# Programme Project Report (PPR) for MA English (Distance Mode)

## 1. Introduction:

This Programme Project Report of the School of Distance Education, EFL University is a document prepared for the approval of the MA English Programme (Distance Mode). It includes the details of:

a) Programme's mission & objectives
b) Relevance of the program 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) Requirement of the laboratory support and Library Resources
h) Cost estimate of the programme and the provisions
i) Quality assurance mechanism and expected programme outcomes

This document defines specific aims and objectives for the MA English Programme. These aims and objectives demonstrate what has been planned and achieved so far and its future 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 compete globally. Its vision also includes skill development in English and Foreign Languages for language teachers as well as professionals in various fields. It seeks to inculcate 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 following statements encapsulate the Mission of the university:

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 learner-centric approaches.
iv. To strengthen and promote research in new inter disciplinary areas in the humanities and related disciplines.
v. To locate a 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.

### c. Objectives

i. To provide instructional facilities at par with international standards in the humanities, to enable 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 in the countries of the global South.

iv. To produce innovative teaching 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 consultancy.

## 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

# MA English (Distance Mode)

## a. Programme's Mission & Objectives:

This programme offers a unique syllabus and a significant set of opportunities to students for a sound development of their knowledge in literary and cultural studies, Linguistics and English Language Teaching. The course materials have been written by experts in different areas of linguistics, language teaching, literature and cultural studies from universities all over the country. The programme consists of two parts: MA Part I and MA Part II. Learners are required to study 4 courses (papers) for MA Part I and another 4 courses for MA Part II. The duration of the programme is two years.

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

The M.A. in English programme was introduced in 2010. In the light of the Mission Statement above, it is innovative in curricular design, methods of teaching and curricular flexibility through CBCS and learner-centric approaches.

i. It aims to provide instructional facilities at par with national and international standards in the humanities, to enable students to compete nationally and globally.
ii. It seeks to promote research and knowledge upgradation in students, by providing opportunities for knowledge acquisition.
iii. It attempts to provide students with a holistic development through curricular frames and syllabi.
iv. The syllabus has been designed with a view to preparing students for the UGC NET & JRF exam.

## c. Nature of Prospective Target Group of Learners:

The programme caters to the needs of diverse groups of undergraduate learners from all disciplines located in diverse regions and social structures such as learners from a low level of disposable income, rural dwellers, women and minorities who have little access to formal institutions of higher learning in India or abroad. After completing this programme successfully learners are eligible to apply for the PGCTE programme at the EFL University. And if they have at least 55% marks they may also be eligible to apply for the Ph.D. programmes at EFL University, as well as other research programmes, (M.Phil., Ph.D., etc.) in other universities.

## d. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence:

i. The programme helps develop skills in academic reading and writing and exposes the learners to diverse traditions of literatures in English.
ii. Courses in the MA programme include new literatures such as Indian Writing, Postcolonial literatures and Dalit writings, and new frontiers of knowledge which require the employment of a wide variety of contemporary critical and cultural approaches.
iii. The programme prepares the learners for transferable skills and competencies in areas such as teaching, interpretation, copy-editing and skills required in similar other professions, thus increasing their employment opportunities.
iv. Thus the programme reflects the academic, professional and occupational standards and benchmarks required for the field.
v. This programme is intended specifically to help learners acquire the skills for studying literature, and is designed keeping in mind the needs of people who have had no prior experience of studying English literature.

## e. Instructional Design:

### i. Curriculum design:

This programme is prepared specifically to help learners acquire the skills for studying English language and literature in diverse geographical regions, and is designed keeping in mind the needs of students who have no prior experience of studying language and literatures in English. The programme design is flexible in structure with the possibility of students meeting the challenges of the course successfully either within one year or even three years

each for part I and part II according to their convenience. The students are given assignments with resource materials, (including annotated literary works specially prepared by the School of Distance Education). Throughout the year, the students have to do a number of assignments and they are encouraged to interact with the faculty in case they have any doubts. They also receive feedback on their assignments and are encouraged to interact with the faculty telephonically, through personal contact or through online modes of communication. In addition, the students are encouraged to attend an optional contact programme before the final examination is conducted.

## ii. Detailed syllabi:

For this programme learners will be required to do *the following courses* each consisting of three/*four/five Blocks*. Each course carries 8 credits. For MA Part-I, all four courses are compulsory. For MA Part-II, two courses are compulsory and two more courses can be chosen out of the four optional courses. The total number of credits for the programme is 64 credits.

The courses offered are listed below:

**MA Part-I**
Academic Reading and Writing (*Compulsory*)
Introduction to Linguistics (*Compulsory*)
British Literature I (*Compulsory*)
British Literature II (*Compulsory*)

**MA Part-II**
Second Language Learning and Teaching (*Compulsory*)
Literary Criticism and Theory (*Compulsory*)
American Poetry and Drama (*Optional*)
American Fiction (*Optional*)
Indian Writing in English (*Optional*)
Postcolonial Literatures (*Optional*)

## MA PART-I (four compulsory courses)

### COURSE I    ACADEMIC READING AND WRITING

This course is included specifically to help learners acquire the skills for studying literature, and is designed keeping in mind the needs of people who have no prior experience of studying English literature. The language skills that they will use for studying literature will equip them to study other areas of enquiry as well. The purpose of the course is to help learners develop their reading and writing skills so that they become more confident readers and writers on the whole.

### COURSE II    INTRODUCTION TO LINGUISTICS

This course introduces learners to some of the basic concepts in the area of linguistics. The course makes them examine what the study of language involves and introduces them to different areas of linguistics including phonetics, phonology, morphology, syntax, and sociolinguistics.

### COURSE III    BRITISH LITERATURE I

This course introduces learners to British literature of the Renaissance and Augustan periods, specifically English Renaissance poetry and drama, Augustan poetry and drama and the 18th century novel. It will familiarize them with the predominant genres as well as the social, cultural and political backgrounds of these two ages, thus setting them out on a chronological study of British literature.

### COURSE IV    BRITISH LITERATURE II

This course continues the study of British literature begun in the previous course. It focuses on British literature of the 18th, 19th and 20th centuries, i.e., Romantic, Victorian and Modern British literature. As in the previous course, the focus is on representative texts that will familiarize learners with the genres, important authors and the literary-historical background that shaped these important ages in English literature.

