Programme Project Report (PPR) for the Post-Graduate Certificate in the Teaching of English (PGCTE) (Distance Mode)

1. Introduction:

This Programme Project Report of the School of Distance Education, EFL University is a document prepared to offer the Post-Graduate Certificate in the Teaching of English (PGCTE) (Distance Mode). It includes the details pertaining to the:

a) Programme'sMission &Objectives
b) Relevance of the programme with HEI's Mission and Goals
c) Nature of prospective target group of learners
d) Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence
e) Instructional Design
f) Procedure for admissions, curriculum transaction and evaluation
g) Laboratory support and Library Resources
h) Cost estimate of the programme and the provisions
i) Quality assurance mechanisms

This document defines specific aims and objectives for the Post-Graduate Certificate in the Teaching of English (PGCTE). The aims and objectives stated here comprehensively illustrate:

(i)   what has been achieved so far with respect to the implementation of the programme

(ii)   what has been planned in the future for its development.

This document reflects meticulous planning, with clear deliverables and knowledge experiences to be gained.

2. The EFL University's Vision, Mission and Objectives:

a. Vision

The EFL University's vision is to create an academic environment that fosters critical thinking in the humanities by promoting new areas of research, innovative courses and teaching methods, academic flexibility with a learner-centric approach, and providing students with resources and skills that would enable them to build strong careers for themselves and compete globally. Its vision also includes skill development in English and Foreign Languages for language teachers as well as professionals in various fields. The university is committed to inculcating among students the values of social justice, participation in community life, and social responsibility through humanities education both as a field of knowledge and a practice of intervention.

b. Mission

The Mission of the university can be encapsulated as follows:

i.   To help youth to empower themselves to their fullest potential and contribute to socially inclusive national development.
ii.   To prepare youth to meet the challenges of a knowledge society and equip them with skills to compete globally.
iii.   To be innovative in curricular design, methods of teaching, and curricular flexibility through CBCS and state-of-the-art learner-centric approaches.
iv.   To strengthen and promote research in new inter disciplinary areas in the humanities and allied disciplines.
v.   To create a core team of research-focused faculty by providing opportunities and rewards for notable achievements.
vi.   To provide open learning and non-formal learning in English and Foreign Languages, as part of its extension activities for skills development.

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c. Objectives

i.   To provide instructional facilities at par with international standards in the humanities, by incorporating best practices, and enabling students to compete nationally and globally.
ii.   To provide international exposure to students through exchange programmes, collaborative research projects and joint degrees with leading foreign universities.
iii.   To train language teachers in methods and approaches appropriate to the Indian context, and to provide expertise in language education at par with international standards.
iv.   To produce innovative teaching and learning materials in both print and electronic media.
v.   To develop indigenous ways of testing language proficiency.
vi.   To promote research and knowledge upgradation in the faculty, by providing opportunities and logistical support.
vii.   To promote social responsibility in students through extension activities and opportunities to participate in community life.
viii.   To provide students a holistic development through curricular and extracurricular activities.
ix.   To create a gender-sensitive and disabled-friendly environment for all members of the University community.
x.   To increase the revenue of the University by developing attractive and innovative curricular programmes and through consultancyprogrammes and schemes.

3. Programmes Offered:

The English and Foreign Languages University offers the following programmes through the ODL mode:

1. M.A. in English
2. Post Graduate Certificate in the Teaching of English
3. Post Graduate Diploma in the Teaching of English

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<u>Post-Graduate Certificate in the Teaching of English (PGCTE) (Distance Mode)</u>

a. Programme's Mission & Objectives:

This programme offers a significant set of training and development opportunities to pre-serviceand in-service teachers of English as a Second Language (ESL). It aims toequip them to become proficient teachers at various levels of instruction andhelp them in their continuous professional development. The course materials (Self Learning Materials- SLMs)have beenwritten by experts in different areas of English language and literature teaching and learning from universities all over the country. The duration of the programme is one year.

b. Relevance of the programme with HEI's Mission and Goals:

In the light of the Mission of the EFL University, the PGCTE Programmehas been developed to be innovative in its curricular design, methods of teaching and curricular flexibility through CBCS and Learner – centric approaches. The programme, introduced in 1973, has been designed:

    i.   to provide instructional facilities for in-service and pre-service training and development programmes for teachers of English language and literatures;

    ii.   to promote research and knowledge upgradation in the in-service and pre-service teachers, by providing opportunities of knowledge acquisition and its implementation in their pedagogical practices;

    iii.   to provide an environment for the holistic development of teachers in all aspects of language and literature teaching through curricular frames, syllabus design and practical experience;

    iv.   to enable teachers to take on leadership roles in the professional development of other teachers through the State and other agencies working in their respective regions.

