



Master's Degree Program in English Language Teaching
(New syllabus w.e.f January 2022 session)

Paper I Methods and Concepts in ELT-1

Module 1 Introduction to ELT

Unit -1: General Introduction to Methodology

Unit -2: Language Features

Unit -3 : Aspects of Language Skills

Unit- 4 : Teaching of Skills

Module 2 Listening and Speaking Skills

Unit -5: Listening Skills 1

Unit -6: Listening Skills 2

Unit -7: Speaking Skills 1

Unit- 8: Speaking Skills 2

Module 3 Reading and Writing Skills

Unit -9: Reading Skills 1

Unit -10: Reading Skills 2

Unit -11: Writing Skills 1

Unit -12: Writing Skills 2

Module 4 Activities on Language Skills

Unit -13: Activities for Listening Skills

Unit -14: Activities for Speaking Skills

Unit-15: Activities for Reading Skills

Unit-16: Activities for Writing Skills

Paper II Methods and Concepts in ELT-2

Module 1 Importance of Grammar

Unit -1: Grammar

Unit -2: Communicative / Functional Grammar

Unit -3: Grammar Exercises – Types and Uses

Unit-4 : Grammar Games and Activities

Module 2 Vocabulary

Unit-5: Vocabulary and its importance

Unit -6: Qualities of a word

Unit -7: Teaching Vocabulary
Unit -8: Vocabulary Exercises

Module 3 Teaching Literature -1

Unit -9: Importance of Literature
Unit -10: Teaching Prose
Unit-11: Teaching Short Stories
Unit -12: Teaching Poetry

Module 4 Teaching Literature-2

Unit -13: Teaching Skits and Plays
Unit -14: Teaching Novels
Unit -15: Teaching non-fictional Prose (Essay)
Unit -16: Revision on Literary forms and Extension

Paper III Phonetics and Phonology in English

Module 1 General Phonetics

Unit – 1: Nature of Spoken English
Unit – 2: Place of Phonetics in Communication
Unit – 3: Variations in Pronunciation
Unit – 4: Features of RP

Module 2 English Phonology

Unit –5: Speech Production
Unit – 6: English Vowel sounds
Unit – 7: English Consonant Sounds
Unit – 8: IPA and Transcription

Module 3 Supra-segmental Features-1

Unit – 9: Syllable Structure and Word Stress
Unit –10: Disyllabic and Polysyllabic Words
Unit – 11: Vociods and Contoids
Unit – 12: Stress and Meanings

Module 4 Supra-segmental Features -2

Unit – 13: Sentence Stress
Unit – 14: Supra-segmental Features
Unit – 15: Rhythm in English
Unit –16: Strategies for overcoming speech problems

Paper IV Introduction to Linguistics

Module 1 Principles of Language and Linguistics as Science-1

Unit – 1: What is Language?
Unit – 2: Origin and Development of Language
Unit – 3 Language Design Features

Unit – 4 Language Variety – Dialects, Sociolects, Idiolects (spoken and written)

Module 2 Principles of Language and Linguistics as Science-2

Unit –5: Linguistics: An Introduction

Unit – 6: Branches of Linguistics

Unit – 7: Learning Strategies and Styles

Unit – 8: Linguistics and ELT

Module 3 Branches of Linguistics

Unit – 9: Psycholinguistics

Unit – 10: Sociolinguistics

Unit – 11: Linguistics in pedagogy

Unit – 12: Computational Linguistics

Module 4 Linguistic Analysis

Unit – 13: Linguistic Analysis of a Text -1

Unit – 14: Linguistic Analysis of a Text -2

Unit – 15: Linguistic Analysis of a Text- 3

Unit – 16: Linguistic Analysis of a Text - 4

Paper V Developing Speaking Skills

Module 1 Oral Communication

Unit – 1: Revision of Phonetics

Unit – 2: Stress and Intonation

Unit – 3: Developing Speaking skills

Unit – 4: Remediating speech problems

Module 2 Vocabulary Studies

Unit – 5: Language Functions as Situations

Unit – 6: Language Functions as Meaning

Unit – 7: Language Functions as Form

Unit – 8: Language as Discourse

Module 3 Teaching Speaking Skills

Unit – 9: Presentation Skills – Short speeches (JAM)

