Postgraduate Programmes
NEP Syllabus 2023-24
MA in English

Programme Degree e.g. M.A./M.Com./M.Sc./ M.M.S., etc.		M.A.
Parenthesis if any (Specialization)		English
Preamble (Brief Introduction to the programme)		Established in 1972, the department offers an M.A. programme that is contemporary, research-oriented and skill-based with an interdisciplinary approach. It incorporates a wide range of texts from world literature, including literatures in English and in translation as well as the allied arts, offering intellectual diversity. A well formulated, contemporized and international level syllabus, the curriculum is designed with the objective to contextualizing and contemporizing literary studies. With the critical re-examination and analysis in a comparative frame of literary and linguistic texts, agencies, locations, productions and reception of texts as its thrust, the syllabus also familiarizes the students with contemporary perspectives in literary criticism and linguistic theories. The course is designed to provide the students with a solid foundation for advanced research as well as equip them with skills that make them valuable in the employment sector.
Programme Specific Outcomes (POs)		After completing this programme, Learner will
	1.	be able to focus on creative and critical texts written in and translated into English.
	2.	be able to critically re-examine and analyze in a comparative frame literary texts, locations, agencies, productions and history of reception of these texts.

	3.	be able to analyze contemporary approaches in literary criticism and linguistics theories.
		Note: Objectives are also given separately for individual papers.
Eligibility Criteria for Programme		A student is being eligible for admission to M.A. in English as per the eligibility norms prescribed by the university.
Intake (For SNDT WU Departments and Conducted Colleges)		30

RM: Research Methodology
OJT: On-Job Training
RP: Research Project

Structure with Course Titles

(Options related to our area of study to be provided with "OR" for baskets of different types)

Postgraduate Programme of 2 years:

Structure with Course Titles

Course Code	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester I					
110111	**Modern Critical Theory**	Major (Core)	4	100	50	50
110112	**Theories of Language Acquisition and Learning and Approaches to Syllabus Design**	Major (Core)	4	100	50	50
110113	**Language Teaching Skills, Issues in Language Testing and Practice Teaching**	Major (Core)	4	100	50	50
110114	**Academic Writing**	Major (Core)	2	50	50	0
120111/ 120112	**Critical theories from the Global South/ Modern Feminist Theory and Criticism**	Major (Elective)	4	100	50	50
130111	**Research Methodology**	Minor Stream (RM)	4	100	50	50

			22	550	300	250
	Semester II					
210111	**Genre Paper: Drama**	Major (Core)	4	100	50	50
210112	**Genre Paper: Poetry**	Major (Core)	4	100	50	50
210113	**Adaptations of Shakespeare in Film**	Major (Core)	4	100	50	50
210114	**Representation of Women in Dramatic Texts**	Major (Core)	2	50	0	50
220111/ 220112	**Epics and Long Poems/ Bhakti and Modern Indian Poetry**	Major (Elective)	4	100	50	50
240141	**Internship**	OJT	4	100	50	50
			22	550	250	300

Year II

Course Code	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III					
	Genre Paper :Novel	Major (Core)	4	100	50	50
	Understanding Alternative Marginalities	Major (Core)	4	100	50	50
	Vulnerability Studies	Major (Core)	4	100	50	50
	Translation Studies: Theory and Practice	Major (Core)	2	50	0	50
	Novels from the Global South/The Modernist and the Post-Modernist Novel	Major (Elective)	4	100	50	50
	Research Paper	RP	4	100	50	50
			22	**550**	**250**	**300**
	Semester IV					
	Post-Colonial Theory and Practice: Indian Perspectives	Major (Core)	4	100	50	50
	Literatures of Diaspora: Theory and Practice	Major (Core)	4	100	50	50
	Introduction to Digital	Major (Core)	4	100	50	50

	Humanities					
	Post-Colonial Voices/Indian Literary Diaspora	Major (Elective)	4	100	50	50
	Research Paper	RP	6	150	100	50
			22	**550**	**300**	**250**

Course Syllabus

Semester III

3.1 Major (Core)

Course Title	Genre Paper :Novel
Course Credits	4
Course Outcomes	After going through the course, learners will be able to 1. trace the growth and development of the genre of the English novel and critical theories of the novel 2. respond critically to the questions raised by the representative novels with regard to human values and psyche 3. apply important critical theories pertaining to the study, appreciation and analysis of the novels 4. map important markers of movements that have influenced the novel as a genre
Module 1 (Credit 1) Novelistic Discourse	
Learning Outcomes	After learning the module, learners will be able to 1. Identify ways in which the novel as a 'form' is defined
	2. Estimate ways in which we can read the novel as an open form
Content Outline	● Mikhail Bakhtin 'From the prehistory of novelistic discourse' Dialogic Imagination: Four essays (1981) Translated by Caryl Emerson and Michael Holquist in Lodge, David, and Nigel Wood, eds. *Modern criticism and theory: A reader*. Pearson Education, 2008.
Module 2 (Credit 1) The Modern European Novel	

Learning Outcomes	After learning the module, learners will be able to
	1. Locate the origins of the modern european novel
	2. Formulate ways in which Cervantes' narrative techniques have shaped the modern novel form
Content Outline	● Don Quixote: Miguel de Cervantes - Penguin Classics 2000

Module 3 (Credit 1) The Postmodern Novel	
Learning Outcomes	After learning the module, learners will be able to
	1. Mark the important characteristics of a postmodern novel like experimental use of language, rejection of metanarratives, questioning of reality and its representation etc
	2. Perceive how a postmodern novel radically departs from other conventional forms of writing
Content Outline	● Midnight's Children : Salman Rushdie, 1981

Module 4 (Credit 1) European Realism	
Learning Outcomes	After learning the module, learners will be able to
	1. Estimate the important characteristics of the European Realism
	2. Analyze the socio-historical and political contexts that fostered European Realism
Content Outline	● Madame Bovary: Gustave Flaubert, 1950

