

Syllabus for Bachelor of Arts in English for the year 2024-25

Nomenclature of the Course:	THE SHORT STORY
Class:	S.Y.B.A.
Semester:	III
Course Code:	24_UAENG301
No. of Credits:	04
Nature:	Theory
Type:	MAJOR

Course Outcomes:

After successful completion of the course, the students will:

CO1 - be able to name and explain the elements of fiction viz. theme, character, setting, structure, narrative technique ,style ,tone and point of view.

CO2- be able to analyse the above elements in context of prescribed short stories.

CO3- be able to make oral presentations of short stories taking into account the mood , tone and style of their narration.

CO4- be able to rewrite /alter the short stories by making changes in elements like narrator, setting and end of the story.

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Stories of Human Relations and Values	1. Rabindranath Tagore: "Kabuliwallah" 2. O. Henry: "The Gift of the Magi" 3. Ken Liu : "Paper Menagerie" 4. Oscar Wilde: "The Happy Prince" 5. Kate Chopin: "Story of an Hour" 6. Guy de Maupassant: "The Necklace"
Unit 2	Stories with Humour	1. O. Henry: "The Cop and the Anthem" 2. Somerset Maugham: "The Luncheon" 3. R.K. Narayan: "A Horse and two Goats" 4. Rabindranath Tagore : " A Wrong Man in Workers' Paradise"
Unit 3	Stories with Suspense and Horror	1. H. H. Munro: "The Open Window" 2. Shirley Jackson: "The Lottery " 3. W.W.Jacobs: "The Monkey's Paw" 4. A.E.Poe : "A Tale Tell Heart"

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.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Stories of Human Relations and Values	-Lecture -Interactive	30
Unit 2	Stories with Humour	-Lecture -Interactive	15
Unit 3	Stories with Suspense and Horror	-Lecture -Interactive	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	30
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 essays (2 out of 3)	15 Or 15
Q. 2	Unit - 2	A)Long essay or B) Short essays (2 out of 3)	15 Or 15
Q. 3	Unit - 3	A)Long essay or B) Short essays (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: 23/04/2024

Place: Ratnagiri

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

Syllabus for Bachelor of Arts in English for year 2024-25

Nomenclature of the Course:	NON FICTIONAL PROSE
Class:	S.Y.B.A.
Semester:	III
Course Code:	24_UAENG302
No. of Credits:	02
Nature:	Theory
Type:	MAJOR

Course Outcomes: After successful completion of the course, the learners

CO1-will be able to identify and explain the type and mode of non-fictional prose texts.

CO2-will be able to analyse the non fictional prose texts in terms of the thematic/ factual contents, tone and mode.

CO3- may be able to author their own non-fictional texts , especially in forms like diary, letter, blog and autobiographical story.

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Introduction	General Introduction to 'non fictional prose' in comparison with fictional prose : Its nature, types and modes
Unit 2	Essay, Talk, Biographical Story	1)Essay : <i>On Saying 'Please'</i> by A.G.Gardiner 2)Motivational Talk: <i>A Virtuous Vision</i> by Gaur Gopal Das (from <i>Life's amazing Secrets</i>) 3)Biographical Story: <i>A Handful of Almonds</i> by Nani Palkhiwala (from <i>Children who Made it Big . Ed: Thangamani, NBT , India , 1999.</i>
Unit 3	Letters	Letters : 1) <i>It will be sunny one day</i> (a letter by Stephen Fry to Ms.Crystal Nunn , from <i>Letters of Note</i>) 2) <i>Steinbeck on Love</i> (a letter by John Steinbeck to his son Thom, from <i>Letters of Note</i>)
Unit 4	Diaries	1) Excerpts from <i>Orwell Diaries 1938-1942</i> 2) Excerpts from <i>The Diary of a Young Girl</i> by Anne Frank

Unit 5	Blogs	(The teacher and the students will together choose two blog posts available on the internet)
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Learning Resources recommended:

Abrams, M.H. *Glossary of Literary Terms*. India, Macmillan Publishers, 2000.

