



**HANDBOOK FOR
POSTGRADUATE DIPLOMA IN THE
TEACHING OF ENGLISH (PGDTE)**

2020-21

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD, LUCKNOW, SHILLONG**

DISCLAIMER

This Handbook is only for the information and ready reference of our students, and does **not** constitute a legal document. While all efforts have been made to make the information in this Handbook as authentic and up-to-date as possible, the University is not responsible in any way whatsoever for any inadvertent errors that may be found in the document.

ADVICE TO STUDENTS

Some of the courses mentioned in the document may or may not be offered in a particular academic year/semester. We advise you to consult the Coordinator of the Programme at the beginning of every semester.

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Introduction

This Handbook provides fairly detailed information regarding the academic requirements and course content pertinent to the Postgraduate Diploma in the Teaching of English (PGDTE) at the English and Foreign Languages University. Its purpose is to inform the students of the guidelines and milestones relevant to successful completion of their diploma programme, and is to be used in conjunction with the University's Academic Ordinances which describe policies and procedures for all programmes.

The Handbook lists the courses offered in the PGDTE Programme and details the course curriculum, the procedures and the policies that govern the students. Students are responsible to follow the University policies described in this Handbook and in the University Ordinances. This includes following rules pertaining to registration, deadlines, attendance, maintaining adequate grades for promotion *inter alia*. In the event any information presented in this Handbook changes during the academic year, students will be notified at the earliest possible.

We hope this Handbook will be of good use to you. We wish you a rewarding experience during your Programme at the EFL University.

About EFL University

The English and Foreign Languages University (EFLU) (formerly, the Central Institute of English and Foreign Languages or CIEFL) was created by an Act of Parliament and came into being on 03 August 2007. The EFL University continues to build upon the achievements of the CIEFL, and expand its activities on the national and global stage. Its mandate is to advance and disseminate “instructional, research, and extension facilities in the teaching of English and Foreign Languages and Literatures in India” as well as “to take appropriate measures for

inter-disciplinary studies and research in Literary and Cultural Studies, and to develop critical inter-cultural understanding of civilizations” (as mentioned in the Act).

The EFL University has two campuses—in Lucknow and Shillong. The objectives of the University are to bring quality education in the disciplines and sub-disciplines of English and foreign languages within the reach of all Indians. The objectives of the University, as stated in the Act (2006) (No.7 of 2007) are:

- to disseminate and advance knowledge by providing instructional research, and extension facilities in the teaching of English and select foreign languages and literatures in India;
- to train language teachers in methods and approaches appropriate to the Indian context;
- to provide expertise in language and teacher education to foreign professionals;
- to evolve indigenous ways of testing language proficiency;
- to make provisions for innovative teaching-learning materials in both print and electronic media;
- to take appropriate measures for inter-disciplinary studies and research in literary and cultural studies; and
- to develop critical intercultural understanding of the civilizations.



Message from the Vice Chancellor

Congratulations and welcome to the English and Foreign Languages University, (EFLU), a premier institution of the humanities specializing in languages.

The EFLU is unique in India in its pedagogy, that is, the teaching and learning of languages. It has been playing a central role in establishing standards in language pedagogy in India since its inception as the Central Institute of English in 1958. Your study will be nurtured on a long tradition of excellence and innovation. You can build a great career and life in this prestigious University. For, our courses are varied, and are carefully planned to suit your needs and aptitudes. Put simply, you will have wide professional choices. Each course offers you knowledge and skills that will serve you in many spheres of life and career. The teachers of this University have long experience and their commitment to their profession will guarantee you in-depth knowledge and individual attention.

Unfortunately, due to the prevailing pandemic, classes will be online at least for the foreseeable future. However, we are optimistic about in person classes, and you may soon find yourself enjoying the leafy, serene ambience on our Campus.

A learner-centred University, the EFLU was the first in the country to conduct classes and semester-end examinations online, during the lockdown, ensuring that students had their careers protected, and the academic year completed without compromises. This has enriched our experience in online classes, and we continuously add to it.

In the last three-plus years, especially, the University has been uncompromisingly committed to the complete and balanced development of its students and staff. To achieve this, well-equipped Gymnasias, a Music Club, a Finishing School, an English Club and the likes have been established. A rich Library with a wide collection of books is equipped to support your quest for knowledge. Since most learning will be online for a while now, a virtual cornucopia of e-books will be available for the students—a unique combination of enviable facilities.

An *India Today*-MDRA Survey placed the University in the number one position for maintaining best student-teacher ratio among the Government universities. The Week-Hansa Best Universities Survey 2019 placed the University at the 8th position in the category of All India Central Multidisciplinary Universities. These are some of our remarkable achievements, and many more are sure to come.

You are now beginning the most important part of your academic journey that will decide where your career will take you professionally and personally. Our University emphasizes character building as much as any. “*Abeunt studia in mores*”, that is, “Studies pass into character”. I invite you to build your character here for a successful future for yourself as a person, and for the service of the Nation in general.

I once again welcome you to this University, and wish you a great future.

Prof. E. Suresh Kumar

Vice Chancellor, and Member, UGC

Post Graduate Diploma in the Teaching of English (PGDTE)

Description of the Programme

The PGDTE Course is a teaching diploma that provides theoretical knowledge about the teaching of English as well as practice in how to apply this knowledge in the classroom.

Duration

Two semesters

Course content

Students are required to take **12** courses in all: **6** in Semester I and **6** in Semester II. All courses offered in Semester I are compulsory and are marked C. In Semester II, students may take up to 5 optional/elective (E) courses in addition to Practice Teaching which is a compulsory (C) course.

Semester I				
Course No.	Course Title	Code	C/O	Marks
PGDTE 101	Phonetics and Spoken English	PSE	C	100
PGDTE 102	Introduction to Linguistics	ILin	C	100
PGDTE 103	Modern English Grammar and Usage	MEG U	C	100
PGDTE 104	Methods of Teaching English	MTE	C	100

PGDTE 105	Teaching Materials	TM	C	100
PGDTE 106	Interpretation of Literature	ILit	C	100
Semester II				
Course No.	Course Title	Code	C/O	Marks
PGDTE 201	Practice Teaching	PT	C	100
PGDTE 202	Project	PR	O	100
PGDTE 203	Corpus-Based Language Teaching	CBLT	O	100
PGDTE 204	Effective Practices in ESP	EPESP	O	100
PGDTE 205	ESP Materials	ESPM	O	100
PGDTE 206	Innovation in ELT	IELT	O	100
PGDTE 207	Language Teaching through Distance Mode	LTDM	O	100
PGDTE 208	Language through Literature	LTL	O	100
PGDTE 209	Materials for Skills Development	MSD	O	100

PGDT E 210	Principles of Language Teaching	PLT	O	100
PGDT E 211	The Phonetics of English	TPE	O	100
PGDT E 212	Teaching of Grammar	TG	O	100
PGDT E 213	Testing in the Second Language Classroom	TSLC	O	100
PGDT E 214	Introduction to Sociolinguistics	ISL	O	100
PGDT E 215	Adapting ELT materials	AM	O	100
PGDT E 216	Training to Train	TT	O	100
PGDT E 217	Stylistics	STL	O	100
PGDT E 219	Language Teaching through Media	LTM	O	100
PGDT E 220	Indian Writing in English: Approaches to Interpretation and Teaching	IWE: AIT	O	100

(Note: All courses listed under Semester II may not be on offer in a particular semester.)

Detailed course descriptions

Semester I

PGDTE 101 - Phonetics and Spoken English (PSE)

Course description

This course deals with the basics of Phonetics such as the Speech Mechanism, the description of speech sounds (consonants and vowels), the syllable, stress at both word and sentence level, and the prosodic features of the English language. This course has three aspects to it: theoretical classroom sessions, tutorials, and language laboratory practice sessions. Participants will be tested on the theoretical aspects (written test), their listening ability (ear training test) and speaking skills (orals).

Course objectives

- To train teachers of English to teach the language in their respective work environments
- To make them aware of the difficulties faced by the L2 learners and to train them to help these learners.

Course outline

Module/Topic	Sub-topics
Module1: Introduction	Language: An Introduction Learning a Second Language The English Language Standards of Pronunciation of English Spoken English in India
Module 2: Speech Mechanism	Initiation Phonation Articulation
Module 3: Speech Sounds (the	Description of consonants Description of vowels Use of phonetic symbols The phoneme

segmental features – in general)	The syllable	
Module 4: The sounds of Standard British English (RP)	Phonemes of RP Vowels Consonants Phoneme vs. allophone Syllable structure in RP	
Module 5: Prosodic (Suprasegmental features)	Accent and Stress Word-Accentual patterns in English Rhythm Strong vs. weak forms Contracted forms Intonation Tonality Tonicity Tones	
Module 6: Module 7:	Pronunciation and Intelligibility The teaching of English Pronunciation	
PRACTICAL WORK		
	The use of pronouncing dictionary	TUTORIALS and LANGUAGE LAB SESSIONS
	Practice in the perception and articulation of English vowels and consonants	
	Phonetic (broad) transcription	
	Practice in stress, rhythm and intonation pattern	

	Oral reading of passages, including conversations	
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Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	3 Internals (both theory and tutorials)
Final	60%	Written Exam + Orals + Ear Training test

Readings

Required

Gimson, A.C. (2001). *Gimson's Pronunciation of English*, (6th ed.), revised by Alan Cruttenden. London: Arnold.

Suggested

Jones, D. (1918). *An Outline of English Phonetics*.

Ladefoged, P. (2001). *A Course in Phonetics*, (4th ed.), Fort Worth: Harcourt College.

Roach, P. (2001). *English Phonetics and Phonology*, (3rd ed.), Cambridge: CUP.

Digital Lab

Language Lab (audio files): A Course in Phonetics and Spoken English
Connected Speech Software.

PGDTE 102 - Introduction to Linguistics (ILing)

Course description

The course, Introduction to Linguistics, will help the PGDTE participants get an insight into how languages are organized and function in various situations. It hopes to equip them with basic concepts of linguistics and the various aspects which together constitute language. It further makes the participants understand how mother tongues are acquired, other tongues such as English are learned and how the knowledge of language can be utilized in the English classroom. The course will supplement what the participants learn in other courses on Grammar and Phonetics, and be able to make connections. It further aims at developing their intuitions about language and at making them better language teachers and researchers of various aspects of language.