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Presentations / group and individual

2. Term paper

Students will be completing a scholarly essay and defending it

Recommended Readings :

1. Nicholls, Peter . *Modernism: A Literary Guide*. Berkeley and Los Angeles: University of California Press, 1995.
2. Lewis, Pericles. The Cambridge Introduction to Modernism. Cambridge University Press, 2001.
3. Chatman, Seymour Benjamin. *Story and discourse: Narrative structure in fiction and film.* Cornell university press, 1978.
4. McCabe, Allyssa and Carole Peterson eds. McCabe, Allyssa, and Carole Peterson, eds. *Developing narrative structure*. Psychology Press, 1991.
5. Mattingly, Cheryl. Mattingly, Cheryl. *Healing dramas and clinical plots: The narrative structure of experience*. Vol. 7. Cambridge university press, 1998.
6. Carr, David. Time, Narrative and History. Indiana University Press, 1991.
7. Allen, Graham . Intertextuality: The New Critical Idiom. Routledge, 2011.
8. Hemmings, F. W. J. "The Realist Novel: The European Context." *Encyclopedia of Literature and Criticism*. Routledge, 2002. 574-584.
9. Ryan, Judith. *The Novel After Theory*. Columbia University Press, 2014.
10. Diana de Armas Wilson. *Cervantes, the Novel, and the New World.* Oxford University Press, 2000.
11. Bowers, Maggie Ann. *Magic(al) Realism: The New Critical Idiom*. Routledge, 2004.

Semester III

3.2 Major (Core)

Course Title	Understanding Alternative Marginalities
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Identify both obvious and subtle forms of discriminations and their representations
	2. Understand various ways of approaching dissent
	3. Analyze the complex interplay of social identities such

	as race, gender, sexuality, and class
	4. Critically respond to various kinds of systemic oppression and discriminations

Module 1 (Credit 1) Theoretical Frameworks	
Learning Outcomes	After learning the module, learners will be able to
	1. Be familiar with the major theoretical positions that help formulate locations of marginalities
	2. Deliberate on the positions that intersectionality and subaltern studies take vis-a-vis marginal politics
Content Outline	● "Where are the Margins?" Crenshaw, C. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. Stanford Law Review, vol. 43, No. 6 (Jul.1991), pp. 1241-1299. ● Ludden, David. "Introduction" Reading Subaltern Studies: Critical History, Contested Meaning and the Globalization of South Asia. Anthem Press, 2002.
Module 2 (Credit 1)	**Dalit Subjectivities**
Learning Outcomes	After learning the module, learners will be able to
	1. Examine the theoretical routes to Dalit aesthetics
	2. Explore the myriad dimensions of Dalit writing in contemporary times
Content Outline	● Guru, Gopal. "Dalit women talk differently." Economic and Political Weekly (1995): 2548- 2550. ● Gidla, Sujatha. *Ants Among Elephants: An Untouchable Family and the Making of Modern India.* Farrar, Straus and Giroux, 2017 OR Selected Poetry (Namdeo Dhasal, P.Sivakami, Meena Kandasamy , Kalyani Thakur Charal)

Module 3 (Credit 1)	Queer Subjectivities
Learning Outcomes	After learning the module, learners will be able to
	1. Analyze the complex questions surrounding queer politics in South-Asia
	2. Explore how issues in queer politics find expression in the form of the graphic novel
Content Outline	● Selections from Puar, Jasbir K. Terrorist assemblages: Homonationalism in queer times. Duke University Press, 2018. ● Patil, Amruta. Kari. Harper Collins, 2008
Module 4 (Credit 1)	Adivasi Subjectivities
Learning Outcomes	After learning the module, learners will be able to
	1. Negotiate the politics of articulation of adivasi subjectivities in India
	2. Analyze how these political articulations find expressions in literary representations
Content Outline	● Selections from Devy, G. N. "For a Nomad called Thief." Towards a Transcultural Future: Literature and Human Rights in a'post'-colonial World 8 (2004): 281. ● Hansda Sowvendra Shekhar, The Adivasi Will Not Dance: Stories. Speaking Tiger, 2015

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Presentations
2. Term paper

Students will be tested on the use of critical and theoretical vocabularies

Recommended Reading:

1. Prakash, Gyan. "Subaltern studies as postcolonial criticism." The American historical review 99.5 (1994): 1475-1490.
2. Gopal, Priyamvada. "Reading subaltern history." The Cambridge companion to postcolonial literary studies (2004): 139-161.

3. Chakrabarty, Dipesh. "A small history of subaltern studies." A companion to postcolonial studies (2000): 467-85.
4. Sabin, Margery. "In Search of Subaltern Consciousness." Prose Studies 30.2 (2008): 177-200.
5. Menon, Nivedita. "Is feminism about women'? A critical view on intersectionality from India." Economic and Political Weekly (2015): 37-44.
6. John, Mary E. "Intersectionality: Rejection or critical dialogue?." Economic and Political Weekly (2015): 72-76.
7. Grzanka, Patrick R., and Patrick Grzanka. Intersectionality: A foundations and frontiers reader. Routledge, 2018.

Semester III

3.3 Major (Core)

Course Title	Vulnerability Studies
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Develop strategies to understand various ways in which vulnerability is conceived in literature
	2. Understand the political, social and historical dimensions of looking at vulnerability
	3. Assess through the lens of vulnerability studies strategies of resilience, resistance and formation of identities
Module 1 (Credit 1) Conceptualizing Vulnerability	
Learning Outcomes	After learning the module, learners will be able to
	1. Fathom the various discourses that frame the notions of vulnerability
	2. Deliberate on the various debates that inform the notions of

	vulnerability
Content Outline	● 'Introduction'. Ganteau, Jean-Michel, and Susana Onega, eds. Victimhood and vulnerability in 21st century fiction. Vol. 74. Routledge, 2017 ● Ghosh, Amitav. The great derangement: Climate change and the unthinkable. Penguin UK, 2018.