Gaur Gopal Das *Life's Amazing Secrets* Penguin, Random House ,India 2018

Weblinks:

1. [It will be sunny one day - by Shaun Usher - Letters of Note](#)
2. [On-Saying-Please-converted.pdf \(bahirjicollege.org\)](#)
3. [Orwell's Diaries | The Orwell Foundation](#)
4. [Anne Frank - The Diary Of A Young Girl.hwp \(archive.org\)](#)
5. [www.britannica.com/topic/nonfictional-prose](#)
6. [https://smartenglishnotes.com/2022/01/20/non-fictional-prose-definition-bature-elements-style/](#)
7. [Nonfiction Definition, Types & Examples - Lesson | Study.com](#)
8. [What Is a Blog Post? Definition, Types & How To Write One \(bloggingtips.com\)](#)
9. [How to Write a Great Blog Post \(Structure + Examples\) \(wpbeginner.com\)](#)

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Introduction	-Lecture	02
Unit 2	Essay, Talk, Biographical Story	-Lecture -Interactive	08
Unit 3	Letters	-Lecture -Interactive	04
Unit 4	Diaries	-Lecture	08
Unit 5	Blogs	Blended /Interactive/ Assignment	08

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class test, home assignment/s : e.g. Keeping diary , writing one's biographical story , analysing or writing blog posts , writing letters, etc.	15
active class participation and attendance	05

B) Semester End Examination: Maximum Marks: 30

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 & 2	A) Essay type or B) Short notes (2 out of 3)	10
Q. 2	Unit 3 & 4	A)Essay type or B) Short notes (2 out of 3)	10
Q. 3	All Units	Objective type (MCQs/Reference to the context/true-false/define, etc)	10

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: 23/04/2024

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**

**Syllabus of Courses of Bachelor of Arts Programme at
Semester III with Effect from the Academic Year 2025-2026
Field Project (FP)**

Name of the Course	Field Project (FP)
Course Code	25_UAFPENG301
Class	SYBA
Semester	III
No of Credits	02
Nature	Practical
Type	Field Project (FP)

Guidelines and Evaluation pattern for Field Project (FP)

The field project is designed for undergraduate courses to give students the opportunity to participate in hands-on, field-based projects under faculty supervision. A field project allows students to apply their theoretical knowledge to real-world situations by conducting observations, surveys, interviews, and other activities outside the classroom. This experience helps students gain practical skills and develop their communication, innovative thinking, and teamwork abilities.

Course Outcomes:

By the end the course the students would:

1. have developed skills to apply some theoretical aspects to the actual field outside their class.
2. have developed data collection skills like observation, survey, interviewing, asking questions and filling in questionnaires, etc.
3. be able to write and present reports on filed work.
4. have developed some higher skills like critical thinking .

Course Duration:

Learners have to work 60 hours (for 2-credits) in a semester for Field Project.

15 hours (for 2-credits) for classroom activities.

- Project planning and preparation for the field project.
- Preparation of report etc.
- **45 hours (for 2-credits) for out-of-class activities.**
- Implement the planned fieldwork activities according to the project schedule.
- Collect data through interviews, surveys, observations, etc.

Project Report should be of minimum 15 to 25 pages.

Report Structure:

The students will be required to submit a comprehensive report at the end of the Field Project (FP). A project report has to be brief in content and must include the following aspects:

1. Title Page:

Mentioning the title of the FP, name of the student, programme, institution, month and year.

2. Certificate of Completion:

A certificate issued by the supervisor appointed from the department confirming the successful completion of the FP.

3. Acknowledgments:

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

4. Table of Contents:

Providing a clear outline of the report's sections and page numbers.

5. Introduction:

Background information about the FP and its significance. Objectives and scope of the project.

6. Preparation for the FP: Description of planning for data collection, such as interviews, survey etc.

7. Field Visits and Observations:

Detailed accounts of the field visits, including locations, dates, and observations made during the visits. Photographs or visual aids to support the observations.

8. Conclusion & Summary:

Summary of the key findings and outcomes of the FP. Reflections on the overall experience and learning during the project.

Broad guidelines for project report:

The field project report shall be prepared as per the broad guidelines given below:

- Font type and size: Times New Roman; size:12 for content and 14 for title; for Marathi kokil; size:16 for content and 18 for title; mangal; size:12 for content and 14 for title
- Line Space: 1.5 cm for content and 1 cm for in table work
- Paper Size: A4
- Margin: in Left-1.5cm, Up-Down-Right-1cm.

