



अंग्रेजी एवं विदेशी भाषा विश्वविद्यालय

हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD – 500 007

MA Comparative Literature / MA CAFETERIA
SEMESTER I (August - December 2026)

COURSE DESCRIPTION

Course title	COMPARATIVE LITERATURE: THEORY AND METHODS
Category	b. Existing course with changes 40%
Course code	COMPLITC411
Semester	I (August - December 2026)
Number of credits	4
Maximum intake	30
Day/Time	Monday 11-1 and Tuesday 2 pm. to 4pm.
Name of the teacher/s	Prof. Amith Kumar
Course description	a) Course Description: The course introduces students to the fundamentals of comparative literature by way of examining the theories and methods utilised during a comparative inquiry. The interdisciplinary nature of the 'discipline' is highlighted through a scrutiny of literature(s) across languages, cultures, and historical periods. The course aims to explore the meaning and evolution of comparative literature, major schools (the French, American, Russian and contemporary global approaches), and key concepts such as influence, reception, intertextuality, and de-contextualisation. Students will engage with diverse issues within comparative literature such as genre, morphology, thematology, and historiography, and examine debates concerning canon formation, translation, identity and identification, and most importantly, difference. The course highlights the intersections of comparative literature with other contemporary domains of inquiries within humanities and social sciences such as cultural studies, translation studies, area studies, and

	film studies. Through theoretical readings and comparative textual analysis, students will develop critical and analytical skills necessary for advanced literary research and gain nuanced understanding of literature as a dynamic and culturally interconnected field. ii) Objectives of the course in terms of Programme Specific Outcomes: PSO 2,5,6,8 iii) Course Learning Outcomes By the end of this course, students will be able to: a) CLO1: Trace the historical development and evolving scope of Comparative Literature as a discipline, with a nuanced understanding of its key intellectual trajectories in both Western and Indian contexts. b) CLO2: Critically engage with major theoretical frameworks such as world literature, interliterariness, and reception theory, and apply these concepts to cross-cultural literary analysis. c) CLO3: Analyze literary texts across linguistic, national, and cultural boundaries, demonstrating awareness of issues related to translation, circulation, and transcultural dialogue. d) CLO4: Evaluate the role of readers, audiences, and genres in shaping the meaning, production, and reception of texts across different media and socio-cultural contexts. e) CLO5: Develop a comparative Method and Perspective
Course delivery	Lecture/Seminar
Evaluation scheme	40% – Continuous Internal Assessment 60% – End-Semester Examination
Reading list	Essential reading List of Primary Texts: Bassnett, Susan. Comparative Literature: A Critical Introduction. Blackwell, 1993. Bernheimer, Charles, Ed. Comparative Literature in the Age of

Multiculturalism. Johns Hopkins

University Press, 1995.

Damrosch, David, Natalie Melas, and Mbongiseni Buthelezi, Eds. The
Princeton Sourcebook in

Comparative Literature. Princeton University Press, 2009.

Das, Bijay Kumar. Comparative Literature: Theory and Practice. Atlantic
Publishers &

Distributors, 2000

Domínguez, César, Haun Saussy, and Darío Villanueva. Introducing
Comparative Literature: New

Trends and Applications. Routledge, 2015.

George, K. M., Ed. Comparative Indian Literature. 2 vols., Kerala Sahitya
Akademi, 1984.

Guillén, Claudio. The Challenge of Comparative Literature. Translated by Cola
Franzen, Harvard

University Press, 1993.

Majumdar, Swapan. Comparative Literature: Indian Dimensions. Papyrus,
1987.

Praver, Siegbert Salomon. Comparative Literary Studies: An Introduction.
Duckworth, 1973.

Remak, Henry H. H. Comparative Literature: Method and Perspective.
Southern Illinois

University Press, 1971.

Van Tieghem, Paul. Comparative Literature. Translated by E. F. J. Spiers,
Routledge and Kegan

Paul, 1958.

Weisstein, Ulrich. Comparative Literature and Literary Theory: Survey and
Introduction. Indiana

University Press, 1973.