Module 2 (Credit 1) Posthumanism

Learning Outcomes	After learning the module, learners will be able to
	1. Position the fundamental issues concerning posthumanism
	2. Apply the theoretical concepts to reading a contemporary graphic novel
Content Outline	● The Posthuman (Polity, 2013) – Rosi Braidotti ● Dream Machine: AI and the Real World by Appupen and Laurent Daudet

Module 3 (Credit 1) Climate Fiction

Learning Outcomes	After learning the module, learners will be able to
	1. Examine how contemporary institutions, ideas and practices frame ideas around climate change
	2. Evaluate how forms of climate fiction responds to the debates around climate change
Content Outline	● Octavia Butler, "Parable of the Sower", 1993 ● Margaret Atwood 'Time Capsule found on a Dead Planet' 2009, Short story

Module 4 (Credit 1) Disability

Learning Outcomes	After learning the module, learners will be able to

	1. Identify key theoretical movements in Disability studies
	2. Adapt the concepts to the understanding of texts from South-Asia
Content Outline	● Davis, Lennard J.. "Crips Strike Back: The Rise of Disability Studies". Bending Over Backwards: Essays on Disability and the Body, New York, USA: New York University Press, 2002, pp. 33-46. ● Selections from Sati, Someshwar, and G. J. V. Prasad, eds. Disability in translation: The Indian experience. Routledge, 2019.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Term paper
2. Presentations / multimodal presentations
   Students will learn and refine a variety of strategies of reading that they have developed during the course

Recommended Reading:

1. The Cambridge Companion to Literature and the Posthuman (Cambridge University Press, 2016) – (eds.) Bruce Clarke and Manuela Rossini
2. Philosophical Posthumanism (Bloomsbury Academic, 2019) – Francesca Ferrando
3. The Posthuman Body in Superhero Comics: Human, Superhuman, Transhuman, Post/Human (Palgrave Macmillan, 2016) – Jeffery Scott
4. Science Fiction, Alien Encounters, and the Ethics of Posthumanism: Beyond the Golden Rule (Palgrave Macmillan, 2014) – Elana Gomel
5. Posthumous Life: Theorizing Beyond the Posthuman (Columbia University Press, 2017) – (eds.) Jami Weinstein and Claire Colebrook
6. Towards a Posthuman Imagination in Literature and Media: Monsters, Mutants, Aliens, Artificial Beings (Peter Lang, 2019) – Simona Micali
7. Coloniality, Ontology, and the Question of the Posthuman (Routledge, 2018) – (ed.) Mark Jackson
8. Virtual Futures: Cyberotics, Technology and Posthuman Pragmatism (Routledge, 1998) – (eds.) Joan Broadhurst Dixon and Eric Cassidy
9. Monkey Trouble: The Scandal of Posthumanism (Fordham University Press, 2018) – Christopher Peterson
10. Clones, Fakes and Posthumans: Cultures of Replication (Rodopi, 2012) – (eds.)

Philomena Essed and Gabriele Schwab

11. Brown, Patrick. On Vulnerability: A Critical Introduction. Routledge 2022.
12. Fineman, Martha Albertson and Anna Grear (eds) Vulnerability Reflections on a New 69.
13. Masschelein, Anneleen, Florian Mussgnug and Jennifer Rushworth (eds) Mediating 70.Vulnerability: Comparative approaches and questions of genre. UCL Press, 2021.
14. Sánchez, María Porras and Gerardo Vilches (eds) Precarious Youth in Contemporary Graphic Narratives : Young Lives in Crisis. Routledge, 2023.
15. Butler, Judith, Zeynep Gambetti, Leticia Sabsay (eds) Vulnerability in Resistance. Duke, 2016.
16. Nayar, Pramod K. The Extreme in Contemporary Culture: States of Vulnerability. Lexington, 2017.
17. Ghosh, Amitav. The Great Derangement: Climate Change and the Unthinkable. University of Chicago Press, 2016.
18. Povinelli, Elizabeth. Geontologies: A Requiem to Late Liberalism. Duke University Press, 2016.
19. Puar, Jasbir. The Right to Maim: Debility, Capacity, Disability. Duke University Press, 2017.
20. Scranton, Roy. Learning to Die in the Anthropocene: Reflections on the End of a Civilization. City Lights Publishers, 2015.

Semester III

3. 4 Major (Core)

Course Title	Translation Studies: Theory and Practice
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. Identify the intricacies of the theory and practice of translation and issues in the politics of translations
	2. Understand various theoretical positions within translation studies beyond the fidelity discourse

Module 1 (Credit 1) Theory of Translation Studies	
Learning Outcomes	After learning the module, learners will be able to
	1. Assess the nuances of translation in the Indian context
	2. Read translation beyond linguistic transfer
Content Outline	• Selections from Translation as Discovery: Sujit Mukherjee and • Ganesh Devy "Translation and Literary History: An Indian View"
Module 2 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	1. Evaluate both the politics and praxes of translations
	2. Discern the various ideological choices that translators make when translating a text
Content Outline	• Comparative reading of three translations of Majha Pravas by Vishnubhat Godse

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Comparative analyses of translations
2. Students would be asked to translate a text of their choice

Recommended Reading:

1. Venuti, Lawrence (1995). *The Translator's Invisibility: A History of Translation*. New York: Routledge.
2. Bassnet, Susan.(1998) ed. C*onstructing Cultures: Essays on Literary Translation*.Clarendon: Multilingual Matters.
3. Lefevre, Andre.(1992) *Translation, rewriting and the Manipulation of Literary fame.* London : Routledge.

4. Ramanujan, A.K., .(1973)trans. *Speaking of Shiva.* Harmondsworth: Penguin Classics.
5. Bassnet ,Susan and Andre Lefevre, ed (1990) *Translation, History and Culture.*London and New York: Pinter Publication.
6. Niranjana, Tejaswini. (1995) *Siting Translation: History , post-structuralism and the colonial context.* Hyderabad: Orient Blackswan.