## MA PART II (Two compulsory and two optional courses)

**COURSE I    SECOND LANGUAGE LEARNING AND TEACHING**

The aim of this course is to provide learners with an introduction to the different aspects of English Language Teaching. It is perceived as a first level introduction to what language proficiency entails, the cognitive, affective and social factors influencing the learning of a second language, the different contexts in which a second language is taught and how these influence curricular decisions.

**COURSE II    LITERARY CRITICISM AND THEORY**

The aim of this course is to introduce learners to the main theorists and theories that have helped fashion the discipline of literary criticism. Beginning with the classical criticism of Aristotle, Plato, etc. it takes them right up to the modern critical approaches to literature such as Marxism, feminism, and post-colonialism.

*In MA Part II, while Courses I and II are compulsory, learners may choose any two of the following four courses:*

**COURSE III    AMERICAN POETRY AND DRAMA**

This course introduces students to American literature, with a focus on poetry and drama. Beginning with a historical account of the formation of the American nation and its early writings, the course provides a sampling of poetry and drama across genres and ages, thus acquainting students with important movements, techniques and thematic concerns in American poetry and drama from its beginnings in the 17th century right up to the twentieth century.

**COURSE IV    AMERICAN FICTION**

This course will acquaint students with American fiction, both short stories and the novel. Representative writers across the ages and their works are dealt with chronologically, delineating the themes and styles prevalent in American fiction.

**COURSE V    INDIAN WRITING IN ENGLISH**

This course attempts to provide a broad survey of Indian Writing in English, locating it as a branch of postcolonial writing, comprising voices that represent the complicated intermeshing of the European modernist and the other older civilizations. It covers the major genres of Poetry, Drama, Fiction and Prose. A chronological sampling of poets, dramatists, novelists and non-fiction writers is provided, introducing students to their works, thematic concerns and styles, thus showing how Indians writing in English are circumscribed by the time and place of their production.

**COURSE VI    POSTCOLONIAL LITERATURES IN ENGLISH**

This course deals with postcolonial literatures from regions other than India, such as Pakistan, Sri Lanka, Canada, and the Caribbean. It introduces learners to the main tenets and principles of post-colonial theory and provides a discussion of a representative sample of texts by both the "colonizers" and the "colonized."

iii. **Details of blocks in each course and prescribed texts for detailed studies for Literature:**

a. **Details of Units in Each Block:**

## MA PART I

**Course I: Academic Reading and Writing (4 Blocks)**

**Block I Basics of Academic Reading and Writing**
Unit 1 The Nature of Academic Reading and Writing
Unit 2 Elements of the paragraph
Unit 3 Making Connections
Unit 4 Developing Ideas
**Block II Study Skills**
Unit 1 Study Skills for Literature
Unit 2 Note Making
Unit 3 Reading for Writing
Unit 4 Presenting Your Point of View
**Block III Advanced Academic Functions**
Unit 1 Comparing and Contrasting
Unit 2 Exposition
Unit 3 Argumentation
Unit 4 Critical Appreciation
**Block IV Types of Text**
Unit 1 Descriptive Texts
Unit 2 Factual Texts
Unit 3 Expository Texts
Unit 4 Argumentative Texts

**Course II: Introduction to Linguistics (5 Blocks)**

**Block I What is Linguistics?**
Unit 1 Defining Linguistics
Unit 2 Branches of Linguistics

**Block II Phonetics**
Unit 1 Organs of Speech
Unit 2 Sounds of Speech: Consonants
Unit 3 Sounds of Speech: Vowels
Unit 4 Accentual Patterns
Unit 5 Intonation

**Block III Phonology and Morphology**
Unit 1 What is Phonology?
Unit 2 Principles of Phonemic Analysis
Unit 3 What is Morphology?
Unit 4 Word Building Processes

**Block IV Syntax and Semantics**
Unit 1 Constituent Structure -I
Unit 2 Constituent Structure -II
Unit 3 Meaning and Sentence Structure

**Block V Sociolinguistics and Pragmatics**
Unit 1 Sociolinguistics
Unit 2 Pragmatics

**Course III: British Literature – I (5 Blocks)**

**Block I Renaissance English Poetry including Milton**
Unit 1 Introduction to the Age and the Poetry of the Age

Unit 2 The Elizabethan Lyric, Sonnet and Pastoral
Unit 3 Metaphysical Poetry
Unit 4 Milton I
Unit 5 Milton II

**Block II Renaissance English Drama (other than Shakespeare)**
Unit 1 Introduction to English Renaissance Theatre and Drama
Unit 2 Ben Jonson, *Volpone, or The Fox*
Unit 3 Christopher Marlowe, *Edward II*
Unit 4 Thomas Kyd, *The Spanish Tragedy*
Unit 5 John Webster, *The Duchess of Malfi*

**Block III Shakespeare**
Unit 1 The Life, Work and Times of William Shakespeare
Unit 2 *As You Like It*
Unit 3 *Henry V*
Unit 4 *Othello*
Unit 5 *The Tempest*

**Block IV Augustan Poetry and Drama**
Unit 1 Introduction to the Age: Restoration and 18th Century
Unit 2 John Dryden, *MacFlecknoe*
Unit 3 Alexander Pope, *Rape of the Lock*
Unit 4 William Wycherly, *The Country Wife*
Unit 5 William Congreve, *The Way of the World*

**Block V The Rise of the British Novel**
Unit 1 The Rise of the Novel
Unit 2 Samuel Richardson, Pamela
Unit 3 Daniel Defoe, *Robinson Crusoe*
Unit 4 Henry Fielding, *Joseph Andrews*
Unit 5 Jonathan Swift, *Gulliver's Travels*

**Course IV: British Literature – II (5 Blocks)**

**Block I Romantic and Victorian Poetry**
Unit 1 Romantic Poetry
Unit 2 Wordsworth & Coleridge
Unit 3 Shelley & Keats
Unit 4 Victorian Age: Social, Political and Literary History
Unit 5 Victorian Poets – I
Unit 6 Victorian Poets – II

**Block II Nineteenth Century Novel**
Unit 1 The Nineteenth Century Novel
Unit 2 Jane Austern, *Emma*
Unit 3 Emily Bronte, *Wuthering Heights*
Unit 4 Charles Dickens, *Hard Times*
Unit 5 Thomas Hardy, *Tess of the d'Urbervilles*