Course objectives

- To enhance the 'language knowledge' of the participants,
- To equip them with tools for observation, description and explanation of language data, and,
- To enable them to help their future learners enhance their language awareness and thereby their language development.

Course outline

<i>Month/Module/Topic</i>	<i>Sub-topics</i>
Module 1: Introduction to Linguistics and Language	Introduction to the course What is language? Some definitions of 'language' Properties of language Human and animal communication systems Spoken and written language What is

	<p>linguistics? Is linguistics a science? What does it mean to study language? Approaches to linguistics: the traditional, the structural, and the cognitive Saussure: Sign, synchrony, diachrony Chomsky: Competence and performance Sapir and Whorf: Linguistic relativity Linguistics is descriptive, not prescriptive Levels of language analysis</p>
<p>Module 2: Introduction to Phonology and Morphology</p>	<p>Phonology What is phonology? Phonology and phonetics Phone, phoneme and allophones Principles of (a) contrastive and complementary distribution, (b) phonetic similarity, (d) pattern congruity, and (e) economy Free variation Application ***** What is morphology? Morphs, morphemes and, allomorphy, Bound and Free forms; Word building processes: prefixes, suffixes Inflections and derivations Morphophonemics Suppletion Application</p>
<p>Module 3: Introduction to Syntax</p>	<p>Constituents of a simple sentence: The phrase: NP, VP, PP, and AP The clause The simple sentence Syntactic categories Selectional restrictions Phrase Structure (PS) rules How to draw tree diagrams Bracketed diagrams</p>
<p>Module 4: Applied Linguistics</p>	<p>What is Applied Linguistics? Language teaching Language learning Speech disorders Language pathology</p>

Readings

Required

Fromkin, V., Robert R., and Nina, H. (2013). *An introduction to language*. Cengage Learning.

Suggested

Adrian A., Richard A. D., Ann K. F., and Robert M. H. (2012). *Linguistics: An introduction to language and communication*. Cambridge, Massachusetts.

Trask, R. L., and Peter, S. (2007). *Language and linguistics: the key concepts*. Taylor and Francis.

Malmkjær, K. (2009). "Animals and language." In *The Routledge linguistics encyclopedia*, Kirsten Malmkjær (Ed.). Routledge, 10-16.

Carnie, A. (2013). "Constituency tests." In *Syntax: A generative introduction*. John Wiley and Sons, 86-89.

Cruse, A. (2006). "Prototype theory." In *A glossary of semantics and pragmatics*. Oxford University Press, 146-148.

PGDTE 103 - Modern English Grammar and Usage (MEGU) Course description

This course makes a distinction between a linguist's grammar, teacher's grammar and a students' grammar and focuses on the need to develop an awareness of a teacher's grammar among the students. The course makes a distinction between the prescriptive and descriptive approaches to language and grammar teaching to adopt a descriptive approach with respect to the rules of usage and actual use of modern English. The course deals with the major areas of the grammar of English, and addresses notions of acceptability and unacceptability with reference to linguistic and non-linguistic norms

which teachers should be aware of.

Course objectives

- To understand the major areas of English grammar
- To acquaint future teachers of English with the major areas of English grammar so that they develop an analytical, functional and communicative awareness of how English is used in the modern world.
- To help them develop their proficiency in English and their professional competencies.
- To develop a descriptive and analytical and critical ability for language use.
- To enable participants to look at some methods for teaching and testing specific areas of grammar.

Course outline

Month/Module/Topic	Sub-topics
Module 1: Notions of Grammar	Traditional notions, Implicit/Explicit, Prescriptive/Descriptive and Usage
Notions of usage	Correctness, Acceptability and Appropriateness, Language variation: Styles, Registers, Dialects, Collocations, British English, Indian English
Basic concepts	Hierarchy, Free vs. Bound forms, Expansion, Contraction, Deletion, Unit, Structure and System, Optional and Obligatory, Categories: Formal, functional, Forms and Pro-forms; Meaning, Modes of Representation: Bracketing, Boxes, Trees

Words and Parts of speech	Noun, Verb, Adjective, Adverb, Prepositions, Conjunctions, etc.
Module 2: Noun Phrase	Elements of structure of NP, Meaning and componential analysis, Selectional Restrictions
Verbs and Verb Phrase	Types of vs, Structure of VP, Types of Concord
Basic Sentence Patterns	Clause elements: Formal and Functional categories
Types of Sentences	Types of clauses, Finite - Non-finite, Relative Clause, Nominal Clause, Adverbial Clause, Simple, Complex, Compound, Matrix – Embedded; Main-Subordinate
Module 3: Adjectives	Types, meanings, occurrences
Prepositions	Meanings, combinations
Adverbs	Types, functions, etc.
Connectives	Sentential and Discourse, meaning, Coherence and Cohesion
Module 4: Usage and Errors	Perception and procedures for correction

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	There will be two mid-term tests
Final	60%	End of semester examination

Reading list

Required

Close, R. (1974). *A University Grammar of English: Workbook*. London: Longman.

Celce-Murcia, M. and Larsen-Freeman, D. (1983). *The Grammar Book: An ESL/EFL Teacher's Course*. Rowley: Newbury House Publishers, Inc.

Department of Distance Education, EFL University, Hyderabad: *Blocks 1-5 of Modern English Grammar and Usage of EFL for PGDTE*.

Greenbaum, S. and Quirk, R. (1990). *A Student's grammar of the English Language*. Essex: Longman.

Leech, G. and Svartvik, J. (1975). *A Communicative Grammar of English*. London: Longman.

Leech, G. et al. (1979). *English Grammar for Today*. London: Macmillan.

Quirk, R. and Greenbaum, S. (1973). *A University Grammar of English*. London: Longman.

Quirk, R. et al. (1983). *A Comprehensive Grammar of the English Language*. London: Longman.

Trudgill, P. and Hannah, J. (1982). *International English: A Guide to the varieties of Standard English*. London: Edward Arnold.

Sinclair, J. et al. (1989) (Ed). *Collins Cobuild Dictionary of Phrasal Verbs*. London: Collins.

Swan, M. and Walter, C. (2001). *The Good Grammar Book*. Oxford: OUP. Verma, S.K. and Nagarajan, H.

(1999). *An Interactive Grammar of Modern English*. New Delhi: Frank Brothers.

PGDTE 104 - Methods of Teaching English (MTE) Course description

The aim of this course is to introduce participants to the different

principles and practices involved in teaching English as a second language. Beginning with a brief history of language teaching, the course will go on to provide a historical overview of the principal methods and approaches in language teaching. Following an examination of the context and environment of language learning, participants will be introduced to the theories of language learning and important factors that affect language learning – teacher factors, learner factors and classroom factors. The course will also examine the pedagogic principles related to the four skills and elements of language.

Course objectives

- To help students identify the chief characteristics of different language teaching methods and approaches.
- To help students identify the approach(es) and method(s) best suited to a particular teaching/learning situation.
- To familiarize students to the different ways of teaching the language skills and elements.
- To help students identify factors that affect the teaching/learning process and address these effectively.

Course outline

Month/Module/Topic	Sub-topics
Module 1: A Brief History of Language Teaching	The Grammar- Translation Method, The Direct Method
History of English Language Teaching in India	The Oral Approach and Situational Language Teaching, The Audio-Lingual Approach
Approaches and Methods in Language Teaching	The Structural Approach

	The Communicative Approach Task-Based Language Teaching Content and Language Integrated Learning Total Physical Response Suggestopedia
Module 2: The Context of Language Learning	First, Second and Foreign Language Learning
Theories of learning	Behaviourism, Cognitivism
Module 3: Aspects of ELT	Teacher Factors Learner Factors Classroom Factors
Module 4: Teaching Language Components	Teaching Listening Teaching Speaking Teaching Reading Teaching Writing Teaching Grammar Teaching Vocabulary

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, Presentations, Class tests
Final	60%	End of semester examination

Reading List:

- Anderson, K and J. Maclean. 2007. *Study Speaking*. New Delhi: Cambridge University Press
- Glendinning, E. H and B. Holmstrom. 2007. *Study Reading*. New Delhi: Cambridge University Press
- Hamp-Lyons, L and B. Heasley. 2006. *Study Writing*. New Delhi: Cambridge University press.
- Larsen- Freeman, D. 2004. *Techniques and Principles in Language Teaching*. New Delhi: Oxford University Press.

- Lightbrown, P and N. Spada. 1993. *How Languages are Learned*. Oxford: Oxford University Press
- Lynch, T. 2007. *Study Listening*. New Delhi: Cambridge University Press.
- Nuttal, C. 2005. *Teaching Reading Skills in a Foreign Language*. London: Macmillan Education.
- Prabhu, N.S. 1991. *Second Language Pedagogy*. London: Oxford University Press.
- Richards, Jack C. 1998. *Beyond Training: Perspectives on Language Teacher Education*.
- Richards, J.C. and T.S. Rodgers. 2006. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
- Renandya, W.A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Tickoo, M.L. 2003. *Teaching and Learning English. A Sourcebook for Teachers and Teacher—Trainers*. Hyderabad: Orient BlackSwan.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4thed). Chapters 5 and 6. London: Pearson.

PGDTE 105 - Teaching Materials (TM)

Course description

Teaching materials are accepted as an integral part of the teaching-learning process in the language classroom. In popular perception, the teaching material—narrowly identified with the course book – is handed down from above to the teacher, who in turn is expected to do no more than ‘teach the book’. The TM course aims to provide potential teachers with a broader perspective on teaching materials and an understanding of how the course book works and can be a springboard for creativity and innovation in the language classroom. By examining a variety of materials at different levels and for different language skills, participants will arrive at a clearer understanding of the role of TM and

gain a more realistic view of what TM can achieve.