Semester III

3.5 Major (Elective)

Course Title	Novels from the Global South
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. determine socio-political contexts of production of narratives from the Global South
	2. critically analyze how narratives of the Global South challenge and resist euro-centric readings of the novel form
	3. apply postcolonial theoretical frames to reading novels from the Global South
Module 1 (Credit 1) South African Novel	
Learning Outcomes	After learning the module, learners will be able to
	1. Assess the politics of racial discrimination in South-Africa
	2. Evaluate ways in which race politics affect ways of understanding the postcolonial nation-state
Content Outline	● My Son's story : Nadine Gordimer, Farrar, Strauss and Giroux 1990

Module 2 (Credit 1) North African Novel	
Learning Outcomes	After learning the module, learners will be able to
	1. Engage critically with the socio-political entanglements in North East Africa
	2. Locate literary techniques that evolve out of varied postcolonial contexts
Content Outline	● Maps: Nurruddin Farah, Arcade Publishing, 1999

Module 3 (Credit 1) Latin American Novel	
Learning Outcomes	After learning the module, learners will be able to
	1. Assess socio-political formations from Latin America
	2. Identify literary techniques unique to Latin American fiction
Content Outline	● The Lost Steps: AlejoCarpentier University of Minnesota, 1953

Module 4 (Credit 1) Turkish Novel	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify complex socio-political formations that define the Global South
	2. Situate the modern Turkish text within the conflicts that frame its national fabric
Content Outline	● Snow: OrhanPamuk (transl). Maureen Freely, Faber& Faber 2004

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

i) Long essay

ii) Quiz /group discussions

Students will demonstrate the ability to offer cogent arguments as they critique, edit and revise written texts

Recommended Readings :

1. Bruce King. *The New literatures: Cultural Nationalism in a Changing World*.
Macmillan, 1987.
2. Brydon, Diana & Helen Tiffin (Eds). *Decolonising Fictions.* Dangaroo, 1993.
3. Chris Tiffin & Alan Lawson. (eds.) *Describing Empire: Postcolonialism and Textuality.* Routledge, 1994.
4. Ernest Emenyonu. S*tudies on the Nigerian Novel.* Heinemann, 1991.
5. Frantz Fanon. *Black Skins, White Masks.* Pluto Press: London, 1986.
6. Henry Louis Gates Jr. *Race, Writing and Difference*. Chicago: 1985.
7. MirceGithae-Mugo. *Visions of Africa*. Kenya Literature Bureau, 1978
8. Paul Gilroy. *The Black Atlantic: Modernity and Double Consciousness.* Verso. 1994.
9. Susheila Nasta. *Motherlands: Women's Writing from Africa, the Caribbean and South Asia.*Women's Press, 1991.
10. Wole Soyinka. *Myth, Literature and the African World*. Oxford: 1991

Semester III

3.5 Major (Elective)

1.

Course Title	The Modernist and the Post-Modernist Novel
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. analyze the significant developments in the novel form in the twentieth century
	2. assess the emergence and the development of the modern novel in the light colonialism, war, feminism, psychoanalysis, avant garde movements, mass culture and the theories of the novel
	3. understand and critically evaluate modernist and postmodernist novels

Module 1 (Credit 1) Women Writing Modernism	
Learning Outcomes	After learning the module, learners will be able to
	1. Gain insight into the social and historical context of the text, and its relation to literary Modernism
	2. Examine the narrative techniques employed and their contribution to the modernist literary theory
Content Outline	● Mrs Dalloway: Virginia Woolf, 1925
Module 2 (Credit 1) European Modernism	
Learning Outcomes	After learning the module, learners will be able to
	1. Assess ways in which modernist fiction frames the literary subject
	2. Analyse the use of dark comedy to problematize modernizing institutions
Content Outline	● The Trial- Franz Kafka
Module 3 (Credit 1) European Post Modernism	
Learning Outcomes	After learning the module, learners will be able to
	1. Evaluate the postmodern techniques used to understand philosophical concepts of 'lightness' and 'heaviness'
	2. Understand the various dimensions of the use of 'kitsch'
Content Outline	● The Unbearable Lightness of Being: Milan Kundera, 1984
Module 4 (Credit 1) Women Writing the Postmodern	

Learning Outcomes	After learning the module, learners will be able to
	1. Explore and critique aspects of gender and sexuality.
	2. Evaluate the interplay between historical events, myths and fairy tale and their impact on the novel's development
Content Outline	● Sexing the Cherry : Jeanette Winterson , 1989

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Book Review
2. Presentations/Group Assignments

Recommended Reading:

1. Childs, Peter. *Modernism*. Routledge, 2016.
2. Lewis, Pericles. *The Cambridge Introduction to Modernism*. Cambridge University Press, 2007.
3. Brooker, Peter, ed. *Modernisms/Postmodernisms*. London: Macmillan, 1991.
4. *Anthony Geist and Jose B. Monle-n* eds. Modernism and its Margins, *Reinscribing Cultural Modernity from Spain and Latin America.* Routledge, 2018.
5. Quinones, Ricardo J. *Mapping Literary Modernism*. Vol. 21. Princeton University Press, 2014.
6. Gilbert, Sandra and Susan Gubar. *No Man's Land: The Place of the Woman Writer in the Twentieth Century.* 3 vols.New Haven: Yale UP, (1984-1988)
7. Kundera, Milan. *The Art of the Novel*. Faber & Faber, 2020.
8. Waugh, Patricia.*Practising Postmodernism :Reading Modernism*. London: Arnold, 1992.
9. Hoberek, Andrew. "Introduction: After Postmodernism." *Twentieth Century Literature* 53.3 : 233-247, 2007.
10. Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction.* London and New York: Routledge, 1988.
11. Poplawski, Paul. *Encyclopedia of Literary Modernism*. Westport, Connecticut, London: Greenwood Press, 2003.
12. Connor, Steven, ed. *The Cambridge companion to postmodernism*. Cambridge University Press, 2004.