Assessment Pattern 30:20

Sr. No	Field Project work	Distribution of Marks
1	External: Field work and report	30
2	Internal Evaluation	
	Presentation / Viva-Voce	20

Sr. No.	Subjects for Field Project
1	Visit to the college library for – a) enlisting the titles/chapters/papers/articles/small texts under given theme /sub-theme(e.g. Elizabethan Drama, War Poetry, Communication skills, Journalism, East-West Encounter in Indian novels, poems on rivers ---etc.) b) Sorting/ classifying the given number of books under specific categories
2	Searching on the net and downloading x- number of small texts, classics etc. or from internet archives and other sources (poems/ stories/essays/articles) on given theme and then printing ,sequencing and indexing them in the form of a book

	(spiral binding) . E.g. 100 poems on rivers, 50 articles on ‘Indianness’ , 10 modern short stories on the theme of ‘aliens ‘....etc
3	Projects in the domain of Mass Media
4	Translate a short Marathi literary work into English and analyze the process.
5	Conduct surveys on use of languages in schools and colleges.
6	Comparison of English Grammar with that of the other Languages – Study similarities with Hindi, Marathi, or Sanskrit.
7	Study the impact of digital media on journalism.
8	Assess how education impacts career opportunities in different communities.
9	Any other subjects of your choice but approved by the field project guide

Format for the report

Title page

Title of the Field Project

A Project Submitted

To

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

under

University of Mumbai

S. Y B. A

Semester III

Name of the student

Name of the supervisor
Gogate Jogalekar College (Autonomous), Ratnagiri

Month and Year

On separate page

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

This is to certify that [Student's Full Name] [Student's Roll Number], has successfully completed field project entitled, “_____” 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.

Name and Signature of supervisor

Date of submission:

On separate page

Acknowledgment

(Model structure of the acknowledgement)

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

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

I take this opportunity to thank our Vice Principal _____ and Head of the department

_____, for his/her moral support and guidance.

I would also like to express my sincere gratitude towards my project supervisor _____ 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.

[Name of the learners]

Date: 15/04/2024

Place: Ratnagiri

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

Syllabus for Bachelor of Arts in English for the year 2024-25

Nomenclature of the Course:	The One Act Play
Class:	S.Y.B.A.
Semester:	IV
Course Code:	24_UAENG401
No. of Credits:	4
Nature:	Theory
Type:	MAJOR

Course Outcomes: After successful completion of the course, the students:

CO1- will have basic knowledge of one act play as a form of drama.

CO2- will be able to critically comment upon the elements of the prescribed plays like plot, theme, conflict, character, setting and structure.

CO3- will be able to analyse the structure of prescribed one act plays.

CO4- may be able to play the roles of characters in the prescribed one act plays.

CO5- may be able to author one act play/s.

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Texts	1. Anton Chekhov : <i>The Proposal</i> 2. Percival Wilde : <i>The Sequel</i>
Unit 2	Texts	1. Rupert Brooke - <i>Lithuania</i> 2. Mary Burrill : <i>They That Sit in Darkness</i>
Unit 3	Texts	1. H. H. Munro : <i>The Miracle Merchant</i> 2. J. B. Priestley : <i>Mother's Day</i>
Unit 4	Texts	1. Anton Chekhov : <i>The Swan Song</i> 2. Lady Gregory : <i>The Rising of the Moon</i>

Learning Resources recommended:

1. Abrams, M. H. and Harpham, Geoffrey Galt. A Glossary of Literary Terms. Cengage Learning, 2015.
2. Ackerman, Alan Louis, editor. Reading Modern Drama. University of Toronto Press, 2012.
3. Auger, Peter. The Anthem Glossary of Literary Terms and Theory. India, Anthem Press, 2011.
4. Boulton, Marjorie. The Anatomy of Drama. Routledge, 2015.
5. Brooks, Cleanth and Heilman, Robert B. - Understanding Drama. Creative Media Partners, 2018.
6. Esslin, Martin. An Anatomy of Drama. Hill and Wang, 1981.
7. Nicoll, Allardyce. The Theory of Drama. Doaba Publications, 1998.

8. Pritner, Cal, and Scott E. Walters. Introduction to Play Analysis. Waveland Press, 2017.
9. Shepherd-Barr, Kirsten. Modern Drama: A Very Short Introduction. Oxford UP, 2016.
10. Styron, J. L. Elements of Drama. Cambridge UP, 2001.