Unit – 10: Presentation Skills – longer discourse

Unit – 11: Teaching Speaking Skills -1

Unit – 12: Teaching Speaking Skills- 2

Module 4 Teaching Vocabulary

Unit – 13: Collocations, idioms, phrases 1

Unit – 14: Collocations, idioms, phrases 2

Unit –15: Teaching Vocabulary – Form and Meaning

Unit – 16: Teaching Vocabulary --Word Building Exercises

Paper VI Morphology in English

Module 1 Morphology

Unit – 1: Introduction to Morphology

Unit – 2: Morphemes and Allomorphs

Unit – 3: Types of Morphemes

Unit – 4: Combination of morphemes to form words

Module 2 Affixes and Phonological Processes

Unit – 5: Affixation – Prefixes and Suffixes (Theoretical)

Unit -- 6: Affixation – Prefixes and Suffixes (Practical)

Unit – 7: Semantic Processes

Unit – 8: Phonological Processes

Module 3 Morphology across Languages

Unit – 9: Linguistic Processes (Alliteration, Geminatio, Assonance ...)

Unit -- 10: Morphophonemic Transcription

Unit – 11: Features of Bangla Morphology

Unit -- 12: Comparison between English and Bangla Morphology

Module 4 Morphological Analysis

Unit – 13: Morphological Analysis 1

Unit –14: Morphological Analysis 2

Unit – 15: Morphophonological Analysis 1

Unit –16: Morphophonological Analysis 2

Paper VII Syntax in English

Module 1 Sentences of English

Unit – 1: What is a sentence – parts of a sentence

Unit – 2: Clauses vs. Utterance

Unit – 3: Types of sentences – simple/ compound/ complex

Unit -- 4: Types of sentences – statements/ questions/ negatives/ commands

Module 2 Clauses of English

Unit -- 5: Types of clauses – noun/ adjectives/ adverbs/

Unit -- 6: Main clause and subordinate clause

Unit -- 7: Relative Clauses - Restricted and Non restricted

Unit – 8: Ambiguity in sentences, IC Analysis

Module 3 Transformations of Sentences

Unit –9: Nature of Sentence- Deep Structure, Surface Structure 1

Unit -- 10: Nature of Sentence- Deep Structure, Surface Structure 2

Unit – 11: Transformation of sentences 1

Unit – 12: Transformation of sentences 2

Module 4 Tree Diagrams

- Unit – 11: Tree Diagrams – Parsing 1
- Unit –12: Tree Diagrams – Parsing 2
- Unit – 13: Tree Diagrams – Parsing 3
- Unit – 14: Practical Tasks

Paper VIIIA: English as Language of Empowerment, Opportunities and Survival

Module 1 English as a Second Language

- Unit –1: History of English in India (1600 – 1947)
- Unit –2: Status of English
- Unit – 3: Distinctions between SL and FL
- Unit – 4: Spread of English – Post Independence to present day

Module 2 English for Specific Purposes

- Unit – 5: Opportunities in Using English in India (Travel, Tourism and Trade)
- Unit – 6: Opportunities in Using English in India (Education, Employment and Social Mobility)
- Unit -- 7: Varieties of English with emphasis on Indian Varieties (Speaking + Writing)
- Unit – 8: Place of English in Education

Module 3 English for Official Purposes

- Unit – 9: English Loan words in Indian Languages (Bangla)
- Unit – 10: Code Mixing and Code Switching
- Unit – 11: English in Mass Media (Radio, Television, Newspaper)
- Unit – 12: English for Official and Professional Purposes

Module 4 Practical Work and Case Studies

- Unit – 13: Practical Work -1
- Unit – 14: Practical Work -2
- Unit –15: Case Study-1
- Unit –16: Case Study-2

