

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

COURSE DESCRIPTIONS

MA Programme in Comparative Literature Semester 4 (January – April 2026)

Category	PSO No.	Programme Specific Outcome
a) Domain-Specific	PSO1	Aims to develop a global perspective on literature by challenging the Eurocentric foundations of English literary studies, while addressing the diverse academic and intellectual requirements of students of literature.
	PSO2	Demonstrate critical engagement with multiple literary traditions across languages, periods and cultures through comparative frameworks.
	PSO3	Apply theoretical concepts from areas such as translation studies, postcolonialism, gender studies, and world literature to comparative textual analysis.
	PSO4	Understand and analyze inter-literary dynamics, genre evolution, and transnational literary movements within historical and cultural contexts.
b) Value Addition	PSO5	Engage critically with literary texts to interpret the cultural, historical and ideological conditions that shape diverse and marginalized voices, with a particular emphasis on South Asian, Indian, and Global Southern perspectives.
	PSO6	Examines literary history and theory through investigating how diverse literary traditions evolve and interact.
	PSO7	Encourage interdisciplinary inquiry and cross-cultural thinking through engagements with literature, visual culture, media and philosophy.
c) Skill Enhancement	PSO8	Acquire skills in academic writing, critical thinking, comparative analysis and research methodologies relevant to literary studies.

	PSO9	Develop the ability to engage with literature from a comparative cultural studies perspective, analyzing how texts interact with broader cultural practices, identities, ideologies and media formations across local and global contexts.
d)Employability Quotient	PS10	Build competencies for careers in teaching, editing, publishing, translation, content creation, and related fields in the cultural and knowledge industries.
	PSO11	Prepare for advanced research and academic careers through sustained training in analytical reasoning, interdisciplinary perspectives and scholarly communication.

COURSE DESCRIPTIONS

CORE COURSE 1

Course title	TRANSLATING SOUTH ASIA
Category	a. New course
Course code	MACOMLC620
Semester	4
Number of credits	5
Maximum intake	30
Day/Time	Tuesday 2-4, Friday 11-1
Name of the teacher/s	Dr. Tharesha K C
Course description	<p>i) A brief overview of the course</p> <p>Translating South Asia explores the theoretical, cultural, and political dimensions of translation in the multilingual and contested terrain of the subcontinent. The course begins with foundational debates in Western translation theory and moves toward postcolonial and decolonial critiques that reframe translation as a site of power, ideology, and resistance. Through modules that focus on gender, voice, vernacular literary systems, and the ethics of representation, students examine how translation mediates identity, memory, and cultural authority in South Asia.</p> <p>Special attention is given to Indian and regional translation practices, with an emphasis on the complex relationship between colonial legacies, linguistic diversity, and literary modernity. Drawing on both theoretical texts and case studies—from classical epics to contemporary fiction and feminist writings—the course enables students to critically assess how texts travel across languages and cultures, and what gets lost, gained, or transformed in the process. By the end of the course, students will be equipped to engage with translation not only as a linguistic act but as a political and ethical intervention central to the comparative literary enterprise.</p>

- ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)

Course Learning Outcomes

CLO1: Construct a conceptual framework to understand cross-cultural literary contact, multilingualism, and interliterariness in South Asian contexts.

CLO2: Critically engage with key theoretical perspectives on translation, vernacular modernity, and literary systems through close reading of foundational texts.

CLO3: Differentiate between various translation modes—literary, knowledge-based, and intermedial—based on their function, intention, and cultural specificity.

CLO4: Translate and reflect on short texts from Indian languages to English with attention to ethics, context, and cultural nuance.

CLO5: Evaluate the politics of translation in relation to power, caste, gender, and linguistic hierarchy in India and the Global South.