Weblinks :

<https://nirajkumarswami.files.wordpress.com/2019/11/ch-11-the-proposal.pdf>
<https://continuumjournal.org/index.php/33-volumes/issues/vol-1-no-2-content/ysc-1-2/93-intersectionality-in-the-dramas-of-mary-burrill-alice-childress-and-pearl-cleage>
<https://www.selfstudys.com/sitepdfs/WhIQDGucQ11SLTd6SJG8>
<https://egyankosh.ac.in/bitstream/123456789/26911/1/Unit-2.pdf>
<https://app1.unipune.ac.in/external/course-material/FY-BA-Additional-English.pdf>
<https://www.scbcc.ac.in/images/department/english/EBEBB81815879674580.pdf>
https://www.academia.edu/35846970/Duty_and_Patriotism_in_Lady_Gregory_s_play_the_Rising_of_the_Moon

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Texts	-Lecture -Interactive -Group work	15
Unit 2	Texts	-Lecture -Interactive -Group work	15
Unit 3	Texts	-Lecture -Interactive -Group work	15
Unit 4	Texts	-Lecture -Interactive -Group work	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 40

Method	Marks
Class test, home assignment, seminar, viva voce, report submission, etc.	30
active class participation and attendance	10

B) Semester End Examination: Maximum Marks: 60

Question No. and Sub questions	Unit and sub unit (with number and title)	Type of Question	Marks
Q. 1	Unit – 1	A) Long essay OR B) Short essays (2 out of 3)	15 OR 15
Q. 2	Unit – 2	A)Long essay OR B) Short essays (2 out of 3)	15 OR 15
Q. 3	Unit – 3	A)Long essay OR B) Short essays (2 out of 3)	15 OR 15
Q. 4	Unit – 4	A)Long essay OR B) Short essays (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: 23/04/2024

Place: Ratnagiri

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

Syllabus for Bachelor of Arts in English for the year 2024-25

Nomenclature of the Course:	POETRY
Class:	S.Y.B.A.
Semester:	IV
Course Code:	24_UAENG402
No. of Credits:	02
Nature:	Theory
Type:	Major

Course Outcomes:

At the end of the Course, the learners will be able to

CO1 know what poetry is and how it is different from prose.

CO2 understand different elements of poetry and identify how those elements are used in the prescribed poems.

CO3 differentiate types of poetry and identify the types of poetry in the given poems.

CO4 understand how to paraphrase a poem.

CO5 identify and describe different poetic devices used in the given poems.

CO6 learn how to find out themes in the given poems.

CO7 learn how to appreciate a poem applying the acquired knowledge.

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Theory of Poetry	a) What is a poem?, the difference between poetry and prose b) Elements of Poetry: Voice and Persona, Tone, Mood, Diction: Denotation and Connotation; Imagery; Symbol; Figurative Language; Rhyme, Free verse c) Types of Verse: Lyric, Sonnet, Elegy, Ballad, Dramatic Monologue
Unit 2	Texts	1. Robert Frost: "Stopping by Woods on a Snowy Evening" 2. Robert Browning: "My Last Duchess" 3. W.H.Auden: 'O What is that Sound' 4. Martha Medeiros : "You Start Dying Slowly" 5. Nissim Ezekiel : "Very Indian Poem in Indian English" 6. John Keats : "La Belle Dame Sans Merci"

		7. William Wordsworth : “Upon the Westminster Bridge” 8. Dilip Chitre : “The Felling of the Bunyan Tree” 9. Rabindranath Tagore: “Gitanajali - Poem 62” 10. Walt Whitman: “O Captain! My Captain!”
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Learning Resources recommended:

1. Abrams, M.H. *Glossary of Literary Terms*. Macmillan Publishers, 2000.
2. Adams, Stephen J. *Poetic Designs: An Introduction to Meters, Verse Forms and Figures of Speech*. Broadview Press Ltd., 2003.
3. Auger, Peter. *The Anthem Glossary of Literary Terms and Theory*, Anthem Press, 2011.
4. Barfield, Owen. *Poetic Diction: A Study in Meaning*. Wesleyan UP, 1973.
5. Birch, Dinah. ed. *The Oxford Companion to English Literature*. OUP, 2009.
6. Cavanagh, Dermot Alan Gillis et al. ed. *The Edinburgh Introduction to Studying Literature*. Edinburgh University Press, 2010.
7. Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, 4th ed., Penguin, 2000.
8. Drew, Elizabeth. *Poetry: A Modern Guide to its Understanding and Enjoyment*. Dell Publishing Co. Inc. 1959.
9. Fowler, Roger. ed., *A Dictionary of Modern Critical Terms*. Routledge & Kegan Paul, 1987. Friedlander, Benjamin. (ed.)
10. Gibson, Arthur. *What is Literature*, Peter Lang Pub Inc., 2007.
11. Gross, Harvey and Robert McDowell. *Sound and Form in Modern Poetry*. University of Michigan Press 1996.
12. Helbling, Mark, *The Harlem Renaissance: The One and the Many*, Greenwood Press, 1999.
13. Hobsbawm, Phillip. *Metre, Rhythm and Verse Form*. Routledge, 1996.
14. Hudson, W.H. *An Outline History of English Literature*, G K Publishers Pvt. Ltd. 2011.
15. Hudson, W.H., *An Introduction to the Study of English Literature*, G K Publishers Pvt. Ltd., 2011.
16. Kennedy X. J. and Dana Gioia. *An Introduction to Fiction, Poetry, and Drama* HarperCollins College Publishers Inc., 1995.
17. Leech, Geoffrey, N. *A Linguistic Guide to English Poetry*. Longman, 1996.
18. Michael Hamburger. *The Truth of Poetry*, New Edition. Anvil Press Poetry, 2004.
19. Miller, Ruthand and Robert A. Greenberg. *Poetry: An Introduction*. Macmillan Press Ltd., 1981.
20. Nayar, Pramod K. *Studying Literature: An Introduction to Fiction and Poetry*. Orient BlackSwan Pvt.Ltd., 2013.
21. Paranjape, Makarand. *Indian Poetry in English*. Macmillan India Ltd., 1993.
22. Prasad, B. *A Background to the Study of English Literature*, Macmillan, 1999.