c. Nature of prospective target group of learners:

The programmecaters to the needs of diverse groups of postgraduate in-service and pre-service teachers of English language and literature specializing in ELT and other allied subjects. It creates new directions for teachers working in diverse regions and social structures in India and abroad, including teachers from low level of disposable income, urban and rural dwellers and also, women and minorities who have little access to formal institutions of higher learning. After completing this programme successfully, students are eligible to apply for the PGDTE programme at The EFL University.

d. Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence:

    i.   This programmeis appropriate for in-service teachers (both in government and private sectors) and also pre-service teachers as it provides theoretical inputs and hands-on experience for the teachers of English language and literature. It givesparticipantsopportunities to reflect on their own understanding of language and literaturein the light of theoretical perspectives provided in the SLMs. It also helps them understand the nature and scope of a language/literatureclassroom as well as classroom transactions. The enhanced knowledge given through theoretical inputs and practical work helps participants gain new perspectives on their experiencesand pedagogical practices.

    ii.   The large number of prospective and practicing teachers who register for the course is a proof to testify that offering the programme in Distance learning mode is more convenient for them. Teachers who live in remote places prefer this mode because it helps them overcome the physical and other constraints they may have otherwise in their own environments. The programme also allows the participants to work at their own pace with flexible deadlines that makes it a preferred mode for them.

    iii.   The programme prepares itsparticipantsto enhance their understanding of the theoretical aspects of English language teaching, established and innovative methods of teaching and the essential aspects of material production that help them enhance their knowledge, skills and personal and professional competencies. It helps them to become better teachers with their improved knowledge of the classroom dynamics and language teaching theories, thus increasing their employment opportunities.

    iv.   The programme reflects the academic, professional and occupational standards and benchmarks required for the field. It primarily helpsthe participants acquire the skills for studying language from the experts', teachers' and learners' perspectives.It is designed keeping in mind the needs of the participants who may be new to the theoretical perspectives of learner-specific teachingmethods and

materials preparation that can be used appropriately to teach different groups of English language and literature learners.

c. Instructional Design:

i. Curriculum design:

This programme is designed specifically to help participants acquire the skills of teaching English languageand literature in diverse locations. It is designed to enable teachers to address the needs of English language learnersat various levels of instruction and make them aware of the challengesinvolved and ways of meeting them successfully through enhanced knowledge and improved classroom pedagogy. There is a conscious and continuous attemptto incorporate new insights emerging from ongoing areas of research in English Language Instruction.

Participants in this programmeare given specially designed SLMs, that includelessons from various textbooks and lesson plans used by teachers in real classrooms. These SLMs are also accompanied by various assignments. During the course of theprogramme, participantsare expected to read the lessons and are required to regularly submit assignments which is a part of their formative assessmentand they are encouraged to interact with the facultytelephonically/ through personal contact or through online modes of communication in case they have any problems in relating the concepts to their real and perceived professional tasks. They also receive detailed feedback on their assignments. In addition, the participantshave to attend a mandatory contact programme before the final examination. The contact programme also includes an intensive practice teaching component as well as digital language laboratory sessions andtutorials in Phonetics.

ii. Detailed Syllabi

Under this programme, learners are required to dothe following coursesmost of which consist of five Blocks each. Each course carries 3 credits. The participants do seven courses. Therefore, the total number of credits for the programme is 21 credits.

The seven courses offered are listed below. All courses are compulsory:

1. Phonetics and Spoken English
2. Introduction to Linguistics
3. Modern English Grammar and Usage
4. Methods of Teaching English
5. Materials for the Teaching of English
6. Practice Teaching
7. Interpretation of Literature

COURSE 1 PHONETICS AND SPOKEN ENGLISH

Teachers of English often require training in the development of their own spoken language competencies. This course helps the teacher-participants improve their English in terms of fluency,appropriateness and intelligibility. The course also trains theparticipantsin various modalities of imparting instruction to their students in spoken English.