Semester III

3.6 RP

Course Title	Research Paper
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Choose topics and areas for research and develop research questions.
	2. Understand different methodologies, conceptual frameworks and research perspectives that help shape the design, analysis and findings of the dissertation.
	3. Organize, structure, analyze and write the dissertation
Module 1 (Credit 1) Designing a research project	
Learning Outcomes	After learning the module, learners will be able to
	1. Understand what research in the humanities mean
	2. Design their own research project
Content Outline	● Starting Research and Developing Research Questions
Module 2 (Credit 1) Orienting Research	
Learning Outcomes	After learning the module, learners will be able to
	1. Respond to a range of possibilities in terms of approach to a research problem
	2. Narrow down on approaches to the problem
Content Outline	● Methodologies, Methods
Module 3 (Credit 1) Ethics in Research	
Learning Outcomes	After learning the module, learners will be able to

	1. Apply the fundamental ethical principles to research activities
	2. Discern ethical concerns in research
Content Outline	● Skills and Ethics in Literature and Language research.

Module 4 (Credit 1) Prepare a Roadmap

Learning Outcomes	After learning the module, learners will be able to
	1. Extensively prepare to begin writing the dissertation
	2. Organize sources and cogently map arguments
Content Outline	● Planning the writing of the Dissertation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Design the progress of the dissertation
2. Citation / structuring of the dissertation
   Students are expected to demonstrate a mastery over critical discourses and relevant vocabulary and produce a publishable work.

Semester IV

4.1 Major (Core)

Course Title	**Post-Colonial Theory and Practice: Indian Perspectives**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Understand the significant ideas and theories that have emerged from India which have questioned and critiqued political and cultural colonialisms
	2. Identify representative texts which explore issues of the truncated identity, nationhood and the collective past of

	colonized subjects

Module 1 (Credit 1) Postcolonial Theory

Learning Outcomes	After learning the module, learners will be able to
	1. Assess ways in which the Global North continues to define the postcolonial
	2. Understand the strategies of resistance that writings from postcolonial spaces employ
Content Outline	● Literary Theory and Third World Literature' From Aijaz Ahmad : In Theory (Selections)*

Module 2 (Credit 1) Nation/Nationalisms

Learning Outcomes	After learning the module, learners will be able to
	1. Invest in the complexities of the formations of the concepts of the Indian Nation-State
	2. Tease out the multiple layers of the contexts of the emerge of Nationalism in India
Content Outline	● Rabindranath Tagore: Gora. Translated by Sujit Mukherjee

Module 3 (Credit 1) Nation after Independence

Learning Outcomes	After learning the module, learners will be able to
	1. Formulate the contingencies that continue to shape our National imaginaries
	2. Fathom multiple contexts of understanding Partition
Content Outline	● Amitav Ghosh: Shadow Lines, 1984

Module 4 (Credit 1) Postcolonial Identities

Learning Outcomes	After learning the module, learners will be able to
	1. Comprehend the complexities of the Indian citizen-subject
	2. Evaluate the literary strategies that Indian writers in English employ to express postcolonial concerns
Content Outline	● Arundhati Roy: The God of Small Things, 1997

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Review of a book, play, performance, etc.

2. Book review/ Editorial

Students are expected to be adept at using postcolonial vocabulary and employing postcolonial frames to read literary texts.

Recommended Reading:

1. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Empire Writes Back: Theory and Practice in Post Colonial Literatures*. London: Routledge, 1989.

2. *Subaltern Studies Volumes 1-8.* Series Editor: Ranajit Guha. Oxford University Press, 1988.

3. Bhabha, H. ed. *Nation and Narration.* London: Routledge, 1990.

4. Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse.* Princeton University Press, 1986.

5. Devi, G N. *After Amnesia: Tradition and Change in Indian Literary Criticism.* Hyderabad: Blackswan, 1992.

6. Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English.* New Delhi: Oxford OP, 2000.

7. Mishra, Vijay, and Bob Hodge. "What is Post (-) colonialism?." *Colonial discourse and post-colonial theory*. Routledge, 2015. 276-290.

8. Said, E. Culture and Imperialism. London: Vintage, 2004.

9. Nandy, Ashis. "An Ambiguous Journey to the City: The Village and Other Odd Ruins of the Self in the Indian Imagination." Oxford University Press, 2007.

10. Viswanathan, G. *Masks of Conquest: Literary Studies and the British Rule in India. New York: Columbia University Press,* 1989.

11. Gopal, Priyamvada. *Insurgent empire: Anticolonial resistance and British dissent.* Verso Books, 2019.

Semester III

4.2 Major (Core)

Course Title	Literatures of Diaspora: Theory and Practice
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Familiarise students with the history of multiple migrations over time and space
	2. Introduce students to theories of ''diaspora'' and related concepts of identity and culture.
	3. Enable students to understand and analyse themes related to the diasporic experience
	4. Identify the different types and timelines of migration across the globe
	5. Differentiate between diaspora and constructs of the nation state
	6. Understand the concept of diaspora and diasporic identity
	7. Apply theoretical concepts of diaspora to narratives under study.
	8. Analyse the notion of diasporic subjectivities in the narratives under study
Module 1 (Credit 1) Diaspora Theory	
Learning Outcomes	After learning the module, learners will be able to
	1. Gain skills to understand socio-political and cultural concerns related to migration of people
	2. Oriented towards the global discourses on international migration and diaspora

Content Outline	- Selected Critical Essays - William Safran Diasporas in Modern Societies: Myths of Homeland and Return Diaspora: A Journal of Transnational Studies, Volume 1, Number 1, Spring 1991, pp. 83-99 - Robin Cohen. Diasporas and the Nation-State: From Victims to Challengers. International Affairs (Royal Institute of International Affairs 1944-) Vol. 72, No. 3, Ethnicity and International Relations (Jul., 1996), pp. 507-520 . - Avatar Brah: *Cartographies of Diaspora, Contesting Identities* (Introduction) London: Routledge, 1996.

