 2020

University of Mumbai



Title of the program

- A- U.G. Certificate in English
- B- U.G. Diploma in English
- C- B.A. (English)
- D- B.A. (Hons.) in English
- E- B.A. (Hons. with Research) in English

Syllabus for

Semester – Sem I & II

Ref: GR dated 20th April, 2023 for Credit Structure of UG

(With effect from the academic year 2024-25
Progressively)

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars	
1	Title of program		
	O: _____ A	A	U.G. Certificate in English
	O: _____ B	B	U.G. Diploma in English
	O: _____ C	C	B.A. (English)
	O: _____ D	D	B.A. (Hons.) in English
	O: _____ E	E	B.A. (Hons. with Research) in English
2	Eligibility	A	H.S.C. OR Passed Equivalent Academic Level 4.0
	O: _____ A		
	O: _____ B	B	Under Graduate Certificate in English Academic Level 4.5
	O: _____ C	C	Under Graduate Diploma in English Academic Level 5.0
	O: _____ D	D	Bachelors of English with minimum CGPA of 7.5 Academic Level 5.5
	O: _____ E	E	Bachelors of English with minimum CGPA of 7.5 Academic Level 5.5
3	Duration of program		
	R: _____	A	One Year
		B	Two Years
		C	Three Years
		D	Four Years
		E	Four Years
4	Intake Capacity		
	R: _____	120	

5	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination	
6	R: _____ Standards of Passing	40%	
7	Credit Structure Sem. I - R: _____ A Sem. II - R: _____ B	Attached herewith	
	Credit Structure Sem. III - R: _____ C Sem. IV - R: _____ D		
	Credit Structure Sem. V - R: _____ E Sem. VI - R: _____ F		
8	Semesters	A	Sem I & II
		B	Sem III & IV
		C	Sem V & VI
		D	Sem VII & VIII
		E	Sem VII & VIII
9	Program Academic Level	A	4.5
		B	5.0
		C	5.5
		D	6.0
		E	6.0
10	Pattern	Semester	
11	Status	New	
12	To be implemented from Academic Year Progressively	From Academic Year: 2024-25	

Sign of BOS Chairman
Prof. Dr. Shivaji Sargar
Board of Studies in
English

Sign of the Offg.
Associate Dean
Dr. Suchitra Naik
Faculty of Humanities

Sign of the Offg.
Associate Dean
Dr. Manisha Karne
Faculty of Humanities

Sign of the Dean
Prof. Dr. Anil Singh
Faculty of
Humanities

Preamble

1) Introduction

The B.A. (English) program is meticulously crafted in response to the widespread popularity of the English language and the rich tapestry of literature composed and translated into English across the globe. English has emerged as a preeminent medium for communication, education, and cultural exchange, owing to the pervasive influence of the internet. The program acknowledges the ever-growing community of English language enthusiasts, comprising millions of individuals, drawn towards its linguistic nuances and literary treasures.

In contemporary globalized landscape, the world has transformed into a closely-knit community. Diverse cultures coexist, each steeped in its unique customs and traditions, yet united by the common thread of English as a primary medium for social and professional interactions. This linguistic convergence underscores the need for an academic offering that caters to the diverse needs of English users worldwide.

The Bachelor's program in English represents a golden opportunity for individuals seeking a deeper understanding of cultures through the lens of English literature, both original and translated. As the program unfolds, participants will engage with a spectrum of literary genres spanning from ancient classics to contemporary works. This journey through literature is not merely an exploration of artistic expression but also a bridge to comprehend the intricate nuances of various cultures encapsulated in English language.

Beyond the realms of literary exploration, the program is designed to instill a critical mindset in students. They will be equipped to discern and appreciate the ethical dimensions embedded in literary narratives. Furthermore, a core emphasis will be placed on fostering human values, promoting ethical behavior, and cultivating inclusiveness. The curriculum is structured to engender an awareness and sensitivity towards gender, language, nationality, caste, and color, ensuring that graduates emerge not only as adept scholars but as conscientious global citizens.

In essence, the B.A. (English) program aspires to cultivate a cohort of individuals who are not only well-versed in the linguistic and literary intricacies of English but are also equipped with a broader worldview, ready to navigate the complexities of our interconnected global society.

2) Aims and Objectives

The current program is designed with the overarching goal of fostering the holistic development of students, achieved through innovative, creative, critical, and analytical engagement with literature and language. The program aims to cultivate a globally informed local consciousness while simultaneously equipping students with the skills and competencies necessary for a successful social and professional career. The specific objectives of the program are articulated as follows:

1. **Expertise Development:**

Develop proficiency in English literary studies, contemporary literary theory, English language, and pedagogy.

2. Critical Engagement:

Enable students to characterize, instantiate, and critique major critical theories, methodologies, and practices in the field of English literary and language studies.

3. Language Proficiency:

Train students in both written and spoken academic English, fostering a high-level proficiency in literary and language research.

4. Critical and Analytical Skills:

Provide students with a conducive environment to cultivate their critical and analytical skills, particularly in the interpretation and evaluation of literary texts.

5. Information Synthesis:

Enable students to analyze complex issues, synthesize information from multiple sources, and effectively communicate ideas using a variety of formats and technologies within related areas.

6. Research Skills Development:

Encourage students to develop appropriate research topics, select relevant research materials, and compose well-developed pieces of original research following discipline-specific writing conventions.

These objectives collectively aim to create a comprehensive learning experience that not only imparts academic knowledge but also hones the practical skills and competencies necessary for students to navigate the complexities of the globalized world and contribute meaningfully to both their professional careers and local communities.

3) Learning Outcomes

PO 1: Expertise Demonstration

Students will exhibit a commendable level of expertise in English literary studies, contemporary literary theory, English language usage, and pedagogy.

PO 2: Mastery of the Discipline

Students will showcase mastery of the discipline by adeptly characterizing, instantiating, and critically evaluating major theories, methodologies, and practices in the field of English studies.

PO 3: Proficiency in Language and Research

Students will command both written and spoken academic English, demonstrating a high-level proficiency in literary and language research.

PO 4: Critical and Analytical Skills

Students will demonstrate refined critical and analytical skills in the interpretation and evaluation of literary texts.

PO 5: Information Synthesis and Communication

Students will analyze intricate issues, synthesize information from diverse sources, and effectively communicate ideas using a variety of formats and technologies within related areas.

