

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Literature and History</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	V
<b>Course Code:</b>	25_UAENG501
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

### Course Outcomes:

After successful completion of the course ,the students will be able to:

CO1 - understand the correlation between history and literature.

CO2- find out historical facts and explore how they are imaginatively transmuted into a new artistic whole.

CO3- study and understand how history can be used in different literary genres like novel, drama, poetry etc.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	General Background	a) Difference between history and literature b) Development of historical drama in England and its chief exponents c) Development of historical fiction in England and its chief exponents
Unit 2	Historical Novel	1. Charles Dickens :A Tale of two Cities OR 2. Aleksandr Solzhenitsyn: One Day in the Life of Ivan Denisovich
Unit 3	Historical Play	1. Karnad Girish: Tughalaq OR 2. Shakespeare William : Henry IV part I
Unit 4	Historical Poems	1.. W.H. Auden : The Shield of Achilles 2. Derek Walcott : A Far Cry from Africa 3. Chinua Achebe: Refugee Mother and Child 4.Sarojini Naidu : The Gift of India 5.Langston Hughes: Freedom's Plow

**Learning Resources Recommended:**

- Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
- Brooks, Cleanth and Warren, Robert Penn. *Understanding Fiction*, Printice Hall.
- Forster , E M. *Aspects of the Novel*,(1954) London: Rosetta books, 2002.
- Allen Walter, *The English Novel*, Books Way (1 January 2015),India
- Tillyard E.M.W. *Shakespeare's History Plays*, Penguin BooksLtd, Middlesex,1962
- Fleishman Avrom : *The English Historical Novel: Walter Scott to Virginia Woolf*, John Hopkins University Press, Baltimore, U.S.
- Moseley C.W.R.D.,*Shakespeare's History Plays: Richard II to Henry V, the Making of a King*, Humanities-Ebooks (16 June 2010)

- **Teaching Plan:**

<b>Unit No.</b>	<b>Unit Title</b>	<b>Teaching Methods</b>	<b>No. of Lectures</b>
Unit 1	General Background	-Lecture and discussion	15
Unit 2	Historical Novel	-Lecture, film show	15
Unit 3	Historical Play	-Lecture and screening	15
Unit 4	Historical Poems	Lecture and discussion	15

## Evaluation Pattern

### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test	20
home assignment, seminar, viva voce, report submission, etc.	10
active class participation and attendance	10

### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	All Units	Objective type Questions ((MCQs/Reference to the context / true-false/define etc)	15
Q. 2	Unit - 2	A) Long essay or B) Short notes ( 2 out of 3)	15 0r 15
Q. 3	Unit - 3	A)Long essay or B) Short notes ( 2 out of 3)	15 0r 15
Q. 4	Unit -4	A)Long essay or B) Short notes ( 2 out of 3)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**

**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Literary Criticism</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	V
<b>Course Code:</b>	25_UAENG502
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

### Course Outcomes:

**At the end of the course the learners will be able to**

CO1 know the nature and functions of literary criticism.

CO2 know the nature and functions of literature.

CO3 have knowledge of the important literary movements.

CO4 gain awareness of various critical approaches.

### Syllabus:

Unit	Title	Learning Points	No of Lectures
I	Nature and Function of Literary Criticism	i. Nature and Scope of Literary Criticism ii. Functions of Literary Criticism (Explication, Analysis, Interpretation, Evaluation, Theorizing) iii. A survey of the Role of a Critic	15
II	Nature and Functions of Literature	i. Literature as Imitation (Plato-Aristotle debate) ii. Literature and imagination (the Romantic Idea of Imagination) iii. Literature as an expression of the writer's personality iv. Functions of Literature (aesthetic, moral and cognitive functions)	15
III	Literary Movements	i. Classicism and Neoclassicism ii. Romanticism iii. Realism and Naturalism iv. Arts for Art's Sake and Arts for Life's Sake	15

IV	Critical Approaches	i. Sociological Criticism ii. Biographical Criticism iii. Linguistic Criticism	15
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### Learning Resources Recommended:

1. Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.
2. Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. Oxford: OUP, 1971
3. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: OUP, 2001.
4. Blackstone, Bernard. *Practical English Prosody*. Mumbai: Orient Longman, 1984.
5. Bodkin, Maud. *Archetypal Patterns in Poetry*. London: Oxford University Press, 1934.
6. Daiches, David. *Critical Approaches to Literature*. London: Longman, 1984.
7. Drew, Elizabeth. *Understanding Poetry*. New York: Norton, 1959.
8. Dutton, Richard. *Introduction to Literary Criticism*. London: Longman, 1984.
9. Eagleton, Terry. *Literary Theory*. London: Basil Blackwell, 1983.
10. Enid, Hamer. *The Metres of English Poetry*. Booksway, 2014
11. Guerin, Wilfred et al. *A Handbook of Critical Approaches to Literature*. Oxford: OUP, 1999.
12. Enright, D.J. and Chickera, E. *English Critical Texts*. Delhi: Oxford University Press, 1962.
13. Fowler, Roger (ed.) (rev.) *A Dictionary of Modern Critical Terms*. London: Routledge & Kegan Paul, 1987.
14. Frye, Northrop. "The Archetypes of Literature." *The Norton Anthology: Theory and Criticism*. Ed. Vincent B. Leitch. New York: Norton, 2001.
15. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
16. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.
17. Jump, John (ed.) *Critical Idiom Series*. Methuen.
18. Lodge, David (Ed.) *Twentieth Century Literary Criticism*. London: Longman, 1972.
19. Lodge, David, with Nigel Wood. *Modern Criticism and Theory: A Reader*. 2nd Ed. London: Longman, 1988.
20. Longman, 1988.
21. Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad, Orient Black Swan, 2006.
22. Ramamurthi, Lalitha. *An Introduction to Literary Theory*. Chennai: University of Madras, 2006.
23. Richards, I. A. *Practical Criticism*. London: Kegan Paul, 1930.
24. Schreiber, S. M. *Introduction to Literary Criticism*. Oxford: Pergamon Press, 1965.
25. Selden, Raman and Widdowson, Peter. *A Reader's Guide to Contemporary Literary Theory*.

26. 3rd ed. Lexington: University of Kentucky Press, 1993.
27. Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. London: Harvester Press, 1985.
28. Scott, Wilbur. *Five Approaches to Literary Criticism*. London: Longman, 1984.
29. Wellek, Rene and Austin, Warren. *Theory of Literature*. London: Jonathan Cape, 1955.
30. Wolfreys, Julian. (ed.) *Introducing Literary Theories: A Guide and Glossary*. Edinburgh: Edinburgh University Press, 2003.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Nature and Functions of Literary Criticism	-Lecture -Interactive	15
Unit 2	Nature and Functions of Literature	-Lecture -Interactive	15
Unit 3	Literary Movements	-Lecture -Interactive	15
Unit 4	Critical Approaches	-Lecture -Interactive	15

### Evaluation Pattern

#### Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test	20
Home assignment, seminar, viva voce, report submission, etc.	10
Active class participation and attendance	10

#### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit - 1	A) Long essay or B) Short notes ( 2 out of 3)	15 0r 15

<b>Q. 2</b>	<b>Unit - 2</b>	A) Long essay or B) Short notes ( 2 out of 3)	15 Or 15
<b>Q. 3</b>	<b>Unit - 3</b>	A) Long essay or B) Short notes ( 2 out of 3)	15 Or 15
<b>Q. 4</b>	<b>Unit - 4</b>	A) Long essay or B) Short notes ( 2 out of 3)	15 Or 15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Literature and Society</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	V
<b>Course Code:</b>	25_UAENG503
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

### Course Outcomes:

After successful completion of the course ,the students will be able to:

CO1 - understand the concrete relationship between literature and society.

CO2- find out the social issues and their treatment in the selected texts

CO3- relate the content of the text to contemporary social issues.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Background Topics	1.Realism in English literature 2. Social novels in England and writers 3. Drama of Social Realism and dramatists 4. Problem plays, Drama of Ideas,
Unit 2	Fiction	A. Toni Morrison- The Bluest Eye OR B. Untouchable - Mulk Raj Anand
Unit 3	Drama	A. Henrik Ibsen - A Doll's House OR B. Vijay Tendulkar - Kanyadan
Unit 4	Poetry	1. Jayant Mahapatra - Hunger 2. Wole Soyinka: Telephone Conversation 3. Robert Heyden : Night, Death, Mississippi 4. Dilip Chitre : Father Returning Home 5. W.H.Auden : The Unknown Citizen,

### Learning Resources Recommended:

- Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
- Boris Ford, (ed.) *A Pelican Guide to English Literature from Blake To Byron*, Vol.5, Penguin, 1982.
- - - - . *A Pelican Guide to English Literature from Dickens to Hardy*, Vol. 6, Penguin, 1982.
- Cross Wilber, *The Development of the English Novel*, The Macmillan Company Ltd. July 1899
- Fraser G.S., *Modern Writer and His World*, Rupa and Company, Calcutta
- Innes, Christopher. *Modern British Drama: 1890-1990*. Cambridge: University Press, 1992.
- Wheeler, M., *English Fiction of the Victorian Period, 1830-90*, 2 nd ed., Longman, 1994.