- i) Learning outcomes— a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient
(Please highlight the portion that subscribes to a/b/c/d)

	a)Domain Specific				b)Value Addition			c) Skill Enhancement		d)Employability Quotient
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CLO1		✓								
CLO2			✓			✓				
CLO3				✓				✓		
CLO4					✓				✓	
CLO5	✓									

Course delivery **Lecture/Seminar**/Experiential learning (highlight the portion in the course description that lends itself to these)

Evaluation scheme Internal (modes of evaluation):
End-semester (mode of evaluation): Sit in Examination
*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned

Reading list	<p>Essential reading</p> <p>Module 1: Foundations of Translation Theory Themes: Equivalence, fidelity, the translator's role, linguistic transfer Focus: Historical evolution of Western translation theory Key Readings:</p> <ul style="list-style-type: none"> • Roman Jakobson, “On Linguistic Aspects of Translation” • Eugene Nida, <i>Principles of Correspondence</i> • Walter Benjamin, “The Task of the Translator” • John Dryden, “On Translation” (Preface to Ovid’s <i>Epistles</i>) • Lawrence Venuti, <i>The Translator’s Invisibility</i> (Chapters 1–2) • André Lefevere, “Mother Courage’s Cucumbers: Text, System and Refraction in a Theory of Literature” <p>Module 2: Translation, Culture, and Power Themes: Ideology, rewriting, canon formation, postcolonial critique Focus: Translation as a cultural and political act Key Readings:</p> <ul style="list-style-type: none"> • Gayatri Chakravorty Spivak, “The Politics of Translation” • Tejaswini Niranjana, <i>Siting Translation: History, Post-Structuralism and the Colonial Context</i> (Ch. 1 & 3) • Susan Bassnett and André Lefevere (eds.), <i>Constructing Cultures: Essays on Literary Translation</i> (Selections) • Harish Trivedi, “Translating Culture vs. Cultural Translation” • Talal Asad, “The Concept of Cultural Translation in British Social Anthropology” • Emily Apter, • “Untranslatable” Algeria: The Politics of Linguicide’ <p>Module 3: Gender, Voice, and Ethics in Translation Themes: Feminist translation, voice and agency, ethics of representation Focus: Translation and identity politics Key Readings:</p> <ul style="list-style-type: none"> • Sherry Simon, <i>Gender in Translation: Cultural Identity and the Politics of Transmission</i> (Chapters 1 & 2) • Luise von Flotow, “Feminist Translation: Contexts, Practices and Theories” • Barbara Godard, “Theorizing Feminist Discourse/Translation”
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- Mahasweta Devi, “Draupadi” tr. Gayatri Spivak (with Translator’s Note)
- Ranjit Hoskote, “Translation and/as Resistance in Indian Literary Cultures” (essay/interview)

Module 4: Indian and South Asian Contexts of Translation

Themes: Multilingualism, vernacular modernity, literary systems

Focus: Translation practices in India and the Global South

Key Readings:

- A.K. Ramanujan, “Three Hundred Ramayanas: Five Examples and Three Thoughts on Translation”
- Sujit Mukherjee, *Translation as Discovery* (Selections)
- G.N. Devy, *After Amnesia: Tradition and Change in Indian Literary Criticism* (Chapter on translation)
- Ipshita Chanda, *Traces of the Real: Translations of the Political in South Asian Literatures* (Selections)
- Velcheru Narayana Rao, “On Poets and Kings: A Translation of Telugu Court Poetry” (Selections)

Additional reading

CORE COURSE 2

Course title	Dissertation
Course code	MACOMLDC699
Semester	4
Number of credits	5

ELECTIVES

ELECTIVE COURSE 1

Course title	Comparative Mythologies
Category	C. New Course
Course code	COMPLITE511
Semester	Sem II
Number of credits	04
Maximum intake	30
Day/Time	Mon and Tue: 9:00 am – 11:00 am
Name of the teacher/s	Amith Kumar P V
Course description	<p>Include the following in the course description</p> <p>iii) A brief overview of the course The course undertakes an interdisciplinary exploration of mythological traditions across cultures, historical periods, and literary forms. Drawing upon five major mythic traditions—Greco-Roman, Mesopotamian, Chinese, Norse, and Hindu—the course encourages students to study myths comparatively, attending to both shared narrative patterns and culturally specific meanings. It examines myth not merely as archaic narrative but as a complex cultural system that shapes literary expression, social structures, and the tenets of philosophical thought. The students will be introduced to major theoretical and critical approaches to myth, including ritual theory, structuralism, psychoanalysis, archetypal criticism, postcolonial and feminist interventions. The theoretical ideations of the foundational thinkers such as Frazer, Lévi-Strauss, Jung, Eliade, and Campbell will be read alongside contemporary scholars who interrogate myth in relation to power, ideology, gender, and modernity. Apart from reading primary mythological texts, the course encourages students to read and analyze literary adaptations and retellings in fictions. The course seeks to equip students to understand myth as ‘a pulsating dynamic’ that continues to inform literary production, cultural memory, and theoretical inquiry in the humanities.</p> <p>iv) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p>

