



MANIPUR UNIVERSITY
CANCHIPUR, IMPHAL

SYLLABUS FOR FOUR YEAR
UNDERGRADUATE COURSE IN ENGLISH
2025

NATIONAL EDUCATION POLICY 2020
(CHOICE BASED CREDIT SYSTEM)

Prepared by the Undergraduate Board of Studies 2025-28

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Description

Programme Type Code – Identifies the category of the course:

- **MJC** = Major Discipline (including DSE- Discipline Specific Elective)
- **MNC** = Minor Discipline
- **MDC** = Multidisciplinary Course
- **SEC** = Skill Enhancement Course
- **AEC** = Ability Enhancement Course
- **VAC** = Value Added Course

Manipur University
Academic Level: 4.5 Semester – 1st
Syllabus for BA English Major 1st Semester

Nature of Course: Major

Course Code: MJC45ENG101(T)25

Course Title: World Classical Literature

Course Level: 100

Credit Details:	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

This paper intends to introduce the classical literature from different regions of the globe. The course will seek to help the students understand the literary and aesthetic outputs of literature. It will apprise the students about the “mirroring” nature of literature, its relation with life and culture thereby resulting in appreciating the pluralistic and inclusive nature. This paper sets the stage for the Major Courses in English literature that will follow over the next three/four years.

Course Learning Outcomes:

By the end of this course, students will develop a comprehensive understanding of Classical Literature Genre, exploring its historical and cultural contexts which influenced the content and style of the narratives. They will learn to critically analyze and interpret the classical literatures from diverse cultures and perspectives, enhancing their literary appreciation.

Detailed Syllabus Content:

World Classical Literatures

4 credits

Introduction to Epic and Classical Drama

- | | |
|----------|--|
| Unit I | Vyasa’s <i>Dicing and Sequel to Dicing (The Mahabharata)</i> |
| Unit II | Kalidas’s <i>Shakuntala</i> |
| Unit III | Homer’s <i>The Iliad</i> ; (Book 1, 18, 24) |
| Unit IV | Sophocles’ <i>Oedipus Rex</i> |

Unit V *Khamba Thoibee Sheireng of Anganghal* (Book 1, 2, 3, 4) Translated by Jodhachandra Sanasam.

Suggested readings:

1. A.V. Kieth, *History of Sankrit Literature*, Oxford: OUP 1920.
2. *The Recognition of Shakuntala by Kalidas*, Edited and Translated by Vijay Dharwadker, Penguin Books, 2016.
3. Homer, *The Iliad*, Tr. E.V. Rieu, Harmonds Worth: Penguin 1985.
4. Richard Rutherford, *Classical Literature: A Concise History*, USA: Wiley- Blackwell, 2005.
5. *The Mahabharata: Selections from the Sabha Parva and Udyoga Parva*. Translated by J.A.B. Van Buitenen. Edited by Kanav Gupta and Meha Pande, Worldview Critical Editions, 2016.
6. *Khamba Thoibee Sheireng of Anganghal*, Translated by Jodhachandra Sanasam Imphal: Ashangba Communication, 2016.

Manipur University
Academic Level: 4.5 Semester – 1st
Syllabus for BA English Minor 1st Semester

Nature of Course: Minor

Course Code: MNC45ENG101(T)25

Course Title: World Classical Literature

Course Level: 100

Credit Details:	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

This paper intends to introduce the classical literature from different regions of the globe. The course will seek to help the students understand the literary and aesthetic outputs of literature. It will apprise the students about the “mirroring” nature of literature, its relation with life and culture thereby resulting in appreciating the pluralistic and inclusive nature. This paper sets the stage for the Major Courses in English literature that will follow over the next three/four years.

Course Learning Outcomes:

By the end of this course, students will develop a comprehensive understanding of Classical Literature Genre, exploring its historical and cultural contexts which influenced the content and style of the narratives. They will learn to critically analyze and interpret the classical literatures from diverse cultures and perspectives, enhancing their literary appreciation.

Detailed Syllabus Content:

World Classical Literatures

4 credits

Introduction to Epic and Classical Drama

- | | |
|----------|--|
| Unit I | <i>Vyasa’s Dicing and Sequel to Dicing (The Mahabharata)</i> |
| Unit II | <i>Kalidas’s Shakuntala</i> |
| Unit III | <i>Homer’s Iliad</i> (Book 1, 18, 24) |
| Unit IV | <i>Sophocles’ Oedipus Rex</i> |

Unit V *Khamba Thoibee Sheireng of Anganghal* (Book 1, 2, 3, 4) Translated by Jodhachandra Sanasam.

Suggested readings:

1. A.V. Kieth, *History of Sankrit Literature*, Oxford: OUP 1920.
2. *The Recognition of Shakuntala by Kalidas*, Edited and Translated by Vijay Dharwadker, Penguin Books, 2016.
3. Homer, *The Iliad*, Tr. E.V. Rieu, Harmonds Worth: Penguin 1985.
4. Richard Rutherford, *Classical Literature: A Concise History*, USA: Wiley- Blackwell, 2005.
5. *The Mahabharata: Selections from the Sabha Parva and Udyoga Parva*. Translated by J.A.B. Van Buitenen. Edited by Kanav Gupta and Meha Pande, Worldview Critical Editions, 2016.
6. *Khamba Thoibee Sheireng of Anganghal*, Translated by Jodhachandra Sanasam Imphal: Ashangba Communication, 2016.

Manipur University
Academic Level: 4.5 Semester – 1st
Syllabus for BA English MDC 1st Semester

Nature of Course: MDC (Multidisciplinary Course)

Course Code: MDC45ENG101(T)25

Course Title: Literature and Popular Culture

Course Level: 100

Credit Details:	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3	3		3

Course Objectives:

- To familiarize students with the concept of ‘Popular Culture’
- To enable them the readership construction and examine the prowess through which books are leveled as ‘Popular’ or ‘Best Sellers’
- To make them understand the concept of mainstream and popular literature.

Course Learning Outcomes:

The students will learn to apply the concepts of popular culture, both in the present and historical situations. It will also help in understanding how popular culture is shaped by aesthetic, social and cultural practices.

Detailed Syllabus Content:

Literature and Popular Culture

3 credits

Introduction: Understanding Concepts: Popular, Mass and Folk; The Canonical and the Popular

Unit I John Fiske “Popular texts”

Unit II “Cinema and Society: A Search for Meaning in a New Genre”, by Siddhartha Basu, Sanjay Kak, Pradip Krisher (Essay)

Unit III • Sir Arthur Conan Doyle, “The Adventure of Black Peter” (Short Story)

• Earnest Hemingway’s “A Clean, Well-Lighted Place” (1933)

Unit IV Orijit Sen, *River of Stories* (Graphic Novel)

Suggested readings:

1. Storey, John. *Cultural Theory and Popular Culture: A Reader*, Greece, Pearson/Prentice Hall, 2006
2. Fiske, John. *Understanding Popular Culture*, United Kingdom, Taylor and Francis 2010
3. Doyle, Sir Arthur Conan. *The Return of Sherlock Holmes*, United State, Dover.
4. Nayar, Pramod K. *The Indian Graphic Novel: Nation, History and Critique*, Roulledge, 2016.
5. Creekmur, Corey K. “The Indian Graphic Novel”. *A History of the Indian Novel in English*, edited by Ulka, Anjaria, Cambridge Univ. Press, 2015, pp. 348-58.

Manipur University
Academic Level: 4.5 Semester – 1st
Syllabus for BA English SEC (Skill Enhancement Course)

Nature of Course: SEC (Skill Enhancement Course)

Course Code: SEC45ENG101(T)25

Course Title: Creative Writing

Course Level: 100

Credit Details:	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3	3		3

Course Objectives:

This course aims to enable the students to comprehend the writing form and develop the ability to use the language presentably. It helps them to attain the ability to write correct English in different contexts by using skimming and scanning skills. These soft skills also seeks to enhance students' employability.

Course Learning Outcomes:

Some of the learning outcomes of this course are to enable students:

- To recognize creativity in writing and discern the difference between academic/non creative and creative writing
- To develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- To develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
- To distinguish between these as well as look at the sub divisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- To process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

Detailed Syllabus Content:**Creative Writing**

3 credits

- Unit I:** What is Creative Writing?
- Unit II:** The Art and Craft of Writing
- Unit III:** Modes of creative Writing
- Unit IV:** Writing for the Media
- Unit V:** Preparing for Publication

Suggested Readings:

1. Dev, Anjana Neira. *Creative Writing: A Beginner's Manual*. Pearson, 2009.
2. Morley, David. *The Cambridge Introduction to Creative Writing*. Cambridge, 2007.

Manipur University
Academic Level: 4.5 Semester – 1st
Syllabus for BA AEC-I (Ability Enhancement Course) English

Nature of Course: AEC (Ability Enhancement Course)

Course Code: AEC45ENG101(T)25

Course Title: Communicative English

Course Level: 100

Credit Details:	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The main objectives of this course are to enable students:

- To define communication and discuss the nature, scope and features of communication.
- To elucidate the different modes of communication and the barriers to communication.
- To discuss the process of listening and types of listening.
- To define speaking skill and to discuss the different forms of speaking.
- To illustrate the proper methods for group discussion, conversation, dialogues, debates, interviews and public speech.
- To describe the purpose and steps of close reading and how to comprehend a text.
- To illustrate how to write summary, how to paraphrase, how to analyse a text and interpret it.
- To enhance the art of condensation in writing, how to write paragraphs, essays, letters and resume.

Course Learning Outcomes:

- Learners will have a clear understanding of what communication is and its features.
- They will be able to comprehend the different modes of communication and overcome the barriers of communication.
- They will be able to apply their listening skill effectively.
- They will acquire the skill and confidence to perform effectively in Group Discussion,

Interviews and in case of Public Speech.

- They will be able to analyse and interpret a text effectively and write summary or paraphrase.
- They will be able to condense key information and write paragraphs, essays and letters properly.
- They will be able to document and write reports and will acquire the basic skills for composing emails.

Detailed Syllabus Content:

Communicative English

4 credits

Unit I: Introduction to Communication: Theory, Type and Modes, Verbal and Non-verbal, Barriers and Strategies, Inter-personal and Group Communication

Unit II: Basic English Sounds: Organs of Speech, Consonants, Vowels, Diphthongs

Unit III: Listening and Speaking skills in English: Types, Barriers, Effective Listening, Dialogue, Group Discussion

Unit IV: Reading and Writing Skills: Close Reading Comprehension, Summary, Paraphrasing, Analysis and Interpretation, Report Writing, Notes Making, Letter Writing, Application, Resume and E-mail

Prescribed Text:

Connect: A Course in Communicative English, Debashis Bandyopadhyay & Malathy Krishnan
Cambridge University Press, New Delhi, 2018

Suggested Readings:

1. Alan Barker, *Improve Your Communication Skills*. Kogan Page Limited, 2010.
2. *Business English*, Pearson, 2008.
3. *Enrich Your English*, OUP, SR Inthira and V. Saraswathi, CIEFL, 1997.
4. K.J.P.N. Reddy, M Sujatha & Varalakshmi G, *Communication Skills in English*, Neelkamal Publications Pvt. Ltd, 2024.
5. R.Vasanthan, *English Communication – AECC*, Global Net Publishers, 2023.
6. *Oxford A-Z of English Usage*, ed. Jeremy Butterfield, OUP, 2007.
7. *Spoken English, A Manual of Speech and Phonetics*, R.K. Bansal & J.B. Harrison, Orient Blackswan Pvt Ltd, 2024.