- Whelan, Lara Baker. Class, Culture and Suburban Anxieties in the Victorian Era. Routledge, 2010
- Womack Kenneth and William Baker. A Companion to the Victorian Novel, 2002.
- Shaw G.B., The Quintessence of Ibsenism, Walter Scott, London, 1891
- Morris Pam, Realism, New critical idiom series, Ed.Drakakis John,Routledge 11 New Fetter Lane, London,2003

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Background Topics	-Lecture -Interactive	15
Unit 2	Fiction	-Lecture -Interactive	15
Unit 3	Drama	-Lecture -Interactive	15
Unit 4	Poetry	- Lecture -Interactive	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test	20
Home assignment, seminar, viva voce, report submission, etc.	10
Active class participation and attendance	10

#### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	All Units	Objective type Questions ((MCQs/Reference to the context /Show your acquaintance with/ true-false/define etc)	15
Q. 2	Unit - 2	A) Long essay or B) Short notes ( 2 out of 3)	15 Or 15
Q. 3	Unit - 3	A)Long essay or B) Short notes ( 2 out of 3)	15 Or 15

<b>Q. 4</b>	<b>Unit -4</b>	A)Long essay or B) Short notes ( 2 out of 3)	15 Or 15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

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**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	English Grammar
<b>Class:</b>	TYBA
<b>Semester:</b>	V
<b>Course Code:</b>	25_UAENG504
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

### Course Outcomes:

1. The learners will acquire a general awareness of British Received Pronunciation and be able to transcribe English words into phonemic script (IPA).
2. The learners will be able to do morphological analysis of English words.
3. The learners will be able to do analyse grammatical units of the English language.
4. The learners will be able to transform basic sentence structures into derived ones.

### Syllabus:

Unit No.	Title	Learning Points	No of Lectures (60)
1	A)Phonetics	1)English Speech Sounds (RP), 2)International Phonetic Alphabet ( IPA) 3)Transcription	7
	B) Morphology	1) Terms-Morph, Allomorph, Free & Bound Morphemes , Root, Stem, Derivation & Inflection 2) Affixes 3) Morphological analysis	8
2	Grammatical Units: Introduction	1) Grammatical Units and their hierarchy 2) Concept of form and function of grammatical units 3) Subordination and coordination of grammatical units.	15

3	Grammatical Units: Word and Phrase	1)Words : their 11 forms 2) Words: their functions in phrases ( Head, Modifier, Main Verb and Auxiliary) 3)Phrases : their 6 forms 4)Phrases : their functions in other phrases and clauses 5)Clause elements and clause patterns	15
4	Grammatical Units: Clause and Sentence	1) Clauses: Main and Subordinate 2) Clauses: tensed and tenseless 3) Types and functions of subordinate clauses in sentences. 4) Basic and Derived structures ( Cleft, Extraposition, Existential, Postponement of Postmodifier, Substitution of PP for indirect object)	15

### Learning Resources Recommended:

#### (A) Prescribed Text for Grammar:

- Leech, Geoffrey, et al. English Grammar for Today: A New Introduction. London, 1982.

#### (B) Recommended books :

- Balasubramanian, T. A Textbook of English Phonetics for Indian Students. Macmillan, 1981.
- Bansal, R. K. and J. B. Harrison. Spoken English for India. Orient Longman, 1972.
- Crystal, David. Dictionary of Linguistics and Phonetics. Blackwell, 1980 rpt. 1995
- Quirk, R and S. Greenbaum. A University Grammar of English. Longman, 1973.

#### (C) Recommended e-sources

[Improve Your English Pronunciation - Online Course \(futurelearn.com\)](https://www.futurelearn.com/courses/improve-your-english-pronunciation)

[\(595\) Introduction to Phonetics - YouTube](https://www.youtube.com/watch?v=595)

#### Teaching Plan:

<b>Unit No.</b>	<b>Unit Title</b>	<b>Teaching Methods</b>	<b>No. of Lectures</b>
Unit 1	A)Phonetics B) Morphology	-Lecture -Interactive	15
Unit 2	Grammatical Units: Introduction	-Lecture -Interactive	15
Unit 3	Grammatical Units: Word and Phrase	-Lecture -Interactive	15
Unit 4	Grammatical Units: Clause and Sentence	Lecture -Interactive	15

### **Evaluation Pattern**

#### **A) Continuous Internal Evaluation: Maximum Marks: 40**

<b>Method</b>	<b>Marks 40</b>
MCQ test /quiz ( Unit 1 and 2)	20
Assignment /tasks ( Unit 3 and 4)	10
Class attendance and participation	10

#### **B) Semester End Examination: Maximum Marks: 60**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a)</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks 60</b>
1.A-	1-A)Phonetics	Transcription of words (5 out of 7)	10
1.B	1-B) Morphology-	Morphological Analysis (5 out of 7)	10
2. A	3-Grammatical Units: Word and Phrase-	Analysis of phrases other than Verb Phrases (5 out of 7)	15

2.B	3-Grammatical Units: Word and Phrase-	Analysis of Verb Phrases ( 2 out of 3)	05
3.A	4- Grammatical Units: Clause and Sentence-	Analysis of clauses ( identifying clause elements in single clause sentences) (4 out of 6)	12
3.B	4- Grammatical Units: Clause and Sentence-	Transformation of basic structures into derived structures (4 out of 6)	08

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>World Literature</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	V
<b>Course Code:</b>	25_UAENG505
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

### Course Outcomes:

After successful completion of the course ,the students will be able to

CO1 -get introduced to various fields of translation studies, comparative literature and world literature.

CO2- To know the classics in world literature.

CO3 - broaden their world outlook .

CO4 - Make the students learn the political values and emphasis on global processes over national traditions.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Drama	Sophocles: Oedipus Rex OR Moliere : Misanthrope
Unit 2	Novel	Johann Wolfgang von Goethe : The Sorrows of Young Werther OR Albert Camue : The Outsider
Unit 3	Short Stories	1. Guy de Maupassant: <i>Ball of Fat</i> 2. O Henry : The Last Leaf 3. Anton Chekov: <i>The Student</i> 4. Leo Tolstoy: God Sees the Truth, But Waits

### Learning Resources Recommended:

- Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.
- Hedas Moses Greek Drama, Bentham Classic Edition,2006, New York
- Gassner, John. *Masters of Drama*. New York: Dover Publications, 1954.
- Allardyce Nicoll, *World Drama*,Barnes & Noble Books,January 1, 1976

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
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Unit 1	Drama	-Lecture -Interactive	20
Unit 2	Novel	-Lecture -Interactive	25
Unit 3	Short Stories	-Lecture -Interactive	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test	20
home assignment, seminar, viva voce, report submission, etc.	10
active class participation and attendance	10

#### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit - 1	A) Long essay or B) Short notes ( 2 out of 3)	15 Or 15
Q. 2	Unit - 2	A)Long essay or B) Short notes ( 2 out of 3)	15 Or 15
Q. 3	Unit - 3	A)Long essay or B) Short notes ( 2 out of 3)	15 Or 15
Q. 4	All Units	Objective (MCQs/Reference to the context / true-false/define etc)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Autobiographical Writings</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	V
<b>Course Code:</b>	25_UAENG506
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

### Course Outcomes:

After successful completion of the course ,the students will be able to:

CO1 - differentiate autobiographical writings like autobiography, diary, memoir, journal etc

CO2- analyse the various elements in context of prescribed texts.

CO3- study the various features of the prescribed texts.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Background Topics	Autobiography : form, characteristics , Broad survey of Autobiography and Life Writings like ,dairy, memoir, journal World's renowned autobiographical writings
Unit 2	Scientist Creative writer	Dr.A.P.J Abdul Kalam: Wings of Fire Amrita Pritam : The Revenue Stamp Excerpts
Unit 3	War Refugee Sportsperson	Zlata Filipović : Zlata's Diary: A Child's Life in Sarajevo Andre Agassi: Open Excerpts
Unit 4	Thinkers	Henry David Thoreau : Walden Leo Tolstoy: A Confession Excerpts

### Learning Resources Recommended:

- Tolstoy, Leo, and Jane Kentish. A Confession and Other Religious Writings. London: Penguin, 2005
- Anderson, Linda. Autobiography. London: Routledge, 2011.
- Eakin, Paul J., ed. The Ethics of Life Writing. Ithaca: Cornell UP, 2004.
- Lejeune, Philippe On Autobiography. Minneapolis: U of Minnesota P, 1988.
- Marcus Laura Autobiography: A Very Short Introduction Oxford University Press

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Background Topics	-Lecture	15

		-Interactive	
Unit 2	Scientist Creative writer	-Lecture -Interactive	15
Unit 3	War Refugee Sportsperson	-Lecture -Interactive	15
Unit 4	Thinkers	-Lecture -Interactive	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test	20
Home assignment, seminar, viva voce, report submission, etc.	10
Active class participation and attendance	10

#### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit - 1	Objective Type Questions (MCQs/ true-false/ define/ Show your acquaintance with, very short answers type questions etc)	15 0r 15
Q. 2	Unit - 2	A) Long essay or B) Short notes ( 2 out of 3)	15 0r 15
Q. 3	Unit - 3	A) Long essay or B) Short notes ( 2 out of 3)	15 0r 15
Q. 4	Unit -4	A) Long essay or B) Short notes ( 2 out of 3)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:**30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar  
Chairperson ,  
Board of Studies, English**

**R.E. SOCIETY'S  
R. P. GOGATE COLLEGE OF ARTS AND SCIENCE  
&  
R. V. JOGALEKAR COLLEGE OF COMMERCE (AUTONOMOUS),  
RATNAGIRI**

**Guidelines for Community Engagement Programme (CEP)**

**Introduction:**

Community engagement program (CEP) is included in undergraduate programme to increase community participation, foster collaboration, address community concerns, drive positive change by encouraging collective decision-making, often through building trust, gathering feedback, and empowering residents to actively shape their community's future.

