

## **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 20<sup>th</sup> 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	120	
	R: _____		

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

### Credit Structure (Sem. I & II)

	<b>R: _____A</b>									
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)  Background to Poetry in English (02 Credits)		-	(02 Credits)  (02 Credits)	<b>VSC</b> Creative Writing - I (02 Credits)  <b>SEC</b> Social Media and Blog Writing (02 Credits)	<b>AEC:</b> (02 Credits) <b>VEC:</b> (02 Credits) <b>IKS:</b> (02 Credits)	CC:2	22	UG  Certificate 44
	<b>R: _____B</b>									
	II	Introduction to Literatures in English – II (04 Credits)  Background to Short Story & Essay in English (02 Credits)		(02 Credits)	(02 Credits)  (02 Credits)	<b>VSC</b> Creative Writing - II (02 Credits)  <b>SEC</b> English at Workplace (02 Credits)	<b>AEC:</b> (02 Credits) <b>VEC:</b> (02 Credits)	CC:2	22	
	<b>Cum Cr.</b>	12	-	2	8	4+4	4+4+2	4	44	
<b>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</b>										

### Credit Structure (Sem. III & IV)

**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	<b>Description the course:</b> <b>Including but Not limited to:</b>	<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	<b>Vertical:</b>	Major (Mandatory)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	4 credits (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted:</b>	60 Hours
6	<b>Marks Allotted:</b>	100 Marks
7	<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>To identify and differentiate various poetic forms such as sonnets, haikus, free verse, and others.</li> <li>To enable learners, analyze the structural elements and conventions associated with different poetic forms.</li> <li>To enhance written and oral communication skills through the articulation of thoughtful analyses and interpretations of poetry</li> <li>To develop research skills by exploring the works of various poets, understanding literary movements, and investigating the historical and cultural contexts of specific poems</li> </ol>	
8	<b>Course Outcomes:</b> After studying the course students will be able to <ol style="list-style-type: none"> <li>Identify and differentiate various poetic forms such as sonnets, haikus, free verse, and others.</li> <li>Analyze the structural elements and conventions associated with different poetic forms</li> <li>Exhibit enhanced written and oral communication skills through the articulation of thoughtful analyses and interpretations of poetry</li> <li>Demonstrate research skills by exploring the works of various poets, understanding literary movements, and investigating the historical and cultural contexts of specific poems</li> </ol>	

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

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

**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	<b>Description of the course: Including but Not limited to:</b>	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	<b>Vertical:</b>	Major Mandatory
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted:</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To acquaint the learners to the different elements of poetry as a literary genre</li> <li>2. To familiarize them with various types of poetry</li> <li>3. To enable them to appreciate poetry</li> </ol>
8	<b>Course Outcomes:</b>	<ol style="list-style-type: none"> <li>1. The learners will be able to understand different elements of poetry</li> <li>2. They will get familiarized with various types of poetry</li> <li>3. They will be capable of appreciating the poetry</li> </ol>



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

<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination : 60%</b>
<b>13</b>	<b>Continuous Evaluation through:</b> Class Test/ Assignment: 10 Marks Presentation: 05 Marks Classroom Participation: 05 Marks	
<b>14</b>	<b>Format of Question Paper:</b> 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	<b>Description of the course: Including but Not limited to:</b>	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	<b>Vertical:</b>	SEC (Skill Enhancement Course)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted:</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. To acquaint the learners with the basics of creative writing including the art, the craft and the skills</li> <li>2. To explain the differences in writing for various literary and social media.</li> <li>3. To help learners understand the principles of creative writing and the distinction among the literary genres</li> <li>4. iv. To enable learners to put into practice the various forms of creative writing.</li> </ol>
8	<b>Course Outcomes:</b>	<p>At the end of the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>i. Demonstrate an understanding of the basics of creative writing including the art, the craft and the skills</li> <li>ii. Explain the differences in writing for various literary and social media.</li> <li>iii. Understand the principles of creative writing and the distinction among the literary genres</li> <li>iv. Put into practice the various forms of creative writing.</li> </ol>