23. Preminger, Alex and Terry V. F. Brogan, *New Princeton Encyclopedia of Poetry and Poetics*. M J F Books, 1996.
24. Rees, R.J. *English Literature: An Introduction for Foreign Readers*, Macmillan Education, 1982.
25. Roberts, Neil (ed.), *A Companion to Twentieth Century Poetry*. Blackwell, 2003.
26. Turco, Lewis. *The Book of Literary Terms*. University Press of New England, 1999.

MOOCs:

Dhanwal, S. P. 'Poetry'. IIT Madras. https://onlinecourses.nptel.ac.in/noc20_hs64/preview

Chattopadhyay, Sayan. 'Introduction to Literary Theory.' IIT Kanpur.
https://onlinecourses.nptel.ac.in/noc20_hs82/preview

Parui, Avishek . 'Gender and Literature'. IIT Madras.
https://onlinecourses.nptel.ac.in/noc20_hs59/preview

Raj, Merin Simi. 'History of English Language and Literature'. IIT Madras.
https://onlinecourses.nptel.ac.in/noc20_hs52/preview

Parui. Avishek. 'Feminists Writings'. IIT Madras.
https://onlinecourses.nptel.ac.in/noc20_hs58/preview

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Theory of Poetry	Lecture Discussion	10
Unit 2	Texts	Lecture Discussion	20

Evaluation Pattern:

A) Continuous Internal Evaluation: Maximum Marks: 20

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: 30

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 I & II	Comprehension (A poem from Unit II using theory in Unit I)	10
Q. 2	Unit - II	A] Essay type question.	10
		B] i) Essay type question. OR	10 OR
		B] ii) Write short notes (any 2 out of 4)	10

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: 23/04/2024

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:

Name of the Course	Community Engagement Programme (CEP)
Course Code	25_UACEPENG401
Class	SYBA
Semester	IV
No of Credits	02
Nature	Practical
Type	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 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	Internal Evaluation : Presentation / Viva-Voce	20
2	External Evaluation: 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** . A report has to be brief in content and must include the following aspects:

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:
of CEP

Place:

Name and Signature

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

Academic Year:

Semester: IV

Faculty:

Name of Learner:

Class:

Roll No:

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)

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

Name & Sign. of Student authority

Name & Sign. of CEP Mentor

Sign. of concerned

(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:

Sr. No.	<i>Activities for Community Engagement Program.</i>
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.	Baby seating 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.	Organization 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.

Date: 15/04/2025

Place: Ratnagiri

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

Syllabus for Bachelor of Arts for the year 2024-25

Nomenclature of the Course:	INTRODUCTION TO PRINT JOURNALISM
Class:	S.Y.B.A.
Semester:	III
Course Code:	24_UAGEJ301
No. of Credits:	02
Nature:	Theory
Type:	Generic/Open Elective

Course Outcomes:

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

CO 1. Understand the concept of journalism, including its definition, types.

CO 2. Have knowledge about the organizational structure of a newspaper house, the concept of news, its value and sources; and the ethical principles in journalism.

CO 3. Understand the essential qualities and aptitude required for effective reporting.

CO 4. Understand and apply the basic principles of news report writing.

CO 5. Identify the types of features and develop proficiency in writing features of different types.