Manipur University
Academic Level: 4.5
Syllabus for BA English Major 2nd Semester

Nature of Course: Major

Course Code: MJC45 ENG102(T)25

Course Title: British Poetry

Course Level: 100

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives

This paper aims to introduce learners to British Poetry from Geoffrey Chaucer to the 20th century, an important era in British Literature. Through this course, learners will be introduced to the different genres of poetry, such as sonnet, lyrics, elegy, and ode, and to the techniques employed in writing a poem. This paper constitutes the Major Paper and will introduce many famous poets of British Literature, and will study the varied aspects of their literary works. The representative poets have been chosen to make students understand the era and the distinctive features of their poems.

Course Learning Outcome

Upon completing this course, learners will have a deeper understanding of all the genres of poetry. The learners will learn the unique characteristics of famous poets and the varied themes they discuss in their poetry, which reflect the era's impulse and zeitgeist. The learners will also understand the different conceptualisations of poetry in different periods of British literature which will enable the learners to appreciate the different genres of poetry.

Detailed Syllabus Content

- UNIT I** Introducing Different Genres of Poetry: Sonnet, Lyrics, Elegy, Ode, Dramatic Monologue, Metaphysical Poetry, Free Verse, Blank Verse
- Geoffrey Chaucer: "The Nun's Priest's Tale"
- UNIT II** Edmund Spencer: Sonnet LVII: "Sweet Warrior," Sonnet LXVII: "Like as a Huntsman"
- William Shakespeare: Sonnet 18: "Shall I Compare Thee," Sonnet 130: "My Mistress' Eyes"
- John Donne: "The Flea," "The Good Morrow"

UNIT III	Thomas Gray: “Elegy Written in a Country Churchyard”
	Willaim Wordsworth: “To the Skylark”
	P.B. Shelly: “The Woodman and the Nightingale”
	John Keats: “Ode on a Grecian Urn”
UNIT IV	Robert Browning: “My Last Duchess”
	Alfred Tennyson: “Crossing the Bar”
	Mathew Arnold: “Isolation: To Marguerite”
UNIT V	W. B. Yeats: “The Second Coming”
	Ezra Pound: “The Tree”; “The Return”
	T. S. Eliot: “Journey of the Magi”

Suggested Readings:

- ❖ Abrams, Meyer Howard. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford University Press, 1953.
- ❖ Armstrong, Isobel. *Victorian Poetry: Poetry, Poetics and Politics*. Routledge, 1993.
- ❖ Baldick, Chris. *The Oxford Dictionary of Literary Terms*. 4th ed., Oxford University Press, 2015.
- ❖ Bush, Ronald. *T. S. Eliot: A Study in Character and Style*. Oxford University Press, 1984.
- ❖ Daiches, David. *A Critical History of English Literature*. Vols. I & II, Supernova Publishers, 2022.
- ❖ Ellmann, Richard. *Yeats: The Man and the Masks*. W. W. Norton, 1978.
- ❖ Greenblatt, Stephen. *The Norton Anthology of English Literature*. 10th ed., W. W. Norton, 2018.
- ❖ Kenner, Hugh. Giuseppe. *The Pound Era*. Pimlico, 1991.
- ❖ Leishman, J. B. *The Monarch of Wit: An Analytical and Comparative Study of the Poetry of John Donne*. Routledge Revivals, 2021.
- ❖ Preminger, Alex, and T. V. F. Brogan, eds. *The New Princeton Encyclopaedia of Poetry and Poetics*. Princeton University Press, 1993.

Manipur University
Academic Level: 4.5
Syllabus for BA English Minor 2nd Semester

Nature of Course: Minor

Course Code: MNC45 ENG102(T)25

Course Title: British Poetry

Course Level: 100

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives

This paper aims to introduce learners to British Poetry from Geoffrey Chaucer to the 20th century, an important era in British Literature. Through this course, learners will be introduced to the different genres of poetry, such as sonnet, lyrics, elegy, and ode, and to the techniques employed in writing a poem. This paper constitutes the Major Paper and will introduce many famous poets of British Literature, and will study the varied aspects of their literary works. The representative poets have been chosen to make students understand the era and the distinctive features of their poems.

Course Learning Outcome

Upon completing this course, learners will have a deeper understanding of all the genres of poetry. The learners will learn the unique characteristics of famous poets and the varied themes they discuss in their poetry, which reflect the era's impulse and zeitgeist. The learners will also understand the different conceptualisations of poetry in different periods of British literature which will enable the learners to appreciate the different genres of poetry.

Detailed Syllabus Content

UNIT I	Introducing Different Genres of Poetry: Sonnet, Lyrics, Elegy, Ode, Dramatic Monologue, Metaphysical Poetry, Free Verse, Blank Verse Geoffrey Chaucer: "The Nun's Priest's Tale"
UNIT II	Edmund Spenser: Sonnet LVII: "Sweet Warrior" Sonnet LXVII: "Like as a Huntsman" William Shakespeare: Sonnet 18: "Shall I Compare Thee," Sonnet 130: "My Mistress' Eyes" John Donne: "The Flea," "The Good Morrow"
UNIT III	Thomas Gray: "Elegy Written in a Country Churchyard"

Willaim Wordsworth: "To the Skylark"

P.B. Shelly: "The Woodman and the Nightingale"

John Keats: "Ode on a Grecian Urn"

UNIT IV

Robert Browning: "My Last Duchess"

Alfred Tennyson: "Crossing the Bar"

Mathew Arnold: "Isolation: To Marguerite"

UNIT V

W. B. Yeats: "The Second Coming"

Ezra Pound: "The Tree"; "The Return"

T. S. Eliot: "Journey of the Magi"

Suggested Readings

- ❖ Abrams, Meyer Howard. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford University Press, 1953.
- ❖ Armstrong, Isobel. *Victorian Poetry: Poetry, Poetics and Politics*. Routledge, 1993.
- ❖ Baldick, Chris. *The Oxford Dictionary of Literary Terms*. 4th ed., Oxford University Press, 2015.
- ❖ Bush, Ronald. *T. S. Eliot: A Study in Character and Style*. Oxford University Press, 1984.
- ❖ Daiches, David. *A Critical History of English Literature*. Vols. I & II, Supernova Publishers, 2022.
- ❖ Ellmann, Richard. *Yeats: The Man and the Masks*. W. W. Norton, 1978.
- ❖ Greenblatt, Stephen. *The Norton Anthology of English Literature*. 10th ed., W. W. Norton, 2018.
- ❖ Kenner, Hugh. Giuseppe. *The Pound Era*. Pimlico, 1991.
- ❖ Leishman, J. B. *The Monarch of Wit: An Analytical and Comparative Study of the Poetry of John Donne*. Routledge Revivals, 2021.
- ❖ Preminger, Alex, and T. V. F. Brogan, eds. *The New Princeton Encyclopaedia of Poetry and Poetics*. Princeton University Press, 1993.

Manipur University
Academic Level: 4.5 – Second Semester
Syllabus for 2nd Semester MDC FYUP

Nature of Course: MDC (Multidisciplinary Course)

Course Code: MDC45ENG102(T)25

Course Title: Fantasy and Science Fiction

Course Level: 100

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3	3		3

Course Objectives

This course will introduce learners to the conventions, evolution, and key themes of both fantasy and science fiction. It will help to understand the distinctive features and types of fantasy and science fiction. It will foster the critical mindset to analyse texts and short stories pertaining to both genres. It will also help learners to understand the techniques the authors use to construct coherent and alternative realities through science and fantasy.

Course Learning Outcome

After the completion of this course, the learners will be able to analyze, interpret and evaluate key works, themes and sub-genres in science fiction and fantasy fiction. The learners will gain a deeper understanding of fiction and fantasy, and will also learn the history of the genre. The learners will be able to understand themes, tropes and modes of expression. Students will also be able to develop skills to connect these narratives to scientific, social, cultural, and historical contexts while improving their critical thinking and research abilities.

Detailed Syllabus Content

- UNIT I** Introduction: Definition, Genesis and Evolution of Fantasy and Sci-Fi
- Key Concepts: Alien, Time Travel, Artificial Intelligence, Extra-Terrestrial, Parallel Universe, Teleportation, Apocalypse, Virtual Reality, Fantasy, Wizardry, Urban Fantasy, Sword and Sorcery, Cyberpunk, Dystopian/Utopian
- UNIT II** H. G. Wells: *The Time Machine*
- Ray Bradbury: “The Fog Horn”
- UNIT III** Rick Riordan: *Percy Jackson and the Olympians: The Lightning Thief* (Book One)
- Angela Carter: “The Snow Child”

Suggested Readings

- ❖ Attebery, Brian. *Strategies of Fantasy*. Indiana University Press, 1992.
- ❖ Booker, M. Keith. *Dystopian Literature: A Theory and Research Guide*. Greenwood Press, 1994.
- ❖ Freedman, Carl. *Critical Theory and Science Fiction*. Wesleyan University Press, 2000.
- ❖ Haraway, Donna. "A Cyborg Manifesto." In *Simians, Cyborgs and Women: The Reinvention of Nature*, Routledge, 1991.
- ❖ James, Edward, and Farah Mendlesohn, eds. *The Cambridge Companion to Fantasy Literature*. Cambridge University Press, 2012.
- ❖ Jameson, Fredric. *Archaeologies of the Future: The Desire Called Utopia and Other Science Fictions*. Verso Books, 2007.
- ❖ Mendlesohn, Farah. *Rhetorics of Fantasy*. Wesleyan University Press, 2008.
- ❖ Roberts, Adam. *Science Fiction: The new Critical Idiom*. 2nd ed., Routledge, 2005.

Manipur University
Academic Level: 4.5
Syllabus for 2nd Semester SEC FYUP

Nature of Course: SEC (Skill Enhancement Course)

Course Code: SEC45ENG102(T)25

Course Title: Introduction to Translation Studies

Course Level: 100

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3	3		3

Course Objectives

This course will introduce the learners to the nuances of Translation studies. It will define translation and other related terms. It will help them understand the growth and evolution of translation studies. This course also aims to introduce key terms and concepts in translation studies. Through this course, the students will be able to understand the different types of translation and get the chance to practice translation by applying the basic principles of translation.

Course Learning Outcome

By the end of this course, learners will understand the varied definitions of translation and also the key concepts to ease the translation process. The learners will be able to identify the different types of translation and will learn the historical development in translation studies. The learners will also understand problems faced in translation and the important role of a good translator. It will enhance learners' translation skills.

Detailed Syllabus Content

UNIT I	Growth and Development of Translation Studies: The Romans; History of Bible Translation; The 18 th and 19 th Centuries
UNIT II	Key Concepts in Translation Studies: Source Language, Target Language, Equivalence, Language Variety, Dialect, Idiolect, Register, Style, Mode, Code-Switching, Audiovisual Translation, Untranslatability, Domestication, Foreignization, Fidelity
UNIT III	What is Translation? Roman Jakobson's Types of Translation; John Dryden's Types of Translation; Word-for-Word Translation; Literal Translation; Free Translation; Role of a Translator: Practice in Intralingual Translation (English to English)

Suggested Readings

- ❖ Bassnett, Susan. *Translation Studies*. Routledge, 1980.
- ❖ Colina, Sonia. *Fundamentals of Translation*. CUP, 2015.
- ❖ Das, Bijay Kumar. *A Handbook of Translation Studies*. Atlantic Publisher, 2008.
- ❖ Munday, Jeremy. *Introducing Translation Studies*. Routledge, 2001.
- ❖ Mohit, K. Ray. *Studies in Translation*. New Delhi: Atlantic Publishers, 2002.
- ❖ Baker, Mona, ed. *The Routledge Encyclopedia of Translation Studies*. Routledge, 1998.
- ❖ Robinson, Douglas. *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. Routledge, 1997, Second Edition.
- ❖ Palumbo, Giuseppe. *Key Terms in Translation Studies*. Continuum, 2009.