Course objectives are to:

- explain how curriculum, syllabus, and ELT course design influence materials development
- examine the role of teaching materials in the language classroom
- examine and discuss select teaching materials
- recognize the characteristics of different kinds of teaching materials
- provide an initiation into producing teaching materials

Course outline

Month/Module/Topic	Sub-topics
Module 1: Curriculum and Syllabus	Definitions and differences; influence on materials Language Syllabuses: the need for a syllabus; the role of a syllabus; factors that influence syllabus design; characteristics of a syllabus; syllabus types
Approaches to Language Teaching	The Structural Approach; the Communicative Approach: Principles of CLT; CLT materials
Module 2: Teaching Reading	The main ways of reading; types of comprehension; sub-skills of reading; analysis of tasks for teaching reading
Teaching Grammar	Implicit and explicit knowledge of grammar; analysis of grammar tasks
Module 3: Teaching Vocabulary	Aspects of vocabulary; the process of vocabulary acquisition; tasks for teaching vocabulary

Teaching Listening and Speaking	The nature of oral communication; sub-skills of listening and speaking; tasks for teaching listening and speaking
Module 4: Teaching Writing	Product and process approaches to teaching writing, sub-skills of writing, tasks for teaching writing
The course book	An overview; the role of a textbook; constituents of a textbook
	The role of a course book, constituents of a textbook and a unit, criteria for analyzing a course book and evaluation of a course book.

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, presentations, class tests
Final	60%	End of semester examination

Readings

Required

Harmer, J. (2007). *The Practice of English Language Teaching* (4th edition). Pearson Education Ltd.

Nunan, D. (1988). *Syllabus Design*.

Richards, J. and Rodgers, T. (2006). *Approaches and Methods in Language Teaching*. CUP.

Ur, P. (2012). *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP.

Tickoo M. L. (2003). *Teaching and Learning English*. Orient Longman.

Suggested

Day, R. (1994). Selecting a Passage for the EFL Reading Class. *Forum*, Vol. 32/1.

Day, R. and Park, J. (2005). Developing reading comprehension questions. *Reading in a Foreign Language* Vol. 17, No. 1.

Nuttall, C. (1996). *Teaching reading skills in a foreign language* (2nd ed.). Oxford: Heinemann.

McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

Scrivener, J. (2005). *Learning Teaching*. Macmillan.

PGDTE 106 - Interpretation of Literature (ILit) Course description

The objectives of this course are primarily to deepen literary awareness and harness it to teach not only literature *qua* literature, but also strengthen language teaching as well. This will happen through the harnessing of the consciousness of language that literature enables better than any other resource or method available to the teacher and learner. A learner-centred syllabus does not preclude a tightly controlled, not to say exclusively designed, syllabus in the language classroom. Beginning with extensive reading—the single most important source of language acquisition and knowledge, literature is a source *par excellence* for all the stakeholders associated with the classroom. The accuracy of words, the diction, of literature is unparalleled in its rigour. The teaching of vocabulary, grammar, syntax, pronunciation, and the four primary skills of language can rise up as an edifice on a firm foundation in literature. In a purportedly post-method era, literature can be a most valuable aid for the teacher to address the issues and challenges in the classroom. For, it offers something to everyone—nursery rhymes to children, word-play to

adults, and philosophy for the more serious learner of a language—to mention only three of an almost unending list of advantages.

Course objectives

- To develop an awareness of literature and its techniques and art
- To develop a comprehensive perspective regarding significant critical approaches to literature.

Course outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
Module 1: Basics of Literary Study	Introduction to Literature
Module 2: Study of select genres with a bias towards teaching literature and language in the classroom	Close reading and contextual analysis involving linguistic and stylistic features such as grammar and semantics
Module 3: Literary Language	Discourse analysis; vocabulary—acquisition and teaching with literary texts
Module 4: Language Skills	Develop academic writing and listening based on literary texts
Module 5:	Listening to recordings of readings of texts by literary figures

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Worksheets, Class Tests
Final	60%	End of semester examination

Readings

Select Reading List (A wider list will be made available later)

Gower, R. (1986) "Can stylistic analysis help the The English and Foreign Languages University learner to read literature?" *ELT Journal* 40.2

Lazar, Gillian. (1993). *Literature and Language Teaching*. CUP Cambridge.

_____ "Using poetry in the EFL/ESL classroom" *ELT Journal* 44. 3. Tomlinson B. (1986) "Using poetry with mixed ability language groups" *ELT Journal* 40.1

Readings

Suggested

Adler, M. J., Doren, C. (1972). *How to Read a book: The Classic Guide to Intelligent Reading*. Simon and Schuster.

Eagleton, T. (2013). *How to Read Literature*. Yale University Press. Hirsch, E. (2000). *How to Read a Poem*. Mariner Books.

Southerland, J. (2007). *How to Read a Novel: A User's Guide*. St. Martin's Griffin.

**Semester II Compulsory
Course
PGDTE 201 - Practice Teaching (PT)**

Course Description

Participants will apply the theory and knowledge acquired in the first semester to the process of language teaching in the context of a specific syllabus at a particular level. Participants will prepare for teaching practice through observation and discussion of lessons presented in the form of videos. They will also be familiarized with the process of selecting and evaluating teaching materials, drawing up detailed lesson plans and evaluating lessons. At the end of the course, participants will have to submit lessons plans, observation reports and self-evaluation reports.

Course objectives

- to provide students with an opportunity to apply theoretical knowledge gained into practice.
- to enable students to effectively plan and prepare lessons.
- to acquire/develop skills in using appropriate methods, procedures and techniques of teaching.

Evaluation

One lesson = 20 Marks (Lesson Plan = 10 Marks + Teaching = 10 Marks)

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- | | |
|--|------------------|
| 1. Three lessons | 60 Marks (20 x3) |
| 2. Participation in discussions
(overall) | 10 Marks |

3. Observation reports (OR) (2) 20 Marks (10 x2)
4. Self-evaluation report (SER) 10Marks

Total 100 Marks

Optional courses

PGDTE 202 – Project (PR)

In addition to the compulsory Practice Teaching course, a student can choose a project as one of the five optional courses in Semester II. As the PGDTE aims to equip students with the knowledge and skills required to teach English, topics chosen for the project have to be directly relevant to language teaching. For instance, if you choose a topic in linguistics/phonetics/literature your project has to exhibit a clear link with language teaching in the classroom. It can be theoretical or practical in nature.

Format guidelines:

- Length: 7000 – 8000 words (approximately 25 - 30 pages)
- Paper size: A4, Spacing: double space, Font type: Times New Roman, Font size: 12
- It should have the following components:
Title page, Project signature page, Abstract, Table of Contents, Acknowledgement, Appendices, Bibliography.
- Plagiarism clearance: The project should be checked for plagiarism by the supervisor before submission (Please use Urkund for this purpose.) The University allows up to 2% plagiarism. All sources cited in the body of the project have to be acknowledged.
- For formatting conventions, please follow the APA style sheet.

Choosing a supervisor: Students can choose a supervisor based on topic of their choice, and on teacher's willingness to guide the student. A completed Project form with a tentative title has to be submitted to the Office of the Controller of Examinations (CoE) by the deadline mentioned during course registration.

Meeting the supervisor and attendance: Since the project is equivalent to a taught course on the programme, students have to meet their supervisors for at least 3 hours a week. The attendance sheet, duly signed by the supervisor, has to be submitted at the end of every month to the Office of the CoE (attendance sheets are available in the Office of the CoE).

Submission and evaluation: Two spiral bound copies of the completed project have to be submitted in the Office of the CoE. The project will be evaluated by the supervisor and one external examiner from within the University, chosen by the supervisor, who is familiar with the area of work. A final grade arrived at by these two examiners will be submitted to the Office of the CoE.

PGDTE 203 - Corpus-Based Language Teaching (CBLT)

Course description

This course attempts to provide the teachers of English a hands-on experience in using authentic language data in the classroom. The thrust of the course is to explicate the pedagogical potential of the corpus in teaching and developing language skills. Classroom time is divided between discussion and laboratory practice. The students are expected to read current teaching and research practices in CBLT and actively participate in classroom discussions. A small theoretical component on corpus-based approaches to LSRW will be introduced at the beginning of the course.

Course objectives

The major objectives of the course are

- to enable the students to develop corpus-based approaches and analytical skills of observation in developing LSRW skills

- to enable the students to design tasks and exercises for LSRW, vocabulary and grammar
- to enable the students design ESP courses.

Course outline

Month/Module/Topics	Sub-topics
Module 1: Introduction to Corpus Linguistics	What is corpus linguistics? How can we use it? Which corpus, what for and what size?
Module 2: Corpus-Based Language Teaching (Principles and Methods)	Principles of corpus linguistics The Corpus Approach Features of Corpus Tools Creating Corpora
Module3: Corpus and Concordance Introduction to Online Corpora	Types of Corpora Concordance programs Using online corpora for language teaching and learning
Module 5: Corpus and Teaching Writing	Classify corpus Genre analysis Direct use and indirect use of corpus Analysis of lexico-grammatical features Analysis of text-patterns Interpretation of the text-genre
Module 6: Corpus and Teaching Grammar	Understanding grammatical structures and categories Identifying patterns associated with individual words: Syntax and Semantic associations
Module 7: Corpus and English for Specific Purposes (ESP)	Extracting and interpreting teacher corpora Classroom discourse analysis Classroom conversation analysis Developing hands-on activities Creating materials for classroom use

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, presentations, class tests
Final	60%	End of semester examination /project

Readings

- Aijmer, K. (2009). *Corpora and Language Teaching*. Amsterdam / Philadelphia: John Benjamins Publishing Company.
- Baker, P., Hardie, A., and McEnery, T. (2006). *A Glossary of Corpus Linguistics*. Edinburgh: Edinburgh University Press.
- Biber, D. (2006). *University Language: A corpus-based study of spoken and written registers*. John Benjamins Publishing Company.
- Gavioli, L. (2005). *Exploring Corpora for ESP Learning*. John Benjamins Publishing Company.
- O’Keeffe, A., and McCarthy, M. (2010). *The Routledge Handbook of Corpus Linguistics*. London and New York: Routledge.
- Sinclair, J. M. (2004). *How to Use Corpora in Language Teaching*. John Benjamins Publishing Company.