Paper VIIIB: Application of Theories of ELT

Module 1 Applied Linguistics-1

- Unit – 1: Concept of Applied Linguistics
- Unit – 2: Evolution of Applied Linguistics
- Unit – 3: Factors affecting Applied Linguistics 1 (Psychology)
- Unit – 4: Factors affecting Applied Linguistics 2 (Education, Sociology)

Module 2 Applied Linguistics -2

- Unit – 5: Usages of Applied Linguistics
- Unit – 6: Inter- language and Errors of Interference
- Unit – 7: Identifying and Remediating errors in Speech
- Unit – 8: Identifying and remediating errors in Writing

Module 3 Selection and Gradation

- Unit – 9: Concepts of Language Selection
- Unit – 10: Concepts of Language Gradation
- Unit – 11: Syllabus Construction
- Unit – 12: Developing Teaching Materials

Module 4 English Language Learners

- Unit – 13: Learner Strengths and Weaknesses
- Unit – 14: Helping special learners
- Unit – 15: Remedial Materials
- Unit – 16: Evaluation Strategies

Paper IX A Figural Language and Stylistics

Module 1 Stylistics

- Unit – 1: Introduction to Style and Stylistics
- Unit – 2: Different Genres of Literature
- Unit – 3: Features of Narrativity
- Unit – 4: Features of Drama and Poetry

Module 2 Sound Patterns-1

- Unit – 5: Point of view; Focalization, Topicalization, Thematization (Homodigetic & Heterodigetic)
- Unit – 6: Foregrounding
- Unit – 7: Connotations and Denotations
- Unit – 8: Meter and Rhythm

Module 3 Sound Patterns-2

- Unit – 9: Sound Patterning - Alliteration and Assonance affecting meaning
- Unit – 10: Lexical Parallism and Repetition (refrain and chorus)
- Unit – 11: Mimetic representations (onomatopoeia, pantomime)
- Unit – 12: Scansion

Module 4 Stylistic Analysis

- Unit – 13: Figures of Speech (Metaphor, Imagery and Symbolism: contextual and archetypal)
- Unit – 14: Figures of Speech (Apostrophe, personification, metonymy, Synecdoche)
- Unit – 15: Stylistic Analysis of texts 1
- Unit – 16: Stylistic Analysis of texts 2 (perception of higher language)

Paper IX B Applied Grammar: Teaching Linguistics in Schools

Module 1 Grammatical Analysis

- Unit – 1: Grammar and Communication 1
- Unit – 2: Grammar and Communication 2
- Unit – 3: Grammatical Analysis of Language Function 1
- Unit – 4: Grammatical Analysis of Language Functions 2

Module 2 Principles of Grading

Unit – 5: Grammatical Analysis of Language Functions 3

Unit – 6: Block/ Situations – Grading

Unit – 7: Pedagogic principles of Grading 1

Unit – 8: Pedagogic principles of Grading 2

Module 3 Text and Discourse Analysis

Unit – 9: Language Variety and Awareness – Consciousness Raising

Unit – 10: Tolerance, Use of Taboo words

Unit – 11: Discourse Analysis

Unit – 12: Textual Analysis

Module 4 Practical Tasks

Unit – 13: Practical Tasks-1

Unit – 14: Practical Tasks-2

Unit – 15: Practical Tasks-3

Unit – 16: Practical Tasks-4

Paper X Critical Pedagogy- Peer teaching – self observation Report

Module 1 Pedagogical Strategies

Unit – 1: Evolution of Pedagogical Strategies

Unit – 2: Indigenous innovations

Unit – 3: Tagore's Sahaj Path and Sukumar Ray's Abol Tabol

Unit – 4: Mahendra Gupta's (Ramakrishna – Kathamrita and Gandhi's (Jiban Sikhsan)

Module 2 Pedagogic Innovations

Unit – 5: Pedagogic Innovations in English

Unit – 6: West Bengal Experiment (Learning English)