	a)Domain Specific				b)Value Addition			c) Skill Enhancement		d)Employability Quotient	
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11
CLO1	✓										
CLO2		✓									
CLO3			✓								
CLO4			✓								
CLO5								✓			
CLO6								✓			
	<p>v) Learning outcomes</p> <ol style="list-style-type: none"> CLO1: Compare mythic structures across civilizations a) CLO2: Analyze modern novels as reinterpretations of ancient myths a) CLO3: Apply comparative, feminist, structuralist, and postcolonial frameworks a) CLO4: Understand myth as a dynamic literary and cultural system a) CLO5: An ability to understand and interpret the significance of myths in cultural investigations c) CLO6: An ability to utilize archetypes for the purpose of creative exercises and design making enterprises c) 										
Mode of Teaching	Lectures and Seminar										
Evaluation scheme	Internal (modes of evaluation): 40% End-semester (mode of evaluation): 60%										
Reading list	<p>Essential reading:</p> <p>Novels based on Greco-Roman Myths: Atwood, Margaret. <i>The Penelopiad</i>. Canongate Books, 2005. Miller, Madeline. <i>Circe</i>. Little, Brown and Company, 2018.</p> <p>Novels based on Mesopotamian Myths: London, Joan. <i>Gilgamesh</i>. Atlantic Monthly Press, 2001.</p>										

Zeman, Ludmila. *The Revenge of Ishtar*. Tundra Books, 1993.

Novels/short stories based on Chinese Mythology:

Ken, Liu. *The Grace of Kings*. Saga Press, 2015.

Pu, Songling. *Strange Tales from a Chinese Studio*. Translated by John Minford, Penguin Classics, 2006.

Novels based on Norse Mythology:

Harris, Joanne M. *The Gospel of Loki*. Gollancz, 2014.

Tolkien, J. R. R. *The Legend of Sigurd and Gudrún*. Edited by Christopher Tolkien, HarperCollins, 2009.

Novels based on Hindu Mythology:

Divakaruni, Chitra Banerjee. *The Palace of Illusions*. Picador India, 2008.

Neelakantan, Anand. *Asura: Tale of the Vanquished*. Leadstart Publishing, 2012.

Additional reading:

Campbell, Joseph. *The Hero with a Thousand Faces*. Princeton UP, 1949.

Doniger, Wendy. *The Implied Spider: Politics and Theology in Myth*. Columbia UP, 1998.

Dumézil, Georges. *Myth and Epic*. Translated by C. Scott Littleton, U of Chicago P, 1973.

Eliade, Mircea. *Myth and Reality*. Translated by Willard R. Trask, Harper & Row, 1963.

Frazer, James George. *The Golden Bough: A Study in Magic and Religion*. Abridged ed., Macmillan, 1922.

Frye, Northrop. *Anatomy of Criticism: Four Essays*. Princeton UP, 1957.

Jung, C. G. *The Archetypes and the Collective Unconscious*. Translated by R. F. C. Hull, 2nd ed., Princeton UP, 1969.

Lévi-Strauss, Claude. *Mythologiques*. Vols. 1–4, translated by John and Doreen Weightman, et al., U of Chicago P, 1969–1981.

Malinowski, Bronisław. "Myth in Primitive Psychology." *Magic, Science and Religion and Other Essays*, Doubleday, 1954, pp. 93–148.

Segal, Robert A. *Myth: A Very Short Introduction*. Oxford UP, 2004.