This course requires learners to participate in community -based learning generally under the supervision of faculty. It will involve activities that expose learners to the socio-economic issues in the society.

**Course Structure:**

<b>Name of the Course</b>	Community Engagement Programme (CEP)
<b>Course Code</b>	25_UACEPENG507
<b>Class</b>	TYBA
<b>Semester</b>	V
<b>No of Credits</b>	02
<b>Nature</b>	Practical
<b>Type</b>	Details to be filled by the concerned department.

**Course Outcomes:**

After completing the programme the learners would :

1. have gained an exposure to the socio-linguistic /cultural background of some local community around them.( e.g. school students/ farmers/ home makers/ handicaps)
2. be sensitized to some socio-cultural issues of the community.
3. have developed some concern , a sense of responsibility and a will to solve the socio-cultural issues identified by them.
4. have developed some skills of communicating in the community.

**General Guidelines for CEP:**

1. Learners are expected to complete this program in their fourth semester.
2. 2 credits will be allocated for the CEP.
3. Learners are expected to complete 60 hours of participation.
4. CEP must be separate from regular programs such as NSS, NCC and similar activities.

**Implementation Mechanism of CEP:**

1. The concerned department will appoint a mentor, who will be a faculty member.
2. Each learner should keep a separate fieldwork diary to record their fieldwork

- experiences. Planning and preparation for CEP as well as working hours should be recorded in a diary.
3. Each learner must submit his/her CEP work report to the department through the faculty mentor assigned.
  4. The work diary must be verified and signed by the assigned mentor.
  5. Internal Viva - Voce will be conducted by the department.

**Evaluation Pattern: (20:30)**

Evaluate each learner for 50 marks per semester at department level.

Sr. No.	Evaluation Pattern	Distribution of Marks
1	<b>Internal Evaluation</b> : Presentation / Viva-Voce	20
2	<b>External Evaluation:</b> Actual work and work report	30

**Report Structure of CEP:**

The students will be required to submit a comprehensive report at the end of the CEP. Report should be of **5- 6 pages**.

**1. Title Page:**

Name of the student, programme, institution, month and year.

**2. Certificate of Completion:**

A certificate issued by the mentor appointed from the department confirming the successful completion of the CEP.

**3. Acknowledgments:**

Recognizing individuals or organizations that provided support, guidance during the CEP.

**4. CEP Work Experience:**

Detailed description of work experience in CEP including CEP activity name and location, dates, and work experience. Photographs or visual aids to support work experience.

**5. Conclusion & Summary:**

Reflections on the overall experience and learning during the CEP activity.

**Appendix:**

- CEP work Dairy must be attached along with the report.
- CEP Events Photographs

**On separate page**

**COMMUNITY ENGAGEMENT PROGRAM REPORT**

A Report Submitted

To

**R. P. Gogate college of Arts & Science and  
R.V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

Under

**University of Mumbai**

For partial completion of the degree  
of  
Bachelor of Science/ Commerce/ Arts  
Under the Faculty of Science/ Commerce/ Arts  
S. Y. B. A. / B. Com. / B. Sc.  
Semester – IV

BY

(Name of the Student)

Under the Supervision  
of  
(Name of the Supervisor)

Month and Year

**On separate page**

**R. P. Gogate College of Arts and Science and  
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

**CERTIFICATE OF COMPLETION**

This is to certify that Mr./ Ms. \_\_\_\_\_ [Student's Roll Number] of S.Y. B.A. / B.Com. / B.Sc. (Sem IV) class bearing examination seat no. \_ has satisfactorily carried out Community Engagement Program (CEP) under my supervision.

I further certify that the entire work has been done by the learner under my guidance and that no part of it has been submitted previously for any Degree or Diploma of any University. It is her/his own work and facts reported by her/his personal findings and investigations.

His /Her bonafide work has been completed for the duration from \_\_\_\_\_ to \_\_\_\_\_ for 60 hours.

**Date:**  
**Place:**

**Name and Signature of CEP Mentor**

**R.E. Society's  
R. P. Gogate College of Arts and Science  
&  
R. V. Jogalekar College of Commerce (Autonomous), Ratnagiri**

**Work Diary of CEP**

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**Academic Year:**

**Semester: IV**

**Faculty:**

**Name of Learner:**

**Class:**

**Roll No:**  
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**Name of CEP activity:**

**Name of community engaged:**

**Duration of the CEP activity:**

**Name of CEP Collaborating Organization:**

Daily work record - Proposed schedule of Work (Minimum Mandatory- 60 Hours)

<b>Sr.No.</b>	<b>Date of CEP activity</b>	<b>Brief description of daily activity</b>	<b>Place of CEP</b>	<b>Duration (hours)</b>	<b>Sign.of Mentor</b>
<b>Total No. of Hours :</b>					

Name & Sign.of Student

Name & Sign. of CEP Mentor

Sign. of concerned authority (HoD)

**Suggested list for CEP Activities:**

The students , individually or in pair /group should organize in their village/town/city one or more activities ( totaling to 60 hrs work) on their own or assist any other agency organizing similar activities fulfilling the objectives of the CEP. The activities may be as follows:

<b>Sr. No.</b>	<b><i>Activities for Community Engagement Program.</i></b>
1.	Organizing/Running Readers Club/ library
2.	Establishing youth club / women's club and arranging constructive activities
3.	Free coaching /literary/ cultural activities for school children
4.	Babysitting for working women
5.	Gender equality related activities ( save girl-child /legal awareness on domestic violence ..)
6.	Women Empowerment programs (training for earning .. tailoring/ mehendi/catering etc
7.	Legal awareness for women.
8.	Environment conservation related activities
9.	Organisation of camps like blood donation/ health check up
10.	Awareness activities- cyber security , digital awareness, etc
11.	Digital Literacy Awareness Programme
12.	Cleanliness drive college campus and community
13.	Working for the aged/old/handicapped persons
14.	Workshops – farmers- organic farming / government schemes
15.	Any other subjects of your choice and get it approved by the CEP mentor.

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**Date: 15/04/2025**

**Place: Ratnagiri**

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Women's Writing</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	VI
<b>Course Code:</b>	25_UAENG601
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

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

CO1- differentiate women's writing from men's writing.

CO2- have an awareness of issues typical to women.

CO3- analyse the themes and narrative techniques in women's writing.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Background Topics	1. A broad survey of Women's Writing in Western Context 2. A broad survey of Women's Writing in Indian Context
Unit 2	Fiction	A) Jane Austen : Pride and Prejudice OR B) Doris Lessing : The Grass is Singing
Unit 3	Short Stories	1. Anita Desai : Circus Cat Alley Cat 2. Shashi Deshpande : Awakening 3. Amy Tan : Two Kinds 4. Jamaica Kincaid : Girl 5. Alice Walker : Everyday Use
Unit 4	Poetry	1. Sylvia Plath : Mirror 2. Chitra Banerjee : Cutting the Sun 3. Meena Kandasamy : A Cat Closing Her Eyes 4. Margaret Atwood : This Photograph of Me 5. Amrita Pritam : I Will Meet You Yet Again 6. Elizabeth Barrett Browning : How Do I Love Thee?

