

**DETAILED SYLLABUS FOR THE POST OF ASSISTANT PROFESSOR IN
ENGLISH (TRAINING COLLEGES)
(COLLEGIATE EDUCATION**

(Cat.No. : 384/2021)

(Total Marks- 100)

Module 1: *Language, Language Education and Critical Theories* 20 Marks

Indo European Language Family – English (Old, Middle, Modern) – General Phonetics, Morphology, Semantics, Syntax, Grammar, Style – Psycho linguistics, Socio linguistics.

ELT, ESL, EFL – Mother Tongue influence and Second language acquisition – Theories of learning – Methods and Approaches of Language Education – Testing and Evaluation – Feedback.

Aristotle: Theory of Mimesis – Wordsworth: Preface to the Lyrical Ballads – Eliot: Hamlet and his Problems – Showalter: Feminist Criticism in the Wilderness – Derrida: Difference – Freud: The Id and the Ego, The Ego and the Super Ego – Habermas: Modernity An Incomplete Project – Said: Introduction to Orientalism – Cixous: The Laugh of Medusa – Hall: Encoding/ Decoding – Mulvey: Visual Pleasure and Narrative Cinema – Butler: Subject of Desire – Theory of Rasa, Dhvani and Vakrokti.

Module 2: *From the Beginnings to the Romantics* 10 Marks

Donne: Canonization – Milton: Introduction to Paradise Lost Book 1 – Chaucer: Prologue to the Canterbury Tales – Gray: Elegy Written in a Country Church Yard – Bacon: Of Books – Swift: Gulliver's Travels – Marlowe: Doctor Faustus – Shakespeare: Othello and Twelfth Night – Fielding: Tom Jones – Defoe: Robinson Crusoe – Dryden: Mac Flecknoe – Browning: Chimney Sweep.

Module 3: *From the Romantics to the Modernists* 5 Marks

Wordsworth: Tintern Abbey Lines – Coleridge: Rime of the Ancient Mariner – Keats: Ode to a Nightingale – Shelley: Ode to the Skylark – Tennyson: Ulysses – Arnold: Dover Beach – Lamb: Dream Children – Wilde: Importance of Being Earnest – Hopkins: The Wreck of the Douche Land – Dickens: Oliver Twist – M. Shelley: Frankenstein – E. Bronte: Wuthering Heights.

Module 4: *From the Modernists to the Present* 5 Marks

Yeats: The Second Coming – Eliot: The Waste Land and Murder in the Cathedral – Plath: Daddy – Hughes: Hawk Roosting – Shaw: Pygmalion – Synge: Riders to the Sea – Orwell: Animal Farm – Fowls: The French Lieutenant's Woman – Woolf: To the Light House – Joyce: Ulysses – Becket: Waiting for Godot – Pinter: The Birthday Party.

Module 5: *Many Englishes and Regional Writings***10 Marks**

Tagore: Gitanjali (Where the Mind is Without Fear) – S. Naidu: The Palanquin Bearers – Kamala Das: My Grandmother's House – Ezekiel: The Night of the Scorpion – Ramanujan: A River – Karnad: Hayavadana – M. Padmanabhan: Harvest – Dattani: Dance Like a Man – Seth: From Heaven Gate – V. Tendulkar: Silence the Court in Session – Anand: Coolie – Rao: The Serpant and Rope – Narayan: Malgudi Days – Roy: The God of Small Things – Rushdie: The Midnight's Children.

Whitman: Leaves of Grass – Dickinson: Because I cannot Stop for Death – Frost: Road Not Taken – Poe: The Raven – O Neil: Rhinoceros – Williams: A Street Car Named Desire – Miller: Death of Salesman – Melville: Moby Dick – Morrison: Zula – Thoreau: Civil Disobedience – Hemmingway: The Old Man and the Sea – Ginsberg: Howl – A. Walker: The Colour Purple.

M.Ed. – ADVANCED METHODOLOGY OF TEACHING ENGLISH**(50 marks)****Module 1 – English Language Learning****(8 marks)**

- ☞ Principles of language learning; Role of culture, gender, family and community in language learning
- ☞ Contributions of Piaget, Bruner, Vygotsky, Chomsky, Krashen and Gardner to language learning
- ☞ Application and implications of Psycho-Linguistic, Socio-Linguistic and Neuro-Linguistic Theories in language learning
- ☞ Aims, objectives and scope of learning English as first, second and foreign language; Multi-lingualism; Problems in learning English in a multi-lingual context

Module 2 – ELT Curriculum**(6 marks)**

- ☞ Principles of language curriculum construction
- ☞ Objective based, activity based, task based, issue based, Process oriented and Product/Outcome oriented curricula
- ☞ Curriculum for Inclusive and Differentiated Learning

Module 3 – Learning English Language and Literature**(10 marks)**

- ☞ Language Skills: LSRW; Basic, Intermediate and Advanced
- ☞ Language and Literature: Poetry, Prose
- ☞ Language Elements: Vocabulary and Grammar
- ☞ Literary Devices: Imagery, Figures of Speech, etc.

☞ Language Discourses: notices, reports, letters, diary, profile, etc.

☞ Digital resources: Smart classrooms, digital language labs, multimedia labs, EDUSAT, websites, web tools, open resources, e-content, virtual classrooms, e-libraries, e-journals, audio podcasts, film/video clips, learner corpora, online language games, online networks and platforms (forum, blog/weblog, podcasts)

Module 4 – Current Practices in ELT

(12 marks)

☞ Methods and Techniques: Total Physical Response (TPR), Silent Way, Suggestopedia, Narrative Discourses and Analysis, Conversation Analysis, Mind Mapping, CAI

☞ Approaches: Humanistic, Natural, Communicative, Task based Learning, Whole Language

☞ Current Pedagogic Practices/Strategies: Flipped Learning, Blended Learning, Collaborative Learning, Self Directed Learning, Game based Learning, Brainstorming, Dramatisation

☞ Models of Teaching: Role Playing, Synectics, Social Simulation

☞ Digital Pedagogic Practices: E-Learning, M-Learning, Video Conferencing, Learning Management System

☞ Addressing Children With Special Needs and Learner Diversity; Inclusive and Differential Pedagogic Practices; Ability Grouping; Group work and Pair work; Individualised Instruction; Differentiated Assignments and Classroom Tasks; Personalised System of Instruction

Module 5 – Assessment Practices in ELT

(7 marks)

☞ Tests: Teacher-made and Standardised; Diagnostic and Achievement; Progress, Proficiency and Placement

☞ Assessments: Formative; Summative; CCE; Grading; Self, Peer and Teacher; Batteries

☞ Performance based assessment techniques: Portfolio, Rubric, Peer Review, Blog

☞ Offline and online assessment: designing, constructing and conducting; uses of Websites, Web Tools, Online Resources and Computer Adaptive Tests

Module 6 – Teacher Empowerment Practices

(7 marks)

☞ Reflective Teaching; Teacher Portfolio

☞ Developing Professional Skills, Communicative Competence and Soft Skills; Coping with Professional Stress

☞ Continuous Professional Development (CPD); Pre- and In-service Programmes; Professional Organisations; Online Teacher networks; online professional development courses (MOOCs)

☞ Review of research studies since 1990's on English language teaching with special emphasis on vocabulary, grammar, methodology, integration of ICT, testing and assessment; Research and development through social networking; Action research in English Language Education

NOTE: - It may be noted that apart from the topics detailed above, questions from other topics prescribed for the educational qualification of the post may also appear in the question paper. There is no undertaking that all the topics above may be covered in the question paper.