PGDTE 204 – Effective Practices in ESP (EPESP)

Course description

The course aims to provide an overview of current practices in the field of English for Specific Purposes and sensitizing students to certain effective practices in the field of ESP such as Needs Analysis, Curriculum Design, Materials Development, Implementation and Evaluation. Such awareness will equip students to adopt the features of best practices and design courses and develop materials for specific situations.

Course objectives

- To make students aware of current practices inESP
- To help them identify and adopt best and effective practices for classroom teaching/learning
- To enable participants to design and develop materials for specific needs.

Course outline

Month/Module/Topics	Sub-topics
Module 1: What is ESP? Scope and Significance	Definition, History, Relevance
Module 2: Developments in ESP, Effective Practices	New Developments Effective Practices- Needs and Nature
Module 3: Needs Analysis	PSA, TSA, CA
Module 4: Curriculum design and Materials Development	Syllabus, Factors, Stages Features of effective materials, materials development and evaluation
Module 5: Implementation	Teaching, Current Approaches and Methods
Module 6: Evaluation	External, Internal, Check-list

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Project, presentation, class tests

Final	60%	End of semester examination
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Readings

Evans, D. and St. Joan, M. (2008). *Developments in English for Specific Purposes*. Cambridge: CUP.

Hutchinson, T. and Waters, A. (2009). *English for Specific Purposes*. Cambridge: CUP.

Friedenberg, J., Kennedy, D., Lamparis, A., Martin, W. and Westerfield, K. (2003). *Guidelines for Providers of Work Place English Language Training Services*. Alexandria, VA: TESOL.

PGDTE 205 - Materials for ESP (MESP)

Course description

The course provides an overview of English for Specific Purposes and an introduction to the central concerns of ESP like needs analysis, syllabus design, teaching materials and the roles of the Teacher and Learner. It provides hands-on experience in designing an ESP Project.

Course objectives

- To introduce learners to the central concerns of ESP,
- To help them understand the principles underlying the design of an ESP course,
- To help them understand the criteria for the selection of ESP materials, and
- To help them design an ESP course on an area of their choice.

Course outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
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Module 1: Origin and development of ESP: a historical perspective	Background to ESP; ESP and CLT EGP vs ESP
Module 2: Definitions and classification(s) of ESP	Terms and concepts in ESP Types of ESP courses
Module3: Principles of ESP course design	Needs analysis-tools and data interpretation Aims and objectives of course Syllabus design; Course outline Materials design; Evaluation
Module 4: The role and purpose of ESP materials	Features of ESP materials Types of ESP materials
Module 5: Selection, adaptation and development of materials	Materials evaluation-criteria Analysis of ESP materials Adaptation and creation of materials
Module 6: The ESP teacher: problems and challenges	The role of an ESP teacher Team teaching

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, presentations, class tests
Final	60%	End of semester examination

Readings

- Dudley-Evans, T. and St John, M. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: CUP.
- Holden, S. (Ed.) (1977). *English for Specific Purposes*. London: Modern English Publications.
- ELT documents 101 (1978). *English for Specific Purposes*. London: British Council.
- Hutchinson, T. and Waters, A. (1987). *English for Specific Purposes (A Learning-Centred Approach)*. Cambridge: CUP.
- Mackay, R. and Mountford, A. (Ed.) (1978). *English for Specific Purposes*. London: Longman.
- McDonough, J. (1984). *ESP in perspective (A Practical Guide)*. London: Collins ELT.
- Robinson, P. (1980). *English for Specific Purposes*. Pergamon Institute of English: position papers. Pergamon Press. Oxford.
- Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. UK: Prentice Hall
- Swales, J. (Ed.) (1985). *Episodes in ESP*.
- Widdowson, H.G. (1983). *Learning Purpose and Language Use*. Oxford: OUP. Kennedy, C. and Bolitho, R. (1984). *English for Specific Purposes*. London: Macmillan.

PGDTE 206 - Innovation in ELT (IELT)

Course description

The purpose of the course is to introduce, explain and practise the concept of innovation in numerous forms in the areas of ELT specifically those of materials production and learning activities. The learning activities are structured based on the skills against the background of language functions. The course seeks to evaluate current present learning practices and firmly pitch the ground for innovation.

Course objectives

- To familiarize participants with the background knowledge and information underpinning ELT practices
- To enable them to integrate innovation in daily classroom activities.
- To apply the principles of CLT, and use language functions and notions to develop innovative teaching/learning materials.

Course outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
Module 1: Introduction	Why innovation?
Module 2: Evaluation of current practices	A typical English class
Module 3: Areas of innovations	Approaches Materials Methods Skills Learning Techniques
Module 4: Functions of language	Greeting Introduction Description Direction Apologies Etc.
Module 5: Planning the learning	Skill-based lesson plan session
Module 6: Practice	Participants plan learning sessions

sessions	based on the one discussed in Module 5
Module 7: Evaluation and Conclusion	Levels of innovation and its uses

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Class room presentations
Final	60%	Take home project

Readings

Jones, L. (1983). *Functions of English*. CUP: London.

Patil, Z.N. (2012). *Innovation in ELT*. Orient Blackswan: Hyderabad.

Richards, J. C., and Rodgers, T. S. (2000). *Approaches and Methods of Language Teaching*. CUP: London.

Wilkins, D. A. (1976). *Notional Syllabuses*. OUP: London.

PGDTE 207 - Language Teaching through the Distance Mode (LTDM)

Course description

This course aims to provide insights into the differences between teaching English to face-to-face learners and distance learners and the impact these differences have on language learning in the distance mode.

Course objectives

Learners will know

- the difference between face-to-face learners and distance learners.
- the difference between face-to-face materials and distance materials.
- the difference between the assessment in the face-to-

face mode and the distance mode.

- the role of a distance language teacher.

Course outline

Month/Module/ Topics	Sub-topics
Module 1:	The concept, characteristics and philosophy of distance education
Module 2:	Characteristics of distance learners
Module3:	Theories of distance education
Module 4:	Supporting distance learners
Module 5:	Teacher-learner roles in distance education
Module 6:	Evaluating distance learning materials
Module 7:	Integrating media with print materials: the multi-media package
Module 8:	Assessing learners through the distance mode

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	assignments, presentations, class tests
Final	60%	End of semester examination

Readings

Dickinson, L. (1987). *Self-instruction in language learning*.

Cambridge: Cambridge University Press.

Garrison, D. R. (1989). *Understanding distance education*.

London: Routledge

- Holmberg, B. (1985). *Status and trends in distance education*. (Second edition). London: Croom Helm.
- Holmberg, B. (1986). *Growth and structure of distance education*. London: Croom Helm.
- Holmberg, B. (1989). *Theory and practice of distance education* (Second edition). London: Croom Helm.
- Jeong-Bae Son (Ed.). (2009). *Internet-Based language learning: Pedagogies and technologies*. Lulu.com
- Keegan, D. (1986). *The foundations of distance education*. London: Croom Helm.
- Lewis, R. (1984). *How to tutor and support learners*. London: Council
- Manjulika, S and Reddy, V. (1996). *Distance education in India. A model for developing countries*. New Delhi: Vikas Publishing House.
- Rogers, A. (1986). *Adult learning*. Milton Keynes: Open University Press.
- Rowntree, D. (1992). *Exploring open and distance learning*. London: Kogan Page
- Rowntree, D. (1992). *Teaching through self-instruction. How to develop open learning materials*. London: Kogan Page
- Thorpe, M. (1986). *Evaluating open and distance learning*. London: Longman.
- Tight, M. (1983). *Education for adults. Volume one: Adult learning and education*.
London: Croom Helm.
- Titmus, C.J. (Ed.). (1989). *Lifelong education for adults. An international Handbook*.
Oxford: Pergmon Press.
- Warschauer, Mark, Richard Kern (Eds.). (2000). *Network-based Language Teaching: Concepts and Practice*.
Cambridge: Cambridge University Press
- Zou, Bin et.al (2013). *Computer-Assisted Foreign Language Teaching and Learning: Technological Advances*. New York: IGI, Global

PGDTE 208 - Language through Literature (LTL) Course description

This course helps participants appreciate literary discourse as a means for learning and teaching the nuances of communication. They will examine plays, poems, and short stories to understand how the text may be used to build students' confidence and facilitate spontaneous use of language in the classroom. Intellectually challenging tasks and diverse strategies provide them with opportunities to compare the lecture method with alternative methods that stimulate interaction between the student and the text, peers, and the class and the teacher. By analyzing different learning resources such as books, articles, blogs, readings on You Tube, and peer teaching, participants acquire an in-depth awareness of their role and responsibilities as facilitators. With a strong focus on thinking and language skills, the activities encourage them to overcome their inhibitions and experiment with teaching language through literature.

Course objectives

- To help appreciate the literary text as a means to teach academic, creative and functional use of English
- To nurture curiosity in activity-based teaching
- To train in creative task development and implementation

Course outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
Module 1: Literary text as a 'means' (not an end) in the ESL classroom	What do experts say about literature as a discipline and literature as a subject? How does a literary text help exploit student's background knowledge? How do we use a text to build confidence and promote student participation? How do we use texts, tasks, strategies,

	<p>and classroom activities to encourage spontaneous interaction inside and outside the classroom?</p> <p>How does the teacher use the student's awareness of non-literary genres while using a literary text? And, why should it be done?</p>
<p>Module2: Design and implement tasks using poems</p>	<p>What is 'facilitating' learning?</p> <p>How do we visualize the various steps in a task? How can we identify and support the various learning needs when the class is working on tasks?</p> <p>Why and how should the teacher encourage interaction between the student and the text?</p> <p>Why listen to poems on the internet?</p> <p>How do we bring different literary and non-literary texts together while focusing on everyday communication?</p> <p>How do we adopt a language across the curriculum approach while using a literary text?</p>
<p>Module 3: Develop and implement tasks using short stories</p>	<p>How does an awareness of story-telling techniques help the teacher-facilitator?</p> <p>How can we stimulate student interest in reading and narrating stories?</p> <p>Why should the teacher analyze a story before the class, and how does it help evolve an interactive approach to teaching it?</p>
<p>Module 4: Tasks for teaching 'dialogue', and contextual nuances,</p>	<p>How does dialogue in the play relate to everyday conversation?</p> <p>How do we understand what is not said?</p> <p>How do we use 'dialogue' to help students</p>

using plays	<p>overcome inhibitions?</p> <p>How do we guide students to create an interesting dialogue?</p> <p>How do plays encourage student participation?</p>
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Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, Article and Book reviews, Classroom Participation, and Peer teaching
Final	60%	Project on interactive task development

Readings

- Dheram, P. (2009). Teaching through literature in *English Teaching Professional*, September.
- Duff, A. and Maley, A. (2007). *Literature* (Resource Books for Teachers), Oxford: OUP
- Collie, J. and Slater, S. (1987). *Literature in the language classroom*. Cambridge: CUP
- Maley, A. (2001). Literature in the language classroom in *The Cambridge Guide to Teaching ESOL*, Cambridge: CUP.
- McRae, J. (1994). *Literature with a small 'l'*. Macmillan Education. Akula, S. and Peppin Rabitha, A.R. (2013)..Poetry to create poetry. In *English Teaching Professional*, July.
- Widdowson, H.G. (1976). *Stylistics and the teaching of literature*. Routledge.