Course title	LITERARY CULTURES OF THE WORLD
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing Course with 5%change
Course code	COMPLITC491
Semester	1 (August - December 2026)
Number of credits	4
Maximum intake	40
Day/Time	Monday 2 to 4, Thursday 11-1
Name of the teacher/s	SHERIN B S
Course description	Include the following in the course description i) A brief overview of the course This course explores the multiplicity and plurality of literary cultures across the world through a comparative and critical framework. Rather than organizing texts by national literatures, it foregrounds thematic constellations such as cosmopolitanism, globalisation and literary canon formation. The course challenges Eurocentric models of “World Literature” and introduces students to alternative ways of reading, including vernacular modernities and indigenous epistemologies. Special attention is paid to the relationship between literature, memory, and global inequality, making this course particularly resonant within the South Asian context. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO 3,4,6,8,10) Course Learning Outcomes: CLO1: Engage critically with literary texts across diverse cultural and geopolitical contexts.(a) CLO2: Understand key theoretical debates around world literature.(b)

	CLO3: Rethink “world literature” through decolonial and postcolonial lenses.(d) CLO4: Develop comparative, interdisciplinary, and multilingual analytical frameworks(a) CLO5: Apply advanced theoretical concepts to interpret literary texts in relation to contemporary issues such as globalization, environmental crisis, and identity politics.(c)
Course delivery	Lecture mode
Evaluation scheme	Internal (modes of evaluation): 2 written assignments and one presentation 40% End-semester (mode of evaluation): One Term paper
Reading list	Essential reading Themes: Civilizational essentialism, critique of West vs. Rest binaries, literature as counter-narrative. Module 1: Theories and Frameworks of World Literature • Damrosch, David: <i>How to Read World Literature</i> (2008) • Damrosch, David: World Literature in a Postcanonical, Hyper Canonical World • Emily Apter – <i>Against World Literature</i> (Introduction) • Pheng Cheah – <i>What Is a World?</i> (Selections) • Casanova, Pascale, <i>The World Republic of Letters</i> (2004) • Franco Moretti- “Conjectures on World Literature” • Sheldon Pollock: Areas, Disciplines, and the Goals of Inquiry • Walter J. Ong – <i>Orality and Literacy</i> (Ch. 1 & 2) Module: 2. Literature and Globalisation • Paul Jay: Beyond Discipline? Globalization and the Future of English’ • Simon Gikandi: ‘Globalization and the Claims of Postcoloniality’ • Jaques Derrida: ‘Globalization, Peace, and Cosmopolitanism’ • Masao Miyoshi: ‘Turn to the Planet: Literature, Diversity, and Totality’ • "Untranslatable" Algeria: The Politics of Linguicide’ - Emily Apter

- Appadurai : Globalization/ Disjuncture and Difference
- Linda Hutcheon: Comparative Literature: Congenitally Contrarian

Module 3: Canon and the Question of European Dominance

- Pascale Casanova – *The World Republic of Letters* (Ch. 1: Paris, Literary Capital)
- Ngũgĩ wa Thiong'o – “Europhone or African Memory?”
- Aijaz Ahmad – *In Theory* (Chapter on Fredric Jameson)
- Roland Greene: Not Works But Networks: Colonial Worlds in Comparative Literature
- Rabindranath Tagore – *Crisis in Civilization*
- Angel Rama- The Lettered City, “The City of Letters”
- Edward Said – “The Clash of Ignorance” (2001)
- Amartya Sen – *Identity and Violence* (Selections)
- Talal Asad – “Muslims and European Identity” (Selections)
- Sheldon Pollock – “The Cosmopolitan Vernacular”
- Jonathan Culler: Comparative Literature Atlast
- Harish Trivedi - “*Comparative Literature, World Literature and Indian literature*”

Additional reading

Course title	1. LITERARY THEORY AND CRITICISM -I
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing Course with 5% changes
Course code	COMPLITC421
Semester	1 (August - December 2026)
Number of credits	4
Maximum intake	30
Day/Time	TUESDAY 9-11, THURSDAY 9-11
Name of the teacher/s	Dr. THARESHA K C
Course description	Include the following in the course description iii) Course Description: This course introduces students to foundational literary theories from classical antiquity to the rise of Structuralism, drawing from both Western and non-Western traditions. Through the lens of comparative poetics, it examines how diverse cultures conceptualized literature, representation, aesthetics, and interpretation. The course explores Greco-Roman, Indian, Arabic, Chinese, and early modern thought alongside major Western texts, before transitioning to early 20th-century formalist and structuralist developments. Students will engage closely with theoretical texts, situating them within broader historical, philosophical, and cultural contexts. iv) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) PSO3,6,7,9,11 v) Learning outcomes Course Learning Outcomes: Value Addition CLO1: Understand the key theoretical foundations of Western and non-Western literary traditions, including classical and