COURSE 2 INTRODUCTION TO LINGUISTICS

This courseintroduces participants to the scope of the linguistic course, vis-à-vis the other two courses - Modern English Grammar and Usage, and Phonetics and Spoken English -- which together come under the overall cover term of what has today come to be designated as linguistics or linguistic science.The course in linguistics helps the participants to get an insight into how languages are organized and how they function. Italso helps them understand better the two other courses in grammar and phonetics, which are of direct use in the language classroom. This course also aims at developing teachers' intuitions about language and opens up for them directions to undertake research in diverse aspects of language structure and organization. The participants may, if they find it interesting, go on to undertake research projects in linguistics.

COURSE 3   MODERN ENGLISH GRAMMAR AND USAGE

The course makes a distinction between the prescriptive and descriptive approaches to language and grammar teaching. It adopts 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 goes on to discuss notions of acceptability and unacceptability with reference to linguistic and non-linguistic norms which the participants should be aware of. The general aim of the course is to acquaint the future teachers of English with the major areas of the English grammar so that they develop an analytical, functional and communicative awareness of how English is used in the modern world. It aims at helping participants develop their proficiency in English and also develop professional competencies in teaching of grammar. After completing the course, the participantsare able to develop descriptive, analytical and critical abilities for language use. The course also preparesparticipants in a general way to look at some methods for teaching and testing specific areas of grammar.

COURSE 4 METHODS OF TEACHING ENGLISH

This course introduces the participants to the diverse perspectives on organizing and conducting the language classroom and practical classroom transactions. It helps participants to sharpen their theoretical insights into their own teaching practice and hone their practical and professional skills. The principles of language teaching are arrived at through an analysis of the teaching practices followed by them in their own classrooms, as well as classrooms located in diverse socio-cultural environments. Participants are encouraged to develop analytical skills to subject their classrooms transactions to a critical scrutiny and develop means of improving them. The crux of the Methods course is the theories of English language and literature Teaching (ELLT) and their application to actual classroom practices. Practice teaching, thus, supplements this course. With its combination of theoretical perspectives and practical orientation, the course helps teachers improve their own classroom pedagogy and develop professional skills for a better dissemination of the curriculum and development of diverse language competencies among their students.

COURSE 5   MATERIALS FOR THE TEACHING OF ENGLISH

The aim of this course is to help participants understand diverse theoretical and practical approaches to the design and use of instructional materials and production of supplementary materials for English language teaching. Participants will be able to develop an ability to assess the merits of the existing instructional materials prescribed in their situations and create supplementary materials for developing better reading, writing, speaking and listening skills in their students at different levels of instruction in diverse locations. This course complements the course in Methods of Teaching English. While the focus of the Methods course is on developing an awareness of the general methodological principles, the course on Materials focuses on the application of those principles in the selection, production and use of resources and instructional materials in the classroom. This course is also complementary to the Practice Teaching course, in that the focus of Practice teaching is on developing classroom teaching abilities and skills in order to use selected materials.

COURSE 6 PRACTICE TEACHING

This course aims at developing the actual classroom practice of participants. It enables them to translate their theoretical principles into practice and thereby develop better professional skills. They are trained to conduct classroom transactions in many effective ways that suit specific demands of the particular classrooms and various levels of students. The course offers a hands-on experience of negotiating the diverse paths to a good and effective language teaching classroom. It encourages the spirit of innovation and experimentation among the teachers. Participants are also trained to be better analytical and objective observers of actual classroom practice of their fellow teachers. They are encouraged to develop innovative ways of improving their skills as teachers in terms of preparation of better lesson plans, production of better supplementary materials and formulation of effective classroom activities. One distinctive feature of this practice-oriented course is the emphasis on skill-based language teaching as an effective way for conducting classroom transactions. Practice teaching sessions are followed by intensive discussion sessions which help participants to reflect on their own and other teachers' practice. This develops among teachers the ability of reflection where they come up with an analysis of their own decisions and improve upon their teaching practice. Hence, this course focuses on good teaching, observation skills and reflective innovations along with preparing good lesson plans and effective classroom practice.