PGDTE 209 - Materials for Skills Development (MSD)

Course description

This course is designed to provide prospective teachers with

theoretical knowledge and experience in analyzing, adapting, and developing materials for teaching English as a second language at various levels. It aims to develop a principled approach to materials development. Building on the foundations laid in Teaching Materials (Semester 1) it goes on to examine the problems of designing and developing materials for teaching the LSRW skills. Participants will examine a variety of classroom learning material and will have opportunities to judge the appropriateness of existing materials for a variety of language programmes. In addition, they will create materials for a variety of classroom purposes. Participants will also learn how to design and create larger units of work—such as a chapter/unit of a course book.

Course objectives

- To introduce participants to the theory behind materials development for second language learning and teaching
- To analyze teaching materials used in language learning
- To enable participants to apply theoretical knowledge to design and develop materials

Course Outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
Module 1:	Materials for the teaching of reading
Module2:	Materials for teaching vocabulary
Module 3:	Materials for teaching grammar
Module 4:	Materials for the teaching of listening
Module 5:	Materials for the teaching of speaking

Module 6:	Materials for the teaching of writing
Module 7:	Presentations

Evaluation

Assessment	Weight	Mode of assessment
Internal	50%	Assignments, presentations, group discussions
Final	50%	Project (15-20 A4 pages)

Note:

1. For internal assessment, participants will be assessed on their preparedness for and participation in class and work submissions.
2. **Project:** Participants will be required to do a final project where they design materials for a target population of their choice.

Intake: 9 participants (max.)

Select Reading List

- Prabhu, N. S. (1988). *Materials as support; materials as constraint*. RELC Seminar, Singapore.
- Rinvolutri, M. (2008). *How useful are comprehension questions*. IATEFL Voices, Newsletter, Issue 204.
- Burton, S. J., Sudweeks, R. R., Merrill, P. and Wood, B. (1991). *How to prepare Better Multiple-Choice Test Items: Guidelines for University Faculty*
- Honeyfield, (1997). *Simplification*. TESOL Quarterly, Vol. 11. No. 4, 431-440.
- Day, R. (2002). *Why use Simplified Materials*. Teacher Talk, Centre for Asia-Pacific Exchange (CAPE).

- Stoller, F., Anderson, N., Grabe, W. and Komiyama, R. (2013). *Instructional Enhancements to Improve Students' Reading Abilities* English Teaching Forum, 2013, No. 1.
- Tomlinson, B. (2012) Materials Development for Language Learning and Teaching. *Language Teaching* 45.2, 143-179, CUP.
- Ragan, A. *Using Adapted Texts in ELL Classrooms*. Modern Language Journal, 83(3) 350-366.
- Guariento, W., and Morley, J. (2001). *Text and Task Authenticity in the EFL Classroom*. ELTJ, 55/4. OUP.
- Harwood, N. (Ed.). (2010). *English Language Teaching Materials: Theory and Practice* Cambridge: CUP.
- Aebbersold, J., and Field, M.L. (1997). *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. Cambridge: CUP
- Flowerdew, J., and Miller, L. (2005). *Second Language Listening: Theory and Practice Chapter 7*. Cambridge: CUP.
- Hyland, K. (2003). *Second Language Writing*. Cambridge: CUP.
- Schmitt, N. (2000). *Vocabulary in second language teaching*. Chapters 3 and 4, Cambridge: CUP.

PGDTE 210 - Principles of Language Teaching (PLT)

Course description

This course provides the theoretical basis for an understanding of pedagogy in the ESL classroom. The course is therefore conceptualized as an essential corollary to the practical and experiential exposure provided by the Methods and Practice Teaching Components in Semester I. Beginning with a broad history of English Language Teaching for an international perspective, the course will attempt to provide a comprehensive understanding of the principal factors that affect English Language Teaching and Learning. These factors include those that are

associated with the learning environment as well as learner factors. The Course will also familiarize learners with the concept of Bi/Multilingualism as an important factor in language teaching and learning in multilingual and multicultural contexts. In preparation for research studies in ELT, an introduction to research in ELT will also be provided.

Course objectives

- To help students understand the pedagogic principles related to language teaching and learning.
- To help students relate theoretical principles to relevant approaches and methods in language teaching.
- To introduce students to the concept of bilingualism and the principles related to bilingual education.
- To introduce students to research studies in ELT.

Course outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
Module 1: Brief history of language teaching	Principal developments in ELT from the grammar translation method to the present day.
Module 2: Theory of language	Structural view, Functional view, Interactional view
Module3: Theories of learning	Behaviouristic theory, Cognitive theory Creative construction theory, Socio-cultural theories
Module 4: Approaches and methods in language teaching	A brief description of methods and approaches in ELT to focus on relevant pedagogical principles for language teaching
Module 5: The language learning hypotheses	The Universal Grammar Hypothesis, Innateness Hypothesis, Critical Period Hypothesis, Threshold Hypothesis,

	Acquisition-Learning Hypothesis, Natural Order Hypothesis, Input-Intake Hypothesis, Affective Filter Hypothesis, Monitor Hypothesis
Module 6: Bi/Multilingualism	Introduction to bilingualism and bilingual education Important theories related to bilingualism Bilingual education – relevant concepts and models
Module 7: Introduction to research in ELT	Types of research, Seminal papers related to ELT and classroom research

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, presentations, class tests
Final	60%	End of semester examination

Readings

- Anderson, K., and Maclean, J. (2007). *Study Speaking*. New Delhi: CUP.
- Baker, C. (1988). *Key issues in bilingualism and bilingual education, Multilingual matters*.
- Brown, H. D. (1987). *Principles of Language Learning and Teaching*. Englewood Cliff, New Jersey: Prentice Hall, Inc.
- Brown, H. D. (2007). *Principles of language learning and teaching*, Pearson Education Ltd.
- Cohen, A. (1998). *Strategies in learning and using a second language*, Longman.
- Gayle, H. Gregory and Chapman, C. (2002). *Differentiated Instructional Strategies*. California: Corwin Press
- Glendinning, E.H and Holmstrom.(2007). *Study Reading*. New Delhi: CUP.

- Hamp-Lyons, L. and Heasley, B. (2006). *Study Writing*. New Delhi: CUP.
- Howatt, A. (1984). *A history of English language teaching*. OUP.
- Howatt, A. and Widdowson, H.G. (2004). *A history of English language teaching*, OUP.
- Larsen-Freeman, D. (2004). *Techniques and Principles in Language Teaching*.
New Delhi: OUP.
- Lightbown, P. and Spada, N. (1993). *How Languages are Learned*.
Oxford: OUP.
- Littlewood, W. (1992). *Teaching Oral Communication: A Methodological Framework*. Oxford: Blackwell.
- Lynch, T. (2007). *Study Listening*. New Delhi: CUP. McCarten, J. (2007). *Teaching Vocabulary*. Cambridge: CUP.
- Nunan, D. (2003). *Practical English language teachings*, McGraw Hill.
- Nuttal, C. (2005). *Teaching Reading Skills in a Foreign Language*. London: Macmillan Education.
- Richard, J. (1999). *The language Teaching Matrix*, CUP.
- Richards, Jack C. and Theodore S. Rodgers (2003). *Approaches and Methods in Language Teaching*. Cambridge: CUP.
- Richards, Jack C. and Renandya, W. (2002). *Methodology in Language Teaching*. Cambridge: CUP.
- Stern, H.H. (1983). *Fundamental concepts of language teaching*, OUP.

PGDTE 211 – The Phonetics of English (TPE)

Course description

This is a Level II Course dealing with a more advanced approach to Phonetics. At the segmental level, aspects of connected speech: the allophonic variants of the English (RP) speech sounds, and at the suprasegmental level: the neutral and marked aspects of intonation, are studied in detail. This course also deals with a study of some major native and non-native accents of English.

Course objectives

- To make the learners appreciate the concrete realizations of the abstract phonemes in continuous speech
- To enable them to use the prosodic features of the English language for the expression of not just the speech functions of the language but also their attitudes or emotions in various contexts
- To appreciate the differences in some selected accents of English
- To identify and overcome the features of English spoken in India in order to be intelligible, both in the national and the international scenario.

Course outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
Module 1: A Phonological Description of Standard British English	Vowels Consonants
Module 2: Word Accent	Derivational suffixes Noun vs Verb Noun phrases vs Compound Nouns
Module 3: Rhythm	Types of Rhythm
Module 4: Intonation	Tonality: Neutral vs Marked information distribution Tonicity: Neutral vs Marked focus of information Tones
Module 5: The Word in Connected Speech	- High and Low variants of all tones - Neutral vs Marked -Phonetic variations at word or morpheme boundaries Juncture
Module 6: Accents of English	Native - American - Australian - Canadian Nonnative

	- Indian English - Black English	
Module 7: The International Intelligibility of Indian English	Phonetic features that affect intelligibility Suggestions for improvement	
PRACTICAL WORK:		
	Practice in stress, rhythm and intonation patterns	TUTORIALS and LANGUAGE LAB SESSIONS
	Oral reading of passages, including conversations	
	Reading of phonetic texts	
	Phonetic/Phonemic transcription	
	Analysis of given specimens of Indian English pronunciation	

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	3 Internals (both theory and tutorials)
Final	60%	Written Exam + Orals + Ear Training test

Readings

Required

- Gimson, A.C. (2001). *Gimson's Pronunciation of English*,
6th ed., revised by Alan Cruttenden. London: Arnold.
- Hughes, A. and Trudgill, P. (1979). *English Accents
and Dialects*. London: Arnold Publishers.