	modern concepts of aesthetics, mimesis, rasa, and the sublime. Domain Specific CLO2: Critically engage with multiple literary traditions across various languages, periods, and cultures through the application of comparative literary frameworks. Skill Enhancement CLO3: Apply key concepts from major literary theories (Structuralism, Formalism, Marxism, Postcolonialism, and others) to analyze a range of texts from both Western and non-Western traditions. Value Addition CLO4: Interpret literary works by understanding their cultural, historical, and ideological contexts, and analyze how these conditions influence their meanings and reception. Employability Quotient CLO5: Develop interdisciplinary research skills by integrating insights from philosophy, history, sociology, and other fields to analyze and interpret literary works.
Course delivery	Lecture/Seminar
Evaluation scheme	Internal (modes of evaluation): 40% 2 Assignments/1 Presentation End-semester (mode of evaluation): Examination 60%
Reading list	Essential reading Module 1: Foundations of Literary Thought Core Readings: • Plato – <i>Republic</i>, Book X (on poetry and imitation) • Aristotle – <i>Poetics</i> (selected chapters) • Bharata – <i>Nāṭyaśāstra</i> (Chapter 6: rasa theory) • Longinus – <i>On the Sublime</i> (entire text) • Abhinavagupta – <i>Locana</i> (selections) • Adonis – “Poetics and Orality in the Jahiliyya” • Confucius – <i>The Analects</i> (selected passages)

- Giorgio Agamben: *Man without Content*

Module 2: Language and Representation

Core Readings:

- Moses Maimonides – *The Guide of the Perplexed* (Part I, Chapters 1–3)
- Abdul Qahir Al-Jurjani – *Asrār al-Balāgha* (on metaphor and rhetoric)
- Anandavardhana – *Dhvanyāloka* (selections)
- Philip Sidney – *An Apology for Poetry*

Module 3: Theorizing the Aesthetic

Core Readings:

- Immanuel Kant – *Critique of Judgment* (selections)
- Friedrich Schiller – *Letters on the Aesthetic Education of Man* (selected letters)
- S.T. Coleridge – *Biographia Literaria* (selected chapters)
- Rabindranath Tagore – *Sāhityer Pathe* (selected essays)
- W.E.B. Du Bois – “Criteria of Negro Art”
- Charles Baudelaire – *The Painter of Modern Life* (selections)
- Georg Lukács – “The Ideology of Modernism”
- Aurobindo: *The Essence of Poetry*
- Nemade: “Nativism in Literary Culture”

Module 4: Form, Structure and Meaning

Core Readings:

- Roman Jakobson – “Linguistics and Poetics”
- Viktor Shklovsky – “Art as Technique”

- I.A. Richards – *Principles of Literary Criticism* (Chapter 1)
- Northrop Frye – “The Archetypes of Literature”
- Claude Lévi-Strauss – “The Structural Study of Myth”
- Ferdinand de Saussure – *Course in General Linguistics* (selections)
- Byung Chul Han: “The Crisis of Representation”

Roland Barthes – “The Death of the Author” (*transitional reading*)

Module 5: Indian Literary Criticism

C.D. Narasimhaiah – “Towards the Formulation of a Common Poetic for Indian Literatures Today”

- A.K. Ramanujan – “Is There an Indian Way of Thinking? An Informal Essay,”
- Krishna Rayan: Towards a rewritten Indian Poetic
- G N Devy: Function of Literary Criticism in India
- Sheldon Pollock: Literary History, Indian History, World History
- Sujith Mukherji: Towards a Literary History of India

Additional reading

Course title	INDIAN KAVYA LITERATURE(S)
Category (Mention the appropriate category (a/b/c) in the course description.)	B. Existing course with revision.
Course code	COMPLITC441
Semester	1 (August - December 2026)
Number of credits	04
Maximum intake	30
Day/Time	Wednesday 2:00 – 4:00 pm , Friday 11:00 am – 1: 00pm
Name of the teacher/s	Prof. Amith Kumar P V & Dr. Nilakantha Dash
Course description	Include the following in the course description i) A brief overview of the course One of the crucial concerns under pedagogical inquiries in Indian Knowledge Systems (IKS) is to explore, investigate and establish the relevance and contemporaneity of the ancient knowledge traditions from India. This course has been designed keeping in mind the objectives of IKS with a focus on knowledges of ancient Indians with regard to literary traditions, genres and forms. “Indian literature” has a history of over four thousand years, dating back to the Rgveda (2000 BC), the earliest accounted work. The literatures of the ancient periods initially flourished in Vedic Sanskrit and that later evolved into Classical Sanskrit which prevailed in the subcontinent for nearly fifteen centuries. The literatures after Panini gave rise to a large variety of textual traditions ranging from purana, campu, nataka, itihasa, gadya etc. Kavya form of literature composed both in Sanskrit and Prakrit languages, set the tradition in a new direction in both form and content. The