Module 2 (Credit 1) Diaspora Poetry

Learning Outcomes	After learning the module, learners will be able to
	1. Identify key concerns in Diasporic poetic sensibilities
	2. Conceptualization of identity
Content Outline	Selections from the poems from Sujatha Bhatt/ Agha Shahid Ali/, Saleem Peeradina /, Meena Alexander/. Imitaz Dharker Or Selections of short stories Tales from Ferozeshah Baugh by Rohinton Mistry (Canada) or Magic Barrel By Malamud

Module 3 (Credit 1) Africa and the Diasporic Novel

Learning Outcomes	After learning the module, learners will be able to
	1. Locate political tensions between different diasporic communities with similar racial alignments
	2. Invest in the complex negotiations of race in Diasporic subjectivities
Content Outline	Americana - Chimamanda Ngozi Adiche

Module 4 (Credit 1) Asian Diasporic Writing	
Learning Outcomes	After learning the module, learners will be able to
	1. Pursue the intergenerational conflicts between the first and second generation of immigrants
	2. Evaluate hyphenated identities as both analytic and experiential categories
Content Outline	● Amy Tan The Joy Luck Club (Amy Tan) or (The Kitchen God's Wife)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Prepare a detail annotated bibliography
2. Book Review
3. Presentations

Students are expected to be comfortable with using novel vocabularies that are associated with reading Diasporic identities and migration.

Recommended Reading :

1. Bhabha, Homi K. *The Location of Culture.* New York: Routledge, 1994.
2. Baubock Rainer and Thomas Faist eds. *Diaspora and Transnationalism. Concepts, Theories and Methods.* Amsterdam: Amsterdam University Press, 2010.
3. Butler Kim.2001. 2001. " Redefining Diaspora. Redefining A discourse". Diaspora : A Journal of Transnational Studies. Volume 10, Number 2, Fall, pp: 189-21.
4. Cho, Lily. "Diasporic citizenship: inhabiting contradictions and challenging exclusions." *American Quarterly* 59.2 (2007): 467-478.
5. Chatterji, Joya, and David A. Washbrook, eds. *Routledge handbook of the South Asian diaspora.* London: Routledge, 2013.
6. Clifford, James. "Diasporas",The Post-Colonial Studies Reader,2nded.Eds. Ashcroft, Bill,Griffiths Gareth, Tiffin Helen. London: Routledge, 2006. pp 451-454.
7. Cohen, Robin. *Global Diasporas: An Introduction*. Seattle: University of Washington Press, 2008.
8. Lavie, Smadar and Ted Swedenburg. eds. *Displacement, Diaspora and the Geographies of Identity*, Durham: Duke University Press, 1996.
9. Mishra, Vijay. " The diasporic imaginary: theorizing the Indian diaspora". Textual Practice 10(3): 421-47, 1996.

10. Paranjape Makarand . Ed. *In Diaspora: Theories, Histories, Texts.* Ed. New Delhi: Indialog Publication, 2001. pp.79-81.

11. Safran, William. Deconstructing and Comparing Diasporas. In Diaspora, Identity and Religion: New Directions in Theory and Research, edited by Waltraud Kokot, Khachig Tololyan and Carolin Alphonso, 9-29. London and New York: Routledge.

12. Sahoo Ajaya. *In Tracing An Indian Diaspora: Contexts, Memories, Representations.*(Ed.) Parvati Raghuram, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha. New Delhi: Sage Publications, 2008.

Semester III

4.3 Major (Core)

Course Title	Introduction to Digital Humanities
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Apply tools of digital humanities to 'reading' texts
	2. Critically examine the contexts of digital humanities
	3. Re-evaluate certain definitive analytical categories that have dominated the print based literary studies
	4. Conceptualize research in the literary studies in the contexts of new digital technologies
Module 1 (Credit 1) Terms/Methods	
Learning Outcomes	After learning the module, learners will be able to
	1. Comfortably employ terminologies central to DH
	2. Distinguish between traditional humanities and DH
Content Outline	● What is Digital Humanities? Selected Readings from ● A Companion to Digital Humanities, Eds. Schreibman, Siemens, and Unsworth, Blackwell, 2004 ● Debates in the Digital Humanities, Ed. Matthew Gold, University of Minnesota Press, 2012

Module 2 (Credit 1) Literature and DH	
Learning Outcomes	After learning the module, learners will be able to
	1. Apply the new methods of reading in DH
	2. Reconfigure approaches to understanding texts
Content Outline	● Literary tools and DH ● Moretti, Franco. Distant reading. Verso Books, 2013
Module 3 (Credit 1) DH in postcolonial contexts	
Learning Outcomes	After learning the module, learners will be able to
	1. Situate the concerns of DH in postcolonial contexts
	2. Map how locations become important in reading digital texts
Content Outline	● Ray Murray, Padmini, and Chris Hand. "Making culture: Locating the digital humanities in India." Visible Language 49.3 (2015): 141-155. ● Risam, Roopika. "2. Beyond the Margins: Intersectionality and Digital Humanities." Intersectionality in Digital Humanities. ARC, Amsterdam University Press, 2019. 13-34.
Module 4 (Credit 1) Forms and DH	
Learning Outcomes	After learning the module, learners will be able to
	1. Intervene with new critical tools in reading literature in the Digital space

	2. Critically assess the novel genres of the Digital medium
Content Outline	● Reading Born Digital Texts ● Intapoetry, video games, Trans- media art, memes, fan fiction, NaNoWriMo, cultural repositories in the digital space ● As part of this unit students will be encouraged to pursue a small project meant to encourage students to analyse texts that lie beyond the limits of traditional humanistic enquiry