PO 6: Research Competence

Students will skillfully develop pertinent research topics, judiciously select appropriate research materials, and produce well-developed pieces of original research adhering to discipline-specific writing conventions.

4) Any other point (if any) : No

5) Credit Structure of the Program (Sem I, II, III, IV, V & IV)

Under Graduate Certificate in English

Credit Structure (Sem. I & II)

R: _____ A												
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.		
		Mandatory	Electives									
4.5	I	Introduction to Literatures in English – I (04 Credits)		-	(02 Credits) (02 Credits)	VSC Creative Writing - I (02 Credits) SEC Social Media and Blog Writing (02 Credits)	AEC: (02 Credits) VEC: (02 Credits) IKS: (02 Credits)	CC:2	22	UG Certificate 44		
	R: _____ B											
	II	Introduction to Literatures in English – II (04 Credits)		(02 Credits)	(02 Credits) (02 Credits)	VSC Creative Writing - II (02 Credits) SEC English at Workplace (02 Credits)	AEC: (02 Credits) VEC: (02 Credits)	CC:2	22			
	Cum Cr.	12	-	2	8	4+4	4+4+2	4	44			

Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor

Under Graduate Diploma in English
Credit Structure (Sem. III & IV)

R: _____ C											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.0	III	Introduction to Literatures in English – III (04 Credits)		(04 Credits)	(02 Credits)	Critical Reading of Literary Texts - I (02 Credits)	AEC: (02 Credits)	FP: 2 CC:2	22	UG Diploma 88	
	R: _____ D										
	IV	Introduction to Literatures in English – IV (04 Credits)		(04 Credits)	(02 Credits)	English for Competitive Exams (02 Credits)	AEC: (02 Credits)	CEP: 2 CC:2	22		
	Cum Cr.	28		10	12	6+6	8+4+2	8+4	88		
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor											

B.A. (English)

Credit Structure (Sem. V & VI)

R: _____ E											
Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.	
		Mandatory	Electives								
5.5	V	Literary Theory & Criticism – I (04 Credits) Tribal Literature and Culture - I (04 Credits) Structure of Modern English - I (02 Credits)	Translation Studies: Theory and Practice (04 Credits) OR Media Studies (04 Credits) OR Dalit Literature (04 Credits)	(04 Credits)		Critical Reading of Literary Texts - II (02 Credits)		FP/CE P:2	22	UG Degree 132	
	R: _____ F										
	VI	Literary Theory & Criticism – II (04 Credits) Tribal Literature and Culture - II (04 Credits) Structure of Modern English - II (02 Credits)	Introduction to Cultural Studies (04 Credits) OR Gender Studies (04 Credits) OR English Language Teaching (04 Credits)	(04 Credits)				OJT :4	22		
	Cum Cr.	48	8	18	12	8+6	8+4+2	8+6+4	132		
Exit option: Award of UG Degree in Major with 132 credits OR Continue with Major and Minor											

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Continuing Education Program, CC – Co-Curricular, RP – Research Project]

Sem. – I

As Per NEP 2020

University of Mumbai



**UG First Year (English)
Title of the Course: Introduction to
Literatures in English- I**

**Syllabus for Four Credit Course
(Major Mandatory)**

Semester – Sem I

From the academic year- 2024-25

Name of the Course: Introduction to Literatures in English- I

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	<p>"The vision outlined in the National Education Policy (NEP) of 2020 presents an invaluable opportunity to furnish students with a clear and purposeful direction. In alignment with the NEP 2020 objectives, this literature-centric program is strategically crafted to cultivate both aesthetic sensibilities and critical perspectives, complemented by an in-depth appreciation of literary works.</p> <p>This course has been designed to afford learners a comprehensive exposure to a diverse array of poems transcending cultural and national boundaries. Its overarching aim is to serve as a crucial catalyst in arming students with the cognitive tools necessary for creative and critical thinking, achieved through the nuanced exploration of poetic expression.</p> <p>By engaging with a rich variety of poems, students will not only traverse varied literary landscapes but will also be prompted to develop analytical skills indispensable for navigating the complexities inherent in poetic discourse. The course stands as an essential stride towards fostering a cohort of learners adept at thinking both creatively and critically, underpinned by a profound engagement with the nuanced artistry of poetry.</p>
2	Vertical:	Major (Mandatory)
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To identify and differentiate various poetic forms such as sonnets, haikus, free verse, and others. 2. To enable learners, analyze the structural elements and conventions associated with different poetic forms. 3. To enhance written and oral communication skills through the articulation of thoughtful analyses and interpretations of poetry 4. To develop research skills by exploring the works of various poets, understanding literary movements, and investigating the historical and cultural contexts of specific poems
8	Course Outcomes:	<p>After studying the course students will be able to</p> <ol style="list-style-type: none"> 1. Identify and differentiate various poetic forms such as sonnets, haikus, free verse, and others. 2. Analyze the structural elements and conventions associated with different poetic forms 3. Exhibit enhanced written and oral communication skills through the articulation of thoughtful analyses and interpretations of poetry 4. Demonstrate research skills by exploring the works of various poets, understanding literary movements, and investigating the historical and cultural contexts of specific poems

9	<p>Modules: -</p> <p>Module1:Sonnets and Odes (15 Lectures)</p> <ul style="list-style-type: none"> • William Shakespeare, Sonnet 118, “Shall I compare thee to a Summer's day?” • Elizabeth Barrett Browning: “Sonnet 43” from <i>Sonnets from the Portuguese</i> • P. B. Shelley, “Ode to Skylark” • Dilip Chitre, “Ode to Bombay” <p>Module 2: Elegy and Ballad (15 Lectures)</p> <ul style="list-style-type: none"> • Walt Whitman: “O Captain, My Captain!” • Katherine Philips: “Epitaph” • Thomas Campbell, “Lord Ullin’s Daughter” • Bob Dylan: “Blowin’ in the Wind” (non-traditional folk ballad) <p>Module 3: Dramatic Monologue and Epic(15 Lectures)</p> <ul style="list-style-type: none"> • Robert Browning, “The Last Ride” • Carol Ann Duffy, “Medusa” • Judith Wright. “Eve to her Daughters” • John Milton, “Paradise Lost”, (The Invocation-line no. 1 to 26) <p>Module 4: Other Forms(15 Lectures)</p> <ul style="list-style-type: none"> • Edgar Allan Poe, Annabel Lee (Lyric) • William Carlos Williams, “The Red Wheelbarrow” (Imagist Poem) • Wole Soyinka, “Telephone Conversation “(Unconventional) • Lewis Carroll, “Jabberwocky” (Non-Sense Poem) • Susheel Kumar Sharma, “Spineless - II” (from <i>The Door is Half Open</i>)
10	Text Books: (NA)