	prose/narrative traditions - genre of tale and fable - especially from the Buddhist tradition of story-telling served an entirely different purpose. Meanwhile in the south, Tamil literary traditions rose with a set of unique literary features and concepts during the 'Sangam' age. The course aims to critically survey variegated forms of literatures produced in the subcontinent in the ancient period. The uniqueness of genres peculiar to India will be studied with an intention to comprehend the distinct socio-cultural and spatio-temporal dimensions in which the respective forms emerged and flourished. Also, an attempt would be undertaken to examine the contemporary relevance and universality of the ancient Indian literary traditions. ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) iii) Course Learning Outcomes: CLO1: Familiarity with the ancient Indian literary modes and forms with a view to develop a comparative understanding of literary genres across cultures CLO2: . Gaining conceptual knowledge with regard to Kavya traditions of the ancient past – its origin, evolution and classification CLO3: Comprehending the distinctions that existed with regard to kavyashastra and shastrakavya CLO4: An ability to scrutinise the Indian literatures of the past from a pluralistic standpoint as against a homogenous understanding that highlights one particular form of literature CLO5: Understanding the synchronous co-existence of Sanskrit poetics, along with Pali, various forms of Prakrit and Tamil poetics.
Course delivery	Lectures and Seminars
Evaluation scheme	Internal (modes of evaluation): 40 % Assignments and Presentations End-semester (mode of evaluation): 60% End-Semester project
Reading list	Essential reading MacDonell, Arthur A. <i>A History of Sanskrit Literature</i>. Alpha Editions, 2019. Maurice. Winternitz. <i>A History of Indian Literature</i>. Vol 1, 2 and 3. New Delhi" Motilal Banarasidas, 1996. Muller, Max. <i>A History of Ancient Sanskrit Literature</i>. London: Williams and

Norgate, 1995.

Warder, A K. *Indian Kavya Literature*. Vol 1 and 2., New Delhi: Motilal Banarasidas, 2009.

Zvelebil, Kamil V. *Companion Studies to the History of Tamil Literature*. E J Brill. Leiden, (Netherlands), 1992.

ELECTIVES

I

Course title	CITIES, SPACE AND CULTURE
Category (Mention the appropriate category (a/b/c) in the course description.)	b. Existing course with 5%revision. Mention the percentage of revision and highlight the changes made.
Course code	COMPLITE 562
Semester	1
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Monday 4-6pm; Wednesday 9am-11am
Name of the teacher/s	Dr. AJAY MATHEW JOSE
Course description	i) The objective of the course is to introduce students to the theoretical concept of space,focusing on urban studies on literary and visual culture. Important themes of analysisinclude the historical origins of urbanization; the political and ideological functions of cities; thecity as a creative milieu; the economic significance of cities, relations between cities and states, and the globalization of cities. This interdisciplinary course is also concerned with thecity and urban milieus with a focus on social and cultural questions and conflicts on identity. The student will be introduced to a number of basic concepts from the field of Urban Studies. ii)PSO 1,2,3 iii) Learning Outcome It is expected that students will acquire the following skills: • Develop a liberal arts framework for understanding metropolitan spaces and issuesrelated to development • Develop a theoretical understanding of city spaces and spatiality