### Learning Resources Recommended:

1. Wollstonecraft, Mary. A Vindication of the Rights of Woman. New York: Norton, 1988.
2. Woolf, Virginia. A Room of One's Own. New York: Harcourt, 1957.
3. Elaine Showalter: 'Introduction', A Literature of Their Own: British Women Novelists from Bronte to Lessing, 1977.
4. Simone de Beauvoir: 'Introduction', The Second Sex

5. Chakravarti, Uma. 'Reconceptualising Gender: Phule, Brahmanism and Brahmanical Patriarchy', Gender and Caste. edited by Anupama Rao, Kali for Women, New Delhi, 2003. pp 164-179
6. Irigaray, Luce. 'When the Goods Get Together', This Sex Which is Not One. in New French Feminisms. trans. Catherine Porter & Carolyn Burke, Ithaca: Cornell University Press, 1985. pp 23-33

#### Weblinks -

<https://ia904707.us.archive.org/35/items/prideprejudice00aust/prideprejudice00aust.pdf>

<https://ia801505.us.archive.org/3/items/in.ernet.dli.2015.126642/2015.126642.The-Grass-Is-Singing.pdf>

[https://www.englishfury.com/uploads/1/3/4/9/13498250/everyday\\_use\\_full-text.pdf](https://www.englishfury.com/uploads/1/3/4/9/13498250/everyday_use_full-text.pdf)

<https://cpb-us-w2.wpmucdn.com/campuspress.yale.edu/dist/4/2533/files/2018/08/two-kinds-amy-tan-1nl7j7y.pdf>

<https://allpoetry.com/poem/8498499-Mirror-by-Sylvia-Plath>

<https://english-poems.com/poems/chitra-banerjee-divakaruni-cutting-the-sun>

<https://www.thewhitereview.org/poetry/three-poems-meena-kandasamy/>

<https://poets.org/poem/photograph-me>

<https://www.poetrynook.com/poem/i-will-meet-you-yet-again>

<https://www.poetrynook.com/poem/i-will-meet-you-yet-again>

#### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Background Topics	-Lecture -Interactive	15
Unit 2	Fiction	-Lecture -Interactive	15
Unit 3	Short Stories	-Lecture -Interactive	15
Unit 4	Poetry	-Lecture -Interactive	15

#### Evaluation Pattern

##### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test	20
home assignment, seminar, viva voce, report submission, etc.	10
active class participation and attendance	10

##### B) Semester End Examination: Maximum Marks: 60

Question No. and	Unit and sub unit	Type of Question	Marks
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Sub questions (If any) (E.g. Q. 1 a) ...	(with number and title)	(Essay / short note / Objective, etc.)	
Q. 1	All Units	Objective (MCQs/Reference to the context / true-false/define / Show your acquaintance etc)	15
Q. 2	Unit - 2	A) Long essay or B) Short notes ( 2 out of 3)	15 0r 15
Q. 3	Unit - 3	A) Long essay or B) Short notes ( 2 out of 3)	15 0r 15
Q. 4	Unit - 4	A) Long essay or B) Short notes ( 2 out of 3)	15 0r 15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Literary Criticism in Practice</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	VI
<b>Course Code:</b>	25_UAENG602
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

### Course Outcomes:

**At the end of the course, the learners will be able to**

CO1 gain awareness of various literary theories.

CO2 have a clear understanding of some critical approaches.

CO3 learn the technique of close reading of literary texts.

CO4 gain familiarity with the tenets of practical criticism through the authentic research papers published in reputed journals.

### Syllabus:

Unit	Title	Learning Points	No of Lectures
I	Critical Approaches	i. Modernism ii. Symbolism iii. New Criticism iv. Structuralism	15
II	Critical Approaches	i. Marxist Criticism ii. Feminist Criticism iii. Psychoanalytic Criticism iv. Eco Criticism	15
III	Research Papers	1. Jawad Afghan Anwari. Mahmood, Suleimany, Mohmmad Ebrahim Sultani and Akram Nagi Hizam - Approaching a Critical Perspective: A Study of New Criticism Approach on John Donne"s Death Be Not Proud  2. Jinhua Zhang - An Analysis of Pride and Prejudice from Structuralist Perspective	15

IV	Research Papers	<ol style="list-style-type: none"> <li>1. Liza Vykhovanets -The Self-Made Entrepreneur: Marxist Analysis Of White Tiger</li> <li>2. Dr. A. Anitha Sree - Eco-critical Study of Amitav Ghosh's Novel The Hungry Tide</li> </ol>	15
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### For Additional Reading:

1. Arghya Chakraborty - Literature, Theory and Application: Reading Stopping by Woods from Psychoanalytic Perspective
2. Ali Salami - The Aesthetic Response: The Reader in Macbeth
3. Varsha Verma - Exploring the Feminist Perspective in the Poetry of Kamala
4. DasVishwa Bhushan - An Ecology and Eco-Criticism in Amitav Ghosh's The Hungry Tide

### Learning Resources:

1. Abrams, M. H. *A Glossary of Literary Terms*. (8th Edition) New Delhi: Akash Press, 2007.
2. Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. Oxford: OUP, 1971
3. Ashcroft, Bill et al. (ed.) *The Post-Colonial Studies Reader*. London: Routledge, 1995.
4. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: OUP, 2001.
5. Blackstone, Bernard. *Practical English Prosody*. Mumbai: Orient Longman, 1984.
6. Buell, Lawrence. *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. MA: Harvard University Press, 1995.
7. Daiches, David. *Critical Approaches to Literature*. London: Longman, 1984.
8. Drew, Elizabeth. *Understanding Poetry*. New York: Norton, 1959.
9. Dutton, Richard. *Introduction to Literary Criticism*. London: Longman, 1984.
10. Eagleton, Terry. *Literary Theory*. London: Basil Blackwell, 1983.
11. Enid, Hamer. *The Metres of English Poetry*. Booksway, 2014
12. Garrard, Greg. *Ecocriticism*. New York: Routledge, 2012.
13. Garrard, Greg, ed. *The Oxford Handbook of Ecocriticism*. New York: OUP, 2014.
14. Guerin, Wilfred et al. *A Handbook of Critical Approaches to Literature*. Oxford: OUP, 1999.
15. Enright, D.J. and Chickera, E. *English Critical Texts*. Delhi: Oxford University Press, 1962.
16. Fowler, Roger (ed.) (rev.) *A Dictionary of Modern Critical Terms*. London: Routledge & Kegan Paul, 1987.
17. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. London: Blackwell, 2005.
18. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Atlantic, 2007.
19. Jump, John (ed.) *Critical Idiom Series*. Methuen.

20. Lentriccia, Frank. *After the New Criticism*. Chicago: Chicago UP, 1980.
21. Lodge, David (Ed.) *Twentieth Century Literary Criticism*. London: Longman, 1972.
22. Lodge, David, with Nigel Wood. *Modern Criticism and Theory: A Reader*. 2nd Ed. London: Longman, 1988.
23. Longman, 1988.
24. Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad, Orient Black Swan, 2006.
25. Ramamurthi, Lalitha. *An Introduction to Literary Theory*. Chennai: University of Madras, 2006.
26. Richards, I. A. *Practical Criticism*. London: Kegan Paul, 1930.
27. Schreiber, S. M. *Introduction to Literary Criticism*. Oxford: Pergamon Press, 1965.
28. Selden, Raman and Widdowson, Peter. *A Reader's Guide to Contemporary Literary Theory*. 3rd ed. Lexington: University of Kentucky Press, 1993.
29. 3rd ed. Lexington: University of Kentucky Press, 1993.
30. Selden, Raman. *A Reader's Guide to Contemporary Literary Theory*. London: Harvester Press, 1985.
31. Scott, Wilbur. *Five Approaches to Literary Criticism*. London: Longman, 1984.
32. Wellek, Rene and Austin, Warren. *Theory of Literature*. London: Jonathan Cape, 1955.
33. Wolfreys, Julian. (ed.) *Introducing Literary Theories: A Guide and Glossary*. Edinburgh: Edinburgh University Press, 2003.

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Critical Approaches	-Lecture -Interactive	15
Unit 2	Critical Approaches	-Lecture -Interactive	15
Unit 3	Research Papers	-Lecture -Interactive	15
Unit 4	Research Papers	-Lecture -Interactive	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test	20
Home assignment, seminar, viva voce, report submission, etc.	10
Active class participation and attendance	10

**B) Semester End Examination: Maximum Marks: 60**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
<b>Q. 1</b>	<b>Unit - 1</b>	A) Long essay or B) Short Notes ( 2 out of 3)	15 0r 15
<b>Q. 2</b>	<b>Unit - 2</b>	A) Long essay or B) Short Notes ( 2 out of 3)	15 0r 15
<b>Q. 3</b>	<b>Unit - 3</b>	A) Long essay or B) Short Notes ( 2 out of 3)	15 0r 15
<b>Q. 4</b>	<b>Unit - 4</b>	A) Long essay or B) Short Notes ( 2 out of 3)	15 0r 15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Literature and War</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	VI
<b>Course Code:</b>	25_UAENG603
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Major

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

- CO1- have the proper awareness of devastating nature of War
- CO2- have the understanding of pro war and anti war perspectives
- CO3- gain information and experience of war crimes, atrocities and trauma
- CO4- Understand the social and political consequences of war reflected in literature
- CO5- analyse prescribed texts in the light of the awareness they have gained about war

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Fiction	A. Ernest Hemingway: A Farewell to Arms OR B. Khushwant Singh : Train to Pakistan
Unit 2	Drama	A. Euripides : The Trojan Women OR B. Bertolt Brecht: Mother Courage and Her Children
Unit 3	Poetry	1. Rupert Brooke : The Soldier, Peace 2. Alfred Tennyson: Charge of the Light Brigade 3. Thomas Hardy: Channel Firing 4. Wilfred Owen : Dulce et Decorum est, 5. W.H.Auden: 1st September 1939

### Learning Resources Recommended:

- Featherstone, Simon. War Poetry: An Introductory Reader. London and New York: Routledge, 1995. Print.
- Wandor, Michelene. Post-War British Drama: Looking Back in Gender. London: Routledge, 2001. Print.
- Walter, Matthew George. The Penguin Book of First World War Poetry. London: Penguin, 2006. Print.