ELECTIVE COURSE 2

Course title	LANGUAGE DEBATES IN INDIA																																																																					
Category	b. New course																																																																					
Course code	COMPLITE533																																																																					
Semester	2																																																																					
Number of credits	4																																																																					
Maximum intake	30																																																																					
Day/Time	Monday 4-6, Thursday 9-11																																																																					
Name of the teacher/s	Dr. Tharesha K C																																																																					
Course description	<p>Include the following in the course description</p> <p>vi) A brief overview of the course Language has remained a locus of political existence in India. It is not only a tool for communication, but also a source of livelihood, identity, and conflict - rightly so as it is closely tied to the region, culture and lives of the people. In India's current political scenario, the question of language becomes increasingly relevant. Therefore, the course attempts to explore and study the debates around the issues of language in the socio-cultural and political context of India. The course is designed to introduce students to various language movements, policies, and the politics of representation of the same through the medium of literature and cinema.</p> <p>vii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">a) Domain Specific</th> <th colspan="3">b) Value Addition</th> <th colspan="2">c) Skill Enhancement</th> <th colspan="2">d) Employability Quotient</th> </tr> <tr> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> <th>PSO8</th> <th>PSO9</th> <th>PSO10</th> <th>PSO11</th> </tr> </thead> <tbody> <tr> <td>CLO1</td> <td>✓</td> <td></td> </tr> <tr> <td>CLO2</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>												a) Domain Specific				b) Value Addition			c) Skill Enhancement		d) Employability Quotient		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	CLO1	✓											CLO2			✓									CLO3						✓					
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CLO4							✓																		
CLO5									✓																
Course delivery	Lecture/Seminar																								
Evaluation scheme	<p>Internal (modes of evaluation): written Assignments, Presentations, Creative and Participatory modes</p> <p>End-semester (mode of evaluation): Sit in Examination</p> <p>*Please note that open-book examination is permissible only for courses offered as part of MA programmes and subject to approval by the Head of the Department/Dean of the School concerned</p>																								
Reading list	<p>Essential reading</p> <p>Course Modules and Reading List: Reading List</p> <p>The Language Question</p> <p>Mitchell, Lisa. <i>Language, Emotion, and Politics in South India: The Making of a Mother Tongue</i>. Bloomington and Indianapolis: Indiana University Press, 2009.</p> <p>Kaviraj, Sudipta. "Writing, Speaking, Being: Language and the Historical Formation of Identities in India." <i>The Imaginary Institution of India: Politics and Ideas</i>. Columbia University Press, 2010.</p> <p>Nair, Janaki. "Language and the Right to the City." <i>The Promise of the Metropolis: Bangalore's Twentieth Century</i>. New Delhi: Oxford University Press, 2005.</p>																								

Saranghi, Asha, and Sudha Pai. *Interrogating Reorganisation of States: Culture, Identity and Politics in India*. Routledge India, 2016.

Agnihotri, Rama Kant. "Constituent Assembly Debates on Language." *EPW* 50.8 (2015): pp. 47-56.

Ambedkar, B.R. "Thoughts on Linguistic States." *Writings and Speeches*, vol. 1. Bombay: Education Department, Government of Maharashtra, 1979.

Ramaswamy, Sumathi. *Passions of the Tongue: Language Devotion in Tamil India, 1891-1970*. University of California Press, 1997.

Rai, Alok. "The Persistence of Hindustani." *India International Centre Quarterly*, vol. 29, no. 3/4, 2002, pp. 70–79. JSTOR, <http://www.jstor.org/stable/23005818>.

Language and Literature

Harder, Hans. *Literature and Nationalist Ideology: Writing Histories of Modern Indian Languages*. Taylor & Francis Ltd, 2018.

Nagaraj, D.R. "The Forms of Kannada Nationalism." *Listening to the Loom: Essays on Literature, Politics and Violence*. Ranikhet: Permanent Black, 2012.

Orsini, Francisco. "What Did They Mean by Public? Language, Literature and the Politics of Nationalism." *EPW* 34.7 (Feb 13-19, 1999): 409-416.