Course 7 INTERPRETATION OF LITERATURE

This course introduces participants to the study and interpretation of literature. It delineates major, established critical theories/approaches to the interpretation of literature, and also discusses issues related to the difficulties of defining literature as well as the social, cultural and historical contexts of literature. Each of the major genres of literature — drama, poetry, and fiction — is elucidated both theoretically and with practical illustrations. The approaches, tools and techniques for the interpretation of each genre are described along with practical applications, to help participants learn how to read a text closely and to arrive at their own interpretations.

iii.   Details of Units in each block

COURSE 1   PHONETICS AND SPOKEN ENGLISH

Block I General Introduction
Introduction
Organs of speech
Spelling and pronunciation

Block II Intonation, Rhythm and Stress
Intonation
Tone group and tonic
Rhythm
Word stress
Rules of word stress

Block III   The Syllable and its Structure
The syllable
Consonant clusters

Block IV Consonants and Vowels
Description and classification of consonants
Description and classification of vowels
English consonants
English vowels
English diphthongs
Allophonic variants

Block V Morphophonemics
The morphology-phonology interface
Some more morphophonemic changes

COURSE 2 INTRODUCTION TO LINGUISTICS

Block-I: General Introduction
Linguistics
Linguistics in historical context

Block-II: Phonology and Morphology
Phonetics and phonology
Principles of phonemic analysis
Segment vs. features
Phonological rules and representations
The morphological structure of words
The morphological analysis

Block-III: Syntax
Constituent structure
Argument structure and thematic structure
Case

Empty pronouns and control
NP movement
Wh-movement

Block-IV: Meaning
Semantics and pragmatics
Text and discourse

Block-V: Social,   Psychological   and   Applied Perspectives
Sociolinguistics -1
Sociolinguistics -2
Language and mind
Applied linguistics

COURSE 3 MODERN ENGLISH GRAMMAR AND USAGE

Block-I: General Introduction
What is grammar and why study it?
Usage: acceptability and related factors
Concepts and categories

Block-II: Word and Sentences
Word study
The basic sentence
Compound and complex sentences

Block-III: The Verbal
Main verbs and auxiliaries
Tense, aspect and voice
Meanings of the modal verbs
Multi-word verbs

Block-IV: The Noun Phrase
The basic noun phrase
Determiners: article features
Pronouns and case
Relative clauses and other post modifiers

Block-V: The Relationals
Adjectives
Adverbs
Sentence modifiers
Intensifiers
The prepositional phrase
Grammar, phonology and meaning

COURSE 4 METHODS OF TEACHING ENGLISH

Block-I: Aspects of ELT
Introduction to methods of teaching English
The classroom
The teacher
The learner

Block-II: The Context of Language Teaching
Psychological and linguistic perspectives on ELT (1)
-- Behaviourism
Psychological and linguistic perspectives on ELT (2)
-- Cognitivism
Sociological perspectives on ELT
ELT: A historical overview and current trends

Block-III: Skills in Language Learning and Use
Defining 'methods'
Developing listening skills
Developing speaking skills
Developing reading skills
Developing writing skills

Block-IV: Developing Integrated Skills and the Elements of Language
Developing study skills and the integration of skills
Teaching grammar
Teaching vocabulary
Teaching literature

Block-V: Evaluating Language Teaching and Learning
The nature and scope of evaluation
Evaluation of teaching-learning
Testing language ability

COURSE 5 MATERIALS FOR THE TEACHING OF ENGLISH

Block-I: Perspectives on Materials Construction
The role of materials in ELT
Basic assumptions underlying materials

Block-II: Types of Syllabuses and Materials
The syllabus and curriculum
Types of syllabus I (predetermined)
Types of syllabus II (emergent)

Block-III: Materials for the Development of Language Skills (I)
Tasks for our classrooms
Materials for the development of listening skills
Materials for the development of speaking skills
Materials for the development of reading skills
Materials for the development of writing skills

Block-IV: Materials for the Development of Language Skills (II)

Materials for the developing study skills and the integration of skills
Materials for teaching grammar
Materials for vocabulary development
Materials for developing language skills through literature

Block-V: Materials for Evaluating Language Teaching and Learning
Materials for evaluating different aspects of teaching and learning
Materials for evaluating language ability

COURSE 6 PRACTICE TEACHING

Block-I: What Makes for Good Teaching
Who is a good teacher?
The role of a teacher
The teacher as a decision maker

Block-II: Observation: Understanding Classroom Practice
Why observe?
How to observe: qualitative methods
How to observe: quantitative methods

Block-III: Planning Your Teaching
Why plan?
What and how to plan?
Writing lesson plans

Course 7 INTERPRETATION OF LITERATURE

Block-I: Literature and Its Contexts
What is Literature?
Form and experience
Contexts of literature – 1
Contexts of literature – 1

Block-II: Interpreting Drama
Interpretation of drama – 1
Interpretation of drama - 2
Interpreting the one-act play

Block-III: Interpreting Poetry
Imagery
Diction and Syntax
Rhythm: An analysis
Interpreting a Poem