- Dubey, S.K. Khushwant Singh: A Critical Study of His Novels by B.R.Publishing Corporation. 2012. Print.
- Croally, Neil. Euripidean Polemic: The Trojan Women and the Function of Tragedy by Cambridge University Press. 2007. Print.
- Baker, Carlos. Hemingway: The Writer as Artist. Princeton University Press. 1972.Print
- Donaldson, Scott. Hemingway vs. Fitzgerald: The Rise and Fall of a Literary Friendship. Overlook Press, 1999.Print
- Willett, John. The Theatre of Bertolt Brecht: A Study from Eight Aspects. Methuen Drama, 1964.Print
- Sherry, Vincent. *The Theory and Practice of War Literature*. Oxford University Press, 2007.Print

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Fiction	-Lecture -Interactive	25
Unit 2	Drama	-Lecture -Interactive	20
Unit 3	Poetry	-Lecture -Interactive	15

**Evaluation Pattern**

**A) Continuous Internal Evaluation: Maximum Marks: 40**

Method	Marks
Class test	<b>20</b>
home assignment, seminar, viva voce, report submission, etc.	<b>10</b>
active class participation and attendance	<b>10</b>

**B) Semester End Examination: Maximum Marks: 60**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
<b>Q. 1</b>	<b>All Units</b>	Objective (MCQs/Reference to the context / true-false/define etc)	15
<b>Q. 2</b>	<b>Unit – 1</b>	A)Long essay or B) Short notes ( 2 out of 3)	15 0r 15
<b>Q. 3</b>	<b>Unit – 2</b>	A)Long essay	15

		or B) Short notes ( 2 out of 3)	Or 15
<b>Q.4</b>	<b>Unit – 3</b>	A)Long essay or B) Short notes ( 2 out of 3)	15 Or 15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Art of Writing in English</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	VI
<b>Course Code:</b>	25_UAENG604
<b>No. of Credits:</b>	02
<b>Nature:</b>	Theory
<b>Type:</b>	MAJOR

### Course Outcomes:

After successful completion of the course ,the students will:

CO1 - be able to write small pieces of creative writing

CO2 be able to formulate thesis statements on given topics and develop them into small thesis.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Creative Writing	-How creative writing is different from other types of writing such as journalistic and academic ones.  -Use of literary devices like figures of speech
Unit 2	Academic Writing	1. How academic writing is different from other types of writing such as journalistic and creative ones.  2. thesis statement and topic sentences  3. organization and paragraphing of small academic text such as articles and research papers with thesis statement and topic sentences

### Learning Resources Recommended:

- Leech, Geoffrey, et al. English Grammar for Today: A New Introduction. London, 1982

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Creative Writing	-Lecture -Interactive	15
Unit 2	Academic Writing	-Lecture	15

		-Interactive	
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### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	15
active class participation and attendance	05

#### B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit - 1	Attempt a piece of creative writing as per given instructions. ( A or B)	15
Q. 2	Unit - 2	Attempt a piece of academic writing as per given instructions. ( A or B)	15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Literature and Protest</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	VI
<b>Course Code:</b>	25_UAENG605
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

### Course Outcomes:

**At the end of the course, the learners will be able to :**

CO1 develop awareness of correlation between literature and protest

CO2 understand Indian Dalit Literature as protest literature.

CO3 understand the key issues, concepts and debates presented in prescribed texts.

CO4 understand the contemporary relevance and significance of protest in literature.

### Syllabus:

Unit	Title	Learning Points	No of Lectures
I	Novel	Zumpa Lahiri: The Lowland OR Adiga Arvind: The White Tiger	15
II	Drama	Gajvi Premanand : Kirvant OR Walcott Derek : Dream on Monkey Mountain	15
III	Poetry	<ul style="list-style-type: none"> <li>● Namdeo Dhasal- Man You should Explode (Marathi)</li> <li>● Meena Kandasamy - Backstreet Girls (English)</li> <li>● Shyamal Kumar Pramanik - The Untouchable (Bengali)</li> <li>● Swarupa Rani, Challapalli - Water (Telugu)</li> <li>● Siddhalingaiah- The Dalits Are Coming (Kannada)</li> <li>● Madan Veera - Relationship (Punjabi)</li> </ul>	15
IV	Short Stories	<ol style="list-style-type: none"> <li>1. Omprakash Valmiki: Amma (Hindi)</li> <li>2. Dalpat Chauhan: Fear (Gujarati)</li> <li>3. Yogesh Maitreya: Educate, Organise, Agitate (English)</li> <li>4. Yogiraj Waghmare: Begad (Marathi)</li> </ol>	15

### Learning Resources Recommended:

1. Amarnath Prasad and M.B. Gaijan (Eds.) Dalit Literature: A Critical Exploration, (New Delhi: Sarup and sons, 2007)

2. Anand, Mulk Raj and Eleanor Zelliot (eds.), *An Anthology of Dalit Literature (Poems)*. (New Delhi: Gyan Publishing House, 1992).
3. Arjun Dangle (ed). *Poisoned Bread: Translations from Modern Marathi Dalit Literature*, (Hyderabad Orient Longman, 1992).
4. B.R. Ambedkar. *Annihilation of Caste*
5. D. R. Nagaraj *The Flaming Feet and Other Essays: The Dalit Movement in India*. Ed. By Prithvi Datta Chandra Shobhi. (Rani Khet: Permanent black, 2010).
6. Eleanor Zelliot *Untouchable to Dalit Essays on the Ambedkar Movement*, (New Delhi: Manohar Publication, 1992).
7. G. Lakshmi Narsaiah, *The Essence of Dalit Poetry: A Socio-philosophic Study of Telugu Dalit Poetry*, (Hyderabad: Dalit Sana Publication, 1999)
8. Harlow, Barbara, *Resistance Literature* (New York and London: Methuen, 1987) L
9. Rosalind O'Hanlon, *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste protest in Western India*, (Cambridge: Cambridge University press, 1985)
10. Sharan Kumar Limbale, *Towards an Aesthetic of Dalit Literature: History Considerations Controversies and Trans.* by Alok Mukherjee. (Hyderabad: Orient Longman Pvt. Ltd, 2004)
11. Sharmila Rege, *Writing Caste / Writing Gender: Reading Dalit Women's Testimonies*, (New Delhi: Zubaan, Kali for Women, 2006)
12. Zakir Abedi, *Contemporary Dalit Literature. Quest for Dalit Liberation*. (New Delhi: Arise Publishers, 2010).
13. Jogdand, Prahlad. *Dalit Movement in Maharashtra*. New Delhi: Kanak Publications, 1991
14. Pantawane, Gangadhar. "Evolving a New Identity: The Development of a Dalit Culture." *Untouchable! Voices of the Dalit Liberation*, Eds. Barbara Joshi. London: Zed Books, 1986.
15. Franco, Fernando, et al. *Journeys to Freedom: Dalit Narratives*. Calcutta: Samya, 2004.
16. Lanjewar, Jyoti. "Dalit Literature and Dalit Women". *Dalit Women in India Issues and Perspectives*. Eds. P. G. Jogdand. New Delhi: Gyan Pub. House, 1995.
17. Gajarawala, T. J. *Untouchable Fictions: Literary Realism and the Crisis of Caste*. New York: Fordham University Press, 2013.
18. Siddalingaiah. *A Word With You, World: The Autobiography of a Poet*. New Delhi: Sahitya Akademi, 2006.
19. Das, Sisir Kumar. "The Narrative of Suffering: Caste and the Underprivileged." *Translating Caste*. Eds. Tapan Basu. New Delhi: Katha, 2002
20. Jaaware, Aniket. "Eating, and Eating with, the Dalit: A Reconsideration Touching upon Marathi Poetry." *Indian Poetry: Modernism and After*. Eds. K. Satchidanandan. New Delhi: Sahitya Akademi, 1998.
21. Tharu, Susie. "The Impossible Subject: Caste and the Gendered Body." *EPW*, Vol. 31, No. 22, 1996.
22. Bagul, Baburao. "Dalit Literature is but Human Literature." *Poisoned Bread: Translations from Modern Marathi Dalit Literature*, Eds. Arjun Dangle. Hyderabad: Orient Longman, 1992. Print
23. Ghai, T. C., *Narratives of The Excluded: Selected Poems of Madan Veera*. Aakar Books. 2024.

