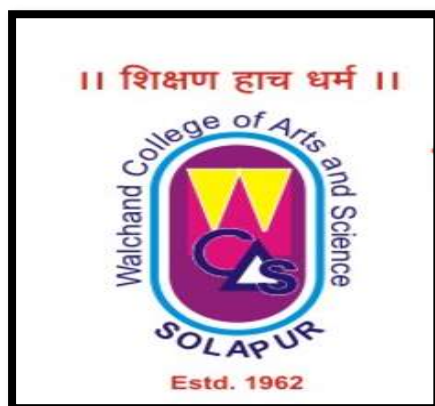|| शिक्षण हाच धर्म ||

Shri Aillak Pannalal Digambar Jain Pathashala's

(Jain Minority Institute)

WALCHAND COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS), SOLAPUR

Syllabus

Choice Based Credit System

Name of Faculty: Humanities

Name of the Course: M.A. English Part II

Subject: Contemporary Critical Theories (Paper- I &VI)

With effect from 2022-23

Walchand College of Arts & Science (Autonomous), Solapur

Choice Based Credit System: With the view to ensure worldwide recognition, acceptability, horizontal as well as vertical mobility for students completing postgraduate degree, Walchand College of Arts & Science, Solapur has implemented Choice Based Credit System (CBCS) at postgraduate level. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations.

Outline of Choice Based Credit System:

1. *Core Course:* A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. *Elective Course:* Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: **Ability Enhancement Compulsory Courses (AECC)** and **Skill Enhancement Courses (SEC).** "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; (i) Environmental Science and (ii) English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Credit: Credit is a numerical value that indicates students work load (Lectures, Lab work, Seminar, Tutorials, Field work etc.) to complete a course unit. In most of the universities **15/12 contact hours** constitute **one credit**. The contact hours are transformed into credits. Moreover, the grading system of evaluation is introduced for PG course wherein different modes of Internal Evaluation are adopted. **The candidate has to appear for Internal Evaluation of 20 marks and End Semester Examination for 80 marks during the academic year.**

Programme Structure

Semester	Code	Title of the Paper	Semester Exam			L	T	P	Total Credits
			Theory	IA	Total				
Semester: III & IV		**Hardcore Compulsory Paper**							
HTC	3.1	Contemporary Critical Theories	80	20	100	4	1	0	5
HTC	3.2	Postcolonial Literature	80	20	100	4	1	0	5
HTC	3.3	Research Methodology	80	20	100	4	1	0	5
		Discipline Specific Elective (Anyone)							
DSE	3.1	Translation Studies	80	20	100	4	1	0	5
DSE	3.2	Cultural Studies	80	20	100	4	1	0	5
		Soft Core/ Generic (Anyone)							
SCT	3.1	21st Century Skills	80	20	100	4	1	0	5
SCT	3.2	Introduction to Film Studies	80	20	100	4	1	0	5
		TOTAL	400	100	500	20	05	00	25

M. A. English Part II (Semester III and IV)

Contemporary Critical Theories

HTC 3.1

Syllabus (CBCS) (Introduced from 2022)

PAPER NO. I & VI

Course Credits: 5 Each Semester   Allotted lectures: 75 Each Semester

1.1 Preamble: Critical Theories are reflective assessment and critique of society, culture and literary studies. They familiarize students with the assumptions, history and theorists of the contemporary period. The course introduces various theories, the essays of some prominent theorists, concepts and terms that are used in contemporary critical theories. It also focuses on the ways in which literary texts have been interpreted by the theorists. Moreover, it helps students to read and interpret literary texts critically. There have been added a few contributing components with a view to expand the horizon students' knowledge.

1.2 Objectives of the Course:

1. To introduce the learners to contemporary critical theories
2. To familiarize the learners with various contemporary critical theorists and their essays
3. To sensitize the learners to contemporary critical approaches
4. To enable the learners to appreciate literary texts critically
5. To develop the learners 'critical thinking

1.3 Learning outcomes of the course: At the end of the course students will be

➢ Understand how various critical theoriesdevelopedinthecourseofthe20thCentury.

➢ Read &contextualize contemporary theories to the best of their ability.

➢ Develop competency to mark difference sand similarities in these theories and schools.

➢ Develop an ability to apply the critical theories to literary texts.

➢ Acquire ability to understand their own theoretical/critical stance as readers.

1.4 Programme Specific Outcomes:

Literature:
1. The students are made aware of the contemporary Critical Theories, Critical text and Critical terms.

2. The students are acquainted with the skill of critical thinking.

Language:

1. The students acquire insights into critical analysis of the text.

2. The students are enabled to analyse critical terms.

3. The students learn to critically analyse unseen literary text.

1.5 Programme Outcomes:

1. Students are enabled to understand and analyze various critical theories and schools.

2. Students develop their critical approach about the text.

3. Students develop their competency to mark diversity in critical theories.

1.6 Eligibility for Admission: Students who have passed M.A.I English will be admitted to this class.

1.7 Programme Duration: The structure of M. A. II in English has two semesters in total covering a period of one year.

1.8 Duration of the Course: M. A. Second Year comprises two semesters. Each semester will have **two** theory papers of 80 marks for End Semester Examination and 20 marks for Internal Evaluation for each paper.

1.9 Modes of Internal Evaluation: Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

1.10 Medium of Instruction: English

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II

Contemporary Critical Theories

HTC 3.1

Syllabus (CBCS) (Introduced from 2022)

PAPER I & VI

Credits: Theory-05 Each Semester   Contact Hours: 75 Each Semester

Course Structure

Semester	Paper	Title of Paper	Number of Lectures (Theory)	Internal Evaluation (IE)	End Semester Evaluation (ESE)	Total Marks	Credits
Third	I	Contemporary Critical Theories	75	20	80	100	05
Fourth	VI	Contemporary Critical Theories	75	20	80	100	05
Total	**---**	**---**	**150**	**40**	**160**	**200**	**10**

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester-III)

Contemporary Critical Theories

HTC 3.1

Syllabus (CBCS) (Introduced from 2022)

Credits: Theory-05   Contact Hours: 75

1. General Topics: Credit: 01   Lectures 15

1. **Ferdinand de Saussure and Modern Theories**
2. Formalism
3. Reader Oriented Theories
4. Structuralist Theories
5. Marxist Theories
6. Feminist Theories

2. Texts: Credit:03   Lectures 45

1. Victor Shklovsky: **From 'Art as Technique'**
2. Stanley Fish   :   **Interpreting the Variorum**
3. Roman Jakobson: **Linguistics and Poetics**
4. George Lukacs   :   **The Ideology of Modernism**
5. Elaine Showalter: **Feminist Criticism in the Wilderness**