11	ReferenceBooks: <ul style="list-style-type: none"> • <i>Anthology of Indian English Poetry</i>. Ed. S.K. Singh. Orient Blackswan, 1989. • <i>No More Masks! An Anthology of Poems by Women</i>. Ed. Florence Howe. 1973. • <i>She is Fierce: Brave, Bold and Beautiful Poems by Women</i>. Ed. Ana Sampson. Pan MacMillan, 2020. • <i>The Norton Anthology of Poetry</i>. Sixth Edition. Eds. Margaret Ferguson, Tim Kendall, Mary Jo Salter. https://wnorton.com/books/The-Norton-Anthology-of-Poetry • <i>The Penguin Book of Indian Poets</i>. Ed. Jeet Thayil. Hamish Hamilton, 2022. • <i>Six Major Poets: A Critical Study</i> by Dr. Vikas Sharma, Atlantic Publishers & Distributors Pvt. Ltd., 2023. • https://www.poetryfoundation.org/ 	
12	InternalContinuousAssessment:40%	SemesterEndExamination:60%
13	Continuous Evaluation through: <ul style="list-style-type: none"> • Classroom Participation:10 Marks • Class Test: 10 Marks • Presentation: 10 Marks • Assignment: 10 Marks 	
14	Format of Question Paper: for the final examination Question 1: Fill in the Blanks/Multiple Choice (All 4 Modules): 12 Marks Question 2: Essay Type 01 out of 2 (Module 1) : 12 Marks Question 3: Essay Type 01 out of 2 (Module 2) : 12 Marks Question 4: Essay Type 01 out of 2 (Module 3) : 12 Marks Question 5: Short notes 02 out of 3 (Module 4) : 12 Marks	

As Per NEP 2020

University of Mumbai



UG First Year (English)
Title of the Course:
Background to Poetry in English

Syllabus for Two Credit Course
(Major Mandatory)

Semester – Sem I
From the academic year- 2024-25

Name of the Course: Background to Poetry in English

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	In the vast tapestry of literary expression, poetry stands as a profound and intricate art form that transcends time and cultural boundaries. To delve into the world of poetry is to embark on a journey of linguistic richness, emotional resonance, and intellectual exploration. This course on the poetry background serves as a vital companion to our in-depth study of poetic forms. By unravelling the major elements and types of poetry in English, the course equips learners with the foundational understanding necessary to appreciate and analyse the nuances of verse.
2	Vertical:	Major Mandatory
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To acquaint the learners to the different elements of poetry as a literary genre 2. To familiarize them with various types of poetry 3. To enable them to appreciate poetry
8	Course Outcomes:	<ol style="list-style-type: none"> 1. The learners will be able to understand different elements of poetry 2. They will get familiarized with various types of poetry 3. They will be capable of appreciating the poetry

9	<p>Modules: -</p> <p>Module 1: Elements of Poetry</p> <ol style="list-style-type: none"> 1. Form and composition of poetry 2. Metre and rhyme 3. Figures of Speech 4. Types of poetic stanza <p>Module 2: Types of Poetry</p> <ol style="list-style-type: none"> 1. Sonnet 2. Ballad 3. Ode 4. Elegy 5. Dramatic Monologue 6. Epical poetry
10	<p>Text Books: (If applicable): Not applicable</p>
11	<p>Reference Books:</p> <ul style="list-style-type: none"> • <i>Brooks, Cleanth (1947). The Well Wrought Urn: Studies in the Structure of Poetry. Harcourt Brace & Company.</i> • <i>Corn, Alfred (1997). The Poem's Heartbeat: A Manual of Prosody. Storyline Press.</i> • <i>Finch, Annie (2011). A Poet's Ear: A Handbook of Meter and Form. University of Michigan Press.</i> • <i>Fry, Stephen (2007). The Ode Less Travelled: Unlocking the Poet Within. Arrow Books.</i> • <i>Fussell, Paul (1965). Poetic Meter and Poetic Form. Random House.</i> • <i>Gosse, Edmund William (1911). "Verse" . Encyclopædia Britannica. Vol. 27 (11th ed.)</i> • <i>Hollander, John (1981). Rhyme's Reason. Yale University Press.</i> • <i>O'Dowd-Burkard, Deborah. Poetry Made Easy. R.I.C. Publications, 2000.</i> • <i>Padgett, Ron. The Teachers & Writers Handbook of Poetic Forms. 2000.</i> • <i>Pinsky, Robert (1998). The Sounds of Poetry. Farrar, Straus and Giroux.</i> • <i>Pound, Ezra (1951). ABC of Reading. Faber.</i> • <i>Prasad, B. A Background to the Study of English Literature, Mumbai: MacMillan Publishers India Limited, 2010.</i> • <i>Adams, Stephen J. (1997). Poetic designs: an introduction to meters, verse forms and figures of speech. Broadview.</i> • <i>Rees, R.J., English Literature: An Introduction to Foreign Readers, New Delhi: Anubhav Publishers, 1972. Meyer Howard Abrams, and Geoffrey Galt Harpham. A Glossary of Literary Terms. Boston (Mass.), Wadsworth Cengage Learning, Cop, 2015.</i>

12	Internal Continuous Assessment: 40%	Semester End Examination : 60%
13	Continuous Evaluation through: Class Test/ Assignment: 10 Marks Presentation: 05 Marks Classroom Participation: 05 Marks	
14	Format of Question Paper: for the final examination Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 1) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