Tench, P. (1996). *The Intonation Systems of English*. London: Cassell. Wells, J.C. (1982). *Accents of English*. Cambridge: CUP.

Suggested Readings

Carr, P. (1999). *English Phonetics and Phonology – An Introduction*. Oxford: Blackwell Pubs. Ltd.

Jones, D. (1918). *An Outline of English Phonetics*.

O'Connor, J.D. and Arnold, G. (1973). *Intonation of colloquial English*. Second edition. Harlow: Longman.

Roach, P. (2001). *English Phonetics and Phonology, 3rded*. Cambridge: CUP.

Digital Lab

Prose, Poetry, and

Conversation (audio files)

Connected Speech Software

PGDTE 212 - Teaching of Grammar

(TG) Course Description

In this course, students will begin by examining various notions of grammar and then go on to examine the objectives of teaching grammar in L1 and L2 contexts. After a look at the various methods of grammar teaching, participants will also be introduced to the concepts of implicit and explicit grammar teaching. During the course, they will analyze grammar tasks and prepare to teach them in authentic situations. Thus, the course involves both theoretical and practical components.

Course objectives

- To familiarize students with the various methodological approaches to grammar teaching
- To enable them to be able to identify the underlying approach(es) in a variety of tasks.

- To enable students to plan grammar lessons and teach them effectively.

Course outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
Module 1: What is Grammar? Notions of Grammar	Native-speaker's intuitive grammar; Linguist's descriptive grammar; Pedagogical grammar
Module 2: Objectives of teaching Grammar in L1 and L2 classroom contexts	
Module 3: Teaching of Grammar in the various methodological approaches	Grammar-Translation; Structural; Functional; Communicative; Post- method
Module 4: Focus on Forms vs. Focus on Form	
Module 5: Consciousness-raising and Noticing in the teaching of Grammar	
Module 6: Implicit vs Explicit Grammar teaching	Task-analysis
	Lesson-planning and practice teaching: Grammar Lessons
Module 7: Practical Sessions	

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Two theory-based tests + practice teaching
Final	60%	End of semester examination

Readings

Suggested

Ellis, N. (2007). "The Weak Interface, Consciousness, and Form-focused Instruction: Mind the Doors." In S. Fotos and H. Nassaji, (Eds.). *Form-focused Instruction*. Oxford: OUP

Fotos, S. and Nassaji, H. (Eds.).(2007). Issues in form-focused instruction and teacher education. In *Form-focused Instruction*. Oxford: OUP

Richards, J.C. and Renandya, W. (Eds.).(2002). *Teaching Grammar – 3 chapters in Section 7 of Methodology in Language Teaching*. Cambridge: CUP.

Rutherford, W. (1987). *Second language grammar: Learning and teaching*. Longman.

PGDTE 213 - Testing in the Second Language Classroom (TSLC) Course Description

This course will introduce students to basic concepts in evaluation, assessment and testing in the language classroom. It will draw on their experiences of being a language teacher, or of being evaluated as a learner in the classroom and use that experience as a basis to provide insights into the theory and practice of language testing. They will get hands-on experience in analyzing, critiquing, and modifying test items. The course will revolve around a series of worksheets that will be solved and discussed. The primary mode of teaching will be 'learning through

doing'. There will be some inputs by way of readings; these will be used as the basis for discussion in class.

The primary focus of the course will be on teacher made tests, and tests used for end-semester certification in schools and junior colleges. Using testing for teaching, (assessment for learning) will be fore-grounded and highlighted. The course will not problematize or critique public examinations and large-scale standardized tests.

Course objectives

- To provide teachers hands-on experience with analysis of test items.
- To get a good understanding of basic concepts in language testing

Course Outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
Module 1: What, why, how and who of testing/evaluation	Role of evaluation within and outside formal education Differences between evaluation, assessment and testing Indirect nature of testing
Module 2 Purposes and Types of Tests	Purposes of tests within and outside schooling (certification/for enabling learning, discipline/streaming) Achievement, proficiency, diagnostic and placement tests
Module3: The Language of Language Testing	The Carroll Table (skills and elements of language) The Language of Objectives Item Creation and Modification
Module 4: The Language of Instructions	How to write instructions Problems in Instruction Writing

Module 5: Issues in Testing	Validity, Reliability, Practicality and Wash back
Module 6: Alternative Assessment Practices	Open book examinations, Portfolios, Peer and Self Assessment

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Open book class tests, and an assignment, classroom participation and attendance
Final	60%	End of semester open book examination

Readings

Required

Brown, D. (2004). *Language assessment: Principles and classroom practices*.

San Francisco State University: Longman.

Durairajan, G. (2015). *Assessing Learners: A Pedagogic Resource*. New Delhi: Cambridge University Press.

Genesee, F. and Upshur, J. (1996). *Classroom-based Evaluation in Second Language Education*. Cambridge: Cambridge University Press.

PGDTE 214–Introduction to Sociolinguistics

Course description

The course introduces the key concepts of the discipline and also aims at developing the analytical skills required to analyze sociolinguistic data. Most of the topics listed below would be taught by exploring case studies set in the western and South Asian

linguistic and cultural contexts.

Course objectives

- To introduce learners to the key topics of sociolinguistics,
- To equip them with the skills required to analyze sociolinguistic data,
- To help them comprehend and analyze the concept of sociolinguistic variation, and
- To create awareness in them about current debates and issues in the different sociolinguistic topics listed below

Course outline

Month/Module/Topics	Sub-topics
Module 1: Sociolinguistic Variation – An Introduction	Variable and Variants Constraints Determinism and Probabilistic Variation
Module2: Dialects – Regional and Social	Definitions Types of Social and Regional Dialects Dialect Myths and Reality Levels of Dialectal Variation
Module 3: Language contact	Borrowing Code-Mixing and Switching Pidgin Creole Diglossia Language Shift and Death
Module 4: Speech Community	Social Networks Dense and Loose Networks Communities of Practice Social Class

Evaluation

Assessment	Weight	Mode of Assessment
Internal	40%	Mid Semester Exams (2)
Final	60%	End of Semester Examination

Core Reading:

Meyerhoff, M. (2006). *Introducing sociolinguistics*. London and New York: Routledge.

PGDTE 215 - Adapting ELT Materials

Course description

Materials evaluation is a procedure that involves measuring the value of a set of learning materials. It involves making judgments about the effect of the materials on the people using them and tries to measure their appeal, credibility, validity, and reliability; the efficacy of the materials to interest the learners and the teachers. Teachers using published materials are not normally involved in the creation of the materials. However, when they know every student in the class and use the prescribed course book, they have to adapt these materials to suit the needs of their learners. Materials adaptation, whether pre-planned or spontaneous, is an integral part of the success of any class. An awareness of the various reasons for adapting materials can be beneficial when considering how best to use materials for the classroom.

Course objectives

In the light of the above discussion, this course aims

- to familiarize and enable participants to focus on the theoretical and practical aspects of evaluating and adapting language teaching materials;
- to provide them an opportunity to engage in a systematic evaluation of activities, and
- to train participants in adapting materials.

Course outline

Month/Module/Topics	Sub-topics
Module 1	I. Framework of materials and methods II. The impact of the communicative

	approach and current approaches to materials design
Module 2	III. Analysing and Evaluating coursebooks: guidelines IV. Types of materials evaluation Purposes of materials evaluation Guidelines for evaluation
Module 3	V. Objectives and techniques for adapting published materials VI. Evaluating and adapting Materials (practical components)
Module 4	VI. Evaluating and adapting Materials (practical components)

Reading List:

Cunningsworth, A. (1995). *Choosing your Course book*. Oxford: Heinemann.

_____. (1996). *Evaluating and Selecting EFL Teaching Materials*. Oxford: Heinemann

McDonough, Jo, and Shaw Christopher. (2004). *Materials and Methods in ELT*. Blackwell Publishing

Harwood Nigel (Ed.). (2010). *English Language Teaching Materials*. Cambridge: Cambridge University Press.

Tomlinson, Brian. (Ed.). (2003). *Developing Materials for Language Teaching*. London: Continuum.

_____. (Ed.). (2009). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

_____. (Ed.). (2010). *English Language Learning Materials: A Critical Review*. London: Continuum.

Tomlinson, B., Masuhara, H. (Eds.) (2011) *Research for Materials Development in Language Learning: Evidence for Best Practice*. London: Continuum.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*.
Cambridge: Cambridge University Press.

PGDTE 216 - Training to Train

Course description

The aim of this course is to introduce learners to the principles, methods and literature of the discipline, 'Training and Development'.

Course objectives

- To familiarize the learners with: pedagogy, andragogy, heutagogy, training models, training strategies, training materials, training design, training delivery systems, training evaluation, training ethics
- Equip the learners with the skills required to design, deliver and evaluate a training programme

Course outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
Module1 Learning Environment	<ul style="list-style-type: none"> • principles of learning • learning organizations • learning styles • multiple intelligences • creative and critical thinking • Maslow's hierarchy of needs • Bloom's taxonomy • Johari's window • blended and e-learning
Module 2 Trainer roles	<ul style="list-style-type: none"> • coach • mentor • facilitator

	<ul style="list-style-type: none"> • counsellor • consultant • assessor • motivator • author
Module 3 Trainer skills	<ul style="list-style-type: none"> • communication • teaching • data gathering • technology • political • content vs process
Module 4 A typical training programme	<ul style="list-style-type: none"> • analyze • design • develop • implement • evaluate

Evaluation

Assessment	Weight	Mode of assessment
Internal	50%	Class seminars, assignments
Final	50%	End of term examination

Reading List:

Bray, Tony (2006). "The Training Design Manual", Kogan Page. London.