3. Critical Terms: Credit:01   Lectures 15

1. Affective Fallacy
2. Metaphor and Metonymy
3. Defamiliarization
4. Heteroglossia
5. Phenomenology
6. Transtextuality
7. Ideology and Hegemony
8. Interpellation
9. Sex and Gender
10. Gynocriticism
11. **Ecriture Feminine**
12. **Deconstruction**

Reference Books:

1. Sandors Andrew: The Short Oxford History of English Literature (3rd edition) New Delhi, OUP, 2005

2. Daiches David: A Critical History of English Literature Vol I to IV

3. Ford, Boris, The New Pelican Guide to English Literature Vol. I to VIII

4. Rassenthen M.L.: The Modern Poets: A Critical Introduction, London, Constable,1965.

5. Drabble, Margaret. The Oxford companion to English

literature 5th ed. rev. and updated. Oxford; New York: Oxford UniversityPress,1995.

6. Harmon, William; Holman, C. Hugh. A handbook to literature. 7th ed. Upper Saddle River, NJ: Prentice-Hall, 1996

7. A Dictionary of modern critical terms. Ed. Roger Fowler. Rev. ed. London: Routledge & Kegan Paul, 1987.

8. Delightful Gardiner; Collection of Essays, London.

9. **Abrams. M.H. and Geoffrey Galt Harpham.** *A Glossary of Literary Terms,* **Cengage Learning India, 2015**. **(For Critical Terms)**

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II(Semester-IV)

Contemporary Critical Theories

HTC 3.1

Syllabus (CBCS) (Introduced from 2022)

Credits: Theory-05   Contact Hours: 75

1. General Topics: Credit 01   Lectures 15

1. **Jacques Derrida and Deconstruction**
2. Poststructuralist Theories
3. New Historicism
4. Psychoanalytical Theories
5. Postcolonial Theories
6. Cultural Studies

2. Texts: Credit:03   Lectures 45

1. M. H. Abrams: **The Deconstructive Angel**
2. Stephen Greenblatt: **Resonance and Wonder**
3. Ernest Jones: **Hamlet the Psychological Solution**
4. *Homi Bhabha:*   ***Of Mimicry and Man: The Ambivalence of Colonial Discourse***
5. Edward Said: **From 'Culture and Imperialism'**

3. Critical Terms: Credit: 01   Lectures 15

1. Logo centrism
2. Readerly and Writerly Text
3. Improvisation
4. Circulation
5. Collective Unconscious
6. Anxiety of Influence
7. Orientalism
8. Negritude
9. Nationalism
10. Imperialism
11. **Dialogic Criticism**
12. **Cultural Materialism**

Reference Books:

1. Abrams. M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms,* Cengage Learning India, 2015. **(For Critical Terms)**

2. Barry, Peter. *Beginning Theory: An Introduction to Literary & Cultural Theories,* 2nd ed., Manchester, Manchester University Press, 2004. **(For General Topics and Critical Terms)**

3. David, Lodge, ed.—*Modern Criticism and Theory*: A Reader, London, Longman, 1988. **(For M.H. Abrams)**

4. Philip, Rice, & Patricia Waugh. *A Modern Literary Theory:* A Reader, third edition. Arnold, 1999. **(For Stephen Greenblatt, Homi Bhabha and Edward Said)**

5. Selden, Widdowson, and Brooker. Eds, *A Reader's Guide to Contemporary Literary Theory*, New Delhi: Pearson, 2006. **(For General Topics and Critical Terms)**

6. William, Handy, & Max Westbrook, eds.—*Twentieth Century Criticism,* New York, Free Press, Macmillan, 1977. **(For Ernest Jones.)**

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M. A. (English) Part – II

Contemporary Critical Theories

End Semester Examination

Nature of Question Paper

Maximum Marks: 80   Max. Time: 2.30 Hours

Instructions:
1] All questions are compulsory.
2] Figures to the right indicate full marks.

Q.1: Multiple choice question   16 Marks

(General Topics and prescribed essays)

Q.2: Short answer types questions (4 out of 6)   16 Marks

(Questions on Critical Terms)

Q.3: Short answer type questions (2 out of 4)   16 Marks

(Questions on General Topics)

Q.4: Broad question with an internal option   16 marks

(Prescribed Essays-First Three essays)

Q.5: Broad question   16 Marks

(Prescribed Essays-Last Two essays)

Shri Aillak Pannalal Digambar Jain Pathashala's

(Jain Minority Institute)

WALCHAND COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS), SOLAPUR

Syllabus

Choice Based Credit System

Name of Faculty: Humanities

Name of the Course: M.A. English Part II

Subject: Postcolonial Literature (Paper II & VII)

With effect from 2022-23

Walchand College of Arts & Science (Autonomous), Solapur

Choice Based Credit System: With the view to ensure worldwide recognition, acceptability, horizontal as well as vertical mobility for students completing postgraduate degree, Walchand College of Arts & Science, Solapur has implemented Choice Based Credit System (CBCS) at postgraduate level. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations.

Outline of Choice Based Credit System:

1. *Core Course:* A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. *Elective Course:* Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: **Ability Enhancement Compulsory Courses (AECC)** and **Skill Enhancement Courses (SEC).** "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; (i) Environmental Science and (ii) English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Credit: Credit is a numerical value that indicates students work load (Lectures, Lab work, Seminar, Tutorials, Field work etc.) to complete a course unit. In most of the universities **15/12 contact hours** constitute **one credit**. The contact hours are transformed into credits. Moreover, the grading system of evaluation is introduced for PG course wherein different modes of Internal Evaluation are adopted. **The candidate has to appear for Internal Evaluation of 20 marks and End Semester Examination for 80 marks during the academic year.**

Programme Structure

Semester	Code	Title of the Paper	Semester Exam			L	T	P	Total Credits
			Theory	IA	Total				
Semester III and IV		**Hardcore Compulsory Paper**							
HTC	3.1	Contemporary Critical Theories	80	20	100	4	1	0	5
HTC	3.2	Postcolonial Literature	80	20	100	4	1	0	5
HTC	3.3	Research Methodology	80	20	100	4	1	0	5
		Discipline Specific Elective (Anyone)							
DSE	3.1	Translation Studies	80	20	100	4	1	0	5
DSE	3.2	Cultural Studies	80	20	100	4	1	0	5
		Soft Core/ Generic (Anyone)							
SCT	3.1	21st Century Skills	80	20	100	4	1	0	5
SCT	3.2	Introduction to Film Studies	80	20	100	4	1	0	5
		TOTAL	400	100	500	20	05	00	25

