

Syllabus for Ph. D. Entrance Test

The syllabus consists of Two Parts – Part 1 Research Methodology and Part 2 Linguistics & ELT

Scheme of the Entrance Test: Distribution of Weightage for the Entrance Test is 50% from each Part. The cut-off marks for the entrance test will be strictly as per the MTU's existing rule.

1. Research Methodology (RM)

- (a) Research: Meaning, Types, Characteristics, Positivism, Post-positivist approach.
- (b) Methods of Research: Experimental, Descriptive, Historical, Qualitative, Quantitative.
- (c) Steps of Research
- (d) Thesis and Article writing: Format, referencing.
- (e) Application of ICT in research.

2. Subject- specific (ELT & Linguistics)

Section A: Grammar, Vocabulary, Reading comprehension, and Writing Skills.

- (i) Grammar and Usage: Parts of Speech, Tense and Aspect, Subject-Verb Agreement, Sentence Structure (Simple, Compound, Complex), Articles, Prepositions, Modals, Voice and Narration
- (ii) Vocabulary: Synonyms and Antonyms, Collocations, Idioms and Phrasal Verbs, Word Formation and Derivation
- (iii) Reading Comprehension: Inference-based questions, Theme, tone, and vocabulary in context
- (iv) Writing Skills: Paragraph writing, Essay writing (short argumentative or discursive essay), Summarizing a passage

Section B: Applied Linguistics and Language Teaching

- (i) Introduction to Linguistics: Phonetics and Phonology, Morphology, Syntax, and Semantics, Sociolinguistics and Psycholinguistics basics

- (ii) Theories of Language Learning: Behaviorist, Cognitive, Constructivist approaches, Krashen's Monitor Hypothesis, Vygotsky's Sociocultural Theory
- (iii) Methods and Approaches in ELT: Grammar-Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT)
- (iv) Teaching Skills: Teaching Listening, Speaking, Reading, and Writing (LSRW), Error analysis and remedial teaching.

Section C: General Awareness and Critical Thinking

- (i) Developments in English Language Education
- (ii) English in the Global Context
- (iii) Use of Technology in Language Teaching (e.g., CALL, MALL)
- (iv) Analytical Reasoning and Interpretation
- (v) Education Policy (e.g., NEP 2020 related to language learning)