Block-IV: Interpreting the Short Story
The Short Story -1
The Short Story -2

Block-V: Interpreting the Novel
Narrative Fiction
Narrative and Time
Heart of Darkness

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iv.   Duration of the Programme:

The minimum period stipulated for completion of the programme is 1 year (July to June)with provision for maximum of one more year (i.e. two years in all) to complete this programme.Thus, the total time limit is 2 years for participants to complete the programme. In the case of participants who are unable to complete the course within two years, there is a facility of re-registration by which they can get one more year tocomplete the programme. The duration is 3 years in such cases.On submission of the required number of assignments in all the seven courses of the PGCTE within the stipulated time limits, participants are eligible to attend the contact-cum-examination programme, which also has a major component of practice teaching. Attending the contact programmefollowed by examination is obligatory for all participants.To provide participants with a hands-on experience of teaching English, students from nearby schools are enrolled on a two-week Proficiency Course in English on which the participants teachand in case of an online contact programme,participants are involved in peer teaching during PT sessions.

v.   Faculty and Support Staff:

The School of Distance Education has three departments, viz. Department of Literatures in English, Department of Linguistics and Phonetics and the Department of English Language Teaching. The total number of teaching faculty in the School is 10and assistance in the conduct of sessions during the contact-cum-examination periodis obtained from faculty members from other departments of the University. In addition, the School of Distance Education is supported by about ten Academic Counselors for each course of the programme. There are 10 non-teaching staff members with whose support the administrative work of the Programme is conducted.

vi.   Instructional Delivery Mechanisms:

All SLMs are sent by post to the participants enrolled on the programme along with audio materials where necessary. A contact programme is conducted in which practical sessions are held and participants are encouraged to clarify their doubts. During a contact programme, participants are also encouraged to attend various extension programmes organized by the EFL University, such as scholarly talks, discussions and films. When not on the campus and if the talks are organized online, the participants are sent the links by email and are invited to attend them.

vii.   Identification of Media:Print/ Audio/ Video/ online/ computer aided

Participants are encouraged to obtain online reference materials as well as support materials with the help of online links provided by the teachers. They have a computer enabled classroom for their own exclusive use during the contact programme.

viii.   Student Support Service Systems:

The participants are facilitated to contact the faculty and office by telephone or email or in person. The School maintains a library and a small computer centre exclusively for the use of distance learners enrolled on the programme. The participants can also avail themselves of the facilities available on the campus, such as the Library, Health Centre, Canteen, Mess, Bookshop, playgrounds and Counselling Centre. In addition, participants receive positive and constructive feedback on the assignments submitted by them.

ix.   Credit Hours/Modules of the Programme:

There are 7 courses and each course has five blocks. Each block has several modules/units. Each course carries 3 credits. Therefore, the total number of credits is 21.

f. Procedure for admissions, curriculum transaction and evaluation:

i.   Procedure for admissions:

A candidate with an M.A. in English or in an allied subject (Linguistics, Education, Psychology or Critical (Humanities/Liberal Arts), is eligible to apply for PGCTE. There is no entrancetest for admission to the programme. The aspiring participants can download the application form from the University's website

ii.   **Curriculum Transaction:**

The transaction of curricula is carried out through the SLMs and Contact Programme. We also propose to go online with some of our materials and have online discussion rooms.

iii.   **Mode of Evaluation:**

Evaluation is done in both modes, Formative (assignments) and Summative (Final Examination) in addition to practical work. Self-assessment of learners is encouraged through in-text questions in the SLMs.

The performance of the learners in each course will be assessed on the basis of:
   a.   Assignments submitted for each course.
   b.   End of ProgrammeExamination.

The relative weight of (a) and (b) above is 25% and 75%. To pass a course the learners have to successfully complete the requirement of both (a) and (b). Completion of assignments within the stipulated deadlines is a mandatory requirement for appearing in the final examination.Each of the assignments is graded and sent back to the learners with detailed comments on their performance. The purpose of these assignments is to help learners ensure that they have grasped the subject matter of the Blocks, and also to guide them in understanding the concepts through their comments/remarks. The tutors also write comments which explain the grade they scored.The grades that learners are given for the assignments for each course comprise 25% of the total assessment. On the basis of the grades given to them for each assignment, their overall grade for each course is worked out. This grade comprises the Internal Assessment for each course.The Practice Teaching sessions and final examinations comprise the remaining 75% of the assessment. That is, final result of a participant is computed on the basis of their grades in both assignments and the final examination. Thus, it is NOT enough if they pass in the internal assessment or final examination alone.