M. A. English Part II (Semester III and IV)

Postcolonial Literature

HTC 3.2

Syllabus (CBCS) (Introduced from 2022)

PAPER NO. II & VII

Course Credits: 5 Each Semester   Allotted lectures: 75 Each Semester

1.1 Preamble: The course is text-oriented and consists of creative writings in English from the countries formerly colonized by the European countries. The course explores poetry, fiction, drama and prose highlighting the relationship between the colonizer and the colonized. It mainly focuses on the colonizers' reactions to the colonial and neo-colonial forces. It is designed with an intention to introduce students to the key concepts in postcolonial studies and major postcolonial thinkers and writers. The literary texts under consideration are seen as a cultural meeting-point of male and female characters of different races, classes and ethnic groups. The course will assist students in widening their literary horizon and in analyzing and interpreting the colonial and postcolonial literary texts on their own. It will also help students broaden their hearts and empathize with the marginal and race and gender discriminated people.

1.2 Objectives of the Course:

1. To introduce the students to the study of Postcolonial Literature.
2. To help students get acquainted with major issues in post-colonial literature.
3. To introduce the students to colonialism and its effects on cultures and societies.
4. To motivate students to read colonial and postcolonial texts and analyze them from the postcolonial perspective.
5. To develop the students' understanding of the cultural politics of imperialism.
6. Problematize the idea of postcolonial literature and ask whether the geographically and culturally dispersed authors can be subsumed under the umbrella term –postcolonial.

1.3 Learning outcomes of the course: At the end of the course students will be able to

➢ Analyze and interpret the colonial and postcolonial texts applying the postcolonial literary theory.
➢ Define the key concepts in postcolonial studies.
➢ Read, comprehend and engage with postcolonial literary criticism.
➢ Know how race, class, gender, history and identity are presented and problematized in the literary texts.
➢ Know how a literary text, explicitly or allegorically represents various aspects of colonial oppression.

1.4 Programme Specific Outcomes:

Literature:
1. The students are made aware of the importance of understanding historical, political and cultural background of the age while studying Postcolonial literature.

2. The students are acquainted with the role of Postcolonial literature in the reinvention of the identity of a nation.

3. The students are made aware of the efforts of writers in the stability of a society in the Postcolonial environment.

Language:

1. The students acquire insights into the importance of vernacular languages in a Postcolonial society.

2. The students are enabled to understand the use of traditional and native forms of literature and language in the formation of individual identity.

1.5 Programme Outcomes:

1. Students are enabled in understanding and appreciating various forms of literature using literary tools.

2. Students are acquainted with the insight of understanding literary texts from political, cultural, Economic and sociological point of view.

3. Students are enabled to use the correct format of expressing their thoughts.

1.6 Eligibility for Admission: Students who have passed M.A. English Part-I will be admitted to this class.

1.7 Programme Duration: The structure of M. A. in English has Four semesters in total covering a period of two years.

1.8 Duration of the Course: M. A. Second Year comprises two semesters. Each semester will have **two** theory papers of 80 marks for End Semester Examination and 20 marks for Internal Evaluation for each paper.

1.9 Modes of Internal Evaluation: Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

1.10 Medium of Instruction: English

M. A. English Part II

Postcolonial Literature

HTC 3.2

Syllabus (CBCS) (Introduced from 2022)

PAPER II & VII

Credits: Theory-05 Each Semester   Contact Hours: 75 Each Semester

Course Structure

Semester	Paper	Title of Paper	Number of Lectures (Theory)	Internal Evaluation (IE)	End Semester Evaluation (ESE)	Total Marks	Credits
Third	II	Postcolonial Literature	75	20	80	100	05
Fourth	VII	Postcolonial Literature	75	20	80	100	05
Total	**---**	**---**	**150**	**40**	**160**	**200**	**10**

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester-III)

Postcolonial Literature

HTC 3.2

Syllabus (CBCS) (Introduced from 2021)

Total Credits- 05   Total Theory Lectures- 75

1. General Topics:

1. Imperialism and Colonialism

2. Post colonialism: Major Issues

3. Negritude and Nativism

4. Indian Response to Postcolonialism

5. Caribbean Response to Postcolonialism

2. Poetry:

1. Kamau Brathwaite: Bread
2. Gabeba Baderoon: The Flats
3. Roberta Sykes: Miscegenation
4. Meena Alexander: Muse
5. David Diop: The Renegade
6. Chinua Achebe: Vultures

3. Fiction:

1. George Lamming: The Immigrants

4. Drama:

1. Wole Soyinka: Dance of the Forest

5. Essays:

1. Edward Said: Orientalism
2. Benedict Anderson: Imagined Communities (From the Postcolonial Studies Reader – Bill Ashcroft, Gareth Griffiths and Helen Tiffin)
3. Homi Bhabha: ‒Of Mimicry and Man: The ambivalence of Colonial Discourse‖ (*from* The Location of Culture)

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester-IV)

Postcolonial Literature

HTC 3.2

Syllabus (CBCS) (Introduced from 2021)

Credits: Theory-05   Contact Hours: 75

1. **General Topics:**

2. Race, Gender and Ethnicity in Postcolonial Literature
3. Diaspora
4. Decolonization
5. **Postcolonial sensibilities in Fiction in English**
6. **Postcolonial sensibilities in Drama in English**

2. Poetry: Selected Poems of Dereck Walcott

1. A Far Cry from Africa
2. The Season of Phantasmal Peace
3. A City's Death by Fire
4. After the Storm
5. Dark August
6. Map of the New World

3. Fiction:

1.V.S. Naipaul: The Mimic Men

4. Drama:

1. Dina Mehta*:* Getting Away with Murder

5. Essays:

1. Ngũgĩ wa Thiong'o: The Language of African Literature (From *Decolonizing the Mind)*
2. Gayatri Spivak Chakravorty: "Can the Subaltern speak?"
3. Frantz Fanon: The Man of Colour and the White Woman (*From* Black Skin, White Masks)

Reference Books:

1. David, Daiches. *A Critical History of English Literature - Volume 1 and 2* (Combo Pack. Supernova Publishers

2. Ford, Boris. *The Pelican Guide to English Literature*

3. Ahmad, Aijaz. *In theory: Classes, Nations, Literatures* (Delhi: Oxford University Press,1994)

4. Ashcraft, Bill, etal. *The Empire Writes Back* (London: Routledge,1989)

5. ---*The Post-Colonial Studies Reader.* (London:Routledge,2003)

6. Abraham, Taisha. *Introducing Postcolonial Theories*. (Delhi: Macmillan India Ltd,2007).

7. Barker, F, P, Hulme and M. Iversen, (eds.) *Colonial Discourse/Postcolonial Theory*. (Manchester: Manchester University Press, 1994)

8. Bhabha, Homi. *The Location of Culture*. (London:Routledge,1994)

9. ---*Nation and Narration* (London: Routledge,1998)

10. Boehmer, Elleke. *Empire Writing: An Anthology of colonial Literature*, 1870-1918. (Oxford: Oxford University Press, 1999).