Sheth, D.L. "The Great Language Debate: Politics of Metropolitan versus Vernacular India." in Asha Saranghi, ed. *Language and Politics in India*. New Delhi: Oxford University Press, 2010.

Kumar, Udaya. *Writing the First Person: Literature, History, and Autobiography in Modern Kerala*, Ranikhet: Permanent Black, 2016.

Tharakeshwar, V.B. "Caste and Language: The Debate on English in India." *English in the Dalit Context*. Eds. Alladi Uma, Suneetha Rani and D. Murali Manohar. Hyderabad: OrientBlackswan, 2014.

Subrahmanyam, Sanjay, and Velcheru Narayana Rao. "History and Politics in the Vernacular: Reflections on Medieval and Early Modern South India." *History in the Vernacular*, edited by Raziuddin Aquil and Paartha Chatterjee, Permanent Black; Distributed by Orient Longman, 2010, pp. 25–65.

Language and Cinema

Prasad, M. Madhava. *Cine-Politics: Film Stars and Political Existence in South India*. Orient Blackswan. 2014.

---. *Ideology of the Hindi Film: A Historical Construction*. Oxford University Press, 2008.

S. V. Srinivas. *Politics as Performance: A Social History of the Telugu Cinema*. Orient Blackswan. 2013.

Sowmya Dechamma C. C., and Elavarthi Sathya Prakash. *Cinemas of South India: Culture, Resistance, Ideology*. Oxford University Press, 2010.

M.K. Raghavendra. *Bipolar Identity: Region, Nation, and the Kannada Language Film*. OUP. 2011.

Radhakrishnan, Ratheesh. "Region/Regional Cinema." *BioScope: South Asian Screen Studies*, 12(1-2), 2021, pp. 162-165. <https://doi.org/10.1177/09749276211026055>

Additional reading

ELECTIVE COURSE 3

Course title	Narrating Nation																																																																																													
Category	b) Existing Course with 50% revision																																																																																													
Course code	COMPLITE532																																																																																													
Semester	2																																																																																													
Number of credits	4																																																																																													
Maximum intake	30																																																																																													
Day/Time	Wednesday 9-11/ Friday 4-6																																																																																													
Name of the teacher/s	Dr. Ajay Mathew Jose																																																																																													
Course description	<p>viii) A brief overview of the course The course aims to explore the construction, erasure and reconstruction of nation through various narratives. The stories of national being and belonging are contested, often violently. The course will closely read national histories projects and nationalism as a strong ideology in today's world. Institutionalization and nationalization of Literature, Mediation of nation and national remembrance through fiction, construction of collective memories and Visual Art and representation in the age of nationalism will be some of the themes for discussion.</p> <p>ix) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">a)Domain Specific</th> <th colspan="3">b)Value Addition</th> <th colspan="2">c) Skill Enhancement</th> <th colspan="2">d)Employability Quotient</th> </tr> <tr> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> <th>PSO8</th> <th>PSO9</th> <th>PSO10</th> <th>PSO11</th> </tr> </thead> <tbody> <tr> <td>CLO1</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO2</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO3</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO4</td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> <p>x) Learning outcomes— CLO1): Articulate nationalism's theoretical origins identifying institutionalization of literature and collective memory construction.PSO4 a)</p>												a)Domain Specific				b)Value Addition			c) Skill Enhancement		d)Employability Quotient		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	CLO1				✓								CLO2		✓	✓			✓						CLO3				✓								CLO4					✓							CLO5								✓			✓
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	<p>CLO2 :Employ comparative methods to analyze nation-building across texts, (PSO2, PSO3).a, b</p> <p>CLO3): Examine erasure/reconstruction of belonging in literature/cinema (PSO4).a)</p> <p>CLO4): Critically assess contemporary ideologies like homonationalism (Puar), secularism riddles (Baxi, Tejani), and minority dispossession (Said, Spivak/Butler), foregrounding South Asian perspectives (PSO5).b)</p> <p>CLO5: Develop interdisciplinary building research skills for employability (PSO8, PSO11).c, d</p>
Course delivery	Lecture/Seminar
Evaluation scheme	<p>Internal (modes of evaluation): written Assignments, Presentations, Creative and Participatory modes</p> <p>End-semester (mode of evaluation): Sit in Examination</p>
Reading list	<p>Essential reading</p> <p>Nationalism: Origins, Debates, Contemporary Questions</p> <p>Anderson: Imagined Communities</p> <p>Hannah Arendt: “Nation State and Democracy” Agamben: State of Exception, chapter 2</p> <p>Spivak/ Butler: Who sings the Nation State</p> <p>Marx: “The Jewish Question”</p> <p>Edward Said: “The Politics of Dispossession”</p> <p>Derrida: (Onto Theology of National Human? Phantoms of the Other)</p> <p>“Avowing — The Impossible: ‘Returns,’ Repentance, and Reconciliation”</p> <p>Balibar, E. (1991). The Nation Form: History and Ideology.</p> <p>Charles Hirschkind: The Feeling of History, Chapter 4</p> <p>Jasbir Puar : From Terrorist Assemblages: <i>Homonationalism</i> in Queer Times</p> <p>Sara Farris: from <i>Femo Nationalism</i></p> <p>India</p> <p>From The Impossible Indian- Faisal Devji</p> <p>Ambedkar: Pakistan or the Partition of India</p> <p>Hindu Wife Hindu Nation : Tanika Sarkar</p> <p>From Nation and its Fragments: Partha Chatterjee</p> <p>Crisis of Nation state in India: Sudipta Kaviraj</p> <p>Theories of Oppression and Another Dialogue of Cultures: Ashis Nandy</p> <p>Mrudu Rai: Making a Part Inalienable</p> <p>Reflections on the category of Secularism in India: Shabnam Tejani</p>