Unit – 7: Loyola College and SNDT Experiment

Unit – 8: Gujrat Experiment (TELE) and Bangalore Project

Module 3 Peer-Teaching-1

Unit – 9: Principles of Micro Teaching and Peer- teaching

Unit – 10: Teacher Training Strategies

Unit – 11: Observation as a learning strategy

Unit – 12: Observation protocol

Module 4 Peer-Teaching-2

Unit – 13: Planning for peer- teaching lessons

Unit – 14: Developing observation protocol for peer teaching

Unit – 15: Discussing peer teaching lessons

Unit – 16: Values of constructive feedback

Paper XI Language Acquisition and Learning

Module 1 Second Language Acquisition-1

Unit --1: Language Acquisition: Introductory Notes

Unit – 2: Theories of Language Acquisition

Unit – 3: Limitation Theory

Unit – 4: Reinforcement theory

Module 2 Second Language Acquisition-2

Unit – 5: The Active Construction of a grammar theory

Unit – 6: Aspects of Acquisition

Unit – 7: Phonetic and Phonological Acquisition

Unit – 8: Morphological and Syntactic Acquisition

Module 3 Child Language Acquisition-1

Unit – 9: Stages of Language Acquisition in children

Unit – 10: Babbling stage

Unit – 11: Holophrastic Stage

Unit – 12: Semantic Acquisition

Module 4 Child Language Acquisition-2

Unit – 13: The Process of CL Acquisition

Unit – 14: Identification of distinct stages of development of SL

Unit – 15: Theoretical explorations of CL acquisition

Unit – 16: General factors related SL acquisition

Paper XII Developing Reading Skills

Module 1 Introduction to Reading Skills

Unit – 1: Introduction: Reading as a Skill

Unit – 2: Techniques for developing Reading Skill

Unit – 3: Cultural Influence in Reading

Unit –4: Problems in Reading

Module 2 Theories of Reading Skills

Unit – 5: The Schema Theory

Unit – 6: Impact of Schema on Reading

Unit – 7: Application of Schema Theory

Unit – 8: Applications of Schema Theory to the teaching of ESL Reading

Module 3 Implication of Reading Skills

Unit – 9: Reader Response theories and implication

Unit – 10: Facilitating Reading Comprehension in the classroom

Unit --11: Developing attitudinal changes towards Reading

Unit – 12: Reading digital texts

Module 4 Reading Skills in Second Language

Unit – 13: Reading development in SL

Unit – 14: Current development in SL Reading research

Unit – 15: Interactive approaches to SL Reading

Unit – 16: Reading non-linguistic texts (graphs, charts, images etc.)