Manipur University
Academic Level: 5.0
Syllabus for BA English Major 3rd Semester

Nature of Course: Major

Course Code: MJC50ENG203(T)25

Course Title: British Drama

Course Level: 200

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. To enable learners to understand the structure, origin of British Drama and the dramatic techniques employed in the different types of British drama;
2. To make learners differentiate between romantic and classical drama;
3. To enrich the learners about the recent trends in drama;
4. To inculcate the enthusiasm to act, participate and connect with other learners;
5. To build self confidence in the learners.

Course Learning Outcomes:

At the end of the course, students will be able

1. to understand how drama originated, what are the salient features of romantic, classical and modern drama;
2. to learn about the structure and types of comedy and tragedy;
3. to appreciate the characters, themes, plot and other dramatic techniques employed in dramatic performances;
4. to enact scenes/dramas for stage performance.

Course Content:

UNIT I: Drama: Origin, Structure, Types, Key Concepts (Plot, Three Unities, Poetic Justice, Comic Relief, Tragic Hero, Tragic Flaw)

Christopher Marlowe: *The Jew of Malta*

UNIT II:	William Shakespeare: <i>Othello</i>
UNIT III:	Ben Johnson: <i>Volpone</i>
UNIT IV:	Aphra Behn: <i>The Rover</i>
UNIT V:	G.B. Shaw: <i>Arms and the Man</i>

Suggested Readings:

Bradley, A.C. *Shakespearean Tragedy*. Atlantic Publishers, 2021.

Evans, B. Ifor. *A Short History of English Drama*. Penguin, 1948.

Hudson, W.H. *An Introduction to the Study of Literature*. Rupa publications, 2015.

Knight, G.W. *The Golden Labyrinth: A Study of British Drama*. Routledge, 2004.

Nicoll, A. *History of English Drama*. Cambridge University Press, 2009.

Manipur University
Academic Level: 5.0
Syllabus for BA English Major 3rd Semester

Nature of Course: Major

Course Code: MJC50ENG204(T)25

Course Title: British Fiction

Course Level: 200

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. To enable learners to understand the concept and types of fiction and the history of the English novel;
2. To acquaint learners with the multifaceted experiences of people from different backgrounds;
3. To enable learners to learn about morality, ethics, struggle, resilience, determination and the need to have faith in oneself;
4. To make learners understand the importance of religious, socio-political and economic conditions in decoding texts;
5. To make learners develop the art of storytelling.

Course Learning Outcomes:

At the end of the course, students will be able

1. To learn about the concept and types of fiction and also the history of the English novel;
2. To know more about the multifaceted experiences of people from different backgrounds;
3. To learn about morality, ethics, struggle, resilience, determination and the need to have faith in oneself;
4. To understand the importance of religious, socio-political and economic conditions in decoding texts;
5. To develop the art of storytelling.

Course Content:

UNIT I: a) Fiction: Concept, Types, A Brief History of the English Novel

b) Daniel Defoe: *Robinson Crusoe*

UNIT II: Jane Austen: *Sense and Sensibility*

UNIT III: George Eliot: *Silas Marner*

UNIT IV: Joseph Conrad: *Heart of Darkness*

UNIT V: George Orwell: *Animal Farm*

Suggested Readings:

Achebe, Chinua. "An Image of Africa: Racism in Conrad's *Heart of Darkness*". *Hopes and Impediments: Selected Essays, 1965–1987*. Doubleday, 1988.

Kettle, Arnold. *An Introduction to the English Novel*. Vol.I and Vol.II, Routledge.

Parrinder, Patrick. *Nation & Novel: The English Novel from its Origins to the Present Day*. OUP, 2008.

Rodden, John. *Understanding Animal Farm : A Student Casebook to Issues, Sources, and Historical Documents*. Greenwood Press, 1999.

Watts, Cedric. Conrad's "Heart of Darkness": A Critical and Contextual Discussion. *Conrad Studies* , 2012, Vol. 7, pp. 1-153. <https://www.jstor.org/stable/44869458>.

Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. Hogarth Press, 1984, pp. 9–27.

Manipur University
Academic Level: 5.0
Syllabus for BA English Minor 3rd Semester

Nature of Course: Minor

Course Code: MNC50ENG203(T)25

Course Title: British Drama and Fiction

Course Level: 200

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. To inculcate the enthusiasm to act, participate and connect with other learners;
2. To build self confidence in the learners.
3. To acquaint learners with the multifaceted experiences of people from different backgrounds;
4. To enable learners to learn about morality, ethics, struggle, resilience, determination and the need to have faith in oneself;
5. To make learners develop the art of storytelling.

Course Learning Outcomes:

At the end of the course, students will be able

1. to appreciate the characters, themes, plot and other dramatic techniques employed in dramatic performances;
2. to enact scenes/dramas for stage performance
3. To know more about the multifaceted experiences of people from different backgrounds;
4. To learn about morality, ethics, struggle, resilience, determination and the need to have faith in oneself;
5. To develop the art of storytelling.

Course Content:

UNIT I: William Shakespeare: *Othello*

UNIT II: Ben Johnson: *Volpone*

UNIT III : G.B. Shaw: *Arms and the Man*

UNIT IV Daniel Defoe: *Robinson Crusoe*

UNIT V: George Orwell: *Animal Farm*

Suggested Readings:

Bradley, A.C. *Shakespearean Tragedy*. Atlantic Publishers, 2021.

Hudson, W.H. *An Introduction to the Study of Literature*. Rupa publications, 2015.

Parrinder, Patrick. *Nation & Novel: The English Novel from its Origins to the Present Day*. OUP, 2008.

Rodden, John. *Understanding Animal Farm : A Student Casebook to Issues, Sources, and Historical Documents*. Greenwood Press, 1999.

Williams, Raymond. 'Introduction', *The English Novel from Dickens to Lawrence*. Hogarth Press, 1984, pp. 9–27.

Manipur University
Academic Level: 5.0
Syllabus for 3rd Semester MDC FYUP

Nature of Course: MDC (Multidisciplinary Course)

Course Code: MDC50ENG203(T)25

Course Title: Film and Media Studies

Course Level: 100

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3	3		3

Course Objectives:

The objectives of this course are:

1. To make learners familiarize learners with key Film theories, the vocabulary and concepts of cinema studies;
2. to enable learners to apply the theories in the critical analyses of films.
3. to develop an understanding of films as a medium of sociological insight.
4. To make learners understand social media and its role in the life of young learners;
5. To enable learners to educate about the use and abuses of social media.

Course Learning Outcome:

After the completion of this course, the learners will be able

1. to appreciate innovation in cinematography, multilinear narratives and other styles;
2. to appreciate the role of film as a powerful visual medium in shaping our personal and cultural identity;
3. to decode contemporary film genres, and locate emergent viewing cultures.
4. to discuss and write a critical review of a film.
5. understand social media and its role in the life of young learners;
6. to gain knowledge about the use and abuses of social media.

Course Content:

UNIT I: Film and Media Studies

Film and Media Studies: Introduction, Technique, Technology.

Changing relationship between technique and technology from celluloid era to the

time of media convergence.

UNIT II: Film Theory:

Genre Film Theory

Feminist Film Theory

UNIT III: Social Media

Social Media: Key Concepts, Types, Recent Trends

Impact of Social Media on Young Learners

Suggested Readings:

- David Bordwell, Kristin Thompson *et al.* *Film Art: An Introduction* (12' edition). 2020.
- Elisabeth Weis and John Belton. *Film Sound: Theory and Practice*. 1985.
- Leo Brandy, Marshall Cohen (eds.). *Film Theory and Criticism: Introductory Readings* (7th edition). 2009.
- Shane Denson and Julia Leyda (eds.). *Post-Cinema: Theorizing 21st Century Film*. 2016.
- Stam, R. *Film Theory: An Introduction*. John Wiley & Sons. 2017

Manipur University
Academic Level: 5.0
Syllabus for 3rd Semester SEC FYUP

Nature of Course: SEC (Skill Enhancement Course)

Course Code: SEC50ENG203(T)25

Course Title: English for Specific Purposes

Course Level: 100

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3	3		3

Course Objectives:

The objectives of this course are:

1. To develop the skill of using English effectively in real-life situations;
2. To enable learners understand the reason for learning English;
3. To meet the specific needs of the learners;
4. To enrich the vocabulary of the learners;
5. To enable learners to understand the difference between General English and ESP;
6. To build confidence of the learners.

Course Learning Outcome:

After the completion of this course, the learners will be able

1. To use English effectively in real-life situations;
2. To understand the reason for learning English;
3. To use English in specific fields;
4. To refine their vocabulary;
5. to understand the difference between General English and ESP;
6. To build self-confidence.

UNIT I:

English for Specific Purposes: Definition, Evolution, General Characteristics, Types

UNIT II:

English for Specific Purposes: General English vs ESP, Importance of Needs Analysis in ESP, Materials and Methods, Role of Instructor in ESP,

UNIT III:

English for Specific Purposes in Practice:

Formal Letter Writing: Writing Professional e-mails, letters, reports for job applications, business proposals, formal inquiries.

Communication/Presentation Skills: Role Plays, Dialogue Simulation (Client Meeting, Team Collaboration, Workplace Interaction, Negotiation, Management)

Suggested Readings:

Robert B. Dilts- *Effective Presentation Skills*

SP Dhanavel- *English and Soft Skills*

Smith Aris- *English Language and Communication*

P.D. Chaturbedi and Mukesh Chaturbedi- *Business Communication*

Meenakshi Raman and Prakash Singh- *Business Communication*

Thomas S. Kane- *Essential Guide to Writing*

Anthony, Laurence. *Introducing English for Specific Purposes*. Routledge, 2018.

Hutchinson, T., & Waters, A. *English for Specific Purposes: A learning-centered approach*. Cambridge University Press, 1987.

Manipur University
Academic Level: 5.0
Syllabus for BA English Major 4th Semester

Nature of Course: Major

Course Code: MJC50ENG205(T)25

Course Title: Literary Criticism

Course Level: 200

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives

1. The course on Literary Criticism aims to make learners understand what is literary criticism and how it is different from Literary/Critical Theory.
2. It will also enable the students to learn about the growth and development of literary criticism, the main postulates of iconic articles/books propounded by renowned critics like Aristotle, Philip Sidney, Samuel Johnson, William Wordsworth, S.T. Coleridge, Mathew Arnold, T. S. Eliot, F. R. Leavis and D. H. Lawrence and enhance critical thinking.
3. Through this course, students will learn how to analyse and appreciate literary texts.

Course Learning Outcomes

After the completion of the course, learners will be able to

1. understand the basic principles of literary criticism and the difference between literary criticism and literary/critical theory.
2. learn about the main ideas advocated by Aristotle, Philip Sidney, Samuel Johnson, William Wordsworth, S.T. Coleridge, Mathew Arnold, T. S. Eliot, F. R. Leavis and D. H. Lawrence.
3. analyse and write critical appreciation of literary texts.
4. enhance and strengthen their critical thinking.