**Teaching Plan:**

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Novel	-Lecture -Interactive	15
Unit 2	Drama	-Lecture -Interactive	15
Unit 3	Poetry	-Lecture -Interactive	15
Unit 4	Short Stories	-Lecture -Interactive	15

**Evaluation Pattern****A) Continuous Internal Evaluation: Maximum Marks: 40**

Method	Marks
Class test	20
Home assignment, seminar, viva voce, report submission, etc.	10
Active class participation and attendance	10

**B) Semester End Examination: Maximum Marks: 60**

Question No. and Sub questions (If any) (E.g. Q. 1 a) ...	Unit and sub unit (with number and title)	Type of Question (Essay / short note / Objective / Diagram, etc.)	Marks
Q. 1	Unit -1	A) Long essay or B) Short Notes ( 2 out of 3)	15 or 15
Q. 2	Unit - 2	A) Long essay or B) Short Notes ( 2 out of 3)	15 or 15
Q. 3	Unit - 3	A) Long essay or B) Short Notes ( 2 out of 3)	15 or 15
Q. 4	Unit - 4	A) Long essay or B) Short Notes ( 2 out of 3)	15 or 15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar**  
**Chairperson ,**  
**Board of Studies, English**

## Syllabus for Bachelor of Arts in English for the year 2025-26

<b>Nomenclature of the Course:</b>	<b>Popular Literature</b>
<b>Class:</b>	T.Y.B.A.
<b>Semester:</b>	VI
<b>Course Code:</b>	25_UAENG606
<b>No. of Credits:</b>	04
<b>Nature:</b>	Theory
<b>Type:</b>	Elective

**Course Outcomes:** After successful completion of the course, the learner will :

CO1- be aware of the new features of literature.

CO2- have the understanding of the changing trends in English literature

CO3- be aware of the popular works in literature and what made those works popular.

### Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Background topics	a. What is Popular Literature? b. The Notion of the Canonical and the Popular c. Exploring Academic and Critical Approaches to Popular Literature d. Popular Literature Today
Unit 2	Fiction	Paulo Coelho : The Alchemist OR Mitch Albom : Tuesdays with Morie
Unit 3	Motivational Literature	Richard Bach : Jonathan Livingston Seagull OR Robin Sharma: The Monk Who Sold His Ferrari
Unit 4	Detective Fiction	Saradindu Bandyopadhyay : The Menagerie (Trans. by Sreejata Guha) OR From Arthur Conan Doyle : The Return of Sherlock Holmes a) The Adventure of the Dancing Men b) The Adventure of the Second Stain c) The Adventure of the Six Napoleons

### Learning Resources Recommended:

Berberich, Christine ed. *The Bloomsbury Introduction to Popular Fiction*. Bloomsbury, 2017.

Christopher Pawling, 'Popular Fiction : Ideology or Utopia?' *Popular Fiction and Social Change*. London : Macmillan, 1984.

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: American Popular Culture and Europe*, ed. C.W.E. Bigsby. Ohio: Bowling Green University Press, 1975.

Radford, Jean. Ed. *The Progress of Romance: The Politics of Popular Fiction*. London: Routledge & Kegan Paul, 1986.

Lehman David, *The Perfect Murder: A Study in Detection*, University of Michigan Press, 2000

### Web Resources :

<https://www.britannica.com/art/popular-literature>

<https://egyankosh.ac.in/bitstream/123456789/69471/3/Unit-4.pdf>

<https://egyankosh.ac.in/bitstream/123456789/69468/3/Unit-1.pdf>

### Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Background topics	-Lecture -Interactive	15
Unit 2	Fiction	-Lecture -Interactive	15
Unit 3	Motivational Literature	-Lecture -Interactive	15
Unit 4	Detective Fiction	-Lecture -Interactive	15

### Evaluation Pattern

#### A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test	20
home assignment, seminar, viva voce, report submission, etc.	10
active class participation and attendance	10

**B) Semester End Examination: Maximum Marks: 60**

<b>Question No. and Sub questions (If any) (E.g. Q. 1 a) ...</b>	<b>Unit and sub unit (with number and title)</b>	<b>Type of Question (Essay / short note / Objective / Diagram, etc.)</b>	<b>Marks</b>
<b>Q. 1</b>	<b>All Units</b>	Objective (MCQs/Reference to the context / true-false/define/ Show your acquaintance with etc)	15
<b>Q. 2</b>	<b>Unit - 1</b>	A)Long essay or B) Short notes ( 2 out of 3)	15 Or 15
<b>Q. 3</b>	<b>Unit - 2</b>	A)Long essay or B) Short notes ( 2 out of 3)	15 Or 15
<b>Q.4</b>	<b>Unit - 3</b>	A)Long essay or B) Short notes ( 2 out of 3)	15 Or 15

Note :

1. The topic or unit for Internal Evaluation will be declared well in advance to the students.
2. The topics/ units for the Internal Evaluation and Semester End Examination may be interchanged with prior intimation to the students.

**Date:** 30/11/2024

**Place:** Ratnagiri

**Mr. Athalye Vasudev Manohar  
Chairperson ,  
Board of Studies, English**

**R.E. Society's**  
**R. P. Gogate College of Arts and Science and R. V. Jogalekar**  
**College of Commerce (Autonomous), Ratnagiri**

Name of the Course	On Job Training
Course Code	25_UAOJTENG607
Class	UG
Semester	VI
No of Credits	4
Nature	Practical
Type	On Job Training
Relevance with Employability/ Entrepreneurship/ Skill development	On the job training provides learner with the opportunity to acquire hands on experience and practical skills required for specific job roles. It bridges the gap between theoretical knowledge and the practical requirements of the job. Learner can gain valuable insights into the industry practice, company culture, this experience makes them confident and competent candidate when applying for the position increasing the employability prospects. OJT is instrumental in skill development as it focuses on practical job specific competencies like technical skills, soft skills. Overall OJT enhances employability, fosters entrepreneurship by providing valuable exposure in various fields.

**Guidelines and Evaluation pattern for On Job Training**  
**(100 Marks)**

**Introduction:**

Inclusion of On Job Training in the course curriculum of the PG and UG programme is one of the ambitious aspects in the programme structure. The main objective of inclusion of On Job Training is to inculcate the ability to interpret particular aspect of the study in his/ her own words.

**Guidelines for On Job Training:**

Students will be required to undertake a designated project or tasks in an organization or industry relevant to their field of study. The course aims to provide students with practical exposure and hands-on experience in a professional work environment related to their field of study.

## Course Outcomes:

By the end of the course the learners should be able to:

1. Gain adequate insights into the practical aspects of some theory or skills studied during a course of the programme studied by them.
2. Apply theoretical knowledge and concepts acquired during the academic program to real-world work scenarios.
3. Enhance and demonstrate skills like communication , decision making , problem solving, time management, critical thinking .
4. Acquire some knowledge and awareness of the organizational dynamics and work culture .
5. Gain some knowledge of the industry connections and employment opportunities in the field of their studies.
6. Adapt to and navigate organizational dynamics and work culture in the chosen workplace.
7. Prepare and present a comprehensive report documenting the training/project experience, findings, and recommendations.

## Course Duration:

Minimum **120 hours** of On Job Training with an Organization /Private firm.

- The theme of the OJT should be based on any study area of the Major course.
- Project Report should be of minimum 30 pages.
- Experience Certificate is Mandatory.

## Report Structure:

The students will be required to submit a comprehensive report at the end of the On-the-Job Training. A project report has to be brief in content and must include the following aspects:

- a) Title Page:**  
Mentioning the title of the report, name of the student, program, institution, and the period of training.
- b) Certificate of Completion:**  
A certificate issued by the organization or supervisor confirming the successful completion of the training.
- c) Declaration:**  
A statement by the student declaring that the report is their original work and acknowledging any assistance or references used.
- d) Acknowledgments:**  
Recognizing individuals or organizations that provided support, guidance, or resources during the training.
- e) Table of Contents:**  
Providing a clear outline of the report's sections and page numbers.
- f) Executive Summary:**  
A bird's eye view of your entire presentation has to be precisely offered under this category.
- g) Introduction on the Company:**  
A concise representation of company/ organization defining its scope, products/ services and its SWOT analysis.
- h) Your Role in the Organization during the On Job Training:**  
The key aspects handled, the department under which you were deployed and brief Summary report duly acknowledged by the reporting head.

**i) Challenges and overcoming of challenges:**

The challenges confronted while churning out theoretical knowledge into practical world.

**j) Conclusion:**

A brief overview of your experience and suggestions to bridge the gap between theory and practice.