	• Identify the interconnectedness of visual culture, literary studies and urban studies • Understand socio-political and governmental implications of urban spaces • Understand questions related to identity and diversity in the urban spaces and develop a sensitive understanding of social justice • Imagine ways for the construction of humane, sustainable and efficient environments to improve urban futures. • Role of literary and visual studies in city planning • Conceptual framework to engage with museums, postcolonial and heritage cities • A close reading of Indian cities in representation
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): Assignment and Presentation End-semester (mode of evaluation): Research Paper
Reading list	Essential reading: Module1. Conceptualizing Space and Cities Right to the City, from Writing on Cities- Lefebvre Walking in the City, Practice of Everyday life- Michel De Certeau David Harvey: "Space as a Keyword" Walter Benjamin: "Paris the capital of 19th Century Europe" Foucault: "Other Spaces" Berger, John. "Ten Dispatches about Place." Asking We Walk: the South as New Political Imaginary. Bangalore: Streelekha. 201-208. "Six Discourses on the Post Metropolis" Edward W. Soja George Simmel: "The Berlin Trade Exhibition" Gaston Bachelard: The Poetics of Space (The House from Cellar to

Garret: The significance of the Hut)

Module 2.

Indian Cities: History, everyday life and contestations

Selections from Sarai: the New Media Initiative. 2002. Sarai Reader 02: The Cities of Everyday Life.

1. The Urban Turn: Gyan Prakash-pp2-7
2. Theatre of the Urban: The Strange case of Monkey Man- Aditya Nigam. Pp 22-30
3. Everyday Surveillance: Id cards cameras and a database of Ditties: Shuddabrata Sengupta

An Equal Right to the City: Contests over Cultural Space in Calcutta. Partha Chatterji

Time Travel to a Possible Self: Searching for the Alternative Cosmopolitanism of Cochin- Ashis Nandy

Module 3.

Identity and the City

Selections from Hansen, Thomas Blom. 2001. Wages of Violence : Naming and Identity in Postcolonial Mumbai.

1.Say with Pride That We Are Hindus”: Shiv Sena and Communal Populism

Selections from Gayer, Laurent, and Christopher Jaffrelot, eds. 2012. Muslims in Indian Cities: Trajectories of Marginalisation. New Delhi: Harper Collins.

Unwanted in my City- The Making of a Muslim Slum in Mumbai- Qudsiya Contractor

Shilpa Phadke-Unfriendly Bodies, Hostile Cities: Reflections on

Loitering and Gendered Public Space

Flaneusing- Lauren Elkin, from *Flaneuse: Women Walk the City* pp 3-23

Module 4.

Literary City

Gabriel Garcia Márquez, "The Woman Who Came at Six O'Clock." *The Penguin Book of the City*. Ed. Robert Drewe. London: Penguin Books.

Salman Rushdie, "The Free Radio," *The Penguin Book of the City*. Ed. Robert Drewe. London: Penguin Books.

Joan Didion, (1997) "L.A. Noir," *The Penguin Book of the City*. Ed. Robert Drewe. London: Penguin Books.

Umberto Eco, "The City of Robots," *Postmodernism: A Reader*,

Boey Kim Cheng's "The Planners" (poem)

Edgar Allan Poe, "The City in the Sea" (poem)

Ezra Pound, "In a Station of the Metro" (poem)

John Updike, "The City," *The Penguin Book of the City*. Ed. Robert Drewe. London: Penguin Books.

Allen Ginsberg, "A Supermarket in California" (poem)

Invisible cities Italo Calvino

Istanbul: Memories of a City, Orhan Pamuk

Module 5.

Visual City

Essays from

1. Kaarsholm, Preben, ed. 2007. City Flicks: Indian Cinema and the Urban Experience. Calcutta: Seagull.

1. Realism and fantasy in representations of metropolitan life in Indian cinema- Madhava Prasad

2. The Exhilaration of Dread: Genre, Narrative Form and Film Style in Contemporary Urban Action Films.- Ravi Vasudevan

2. Bombay Cinema :An Archive of the City, Ranjani Mazumdar, 2007

1. Desiring Women

3. Cities and Cinema: Routledge Critical Introductions to Urbanism and the City

by Barbara Mennel.