Course Content:

UNIT I:

- Literary Criticism: Concepts, Basic Guidelines, Difference between Literary Criticism and Literary/Critical Theory
- Aristotle's *Poetics* (Concept of Tragedy, Tragic Hero, Tragic Flaw, Plot, Comedy)

UNIT II:

- Philip Sidney- "Defence of Poesie"
- Samuel Johnson- "Preface to Shakespeare"

UNIT III:

- William Wordsworth- “Preface to *Lyrical Ballads*”
- S.T.Coleridge- Chapters IV and XVIII of *Biographia Literaria*

UNIT IV:

- Mathew Arnold- “The Study of Poetry”
- T. S. Eliot- “Hamlet and His Problems”

UNIT V:

- E.M. Forster- “Aspects of the Novel”
- D.H. Lawrence- “Why the Novel Matters?”

Suggested Readings:

Abrams, M.H. *The Mirror and the Lamp*. OUP, 1953.

Atkins, J.W.H. *English Literary Criticism*, Vol. I, II and III

Gilbert, A.H.. *Literary Criticism: Plato to Dryden*. Wayne University Press, 1962.

Lodge, David and Nigel Wood. *Modern Criticism and Theory: A Reader*. Routledge, 2000.

Peck, John and Martin Coyle. *Literary Terms and Criticism*. Palgrave, 2002.

Shipley, Joseph T. ed. *Dictionary of World Literature: Criticism-Forms and Technique*. The Philosophical Library, 1943.

Webster, Roger. *Studying Literary Theory: An Introduction*. Arnold, 1996.

Wellek, Rene. *A History of Modern Criticism: 1750-1950*. Yale University Press, 1955.

Wimsatt, William K and Cleanth Brooks. *Literary Criticism: A Short History*. Oxford & IBH Publishing, 1957.

Manipur University
Academic Level: 5.0
Syllabus for BA English Major 4th Semester

- **Nature of Course: Major**
- **Course Code:** MJC50ENG206(T)25
- **Course Title:** Indian Writing in English
- **Course Level:** 200

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives

The objectives of teaching Indian Writing in English are:

1. To make the learners understand the unique sensibility and features of Indian Writing in English;
2. To make learners trace the history of Indian Writing in English;
3. To enable learners to appreciate the different genres of Indian Writing in English;
4. To encourage learners to appropriate English language;
5. To enable learners to develop the art of creative writing.

Course Learning Outcomes

After the completion of the course, learners will be able to

1. know the unique Indian sensibility and the features of Indian Writing in English depicted in the representative texts prescribed in the course;
2. learn about the growth and development of Indian Writing in English;
3. learn about the genres of Indian Writing in English;
4. use English language to depict the authentic Indian experience;
5. engage in creative writing in English.

Course Content:

UNIT I: Indian Writing in English - Concept, Growth and Development, Role of English Language

UNIT II:

- 1) Rabindranath Tagore: “Where the Mind is Without Fear”
- 2) A.K.Ramanujan- “A River”
- 3) Kamala Das: “My Grandmother’s House”

UNIT III:

Mulk Raj Anand: *Untouchable*

UNIT IV:

Rohinton Mistry: "Swimming Lessons"

Anita Desai: "A Devoted Son"

UNIT V:

Mahesh Dattani: *Where There's a Will*

Suggested Readings:

Chaudhuri, Rosinka, ed. *A History of Indian Poetry in English*. Cambridge University Press, 2016.

Iyengar, K.R.Srinivasa. *Indian Writing in English*. Sterling Publishers, 1995.

King, Bruce. *Modern Indian Poetry in English*. OUP, 2005.

Mukherjee, Meenakshi. 'Divided by a Common Language', *The Perishable Empire*. OUP, 2000, pp.187–203.

----- *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. Arnold-Heinemann Publishers, 1971.

Multani, Angelie, ed. *Mahesh Dattani's Plays: Critical Perspectives*. Pencraft International, 2007.

Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 1982.

Narasimhaiah, C.D. *The Swan and the Eagle: Essays on Indian English Literature*. Indian Institute of Advanced Study, 1987.

Rao, Raja. "Foreword" to *Kanthapura*. OUP, 1989.

Rushdie, Salman. 'Commonwealth Literature does not exist', *Imaginary Homelands: Essays and Criticism 1981-1991*. Granta Books, 1991, pp. 61–70.

Walsh, William. *Indian Literature in English*. Longman, 1990.

Manipur University
Academic Level: 5.0
Syllabus for BA English Major 4th Semester

- **Nature of Course: Major**
- **Course Code: MJC50ENG207(T)25**
- **Course Title: American Literature**
- **Course Level: 200**

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives

The objectives of teaching American Literature are

1. To make learners understand the distinct features of American literature;
2. To make learners trace the history of American literature;
3. To enable learners to understand about the different genres of American literature;
4. To enable learners locate American literature in the global context;
5. To explore the multicultural experience depicted in the representative texts included in the course.

Course Learning Outcomes

After the completion of the course, learners will be able to

1. Appreciate American literature;
2. Trace the history of American literature;
3. Understand the American dream depicted in the texts prescribed in the course;
4. Explore the Afro-American and multicultural experience;
5. Locate American literature and compare with other varieties of English literature.

Course Content:

UNIT I:

Background lectures on American Literature

UNIT II:

Ralph Waldo Emerson- “Self-Reliance”

Zora Neale Hurston- “How It Feels to be Colored Me”

UNIT III:

Edgar Allen Poe- “The Raven”

Robert Frost- “The Road Not Taken”

Maya Angelou- “Caged Bird”

UNIT IV:

Ernest Hemingway- *The Sun Also Rises*

Herman Melville- *Moby Dick*

UNIT V: DRAMA

Eugene O’Neill- *Mourning Becomes Electra*

Suggested Readings:

1. Hector St John Crevecoeur, ‘What is an American’, (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982) pp. 66–105.
 2. Frederick Douglass, *A Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.
 3. Henry David Thoreau, ‘Battle of the Ants’ excerpt from ‘Brute Neighbours’, in *Walden* (Oxford: OUP, 1997) chap. 12. 4.
- Ralph Waldo Emerson, ‘Self Reliance’, in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
5. Toni Morrison, ‘Romancing the Shadow’, in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39 6

Manipur University
Academic Level: 5.0
Syllabus for BA English Major 4th Semester

- **Nature of Course:** Major
- **Course Code:** MJC50ENG208(T)25
- **Course Title:** Language and Linguistics
- **Course Level:** 200

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

OBJECTIVES:

The course on Language and Linguistics aims to

1. Teach learners about the characteristics of language and how it is different from other means of communication (verbal/non-verbal);
2. Make learners understand the meaning of Linguistics and the key concepts in Linguistics;
3. Enable learners to understand the system of systems underlying meaningful utterance;
4. Encourage learners to develop the four basic skills of language.

Course Learning Outcomes

After the completion of the course, learners will be able to

1. Know the characteristics of language and the difference from other means of communication (verbal/non-verbal);
2. Know that Linguistics is the scientific study of language;
3. Know the key concepts in Linguistics such as Langue/Parole, Diachronic/Synchronic, Paradigmatic/Syntagmatic, Dialect, Idiolect, Competence/Performance;
4. Know how sounds are produced, how words are formed, how sentences are constructed and how meanings are construed;
5. Develop competency in English.

Course Content:

UNIT I:

Language and Its Characteristics; Linguistics and Key Concepts: Langue & Parole, Diachronic & Synchronic, Paradigmatic & Syntagmatic, Dialect, Idiolect, Competence & Performance

UNIT II:

Phonology: concept of phoneme, phone and allophone, different types of sounds; classification and definition of vowels and consonants, word stress and intonation

Unit III:

Morphology: concept of morpheme; morph and allomorph; affixes-inflection, derivation;

UNIT IV:

Syntax; clauses and phrases; types of sentences

UNIT V: Semantics: Language and Meaning, Types of Meaning, Meaning of a Word (Referential and Differential Meaning), Hyponymy, Polysemy, Synonymy, Incompatibility, Antonymy, Word Collocation.

Suggested Readings:

Cruse, Alan. *Meaning in Language: An Introduction to Semantics and Pragmatics*. 3rd ed., Oxford University Press, 2011.

Hurford, James R., Brendan Heasley, and Michael B. Smith. *Semantics: A Coursebook*. 2nd ed., Cambridge University Press, 2007.

Radford, Andrew. *An Introduction to English Sentence Structure*. Cambridge University Press, 2009.

Tallerman, Maggie. *Understanding Syntax*. 4th ed., Routledge, 2015.

Yule, George. *The Study of Language*. 7th ed., Cambridge University Press, 2020.

Manipur University
Academic Level: 5.0
Syllabus for BA English Minor 4th Semester

Nature of Course: Minor

Course Code: MNC50ENG204(T)25

Course Title: Indian Writing in English

Course Level: 200

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives

The objectives of teaching Indian Writing in English are:

1. To make the learners understand the unique sensibility and features of Indian Writing in English;
2. To make learners trace the history of Indian Writing in English;
3. To enable learners to appreciate the different genres of Indian Writing in English;
4. To encourage learners to appropriate English language;
5. To enable learners to develop the art of creative writing.

Course Learning Outcomes

After the completion of the course, learners will be able to

1. know the unique Indian sensibility and the features of Indian Writing in English depicted in the representative texts prescribed in the course;
2. learn about the growth and development of Indian Writing in English;
3. learn about the genres of Indian Writing in English;
4. use English language to depict the authentic Indian experience;
5. engage in creative writing in English.

Course Content:

UNIT I: Indian Writing in English - Concept, Growth, and Development

UNIT II:

- 1) Tagore: “Where the Mind is Without Fear”

2) A. K. Ramanujan- “A River”

3) Kamala Das: “My Grandmother’s House”

UNIT III:

Mulk Raj Anand: *Untouchable*

UNIT IV:

Rohinton Mistry: “Swimming Lessons”

Anita Desai: “A Devoted Son”

UNIT V:

Mahesh Dattani: *Where There’s a Will*

Suggested Readings:

Chaudhuri, Rosinka, ed. *A History of Indian Poetry in English*. Cambridge University Press, 2016.

Iyengar, K.R.Srinivasa. *Indian Writing in English*. Sterling Publishers, 1995.

King, Bruce. *Modern Indian Poetry in English*. OUP, 2005.

Mukherjee, Meenakshi. ‘Divided by a Common Language’, *The Perishable Empire*. OUP, 2000, pp.187–203.

----- *The Twice Born Fiction: Themes and Techniques of the Indian Novel in English*. Arnold-Heinemann Publishers, 1971.

Multani, Angelie, ed. *Mahesh Dattani’s Plays: Critical Perspectives*. Pencraft International, 2007.

Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 1982.

Narasimhaiah, C.D. *The Swan and the Eagle: Essays on Indian English Literature*. Indian Institute of Advanced Study, 1987.

Rao, Raja. “Foreword” to *Kanthapura*. OUP, 1989.

Rushdie, Salman. ‘Commonwealth Literature does not exist’, *Imaginary Homelands: Essays and Criticism 1981-1991*. Granta Books, 1991, pp. 61–70.

Walsh, William. *Indian Literature in English*. Longman, 1990.