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Project on born Digital texts : students are to study a new form and offer insights
2. presentations/group discussions

Recommended Reading :

1. Burdick, A., Drucker, J., Lunenfeld, P., Presner, T., & Schnapp, J. (2012). Digital_Humanities. Mit Press
2. Busa, Roberto. 1980. "The Annals of Humanities Computing: The Index Thomisticus", in Computers and the Humanities 14:83-90.
3. Cathy N. Davidson and David Theo Goldberg. "A Manifesto for the Humanities in aTechnological Age," The Chronicle of Higher Education (February 13, 2004).
4. Computers and the Humanities," Computers and the Humanities 1 (September 1966)
5. culture.org/THR/THR_article_2011_Summer_Sennett.php
6. Dalbello, Marija. "A genealogy of digital humanities." Journal of Documentation (2011).
7. Davidson, Cathy N. (2008). "Humanities 2.0: Promise, Perils, Predictions" PMLA 123(3): 707– 17
8. Earhart, Amy E. "Can information be unfettered? Race and the new digital humanities canon."Debates in the Digital Humanities (2012): 309-318.
9. Irwin C. Lieb, "The ACLS Program for Computer Studies in the Humanities: Notes on
10. Liu, A. (2013). The meaning of the digital humanities. pmla, 128(2), 409-423.
11. Liu, Alan. "Is Digital Humanities a Field?–An Answer from the Point of View of Language." (2016)
12. Manovich, Lev. 2001. The Language of New Media. Cambridge MA: MIT Press..
13. Menon, Nirmala, and T. Shanmugapriya. "Digital humanities in India: Pedagogy, publishing and practices." Exploring Digital Humanities in India. Routledge India, 2020. 91-104.
14. Moretti,Franco . (2005) Graphs, Maps, Trees. London: Verso
15. Mukherjee, Souvik. "Playing subaltern: Video games and postcolonialism." Games and Culture 13.5 (2018): 504-520.

16. Mukherjee, Souvik. Videogames and postcolonialism: Empire plays back. Springer, 2017.
17. in Understanding Digital Humanities, ed. David M. Berry. New York: Palgrave Macmillan, 67–84
18. Risam, Roopika, and Rahul K. Gairola. "South Asian Digital Humanities Then and Now." (2019).
19. Rieder, Bernhard and Theo Röhle (2012). "Digital Methods: Five Challenges"
20. Wilkens, Matthew. "Digital humanities and its application in the study of literature and culture."Comparative Literature 67.1 (2015): 11-20.
21. Richard Sennett, "Humanism," The Hedgehog Review 13, no. 2 (2011). http://www.iasc-
22. Hockey, Susan (2004). "The History of Humanities Computing" in Blackwell Companion to Digital Humanities http://www.chronicle.com/article/A-Manifesto-for-the-Humanities/17844 http://www.springerlink.com/content/ut48k13858644j32/ https://dhs.stanford.edu/comprehending-the-digital-humanities/topics/

Semester III

4.4 Major (Elective)

Course Title	Post-Colonial Voices
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. Understand significant texts that have emerged from third world nations which have questioned and critiqued political and cultural colonialisms
	2. Challenge the eurocentricity of postcolonial discourses
Module 1 (Credit 1) South-African Responses	
Learning Outcomes	After learning the module, learners will be able to
	1. Critically assess the processing of 'writing back'
	2. Discern various literary tools used employed in the processes of rewriting

Content Outline	● J.M. Coetzee: Foe

Module 2 (Credit 1) Jamaican Responses

Learning Outcomes	After learning the module, learners will be able to
	1. Fathom multiples experiences of racism and displacement due to colonization
	2. Navigate through complex understandings of race and gender
Content Outline	● Michele Cliff: No Telephone to Heaven

Module 3 (Credit 1) Columbian Response

Learning Outcomes	After learning the module, learners will be able to
	1. Grasp the concept of 'magic realism'
	2. Unravel the intersections between history, allegory and myth
Content Outline	● Gabriel Garcia Marquez : One Hundred Years of Solitude

Module 4 (Credit 1) Caribbean responses

Learning Outcomes	After learning the module, learners will be able to
	1. Understand the complexities of imagining a nation state
	2. Explore the intersections between race and nationalism
Content Outline	● Earl Lovelace: Salt

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Term Paper
2. Presentations/ Group activities

Recommended Reading:

1. Achebe, C. (1988) Hopes and Impediments: Selected Essays 1965-1987. London: Heinemann
2. Anderson, B (1989). Imagined Communities: Reflections on the Origin and Spread of Nationalism. London and New York: Verso
3. Brennan, T (1990). 'National Longing for Form' in Bhabha (ed) Nation and Narration. London: Routledge
4. Fanon, F. Wretched of the Earth, trans Constance Farrington. Harmondsworth: Penguin
5. Farah, N. (1970) From a Crooked Rib, London: Heinamann
6. Hooks, bell (1989). 'On Self Recovery' in Talking Back: Thinking Feminist, Thinking Black. Boston: South End Press
7. Memmi, A. (1965) The Colonizer and the Colonized. New York: Orion
8. Ngugi, wa Thiong'o (1981) Decolonizing the Mind: the Politics of Language in African Literature. London: James Curry
9. Soyinka, W. (1976) Myth, Literature and the African World. Cambridge: Cambridge University Press

Semester III

4.4 Major (Core)

Course Title	Indian Literary Diaspora
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. examine work from writers of the Indian diaspora located across the globe
	2. provide an understanding of socio-economic contexts of the waves of migration from Indian subcontinent from the 19th century onwards

	3. examine the effect of geographical and cultural dislocation on the experiences of the diaspora iv) To explore concepts of identity and cultural hybridity in narratives of the Indian diaspora
	4. explore concepts of identity and cultural hybridity in narratives of the Indian diaspora