11. ---*Colonial and Postcolonial Literature*. (Oxford: Oxford University Press,1995).

12. Cesaire, Aime. *Discourseon Colonialism.* (New York: Monthly Review Press ,1972)

13. Chides, Peter and R.J. Patrick Williams. An Introduction to Postcolonial Theory. (London: Prentice Hall, 1977)

14. Fanon, Frantz. *Black Skin, White Masks.* (London: Pluto,1986)

15. ---*The Wretched of the Earth.* (London: penguin1990)

16. Gandhi, Leela. *Postcolonial Theory: A Critical Introduction*. (Delhi: Oxford University,1998)

17. Harlow, Barbara. *Resistance Literature*. (New York and London: Metheum,1987)

18. Hulme, Peter, ed. *Postcolonial Theory and Colonial Discourse*. (Manchester: Manchester University Press, 1993)

19. Jan, Mohamed, Abdul. *Manichean Aesthetics: The Politics of Literature in Colonial Africa.* (Amherst: University of Massachusetts Press, 1983)

20. Loomba, Ania. *Colonialism /PostColonialism* (London: Routledge,1998)

21. Miller, D.M. etal, *Dominance and Resistance.* (London: UnwinHyman,1989)

22. Moore, Gilbert Bart. *Post-Colonial Theory: Contexts, Practices, Politics*. (London: Verso,1997)

23. McLeod, John. *Beginning Postcolonialism* (Manchester: Manchester University Press, 2007)

24. Memmi, Albert. *The Colonizer and the Colonized.* (New York :Oxon Press, 1965)

25. Mennoni, Octave. *Prospero and Caliban: The Psychology of Colonization.* trans, by Pamela Power land. (New York :Prager,. 19664)

26. Mongia, Padmini, (ed.), *Contemporary Post-Colonial Theory: A Reader*. (New Delhi: Oxford University Press,2000)

27. Nandy, Ashish. *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. (New Delhi: Oxford University Press, 1983)

28. Ngugi Wa Thiong 'O. *Decolonizing the Mind: The Politics of Language In African Literature.* (London: James Currey1986)

29. Said, Edward. *Culture and Imperialism.* (London: Chatto and Windus, 1993

30 Spivak, Gayatri. *In other worlds: Essays in Cultural Politics.* (London: Routledge,1987)

31 Tomlinson, John. *Cultural Imperialism.* (London: Printer, 1991)

32 Walder, Dennis. *Post-Colonial Literature in English: History, Language, Theory.* (Oxford: Blackwell,2002)

33 Williams, Patrick, and Laura Chrisman. Colonial Discourse and Post-*Colonial Theory.* (Hamel Hempstead: Harvester WheatSheaf,1994)

34 Young, Robert J. C. *Postcolonialism: An Historical Introduction.*(Oxford :Blackwell,2001)

35. Young, S. C. *Colonial Desire: Hybridity in Theory, Culture and Race.* (London: Routledge,1995)

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M. A. (English) Part – II

Postcolonial Literature

(Paper II and VII)

Semester III and IV

(CBCS Semester Pattern Syllabus 2021)

End Semester Examination- 80 Marks

Nature of Question Paper

Total Marks:80   **Max. Time 2.30 Hours**

Q.1 Choose the correct answer.   16

      (Poetry/Fiction/Drama/Essays)

Q.2 Answer any four of the following questions in short. (4/6)   16

      (Poetry)

Q.3 Answer any two of the following. (2/4)   16

      (General Topics/Essays)

Q.4 A broad answer type question with an internal option.   16

      (Drama)

Q.5 A broad answer type question.   16
      (Fiction)

M. A. (English) Part – II

Research Methodology

HTC 3.3

Semester III

Question Paper Pattern (ESE)

Maximum Marks: 80 Marks   Max. Time: 2.30 Hours

Instructions:
     1] All questions are compulsory.
     2] Figures to the right indicate full marks.

1. Rewrite the following by choosing the correct alternative from given below.   **16**

  (All Topics)

2. Attempt any four questions out of six.   **16**

  (Unit:1)

3. Essay type question.   **16**

  (Unit:2)

4. Essay type question with an internal option. (A/B)   **16**

  (Unit:3)

5. One broad question without option   **16**

  (Unit:4)

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Shri Aillak Pannalal Digambar Jain Pathashala's

(Jain Minority Institute)

WALCHAND COLLEGE OF ARTS AND SCIENCE(AUTONOMOUS), SOLAPUR

Syllabus

Choice Based Credit System

Name of Faculty: Humanities

Name of the Course: M.A. English Part II

Subject: Translation Studies (Paper IV & IX)

With effect from 2022-23

Choice Based Credit System: With the view to ensure worldwide recognition, acceptability, horizontal as well as vertical mobility for students completing postgraduate degree, Walchand College of Arts & Science, Solapur has implemented Choice Based Credit System (CBCS) at postgraduate level. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations.

Outline of Choice Based Credit System:

1. *Core Course:* A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. *Elective Course:* Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: **Ability Enhancement Compulsory Courses (AECC)** and **Skill Enhancement Courses (SEC).** "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; (i) Environmental Science and (ii) English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Credit: Credit is a numerical value that indicates students work load (Lectures, Lab work, Seminar, Tutorials, Field work etc.) to complete a course unit. In most of the universities **15/12 contact hours** constitute **one credit**. The contact hours are transformed into credits. Moreover, the grading system of evaluation is introduced for PG course wherein different modes of Internal Evaluation are adopted. **The candidate has to appear for Internal Evaluation of 20 marks and End Semester Examination for 80 marks during the academic year.**

Programme Structure

Semester	Code	Title of the Paper	Semester Exam			L	T	P	Total Credits
			Theory	IA	Total				
Semester III and IV		**Hardcore Compulsory Paper**							
HTC	3.1	Contemporary Critical Theories	80	20	100	4	1	0	5
HTC	3.2	Postcolonial Literature	80	20	100	4	1	0	5
HTC	3.3	Research Methodology	80	20	100	4	1	0	5
		Discipline Specific Elective (Anyone)							
DSE	3.1	Translation Studies	80	20	100	4	1	0	5
DSE	3.2	Cultural Studies	80	20	100	4	1	0	5
		Soft Core/ Generic (Anyone)							
SCT	3.1	21st Century Skills	80	20	100	4	1	0	5
SCT	3.2	Introduction to Film Studies	80	20	100	4	1	0	5
		TOTAL	400	100	500	20	05	00	25