Cities in Global Cinema

4. Urban/the City: An Experiment Called the “Kochi Film” - Ratheesh Radhakrishnan

Films/ Documentary

1. Bombay Hamara Shahar

2. Cities of Sleep

II

Course title	Introduction to Gender and Sexuality Studies
Category (Mention the appropriate category (a/b/c) in the course description.)	New Course
Course code	COMPLITE 582
Semester	I
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday 4-6, Friday 4-6
Name of the teacher/s	Ms. Anna Lynn Tom
Course description	i) Moving across foundational and contemporary texts, the course examines how gender and sexuality are produced through social, cultural, political, and legal discourses, with particular attention to South Asian contexts, decolonial feminist thought, caste, religion, and visual-cultural formations. By engaging writers such as Judith Butler, Gayle Rubin, bell hooks, Nivedita Menon, Chandra Talpade Mohanty, Saba Mahmood, Sara Ahmed, and others, the course enables students to develop critical frameworks for understanding the intersections of power, embodiment, subjectivity, and social justice in the contemporary world. ii) Objectives of the course in terms of Programme Specific Outcomes (PSOs 1,3,5,6,9,11) iii) Learning outcomes— 1. Demonstrate conceptual clarity regarding foundational categories in gender and sexuality studies. 2. Identify and discuss major feminist, queer, and decolonial interventions in the field. 3. Examine the relationship between gender, sexuality, law, citizenship, and nationalism. 4. Analyse the role of discourse in shaping identities and social hierarchies. 5. Critique normative frameworks through intersectional and historically grounded approaches. 6. Produce academically rigorous responses to theoretical and contextual

	questions in the field.
Course delivery	Lecture and Seminar. (prior reading of assigned texts necessary)
Evaluation scheme	Internal (modes of evaluation): Two written submissions and one seminar 40% End-semester (mode of evaluation): Examination 60% *
Reading list	Essential reading Introduction 1. "Women" as the Subject of feminism: Judith Butler 2. Thinking Sex : Gayle Rubin 3. "Feminism is for Everybody: Introduction" : bell hooks 4. Seeing Like a Feminist: Nivedita Menon 5. Gender and Nation: Nira Yuval Davis 6. Toward a Decolonial Feminism: Maria Lugones 7. Nationalism Refigured: Contemporary South Indian Cinema and the Subject of Feminism: Tejaswini Niranjana 8. Problems for a Contemporary Theory of Gender: Susie Tharu, Tejaswini Niranjana Gender and discourse on Globalisation 1. New Patriotisms: The Beauty Queen and the Bomb: Kumkum Sangari 2. Rethinking Citizenship in an age of Globalisation: Anupama Roy 3. Colonialism and the evolution of Masculinist Forestry: Vandana Shiva 4. Feminism, poverty and globalization: an Indian view: Mary E. John 5. Feminism without Borders: Decolonizing Theory, Practicing Solidarity: Chandra Talpade Mohanty Violence, Law 1. Embodying the Self: Feminism, Sexual Violence and the Law: Nivedita Menon 2. Rape and the Construction of Communal Identity: Kalpana Kannabiran 3. Politics of Widow Immolation : Sudesh Vaid 4. Women and Communal Conflict: New Challenges for the Women's Movement in India: Urvashi Butalia 5. Baudh, Sumit. "Invisibility of 'Other' Dalits and Silence in the Law." Biography, vol. 40, no. 1, 2017, pp. 222-43. 6. Pragmatics of the Hindu Right: Politics of Women's Organisations:

Tanika Sarkar

7. Is Gender Justice Only a Legal Issue?: Anveshi Law Committee
8. Marriage equality – petitions, pushback and politics: Namrata, Shreyashi

Identity.

1. Dalit Women Talk Differently: A Critique of Difference and Towards a Dalit Feminist Standpoint Positions: Sharmila Rege
2. We need to build Huts all over Kerala, Again and Again: C.K. Janu
3. Feminism, the Taliban, and Politics of Counter-Insurgency- Saba Mahmood
4. The Troubled Existence of Sex and Sexuality: Shohini Ghosh
5. Aspects of Contemporary Hinduvta Theology: The Voice of Sadhvi Rithambara- Tanika Sarkar
6. Women and Men in a Contemporary Pietist Movement: Barbara Metcalf
7. Lila Abu-Lughod: Interview
8. Dalit Women Talk Differently: Gopal Guru

Beyond the Binary:

1. Judith Butler. 'Critically Queer' in J. Butler, Bodies that Matter: On the Discursive Limits of 'Sex' (1993).
2. Clare Hemmings. "Is Gender Studies Singular? Stories of Queer/Feminist Difference and Displacement." *differences* 27.2 (2016): 79-102.
3. Sedgwick, Eve Kosofsky. "Queer and Now." *Tendencies*, Duke University Press, 1993, pp. 1–20. [1, 2, 3]
4. Ahmed, Sara. *Queer Phenomenology: Orientations, Objects, Others*. Duke University Press, 2006 (selections on disorientation, strangeness, anger)
5. Stryker, Susan. "The Transgender Issue: An Introduction." *GLQ* 4 February 1998
Andrea Long Chu, Emmett Harsin Drager; "After Trans Studies". *TSQ* 1 February 2019; 6 (1): 103–116. doi: <https://doi.org/10.1215/23289252-7253524>
6. Mary E John and Janaki Nair, *A Question of Silence: The Sexual Economies*

of Modern India (New Delhi: Kali for Women, 1998)