**Block III Twentieth Century Poetry**
Unit 1 The Unmodern Moderns
Unit 2 Imagism and Ezra Pound

Unit 3 T.S.Eliot and W.B. Yeats
Unit 4 English Poetry 1930-1950
Unit 5 The Movement and After

**Block IV Twentieth Century Drama**
Unit 1 Introduction to the Drama of the Age
Unit 2 Drama and Social Issues: Shaw to Osborne
Unit 3 Poetic Drama: T.S. Eliot
Unit 4 Absurd Drama

Unit 5 Selected One-Act Plays

**Block V Twentieth Century Novel**
Unit 1 Introduction to the 20<sup>th</sup> Century Novel
Unit 2 Joseph Conrad, *Lord Jim*
Unit 3 D.H. Lawrence, *The Rainbow*
Unit 4 James Joyce, *A Portrait of the Artist as a Young Man*

## MA PART II

**Course I: Second Language Learning and Teaching (5 Blocks)**

**Block I Conditions and Contexts of Language Learning**
Unit 1 Introduction to the Course
Unit 2 What does it mean to know a language
Unit 3 Neurological and Cognitive Explanations for Language Learning
Unit 4 Contexts and Issues in Second Language Learning
**Block II Individual Learner Factors in Learning a Second Language – I**
Unit 1 Individual Differences in Language Learning
Unit 2 Memory in Learning
Unit 3 Intelligence and Language Learning
Unit 4 Aptitude in Language Learning
**Block III Individual Learner Factors in Learning a Second Language – II**
Unit 1 Affective Factors in Second Language Learning
Unit 2 Motivation in Second Language Learning
Unit 3 Learning Styles
Unit 4 Language Learning Strategies
**Block IV The Social Dynamics of Learning a Second Language**
Unit 1 Language and Communication
Unit 2 Language and Culture
Unit 3 Intercultural Communication
Unit 4 Acculturation and Language Learning
**Block V Factors Affecting the Teaching of a Second Language**
Unit 1 Language Policy and Curriculum
Unit 2 The Language Syllabus
Unit 3 The Second Language Development
Unit 4 Assessing Language Development

**Course II: Literary Criticism and Theory (4 Blocks)**

**Block I Classical and Neo-classical Criticism**
Unit 1 Introduction to Classical Criticism
Unit 2 The English Renaissance: Philip Sidney and the Beginnings of English Criticism
Unit 3 Dryden and Pope
Unit 4 Samuel Johnson, aphra Behn & Joseph Addison

**Block II Nineteenth Century Criticism**
Unit 1 Wordsworth and Coleridge
Unit 2 Shelley, Wollstonecraft & Lamb
Unit 3 Mathew Arnold

**Block III Twentieth Century Criticism – I**
Unit 1 A.C. Bradley
Unit 2 T.S. Eliot
Unit 3 I.A. Richards
Unit 4 Cleanth Brooks and the New Criticism

**Block IV Twentieth Century Criticism-II**
Unit 1 Marxist Criticism
Unit 2 Deconstruction
Unit 3 Cultural Materialism
Unit 4 New Historicism
Unit 5 Feminist Theory and Criticism
Unit 6 Postcolonial Criticism

**Course III: American Poetry & Drama (4 Blocks)**

**Block I Introduction**
Unit 1 Colonial America
Unit 2 The New Nation

**Block II Poetry I**
Unit 1 Early American Poetry
Unit 2 Walt Whitman & Emily Dickinson

**Block III Poetry II**
Unit 1 The Modernist Phase: Pound, Williams and Moore
Unit 2 The Other Modernists: Frost, Edwin Robinson & Wallace Stevens
Unit 3 Movements and Styles – Post World War II Lowell, Sexton, Plath & Rich

**Block IV Drama**
Unit 1 Drama & Its Origins in America
Unit 2 Two Twentieth Century American Comedies (Kaufman & Moss, Neil Simon)
Unit 3 Mid-Twentieth Century Drama (Tennessee Williams & Arthur Miller)
Unit 4 Drama at the End of the Twentieth Century (Edward Albee & David Mamet)

**Course IV: American Fiction (5 Blocks)**

**Block I Introduction**
Unit 1 Colonial America
Unit 2 The New Nation

**Block II Fiction I**
Unit 1 Hawthorne & Melville
Unit 2 Mark Twain & Henry James
Unit 3 Fitzgerald & Hemingway

**Block III Fiction II**
Unit 1 Twentieth Century Fiction I: Faulker & Steinbeck
Unit 2 Twentieth Century Fiction II: Toni Morrison & Joyce Carol Oates
Unit 3 Twentieth Century Fiction III: Bellow & Malamud

**Block IV Short Fiction I**

Unit 1 Nineteenth Century Writers: Poe, Chopin & Crane
Unit 2 Twentieth Century Writers: Katherine Anne Porter & John Updike

**Block V Short Fiction II**
Unit 1 Twentieth Century Writers II: Alice Walker & Flannery O'Connor
Unit 2 Contemporary Writers: Kurt Vonnegut & John Barth

**Course V: Indian Writing in English (4 Blocks)**

**Block I Introduction**
Unit 1 Introduction to Indian Writing in English – I
Unit 2 Introduction to Indian Writing in English II

**Block II Indian Writing in English: Poetry**
Unit 1 Pre-Independence Indian English Poetry
Unit 2 Nissim Ezekiel
Unit 3 A K Ramnujan
Unit 4 Kamala Das

**Block III Indian Writing in English: Fiction**
Unit 1 Raja Rao, *Kanthapura*
Unit 2 R.K, Narayan *The Man-eater of Malgudi*
Unit 3 Githa Hariharan, *When Dreams Travel*
Unit 4 Amitav Ghosh, *The Hungry Tide*

**Block IV Indian Writing in English: Non-Fiction and Drama**
Unit 1 Drama- I
Unit 2 Drama –II
Unit 3 Prose Writings of the Colonized
Unit 4 B.R. Ambedkar, *Annihilation of Caste*

**Course VI: Postcolonial Literatures (3 Blocks)**

**Block I Introduction to Postcolonial Literatures**
Unit 1 Postcolonialism
Unit 2 Postcolonial Literatures: Themes and Issues

**Block II Writings of the Colonizers**
Unit 1 Burke and Other Prose Writers
Unit 2 E.M. Forster's *A Passage to India*

**Block III Postcolonial Writings I**
Unit 1 Chinua Achebe Things Fall Apart
Unit 2 V.S. Naipaul, the Mimic Men

**Block I Postcolonial Writings II**

Unit 1 Bapsi Sidhwa, *Cracking India*
Unit 2 Michael Ondaatje, *The English Patient*

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b.  **Details of prescribed texts:**

The Literature courses (Courses III and IV in MA Part I; Courses II, III, IV, V and VI in MA Part II) require learners to read some prescribed primary texts (i.e., the actual novels, plays or poems) on which the Blocks are based. When we say that they are prescribed texts, we mean that learners are expected to have read the original texts.