Manipur University
Academic Level: 5.5
Syllabus for BA English Major 5th Semester

Nature of Course: Major

Course Code: MJC55ENG309(T)25

Course Title: Northeast Writing in English

Course Level: 300

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. To make students familiarise with the rich and varied experiences of people from the North-east states of India;
2. To enable students understand the unique North-East sensibility depicted in the texts;
3. To enrich the knowledge of the learners about the socio-political, religious and cultural background/context of North-East states;
4. To enable learners to understand the meaning of social cohesion, peaceful existence and the impact of violence and conflict;
5. To inculcate the art of creative writing.

Course Learning Outcomes:

At the end of the course, students will be able

1. To familiarise with the rich and varied experiences of people from the North-east states of India;
2. To understand the unique North-East sensibility;
3. To learn about the socio-political, religious and cultural background/context of North-east states;
4. to understand the meaning of social cohesion, peaceful existence and the impact of violence and conflict;
5. To write in English about their own society, culture and belief system.

Course Content:

Unit I:

Introduction to Northeast Literature

Unit II:

Robin S. Ngangom: “Native Land”

Desmond L. Kharmawphlang: “The Conquest”

Mamang Dai: “The Missing Link”

Unit III:

Temsula Ao: “Three Women”

Easterine Kire: “Supping with the Spirits”

Unit IV:

Mitra Phukan: “The Collector’s Wife”

Unit V:

Kailash C. Baral: “Articulating Marginality: Emerging Literature from Northeast India”

Tilottama Misra: “Introduction” to *The Oxford Anthology of Writings from North-East India*.

Suggested Readings

Baral, K.C. *Cultural Forms and Practices in Northeast India*. Springer, 2023.

Das, Nigamanda. *Matrix of Redemption: Contemporary Multi-Ethnic English Literature from North East India*. Raj Publication, 2011.

Gill, Preeti & Choudhury, Samrat, Eds. *Insider Outsider: Belonging and Unbelonging in Northeast India*. Amaryllis, 2019.

Misra, Tilotama. *The Oxford Anthology of Writings from North-East India: Fiction*. Oxford University Press, 2011

Misra, Tilotama. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Oxford University Press, 2011

Ngangom S. Robin & Kynpham S. Nongkynrih (Ed.) *Dancing Earth: An Anthology of Poetry from North-East India*. Penguin Books.2009

Margaret Ch. Zama (ed.), *Emerging Literatures from Northeast India: The Dynamics of Culture Society and Identity*. SAGE Publications, 2013.

Manipur University
Academic Level: 5.5
Syllabus for BA English Major 5th Semester

- **Nature of Course:** Major
- **Course Code:** MJC55ENG310(T)25
- **Course Title:** Literary Theory
- **Course Level:** 300

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. To make learners understand the meaning of critical/literary theory and the difference between literary theory and literary criticism;
2. To enable learners to appreciate literary works from different perspectives;
3. To make learners understand the key concepts of literary theory and the main tenets of the important theories such as Liberal Humanism, Structuralism, Post-structuralism, Modernism, Post-Modernism, Postcolonialism, Feminism, New Historicism, Ecocriticism;
4. To make learners understand that there is no fixed meaning of a text, that meaning is open-ended.

Course Learning Outcomes:

At the end of the course, students will be able

1. To understand the meaning of critical/literary theory and the difference between literary theory and literary criticism;
2. to appreciate literary works from different perspectives;
3. To understand the key concepts of literary theory and the main tenets of the important theories such as Liberal Humanism, Structuralism, Post-structuralism, Modernism, Post-Modernism, Postcolonialism, Feminism, New Historicism, Ecocriticism;
4. To understand that there is no fixed meaning of a text, that meaning is open-ended.

Course Content:

Unit I:

Literary Theory: Key Concepts, Relation between Literary/Critical Theory and Literary Criticism

Traditional Approaches to Literature: Nature and Scope, Types: 1. Historical-Biographical
2. Moral-Philosophical

Unit II:

Liberal Humanism (Tenets)

Structuralism, Post-Structuralism

Unit III:

Modernism, Post-Modernism

Unit IV:

Postcolonialism, Feminism

Unit V:

New Historicism, Ecocriticism

Suggested Readings:

Ashcroft, Bill., Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and practice in post-colonial literatures*. Routledge, 2002.

Coyle, Martin., Peter Garside, Malcolm Kelsall, John Peck. Eds. *Encyclopaedia of Literature and Criticism*. Routledge, 2002.

Guerin, Wilfred L. *et.al. A Handbook of Critical Approaches to Literature*. OUP, 1999.

Leitch, Vincent B. Ed. *Norton Anthology of Theory and Criticism*. W. W. Norton & Company, 2010.

Lodge, David and Nigel Wood. *Modern Criticism and Theory: A Reader*. Routledge, 2000.

Newton, K.M. Ed. *Twentieth Century Literary Theory: A Reader*. Macmillan Education, 1997.

Peck, John and Martin Coyle. *Literary Terms and Criticism*. Palgrave, 2002.

Webster, Roger. *Studying Literary Theory: An Introduction*. Arnold, 1996.

Wellek, Rene and Austin Warren. *Theory of Literature*. Harcourt, Brace and Company, 1949.

Manipur University
Academic Level: 5.5
Syllabus for BA English Major 5th Semester

Nature of Course: Major

Course Code: MJC55ENG311(T)25

Course Title: Modern Indian Writing in English Translation

Course Level: 300

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. To enable learners understand and appreciate the multicultural experiences of Indians depicted in the texts translated from vernacular languages;
2. To enable learners develop the skill of translation;
3. To make learners understand casteism and various issues related with gender and identity;
4. To enrich the vocabulary of the learners.

Course Learning Outcomes:

At the end of the course, students will be able

1. To understand and appreciate the multicultural experiences of Indians depicted in the texts translated from vernacular languages;
2. To develop the skill of translation;
3. To understand casteism and various issues related with gender and identity;
4. To enrich their vocabulary.

Course Content:

Unit I: Short Fiction

(i) Premchand: *The Shroud*

(ii) Ismat Chughtai: *The Quilt*

Unit II: Poetry

(i) Rabindranath Tagore: *The Child; Light, Oh Where is the Light*

(ii) G.M. Muktibodh: *The Void*

(iii) Amrita Pritam: *I say Unto Waris Shah*

Unit III: Drama

Dharamvir Bharati, *Andha Yug*, Trans. Alok Bhalla. OUP, 2009.

Unit IV: Fiction

Urmila Pawar: *The Weave of My Life*

Unit V:

Pacha Meetei: *An Old Man Hard of Hearing*. Trans. E. Priyokumar Singh. Monica Printers, 2011.

Suggested Readings:

Tagore, Rabindranath. 'Nationalism in India' in *Nationalism*. Penguin Books, 2009, pp.63-83.

Singh, Namwar. 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, No. 151(Sept./Oct. 1992).

Ambedkar, B.R. 'Annihilation of Caste'. in *Dr. Babasaheb Ambedkar: Writings and Speeches*. vol. 1, Education Department, Government of Maharashtra, 1979: chaps. 4, 6, and 14.

Mukherjee, Sujit. 'A Link Literature for India', in *Translation as Discovery*. Orient Longman, 1994, pp. 34-45.

Devy, G.N. 'Introduction', from *After Amnesia in The G.N. Devy Reader*. Orient BlackSwan, 2009, pp. 1-5.

Manipur University
Academic Level: 5.5
Syllabus for BA English Minor 5th Semester

- **Nature of Course:** Minor 5 (4)
- **Course Code:** MNC55ENG205(T)25
- **Course Title:** Northeast Writing in English
- **Course Level:** 200

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. To make students familiarise with the rich and varied experiences of people from the North-east states of India;
2. To enable students understand the unique North-East sensibility depicted in the texts;
3. To enrich the knowledge of the learners about the socio-political, religious and cultural background/context of North-east states;
4. To enable learners to understand the meaning of social cohesion, peaceful existence and the impact of violence and conflict;
5. To inculcate the art of creative writing.

Course Learning Outcomes:

At the end of the course, students will be able

1. To familiarise with the rich and varied experiences of people from the North-east states of India;
2. To understand the unique North-East sensibility;
3. To learn about the socio-political, religious and cultural background/context of North-east states;
4. to understand the meaning of social cohesion, peaceful existence and the impact of violence and conflict;
5. To write in English about their own society, culture and belief system.

Course Content:

Unit I:

Introduction to Northeast Literature

Unit II:

Robin S. Ngangom: "Native Land"

Desmond L Kharmawphlang: "The Conquest"

Mamang Dai: "The Missing Link"

Unit III:

Temsula Ao: "Three Women"

Unit IV:

Easterine Kire: "Supping with the Spirits"

Unit V:

Mitra Phukan: "The Collector's Wife"

Suggested Readings

Baral, K.C. *Cultural Forms and Practices in Northeast India*. Springer, 2023.

Das, Nigamanda. *Matrix of Redemption: Contemporary Multi-Ethnic English Literature from North East India*. Raj Publication, 2011.

Gill, Preeti & Samrat Choudhury, Eds. *Insider Outsider: Belonging and Unbelonging in Northeast India*. Amaryllis, 2019.

Misra, Tilotama. *The Oxford Anthology of Writings from North-East India: Fiction*. Oxford University Press, 2011

Misra, Tilotama. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Oxford University Press, 2011

Ngangom S. Robin & Kynpham S. Nongkynrih (Ed.) *Dancing Earth: An Anthology of Poetry from North-East India*. Penguin Books. 2009

Margaret Ch. Zama (ed.), *Emerging Literatures from Northeast India: The Dynamics of Culture Society and Identity*. SAGE Publications, 2013.

Manipur University
Academic Level: 5.5
Syllabus for BA English Major 6th Semester

Nature of Course: Major

Course Code: MJC55ENG312(T)25

Course Title: Modern European Drama

Course Level: 300

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives

The course aims

1. to acquaint students with Modern European Drama , its characteristic features and development;
2. to enable students to understand the difference between traditional and modern drama;
3. to enable students to understand the impact of war, modernisation and industrialisation on modern man;
4. to explore the plight and existential crisis of modern man;
5. to make students understand the key concepts of modern drama such as realism, naturalism, symbolism, expressionism, the epic theatre and the theatre of the Absurd.

Course Learning Outcomes:

After the completion of the course the learners will be able to

1. understand Modern European Drama , its characteristic features and development;
2. understand the difference between traditional and modern drama;
3. understand the impact of war, modernisation and industrialisation on modern man;
4. explore the plight and existential crisis of modern man;
5. understand the key concepts of modern drama such as realism, naturalism, epic theatre and theatre of the Absurd.

Course Content:

Unit 1: Background Lectures on Realism, Naturalism, Epic Theatre, Theatre of the Absurd

Unit 2: Henrik Ibsen: *A Doll's House*

Unit 3: Anton Chekhov: *The Cherry Orchard*

Unit 4: Bertolt Brecht: *The Good Woman of Szechuan*

Unit 5: Samuel Beckett: *Waiting for Godot*

Suggested Readings:

Camus, Albert. *The Myth of Sisyphus and other Essays*. Translated by Justin O'Brien. Penguin Classics, 2000.

Esslin, Martin. *The Theatre of the Absurd*. Penguin Books, 2004.

Glicksberg, C.I. "The Epic Theater of Bertolt Brecht". in *Literature and Society*. Springer, Dordrecht. 1972. https://doi.org/10.1007/978-94-010-2770-0_18.

Marker, Frederick J. and Christopher Innes. Eds. *Modernism in European Drama: Ibsen, Strindberg, Pirandello, Beckett: Essays from Modern Drama*. University of Toronto Press, 1998.