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester III and IV)

Translation Studies

DSE 3.1

Syllabus (CBCS) (Introduced from 2022)

PAPER NO. IV & IX

Course Credits: 5 Each Semester   Allotted lectures: 75 Each Semester

1.1 Preamble: Translation Studies is an academic interdisciplinary field of study dealing with the systematic study of theory, description and application of translation, interpreting and localization. As an interdisciplinary field, it borrows much from various fields of study that support translation. These include Comparative literature, Computer Science, History, Linguistics, Philosophy, Semiotics, Cultural Studies, Sociology and so on. Translation studies in the Humanities are comprised of two components: translation theory and practice of translation as a literary art. In the theoretical domain, students are expected to achieve conversance with the history and philosophy of translation and to discover for themselves an understanding of a number of abstract (theoretical) questions with significant implications. In the study of translation as a literary art, students learn to read translations critically and labor to render artfully texts from a source language into target language. Translation as a relatively hermetic activity has become a major buzzword in today's world. Students and the general public find it more and more necessary to be informed vis-a-vis the multicultural and multilingual environment we inhabit. Translation studies help one to develop skills to be able to communicate efficiently and emphatically between languages and cultures. There have been added some relevant components by keeping in view the curricular needs.

1.2 Objectives of the Course:

1.   To introduce students to translation studies as a separate discipline of knowledge

2.   To increase their awareness related to the nature and scope of translation studies

3.   To introduce students to contemporary theoretical issues in Translation Studies

4.   To help students comprehend major issues and methods in Literary Translation

5.   To enhance the students' knowledge of different languages

1.3 Learning outcomes of the course: At the end of the course students will be able to

➢ Comprehend translation studies as a separate discipline of knowledge.

➢ Understand the nature, scope and theoretical issues in translation studies.

➢ Get abreast of major issues and methods in literary studies.

➢ Understand the aspects of the languages from which the prescribed texts are derived.

1.4 Programme Specific Outcomes:

Literature:
1. The students are made aware of the literature written in various languages in the world and their literary value along with the cultural difference through the works of art.

2. The students are acquainted with the idea of sharing cultural, sociological and literary experiences across the linguistic borders.

3. The students are made aware of the efforts of translators to transfer a work of art from SL to TL.

Language:

1. The students acquire insights into the linguistic challenges faced by a translator while transferring literary text from SL to TL.

2. The students are enabled to understand the use of traditional and native forms of literature and language in the formation of individual identity.

1.5 Programme Outcomes:

1. The students are enabled in understanding the evolution of the translation studies as an academic discipline.

2. The students gain an in-depth awareness of the theoretical underpinnings of translation as cross-linguistic endeavor.

 3. The students are enabled to evaluate translations on the basis of select criteria.

1.6 Eligibility for Admission: Students who have passed M.A. Part- I English will be admitted to this class.

1.7 Programme Duration: The structure of M. A. in English has Four semesters in total covering a period of two years.

1.8 Duration of the Course: M. A. Second Year comprises two semesters. Each semester will have **two** theory papers of 80 marks for End Semester Examination and 20 marks for Internal Evaluation for each paper.

1.9 Modes of Internal Evaluation: Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

1.10 Medium of Instruction: English

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II

Translation Studies

DSE 1
PAPER NO. IV & IX

Syllabus (CBCS)

(Introduced from 2022)

Credits: Theory-05 Each Semester   Contact Hours: 75 Each Semester

Course Structure

Semester	Paper	Title of Paper	Number of Lectures (Theory)	Internal Evaluation (IE)	End Semester Evaluation (ESE)	Total Marks	Credits
Third	IV	Translation Studies	75	20	80	100	05
Fourth	IX	Translation Studies	75	20	80	100	05
Total	---	---	**150**	**40**	**160**	**200**	**10**

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester-III)

Translation Studies

DSE 1   Elective–A

Total Credits: 05   Total Theory Lectures: 75

1. General Topics: **(Credit 01)**   **Lectures 15**

1. Literary Translation: Issues and Methods

2. History of Translation Studies

3. Types of Translation

4. Problems of Translation

5. Exercises in Translation from Marathi to English and vice versa

2. Essays: **(Credit 02)**   **Lectures 30**

1. Micaela Munoz-Calvo: **Translation and Cross-Cultural Communication** *(from Translation and Cultural Identity: Selected Essays on Translation and Cross-Cultural Communication)*

2. Roman Jakobson**: On Linguistic Aspects of *Translation* (**from *The Translation Studies Reader Ed: Lawrence Venuti)*

3. Walter Benjamin: **The Translator's Task** (*from The Translation Studies Reader Ed: Lawrence Venuti)*

4. Gayatri Spivak: **The Politics of Translation** (*from The Translation Studies Reader Ed: Lawrence Venuti)*

 3. Non-Fiction: (English to Marathi)   **(Credit 01)**   **Lectures 15**

Sudha Murthy's *Wise and Otherwise* (Translated by Leena Sohoni) Mehta Publishing House, Kolhapur

4. Drama: (Marathi to English)   **(Credit 01)**   **Lectures 15**

Vijay Tendulkar's *The Vultures* (Gidhade) (Translated by Priya Adarkar, *Five Plays* OUP, New Delhi)

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester-IV)

Translation Studies

DSE 1 Elective–A

Total Credits: 05   Total Theory Lectures: 75

1. General Topics: **(Credit 01)**   **(Lectures15)**

1. The Notion of Equivalence in Translation

2. Ethics and Politics in Translation

3. Translation in a Globalized World (Media, Communication, Culture &Conflict

4. Machine Translation

5. Exercises in Translation from Marathi to English and vice versa

2. Poetry: (Marathi to English) **(Credit01)**   **(Lectures 15)**

 From *Jejuri* by Arun Kolatkar

1. The Door (*Darwaja)*

2. The Horse Shoe Shrine (*Nalband Tap*)

3. Manohar (*Manohar*)

4. The Butterfly (*Fulpakhru*)

5. Makarand (*Makarand*)

6. Yeshwantrao (*Yashwantrao*)

 3. Autobiography

(Autobiography-Marathi to English)   **(Credit01)**   **(Lectures15)**

An Outsider **(*Upara)*** by Laxman Mane, Translated by A K Kamat, Sahitya Akademi1997