The prescribed texts are listed below:

## M.A. PART I: Literature Texts Prescribed for Detailed Study

### COURSE III: BRITISH LITERATURE I

**Block I    Renaissance English Poetry including Milton**

Unit 3: John Donne: "The Flea"; "The Canonization"; "Holy Sonnets XIV" George Herbert: "The Collar"; "Love (III)" Andrew Marvell: "To His Coy Mistress"; "The Coronet"
Unit 4: John Milton *Paradise Lost* Book IX

**Block II Renaissance English Drama (Other than Shakespeare)**

Unit 2: Ben Jonson: *Volpone,* or *The Fox*
Unit 3: Christopher Marlowe: *Edward II*
Unit 4: Thomas Kyd : *The Spanish Tragedy*
Unit 5: John Webster: *The Duchess of Malfi*

**Block III Shakespeare**

Unit 2: *As You Like It*
Unit 3: *Othello*
Unit 4: *Henry V*
Unit 5: *The Tempest*

**Block IV Augustan Poetry and Drama**

Unit 2: John Dryden: "MacFlecknoe"
Unit 3: Alexander Pope: "The Rape of the Lock"

Unit 4: William Wycherley: *The Country Wife*
Unit 5: William Congreve: *The Way of the World*

**Block V: The Rise of the British Novel**

Unit 2: Samuel Richardson: *Pamela*
Unit 3: Daniel Defoe : *Robinson Crusoe*
Unit 4: Henry Fielding : *Joseph Andrews*
Unit 5: Jonathan Swift : *Gulliver's Travels*

### COURSE IV: BRITISH LITERATURE II

**Block I    Romantic and Victorian Poetry**

Unit 2: William Wordsworth: "Tintern Abbey"; "Ode: Intimations of Immortality"; "The World is Too Much With Us"; "The Solitary Reaper" S. T. Coleridge: "Rime of the Ancient Mariner"; "Kubla Khan"; "Dejection: An Ode"
Unit 3: P. B. Shelley: "Ode to the West Wind"; "To a Skylark"; "To Wordsworth"; "Ozymandias" John Keats: "Ode to a Nightingale"; "Ode on a Grecian Urn"; "Bright Star"; "On First Looking into Chapman's Homer"
Unit 5: Robert Browning: "My Last Duchess"; "Andrea Del Sarto" Alfred Lord Tennyson: "Ulysses"; "The Lotus Eaters" Elizabeth Barrett Browning: "A Curse for a Nation"
Unit 6: Mathew Arnold: "The Scholar-Gipsy"; "Dover Beach" Arthur Hugh Clough : "The Latest Decalogue"; "Say Not the Struggle Nought Availeth" Poems by D.G. Rossetti       : "The

Blessed Damozel" G.M. Hopkins: "The Windhover"; "God's Grandeur"

## Block II The Nineteenth Century Novel

Unit 2: Jane Austen : *Emma*
Unit 3: Emily Brontë : *Wuthering Heights*
Unit 4: Charles Dickens : *Hard Times*
Unit 5: Thomas Hardy : *Tess of the d'Urbervilles* (Critical Edition of the text provided as OBS publication)

## Block III Twentieth Century Poetry

Unit 1: Thomas Hardy :"Neutral Tones"; "The Voice"; "The Darkling Thrush" Edward Thomas :"The Owl"; "The Green Roads" John Betjeman : "The Cottage Hospital
Unit 3: T.S. Eliot : "Preludes"; "The Love Song of J. Alfred Prufrock"; "Journey of the Magi"W.B. Yeats : "A Coat"; "Lake Isle of Innisfree"; The Second Coming"; "Easter 1916"; "Sailing to

Byzantium"
Unit 4: W.H. Auden : "Our Hunting Fathers"; "Spain 1937"; "September 1, 1939"; "Consider this in our time"
Dylan Thomas : "And Death shall have no Dominion"; "Refusal to Mourn the Death, by fire, of a child in London"

## Block IV Twentieth Century Drama

Unit 2: G. B. Shaw: *Arms and the Man; John* Osborne: *Look Back in Anger*
Unit 3: T.S. Eliot: *Murder in the Cathedral*
Unit 4: Samuel Beckett: *Waiting for Godot*
Unit 5: J.M. Synge : *Riders to the Sea*

## Block V Twentieth Century Novel

Unit 2: Joseph Conrad: *Lord Jim*
Unit 3: D.H. Lawrence: *The Rainbow*
Unit 4: James Joyce: *A Portrait of the Artist as a Young Man*

# M.A. PART II: Texts Prescribed for Detailed Study in the Literature Courses

## COURSE II          LITERARY CRITICISM AND THEORY

**Block I     Classical & Neoclassical Criticism**
Unit 1: Aristotle's *Poetics* Plato's *Dialogues; The Republic* Horace's *Ars Poetica* Longinus' *On the Sublime*
Unit 2: Philip Sidney's "An Apology for Poetry"
Unit 3: John Dryden's "Essay of Dramatic Poesy"; Alexander Pope's "An Essay on Criticism"
Unit 4: Samuel Johnson's *Lives of the Poets, Preface to Shakespeare*

**Block II Nineteenth Century Criticism**
Unit 1: William Wordsworth's "Preface" to *Lyrical Ballads* S.T. Coleridge's *Biographia Literaria*
Unit 2: P.B. Shelley's *A Defence of Poetry* Mary Wollstonecraft's *A Vindication of the Rights of Woman* Charles Lamb's "On the Tragedies of Shakespeare" Mathew Arnold's "The Study of Poetry"; "The Function of Criticism at the Present time"