Moi, Toril. *Ibsen and the Drama of Modernity*. CUP, 2012.

Thompson, Peter and Glendys Sacks. eds. *The Cambridge Companion to Brecht*. CUP, 2006.

Pal, Swati. ed. *Modern European Drama: Ibsen to Beckett*. Pencraft International, 2012, pp 164-210

Manipur University
Academic Level: 5.5
Syllabus for BA English Major 6th Semester

- **Nature of Course:** Major
- Course Code:** MJC55ENG313(T)25
- **Course Title:** Introduction to Cultural Studies
- **Course Level:** 300

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

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Course Objectives

The course aims

1. to acquaint students with the concepts of Culture, Representation, Ideology, Consumption, Hegemony;
2. to enable students to understand the meaning, scope, growth and development of Cultural Studies,
3. to enable students to explore the different approaches to Cultural Studies;
4. to enable students to appreciate and analyse literary text from the perspective of cultural studies;
5. to make students aware of the role of power, ideology, consumption in the interpretation of meaning of a text.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. understand the concepts of Culture, Representation, Ideology, Consumption, Hegemony;
2. understand the meaning, scope, growth and development of Cultural Studies,
3. explore the different approaches to Cultural Studies;
4. appreciate and analyse literary text from the perspective of cultural studies;
5. understand the role of power, ideology, consumption in the interpretation of meaning of a text.

Course Content:

Unit I:

Introduction: Culture, Mass and Popular Culture, Features /Aspects of Culture, Representation, Ideology, Consumption.

Unit II: Cultural Studies: Concept, Goals, Scope/Domain

Unit III: Growth and Development of Cultural Studies:

1. Centre for Contemporary Cultural Studies (CCCS)
2. The Birmingham School of Cultural Studies

Unit IV: Approaches to Cultural Studies

1. Classical Marxist Approach
2. Frankfurt School
3. Cultural Hegemony
4. Post-Marxist Approach

Unit V: Cultural Studies in Practice

A Cultural Studies Analysis of

1. Nilbir Sharma Shastri's "Rajo's One and Only Shirt". Trans. Moirangthem Tampha Ichal.
2. Yumlembam Ibomcha Singh's "Worshipping Imoinu". Trans. Robin S. Ngangom.

Suggested Readings:

Barker, Chris. *The Sage Dictionary of Cultural Studies*. Sage Publications, 2004.

Fiske, John. *Cultural Studies*. Routledge, 1988.

During, Simon, ed. *The Cultural Studies Reader*. Routledge, 2017.

Gupta, Nilanjana, ed. *Cultural Studies*. Worldview, 2001.

Nayar, Pramod K. *An Introduction to Cultural Studies*. Viva Books, 2016.

Rai, Prof Rumina, and Prof. Kishwar Panna. *Introduction to Cultural Studies*. Himalaya Publishing House, 2015.

Storey. John. *Cultural Theory and Popular Culture: An Introduction*. Pearson, 2008, Fifth edition.

....., ed. *What is Cultural Studies? A Reader*. Arnold, 1996.

Walton, David. *Introducing Cultural Studies: Learning through Practice*. Sage Publications, 2008.

Williams, Raymond. *Culture and Society: 1780-1950*. Columbia University Press, 1983

Manipur University
Academic Level: 5.5
Syllabus for BA English Major 6th Semester

- **Nature of Course:** Major
- Course Code:** MJC55ENG314(T)25
- **Course Title:** Northeast Literature in Translation
- **Course Level:** 300

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The Course aims

- i) to introduce students to the diverse cultural, linguistic and literary landscape of the Northeast region;
- ii) to familiarize students with the literature produced across the sister states of the Northeast;
- iii) to enable students to understand both shared regional sensibilities and local distinctiveness of the sister states of the Northeast.

Course Learning Outcomes:

Upon completion of the course, the students will be able

- i) to examine how the Northeast writers navigate the realities of insurgency, ethnic diversity, marginalisation and the “conflict” zone experience in their works;
- ii) to analyse the themes of oral traditions, folklore, indigenous identities, and the impact of modernization.

Course Content:

Unit I:

Chandrakanta Murasingh: “Of a Minister”

Kynpham Singh Nongkynrih: “Ren”

Yumlembam Ibomcha Singh: “For the Next Birth”

Unit II:

Indira Goswami: *Pages Stained with Blood* (Trans. Pradip Acharya)

Unit III:

Yeshe Dorjee Thongchi: *Sonam* (Trans. Mridula Borooah)

Unit IV:

Ratan Thiyam: “Nine Hills One Valley” (from Ratan Thiyam’s *Manipur Trilogy* Trans. T. Bijoykumar)

Unit V:

Vanneihluanga: “Innocence Wears Another Look”

Suggested Readings:

Nongkynrih, Kympham Singh and Robin S. Ngangom. (eds.) *Anthology of Contemporary Poetry from the Northeast*. Shillong: NEHU, 2003.

Kailash C. Baral(ed.) *Earth Songs: Stories from Northeast India*. Sahitya Akademi, 2005/2007

Baral, K.C. *Cultural Forms and Practices in Northeast India*. Springer, 2023.

Das, Nigamanda. *Matrix of Redemption: Contemporary Multi-Ethnic English Literature from North East India*. Raj Publication, 2011.

Gill, Preeti & Samrat Choudhury,Eds. *Insider Outsider: Belonging and Unbelonging in Northeast India*. Amaryllis, 2019.

Misra, Tilotama. *The Oxford Anthology of Writings from North-East India: Fiction*. Oxford University Press, 2011

Misra, Tilotama. *The Oxford Anthology of Writings from North-East India: Poetry and Essays*. Oxford University Press, 2011

Ngangom S. Robin & Kynpham S. Nongkynrih (Ed.) *Dancing Earth: An Anthology of Poetry from North-East India*. Penguin Books.2009

Margaret Ch. Zama (ed.), *Emerging Literatures from Northeast India: The Dynamics of Culture Society and Identity*. SAGE Publications, 2013.

Manipur University
Academic Level: 5.5
Syllabus for BA English Major 6th Semester

Nature of Course: Major

Course Code: MJC55ENG315(T)25

Course Title: Postcolonial Literature

Course Level: 300

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives

The course aims

1. to acquaint students with the concept of postcolonial literature;

2. to enable students to understand the scope, growth and development, thematic concerns and narrative techniques of postcolonial literature;
3. to enable students to understand how postcolonial literature emerged in their present form out of the colonial experiences;
4. to enable students to understand how postcolonial writers resist and rewrite history to reclaim the dignity of their nation, culture and identity;
5. to make students understand the role of writers in the new nation.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. understand the concept of postcolonial literature;
2. understand the scope, growth and development, thematic concerns and narrative techniques of postcolonial literature;
3. know how postcolonial literature emerged in their present form out of the colonial experiences;
4. understand how postcolonial writers resist and rewrite history to reclaim the dignity of their nation, culture and identity;
5. understand the role of writers in the new nation.

Course Content:

Unit I:

Postcolonial literature: Concept, Thematic Concerns, Narrative Technique, Reconstruction of History, Subversive Strategies

Unit II:

Derek Walcott: "A Far Cry from Africa"

A.D. Hope: "The Death of a Bird"

Margaret Atwood: "Animals in That Country"

Unit III:

Ama Ata Aidoo: "The Girl who can"

Grace Ogot: "The Green Leaves"

Unit IV:

Salman Rushdie: *Shame*

Unit V:

Chinua Achebe: *A Man of the People*

Suggested Readings:

Ashcroft, Bill., Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and practice in post-colonial literatures*. Routledge, 2002.

----- *POST-COLONIAL STUDIES :The Key Concepts*. Routledge, 2000.

Ashcroft, Bill., Gareth Griffiths, and Helen Tiffin. Eds. *The POST-COLONIAL STUDIES READER*. Routledge, 1996.

Boemer, Elleke. *Colonial & Postcolonial Literature: Migrant Metaphors*. OUP, 2005.

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*. tr. Charles Lam Markmann. Pluto Press, 2008, pp. 8–27.

McLeod, John. *Beginning Postcolonialism*. Manchester University Press, 1969.

Thiong'o, Ngugi wa . *Decolonising the Mind*. James Curry, 1986).

Young, Robert. *Postcolonialism : An Historical Introduction*. Blackwell Publishers, 1950.

Manipur University
Academic Level: 5.5
Syllabus for BA English Minor 6th Semester

- **Nature of Course:** Minor 6
- **Course Code:** MNC55ENG206(T)25
- **Course Title:** Postcolonial Literature
- **Course Level:** 200

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives

The course aims

1. to acquaint students with the concept of postcolonial literature;
2. to enable students to understand the scope, growth and development, thematic concerns and narrative techniques of postcolonial literature;
3. to enable students to understand how postcolonial literature emerged in their present form out of the colonial experiences;
4. to enable students to understand how postcolonial writers resist and rewrite history to reclaim the dignity of their nation, culture and identity;
5. to make students understand the role of writers in the new nation.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. understand the concept of postcolonial literature;
2. understand the scope, growth and development, thematic concerns and narrative techniques of postcolonial literature;
3. know how postcolonial literature emerged in their present form out of the colonial experiences;
4. understand how postcolonial writers resist and rewrite history to reclaim the dignity of their nation, culture and identity;
5. understand the role of writers in the new nation.

Course Content:

Unit I:

Postcolonial literature: Concept, Thematic Concerns, Narrative Technique, Reconstruction of History, Subversive Strategies

Unit II:

Derek Walcott: "A Far Cry from Africa"

A.D. Hope: "The Death of a Bird"

Margaret Atwood: "Animals in That Country"

Unit III:

Ama Ata Aidoo: "The Girl who can"

Unit IV:

Grace Ogot: "The Green Leaves"

Unit V:

Chinua Achebe: *A Man of the People*

Suggested Readings:

Ashcroft, Bill., Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and practice in post-colonial literatures*. Routledge, 2002.

Ashcroft, Bill., Gareth Griffiths, and Helen Tiffin. Eds. *The POST-COLONIAL STUDIES READER*. Routledge, 1996.

Boemer, Elleke. *Colonial & Postcolonial Literature: Migrant Metaphors*. OUP, 2005.

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*. tr. Charles Lam Markmann. Pluto Press, 2008, pp. 8–27.

McLeod, John. *Beginning Postcolonialism*. Manchester University Press, 1969.

Thiong'o, Ngugi wa . *Decolonising the Mind*. James Curry, 1986).

Young, Robert. *Postcolonialism : An Historical Introduction*. Blackwell Publishers, 1950.

Manipur University
Academic Level: 6.0
Syllabus for BA English Major 7th Semester

Nature of Course: Major

Course Code: MJC60ENG416(T)25

Course Title: ELT

Course Level: 400

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. to make students aware of the varieties of English such as ESL and EFL;
2. to enable learners to understand the concept of second language and the theories of second language acquisition;
3. to teach students about the various methods and approaches of teaching language;
4. to enable students understand the concept of curriculum, the difference between syllabus and curriculum;
5. to make students understand the different types of testing and evaluation in effective teaching learning process.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. know that there are varieties of English such as ESL and EFL;
2. understand the concept of second language and the theories of second language acquisition;
3. learn about the various methods and approaches of teaching language;
4. understand the concept of curriculum, the difference between syllabus and curriculum;
5. understand the different types of testing and evaluation in effective teaching learning process.