As Per NEP 2020

University of Mumbai



**UG First Year (English)
Title of the Course
Creative Writing I**

**Syllabus for Two Credit Course
(Vocational Skill Course)**

Semester – Sem I

From the academic year- 2024-25

Name of the Course: Creative Writing I

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	The Course in Creative Writing introduces the foundations of creative writing in English. It aims at imparting the key concepts of traditional and modern forms of creative writing and shaping the beginner's mind into the professional writer's mind. Thus, the course provides the basics of creative writing such as fundamental principles and elements of writing and introduce the traditional and new modes/forms of creative writing to the aspiring and budding writers. Creative Writing is necessary for the following reasons; firstly, no knowledge is complete without creativity and this course promotes creativity, creative skills, techniques, and acumen; secondly, imagination and experiences combined are perceptible only in creative writing; and finally, the art of living can be inculcated through creative writing.in a corporate firm or in any local, national or international business organization.
2	Vertical:	SEC (Skill Enhancement Course)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To acquaint the learners with the basics of creative writing including the art, the craft and the skills 2. To explain the differences in writing for various literary and social media. 3. To help learners understand the principles of creative writing and the distinction among the literary genres 4. iv. To enable learners to put into practice the various forms of creative writing.
8	Course Outcomes:	<p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> i. Demonstrate an understanding of the basics of creative writing including the art, the craft and the skills ii. Explain the differences in writing for various literary and social media. iii. Understand the principles of creative writing and the distinction among the literary genres iv. Put into practice the various forms of creative writing.

9	Modules: -
	Module 1: (15 Lectures)
	A) Fundamentals of Creative Writing: <ul style="list-style-type: none"> • Meaning and Significance of Creative Writing • Verse as a Creative form • Research for Creative Writing B) Elements of Verse: <ul style="list-style-type: none"> • Poetic Devices • Elements of Style • Grammar and Non-grammar
	Module 2: (15 Lectures)
	A) Composing Traditional Forms of Verse: <ul style="list-style-type: none"> • Lyric • limerick • Ode • Sonnet • Narrative poem B) Composing New Forms of Verse <ul style="list-style-type: none"> • Free Verse • Haiku • Acrostics • Graphic Poem • Digital Poetry
10	Text Books: NA

11	References: <ul style="list-style-type: none"> • Abrams, M.H. <i>Glossary of Literary Terms</i>. Boston: Wadsworth Publishing Company, 2005. • Atwood, Margaret. <i>Negotiating with the Dead: A Writer on Writing</i>. Cambridge: CUP, 2002. • Bell, James Scott. <i>How to Write Dazzling Dialogue</i>. CA: Compendium Press, 2014. • Bell, Julia and Magrs, Paul. <i>The Creative Writing Course-Book</i>. London: Macmillan, 2001. • Blackstone, Bernard. <i>Practical English Prosody</i>. Mumbai: Orient Longman, 1984. • Clark, Roy Peter. <i>Writing Tools</i>. US: Brown and Company, 2008. • Earnshaw, Steven (Ed). <i>The Handbook of Creative Writing</i>. Edinburgh: EUP, 2007. • Goldberg, Natalie. <i>Writing Down the Bones</i>. Boston and London: Shambhala, 1986. • Hamer, Enid. <i>The Metres of English Poetry</i>. Booksway, 2014. • Johnson, Jeannie. <i>Why Write Poetry?</i> US:F. D. Univ. Press, 2007. • Mezo, Richard E. <i>Fire in the Blood: A Handbook of Figurative Language</i>. USA: Universal Publishers/uPUBLISH.com, 1999. • Sartre, Jean-Paul. <i>What Is Literature? And Other Essays</i>. Harvard: Harvard Univ. Press, 1988. • Show, Mark. <i>Successful Writing for Design, Advertising and Marketing</i>. New York: Laurence King, 2012. • Strunk, William and White, E. B. <i>The Elements of Style</i>. London: Longman, 1999. • Ueland, Brenda. <i>If You Want to Write</i>. India: General Press, 2019. • Zinsser, William. <i>On Writing Well</i>. New York: Harper Collins, 2006. 							
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%						
13	Continuous Evaluation through: <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">i. Classroom Participation:</td> <td style="width: 30%; text-align: right;">05 marks</td> </tr> <tr> <td>ii. Writing a piece of verse with commentary on the written text as well as the creative experience:</td> <td style="text-align: right;">10 marks</td> </tr> <tr> <td>iii. Recitation and Viva voce:</td> <td style="text-align: right;">05 marks</td> </tr> </table>		i. Classroom Participation:	05 marks	ii. Writing a piece of verse with commentary on the written text as well as the creative experience:	10 marks	iii. Recitation and Viva voce:	05 marks
i. Classroom Participation:	05 marks							
ii. Writing a piece of verse with commentary on the written text as well as the creative experience:	10 marks							
iii. Recitation and Viva voce:	05 marks							
14	Format of Question Paper: for the final examination <table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">Q.1. Short notes in 150 words each (2 out of 4) – On Module I and II</td> <td style="width: 30%; text-align: right;">20 marks</td> </tr> <tr> <td>Q.2. Practical Question (composing a poem based on any one out of three topics)</td> <td style="text-align: right;">10 marks</td> </tr> </table>		Q.1. Short notes in 150 words each (2 out of 4) – On Module I and II	20 marks	Q.2. Practical Question (composing a poem based on any one out of three topics)	10 marks		
Q.1. Short notes in 150 words each (2 out of 4) – On Module I and II	20 marks							
Q.2. Practical Question (composing a poem based on any one out of three topics)	10 marks							

As Per NEP 2020

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UG First Year (English)

Title of the Course

Social Media and Blog Writing

Syllabus for Two Credit Course

(Skill Enhancement Course)

Semester – Sem I

From the academic year- 2024-25

Name of the Course: Social Media and Blog Writing

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	English is a global language that connects people in today's digital world. Social media plays an increasingly important role in our personal and professional lives. In the digital age, social media and blogs not only help us in personal expression, these are the platforms where we meet and connect with our audience. This course on Social Media and Blog Writing aims to develop social media communication skills that will enable the learner to use blogging as a tool for personal expression and professional improvement. These include improving the learners' writing skills, ensuring increased traffic to their blogs through better SEO (Search Engine Optimization), and using effective monetization strategies. In a scenario where more and more organizations around the world, including corporates, government and non-government agencies are relying on social media as a primary means of communication with their stakeholders, expertise in the domain of social media and blog writing is an invaluable skill that will increase the employability of the learners and give them a much-needed edge in the local, national and global markets, whether they are self-employed or working for other employers.
2	Vertical:	SEC (Skill Enhancement Course)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To familiarize learners with the digital domains of social media and blogs; 2. To enable learners to set up their own blogs and optimize their social media engagements; 3. To develop the learners' skills in using social media and blogs for professional purposes; 4. To enable learners to identify and interact with their target audience in effective ways; 5. To make learners aware of the benefits and risks of social media and blogging.
8	Course Outcomes:	<p>CO 1: Learners will be able to navigate social media and blogging with ease and competence.</p> <p>CO 2: Learners will have the skills to effectively start and run a blog or social media account.</p> <p>CO 3: Learners will be able to achieve personal and professional growth via their social media and blogging skills.</p> <p>CO 4: Learners will improve the quantity and quality of audience engagement.</p> <p>CO 5: Learners will be able to use social media and blogging in rewarding yet safe ways.</p>