**Block III Twentieth Century Criticism I**
Unit 1: A.C. Bradley's "Poetry for Poetry's Sake"; "Lecture on Othello"
Unit 2: T.S. Eliot's "Tradition and the Individual Talent"
Unit 3: I.A. Richards' "The Four Kinds of Meaning"
Unit 4: Cleanth Brooks' "The Language of Paradox"

## COURSE III          AMERICAN POETRY & DRAMA

**Block II Poetry I**

Unit 1: Anne Bradstreet "The Author to Her Book"; H.W. Longfellow "Paul Revere's Ride"; Ralph Waldo Emerson "Brahma"; E. A. Poe "The Raven"
Unit 2: Walt Whitman "Crossing Brooklyn Ferry"; "Passage to India" Emily Dickinson "Because I could not Stop for Death"; "A Bird Came Down the Walk"

**Block III Poetry II**

Unit 1: William Carlos Williams: "Spring and All"; Marianne Moore "Poetry"
Unit 2: Robert Frost "Mending Wall";"The Road Not Taken" Edwin Arlington Robinson "Eros Turannos"; "Richard Cory" Wallace Stevens "Sunday Morning"; "Anecdote of the Jar"
Unit 3: Robert Lowell "Skunk Hour"; "Children of Light"Anne Sexton     "The Truth the Dead Know"; "Sylvia's Death" Sylvia Plath "Lady Lazarus"; "Daddy"Adrienne Rich "Snapshots of a Daughter-in Law"; "Diving into the Wreck"

**Block IV American Drama**

Unit 1: Eugene O'Neill, *The Hairy Ape*
Unit 2: George S. Kaufman & Moss Hart *You Can't Take It With You;* Neil Simon *The Odd Couple*
Unit 3: Tennessee Williams *The Glass Menagerie;* Arthur Miller *Death of a Salesman*
Unit 4: Edward Albee: *The Zoo Story;* David Mamet *Romance*

## COURSE IV          AMERICAN FICTION

**Block II Fiction I**
Unit 1: Nathaniel Hawthorne *The Scarlet Letter;* Herman Melville *Moby-Dick*
Unit 2: Mark Twain *Adventures of Huckleberry Finn;* Henry James *The Portrait of a Lady*
Unit 3: Scott Fitzgerald *The Great Gatsby;* Ernest Hemingway *A Farewell to Arms*

**Block III Fiction II**
Unit 1: William Faulkner *Light in August;* John Steinbeck; *Grapes of Wrath*
Unit 2: Toni Morrison *The Bluest Eye;* Joyce Carol Oates *A Garden of Earthly Delights*
Unit 3: Saul Bellow *Herzog;* Bernard Malamud *The Assistant*

**Block IV Short Fiction I**
Unit 1: E.A. Poe *The Fall of the House of Usher;* Kate Chopin *The Awakening;* Stephen Crane *The Open Boat*
Unit 2: Katherine Anne Porter *The Old Order; The Grave; The Jilting of Granny Weatherall.* John Updike *Pigeon Feathers; Eros Rampant; The Music School*

**Block V     Short Fiction II**
Unit 1: Flannery O'Connor: *A Good Man is Hard to Find; The River; The Life You Save May be Your Own.* Alice Walker *Everyday Use; How did I get Away with Killing One of the Biggest Lawyers in the State? It was Easy! ; Elethia*
Unit 2: Kurt Vonnegut *Harrison Bergeron; The Lie; EPICAC* John Barth *Lost in the Funhouse; On With the Story; Stories of Our Lives*

## COURSE V          INDIAN WRITING IN ENGLISH

**Block II Indian Writing in English: Poetry**

**Unit 1:** Henry Derozio "To the Pupils of the Hindu College"; "The Harp of India: Toru Dutt "Sita"; "Our Casuarina Tree"; Rabindranth Tagore *Gitanjali;* Sarojini Naidu :"The Palanquin Bearers"; "The Bangle-Sellers"; "Awake"; "The Soul's Prayer"; "Songs of Radha"; "Village Song"; "Summer Woods"; "The Bird Sanctuary"
**Unit 2:** Nissim Ezekiel "Background, Casually"; "A Time to Change"; "Portrait; "Urban"; "The Subject of Change"; "London"; "The Professor"; "Jewish Wedding in Bombay"; "Night of the Scorpion"; "Pet, Lover, Birdwatcher"; "The Railway Clerk"; "The Patriot"; "Good-bye Party for Miss Pushpa T.S."
**Unit 3:** A.K. Ramanujan "Snakes"; "Death and the Good Citizen"; "A Meditation"; "A River"; "Obituary"; "Ecology"
**Unit 4:** Kamala Das "An Introduction"; "The Old Playhouse"; "Suicide"; "Composition"

**Block III Indian Writing in English: Fiction**

**Unit 1:**Raja Rao, *Kanthapura*
**Unit 2:** R.K. Narayan, *The Man-Eater of Malgudi*
**Unit 3:** Githa Hariharan, *When Dreams Travel*
**Unit 4:** Amitav Ghosh,: *The Hungry Tide*

**Block IV Indian Writing in English: Non-Fiction and Drama**

**Unit 1:** Mahesh Dattani, *Dance Like a Man*
**Unit 2:** Ramu Ramanthan, *Mahadevbhai;* Poilie Sengupta, *Samara's Song*
**Unit 3:** Raja Rammohan Roy: *On Education in India; On British Moves to Abolish the Practice of Female Sacrifices*

Vennelacunty Soob Row: *The Life of Vennelacunty Soob Row* Speeches and Writings of M.K. Gandhi; Letter by Ambedkar to A.V. Alexander, Cabinet Mission, about the Untouchables
**Unit 4:** B.R. Ambedkar, *The Annihilation of Caste*

**COURSE VI POSTCOLONIAL LITERATURES IN ENGLISH**

**Block I Introduction to Postcolonial Literatures**

Ashcroft, Griffiths and Tiffin (eds.), *The Post-colonial Studies Reader;* Edward Said, *Orientalism*

**Block II Writings of the Colonizers**

**Unit 1:** Flora Annie Steel "The Duties of the Mistress"; George Otto Trevelyan "An Indian Railway"; "The Gulf between Us" Thomas Babington Macaulay's Speech Delivered in the British Parliament
**Unit 2:** E.M. Forster, *A Passage to India*

**Block III Post-Colonial Writings I**

**Unit 1:** Chinua Achebe, *Things Fall Apart*
**Unit 2:** V.S. Naipaul, *The Mimic Men*

**Block IIV Post-Colonial Writings II**

**Unit 1:** Bapsi Sidhwa, *Cracking India*
**Unit 2:** Michael Ondaatje, *The English Patient*

### c. Duration of the Programme:

The minimum time taken for Part I can be one year and a maximum of additional two years will be allowed to complete this part. For Part II also, one year is the minimum time required, and additional two years is the maximum time allowed to complete this part of the programme. On submission of the required number of assignments in the four courses of MA Part I by the stipulated date, learners are eligible to attend the contact-cum-examination programme. Though attending the contact programme is optional, learners cannot move on to MA Part II until they have taken the MA Part I examination in all the 4 courses.