4. Short Stories-Hindi to English   **(Credit 02)**   **(Lectures 30)**

 From *Eleven Stories* by Munshi Premchand

 1.   Penalty (Jurmana)
 2.   A Lesson in the Holy Life (Guru Mantra)

3. The Road to Salvation (Mukti Marg)
4. Shroud (Kafan)
5. Thakur's Well (Thakur Ka Kuan)
6. Big Brother   (Bade Bhai Sahib)

Reference Books:

1. Baker, M. & K. Malmkjar (eds). *Routledge Encyclopedia of Translation Studies*. 1st edition, London & New York: Routledge, 1998

2. Baker, M. & G. Saldhana (eds). *Routledge Encyclopedia of Translation Studies.* 2nd edition, London & New York: Routledge2008

3. Bassnett, S. *Translation Studies.* London & New York: Routledge,1980

4. Bassnett S. & A. Lefevere (eds). *Translation, History & Culture*. London & New York: Pinter,1990

5. Catford, J. C. A. *Linguistic Theory of Translation*. Oxford: O.U.P., 1965

6. Bassnett S. & H. Trivedi (eds). *Post-Colonial Translation: Theory & Practice.* London & New York: Routledge, 1999

7. Bassnett S. & A. Lefevere (eds). *Constructing Cultures: Essays on Literary Translation*. Clevedon: Multilingual Matters, 1998

8. Munday, Jeremy. *The Routledge Companion to Translation Studies.* London & New York: Routledge, 2009

9. Bell R.T. *Translation & Translating: Theory & Practice.* London & New York: Longman, 1991.

10. Munday, Jeremy. *Introducing Translation Studies: Theories & Applications*. London & New York: Routledge

11. *Handbook of Natural Language Processing and Machine Translation*. Editors: Olive, Joseph, Christianson, Caitlin, McCarry, John (Eds.) DARPA Global Autonomous Language Exploitation, 2011.

M. A. (English) Part – II

Translation Studies

Semester III and IV

(CBCS Semester Pattern Syllabus 2021)

End Semester Examination- 80 Marks

Nature of Question Paper

Total Marks:80   **Max. Time 2.30 Hours**

Instructions:
   1] *All questions are compulsory.*
   2] *Figures to the right indicate full marks.*

Que.1. Choose the correct alternatives from the following.   16 Marks

(Questions on All Topics)

Que.2.Answer any four of the following.   16 Marks

(Questions on texts from 2, 3 and 4 covering themes, motives, central ideas, Openings, titles, Syntax & Semantics)

Que.3. (A) Translate any two of the seen/unseen passages into English/Marathi.   08 Marks

(Questions on translation skills/techniques)

(B) Write short notes on any two of the following.   08 Marks

(Questions to be set on General Topics)

Que.4. A broad answer type question with internal options.   16 Marks
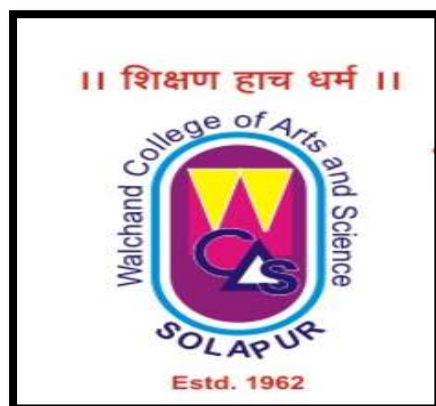
(Unit 2 & 3)

Que.5. A broad answer type question without internal option.   16 Marks

(Unit 4)

Shri Aillak Pannalal Digambar Jain Pathashala's

(Jain Minority Institute)

WALCHAND COLLEGE OF ARTS AND SCIENCE(AUTONOMOUS), SOLAPUR

Syllabus

Choice Based Credit System

Name of Faculty: Humanities

Name of the Course: M.A. English Part II

Subject: 21st Century Skills (Paper V & X)

With effect from 2022-23

Walchand College of Arts & Science (Autonomous), Solapur

Choice Based Credit System: With the view to ensure worldwide recognition, acceptability, horizontal as well as vertical mobility for students completing postgraduate degree, Walchand College of Arts & Science, Solapur has implemented Choice Based Credit System (CBCS) at postgraduate level. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations.

Outline of Choice Based Credit System:

1. *Core Course:* A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. *Elective Course:* Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: **Ability Enhancement Compulsory Courses (AECC)** and **Skill Enhancement Courses (SEC).** "AECC" courses are the courses based upon the content that leads to Knowledge enhancement; (i) Environmental Science and (ii) English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Credit: Credit is a numerical value that indicates students work load (Lectures, Lab work, Seminar, Tutorials, Field work etc.) to complete a course unit. In most of the universities **15/12 contact hours** constitute **one credit**. The contact hours are transformed into credits. Moreover, the grading system of evaluation is introduced for PG course wherein different modes of Internal Evaluation are adopted. **The candidate has to appear for Internal Evaluation of 20 marks and End Semester Examination for 80 marks during the academic year.**

Programme Structure

Semester	Code	Title of the Paper	Semester Exam			L	T	P	Total Credits
			Theory	IA	Total				
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HTC	3.1	Contemporary Critical Theories	80	20	100	4	1	0	5
HTC	3.2	Postcolonial Literature	80	20	100	4	1	0	5
HTC	3.3	Research Methodology	80	20	100	4	1	0	5
		Discipline Specific Elective (Anyone)							
DSE	3.1	Translation Studies	80	20	100	4	1	0	5
DSE	3.2	Cultural Studies	80	20	100	4	1	0	5
		Soft Core/ Generic (Anyone)							
SCT	3.1	21st Century Skills	80	20	100	4	1	0	5
SCT	3.2	Introduction to Film Studies	80	20	100	4	1	0	5
		TOTAL	400	100	500	20	05	00	25

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester III and IV)

21stCentury Skills (Soft Core)

SCT 3.1

Syllabus (CBCS) (Introduced from 2022)

PAPER V & X

Course Credits: 5 Each Semester   Allotted lectures: 75 Each Semester

1.1 Preamble: The term21stcentury skills refer to a broad set of knowledge, skills, work habits, and character traits that are believed by educators, school reformers, college professors, employers and others, to be critically important for success in today's world. In simple terms, 21st Century Skills refer to the skills that are required to enable an individual to face the challenges of the 21st century world that is globally-active, digitally transforming, collaboratively moving, creatively progressing, seeking competent human resources and quick in adopting changes to identify competencies needed in the coming century. There have added some relevant components for making the comprehensive.