**k) Appendix:**

1.1 Appendix I: OJT Undertaking

1.2 Appendix II: Draft Resume Template

1.3 Appendix III: Organization Outreach Letter

1.4 Appendix IV(A/B): A) Relieving Letter of Student (for fulltime OJT) B) Relieving Letter of Student (for parttime OJT)

1.5 Appendix V: Relieving Letter of Student from organization

1.6 Appendix VI: Student Diary (Log) Recording Format

1.7 Appendix VII: Attendance Sheet

1.8 Appendix VIII: Supervisor Evaluation of Intern

1.9 Appendix IX: Student Feedback of OJT

1.10 Appendix X: Performance for Evaluation of OJT by Institute

**Broad guidelines for project report:**

The project report based on On Job Training shall be prepared as per the broad guidelines given below:

- Font type: Times New Roman / for Marathi kokil (Font size :16)/ mangal (Font size :12)
- Font size: 12-For content, 14-for Title
- Line Space: 1.5-for content and 1-for in table work
- Paper Size: A4
- Margin: in Left-1.5, Up-Down-Right-1
- The Project Report shall be bound

---

**Rubric for Evaluation of 'On the Job Training' Project**

Criteria	Marks	Description
<b>Project Report (60 Marks)</b>		
a) Title Page	02	Properly formatted with title, student name, program, institution, and training period.
b) Certificate of Completion	05	Inclusion of a valid certificate from the organization/supervisor.
c) Declaration	01	A clear statement of originality and acknowledgment of assistance.
d) Acknowledgments	02	Proper recognition of support and guidance received.
e) Table of Contents	05	Clear and accurate outline of the report's sections with page numbers.
f) Executive Summary	05	Concise overview of the entire presentation.

g) Introduction on the Company	05	Detailed representation of the company/organization including its scope, products, and services.
h) Role in the Organization	10	Comprehensive description of key aspects handled, department deployment, and summary report acknowledged by the reporting head.
i) Challenges and Overcoming Challenges	05	Insightful analysis of challenges faced and methods used to overcome them.
j) conclusion	05	Brief overview of the experience with suggestions to bridge the gap between theory and practice.
<b>Appendix:</b>		
Appendix I: OJT Undertaking	15	Mandatory inclusion
Appendix II: Draft Resume Template		Mandatory inclusion
Appendix III: Organization Outreach Letter		Mandatory inclusion
Appendix IV: Relieving Letter of Student		Mandatory inclusion
Appendix V: Student Diary (Log) Recording Format		Mandatory inclusion
Appendix VI: Attendance Sheet		Mandatory inclusion
Appendix VII: Supervisor Evaluation of Intern		Mandatory inclusion
Appendix VIII: Student Feedback of OJT		Mandatory inclusion
Appendix IX: Performance for Evaluation of OJT by Institute		Mandatory inclusion
<b>Documentation and Presentation (40 Marks)</b>		
Quality and effectiveness of presentation	10	Assesses the clarity, engagement, and overall impact of the presentation in conveying the report objectives and outcomes.
Depth of knowledge and demonstrated skills	10	Evaluates the understanding and practical application of key concepts, techniques, and skills relevant to the report.
Relevance of learning experience	05	Measures how well the training experience aligns with the trainee's career goals and the industry's practical requirements.
Practical applications	10	Assesses the trainee's ability to effectively apply learned skills and knowledge to real tasks and challenges during the training project.

Understanding of Organizational Dynamics	05	Insight into organizational structure, culture, and dynamics.
<b>Total Marks</b>	<b>100</b>	

## Appendices

### Appendix I: OJT Undertaking

1. Student Name:	
2. Class	
3. Roll No	
4. UID	
5. ABC ID	
6. Current Address	
7. Residence Address	
8. Email id	
9. Mobile Nos.	
10. Aadhar Number	
11. Mode of OJT	Online /Offline
<p>I confirm that I agree with the terms, conditions, and requirements of the OJT Policy</p> <p>Student Signature:</p> <p>Date:</p>	
<p>I confirm that the student has attended the OJT orientation and has met all paperwork and process requirements to participate in the OJT program, and has received approval from his/her mentor.</p> <p>Sign of Department Faculty Coordinator</p> <p>Date:</p>	

## **Appendix II: Draft Resume Template**

Name:

Contact Number and Email ID:

Education:

(HEI / COLLEGE) Name:

Year:

Degree:

Specialization:

OJT / Work Experience – Yes / No

If YES

Organization:

Year:

Project:

Brief:

Academic Experience:

### **Other Achievements and Personal Interests**

- List other achievements also in reverse chronological order
- Leadership positions held outside of your formal work environment
- Personal interests and accomplishments that will distinguish you from other applicants
- Volunteer service/Social Work

### Appendix III: Organization Outreach Letter

< (HEI) /College Name Letter Head>

To,

The (Manager, HR) .....

.....

Subject: Request for 120 hours\_OJT of Students pursuing < >

Dear Sir,

The college (HEI) name established in <year>, < (HEI /college name) >, Maharashtra reflects the vision of leading industrialists and educationalists. Institute is accredited with '<>' grade by NAAC in [Month year]. The HEI /college name has been recognized about it's over all academic excellence and infrastructure.

In view of the above, I request your good self to allow our following (no. of students) students for practical raining in your esteemed organization. Kindly accord your permission and give at least one-week time for students to join training after confirmation.

Sr. No.	Name	Roll no.	Year	Department

The resumes of these students are attached with this letter. If vacancies exist, kindly do plan for Interviews for the students in above branches.

A line of confirmation will be highly appreciated.

Yours sincerely,

Nodal Officer/TPO

< HEI /college name and Date>

**Appendix IV: A) Relieving Letter of Student (for fulltime OJT)**

< HEI /college name Letter Head>

To,

The General Manager (HR) .....

.....

Subject: Relieving letter of student

Dear Sir,

Kindly refer your letter/e-mail dated -----on the above cited subject. As permitted by your good self the following students will undergo Industrial OJT in your esteemed organization under your sole guidance and direction.

Sr. No.	Name	Roll no.	Year	Department

This training being an essential part of the curriculum, the following guidelines have been prescribed in the curriculum for the training. You are therefore, requested to please issue following guidelines to the concerned student mentor.

- OJT schedule may be prepared and a copy of the same may be sent to us.
- Each student is required to prepare OJT diary and report.
- Kindly check the OJT diary of the student daily.
- Issue instruction regarding working hours during training and maintenance of the attendance record
- You are requested to evaluate the student's performance on the basis of grading i.e. Excellent, Very Good, Satisfactory and Unsatisfactory on the below mentioned factors:
  - Attendance and general behavior
  - Relation with workers and supervisors
  - Initiative and efforts in learning
  - Knowledge and skills improvement
  - Contribution to the organization

The performance report may please be forwarded to the undersigned on completion of training in sealed envelope.

Your efforts in this regard will positively enhance knowledge and practical skills of the students, your cooperation will be highly appreciated, and we shall feel obliged.

The students will abide by the rules and regulation of the organization and will maintain a proper discipline with keen interest during their OJT. The students will report to you on dated \_\_\_\_\_ along with a copy of this letter.

Yours sincerely,

Nodal Officer/TPO

< HEI /college name and Date

**Appendix IV: B) Relieving Letter of Student (for parttime OJT)**

< HEI /college name Letter Head>

To,

The General Manager (HR) .....

.....

Subject: Relieving letter of student

Dear Sir,

Kindly refer your letter/e-mail dated -----on the above cited subject. As permitted by your good self the following students will undergo Industrial OJT in your esteemed organization under your sole guidance and direction. The students will attend their OJT after completing their daily college work as part of their academic curriculum.

Sr. No.	Name	Roll no.	Year	Department

This training being an essential part of the curriculum, the following guidelines have been prescribed in the curriculum for the training. You are therefore, requested to please issue following guidelines to the concerned student mentor.

- OJT schedule may be prepared and a copy of the same may be sent to us.
- Each student is required to prepare OJT diary and report.
- Kindly check the OJT diary of the student daily.
- Issue instruction regarding working hours during training and maintenance of the attendance record
- You are requested to evaluate the student's performance on the basis of grading i.e. Excellent, Very Good, Satisfactory and Non-Satisfactory on the below mentioned factors:
  - Attendance and general behavior
  - Relation with workers and supervisors
  - Initiative and efforts in learning
  - Knowledge and skills improvement
  - Contribution to the organization

The performance report may please be forwarded to the undersigned on completion of training in sealed envelope.

Your efforts in this regard will positively enhance knowledge and practical skills of the students, your cooperation will be highly appreciated, and we shall feel obliged.

The students will abide by the rules and regulation of the organization and will maintain a proper discipline with keen interest during their OJT. The students will report to you on dated \_\_\_\_\_ along with a copy of this letter.

Yours sincerely,

Nodal Officer/TPO

< HEI /college name and Date>

## Appendix V: Relieving Letter of Student from organization

<Organization Letter Head>

To,  
The Principal  
[College Name]  
[College Address]

### Subject: Relieving Letter for Student

Dear Sir,

This is to certify that the following students from your esteemed institution have successfully completed their Industrial OJT in our organization as per the guidelines provided:

Sr. No.	Name	Roll no.	Year	Department

The students were under the supervision and guidance of our mentors and were engaged in various projects/tasks as part of their training. They have followed the rules and regulations of our organization and maintained a proper discipline throughout the OJT period.