Paper XIII Developing Writing Skills

Module 1 Introduction to Writing Skills

Unit --1: Introduction to Writing

Unit – 2: Writing as a skill

Unit --3: Importance of good writing skills

Unit – 4: Writing Skills in English

Module 2 Stages of Writing

Unit – 5: Factors influencing Writing – Grammar, Vocabulary, Punctuation

Unit – 6: Different Stages of Writing

Unit – 7: Framing Writing Tasks: types with examples

Unit – 8: Errors in writing skills

Module 3 Types of Writing

Unit – 9: Essay and Report writing

Unit – 10: Secretarial Writing

Unit – 11: Creative Writing

Unit – 12: Exercises to improve writing skills

Module 4 Testing and Evaluation of Writing

Unit – 13: Testing and Error Correction in Writing

Unit – 14: Examples of Communicative Test

Unit – 15: Grading Criteria for Writing Skills

Unit – 16: Assignment Writing

Paper IV Course Design – 1

Module 1 English and Academic Usage

Unit – 1: Introduction to Course Design

Unit – 2: Factors of Learner Identity and Needs

Unit – 3: Framing Objectives and Listing Contents

Unit – 4: Organizing contents – simple to complex

Module 2 Curriculum and Syllabus

Unit – 5: Introduction to Curriculum and Syllabus

Unit – 6: Parts of a Syllabus

Unit – 7: Types of Syllabuses – Structural, Situational, Grammatical, Lexical

Unit – 8: Types of Syllabuses – Notional Functional and Communicative

Module 3 Extra Academic Usages of English

Unit – 9: Teaching Materials – Course book and its parts

Unit – 10: Factors affecting a Course book

Unit – 11: Exercises and their types

Unit – 12: Supplementing a Course book

Module 4 Course book and Lesson Plan

Unit – 13: Using a Course book in a classroom

Unit – 14: Structure of a lesson plan

Unit – 15: Lesson Plans for Reading and Writing

Unit – 16: Lesson Plans for Listening and Speaking

Paper XV Course Design – 2

Module 1 Curriculum

Unit – 1: Scope and Concept of a Curriculum

Unit – 2: Parts of a Curriculum

Unit – 3: Pedagogic Principles governing the curriculum

Unit – 4: Curriculum renewal

Module 2 Curriculum for Grammar, Vocabulary and Literature

Unit – 5: Curriculum and Course Design

Unit – 6: Contents for teaching Grammar

Unit – 7: Contents for teaching Vocabulary

Unit – 8: Contents for teaching Literature

Module 3 Lesson Plan

Unit – 9: Lesson Plan for teaching Grammar

Unit – 10: Lesson Plan for teaching Vocabulary

Unit – 11: Lesson Plan for Communicative activities

Unit – 12: Lesson Plan for teaching Literature

Module 4 Supplementary Exercises for Teaching

Unit – 13: Supplementary Exercises for Teaching Grammar

Unit – 14: Supplementary Exercises for Teaching Vocabulary

Unit – 15: Supplementary Exercises for reference skills and communicative activities

Unit – 16: Materials for supplementary and extensive reading

Paper XVI ICT for Communicative English, ESP

Module 1 Information and Communication Technology

Unit – 1: Introduction to ICT

Unit – 2: Evolution of Computers for Language Teaching

Unit – 3: Language Features amenable to ICT

Unit – 4: Cloze exercises

Module 2 Teaching Language Skills Using Computers

- Unit – 5: Teaching Grammar and Vocabulary using computers
- Unit – 6: Strategies for Reading comprehension using computers
- Unit – 7: Teaching Basics of writing using computers
- Unit – 8: Evolution of CALL and its types

Module 3 Computers in the Language Classrooms

- Unit – 9: Presentation skills with computers
- Unit – 10: Flipped Classrooms
- Unit – 11: Artificial Intelligence and Natural Language Processing
- Unit – 12: Translations and Computers

Module 4 Developing Exercises with Computers

- Unit – 13: Using computers for creating and editing a document
- Unit – 14: Developing exercises for practising Grammar and Vocabulary
- Unit – 15: Developing exercises for Reading Comprehension
- Unit – 16: Developing exercises for writing (Text salad and jumbled paragraph)

Paper XVII Testing and Evaluation

Module 1 Evaluation

- Unit – 1: Introduction to Evaluation
- Unit – 2: Introduction to Testing
- Unit – 3: Scope of Evaluation
- Unit – 4: Types of Tests

Module 2 Testing-1

- Unit – 5: Planning a Test
- Unit – 6: Preparing a Test
- Unit – 7: Test Administration
- Unit – 8: Developing a Scoring Key

Module 3 Testing -2

- Unit – 9: Types of Test Items
- Unit – 10: Validity and Reliability
- Unit – 11: Teacher made tests
- Unit – 12: Self and Peer evaluation

Module 4 Testing-3

- Unit – 13: Evaluation as feedback process
- Unit – 14: Washback effect
- Unit – 15: Constructing test items
- Unit – 16: Developing a comprehensive test

Paper XVIII A Comparative Study of Speaking and Writing

Module 1 The Spoken Language

- Unit – 1: Introduction to Speaking Skills
- Unit – 2: Factors Influencing Fluency
- Unit – 3: Stress, intonation and rhythm
- Unit – 4: Voice quality and public address

Module 2 The Written Language

- Unit –5: Introduction to Writing
- Unit – 6: Factors influencing writing
- Unit --7: Coherence and cohesion in textualisation
- Unit – 8: Writing longer pieces of text

Module 3 Discourse of Speaking and Writing-1

- Unit – 9: Speaking and Writing – salient features
- Unit – 10: Discourse features of Speaking
- Unit – 11: Discourse features of Writing
- Unit – 12: Problems affecting fluency