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

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

**As Per NEP 2020**

**University of Mumbai**



**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	<b>Description of the course: Including but Not limited to:</b>	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	<b>Vertical:</b>	SEC (Skill Enhancement Course)
3	<b>Type:</b>	Theory
4	<b>Credit:</b>	2 credits (1 credit = 15 Hours for Theory in a semester)
5	<b>Hours Allotted:</b>	30 Hours
6	<b>Marks Allotted:</b>	50 Marks
7	<b>Course Objectives:</b> <ol style="list-style-type: none"> <li>1. To familiarize learners with the digital domains of social media and blogs;</li> <li>2. To enable learners to set up their own blogs and optimize their social media engagements;</li> <li>3. To develop the learners' skills in using social media and blogs for professional purposes;</li> <li>4. To enable learners to identify and interact with their target audience in effective ways;</li> <li>5. To make learners aware of the benefits and risks of social media and blogging.</li> </ol>	
8	<b>Course Outcomes:</b> <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 effective 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><b>Modules: -</b></p> <p><b>Module 1: Knowing Social Media and Blogs</b></p> <ol style="list-style-type: none"> <li>Introduction: What is Social Media? What is Blogging?</li> <li>Types of Blogs</li> <li>Major Social Media Platforms: Facebook, Instagram, X, WhatsApp</li> <li>Major Blogging Platforms: WordPress, Blogger, Tumblr</li> <li>Search Engine Optimization</li> <li>Social Media Influencers</li> <li>Benefits, Risks and Safety Measures in Social Media and Blogs</li> </ol> <p><b>Module 2: Communicating via Social Media and Blogging</b></p> <ol style="list-style-type: none"> <li>How to Start a Blog</li> <li>Optimizing Social Media Profiles</li> <li>Creating Compelling Content: Written and Audio-visual</li> <li>Effective SEO Strategies</li> <li>Audience Building Strategies</li> <li>Methods for Monetizing Blogs</li> <li>Responding to Audience Feedback</li> <li>Developing a Comprehensive Social Media Strategy</li> </ol>
10	<p><b>Text Books: NA</b></p>
11	<p><b>References:</b></p> <ul style="list-style-type: none"> <li>Biggs, John and Charlie White. <i>Bloggers Boot Camp: Learning How to Build, Write and Run a Successful Blog</i>. Taylor and Francis, 2014.</li> <li>Chandler, Daniel and Rod Munday. <i>A Dictionary of Social Media</i>. Oxford University Press, 2016.</li> <li>Davis, Faith, M. <i>Social Networking: Easy Blog and Social Media Strategy for the Small Business Owner</i>. 2014.</li> <li>Gillin, Paul. <i>The New Influencers: A Marketer's Guide to the New Social Media</i>. Quill Driver Books, 2007.</li> <li>Leccese, Mark and Jerry Lanson. <i>The Elements of Blogging: Expanding the Conversation of Journalism</i>. Taylor and Francis, 2015.</li> <li>Newson, Alex, Deryck Houghton and Justin Patten. <i>Bloggging and Other Social Media: Exploiting the Technology and Protecting the Enterprise</i>. Routledge, 2016.</li> <li>Rettberg, Jill Walker. <i>Bloggging</i>. Polity, 2013.</li> <li>Waters, John. K. <i>The Everything Guide to Social Media</i>. Simon and Schuster, 2010.</li> <li>Wright-Porto, Heather. <i>Creative Bloggging: Your First Steps to a Successful Blog</i>. Springer, 2011.</li> <li>Zarella, Dan. <i>The Social Media Marketing Book</i>. O'Reilly Publishers, 2009.</li> <li><a href="https://contented.com/collections/social-media">https://contented.com/collections/social-media</a></li> <li><a href="https://www.coursera.org/projects/create-a-website-using-wordpress-free-hosting-subdomain">https://www.coursera.org/projects/create-a-website-using-wordpress-free-hosting-subdomain</a></li> <li><a href="https://www.coursera.org/projects/free-blogger-business-page">https://www.coursera.org/projects/free-blogger-business-page</a></li> <li><a href="https://www.coursera.org/projects/search-engine-optimization-with-squarespace">https://www.coursera.org/projects/search-engine-optimization-with-squarespace</a></li> <li><a href="https://www.facebookblueprint.com/student/catalog">https://www.facebookblueprint.com/student/catalog</a></li> <li><a href="https://www.theidm.com/training-course/copywriting-for-social-media-and-blogs">https://www.theidm.com/training-course/copywriting-for-social-media-and-blogs</a></li> <li><a href="https://www.udemy.com/topic/bloggging/">https://www.udemy.com/topic/bloggging/</a></li> <li><a href="https://wordpress.com/learn/">https://wordpress.com/learn/</a></li> </ul>

<b>12</b>	<b>Internal Continuous Assessment: 40%</b>	<b>Semester End Examination: 60%</b>
<b>13</b>	<b>Continuous Evaluation through:</b> Classroom Participation: 05 Marks Assignment: 10 Marks Presentation: 05 Marks	
<b>14</b>	<b>Format of Question Paper:</b> 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	