1.2 Objectives of the Course:

1. To enable students to adopt different soft skills such as critical thinking and problem solving
2. To develop a sense of comprehensibility by exposure through soft skills
3. To develop qualities such as civic & ethical literacy
4. To enable students to learn through discipline

1.3 Learning outcomes of the course: At the end of the course students will be able to

1.   Comprehend the importance of 21st century skills in professional life.

2.   Comprehend the nature, scope and issues in developing leadership skills.

3.   Comprehend the process acquiring various skills to be successful in social life.

1.4 Programme Specific Outcomes:

1. The students can generate multiple original ideas.

2. The students can communicate and work with others to achieve a common goal or solution.

3. The students can take and apply feedback from their peers.

4. Students use ingenuity and imagination, going outside conventional boundaries.

5. Students can gather and evaluate information through different sources.

1.5 Programme Outcomes:

1. Students show confidence in dealing with complexity and ambiguity.

2. Students can independently choose problem solving strategies.

3. Students are enabled to set goals.

1.6 Eligibility for Admission: Students who have passed B.A. (English) from any recognized university   will be admitted to this class.

1.7Programme Duration: The structure of M. A. in English has Four semesters in total covering a period of two years.

1.8 Duration of the Course: M. A. Second Year comprises two semesters. Each semester will have **two** theory papers of 80 marks for End Semester Examination and 20 marks for Internal Evaluation for each paper.

1.9 Modes of Internal Evaluation: Assignment, Tutorial, Presentation, MCQs via Google, Field Visits, any other suitable mode along with marks for Attendance of the students.

1.10 Medium of Instruction: English

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II

21st Century Skills

(Soft Core)

SCT 3.1

Syllabus (CBCS) (Introduced from 2021)

Credits: Theory-05 Each Semester   Contact Hours: 75 Each Semester

Course Structure

Semester	Paper	Title of Paper	Number of Lectures (Theory)	Internal Evaluation (IE)	End Semester Evaluation (ESE)	Total Marks	Credits
Third	V	21st Century Skills	75	20	80	100	05
Fourth	X	21st Century Skills	75	20	80	100	05
Total	**---**	**---**	**150**	**40**	**160**	**200**	**10**

Walchand College of Arts and Science (Autonomous), Solapur

Name of the Course**: M.A (English) Part–II**

Name of the Paper:**21st Century Skills (Soft Core)**

(80UA+20 CA=100 Marks)
(Semester-III)

Credits: 5   Contact Hours: 75

Sr. No.	Units	Credit	Contact Hrs
1	What are 21st Century Skills?	1	15
2	Some of the 21st Century Skills	1	15
3	How to teach 21st Century Skills and Knowledge?	0.5	7.5
4	Characteristics of 21st Century Teacher	0.5	7.5
5	Characteristics of 21st Century Student	1	15
6	Characteristics of 21st Century Literature	1	15
	Total	5	75

(Semester-IV)

Credits: 5   Contact Hours: 75

Sr. No.	Units	Credit	Contact Hrs
1	Skills for Success	1	15
2	The 4C's	1	15
3	Significant 21st Century Skills	0.5	7.5
4	Research and Information Fluency	0.5	7.5
5	Digital Literacy/ Technology	1	15
6	Information Literacy/ Media Literacy	1	15
	Total	5	75

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester-III)

Syllabus (CBCS) (Introduced from 2022)
Name of the Paper: **21st Century Skills (Soft Core)**

SCT 3.1

Total Credits: 05   **Total Theory Lectures: 75**

Unit: 1-What are 21st Century Skills?

1. Definition
2. Features
3. Significance
4. Empowering Ourselves with 21st Century

Unit: 2-Some of the 21st Century Skills

1. Civic, Ethical and Social Justice Literacy
2. Scientific Literacy and Reasoning
3. Global Awareness, Multicultural Literacy
4. Environmental and Conservation Literacy (Ecosystems Understanding)
5. Health and Wellness Literacy
6. (Nutrition, Diet, Exercise, Public Health and Safety)
7. **Social Skills**
8. **Interacting in a Heterogeneous Group**

Unit: 3. How to Teach 21st Century Skills and Knowledge?

1. Teach Through Discipline
2. Make it Relevant
3. Develop Lower/Higher Order Thinking Skills
4. Address Misunderstandings Directly
5. Exploit Technology to Support Learning
6. Foster Students Creativity

Unit:4-Characteristics of a 21st century teacher

1. Personalized Instruction
2. Update/Upgrade with New Technologies
3. Go Global
4. Go Digital
5. Be Smart
6. Project Based Learning
7. Innovate
8. Keep Learning

Unit:5-Characteristics of a 21st century student

1. Self-Awareness and Self-Management
2. Critical thinking, Creativity, Communication, Collaboration
3. Flexibility, Initiative, Productivity, Social skills
4. Research and Information Literacy
5. Digital Smart
6. **Financial Literacy**
7. **Persistence**

Unit:6-Characteristicsof21stcenturyliterature

1. Demonstrate Independence
2. Strong Content Knowledge
3. Responsive to Varying Demands
4. Comprehend and Critique
5. Value Evidence

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester-IV)

Name of the Paper**: 21st Century Skills (Soft Core)**

SCT 4.1

Syllabus (CBCS) (Introduced from 2022)

Credits: Theory-05   Contact Hours: 60

Unit:1-Skills for Success

1. Critical Thinking
2. Adaptability
3. Excellent Communication Skills
4. Cultural Understanding
5. Initiative and Drive
6. Perseverance

Unit: 2– The 4 C's of Communication
1. Communication
2. Collaboration
3. Critical Thinking
4. Creativity

Unit:3–Significant 21st century skills

1. Enhancing Self
2. Self-awareness and Managing Self
3. Leadership
4. Productivity
5. Social skills
6. Citizenship
7. Civic Responsibilities
8. Building and Maintaining Relationships
9. Multitasking
10. Appropriation
11. Negotiation

Unit:4–Research and information fluency
1. Curiosity
2. Spirit of Enquiry
3. Check Multiple Sources
4. Refine Online Searches
5. Discover Top Educational Websites
6. Trust your Sources
7. Avoid Plagiarism

Unit:5-Digital Literacy/Technology

1. Technology Operation and Concepts
2. Comprehension
3. Creating and Editing
4. Interdependence
5. Social Factors
6. Being Safe and Responsible

Unit:6–Information literacy / Media literacy
1. Meaning
2. Significance &Purpose
3. Characteristic Features

Reference Books:

1. Chris Dede, Comparing Frame works for 21st Century Skills, Harvard Graduate School ofEducation,2009.

2. Stedman Graham, Preparing for the 21st Century: Soft Skills Matter, Huffington Post, April26, 2015.

3. Larry Cuban, Content vs. Skills in High Schools - 21st Century Arguments Echo 19thCenturyConflicts, November3, 2015.

4. Career Changers – 4 Tips to Determine if your Skills are Transferable, Forbes Magazine,April28, 2014.

5. Future work - Trends and Challenges for Work in the 21st Century, US Department of Labor report, Chapter 4Archived 2016-03-13 at the Way back Machine.