Broad, Mary L. and John W. Newstrom (2001). "Transfer to Training: Action- Packed Strategies", Perseus Books Group; Reprint edition, United States.

Kroehnert, Gary (2004). "Basic Training for Trainers", Tata McGraw-Hill, New Delhi.

Pike, Robert W (2003). "Creative Training Techniques Handbook 3rd ed." HRD Press, Inc., Amherst
 Silberman, Mel (1996). "Active Training", Ben Johnston Publishing Co., Delhi. Guffey, Mary Ellen (2004). "Essentials of Business Communication 6th ed."
 Thomson Learning, United States.

PGDTE 217 – Stylistics

Course description

Stylistics is the study of language *in* literature, and the study of literature *through* language. In the words of Mick Short, Stylistics is "an approach to the analysis of literary texts using *linguistic* description". As such, it straddles two disciplines, linguistics and literary criticism, providing a linguistic framework (models, concepts and tools) for the analysis of literature. Stylistics also goes beyond literary texts, and can be used in the analysis of all kinds of texts where style plays an important part in purpose and effect, such as the discourse of advertising, journalism and politics. Stylistics provides methods, models and concrete tools for the analysis of the language of literary (and non-literary) texts, and is thus useful both for teachers and for students wishing to pursue research in literary studies. It presupposes only such knowledge of literature and the English language as already acquired through a Master's degree in English.

Course objectives

- To acquaint students with the theoretical bases of Stylistics - concepts, methods and models
- To provide adequate practice in the stylistic analysis and interpretation of a variety of literary texts

Course outline

<i>Month/Module/Topics</i>	<i>Sub-topics</i>
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Module1: History, Definitions and Theories	1) Antecedents of Stylistics: Rhetoric, Saussurean linguistics, Russian Formalism (mainly Jakobson), Structuralism and New Criticism. Definitions and theories of style
Module 2: Language in Literature	1) The language of literature: views across literary ages 2) Levels of language: syllable, word, sentence and discourse levels. 3) Specialized aspects of the language of literature - deviation and foregrounding 4) Linguistic concepts, models and frameworks of Stylistics
Module 3: Stylistic Analysis of Poetry	1) Analyses of lexis, syntax, phonological patterning, and overall structure of a poem. 2) Interpretation of a poem based on linguistic analysis
Module 4:Stylistic Analysis of Fiction	1) style in fiction 2) discourse analysis 3) language varieties in fiction 4) point of view and modes of narration in fiction 5) speech and thought presentation in fiction 6) mind styles
Module 5: Contextual Stylistics	Cultural and ideological perspectives in the analysis of the language of literary texts (feminist and postcolonial stylistics)

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, Presentations, Class tests
Final	60%	End- of-semester examination: Term stylistic analysis of a poem/novel/short story of student's choice

Readings

Required

Short, M. (1996). *Exploring the Language of Poems Plays and Prose*. London and New York: Longman.

Leech, G. (1969). *A Linguistic Guide to English Poetry*. London: Longman. Leech, G. and Michael H. S. (1981). *Style in Fiction: An Introduction to English Fictional Prose*. London and New York: Longman.

Mills, S. (1997). *Feminist Stylistics*. London: Routledge.

Simpson, P. (2004). *Stylistics A Resource book for Students* London and New York: Routledge.

Widdowson, H.G. (1992). *Practical Stylistics*. Oxford: OUP.

Widdowson, H.G. (1975). *Stylistics and the Teaching of Literature*. London and New York: Longman.

Additional

Carter, R. (1982). *Language and Literature: An Introductory Reader in Stylistics*. London: George Allen and Unwin.

Lodge, D. (1966). *Language of Fiction: Essays in Criticism and Verbal Analysis of the English Novel*. London: Routledge and Kegan Paul,

Talib, I. S. (2002). *The Language of Postcolonial Literatures*. London: Routledge.

Toolan, M. (1998). *Language in Literature: An Introduction to Stylistics*. London: Arnold.

----- (1990). *The Stylistics of Fiction. A Literary-Linguistic Approach*. London: Routledge.

Verdonk, P. *Stylistics*. (2005). New Delhi: Oxford University Press.

Wright, L. and Hope, J. (1996). *Stylistics: A Practical Course Book*. London and New York: Routledge.

PGDTE 219 –Language Teaching through Media

Course description

Media today is a primary source of information and knowledge for everyone, particularly students. It in turn shapes their attitudes and values. Bearing this in mind this course will focus on “teaching with and about media” with special focus on English language education based on changing conceptions of pedagogy and learning processes. In other words, the pedagogical process will have its base in the engaging and expanding domain of media providing students opportunities to work with authentic texts. The course will also aim to enable students to critically think of diverse media practices to make language teaching and learning relevant. It will also offer hands on experience for creative and collaborative classroom methods and will provide the analysis of various aspects of language use to develop resources for English language teaching with an “anywhere-anytime” method.

Course objectives

- To help students identify media as an important language data base and an important social institution
- To enable students to understand how media instills values, influences opinions and shapes attitudes.
- To identify the language changes that media affects
- To familiarize students with various methods and approaches with which media could be used for the ESL classroom.

Course outline

Month/Module/Topics	Sub-topics
Module 1: Introduction and types of media	<ol style="list-style-type: none"> 1. Modernity and media 2. The old and the new media 3. Globalisation and the new media
Module 2: Key Concepts in Language and Media	
Module 3: Studying and Analysing Media Language	<ol style="list-style-type: none"> 1. Different styles of media language 2. Messages and/in media 3. Media fiction and fact 4. Multimodal discourse 5. Changes across time
Module 4: The Effect of Media on Language	<ol style="list-style-type: none"> 1. Globalizing communication 2. New challenges for the language teacher 3. New texts and contexts for the language classroom

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, presentations, project
Final	60%	End of semester examination

Reading List:

Bell, A. 1994. "Climate of opinion: Public and media discourse on the global environment". In *Discourse and Society*.

Boyd-Barrett, O. and Graddol, D.(eds). 1994. *Media texts: Authors and readers*.

Cook, G. 2001. *The discourse of advertising*.

Durant, Alan and Marina Lambrou. 2009. *Language and media*

Erben, Tony, Ruth Ben et al. 2009. *Teaching English language learners through technology*.

Kramasch and RW Anderson. 1999. *Teaching text and context through media*.

Tan, Lynde and Libo Guo. 2010. "From print to critical multimedia literacy: One teacher's foray into New literacies practice"

Unsworth, I. 2006. "Towards a metalanguage for multiliteracies education: describing the meaning making resources of language-image interaction".

PGDTE 220 – Indian Writing in English: Approaches to Interpretation and Teaching

Course description

The course seeks to acquaint students with approaches to the interpretation and teaching of Indian Writing (Literature) in English. Through a selection of texts from poetry, fiction and prose, the course will enable students to explore issues such as

- the contexts of Indian Writing in English (IWE) both colonial and postcolonial;
- style and the question of English in IWE;
- IWE vis-a-vis English and Indian literatures;
- debates surrounding authenticity, culture and canonization in IWE

Course objectives

- To familiarize students with the contexts surrounding the production and reception of Indian Writing in English (IWE).
- To enable students to read and interpret texts in different genres of IWE – poetry, fiction and prose.
- To help students identify and evaluate different approaches to the interpretation and teaching of (IWE).

Course outline

Month/Module/Topics	Sub-topics
Module 1: History of IWE	<ul style="list-style-type: none">• Colonial and post-colonial phases• Genres of IWE

	<ul style="list-style-type: none"> • Debates about Indians writing in English • Establishment of IWE as a distinct literature –histories/surveys of IWE
Module 2: Indian Poetry in English	<ul style="list-style-type: none"> • Pre-colonial and postcolonial poetry in English: issues, themes, styles • Approaches to interpretation-Western, Indian, Postcolonial • Attitudes toward and assessment of Indian Poetry in English, from Prefaces in Poetry Anthologies (by Eunice de Souza, P Lal, Makarand Paranjape, M K Naik, R Parthasarathy, Mehrotra AK, Peeradina Saleem, and Daruwallah K)
Module 3: Indian Fiction and Non-fiction in English	<ul style="list-style-type: none"> • Prose- Selections from Raja Rammohan Roy, Vennelacunty Soob Row, Gandhi and Ambedkar: issues and themes • Fiction-Raja Rao, R K Narayan, Mulk Raj Anand, Salman Rushdie: themes, styles, interpretation
Module 4: Indian Short Story in English	<ul style="list-style-type: none"> • History of the short story- style, distinction from fiction • Selected short stories by Raja Rao, R K Narayan, Mulk Raj Anand, Anita Desai, and Jhumpa Lahiri: themes, styles, interpretation

Evaluation

Assessment	Weight	Mode of assessment
Internal	40%	Assignments, Presentations, Class tests
Final	60%	End of Semester Term Paper

Reading List:

- Iyengar, S. K. (1983). Indian Writing in English. New Delhi: Sterling.
Mehrotra, A. K. (2010). A Concise History of Indian Literature in English. New Delhi: Permanent Black
Chaudhuri, R. (2016). (Ed.) A History of Indian Poetry in English. NY: Cambridge University Press.

Contexts

- Macaulay's Minute on Education. Online here:
<http://www.mssu.edu/projectsouthasia/history/primarydocs/education/Macaulay001.htm>
Krishnaswamy, N. (2006). The Story of English in India. Hyderabad: Foundation Books.
Gokak, V. K. (1964). English in India. Bombay: Asia Publishing House.
Manuel M. and Ayyappa Panicker (Eds). (1978). English and India. Madras: Macmillan.
Verma, K. D. The Indian Imagination: Critical Essays on Indian Writing in English
Nandy, A. (1983). The Intimate Enemy: Loss and Recovery of Self under Colonialism. New Delhi: OUP.
Limbale, S. (2004). Towards an Aesthetics of Dalit Literature: History, Controversies and Considerations. (trans. Alok Mukherjee) New Delhi: Orient BlackSwan.