There will be a 4-week Contact-cum-Examination programme every year. Attendance at the contact sessions is mandatoryfor the classes and the examinations.The contact programme sessions and examinations in the year 2020 were held online (Asynchronous classes and live online sessions) and the examinations were conducted online whichconcluded successfully. The same may be repeated this year and perhaps the next year as well if the pandemic situation continues. There is a provision for Make-up Examination for students who, because of a medical emergency or extenuating circumstances beyond their control, are unable to sit for the examination in part or whole will be given a chance to attempt the final examination at a later date which is decided by the university. The purpose of the contact sessions is primarily to clarify problem areas. During the contact programmes teachers take the participants through the Blocks/unitsof *all the courses* to clear any doubts that they may have in each Unit. Learners should have studied all the Blocks before they attend the contact programme as it will be followed by the examinations. As stated above, the purpose of the contact sessions is to clarify any doubts learners may have before appearing for the examination.

iv.   **Academic calendar:**

Serial No.	Name of the Activity	From	To
1.	Admission	June	July
2.	Distribution of SLMs	June	July
3.	Contact Programmes	June	July
4.	Assignment Submission	November	March
5.	Examination	June	July
6.	Declaration of result	September	October

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g. **Laboratory Support and Library Resources:**

There is a School library as well as the University Library the services of which can be availed of by the participants. Apart from this, we have a digital language laboratory, a phonetics laboratory and two computer laboratories for browsing, downloading and typing.

h. Cost estimate of the programme and the provisions:

a. **Cost Estimates for development of the Programme:**

Programme	Programme Development	Delivery	Maintenance	Total
PGCTE	Rs 7,00,000	Rs 3,00,000	Rs 12,00,000	Rs 22,00,000

b. **Fee Structure:**

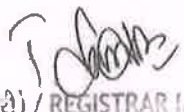|	General/OBC	SC/ ST	VHC/PHC
Registration fee	Rs. 220/-	Rs. 220/-	Rs. 220/-
Tuition fee (including examination fee)	Rs. 1210/-	Rs. 605/-	--
Student Welfare Fund	Rs. 2420/-	Rs. 1210/-	--
Development Fund	Rs. 1320/-	Rs. 660/-	--
Postage	Rs. 1100/-	Rs. 1100/-	Rs. 1100/-
Total programme fee	Rs. 6270/-	Rs. 3795/-	Rs. 1320/-
Application Processing fee	Rs. 550/-	Rs. 275/-	--

Differently-abled (VHC/PHC) students have to pay only the Registration fee and the postage.

i.   Quality Assurance Mechanisms:

The School aims to continuously enhance the standards of curriculum and instructional design by taking steps in the following directions:

i. Upgrading all courses from correspondence mode to open and online mode, while retaining the correspondence mode for the sizeable population that still needs them.
ii. Creation of audio and video material supplements for all our courses.
iii. Increasing the enrollment for all our courses, and offering customized modules to cater to different needs of the participants.
iv. Revising and upgrading the existing SLMs in the light of suggestions made by members of the Boards of Studies
v. Incorporating insights from new knowledge and research areas within the disciplinary boundaries of each subject for revision of materials.
vi. Collecting feedback regularly from the participants, Academic Counsellors and tutors as well as subject experts in diverse disciplines within the EFL University and outside for revision of SLMs and assignments.
vii. Obtaining approval of the higher academic bodies of the University. for the programmes, course structures and detailed syllabi.

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It is hoped that after the completion of this programme the participants would be able to:

- improve their pronunciation of English;
- describe and classify the sound segments in terms of their articulatory features;
- identify and use the English language with its characteristic rhythm and intonation patterns;
- describe and distinguish textual and contextual approaches to the interpretation of literary texts;
- identify and analyze the elements of the three literary genres ---- drama, poetry and fiction;
- understand the pedagogies of English language teaching which in turn would result in understanding the processes of second language teaching and learning;
- become familiar with role and importance of materials and use them effectively for languageteaching-learning activities;
- practically apply the theoretical concepts in Practice Teaching (practical course) sessionswhich directly feed into their classroom teaching;
- apply the language learning pedagogies in the Practice Teaching sessions and reflect on their practices; and
- analyse the structures of sentences from both usage and teaching perspectives.

This one-year Post Graduate Certificate in the Teaching of English Programme will help participants evolve into better teachers of the English language.