9	<p>Modules: -</p> <p>Module 1: Knowing Social Media and Blogs</p> <ol style="list-style-type: none"> i. Introduction: What is Social Media? What is Blogging? ii. Types of Blogs iii. Major Social Media Platforms: Facebook, Instagram, X, WhatsApp iv. Major Blogging Platforms: WordPress, Blogger, Tumblr v. Search Engine Optimization vi. Social Media Influencers vii. Benefits, Risks and Safety Measures in Social Media and Blogs <p>Module 2: Communicating via Social Media and Blogging</p> <ol style="list-style-type: none"> i. How to Start a Blog ii. Optimizing Social Media Profiles iii. Creating Compelling Content: Written and Audio-visual iv. Effective SEO Strategies v. Audience Building Strategies vi. Methods for Monetizing Blogs vii. Responding to Audience Feedback viii. Developing a Comprehensive Social Media Strategy
10	<p>Text Books: NA</p>
11	<p>References:</p> <ul style="list-style-type: none"> • Biggs, John and Charlie White. <i>Bloggers Boot Camp: Learning How to Build, Write and Run a Successful Blog</i>. Taylor and Francis, 2014. • Chandler, Daniel and Rod Munday. <i>A Dictionary of Social Media</i>. Oxford University Press, 2016. • Davis, Faith, M. <i>Social Networking: Easy Blog and Social Media Strategy for the Small Business Owner</i>. 2014. • Gillin, Paul. <i>The New Influencers: A Marketer's Guide to the New Social Media</i>. Quill Driver Books, 2007. • Leccese, Mark and Jerry Lanson. <i>The Elements of Blogging: Expanding the Conversation of Journalism</i>. Taylor and Francis, 2015. • Newson, Alex, Deryck Houghton and Justin Patten. <i>Bloggging and Other Social Media: Exploiting the Technology and Protecting the Enterprise</i>. Routledge, 2016. • Rettberg, Jill Walker. <i>Bloggging</i>. Polity, 2013. • Waters, John. K. <i>The Everything Guide to Social Media</i>. Simon and Schuster, 2010. • Wright-Porto, Heather. <i>Creative Bloggging: Your First Steps to a Successful Blog</i>. Springer, 2011. • Zarrella, Dan. <i>The Social Media Marketing Book</i>. O'Reilly Publishers, 2009. • https://contented.com/collections/social-media • https://www.coursera.org/projects/create-a-website-using-wordpress-free-hosting-subdomain • https://www.coursera.org/projects/free-blogger-business-page • https://www.coursera.org/projects/search-engine-optimization-with-squarespace • https://www.facebookblueprint.com/student/catalog • https://www.theidm.com/training-course/copywriting-for-social-media-and-blogs • https://www.udemy.com/topic/bloggging/ • https://wordpress.com/learn/

12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	Continuous Evaluation through: Classroom Participation: 05 Marks Assignment: 10 Marks Presentation: 05 Marks	
14	Format of Question Paper: for the final examination Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 1) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

Sem. - II

AsPerNEP2020

University of Mumbai



**UG First Year (English)
Title of the Course: Introduction to
Literatures in English- II**

**Syllabus for Four Credit Course
(Major Mandatory)**

Semester – Sem II

From the academic year- 2024-25

Name of the Course: Introduction to Literatures in English- II

Sr. No.	Heading	Particulars
1	Description the course: Including but Not limited to:	<p>The vision outlined in the National Education Policy (NEP) of 2020 presents an invaluable opportunity to furnish students with a clear and purposeful direction. In alignment with the NEP 2020 objectives, this literature-centric program is strategically crafted to cultivate both aesthetic sensibilities and critical perspectives, complemented by an in-depth appreciation of literary works.</p> <p>This course has been designed to afford learners a comprehensive exposure to a diverse array of short stories and essays in English transcending cultural and national boundaries. Its overarching aim is to serve as a crucial catalyst in arming students with the cognitive tools necessary for creative and critical thinking, achieved through the nuanced exploration of creative expression. By engaging with a rich variety of short stories and essays, students will not only traverse varied narratives but will also be prompted to develop analytical skills indispensable for navigating the complexities inherent in literary discourse. The course stands as an essential stride towards fostering a cohort of learners adept at thinking both creatively and critically, underpinned by a profound engagement with the nuanced artistry of the prose selection.</p>
2	Vertical:	Major (Mandatory)
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To enable learners to identify and differentiate various forms of short stories and essays. 2. To enable learners, analyze the structural elements and conventions associated with different short stories and essays; 3. To enhance written and oral communication skills through the articulation of thoughtful analyses and interpretations of short stories and essays; 4. To develop research skills by exploring the works of various poets, understanding literary movements, and investigating the historical and cultural contexts of specific short stories and essays
8	Course Outcomes:	<p>After studying the course students will be</p> <ol style="list-style-type: none"> 1. Identify and differentiate various forms of short stories and essays. 2. Analyze the structural elements and conventions associated with different forms of short stories and essays 3. Exhibit enhanced written and oral communication skills through the articulation of thoughtful analyses and interpretations of short stories and essays. 4. Demonstrate research skills by exploring the works of various poets, understanding literary movements, and investigating the historical and cultural contexts of specific texts.