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Fundamentals of Journalism	A. Journalism – definition and types B. Organizational structure of a newspaper house C. What is News? – definition, value, sources D. Ethics of journalism E. Qualities and aptitude necessary for a reporter
Unit 2	News Report and Feature Writing	. News Report Writing : I] Basic principles of a news report: objectivity, accuracy, speed, clarity and integrity, parts of a news report, 5Ws and 1 H, Inverted Pyramid Structure, II] Writing a news report: writing headlines, writing

		leads, writing whole news report B. Feature Writing : I] Types of features – Obits, Reviews, Columns, Trend stories II] Writing a feature
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Learning Resources recommended:

1. Kamath. M V. Professional Journalism. New Delhi: Vikas Publishing House, 1980.
2. Mencher, Melvin. Basic News Writing. New Delhi: Universal Book Stall, 1992.
3. Menon, P. K. Practical Journalism. Jaipur: Avishkar Publishers, 2005.
4. Natrajan. J. History of Indian Journalism. New Delhi: Ministry of Information and Broadcasting, 1995.
5. Parthasarathy, Rangaswami. Basic Journalism. New Delhi: MacMillan India Ltd. 1989.
6. Parthasarathy, Rangaswami. Here is the News! Reporting for the Media. New Delhi: Sterling Publishers,
7. 1994.
8. Prasad, Sharada, Rukun Advani (et al) Editors on Editing. New Delhi: National Book Trust, 2004.
9. Selvaraj, Madhur. News Editing and Reporting. New Delhi: Dominant Publishers, 2005

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Fundamentals of Journalism	Interactive Lecture Seminar Group Discussion	15
Unit 2	News Report and Feature Writing	Interactive Lecture Demonstration Practice	15

Evaluation Pattern

. Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class test, home assignment/s : E.g., News analysis, News Report and Feature writing, etc.	15
Active class participation and attendance	05

B) Semester End Examination: Maximum Marks: 30

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	Short notes (3 out of 5)	15
Q. 2	Unit -2	Write news reports with headline and lead/intro using the given facts in about 100 to 150 words each (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.
3. The nature of this paper is bilingual hence the medium of instruction and examination may be English and/or Marathi.

Date: 15/04/2025

Place: Ratnagiri

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

Syllabus for Bachelor of Arts for the year 2024-25

Nomenclature of the Course:	Editing and Proofreading in Print Journalism
Class:	S.Y.B.A.
Semester:	IV
Course Code:	24_UAGEJ401
No. of Credits:	02
Nature:	Theory
Type:	Generic/Open Elective

Course Outcomes:

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

CO1 - Understand the nature and scope of editing and proofreading.

CO2 - Understand and apply the principles , purposes and process of editing.

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Basics of Editing	A. What is editing and proofreading; its scope; employment opportunities for editors and proofreaders. Understanding the target reader and form of the text B. Editorial policy, Role of the Editor, Role of the News Editor, Role of Chief Sub-editor, Role of Sub-editors
Unit 2	Process of Editing	A. Principles of editing B. Editing for grammar and punctuation C. Editing for choice of words D. Editing for space E. Editing for cohesion and rhetorical organisation: logical sequence, paragraphing, use of rhetorical devices

Learning Resources Recommended:

1. Kamath. M V. Professional Journalism. New Delhi: Vikas Publishing House, 1980.
2. Mencher, Melvin. Basic News Writing. New Delhi: Universal Book Stall, 1992.
3. Menon, P. K. Practical Journalism. Jaipur: Avishkar Publishers, 2005.
4. Natrajan. J. History of Indian Journalism. New Delhi: Ministry of Information and Broadcasting, 1995.
5. Parthasarathy, Rangaswami. Basic Journalism. New Delhi: MacMillan India Ltd. 1989.
6. Parthasarathy, Rangaswami. Here is the News! Reporting for the Media. New Delhi: Sterling Publishers,
7. 1994.
8. Prasad, Sharada, Rukun Advani (et al) Editors on Editing. New Delhi: National Book Trust, 2004.

9. Selvaraj, Madhur. News Editing and Reporting. New Delhi: Dominant Publishers, 2005.

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Basics of Editing	Interactive Lecture	15
Unit 2	Process of Editing	Interactive Lecture Demonstration Practice	15

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class test, home assignments: E.g.- Editing news and/or features written by self and others; Editing news and/or features, etc.	15
Active class participation and attendance	05

B) Semester End Examination: Maximum Marks: 30

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	Short notes (3 out of 5)	15
Q. 2	Unit -2	Rewrite following media text in English by editing grammar and punctuation and words (underline the edited/corrected parts)	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.
3. The nature of this paper is bilingual hence the medium of instruction and examination may be English and/or Marathi.