### d. 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 13 and assistance is obtained from faculty members of 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 11 non-teaching staff members with whose support the administrative work of the Programme is conducted. Students are also encouraged to attend various extension programmes organized by the EFL University, such as scholarly talks and discussions, films etc.

### e. Instructional Delivery Mechanisms

All instructional materials are sent by post to all the participants enrolled on the programme along with audio materials where necessary. A contact programme is also conducted in which participants are encouraged to clarify their doubts.

### f. 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.

### g. Student Support Service Systems:

X

The students 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 students can also avail themselves of the facilities available on the campus, such as the Library, Health Centre, Canteen, Mess, Bookshop, playgrounds and Counselling Centre.

### h. Credit Hours/Modules of the Programme:

There are 8 courses and each course carries 8 credits. Therefore, the total number of credits is 64.

## f. Procedure for Admissions, Curriculum Transaction and Evaluation:

### i. Procedure for Admissions:

All graduates from diverse disciplines are eligible to apply for MA in English. There is no entrance test for admission to the programme. The students can download an application form from the University website (www.efluniversity.ac.in) during the stipulated time. The students can also contact or write to the office of the Dean, School of Distance Education (email: eflu_sde@rediffmail.com) for application forms and other information.

### 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 is assessed on the basis of:
   a. Assignments for each course.
   b. End of Course Examination.

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. The tutors also write comments which explain the grade they scored. The grades 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 final examinations comprise the remaining 75% of the assessment. That is, their final result 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. It is proposed to publish the internal assessment grades and overall result online.

There is a Contact-cum-Examination programme every year. Attendance at the contact sessions is optional. However, attendance at the examination is compulsory. 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 take a part or the whole of the final examination. The purpose of the contact sessions is primarily to clarify problem areas. During the contact programmes teachers will go through the Blocks in *all the courses* to *clear the problem areas* 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 | August | November |
| 2. | Distribution of SLMs | December | January |
| 3. | Contact Programmes | January | March |
| 4. | Assignment Submission | May | October |
| 5. | Examination | February | March |
| 6. | Declaration of result | May | June |

## g. Requirement of the 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:

### i. Cost Estimates for Development of the Programme:

| Programme | Programme Development | Delivery | Maintenance | Total |
|---|---|---|---|---|
| MA | Rs 10,00,000 | Rs 4,00,000 | Rs 25,00,000 | Rs 39,00,000 |

### ii. Fee Structure:

#### a. Fee structure for Indian Nationals:

|  | M.A. Part I (General/ OBC) | M.A. Part I (SC/ ST) | M.A. Part II (General/ OBC) | M.A. Part II (SC/ ST) |
|---|---|---|---|---|
| Registration fee | Rs. 200/- | Rs. 200/- | Nil | Nil |
| Tuition fee | Rs. 1100/- | Rs. 550/- | Rs. 1100/- | Rs. 550/- |
| Student Welfare Fund | Rs. 1800/- | Rs. 900/- | Rs. 1800/- | Rs. 900/- |
| Development Fund | Rs. 1000/- | Rs. 500/- | Rs. 1200/- | Rs. 600/- |
| Postage | Rs. 1000/- | Rs. 1000/- | Rs. 1000/- | Rs. 1000/- |
| Total Programme Fee | Rs. 5100/- | Rs. 3150/- | Rs. 5100/- | Rs. 3050/- |

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

#### b. Fee structure for Foreign Nationals (including SAARC nationals):

|  | Sponsored students Rs. | | Self-financed students from Non- SAARC countries Rs. | | Self-financed students from SAARC countries Rs. | |
|---|---|---|---|---|---|---|
|  | Part-I | Part-II | Part-I | Part-II | Part-I | Part-II |
| Registration fee | 200 |  | 200 |  | 200 |  |
| Tuition fee | 2200 | 2200 | 2200 | 2200 | 2200 | 2200 |
| Library fee |  |  |  |  |  |  |
| Reserve fund | 41900 | 41900 | 41900 | 41900 | 4000 | 4000 |
| Examination fee | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 |
| Computer, internet and sports fund | 500 | 500 | 500 | 500 |  |  |
| Development fund | 3000 | 3200 | 3000 | 3200 |  |  |

| | | | | | | |
|---|---|---|---|---|---|---|
| Foreign Students' welfare fund | 2800 | 2800 | 2800 | 2800 | | |
| Students' welfare fund | | | | | 1800 | 1800 |
| Medical insurance/need/help | | | 1000 | 1000 | 1000 | 1000 |
| Teaching materials/books | 2000 | | 2000 | | 2000 | |
| Postage for all Non-Asian countries | 8000* | 8000* | 8000* | 8000* | | |
| Postage for other Asian countries | 5000 | 5000 | 5000 | 5000 | | |
| Postage for SAARC countries | | | | | 1000 | 1000 |
| **Total programme Fee** | 58600 ($1274) 61600* ($1340) | 56600 ($1231) 59600* ($1296) | 59600 ($1296) 62600* ($1361) | 57600 ($1253) 60600* ($1318) | 13200 ($287) | 11000 ($240) |
| **Cost of application form** | 500 ($ 11) | 500 ($ 11) | 500 ($ 11) | 500 ($ 11) | 500 ($ 11) | 500 ($ 11) |

## i. Quality Assurance Mechanisms and Expected Programme Outcomes:

The School aims to continuously enhance the standards of curriculum and instructional design by taking steps in the following directions:
  i. Upgrading all our 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.
  iv. Bringing out more titles in the critical editions of literary texts project with Orient Blackswan.
  v. Revising and upgrading the existing SLMs in the light of new knowledge and research.
  vi. Revising the materials and assignments regularly, based on the feedback received from students, Academic Counselors and tutors as well as subject experts.
  vii. Obtaining approval of the high academic bodies of the University for the programmes, course structures and detailed syllabi.