The Gujarat Experiment and Hindu National Realism: Lessons for Secularism- Arvind Raja Gopal
Siting Secularism in the Uniform Civil Code: A riddle wrapped in an enigma: Upendra Bakshi
Literacy and Conversion in the discourse of Hindu Nationalism: Gauri Viswanathan

Nation and Literature/ Cinema

Refashioning Mother India: Feminism and Nationalism in Late-Colonial India Mrinalini Sinha

A Strange Love of the Land: Identity, Poetry and Politics in the (Un)Making of South Asia- Kaviraj Tejaswini Niranjana: Integrating whose Nation?

Tourists and Terrorists in Roja

Neither State, Nor Faith: Transcendental Significance of Cinema: Ravi Vasudevan

Artist as the Charismatic Individual : Partha Mitter

‘A secret of their own country’: Or, how Indian nationalism made itself irrefutable Christopher Pinney

Haider (Vishal Bharadwaj)/Curfewed Night- Bashrat Peer

Agha Shahid Ali: Country without a Post Office, Farewell

Darwish: Identity Card

Seasons of Trouble: Rohini Mohan

Additional reading

ELECTIVE COURSE 4

Course title	PROFICIENCY IN SANSKRIT -I																																																																						
Category	NEW COURSE																																																																						
Course code	COMPLITE448																																																																						
Semester	2																																																																						
Number of credits	4																																																																						
Maximum intake	30																																																																						
Day/Time	Mon and wed. 2-4 pm																																																																						
Name of the teacher/s	Nilakantha Dash																																																																						
Course description	<p>A brief over view of the course</p> <p>The course intends to give beginner's level proficiency in Sanskrit language. Basic skills to engage with entry level texts in simple Sanskrit prose and Poetry will be taught. As Sanskrit is the language used in all texts of Indian Purana, epics and Philosophy, this language will provide you with an access to Indian Knowledge Systems.</p> <p>Objectives of the Course in terms of Programme Outcome:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">a)Domain Specific</th> <th colspan="3">b)Value Addition</th> <th colspan="2">c) Skill Enhancement</th> <th colspan="2">d)Employability Quotient</th> </tr> <tr> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> <th>PSO8</th> <th>PSO9</th> <th>PSO10</th> <th>PSC</th> </tr> </thead> <tbody> <tr> <td>CLO1</td> <td>✓</td> <td></td> </tr> <tr> <td>CLO2</td> <td>✓</td> <td></td> </tr> <tr> <td>CLO3</td> <td></td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>													a)Domain Specific				b)Value Addition			c) Skill Enhancement		d)Employability Quotient		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSC	CLO1	✓											CLO2	✓											CLO3				✓			✓				
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CLO3				✓			✓																																																																