9	Modules:-
	Module1:Short Stories from the West (15 Lectures)
	<ul style="list-style-type: none"> • O. Henry: “The Last Leaf” • Anton Chekhov: " What Men Live By" • Roald Dahl: “Lamb to the Slaughter”
	Module2:Short Stories from the East (15 Lectures)
	<ul style="list-style-type: none"> • Rabindranath Tagore, “The Hungry Stones” • Vilas Sarang: "A Revolt of the Gods” (from Fair Tree of the Void. Penguin Books (India) Ltd. New Delhi, 1990. • Mridula Koshy: “The Good Mother” (from <i>If it is Sweet</i>, Tranquebar Press, 2009)
	Module3:Essays (15 Lectures)
	<ul style="list-style-type: none"> • Francis Bacon, “Of Studies” • Charles Lamb, “The Superannuated Man” • Rebecca Solnit, “Men Explain Things to Me”
	Module4:Essays (15 Lectures)
	<ul style="list-style-type: none"> • Shobha De: From “Speedpost”: “Dear Arundhati” Aug’99 and “Dear Aditya” June ‘99 • Subroto Bagchi : From Go kiss the world: “Learning to Listen” (p. 145-150) • Sudha Murthy, “Three Thousand Stitches”
10	TextBooks: (If applicable)

11	ReferenceBooks: <ul style="list-style-type: none"> • <i>Anthology of New Writing: Select Short Stories By Women Writers</i>. Ed. Shireen Quadri. Niyogi Books. • <i>Nineteenth-Century Short Stories by Women: A Routledge Anthology</i>. Ed. Harriet Devine Jump. 1998. • Abrams, M.H. <i>Glossary of Literary Terms</i>. India, Macmillan Publishers, 2000. • Auger, Peter. <i>The Anthem Glossary of Literary Terms and Theory</i>, India, Anthem Press, 2011. • Cavanagh, Dermot Alan Gillis, Michelle Keown, James Loxley and Randall Stevenson (Ed). <i>The Edinburgh Introduction to Studying Literature</i>. Edinburgh: Edinburgh University Press, 2010. • <i>The Norton Anthology of Short Fiction</i>. Eighth edition. Ed. Richard Bausch. 	
12	InternalContinuousAssessment:40%	SemesterEndExamination:60%
13	Continuous Evaluation through: <ul style="list-style-type: none"> • Classroom Participation:10 Marks • Class Test: 10 Marks • Presentation: 10 Marks • Assignment: 10 Marks 	
14	Format of Question Paper: for the final examination Question 1: Fill in the Blanks/Multiple Choice (All 4 Modules): 12 Marks Question 2: Essay Type 01 out of 2 (Module 1) : 12 Marks Question 3: Essay Type 01 out of 2 (Module 2) : 12 Marks Question 4: Essay Type 01 out of 2 (Module 3) : 12 Marks Question 5: Short notes 02 out of 3 (Module 4) : 12 Marks	

As Per NEP 2020

University of Mumbai



UG First Year (English)

Title of the Course:

**Background to Short Story &
Essay in English**

Syllabus for Two Credit Course

(Major Mandatory)

Semester – Sem II

From the academic year- 2024-25

Name of the Course: Background to Short Story & Essay in English

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	In the expansive landscape of literary expression, short stories and essays emerge as powerful vehicles of thought, encapsulating the complexities of human experience in concise yet profound narratives. This course on the background to short story and essay serves as a pivotal exploration into the foundational elements and diverse types that define these literary forms in English. Acting as a companion to our detailed study of select short stories and essays from the East and West, this course provides a comprehensive understanding of the historical, cultural, and linguistic underpinnings that shape these genres.
2	Vertical:	Major Mandatory
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives)	<ol style="list-style-type: none"> 1. To acquaint the learners to the different elements of short story & essay 2. To familiarize them with various types of short story & essay 3. To enable them to understand various nuances of short story and essay
8	Course Outcomes: (List some of the course outcomes)	<ol style="list-style-type: none"> 1. The learners will be able to understand different elements of short story & essay 2. They will get familiarized with various types of short story & essay 3. They will be capable of understanding various nuances of short story and essay

9	Modules: -	
	Module 1: Elements of Short Story & Essay	
	1. Plot and Character 2. Themes and Language 3. Time and Setting 4. Styles and Techniques 5. Point of View and Conflict	
	Module 2: History and Types of Short Story & Essay	
	1. History of Short Story 2. History of Essay 3. Types of Short Story 4. Types of Essay	
10	Text Books: (If applicable): Not applicable	
11	Reference Books: Everett, Edward, and Fredrick Thomas Dawson. <i>The Elements of the Short Story</i> . 1915. H. Wendell Smith. <i>Elements of the Essay</i> . 1979. Edwin Beresford Chancellor. <i>Literary Types</i> . 1895. Haiman, Ella. <i>Various Types of the Short Story for Use in First-Year High School</i> . 1922. Harper, Sue, and Douglas Hilker. <i>Elements of Essays</i> . 2012. Heydrick, Benjamin A. <i>Types of the Essay</i> . New York, Chicago C. Scribner's Sons, 1921. Heydrick, Benjamin A. <i>Types of the Short Story</i> . 17 June 2016. Heydrick, Benjamin A. <i>Types of the Short Story</i> . Forgotten Books, 17 Sept. 2017. Jackovino, JoAnn. <i>Elements of Story Writing</i> . CreateSpace, 19 Mar. 2015.	
12	Internal Continuous Assessment: 40%	Semester End Examination : 60%
13	Continuous Evaluation through: Class Test/ Assignment: 10 Marks Presentation: 05 Marks Classroom Participation: 05 Marks	
14	Format of Question Paper: for the final examination Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 1) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks	

As Per NEP 2020

University of Mumbai



**UG First Year (English)
Title of the Course
Creative Writing II**

**Syllabus for Two Credit Course
(Vocational Skill Course)**

Semester – Sem II

From the academic year- 2024-25

Name of the Course: Creative Writing II

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	The Course in Creative Writing-II introduces the foundations of writing fiction and drama in English. It aims at imparting the key concepts of fiction and drama writing and shaping the beginner's mind into the professional writer's mind. Thus, the course will provide the basics of creative writing such as pre-writing stage to writing process such as finding themes, targeting audience/reader, writing synopsis, episodes/scenes, conversation/dialogues and developing characters and story so as to make the aspiring and budding writers succeed in the field of fiction and drama writing.
2	Vertical:	SEC (Skill Enhancement Course)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To acquaint the learners with the basics of creative writing including the art, the craft and the skills 2. To explain the differences in writing for various literary forms (fiction and drama). 3. To help learners understand the principles of creative writing and the distinction among the literary genres in fiction and drama. 4. To enable learners to put into practice the various forms of creative writing.
8	Course Outcomes:	<p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the basics of creative writing including the art, the craft and the skills 2. Explain the differences in writing for various literary forms of fiction and drama. 3. Understand the principles of creative writing and the distinction among the literary genres of fiction and drama 4. iv. Put into practice the various forms of creative writing in fiction and drama.