Date: 15/04/2025

Place: Ratnagiri

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

Syllabus for Bachelor of Arts for the year 2024-25

Nomenclature of the Course:	MASS COMMUNICATION I
Class:	S.Y.B.A.
Semester:	III
Course Code:	24_UAGEMC301
No. of Credits:	02
Nature:	Theory
Type:	Generic/Open Elective

Course Outcomes:

At the end of the course, the learner would :

- CO1 have acquired a conceptual understanding of the processes of communication in general and mass communication in particular.
- CO2 The students will form an awareness of some special functions and predominant roles of individual mass media in India.
- CO3 be able to identify and differentiate various types /formats of content presentation in the mass media.

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Nature of Communication and Mass Communication	A] Elements and process of communication B] Types, functions and modes of communication and barriers to communication C] Mass Communication: Meaning, definitions and features D] Functions of Mass Communication: entertainment, surveillance, education, interpretation, persuasion, socialization, opinion building
Unit 2	Special Role /Impact of Mass Media in India	A] Print Media as an interpreter and watchdog B] AIR as a patron of music and advertiser of government schemes and policies C] Television and Surveillance D] Films voicing social problems E] Social media and mass campaigns F] Vlogs for promoting industry/business
Unit 3	Content Presentation Formats / Types of Mass Media	A] Major types of newspaper and magazines B] Formats of newspaper items C] Broadcast Media (Radio and TV) - Formats of Radio and TV programmes D] Major types of Films

Learning Resources Recommended:

1. Acharya A.N. Television in India: A Sociological Study of Policy and Perspectives. New Delhi: Manas Publications, 1987.
2. Ahuja B.K. Mass Media Communication: Theory and Practices. New Delhi: Saurabh Publishing House, 2010.
3. Ahuja B. N. History of Press., Press Laws and Communications. New Delhi: Surjeet Publications, 1988.
4. Chatterji, P.C. Broadcasting in India. (Second Ed.). New Delhi: Sage, 2000.
5. Folkerts Jean and Stephen Lacey. The Media in Your Life: An Introduction to Mass Communication (Third Ed.). Pearson Education, 2004.
6. Hasan, Seema. Mass Communication: Principles and Concepts. CBS Publishers, 2010.
7. Joshi Uma. Textbook of Mass Communication and Media. New Delhi: Anmol Publications, 2002.
8. Kumar, Keval. Mass Communication: A Critical Analysis. Mumbai: Vipul Prakashan, 2002.
9. Menon, P. K. Practical Journalism. Jaipur: Aavishkar Publishers, 2005.
10. Narula, Uma. Mass Communication: Theory and Practice. New Delhi: Har Anand, 2001.
11. Parthasarathy, Rangaswamy. Journalism in India. (Fourth Ed.). New Delhi: Sterling Publication, 2011.
12. Puri, Manohar. Art of Editing. New Delhi: Pragun Publication, 2006.
13. Ranganathan, Maya, and Usha Rodrigues. Indian Media in a Globalised World. New Delhi: Sage, 2010.
14. Rodrigues, Usha and Maya Ranganathan. Indian News Media: From Observer to Participant. New Delhi: Sage, 2015.
15. Rantanen, Terhi. The Media and Globalisation. London: Sage, 2005.
16. Rodman, George. R. Making Sense of Media: An Introduction to Mass Communication. Pearson, 2000.
17. Roy Barun. Beginner's Guide to Journalism and Mass Communication. New Delhi: V& S Publishers. 2013.
18. Singhal, Arvind, and Everett M. Rogers. India's Communication Revolution: From Bullock Carts to Cyber Marts. New Delhi: Sage, 2000.
19. Keelery, Sandhya. "Social media usage in India: Statistics and Facts." 7 July 2020. <https://www.statista.com/topics/5113/social-media-usage-in-india/>
20. Kumar, Keval. "Media Use: India." 8 July 2016. <https://onlinelibrary.wiley.com/doi/full/10.1002/9781118783764.wbieme0005>.
21. McLuhan, Marshall. Understanding Media: The Extensions of Man. <https://designopendata.files.wordpress.com/2014/05/understanding-media-mcluhan.pdf>

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Nature of Communication and Mass Communication	Interactive Lecture Game based learning Case Study	10
Unit 2	Special Role /Impact of Mass Media in India	Interactive Lecture Seminars	10

		Group Discussion	
Unit 3	Content Presentation Formats / Types of Mass Media	Interactive Lecture Assignments Case Study	10

Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class Test / Assignments: Contribution to in-house newsletter / magazine/ wallpaper / survey/ research project(Writing, editing, recording etc. / Group Discussion/ Seminars/ Presentations)	15
Attendance and participation in class	05

B) Semester End Examination: Maximum Marks: 30

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	10
Q. 2	All units	Short note (any 2 out of three)	10
Q. 3	All units	Essay type question (1 out of two)	10

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: 23/04/2024

Place: Ratnagiri

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

Syllabus for Bachelor of Arts for the year 2024-25

Nomenclature of the Course:	MASS COMMUNICATION II
Class:	S.Y.B.A.
Semester:	IV
Course Code:	24_UAGEMC401
No. of Credits:	02
Nature:	Theory
Type:	Generic/Open Elective

Course Outcomes:

At the end of the course, the learner would :

- CO1 have basic knowledge of major issues and laws related to Media in India.
- CO2 have developed an awareness of the job/career opportunities in the Media along with the knowledge of the skill sets necessary for various media personnel.

Syllabus:

Unit No.	Unit Title	Subtitles (Learning Points)
Unit 1	Media Related Issues and Laws in India	A] Freedom of expression and Censorship B] The Relationship between the media and the government C] Media objectivity , media bias and political leanings D] Objectionable advertising E] Negative aspects of social Media F] Major laws in India related to media (4 to 5 laws)
Unit 2	Roles , Functions, Jobs and Career Opportunities in Mass Media	A] Reporting and editing for newspapers , TV, radio and online platforms B] News reading, Newschannel anchoring C] Blogging/ Vlogging D] Radio Jockeying E] Content Writing F] Copy-writing G] Public Relations H] Voice-over I] Script writing

Learning Resources recommended:

1. Guha Thakurta, Paranjy. Media Ethics: Truth, Fairness, and Objectivity. (Second Ed.). New Delhi: Oxford University Press, 2011.
2. Joseph M.K. Freedom of the Press. New Delhi: Anmol Publication, 1997.
3. Ahuja B. N. History of Press., Press Laws and Communications. New Delhi: Surjeet Publications, 1988.
4. Kamath. M V. Professional Journalism. New Delhi: Vikas Publishing House, 1980.
5. Seneviratne, Kalinga. Myth of 'Free Media' and Fake News in the Post-truth Era. Sage, 2019.
6. Singh, Anand Shanker (Ed.). Role of Media in Nation Building. Cambridge Scholars Publishing, 2016.
7. Ranganathan, Maya, and Usha Rodrigues. Indian Media in a Globalised World. New Delhi: Sage, 2010.
8. Rodrigues, Usha and Maya Ranganathan. Indian News Media: From Observer to Participant. New Delhi: Sage, 2015.
9. Ram, N. "The Changing Role of the New Media in Contemporary India." December, 2011. https://www.thehindu.com/multimedia/archive/00863/Contemporary_India_863821a.pdf
10. Ray, G.N. "Media Ethics." Press Council of India.
<http://presscouncil.nic.in/OldWebsite/speechpdf/Media%20Ethics%20at%20IIMC,%20Dhe%20nkanal.pdf>
11. Ministry of Information and Broadcasting. "Community Radio Stations." <https://www.mib.gov.in/broadcasting/community-radio-stations-0>
12. Nagamallika, Gudipaty. "Representation of 'Family' in Indian Television Serials." Anthropological Researches and Studies.
<http://www.journalstudiesanthropology.ro/en/representation-of-family-in-indian-television-series/a109/>
13. Noronha, Frederick. "Community Radio in India." June 1998.
<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/community-radio-india>

Teaching Plan:

Unit No.	Unit Title	Teaching Methods	No. of Lectures
Unit 1	Media Related Issues and Laws in India	Interactive Lecture Group discussion Seminars	15
Unit 2	Roles , Functions, Jobs and Career Opportunities in Mass Media	Interactive Lecture Interviews	15

.Evaluation Pattern

A) Continuous Internal Evaluation: Maximum Marks: 20

Method	Marks
Class Test / Assignments: Contribution to in-house newsletter / magazine/ wallpaper / survey/ research project(Writing, editing, recording etc. / Group Discussion/ Seminars/ Presentations)	15
Attendance and participation in class	05

B) Semester End Examination: Maximum Marks: 30

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	10
Q. 2	All units	Short note (any two out of three)	10
Q. 3	All units	Essay type question (one out of two)	10

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: 23/04/2024

Place: Ratnagiri

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Chairperson,
Board of Studies, English