	CLO4	✓			✓								
	CLO5							✓		✓			
	<p>Learning Outcome:</p> <ul style="list-style-type: none"> • CLO1 : Master Sanskrit Devanagari script recognition and writing, including nominal declensions of vowel-ending nouns as foundational textual practice (a). • CLO2 : Apply verbal conjugation patterns to construct and parse basic Sanskrit sentences, situating grammar within language-culture communication (a). • CLO3 : Perform close reading of Sanskrit prose texts, decoding morphological structures and interpreting philosophical/social content (c) • CLO4 : Analyze Sanskrit poetry through sandhi resolution and meter, understanding aesthetic plurality across South Asian traditions (c). • CLO5 (Employability): Translate Sanskrit knowledge-texts (prose/poetry) for interdisciplinary applications in media, education, and literary sectors d, c. 												
Course delivery	Lecture mode												
Evaluation scheme	Internal (modes of evaluation): One-(written+Oral)-- 40%												
	End-semester (mode of evaluation):Written Test-60%												
Reading list	<p>Essential reading:</p> <p>-R. Antoine, SJ (1970): A Sanskrit Manual for High Schools Part I and II. Xavier Publications, Calcutta-16.</p> <p>-Gold P. Robert & Sutherland, S.J. (1987): Devavāni-praveśikā:An Introduction to Sanskrit Language. Centre for South and South-east Asia Studies, University of California, Berkeley.</p> <p>-Kale, M.R. (1995) :A Higher Sanskrit Grammar. Motilal Banarsidass, New Delhi.</p> <p>-Vedalankara, Jagannatha (1990): Sarala-samskr̥ta-sarani. (Part I and II), Sri Arabinda Ashrama, Pondicheri.</p> <p>-Dvivedi Kapildev (2001): Praudha-rachanā-anuvāda-kaumudi.</p>												

Vishvavidyalaya Prakashan, Varanasi.

-Sastri, C.N.Hamsa (1962): Bṛhat-anuvāda-candrikā.
Motilal Banarsidass, Varanasi.

-Apte, Vaman Shivram: The Student's Sanskrit English Dictionary.
Motilal Banarsidass, Delhi.

	CLO2			✓	✓							
	CLO3					✓	✓					
	CLO4							✓	✓	✓		
	CLO5										✓	✓
	<p>Learning outcomes—</p> <ol style="list-style-type: none"> 1. CLO1: Recall Panini's Astadhyayi structure, Pratyahara technique, rule types (e.g., sandhi, meta-rules), and Indian logic origins (Pramana theory), situating them within grammatical traditions. a) 2. CLO2 Apply Paninian rules to analyze Sanskrit sandhi compositions and perceptual knowledge in logic, comparing with modern linguistics frameworks. a) 3. CLO3: Evaluate Indian logic's development (perception/Pramana) alongside Paninian precision, foregrounding Global Southern epistemological contributions to language philosophy. b) 4. CLO4: Develop interdisciplinary analytical skills to interpret texts via Pratyahara/sandhi, linking grammar-logic to cultural hermeneutics and digital parsing tools. c) 5. CLO5: Design research proposals or teaching modules on Astadhyayi/Pramana for academia, translation, or AI linguistics, enhancing scholarly communication and NET preparation. d) 											
Course delivery	Lecture											
Evaluation scheme	Internal (modes of evaluation): assignemnt-2-- 40% End-semester (mode of evaluation): Written Test-60%											
Reading list	Essential reading: Laghu-siddhanta-kaumudi of Varadaraja and Tarkasamgraha of Annam Bhatta, ed Athalya and Bodas, Pub. BORI, Pune. Additional reading: Intrtroduction to Indian Philosophy: by authors like H. Hiriyana, Jadunath Sinha, karl. H. Potter (vol.II,III, IV and V)											