9	Modules: -
	Module 1: (15 Lectures)
	<p>A) Elements and Forms</p> <ul style="list-style-type: none"> • Plot, Setting, Character, Dialogue, Point of View, stage directions, dramatic and theatrical techniques • Fiction: Anecdotes, fables, short story, novella, and novel • Drama: Skit, One Act Play, Full Length Play, Radio Play <p>B) Process of Writing Drama and Fiction</p> <ul style="list-style-type: none"> • Thinking /Pre-writing Stage:- Theme Hunting, Finding a Spark, Selection of Subject and Target Audience/Reader. • Writing /Creative Stage (Drama):- One Liner, Synopsis, Scenes and Acts, Dialogue Writing, Stage Direction Writing, Development of the Scenes into a Play • Writing /Creative Stage (Fiction): Brainstorming, developing characters, decision on a point of view, outline, decision on the ending part
Module 2: (15 Lectures)	
<p>A) Writing Drama:</p> <ul style="list-style-type: none"> • Skit • One Act Play • Full Length Play • Radio Play <p>B) Writing Fiction</p> <ul style="list-style-type: none"> • Anecdotes • Fables • Short story • Novella • Novel 	
10	Text Books: NA

11	<p>References:</p> <ul style="list-style-type: none"> • Abrams, M.H. <i>Glossary of Literary Terms</i>. Boston: Wadsworth Publishing Company, 2005. • Atwood, Margaret. <i>Negotiating with the Dead: A Writer on Writing</i>. Cambridge: CUP, 2002. • Bell, James Scott. <i>How to Write Dazzling Dialogue</i>. CA: Compendium Press, 2014. • Bell, Julia and Magrs, Paul. <i>The Creative Writing Course-Book</i>. London: Macmillan, 2001. • Clark, Roy Peter. <i>Writing Tools</i>. US: Brown and Company, 2008. • Earnshaw, Steven (Ed). <i>The Handbook of Creative Writing</i>. Edinburgh: EUP, 2007. • Goldberg, Natalie. <i>Writing Down the Bones</i>. Boston and London: Shambhala, 1986. • Sartre, Jean-Paul. <i>What Is Literature? And Other Essays</i>. Harvard: Harvard Univ. Press, 1988. • Show, Mark. <i>Successful Writing for Design, Advertising and Marketing</i>. New York: Laurence King, 2012. • Strunk, William and White, E. B. <i>The Elements of Style</i>. London: Longman, 1999. • Ueland, Brenda. <i>If You Want to Write</i>. India: General Press, 2019. • Zinsser, William. <i>On Writing Well</i>. New York: Harper Collins, 2006. 	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	<p>Continuous Evaluation through:</p> <p>i. Classroom Participation: 05 marks</p> <p>ii. Writing a piece of anecdote / short story with commentary on the written text as well as the creative experience: 10 marks</p> <p>iii. Reading the creative work and Viva voce: 05 marks</p>	
14	<p>Format of Question Paper: for the final examination</p> <p>Q.1. Short notes in 150 words each (2 out of 4) – On Module I and II 20 marks</p> <p>Q.2. Practical Question (Writing an anecdote/short story/ a piece of dialogue based on any one out of three topics) 10 marks</p>	

As Per NEP 2020

University of Mumbai



**UG First Year (English)
Title of the Course
English at Workplace**

**Syllabus for Two Credit Course
(Skill Enhancement Course)**

Semester – Sem II

From the academic year- 2024-25

Name of the Course: English At Workplace

Sr. No.	Heading	Particulars
1	Description of the course: Including but Not limited to:	English is a major language for business and trade around the world. It unites people and companies from different backgrounds, countries and languages and allows them to communicate effectively. That's why English at workplace becomes a crucial study for individuals who need these skills to interact in a business environment, thereby increasing their employability index learners in the corporate and public sectors. This include learning key vocabulary and phrases with accurate pronunciations used in professional settings, and mastering professional writing skills. Writing a CV or learners a résumé, applying for a job, preparing for interviews, and displaying business etiquettes are also prerequisite skills when one ventures into the job market. It is with this backdrop that the course, <i>English at Workplace</i> is designed. This course aims at increasing the learner's employability index by providing them with the required inputs to be employed in a corporate firm or in any local, national or international business organization.
2	Vertical:	SEC (Skill Enhancement Course)
3	Type:	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory in a semester)
5	Hours Allotted:	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	<ol style="list-style-type: none"> 1. To train learners in communicating accurately and confidently in a workplace set up; 2. To enable learners, enrich their pronunciation, vocabulary, and grammar 3. To enable learners to participate effectively and efficiently in workplace speech situations 4. To help learners develop business writing skills
8	Course Outcomes:	<p>CO 1: Learners will be able to use English required at workplace with accuracy and fluency</p> <p>CO 2: Learners will have an improved pronunciation, vocabulary and grammar.</p> <p>CO 3: Learners will demonstrate the ability to communicate effectively in situations including meetings, negotiations, telephoning skills, presentations etc.</p> <p>CO 4: Learners will be able to write effective emails, agendas, reports, formal letters etc.</p>

