



अंग्रेजी एवं विदेशी भाषा विश्वविद्यालय
हैदराबाद - ५००००७

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD - 500 007

Department of Indian and World Literatures
MA Literatures in English / MA CAFETERIA
SEMESTER III (August - December 2026)

COURSE DESCRIPTION

Course title	Introduction to Indigenous (Tribal) Literature
Category	New course
Course code	MAIWLC-590
Semester	III (Aug – Dec 2026)
Number of credits	04
Maximum intake	Open
Day & Time	Monday 11.00 am to 1.00 pm & Wednesday 11.00 am to 1.00 pm.
Name of the teacher	Dr.V.Rajunayak
Course description	A Brief Course Descriptioin: The course offers a comprehensive study of the theoretical issues involved in thinking about and conceptualizing "tribal literature." Students will have an opportunity to read and discuss a significant set of influential writings on the subject by some of the well-known sociologists and anthropologists such as Edgar Thurston, Verrier Elwin, Felix Padel, M.N. Srinivas, Xaxa and Bhangya Bhukya and other contemporary literary, and social thinkers just to mention a few. The course emphasizes the urgent need to rethink some of the existing fundamental concepts in relation to "tribal" communities in view of the Indian geopolitical and socio-economic conditions. It is imperative to have a comprehensive understanding of these marginalized communities and their life- worlds in order to move towards an egalitarian society as envisaged in the constitution of India. As Tribal literary discourse is still in the making, its issues are also just taking shape. Beginning with "Who are the Tribals?"

	The discourse has broached issues related to Tribal society, history, culture, and language and so on over the last decade. The texts to be discussed will be given separately. This course will have lectures. As part of the course students will watch movies to be screened and discussion follows on the movies that were screened in the class. Objectives of the course: This course deals with terms that were used on the tribes in India and tries explaining in what context those terms were used. It also helps the students to understand the tribal worldviews and politics behind the terms that were used. Students engage with readings, which describe tribes in different texts using their context in which they develop a discourse. Students will also learn how to analyze the movies in a socio-economical perspective. Learning outcome: Students will develop projects on Tribal literature and may do research on the tribal narratives.
Course delivery	The course will be delivered through lectures, movies, and documentaries and classroom discussions
Evaluation scheme	Internal (Weightage 40%): Three Take-Home Assignments End-semester (Weightage 60%): In-class (sit-down) examination
Reading list	1. Devy, G. N, et al. editors. The Language Loss of the Indigenous. Routledge, 2016. 2. Madhu Ramnath, Woodsomke and Leaf Cups. Harper Litmus, 2015. 3. Adam Goodheart, The Last Island. Juggernaut, 2023 4. Jai Bhim. Directed by T. J. Gnanavel, performances by Suriya, Lijomol Jose, Manikandan K. 5. The Elephant Whisperer. Directed by Kartiki Gonsalves, Netflix, 2022. 6. The Irular of Northern Tamil Nadu: An Indigenous Community and Their Traditional Knowledge by Manjula Chinnadurai A. 7. Rachel Alsop, "The Uses of Ethnographic Methods in English

Studies"

8. Darwin L, "Socio-Cultural Status of Irula – An Ethnographic Study"

9. P. Revathi and T. Parimelazhagan, "Traditional Knowledge on Medicinal Plants Used by the Irula Tribe of Hasanur Hills, Erode District, Tamil Nadu, India"

10. Sowmya, "Politics of Representation in Cinema and Recent Interventions"

Additional Reading

11. Preserving Languages or Language Ecologies? A Top-down Approach to Language Survival Author(s): Peter Mühlhäusler

12. The Role of Indigenous and Traditional Knowledge in Ecosystem-Based Adaptation Author(s): Johanna Nalau, Susanne Becken, Johanna Schliephack, Meg Parsons, Cilla Brown and Brendan Mackey

13. Orality and Indigenous Knowledge in the Age of Globalization Author(s): Juliana MakuchiNfah-Abbenyi

14. Opening Archives: Respectful Repatriation Author(s): Kimberly Christen

15. Indigenous Rights in Traditional Knowledge and Biological Diversity: Approaches to Protection Author(s): Michael Davis

16. Mapping of Indigenous Knowledge Research in India Author(s): Bwsrang Basumatary, K. Robin, Arvind and Manoj Kumar Verma