Module 4 Discourse of Speaking and Writing-2

- Unit – 13: Comparing Spoken text and written texts
- Unit – 14: Writing Newspaper reports – radio broadcasts/ Telecast
- Unit – 15: Preparing to give a talk (making notes and delivering)
- Unit – 16: Presentation techniques – spoken and written

Paper XVIII B Semantics and Pragmatics

Module 1 Pragmatics-1

- Unit --1: Introduction: Principles of Pragmatics
- Unit – 2: Pragmatics: Brief History
- Unit – 3: Contrastive Pragmatics
- Unit – 4: Semiotics

Module 2 Pragmatics-2

- Unit --5: Speech Act Theory
- Unit –6: Felicity Conditions
- Unit --7: Conversational Implications
- Unit –8: Conversational Maxims

Module 3 Pragmatics-3

- Unit – 9: Relevance
- Unit –10: Politeness
- Unit –11: Reference
- Unit –12: Deixis

Module 4 Semantics

- Unit – 13: Semantics: Introduction
- Unit – 14: Elements and Sources of Meaning
- Unit – 15: Meaning Relations and Generative Semantics
- Unit – 16: Meaning and TG Grammar

Paper XIX A Project and ELT

Module 1 Planning for a Project

- Unit – 1: Introduction to Project work
- Unit – 2: Choosing and analysing a topic
- Unit – 3: Finding resources
- Unit – 4: Planning for project

Module 2 Data Collection

- Unit – 5: Process of Sample selection
- Unit – 6: Developing tools for Data collection
- Unit--7: Techniques of Data collection
- Unit – 8: Analysis and Interpretation of Data

Module 3 Data Analysis

- Unit – 9: Field Methods
- Unit – 10: Organizing and presenting Data
- Unit – 11: Drafting a report
- Unit – 12: Editing and finalizing the report (submission formalities)

Module 4 Project Report

- Unit – 13: Design of a project report
- Unit – 14: Using figures, charts, maps etc.
- Unit – 15: Style manual
- Unit – 16: Plagiarism and its consequences

Paper XIX BSyllabus Design – Practical

Module 1 Methodology-1

- Unit – 1: Introduction to Syllabus Design
- Unit – 2: Assessing Learner Needs
- Unit – 3: Drafting Objectives
- Unit – 4: Developing Content

Module 2 Methodology-2

- Unit – 5: Choosing Strategies for Teaching
- Unit – 6: Evaluation Strategies
- Unit – 7: Learner placement and Feedback
- Unit – 8: Revising the course based on feedback

Module 3 Developing ESP -1

- Unit – 9: Developing the course in English for general proficiency
- Unit – 10: Developing the course in English for nurses
- Unit – 11: Developing the course in English for telephone operators
- Unit – 12: Developing the course in English for tourist guides

Module 4 Developing ESP -2

- Unit – 13: Developing the course in English for journalists
- Unit – 14: Developing the course in English for medical representatives
- Unit – 15: Developing the course in English for office assistants (receptionists)
- Unit – 16: Developing the course in English for hospitality management

Paper XX Research Methodology

Module 1 Introduction to Research

- Unit – 1 Introduction, what is research, need for research
- Unit – 2 Research types
- Unit – 3 Research In ELT
- Unit - 4 Preparatory Stages of Research

Module 2 Reading Literature and Collecting Data

- Unit – 5 Review of Literature
- Unit – 6 Data/ Information for research
- Unit – 7 Primary and Secondary Data
- Unit – 8 Collection of Data/ Information

Module 3 Tools for Data Collection and Analysis

- Unit – 9 Questionnaire Design
- Unit – 10 Field Methods
- Unit - 11 Analysis of Data
- Unit – 12 Use of Statistical Measure

Module 4 Preparing and Presenting a Research

- Unit – 13 Documentation
- Unit – 14 Writing Research Projects/ Thesis
- Unit – 15 Preparation of research paper
- Unit -16 Presentation of research proposal