Course Content:

Unit I: English Language:

History of English in India: Charter Act, Macaulay's Minute, Woods Dispatch; Position and Status of English in India; Functions and Objectives of teaching English; Varieties of English (ESL and EFL); Concept of World Englishes: The Three Circle Model

Unit II: Second Language Acquisition:

Concept of First and Second Language; L1 vs L2 Learning; Psychology and Scope of SLA; Theories of SLA: Behaviourist Theory, Universal Grammar Hypothesis, Constructivist Theory, Krashen's Model, Socio- Cultural Theory (SCT)

Unit III: Approaches and Methods in Language Teaching:

Approach, Method, Technique; Grammar Translation Method; Direct Method; Audio Lingual Method; Communicative Language Teaching; Task Based Language Teaching (TBLT)

Unit IV: Teaching Methods:

Teaching Literature (Prose, poetry, short story, novel); Teaching Grammar and Vocabulary; Principles of Micro Teaching; Teaching the four Language Skills (LSRW); Audio-Visual Aids/Tools in Teaching English

Unit V: Curriculum, Testing and Evaluation:

Introduction to Curriculum, Testing and Evaluation: Concept, Characteristics, Types (Diagnostic, Formative, Benchmark and Summative).

Suggested Readings

Brown, H.D. *Principles of Language Learning and Teaching*. Prentice Hall, 1980.

Brown, H.D. *Language Assessment Principles and Classroom Practices*. Longman, 2004.

Corder S.P. *Error Analysis and Interlanguage*. Oxford University Press, 1982.

Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 2003.

Krashen, Stephen, D. *Principles and Practice in Second Language Acquisition*. Pergamon Press, 2009.

Nagaraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques*. Orient Longman, 2003.

Richards, J. & T.S. Rodgers. *Approaches and Methods in Teaching: A Description and Analysis*. Cambridge University Press, 2001.

Richards, Jack C. *Curriculum Development in Language Testing*. Cambridge university Press, 2001.

Richards, Jack C. and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. CUP, 2002.

Tickoo, ML. *Teaching and Learning English: 4 Sourcebook for Teachers and Teacher Trainers*. Sangam Books Limited, 2003.

Trawinski, Mariusz. *An Outline of Second Language Acquisition Theories*. Wydawnictwo Naukowe Akademi, 2005.

Ur, Penny. *A Course in Language Teaching Practice and Theory*. CUP, 1999.

Manipur University
Academic Level: 6.0
Syllabus for BA English Major 7th Semester

- **Nature of Course:** Major
- **Course Code:** MJC60ENG417(T)25
- **Course Title:** Women's Writing
- **Course Level:** 400

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. to enable students to learn about the experiences of women from different backgrounds;
2. to explore the features of women's writing and the subversive strategies employed by women writers to dismantle patriarchy;
3. to make students understand the complex interplay of gender, race, class and caste in undermining and erasing the voice of women;
4. to enable students to raise their voice and assert their identity proclaiming that their culture, language and experiences are their own.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. learn about the experiences of women from different backgrounds;
2. explore the features of women's writing and the subversive strategies employed by women writers to dismantle patriarchy;
3. understand the complex interplay of gender, race, class and caste in undermining and erasing the voice of women;

4. raise their voice and assert their identity proclaiming that their culture, language and experiences are their own.

Course Content:

Unit I:

Women's writing: Key Concepts, Scope, Thematic Concerns

Virginia Woolf: "A Room of One's Own"

Elaine Showalter: "Feminist Criticism in the Wilderness"

Unit II:

Sylvia Plath: "Daddy", "Lady Lazarus"

Eunice De Souza: "Advice to Women"

Gambhini Devi: "A Village Girl"

Unit III:

Katherine Mansfield: "Bliss"

Kamala Das: "A Little Kitten"

Unit IV:

Amrita Pritam: *Pinjar*

Unit V:

Doris Lessing: *The Grass is Singing*

Suggested Readings

Beauvoir, Simone de. *The Second Sex*. 1949. Translated by Constance Borde and Sheila Malovany-Chevallier. Vintage Books, 2010.

Butler, Judith. "Gender Trouble, Feminist Theory and Psychoanalytic Discourse." *Feminism/Postmodernism*, edited by Linda Nicholson, Routledge, pp. 324-40, 1990.

De Souza, Eunice, ed. *Nine Indian Women Poets: An Anthology*. Oxford University Press, 1997.

Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, 1979.

Mckluskie, Kate. "Women's Language and Literature: A Problem in Women's Studies". *Feminist Review*. No. 14. Sage Publications, 1983 pp 51-61

Meyer Spacks, Patricia. *The Female Imagination*. Alfred A. Knopf, 1975.

Plain, Gill and Susan Sellers, eds. *A History of Feminist Literary Criticism*. Cambridge University Press, 2007.

Rooney, Ellen, ed. *The Cambridge Companion to Feminist Literary Theory*. Cambridge University Press, 2006.

Sangari, Kumkum and Sudesh Vaid, eds. *Recasting Women: Essays in Colonial History*. Kali for Women, 1989.

Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*. Routledge, 2006.

Srila, Roy. *New South Asian Feminisms Paradoxes and Possibilities*. Zed Books, 2016

Tharu, Susie, and K. Lalita, eds. *Women Writing in India: The 20th Century*. Vol. 2, Feminist Press, 1993.

Woolf, Virginia. *A Room of One's Own*. Hogarth Press, 1929.

Manipur University
Academic Level: 6.0
Syllabus for BA English Major 7th Semester

Nature of Course: Major

Course Code: MJC60ENG418(T)25

Course Title: Research Methodology

Course Level: 400

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. to enable students to understand what is research, types of research and the purpose of research;
2. to make students learn how to choose a research topic and how to write an academic or a research paper;
3. to acquaint students with the materials and tools of research;
4. to enable students learn what is literature review, how to collect data, interpret and analyse data scientifically;

5. to make students learn about research ethics, publication misconduct, plagiarism and copyright infringement;
6. to enable students write research papers with proper citation.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. understand what is research, types of research and the purpose of research;
2. choose a research topic and write an academic or a research paper;
3. understand the importance of materials and tools of research in academic writing;
4. learn what is literature review and understand how to collect data, interpret and analyse data scientifically;
5. learn about research ethics, publication misconduct, plagiarism and copyright infringement;
6. write research papers with proper citation.

Course Content:

Unit I:

Introduction to Research, Types of research, Methods of Choosing Research Topic, Steps of writing a research paper,

Unit II:

Materials and Tools of Research (Print, Audio-visual, Field work, Web sources), Literature Review

Unit III:

Data Analysis and Interpretation

Unit IV:

Research Ethics, Publication Misconduct, Plagiarism, Copyright Infringement

Unit V:

Citations: MLA, APA, CMOS

Suggested Readings

APA. *Publication Manual of the American Psychological Association*. 7th Edn. APA, 2020.

Griffin, Gabrielle, (Ed). *Research Methods for English Studies*. Rawat. 2016

Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage, 2014.

Kothari, CR & Gaurav Garg. *Research Methodology: Methods and Techniques*. A New Age International (P) Limited. Publishers. 2024

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. Sage, 2014.

Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. (9th ed.). 2021

Manipur University
Academic Level: 6.0
Syllabus for BA English Minor 5th Semester

- **Nature of Course:** Minor
- **Course Code:** MNC60ENG307(T)25
- **Course Title:** Women's Writing
- **Course Level:** 300

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

5. to enable students to learn about the experiences of women from different backgrounds;
6. to explore the features of women's writing and the subversive strategies employed by women writers to dismantle patriarchy;
7. to make students understand the complex interplay of gender, race, class and caste in undermining and erasing the voice of women;
8. to enable students to raise their voice and assert their identity proclaiming that their culture, language and experiences are their own.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. learn about the experiences of women from different backgrounds;
2. explore the features of women's writing and the subversive strategies employed by women writers to dismantle patriarchy;
3. understand the complex interplay of gender, race, class and caste in undermining and erasing the voice of women;

4. raise their voice and assert their identity proclaiming that their culture, language and experiences are their own.

Course Content:

Unit I:

Women's writing: Key Concepts, Scope, Thematic Concerns

Unit II:

Sylvia Plath: "Daddy", "Lady Lazarus"

Eunice De Souza: "Advice to Women"

Gambhini Devi: "A Village Girl"

Unit III:

Katherine Mansfield: "Bliss"

Kamala Das: "A Little Kitten"

Unit IV:

Amrita Pritam: *Pinjar*

Unit V:

Doris Lessing: *The Grass is Singing*

Suggested Readings

Beauvoir, Simone de. *The Second Sex*. 1949. Translated by Constance Borde and Sheila Malovany-Chevallier. Vintage Books, 2010.

Butler, Judith. "Gender Trouble, Feminist Theory and Psychoanalytic Discourse." *Feminism/Postmodernism*, edited by Linda Nicholson, Routledge, pp. 324-40, 1990.

De Souza, Eunice, ed. *Nine Indian Women Poets: An Anthology*. Oxford University Press, 1997.

Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale University Press, 1979.

Mckluskie, Kate. "Women's Language and Literature: A Problem in Women's Studies". *Feminist Review*. No. 14. Sage Publications, 1983 pp 51-61

Meyer Spacks, Patricia. *The Female Imagination*. Alfred A. Knopf, 1975.

Plain, Gill and Susan Sellers, eds. *A History of Feminist Literary Criticism*. Cambridge University Press, 2007.

Rooney, Ellen, ed. *The Cambridge Companion to Feminist Literary Theory*. Cambridge University Press, 2006.

Sangari, Kumkum and Sudesh Vaid, eds. *Recasting Women: Essays in Colonial History*. Kali for Women, 1989.

Spivak, Gayatri Chakravorty. *In Other Worlds: Essays in Cultural Politics*. Routledge, 2006.

Srila, Roy. *New South Asian Feminisms Paradoxes and Possibilities*. Zed Books, 2016

Tharu, Susie, and K. Lalita, eds. *Women Writing in India: The 20th Century*. Vol. 2, Feminist Press, 1993.

Woolf, Virginia. *A Room of One's Own*. Hogarth Press, 1929.

Manipur University
Academic Level: 6.0
Syllabus for BA English DSE 7th Semester

- **Nature of Course:** Discipline Specific Elective (DSE)
- **Course Code:** DSE60ENG401(T)25
- **Course Title:** Literature in Translation: New Horizons
- **Course Level:** 400

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The course aims to

1. enable students to learn about literary translation, aims and objectives of translating a literary text and the problems faced by translators in literary translation;
2. acquaint students with the diverse cultures, milieu and literary trends depicted in the texts from different regions;
3. enrich the knowledge of students about cross-cultural phenomenon that takes place in literary translation;
4. foster creativity in the young minds.

Course Learning Outcomes:

After the completion of the course the learners will be able to

1. learn about literary translation, aims and objectives of translating a literary text and the problems faced by translators in literary translation;
2. acquaint with the diverse cultures, milieu and literary trends depicted in the texts from different regions;
3. understand about cross-cultural phenomenon that takes place in literary translation;
4. develop interest in translation of literary texts.

Course Content:

Unit I: Literary Translation: Concept, Aims and Objectives, Problems

Unit II: Sophocles: *Oedipus Rex*

UNIT III: Kalidas: *Meghdoot*

Unit IV: Fyodor Dostoevsky: *Crime and Punishment*

Unit V: Franz Kafka: *The Castle*

Suggested Readings:

Jackson, Robert Louis. Ed. *Twentieth Century Interpretations of Crime and Punishment: A Collection of Critical Essays*. Prentice-Hall, 1974.