Interpretation and Criticism

- Prasad, G J V. (1999). Continuities in Indian English Poetry. New Delhi: Pencraft International.
King, B. (1987). Modern Indian Poetry in English. New Delhi: OUP.
Patke, R. (2006). Postcolonial Poetry in English. New Delhi: OUP
Ashcroft, B, Griffiths, G. and Tiffin, H. (1989). The Empire Writes Back: Theory and Practice in Post-colonial Literatures. London and New York: Routledge.
Rushdie, S. (1991). Imaginary Homelands. New Delhi: Penguin.
Rao, R. (1947). "Preface" in Kanthapura Bombay: OUP.
Talib, I. (2002). The Language of Postcolonial Literatures. London and New

York: Routledge.

Kirpal, V. (Ed.) (1996). *The Postmodern Indian English novel: Interrogating the 1980s and 1990s*. New Delhi : Allied Publishers.

Paranjape, M. (2000). *Towards a Poetics of the Indian English Novel*. New Delhi: Indian Institute of Advanced Study.

Attendance requirement

Students are required to attend all lectures, tutorials, language laboratory sessions, etc. A student shall be deemed to have pursued a regular course of study provided that he/she has attended at least 75% of the classes held in each course and has completed all class/periodical/continuous assessment/sessional tests, assignments, and practicals as prescribed by the School(s)/Department(s)/Programme Committee(s) concerned.

Please note as per University rules

Students who do not fulfill the attendance requirement are not eligible to appear for the semester-end examination.

Relaxation in attendance

- i. The 75% attendance requirement maybe relaxed by 5% for those who participate in extra-curricular activities with the **prior permission** of the authorities concerned.
- ii. The 75% attendance requirement may be relaxed by 10% on medical grounds. Cite the complete clause here.
- iii. Further to these concessions, the Vice-Chancellor, on the recommendation of the Dean(s)/Head(s) of the Department(s)/Programme Coordinator(s), may condone the shortage in attendance not exceeding 10% for valid and convincing reasons.

Absence due to authorized participation in sports activities (at national, state and university levels) will not be treated as shortfall in attendance.

Notwithstanding any of the above, the attendance requirement may not in any case be relaxed below 60%.

Evaluation

The performance of a student on a programme will be on the basis of

- (i) continuous assessments, and
- (ii) semester-end examinations.

The ratio of continuous assessment to semester-end examinations will be 40:60.

Continuous assessment may comprise class tests, assignments, presentations, or response papers. There will be a minimum of three continuous assessment tests. The best two of three will be considered for the final grade.

Semester-end assessment may be in the form of a sit-down, open-book, or take-home examination, or a term paper. The type of assessment for a particular course/programme will be declared by the tutor or programme coordinator at the beginning of the course/programme.

For all programmes, the credit system is employed. For evaluating a student's performance, the following 8-point grading scale will be used.

O A+ A B+ B C D F

<i>Letter Grade</i>	Grade Point Equivalent	OGPA Range	Marks Equivalence	Quality Descriptor
O	9	7.65-9.00	85-100	Outstanding
A+	7	6.75-7.64	75-84.9	Excellent

A	6	5.85-6.74	65-74.9	Very Good
B+	5	4.95-5.84	55-64.9	Good
B	4.7	4.5-4.94	50-54.9	Above Average
C	4.2	4.05- 4.49	45-49.9	Average
D	3.6	3.60-4.04	40-44.9	Pass
F	0	0- 3.59	0-39.9	Fail
AB	0			Absent

Formula for calculation of OGPA:

$$\frac{\text{Grade point for Course 1} + \text{Grade point for Course 2} + \text{Grade point for course 3} + \dots}{\text{Number of Courses}}$$

Formula for conversion to percentage: $\frac{\text{OGPA}}{9} \times 100$

For example, if OGPA is 9, percentage will be: $\frac{9}{9} \times 100 = 100\%$;

if OGPA is 3.6, percentage will be: $\frac{3.6}{9} \times 100 = 40\%$;

if OGPA is 4.95, percentage will be: $\frac{4.95}{9} \times 100 = 55\%$

Promotion to the next Semester

- i. For promotion to the next semester, a student should not have a backlog of more than two Courses/papers at any given semester.
- ii. Students who accumulate a backlog of more than two courses/papers at any point will have to exit the Programme.
- iii. The maximum permissible period for clearing backlog of Courses as ex-student is as under:

Programme Maximum Permissible Period in semesters (*from the date of admission*)

General / OBC / all others : 3 semesters

SC/ST/PH students : 4 semesters

- iv. In all the above cases ex-students shall cease to be eligible for hostel accommodation, stipend, book allowance and library facilities beyond their regular stipulated period of admission to the programme.

Supplementary/Grade Improvement Examination

Students who obtain grade **B** or below and are desirous of improving their grades in any module/course may take a Grade Improvement/ Repeat Examination.

Supplementary examinations shall serve as repeat examinations. Supplementary examinations shall be scheduled around the second or third week of January (2, 4, and 6 semesters) and July (1, 3, and 5 semesters) in Hyderabad and Lucknow campuses and in the last week of February (for 2, 4, and 6 semesters) and second and third week of June (for 1, 3, and 5 semesters) in Shillong campus.

Only those students who fulfill the attendance, discipline, and academic requirements of the programme shall be allowed to exercise the option of Supplementary/Grade Improvement/Repeat examination.

Students are required to apply to the Controller of Examinations through the Chairperson, BoS, concerned within seven days of commencement of the following semester or declaration of results whichever is later for Grade Improvement/Repeat examination paying a fee of Rs.120/- subject to revision from time to time for each paper.

Rules of Discipline and Proper Conduct

The rules listed here shall apply to all students of the University under Article 29 of the Statutes of the EFL University. Any breach of discipline

and conduct committed by a student inside or outside the EFL University Campus shall fall under the purview of these rules.

Categories of misconduct and indiscipline

- All acts of violence and forms of coercion such as gheraos, dharnas, sit-ins which disrupt the normal academic and administrative functioning of the University
- Sexual harassment
- Committing forgery, defacing/destroying/damaging books/journals of the library, etc.
- Furnishing false certificates or false information
- Eve-teasing or disrespectful behavior with a girl student
- Arousing communal, caste or regional feelings or disharmony among students
- Use of abusive, defamatory, derogatory language
- Pasting of posters of an objectionable nature
- Unauthorized occupation of the hostel room/s
- Indulging in acts of gambling
- Use of the title of the University when distributing any document other than academic work outside the University
- Consuming or possessing dangerous drugs
- Non-payment of fees and other dues including mess charges
- Ragging in any form
- Refusal to obey the directions of the officers of the University
- Unauthorized collection of funds for any student's programme
- Any other act which may be considered by the Competent Authority as a violation of discipline, or misconduct

Disciplinary Actions

The Competent Authority may impose punishment on any student found guilty of any of the acts of indiscipline or misconduct mentioned above.

Anti-Ragging Committee

Any form of ragging within the premises of the EFL University will be viewed seriously and dealt with swiftly and severely by the Administration (vide Ordinance 6.2, entitled “Prohibition of and Punishment for Ragging,” of the English and Foreign Languages University.) Anti-ragging squads and an Anti-Ragging Committee will be empowered to take *suo moto* action or upon receiving a complaint. As per the directions of the Supreme Court of India, “if any incident of ragging comes to the notice of the authority, the concerned student shall be given liberty to explain and if his explanation is not found satisfactory, the authority would expel him from the University.”

Anti-Sexual Harassment and Redressal Mechanism

The EFL University has evolved a policy against sexual harassment to create for women students on its Campuses a gender-just and secure environment (vide Ordinance 7.2, Annexure-I, entitled “Sexual Harassment”, of the English and Foreign Languages University). Every Campus of the EFL University has a Complaints Committee, with representatives from all sections of the University, to address the complaints of women students and staff.

The names, addresses and phone numbers of the members of University Complaints Committee (UCC) are displayed in all prominent places in the Campus.

The complaints will be kept confidential and the Committee has the power to recommend any action(s) against the perpetrators. The Committee also takes upon itself the task of organizing various gender sensitization programmes. There is also an Appellate Committee to consider problems when the Complaints Committee’s decisions are not found satisfactory.

Removal of Students from the Courses

The Dean of the School/Proctor / Dean, Student’s Welfare / the Dean (Research) may recommend to the Vice Chancellor the removal of a student from a Programme/Course on the basis of unsatisfactory academic

performance and / or misconduct (as defined in the Regulations) / or non-payment of fees on time.

Grievance Redressal Mechanism

All grievances within the University will be resolved through discussions and negotiations and through a Grievance-Redressal mechanism. The following are some of these:

- **Grievances with regard to the Hostels** may be referred to the Provost/Warden concerned
- **Individual grievances** may be referred to teachers in each Department who will be appointed staff advisers.
- **Group grievances** may be resolved within the Department.
- **Miscellaneous grievances** pertaining to Library/Finance/Sports, etc. will be resolved by the Committee concerned.
- **Academic grievances of students:** Students aggrieved due to the grade awarded in a course may apply in a prescribed form along with a fee of Rs. 100/- for each course to the Head of the Department giving reasons for his/her feeling aggrieved within one month of the notification of the results. A Committee will examine the case and the grade awarded by the Committee upon review will be final. All grievances should be submitted to the appropriate body within two weeks after the event at issue.

SCHOOLS AND DEPARTMENTS

School of English Language Education

Department of English as Second Language Studies
Department of Materials Development, Testing and Evaluation
Department of Training and Development
Department of Education

School of Language Sciences

Department of Phonetics and Spoken English
Department of Linguistics and Contemporary English
Department of Computational Linguistics

School of Literary Studies

Department of English Literature
Department of Indian and World Literatures
Department of Comparative Literature and India Studies
Department of Hindi
Department of Translation Studies

School of Distance Education

Department of English Language Teaching
Department of Linguistics and Phonetics
Department of Literatures in English

School of Interdisciplinary Studies

Department of Aesthetics and Philosophy
Department of Cultural Studies
Department of Communication
Department of Film Studies and Visual Culture
Department of Social Exclusion Studies

School of Arab and Asian Studies

Department of Arab Studies

Department of Asian Languages

School of European Languages

Department of Germanic Studies

Department of French and Francophone Studies

Department of Hispanic and Italian Studies

Department of Russian Studies