6. The Definition and Selection of Key Competencies, OECD, 2005.Retrieved 2016-03-08

7. 21st-Century-Workplaces Attitudinal Skills for 21st century workplaces,ArboraArchived2019-07-09 at the Way back Machine. Retrieved2016-03-12

8. "Soft Skills" in Big Demand, Education Week, March 8,2016. Retrieved2016-03-09

9. Bernie and Fadel, Charles: 21st Century Skills: Learning for Life in Our Times, Jossey-Bass(publisher),2009.ISBN978-0-470-55362-6. Retrieved 2016-03-13

10. Bell R.T. Translation & Translating: Theory & Practice. London & New York: Longman,1991.

Walchand College of Arts and Science (Autonomous), Solapur

M. A. (English) Part – II

21ˢᵗ Century Skills (Soft Core)

SCT 3.1
Semester III & IV

(CBCS Semester Pattern Syllabus 2022)

End Semester Examination- 80 Marks

Nature of Question Paper

Total Marks:80   Max. Time 2.30 Hours

Instructions:
   1] All questions are compulsory
   2] Figures to the right indicate full marks

Q. 1. Rewrite the following by choosing the correct alternative from given below.   **16**

   (All the topics)

Q. 2. Attempt any four questions out of six   **16**

   (Unit 1)

Q. 3. Essay type question with internal options   **16**

   (Unit: 2 and Unit: 3)

Q. 4. Essay type question with an internal option.   **16**

   (Unit:4 and Unit:5)

Q.5. Broad Question without internal option   **16**
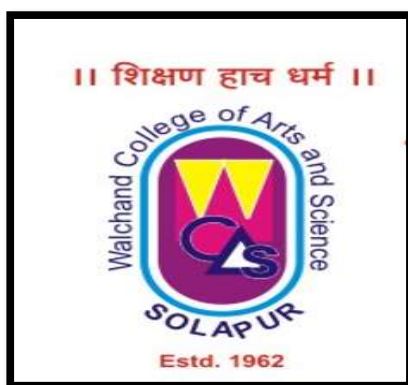
   (Unit 6)

॥ शिक्षण हाच धर्म ॥

Shri Aillak Pannalal Digambar Jain Pathashala's

(Jain Minority Institute)

WALCHAND COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS), SOLAPUR

Syllabus

Choice Based Credit System

Name of Faculty: Humanities

Name of the Course: M.A. English Part II

Subject: Add-on Course in

"Linguistic Competence for Advertising, Marketing and Public Relations"

With effect from 2022-23

Walchand College of Arts and Science (Autonomous), Solapur

M. A. English Part II (Semester IV)

Add-on Course

Linguistic Competence for Advertising, Marketing and

Public Relations

Syllabus (CBCS) (Introduced from 2022)

Course Credits: 5 Each Semester   Allotted Lectures: 75

1.1 Preamble: In keeping with the U.G.C. Guidelines for framing curriculum at different levels of education, an Add-on Course has been introduced at the second part of Master's of English degree. The title of the course is "Linguistic Competence for Advertising, Marketing and Public Relations". The need of the hour is to help the students acquire the skills in content writing as it happens to be a vast area where the students can plan their career. Besides, content writing, the students must be enlightened on the skills of editing English language. Both these subjects will collectively create opportunities of employability for the students.

1.2 Course Objectives:

1. To introduce the students to the concept of Content Writing as a career

2. To help the students get familiar with the origin and development of Content Writing

3. To acquaint the students with the components involved in Content Writing

4. To introduce the students to Editing in English Language

5. To help the students get familiar with the elements of the editing process

1.3 Course Outcomes: At the end of the course, students will be able to

1. realize Content Writing as a pathway to employability.

2. understand the origin and development of Content Writing.

3. comprehend the components involved in Content Writing.

4. understand the skills in editing in English language.

5. realize the elements in editing.

Walchand College of Arts and Science (Autonomous), Solapur
M. A. English Part II (Semester IV)
Add-on Course

Linguistic Competence for Advertising, Marketing and

Public Relations

[Credits: 05 Theory-(45), Practical-(15)]

Unit No: 1   Introduction to linguistic Competence and Communication Industry

(Credit: 02) (30)

Unit No: 2   Linguistic Competence for Drafting Advertisement

(Credit: 01) (15)

Unit No: 3   Linguistic Competence for Marketing

(Credit: 01) (15)

Unit No. 4   Linguistic Competence for Public Relations

(Credit: 01) (15)

Course Structure:

Semester	Paper No.	Title of Paper	No. of Lectures	College Assessments (Marks)	University Assessments (Marks)	Total Marks	Credits

IV	Add-on	**Linguistic Competence for Advertising, Marketing and Public Relations**	60	20	80	100	05

Paper: Linguistic Competence for Advertising, Marketing and PublicRelations

Syllabus

Unit: I Introduction to Linguistic Competence and communication Industry

- The concept of linguistic skills in English
- Linguistic skills and employability: Interlinking
- Career communication industry
- Drivers and dynamics of the communications industry
- Developing employability through effective language skills
-

Unit: II   Linguistic Competence for drafting advertisement
- Advertising as means of communication
- Writing advertising slogans: rhythm and rhyme
- Use of Extreme adjectives, superlative phrases, glowing idioms and vocabulary
- Use of parts of speeches in drafting advertisement

Unit: III   Linguistic Competence for Marketing

- Importance of effective language for marketing
- Requirement of linguistic skills at marketing workplace: writing ad copy, sales collateral, blogs and newsletters
- Enhancing language proficiency
- Marketing and Public speaking skills
- Marketing and Non-Verbal skills

Unit: IV Linguistic Competence for Public Relations

- Writing for clients: press releases, reports, feature articles and opinion pieces
- Conducting media interactions including invites, pitches and interviews
- Engaging clients with reports, proposals or even simple emails
- Posting on social media channels with tweets, Instagram captions or LinkedIn articles
- Networking — face-to-face or over the phone — with the media, clients or partners

Reference book:

- Foreign Languages in Advertising: Linguistic and Marketing Perspectives by Jos Hornikx and Frank van Meurs