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COURSE DESCRIPTION

Course title	CONTEMPORARY WORLD DRAMA
Category (Mention the appropriate category (a/b/c) in the course description.)	b) Existing course with 20 percentage of revision
Course code	MAIWLC-555
Semester	Semester III (Aug – Dec 2026)
Number of credits	04
Maximum intake	As per rules
Day/Time	Monday & Wednesday 9.00 a.m. to 11.00a.m.
Name of the teacher	Prof. T. Subramanyam
Course description	i) A brief overview of the course: Contemporary drama confronts the wider social, political, economic and ethnic issues across the cultures, nations and identities in today's primitive world. Challenging the dominant readings of the conservative practices in the discourse of postcolonialism, postmodernism and feminism-contemporary drama/theatre has made great strides. It has disoriented itself both from the traditional dramaturgy of 'mimeticism' as well as the drawbacks of modernism. Arguably, it touches upon the trajectories of 'anti-realist', 'experimental', 'interventionist', 'alternative', Marxist, verbatim, feminist theatre movements, etc. among others. Plays prescribed: 1. Wole Soyinka's <i>Madmen and Specialists</i> (1970) 2. Dario Fo's <i>Can't Pay? Won't Pay!</i> (1974) 3. David Mamet's <i>Oleanna</i> (1992) 4. Wendi Lill's <i>All Fall Down</i> (1994) 5. Manjula Padmanabhan's <i>Harvest</i> (1997) 6. Suzan Lori Parks' <i>Topdog/Underdog</i> (1999) 7. Amy Evans's <i>Many Men's Wife</i> (2006) 8. Eduardo Machado's <i>Havana is Waiting</i> (2011)

	9. Julie Janson's <i>Black Mary</i> (2012) 10. Victoria Brittain & Gillian Slovo's <i>Guantanamo</i> (2012) ii) Objectives: 1. Crises (identity, spaces, emergent new voices) 2. Resistance, imperialism, language, gender, race, sexuality, ethnicity, genocide, violence, etc. 3. Technicalities of stagecraft iii) Learning outcomes: a) Transforming the dramatic content of the page along with its minute and hidden details (including punctuation, subtext, etc.) into the staging activity. Connecting the page/stage stuff with everyday life against the backdrop of sociopolitical, economic and ethnic conflicts and tensions. And motivating the students to be the active participants/observers and making them to enact the crucial scenes from the theatrical texts.
Course delivery	Lecture mode
Evaluation scheme	Internal: 40% (Three Midterm Assignments) End-semester: 60% (Final Assignment)
Reading list	Essential reading: <i>Modern British Drama</i> (2002) by Christopher Innes, <i>Acting Up; Gender and Theatre</i> (2015) by A. Mangai, <i>The Methuen Drama Guide to Contemporary South African Theatre</i> (2015) by P. Paul Schnierer, <i>Contemporary Issues in Canadian Drama</i> (1995) Additional reading: <i>Modern and Contemporary World Drama</i> (2022) ed. by Easter Kim Lee



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COURSE DESCRIPTION

Course title	Research Methodology (for III Sem students)
Category	a. Existing course
Course code	MAIWLC-599
Semester	Semester III (Aug – Dec 2026)
Number of credits	04
Maximum intake	30
Day/Time	Monday and Wednesday 2.00 pm - 4.00 pm
Name of the teacher/s	Rahul Kamble
Course description	i) Course description: This course aims to help students familiarize themselves with various aspects of research in literary studies and learn the research methodology from the perspectives and practices in Indian and World Literatures. ii) Objectives of the course: This course plans - 1. to introduce research methods and practices in literary studies to the students 2. to encourage them to approach literature with critical mind by learning various critical approaches, applying new methods in literary studies, offering new insights to the texts, contexts and the culture of literature 3. to promote interdisciplinary research 4. to inculcate research rigour and ethics among the new researchers 5. to address following questions through practice: a) What is research in humanities? b) What is a research gap? How do we find it? c) What is research hypothesis or research question and how do we formulate it? d) What is reading for research? e) What are research approaches and methods? f) What are research tools? g) What is reading for writing? h) What is a well-structured argument? i) What is an academic document style? j) What are research ethics?

	iii) Learning outcomes— After completing the course students will be able to a) domain specific outcomes: 1. develop interest in research 2. learn the methods of interpretation, analysis and comparison of literatures 3. identify the areas of research interest b) skill-enhancement: 1. carry out research activity by applying research methods of literary studies 2. increase research output in the form of dissertation, articles, and book chapters by following research ethics.
Course delivery	Course will involve lecture mode as well as participation of students in research activity, research writing as part of seminar
Evaluation scheme	Internal (modes of evaluation): Presentation (40%) End-semester (mode of evaluation): Term Paper (60%)
Reading list	Essential reading: <i>The Handbook to Literary Research</i> Edited by Delia da Sousa Correa and W. R. Owens <i>A Gentle Guide to Research Methods</i> by Gordon Rugg and Marian Petre <i>Research Methods for English Studies</i> Edited by Gabriele Griffin (Second Edition) Additional reading: <i>An Introduction to Literary Studies</i> by Mario Klarer (Second edition) <i>The Routledge Dictionary of Literary Terms</i> by Peter Childs and Roger Fowler <i>Critical Theory Today: A User-friendly Guide</i> by Lois Tyson (Second edition) <i>Literary Theory: The Basics</i> by Hans Bertens (Third edition)