Kafka, Franz. *The Castle*. Trans. Anthea Bell. OUP, 2009.

Landers, Clifford E. *Literary Translation: A Practical Guide*. Multilingual Matters, 2001.

Obrien, Michael J. *Twentieth Century Interpretations of Oedipus Rex*. Prentice-Hall, 1968.

Neumeyer, Peter F. ed. *Twentieth Century Interpretations of The Castle: A Collection of Critical Essays*. Prentice-Hall, 1969.

Paranjpe, Vaman Krishna. *Fresh Light on Kalidasa's Meghaduta*. Kalidasa Sanshodhan Mandal.

Manipur University
Academic Level: 6.0
Syllabus for BA English Major 8th Semester

Nature of Course: Major

Course Code: MJC60ENG419(T)25

Course Title: Literature from the Margins

Course Level: 400

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. to make students understand the meaning of the term Dalit and the distinct features of Dalit literature;
2. to enable learners to understand why there is the need to explore the aesthetics of Dalit literature;
3. to teach students about the different genres of Dalit literature;
4. to enable students to understand why Dalit text matters to explore Indian English literature;
5. to make students understand to treat all human beings equally, irrespective of caste, creed and sex.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. understand the meaning of the term Dalit and the distinct features of Dalit literature;
2. understand why there is the need to explore the aesthetics of Dalit literature;
3. learn about the different genres of Dalit literature;
4. understand why Dalit text matters to explore Indian English literature;
5. treat all human beings equally, irrespective of caste, creed and sex.

Course Content:

UNIT I:

Introduction to Dalit Literature and Aesthetics of Dalit Literature

Unit II:

Namdeo Dhasal: "Hunger"

Baburao Bagul: "You Who Have Made the Mistake"

Jyoti Lanjewar: "Caves"

Unit III:

Bama: *Karukku*

Unit IV:

Omprakash Valmiki: *Joothan*

Unit V:

Bandhumadhav: "The Poisoned Bread"

Urmila Pawar: "The Odd One (*Vegli*)"

SUGGESTED READING LIST

Ambedkar, B.R. *Annihilation of Caste: The Annotated Critical Edition*. Edited by S. Anand. Verso, 2014.

Dangle, Arjun. *Poisoned Bread*. Orient Longman, 1992.

Limbale, Sharankumar. *Towards an Aesthetic of Dalit Literature*. Orient Longman, 2004.

Valmiki, Om Prakash. *Aesthetics of Dalit Literature: The Essential Consciousness of Social Change*. Integrity Media Young Writers, 2023.

Rege, Sharmila. *Writing Caste/Writing Gender: Reading Dalit Women's Testimonios*. Zubaan, 2006.

Smith, Sidone and Julia Watson. *Reading Autobiography Now: An Updated Guide for Interpreting Life Narrative*. 3rd ed. University of Minnesota Press, 2024.

Manipur University
Academic Level: 6.0
Syllabus for BA English Major 8th Semester

- **Nature of Course:** Major

Course Code: MJC60ENG420(T)25

- **Course Title:** Dynamics of English Studies
- **Course Level:** 400

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

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The objectives of this course are:

1. to make students understand why the study of writings from different countries matter;
2. to enable learners to understand the unique culture, history and identity of people from different countries;
3. to enrich the knowledge of students about how English works in different contexts;
4. to enable students to understand the concept of authenticity;
5. to enable students to explore the various themes, styles and techniques explored in the texts from different countries.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. understand the importance of the study of writing from different countries;
2. understand the unique culture, history and identity of people from different countries;
3. gain knowledge about how English works in different contexts;
4. understand the concept of authenticity;
5. explore the various themes, styles and techniques explored in the texts from different countries.

Course Content:

Unit I:

William Blake: "The Tyger"

PB Shelley: "Ode to the West Wind"

Laishram Samarendra: "Little Thief" (trans. I. R. Babu Singh)

UNIT II:

William Shakespeare: *The Tempest*

Unit III:

Ernest Hemingway: *The Old Man and The Sea*

Unit IV

Hijam Anganghal: *Jahera*

Unit V:

N. Kunjamohon Singh: "The Taste of an Hilsa" (Sahitya Akademi, New Delhi 2009)

Leo Tolstoy: "The Three Hermits"

Suggested Readings:

Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP, 1953.

Babu Singh, I. R. *The Valley of Lofty Hills: Modern Manipuri Poems Translated into English*. Triumvirate Publishers, 1998.

Critical essays on The Tempest. Longman, 1988.

Evans, Robert C. ed. *Critical Insights: The Old Man and the Sea*. Salem Press, 2022.

Manihar Singh, Ch. *A History of Manipuri Literature*. Sahitya Akademi, 1996.

Stauffer, Rachel. ed. *Critical Insights: Leo Tolstoy*. Salem Press, 2017.

Manipur University
Academic Level: 6.0
Syllabus for BA English Minor 8th Semester

- **Nature of Course:** Minor
- **Course Code:** MNC60ENG308(T)25
- **Course Title:** Dynamics of English Studies
- **Course Level:** 300

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. to make students understand why the study of writings from different countries matter;
2. to enable learners to understand the unique culture, history and identity of people from different countries;
3. to enrich the knowledge of students about how English works in different contexts;
4. to enable students to understand the concept of authenticity;
5. to enable students to explore the various themes, styles and techniques explored in the texts from different countries.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. understand the importance of the study of writing from different countries;
2. understand the unique culture, history and identity of people from different countries;
3. gain knowledge about how English works in different contexts;
4. understand the concept of authenticity;
5. explore the various themes, styles and techniques explored in the texts from different countries.

Course Content:

Unit I:

William Blake: "The Tyger"

PB Shelley: "Ode to the West Wind"

Laishram Samarendra: "Little Thief" (trans. I. R. Babu Singh)

UNIT II:

William Shakespeare: *The Tempest*

Unit III:

Ernest Hemingway: *The Old Man and The Sea*

Unit IV:

N. Kunjamohan Singh: "The Taste of an Hilsa" (Sahitya Akademi, New Delhi 2009)

Unit V:

Leo Tolstoy: "The Three Hermits"

Suggested Readings:

Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP, 1953.

Babu Singh, I. R. *The Valley of Lofty Hills: Modern Manipuri Poems Translated into English*. Triumvirate Publishers, 1998.

Critical essays on The Tempest. Longman, 1988.

Evans, Robert C. ed. *Critical Insights: The Old Man and the Sea*. Salem Press, 2022.

Manihar Singh, Ch. *A History of Manipuri Literature*. Sahitya Akademi, 1996.

Stauffer, Rachel. ed. *Critical Insights: Leo Tolstoy*. Salem Press, 2017.

Manipur University
Academic Level: 6.0
Syllabus for BA English DSE 8th Semester

- **Nature of Course:** Discipline Specific Elective
- **Course Code:** DSE60ENG402(T)25
- **Course Title:** New Literatures in English
- **Course Level:** 400

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. to make students understand the concept and scope of New Literatures in English;
2. to enable learners to understand the current themes like culture, history and identity explored in the texts;
3. to enrich the knowledge of students about how contemporary writers appropriate English;
4. to enable students to explore how writers incorporate culture, myth, history and folklore in their writings.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. understand the concept and scope of New Literatures in English;
2. understand the current themes like culture, history and identity explored in the texts;
3. enrich the knowledge of students about how contemporary writers appropriate English;
4. explore how writers incorporate culture, myth, history and folklore in their writings.

Course Content:

Unit I:

New Literatures in English: Concept, Scope

Unit II:

Chinua Achebe: “Refuge Mother and Child”

Gwen Harwood: "In the Park"

Aime Cesaire: "Lagoonal Calendar"

Unit III:

Chitra Banerjee Divakaruni: *The Palace of Illusions*

Michael Ondaatje: *The English Patient*

Unit IV:

Ngugi wa Thiong'o: *The Upright Revolution*

Nadine Gordimer: *Six feet of the Country*

Suggested Readings:

Achebe, Chinua. *Beware, Soul Brother: Poems*. Heinemann, 1983.

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. 2nd ed., Routledge, 2002.

Clingman, Stephen. *The Novels of Nadine Gordimer: History from the Inside*.

University of Massachusetts Press, 1992.

Field, Robin E., Amritjit Singh and Samina Najmi. *Critical Perspectives on Chitra Banerjee Divakaruni: Feminism and Diaspora*. Bloomsbury Publishing USA, 2022.

Moraru, Christian. Nicole Simek, and Bertrand Westphal. Eds. *Francophone Literature as World Literature*. Bloomsbury, 2020.

Ngugi wa Thiong'o. *Decolonising the Mind: The Politics of Language in African Literature*. James Currey, 1986.

Said, Edward W. *Culture and Imperialism*. Vintage, 1994.

Tötösy de Zepetnek, Steven. Ed. *Comparative Cultural Studies and Michael Ondaatje's Writing*. Purdue University Press, 2005.

Webby, Elizabeth. *The Cambridge Companion to Australian Literature*. Cambridge University Press, 2000.

Wright, Derek. *Critical Perspectives on Chinua Achebe*. Lynne Rienner, 1997.

Manipur University
Academic Level: 6.0
Syllabus for BA English DSE 8th Semester

- **Nature of Course:** Discipline Specific Elective
- **Course Code:** DSE60ENG403(T)25
- **Course Title:** Popular Literature
- **Course Level:** 400

Credit Details	Total Credit	Lecture/Week	Tutorial/Week	Total Hours/Week
	3+1	3	1	4

Course Objectives:

The objectives of this course are:

1. to make students understand the concept and history of Popular Literature;
2. to enable learners to understand Children's Literature and its genesis;
3. to enable learners to understand Graphic Novels and its genesis;
4. to enrich the knowledge of students about how contemporary writers appropriate English;
5. to enable students to explore how writers incorporate culture, myth, history and folklore in their writings.

Course Learning Outcomes:

After the completion of the course, students will be able to

1. understand the concept and history of Popular Literature;
2. understand and enjoy Children's Literature;
3. understand and enjoy Graphic Novels;
4. know about how contemporary writers appropriate English;
5. explore how writers incorporate culture, myth, history and folklore in their writings.

Course Content:

Unit I:

Introduction to Popular Literature and Background Lectures on the origin of Children's Literature and Graphic Novels

Unit II: Children's Literature

Louisa May Alcott: *Little Women*

William Golding: *Lord of the Flies*

Unit III: Graphic Novels

Orijit Sen: *River of Stories*

Fred Fordham: *To Kill a Mockingbird: A Graphic Novel*

Unit IV: Short Stories

Ruskin Bond: “The Blue Umbrella”

Anita Desai: “Games at Twilight”

Suggested Readings:

Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Theory*. Viva Books, 2018.

Coats, karen. *The Bloomsbury Introduction to Children’s and Young Adult Literature*. Bloomsbury, 2017.

Fadiman, Clifton. “Children’s Literature”. Encyclopaedia Britannica, 2017.

Baetens, Jan and Hugo Frey. *The Graphic Novel: An Introduction*. Cambridge University Press, 2015.

Nayar, Pramod K. *The Indian Graphic Novel: Nation, History and Critique*. Routledge, 2016.

Reynolds, Kimberley. *Children’s Literature: A Very Short Introduction*. OUP, 2011.

Strinati, Dominic. *An Introduction to the Theories of Popular Culture*. Routledge, 1995.