### Performance Evaluation:

The performance of the students has been evaluated based on the following criteria:

- Attendance and General Behavior
- Relation with Workers and Supervisors
- Initiative and Efforts in Learning
- Knowledge and Skills Improvement
- Contribution to the Organization

We have provided each student with feedback on their performance, which we hope will assist in their continued academic and professional growth. The detailed performance reports are enclosed in sealed envelopes for your reference.

We appreciate the opportunity to collaborate with your institution in providing practical exposure to the students and look forward to future engagements.

Yours sincerely,  
[Signature]  
[Name]  
General Manager (HR)  
[Company Name]  
[Date]



## Appendix VII: Attendance Sheet

<Organization Letter Head>

Name & Address of Organization

██  
██  
██

Name of the Student	
Roll Number	
Name of Course	
Date of Commencement of Training	
Date of Completion of Training	

**Month and Year:**

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

- Attendance Sheet should remain affixed in Daily Training Diary. Do not remove or tear it off.
- Holidays should be marked in Red Ink in attendance column. Absent should be marked as 'A' in Red Ink.

Name and Signature with date of OJT Supervisor \_\_\_\_\_

## Appendix VIII: Supervisor Evaluation of Intern

<Organization Letter Head>

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Work Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_  
 Organization: \_\_\_\_\_  
 OJT Address: \_\_\_\_\_ Dates  
 of OJT: From \_\_\_\_\_ To \_\_\_\_\_  
 Please evaluate intern by indicating the frequency with which you observed the following behaviours:

Parameters	Needs Improvement	Satisfactory	Good	Excellent
1. Behaviours				
2. Performs in a dependable manner				
3. Cooperates with co-workers and supervisors				
4. Shows interest in work				
5. Learns quickly				
6. Shows initiative				
7. Produces high quality work				
8. Accepts responsibility				
9. Accepts criticism				
10. Demonstrates organizational skills				
11. Uses technical knowledge and expertise				
12. Shows good judgment				
13. Demonstrates creativity/originality				
14. Analyzes problems effectively				
15. Is self-reliant				
16. Communicates well				
17. Writes effectively				
18. Has a professional attitude				
19. Gives a professional appearance				
20. Is punctual				
21. Uses time effectively				

Overall performance of student intern (circle one):  
 (Needs improvement / Satisfactory / Good / Excellent)

Additional comments, if any: \_\_\_\_\_

Signature of Industry supervisor: \_\_\_\_\_

Manager: \_\_\_\_\_

## Appendix IX: Student Feedback of OJT

(To be filled by Students after OJT completion)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Industrial Supervisor: \_\_\_\_\_ Title: \_\_\_\_\_

Supervisor Email: \_\_\_\_\_ OJT is: \_\_\_ Paid \_\_\_ Unpaid \_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Coordinator: \_\_\_\_\_ Department: \_\_\_\_\_

of OJT: From \_\_\_\_\_ To \_\_\_\_\_

OJT  
Faculty  
Dates

Give a brief description of your OJT work (title and tasks for which you were responsible):  
Was your OJT experience related to your major area of study?

- Yes, to a large degree
- Yes, to a slight degree
- No, not related at all

Indicate the degree to which you agree or disagree with the following statements.

This experience has:	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
1. Given me the opportunity to explore a career field					
2. Allowed me to apply classroom theory to practice					
3. Helped me develop my decision-making and problem-solving skills					
4. Expanded my knowledge about the work world prior to permanent employment					
5. Helped me develop my written and oral communication skills					
6. Provided a chance to use leadership skills (influence others, develop ideas with others, stimulate decision-making and action)					
7. Expanded my sensitivity to the ethical implications of the work involved					
8. Made it possible for me to be more confident in new situations					
9. Given me a chance to improve my interpersonal skills					
10. Helped me learn to handle responsibility and use my time wisely					
11. Helped me discover new aspects of myself that I didn't know existed before					
12. Helped me develop new interests and abilities					
13. Helped me clarify my career goals					
14. Provided me with contacts which may lead to future employment					
15. Allowed me to acquire information and/ or use equipment not available at my Institute					

- In the Institute OJT program, faculty members are expected to be mentors for students. Do you feel that your faculty coordinator served such a function? Why or why not?

- How well were you able to accomplish the initial goals, tasks and new skills that were set down in your learning contract? In what ways were you able to take a new direction or expand beyond your contract? Why were some goals not accomplished adequately?
- In what areas did you most develop and improve?
  
- What has been the most significant accomplishment or satisfying moment of your OJT?
  
- What did you dislike about the OJT?
  
- Considering your overall experience, how would you rate this OJT? (Circle one).
- -Satisfactory/ Good/ Excellent
  
- Give suggestions as to how your OJT experience could have been improved. (Could you have handled added responsibility? Would you have liked more discussions with your professor concerning your OJT? Was closer supervision needed? Was more of an orientation required?)

<Signature of Student>

<Name, Roll number, Date>

**Appendix X: Performa for Evaluation of OJT by Institute**

< HEI /college name Letter Head>

1. Name \_\_\_\_\_ of \_\_\_\_\_ Student: \_\_\_\_\_
2. Mob. \_\_\_\_\_ No.: \_\_\_\_\_
3. Roll No.: \_\_\_\_\_
4. Branch/Semester: \_\_\_\_\_
5. Period \_\_\_\_\_ of \_\_\_\_\_ Training: \_\_\_\_\_
6. Home Address with contact No. \_\_\_\_\_
7. Address of Training Site: \_\_\_\_\_
8. Address of Training Providing Agency: \_\_\_\_\_
9. Name/Designation of Training In- charge: \_\_\_\_\_

10. Type of Work: \_\_\_\_\_

11. Date of Evaluation: \_\_\_\_\_

12. Please rate the following:

\_\_\_\_\_

<b>Sr.no.</b>	<b>Particular</b>	<b>Marks</b>
1	Project Report	60 Marks
2	Documentation and Presentation	40 Marks

Overall Marks: \_\_\_\_\_.

Additional Remarks: \_\_\_\_\_.

Signature of Faculty Mentor: \_\_\_\_\_.

Format

1 st page (Main Page)

Title of the Report

a Project Submitted

To

**R. P. Gogate college of Arts & Science and  
R.V. Jogalekar College of Commerce, Ratnagiri (Autonomous)**

Under

**University of Mumbai**

For partial completion of the degree

of

Master of Science/ Commerce/ Arts

Under the Faculty of Science/ Commerce/ Arts

By

Name of Student

Under the Guidance

of

Name of the Guiding Teacher

**R. P. Gogate college of Arts & Science and  
R.V. Jogalekar College of Commerce, Ratnagiri (Autonomous)**

**Near District Court**

**Month and Year**

On separate page

Index

Chapter No	Title of the Chapter	Page No.
01		
02		
03		
04		

05		

[Company/Institution Logo]

## CERTIFICATE OF COMPLETION

This is to certify that [Student's Full Name] [Student's Roll Number], has successfully completed the Academic On-the-Job Training Programme at [Company/Institution Name]

This training covered a period of 120 hours, during which [he/she] actively participated and demonstrated excellent dedication and commitment to learning.

The following work was performed by [him/her]:

- [Brief description of the work performed during the training period]

This training has provided [him/her] with valuable insights and practical experience in [relevant field/industry]. [He/She] has exhibited commendable skills, enthusiasm, and a keen interest in learning.

Certifying Authority:

[Name and  
Designation]  
[Company/Institution Name] [Contact  
Information] [Date]

[Seal/Signature]

On separate page

**Declaration by learner**

I the undersigned Miss/Mr. \_\_\_\_\_  
[Name of the learner] here by, declare that work embodied in this project work titled  
\_\_\_\_\_ forms my own contribution to project work carried out under the guidance  
of [Name of the guiding teacher]

I, here by further declare that all information of this document has been obtained and  
presented in accordance with academic rules and ethical conduct.

Name and Signature of the learner

Certified by  
Name and signature of the Guiding Teacher

On separate page

### **Acknowledgment**

(Model structure of the acknowledgement)

To list who all have helped me is difficult because they are so numerous and the depth is so enormous.

I would like to acknowledge the following as being idealistic channels and fresh dimensions in the completion of this project.

I thank the **R. P. Gogate college of Arts & Science and R.V. Jogalekar College of Commerce, Ratnagiri (Autonomous)** for giving me opportunity to do this project.

I would like to thank my Principal, Prof. Dr M.R. Sakhalkar Sir for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our Coordinator (Name of VP or HOD ) for his/her moral support and guidance.

I would also like to express my sincere gratitude towards my project guide \_\_\_\_\_ whose guidance and care made the project successful.

I would like to thank my College Library, for having provided various reference books and magazines related to my project.

Lastly, I would like to thank each and every person who directly or indirectly helped me in the completion of the project especially my Parents and Peers who supported me throughout my project.

---

**Date: 15/04/2025**

**Place: Ratnagiri**

**Mr. Athalye Vasudev Manohar  
Chairperson ,  
Board of Studies, English**