Module 1 (Credit 1) Caribbean- Canadian Diaspora

Learning Outcomes	After learning the module, learners will be able to
	1. Fathom relations between gender and migration particularly in the case of the old diaspora
	2. Critically examine the historical and political contexts of double migration(s)
Content Outline	● Ramabai Espinet: The Swinging Bridge. Caribbean

Module 2 (Credit 1) African-Indian-Canadian Diaspora

Learning Outcomes	After learning the module, learners will be able to
	1. Contexts of race and migration in the old Diaspora
	2. Changing contexts of homeland in Double Diasporas
Content Outline	● M.G Vassanji. No New Land (East African)

Module 3 (Credit 1) Gendering Indian Diaspora

Learning Outcomes	After learning the module, learners will be able to
	1. Understand the contexts of migration in the new diasporas

	2. Navigate through the processes of gendering in new political and social contexts due to migration
Content Outline	● Jhumpha Lahiri – the Namesake (Indian) OR Monica Ali Brick Lane (Bangladeshi)

Module 4 (Credit 1) Imagining Homelands	
Learning Outcomes	After learning the module, learners will be able to
	1. Process the multiple ways in which hybrid identities are formulated
	2. Understand how the diaspora reflects on political contexts of the homeland
Content Outline	● V.V Ganeshanathan – Love Marriage (Sriklanka) OR Exit West by Mohsin Hamid (Pakistan)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Term Paper
2. Presentations/Group Assignments

Recommended Reading:
1. Bhabha, Homi. *Location of Culture.* Routledge, 1994.
2. Ghosh, Amitav. *The Imam and the Indian. Essays.* New Delhi: Ravi Dayal, 2002.
3. Jain,Jasbir (ed.) Writers of the Indian Diaspora, Rawat Publication, 1998.
4. Rai, Rajesh, and Peter Reeves, eds. *The South Asian diaspora: Transnational networks and changing identities.* Routledge, 2008.
5. Mishra, Vijay. The literature of the Indian diaspora: theorizing the diasporic imaginary.London ; New York : Routledge, 2007.
6. Naidu, Sam. "Women Writers of the South Asian Diaspora: Towards a Transnational Feminist Aesthetic?." *Tracing an Indian Diaspora: Contexts, Memories, Representations* (2008): 368-391.
7. Parvati Raghuram, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha. T*racing an Indian Diaspora, Contexts, memories, representations.* New Delhi: Sage Publications, 2008.

8. Prashad, Vijay. *The Karma of Brown Folk*. University of Minnesota Press, 2000.

9. Radhakrishnan, R. Diasporic Mediations: Between Home and Location. University of Minnesota Press, 2013.

10. Ranasinha, Ruvani. *Contemporary Diasporic South Asian Women's Fiction: Gender, Narration and Globalisation.* Palgrave Macmillan, 2016.

11. Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991.* London: Granta, 1992.

12. Spivak, Gayatri. "Diasporas Old and New: Women in the Transnational World." Textual Practice 10.2 (1996): 245-269; also in Amitava Kumar, ed., Class Issues: Pedagogy, Cultural Studies, and the Public Sphere, pp. 87-116. New York & London: New York University Press, 1997. 87-116.

13. Espinet, Ramabai. "An Interview with Ramabai Espinet." Interview by Elaine Savory. In Writers of the Caribbean Diaspora: Shifting Homelands, Travelling Identities. New Delhi: Sterling Publishers, 2008, 257-274.

14. Espinet, Ramabai. "Ramabai Espinet." Interview by Kwame Dawes. In Talk Yuh Talk: Interviews with Anglophone Caribbean Poets. Charlottesville: University Press of Virginia, 2001, 108-123.

15. Mathur, Charu. "A Narrative of Self-Reclamation: Ramabai Espinet's The Swinging Bridge". In Literary Constructs of the Self: Socio-Cultural Contexts, ed. Santosh Gupta and Mini Nanda. Jaipur: Rawat Publications, 2010, 170-178.

16. Sarbadhikary, Krishna. "Contesting Identities, Claiming Spaces: Ramabai Espinet." In Surviving the Fracture: Writers of the Indo-Caribbean Diaspora. New Delhi: Creative Books, 2007, 204-238.

Hyperlinks

Pakistani Diaspora in the UK and USA by Samad A. Yunus, University of Bradford Institutional Repository, 2012.

https://bradscholars.brad.ac.uk/bitstream/handle/10454/5243/Pakistani%20Diaspora5.pdf?sequence=1

The Bengali Diaspora in Britainhttp://www.banglastories.org/uploads/Literature_review.pdf

Semester IV

Course Title	Research Paper
Course Credits	6

Course Outcomes	After going through the course, learners will be able to
	1. Develop writing an independent research project
	2. Hone their analytical skills
	3. Perfect their academic writing skills
	4. Employ critical methodologies to evaluate literary and cultural texts
	5. Emerge as an academic writer

Module 1 (Credit 1) Introduction

Learning Outcomes	After learning the module, learners will be able to
	1. Familiarize herself with the broad field
	2. Locate her concerns within the broad field
Content Outline	● Introduction to the larger area of study

Module 2 (Credit 1) Literature Survey

Learning Outcomes	After learning the module, learners will be able to
	1. Frame the Introductory chapter of the dissertation
	2. Outline the literature survey
Content Outline	● Literature Survey

Module 3 (Credit 1) Chapters

Learning Outcomes	After learning the module, learners will be able to
	1. Give shape to the body of the dissertation
	2. Outline the arguments in detail in a cogent and comprehensive manner

Content Outline	● Constituent chapters of the dissertation
Module 4 (Credit 1) Proofreading and Editing	
Learning Outcomes	After learning the module, learners will be able to
	1. Edit their work and minimize errors
	2. Make the academic work publication-worthy
Content Outline	● Final edits

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

— Dissertation