9. Reddy, Gayatri. "Paradigms of Thirdness: Analyzing the Past, Present, and Potential Futures of Gender and Sexual Meaning in India." *QED: A Journal in GLBTQ Worldmaking*, vol. 5, no. 3, 2018, pp. 48–60.
10. Puar, Jasbir K. *Terrorist Assemblages: Homonationalism in Queer Times*. 10th anniversary ed., Duke University Press, 2017
11. Aniruddha Dutta & Raina Roy, "'Decolonizing Transgender in India: Some Reflections.'" *Transgender Studies Quarterly*, 2014.
12. Narrain, Arvind. "The Articulation of Rights around Sexuality and Health: Subaltern Queer Cultures in India in the Era of Hindutva." *Health and Human Rights*, vol. 7, no. 2, 2004, pp. 142–64. JSTOR, <https://doi.org/10.2307/4065351>. Accessed 17 May 2026.
13. Tripathi, Priyanka. "Traversing the Terrain of Indian Feminism and Indian Sexuality." *Indian Literature*, vol. 62, no. 1 (303), 2018, pp. 181–95.
14. *Chronicles of a Queer Relationship with Science*: Chayanika Shah

III

Course title	INDIAN PHILOSOPHICAL TRADITIONS
Category (Mention the appropriate category (a/b/c) in the course description.)	c. New course
Course code	COMPLITE 541
Semester	I (August - December 2026)
Number of credits	4
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Thursday 2-4; Friday 2 -4
Name of the teacher/s	Dr. Nilakantha Dash
Course description	Include the following in the course description iv) A brief overview of the course Course Description This is an introductory course that explores the major concepts, schools, and debates within Indian philosophy. It examines foundational questions concerning reality, knowledge, ethics, selfhood, and liberation, while introducing students to influential traditions that have shaped religion, literature, art, and intellectual life in India. The course provides a structured study of key philosophical ideas such as Dharma, Karma, Moksha, Atman, Brahman, Maya, and the three Gunas, along with the four aims of life: Dharma, Artha, Kama, and Moksha. It also surveys the six classical orthodox schools of philosophy, namely Sankhya, Yoga, Nyaya, Vaisheshika, Mimamsa, and Vedanta, as well as important heterodox traditions such as Buddhism, Jainism, and Charvaka. In addition, the course introduces selected devotional traditions, including Tantra, Bhakti, Shaiva, and Vaishnava thought, to help students understand the diversity and historical development of Indian philosophical inquiry. Through close reading and discussion of foundational texts and concepts, students will gain an informed appreciation of the richness and continuing relevance of Indian philosophical traditions.

	v) Objectives of the course in terms of Programme Specific Outcomes :PSO 1,2,3,4,5,6,7,8,9,11 vi) Learning outcomes By the end of the course, students will be able to: 1. Explain the central concerns and historical scope of Indian philosophical traditions. 2. Identify and distinguish between major orthodox and heterodox schools of Indian philosophy. 3. Analyze key concepts such as Dharma, Karma, Moksha, Atman, Brahman, Maya, and the Gunas. 4. Discuss the philosophical significance of the four aims of life in Indian thought. 5. Interpret selected philosophical texts and relate them to broader cultural, ethical, and intellectual contexts.
Course delivery	Lecture/Seminar/Experiential
Evaluation scheme	Internal (modes of evaluation): assignments, Class Presentation End-semester (mode of evaluation): Examination
Reading list	Essential reading Suggested Primary and Background Readings • Hiriyana, M. <i>The Essentials of Indian Philosophy</i>. London: George Allen and Unwin, 1949. • Mohanty, J. N. <i>Classical Indian Philosophy</i>. New Delhi: Oxford University Press, 2000. • Dasgupta, Surendranath. <i>A History of Indian Philosophy</i>. Cambridge: Cambridge University Press, 1969. • Annambhatta. <i>Tarkasangraha</i>. Pune: BORI. Additional reading