The programme hopes to help learners
  • identify major literary genres and their features, as well as key literary figures, during the Renaissance, the Augustan and the 18th century in England.
  • identify major literary genres and their features, literary movements, as well as key literary figures, during the Romantic, Victorian and Modern ages in England.
  • describe the major ideas contributed by literary theorists, from the Classical critics down to the Marxist, Feminist and Postcolonial critics of the 20th century; and
  • apply the major tents of literary criticism to the appreciation and interpretation of literary texts across the ages.
  • familiarize themselves with movements, techniques and thematic concerns in American poetry and drama from its beginnings in the 17th century right up to the twentieth century.
  • appreciate and identify the range of themes and styles in American fiction – both short stories and novels.
  • grasp the broad range of Indian Writing in English – poetry, drama and fiction.
  • discuss the main tenets and principles of post-colonial theory and the features of postcolonial literatures.
  • read and interpret a sampling of postcolonial literature in English from regions other than India, such as Pakistan, Sri Lanka, Canada, and the Caribbean.
  • understand the nature and function of language and how it is related to Linguistics and studied from different perspectives.
  • achieve proficiency in academic reading and writing
  • understand concepts of second language learning

# 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 for approval of the Post-Graduate certificate in the Teaching of English (PGCTE) programme (Distance Mode). It includes the details of:

a) Programme's mission & objectives
b) Relevance of the program 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 and expected programme outcomes

This document defines specific aims and objectives for the Post-Graduate Certificate in the Teaching of English (PGCTE). These aims and objectives demonstrate what has been planned and achieved so far and its future 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 compete globally. Its vision also includes skill development in English and Foreign Languages for language teachers as well as professionals in various fields. It seeks to inculcate 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 following statements encapsulate the Mission of the university:

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 learner-centric approaches.
iv. To strengthen and promote research in new inter disciplinary areas in the humanities and related disciplines.
v. To locate a 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.

### c. Objectives

i. To provide instructional facilities at par with international standards in the humanities, to enable 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 in the countries of the global South.
iv. To produce innovative teaching 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 consultancy.

## 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

# Post-Graduate certificate in the Teaching of English (PGCTE) (Distance Mode)

### a. Programme's Mission & Objectives:

This programme offers a significant set of training and development opportunities to pre-service and in-service teachers of English as a second language. It aims to equip them to become proficient teachers at various levels of instruction and help them in their continuous professional development. The course materials have been written 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 for one year.

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

In the light of the Mission of the EFL University, PGCTE Programme is 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 programme caters to the needs of diverse groups of postgraduate in-service and pre-service teachers of English language and literature from the discipline of ELT and other allied subjects. It opens up directions for teachers located in diverse regions and social structures in India and abroad, including teachers from low level of disposable income, urban and rural dwellers, 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 programme is 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 gives participants opportunities to reflect on their own understanding of language and literature in the light of theoretical perspectives provided in the SLMs. It also helps them understand the nature and scope of a language/literature classroom as well as classroom transactions. The enhanced knowledge given through theoretical inputs and practical work helps participants gain an insight into the concepts they may already know, and experience they may already have, of 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 its participants to enhance their understanding of the theoretical aspects of English language teaching, established and innovative methods of teaching and 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 helps the 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 not be aware of the theoretical perspectives of teaching, methods of teaching and materials preparation that can be used appropriately to teach a particular group of English language and literature learners.

## e. Instructional Design:

### i. Curriculum design:

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

Participants in this programme are given specially designed SLMs, including lessons from various textbooks and lesson plans used by teachers in real classrooms. These are also accompanied by various assignments they have to submit as part of their engagement with the programme and as a formative evaluation process.

During the course of the programme, participants are required to regularly submit assignments and they are encouraged to interact with the faculty 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 and are encouraged to interact with the faculty telephonically or through personal contact or through online modes of communication. In addition, the participants have 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 and tutorials in Phonetics.

### ii. Detailed Syllabi:

For this programme learners are required to do the following courses most of which consist of five Blocks each. Each course carried 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 the teachers in various modalities of imparting instruction to their students in spoken English.

## COURSE 2 INTRODUCTIONS TO LINGUISTICS

This course introduces 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. It also 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 deal with notions of acceptability and unacceptability with reference to linguistic and non-linguistic norms which the teachers 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 the course, the participants are able to develop a descriptive and analytical and critical ability for language use. The course also prepares participants 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, is 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 production of materials for English language teaching, develop an ability to assess the existing 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. If the focus of the Methods course is on developing an awareness of the general methodological principles, the course in Materials focuses on the application of those principles in the selection, production and use of resources and 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 teacher-participants. It trains teachers in developing better professional skills. They are trained to conduct classroom transactions in many effective ways that suit specific demands of the particular classrooms and sets 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 team teaching as an effective way for conducting classroom transactions. Practice teaching sessions are followed by intensive discussion sessions which help teachers 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 students to the study and interpretation of literature. It delineates major, established 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
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*

### iv. Duration of the Programme:

The minimum period stipulated for completing the programme is 1 year (July to June) with provision for maximum of one more year to complete this programme. Thus, the total time limit is 2 years for students to complete the programme. In case of students 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 to complete the programme. The duration is 3 years in such cases. On submission of the required number of assignments in all the seven courses of 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 programme followed by examination is obligatory for all participants. To provide participants with a hands-on experience of teaching English, outside students are enrolled on a two-week Proficiency Course in English on which the participants teach.

### 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 13 and assistance is obtained from other teaching 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 11 non-teaching staff members with whose support the administrative work of the Programme is conducted. Participants are also encouraged to attend various extension programmes organized by the EFL University, such as scholarly talks and discussions, films.

### vi. Instructional Delivery Mechanisms:

All SLMs are sent by post to all 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.