9	Modules: -
	Module 1:
	<p>Section A: Mending One’s Language</p> <ol style="list-style-type: none"> Pronunciation: Neutralizing accent, Stress & Intonation, Pronouncing words of foreign origin, Enunciation Vocabulary: Profession specific diction, Collocations, Usage, Strategies, tools and techniques to enrich professional diction Grammar: Common Errors at sentence level, Discourse Errors <p>Section B: Presenting and Representing</p> <ol style="list-style-type: none"> Elevator Pitch Conducting and participating in Meetings Purpose & Significance of meetings in corporate communication Presenting and responding to ideas in a business meeting Briefings Organising a team briefing Presenting/ managing the team briefing Conferences and Seminars Purpose Significance of conferences in corporate communication Conducting a business conference/Seminar
	Module 2:
	<p>Section A: Writing Professionally</p> <ul style="list-style-type: none"> Eliminating Indianisms and Jargon in Professional Writing Correspondence for Meetings: Drafting Notices, Agendas, Minutes and Resolutions Writing Professional Reports, Crafting Proposals that Work <p>Section B: Tactful and Diplomatic Communication</p> <ul style="list-style-type: none"> The Art of saying ‘NO’ Using Unbiased/Impartial language Delivering ‘bad news’ with tact Writing negative emails Communicating Business ethics
10	Text Books: NA
11	<p>References:</p> <ul style="list-style-type: none"> Barns, Lucas. ESL Business English: The Essential Guide to Business English Communication. 2015 Barduhn, Susan and Tim Bowen. English for Everyone: Business English Course Book. DK Publishing, 2017. Bennet, Andrew. 25 Business Stories: A Practical Guide for English Learners. Merriam Webster, 2008. Boobyer, Victoria, et al. English for Everyone: Business English Course Book. Dorling Kindersley Ltd., 2019. Brook-Hart, Guy. Business Benchmark Upper Intermediate Business Vantage Student's Book. Cambridge University Press, 2013. Canavor, Natalie. Business Writing Today: A Practical Guide. 3 rd ed., Sage Publications, 2019. Cordell, Jane. Cambridge Business English Activities. Cambridge UP, 2000. Davidson, George. Learners’ Companion to English Vocabulary. Learners Publishing Pte Ltd., 2003. Franklin Executive Vocabulary for Effective Communication: 2180 Most Common

	<p>Words for Business Communication by Franklin Vocab System. 2014.</p> <ul style="list-style-type: none"> • Mascull, Bill. Business English Vocabulary in Use. Cambridge UP, 2004. • Mehra, Shital Kakkar. Business Etiquette: A Guide for the Indian Professional. HarperCollins, 2012. • Oxford Business English Dictionary for Learners of English. Edt. Dilys Parkinson & Joseph Noble. Oxford University Press, 2005. • Parkinson, Dylis. Oxford Business English Dictionary: for Learners of English. Oxford UP, 2008. • Raman, Meenakshi, and Sangeeta Sharma. Professional English. OUP, 2019. • Truss, Lynne. Eats, shoots and leaves: the zero-tolerance approach to punctuation. Fourth Estate, 2009. • Whitby, Norman. Business Benchmark Pre-intermediate to Intermediate Business Preliminary Student's Book. Cambridge University Press, 2013. • Williams, Erica. Presentations in English: Find your voice as a presenter. Macmillan, 2008. • https://play.google.com/store/apps/details?id=in.softecks.businesswriting • https://www.businessenglishpod.com/ (It is truly fantastic! It offers audio lessons where each audio has real-world interactions and conversations in mind, with plenty of different • https://www.businessenglishpod.com/ • https://learnenglish.britishcouncil.org/business-english • https://www.engvid.com/topic/business-english/ • https://businessenglishsite.com/ • http://www.bbc.co.uk/ 	
12	Internal Continuous Assessment: 40%	Semester End Examination: 60%
13	<p>Continuous Evaluation through: Classroom Participation: 05 Marks Assignment: 10 Marks Presentation: 05 Marks</p>	
14	<p>Format of Question Paper: for the final examination</p> <p>Question 1 Essay Type 1 out of 2 (Module 1) 10 Marks Question 2 Essay Type 1 out of 2 (Module 1) 10 Marks Question 3 Shorts Notes 2 out of 4 (Module 1 & 2) 10 Marks</p>	

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Justification for B.A. (English)

1.	Necessity for starting the course:	<p>The National education policy 2020 has a vision and philosophy that aims at the holistic development of students and preparing them for a better personal, social and professional career. The B.A. (English) is a specialized advanced programme that is designed by inculcating the guidelines of the NEP 2020 so that the students coming to University of Mumbai in search of better learning experience in the diverse areas of English language, literature and culture benefit. Keeping in mind the immense popularity of English language as well as literatures written and translated in English at national and global level, this programme will address the educational needs of these students. The number of speakers and users of English language and literature is constantly increasing due to the advancements in the areas of internet that are using English as the primary medium. The globalized world has become a small village, where people having diverse cultural backgrounds and following their social and religious customs and traditions but in most cases using English as the means of their social and professional communication. Taking into account this global phenomenon of catering this diverse group of English users, the Bachelor of Arts (English) programme is a golden opportunity for all of them as it will help them to understand these cultures with the help of the literatures written in English and also translated in English from different languages of the world. The students of this programme will get trained to critically appreciate different literary genres from ancient to the present times in addition to inculcate in them human values related to ethical behaviour and inclusiveness with respect to gender, language, nationality, caste and colour.</p>
2.	Whether the UGC has recommended the course:	<p>UGC has given guidelines for introduction of career oriented courses. (https://www.ugc.ac.in/oldpdf/xiplanpdf/revisedcareerorientedcourses.pdf). Universities are allowed to run the diploma / certificate courses and with due approval of its governing councils/ statutory council wherever required (Ref: https://www.ugc.ac.in/faq.aspx). However, u/s 5(16) under Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017), Universities are empowered to start to prescribe the courses of instruction and studies in choice based credit system for the various examinations</p>

		leading to specific degrees, diplomas or certificates in a stand-alone format or joint format with other State or national or global universities.
3.	Whether all the courses have commenced from the academic year 2023-24	The above degree programme recommended by the BoS in English, and further approved by the statutory bodies is to be introduced from the Academic Year 2024-2025.
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties are available?:	This degree programme is for all the colleges affiliated to University of Mumbai that are required to comply with the norms laid down as above.
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	The duration of the B.A (English) degree programme is Minimum 3 years (6 semesters) for regular and 4 years (8 semesters) for Honours and Honours with Research and maximum 5 years (ten semesters).
6.	The intake capacity of each course and no. of admissions given in the current academic year:	120
7.	Opportunities of Employability / Employment available after undertaking these courses:	<ul style="list-style-type: none"> • Humanities research & development services based in India and abroad • Research Associate/Project head at the governmental and/or Non-governmental organizations at national and international level • Academic faculty at a state/central university • Free lancing Language Consultant • Publishing/Media Industry

Sign of BOS Chairman
Prof. Dr. Shivaji Sargar
Board of Studies in
English

Sign of the Offg.
Associate Dean
Dr. Suchitra Naik
Faculty of Humanities

Sign of the Offg.
Associate Dean
Dr. Manisha Karne
Faculty of Humanities

Sign of the Dean
Prof. Dr. Anil Singh
Faculty of
Humanities