### 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 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, Mass Communication, Psychology or Critical (Humanities/Liberal Arts), is eligible to apply for PGCTE. There is no entrance test for admission to the programme. The aspiring participants can download the application form from the University website (www.efluniversity.ac.in) during the stipulated time. They can also contact or write to the office of the Dean, School of Distance Education (email: eflu_sde@rediffmail.com) for application forms and other information.

### 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 for each course.
b. End of Course Examination.

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. The tutors also write comments which explain the grade they scored. The grades 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, their final result 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 mandatory, both for the classes and the examinations. 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 take a part or the whole of the final examination. The purpose of the contact sessions is primarily to clarify problem areas. During the contact programmes teachers will go through the Blocks in *all the courses* to *clear the problem areas* 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.
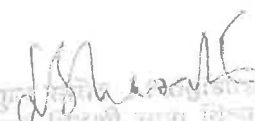
### iv. Academic Calendar:

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

## 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:

#### i. Fee structure for Indian Nationals:

| | General/OBC | SC/ ST |
|---|---|---|
| Registration fee | Rs. 200/- | Rs. 200/- |
| Tuition fee (including examination fee) | Rs. 1100/- | Rs. 550/- |
| Student Welfare Fund | Rs. 2200/- | Rs. 1100/- |
| Development Fund | Rs. 1200/- | Rs. 600/- |
| Postage | Rs. 1000/- | Rs. 1000/- |
| Total programme fee | Rs. 5700/- | Rs. 3450/- |
| Cost of application form | Rs. 500/- | Rs. 250/- |

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

#### ii. Fee structure for foreign nationals

| | Sponsored Students Rs. | Self-financed students from Non-SAARC countries Rs. | Self-financed students from SAARC countries (excluding India) Rs. |
|---|---|---|---|
| Registration fee | 200 | 200 | 200 |
| Tuition fee | 2200 | 2200 | 1650 |
| Examination fee | 500 | 500 | 500 |
| Students' welfare fund | 3200 | 3200 | 2200 |
| Computer, internet and sports fund | 500 | 500 | |
| Reserve fund | 41900 | 41900 | 4000 |
| Development fund | 4200 | 4200 | |
| Postage for all non-Asian countries | 8000* | 8000* | |
| Postage for other-Asian countries | 5000 | 5000 | |
| Postage SAARC countries | | | 1000 |
| Medical Insurance/need/help | | 2000 | 2000 |
| Programme Total fee | 57,700 ($1255) 60,700* ($1320) | 59,700 ($1298) 62,700* ($1364) | 11,550 ($252) |
| Cost of application form | 500 ($11) | 500 ($11) | 500 ($11) |

## i.   Quality Assurance Mechanisms and Expected Programme Outcomes:

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

i.   Upgrading all our courses from correspondence mode to open and online mode, while still 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.

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

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

- Able to improve their own 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;
- able to understand the basic concepts of English language teaching resulting in better comprehension of the concepts that affect the process of second language learning
- become familiar with role and importance of materials and use them effectively for language teaching-learning activities
- able to practically apply the theoretical concepts in Practice Teaching ( practical course) sessions which directly feed into their classroom teaching
- Learnt to analyse the structures of sentences from both usage and teaching perspectives

# Programme Project Report (PPR) for the Post-Graduate Diploma in the Teaching of English (PGDTE) (Distance Mode)

## 1. Introduction:

This Programme Project Report of the School of Distance Education, EFL University is a document prepared for the approval of the Post-Graduate Diploma in the Teaching of English (PGDTE) programme (Distance Mode). It includes the details of:

a) Programme's mission & objectives
b) Relevance of the program 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) Requirement of the laboratory support and Library Resources
h) Cost estimate of the programme and the provisions
i) Quality assurance mechanism and expected programme outcomes

This document defines specific aims and objectives for the Post-Graduate Diploma in the Teaching of English (PGDTE). These aims and objectives demonstrate what has been planned and achieved so far and its future 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 compete globally. Its vision also includes skill development in English and Foreign Languages for language teachers as well as professionals in various fields. It seeks to inculcate 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 following statements encapsulate the Mission of the university:

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 learner-centric approaches.
iv. To strengthen and promote research in new inter disciplinary areas in the humanities and related disciplines.
v. To locate a 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.

### c. Objectives

i. To provide instructional facilities at par with international standards in the humanities, to enable 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 in the countries of the global South.
iv. To produce innovative teaching 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 consultancy.

## 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

# Post-Graduate Diploma in the Teaching of English (PGDTE) (Distance Mode)

## a. Programme's Mission and Objectives:

This programme offers a significant set of opportunities for continuous professional development to participants who have successfully completed the PGCTE programme. The course materials have been written by experts in different areas of language teaching and learning from universities all over the country. The duration of the programme is for one year.

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

In the light of the Mission Statement above, PGDTE Programme is innovative in curricular design, methods of teaching and curricular flexibility through CBCS and Learner – centric approaches. The programme was introduced in 1975. It was designed:
  i. To provide instructional facilities at par with national and international standards in the humanities, to enable the participants to compete nationally and globally;
  ii. To promote research and knowledge upgradation in the participants, by providing opportunities of knowledge acquisition;
  iii. To provide the participants a holistic development through curricular frames and syllabus; and
  iv. To prepare students for the UGC NET & JRF exams, admission into research programmes of other universities within India and abroad.

## c. Nature of Prospective Target Group of Learners:

The programme caters to the needs of diverse groups of participants located in diverse regions and social structures in India and abroad such as learners from low level of disposable income, rural and urban dwellers, women and minorities who may have little access to formal institutions of higher learning. After completing this programme successfully the participants are eligible to apply for the Ph D programmes in the EFL University as well as other universities in India and abroad.

## d. Appropriateness of Programme to be Conducted in Open and Distance Learning Mode to Acquire Specific Skills and Competence:

  i. This programme is appropriate for in-service and pre-service teachers who have already done the PGCTE programme offered through Distance Mode and it makes advanced training and development opportunities available to them.
  ii. Courses in the PGDTE include, state of the art knowledge in the broad areas of Linguistics, Phonetics, ELT and Indian Writing in English. They are encouraged to take up projects as well, which helps them to write research proposals for Ph D or other such programmes and conduct research.
  iii. The programme prepares the learners for transferable skills and competencies in areas such as teaching and action research, thus increasing their employment opportunities.
  iv. The programme helps develop skills in academic reading and writing and exposes the learners to diverse traditions of teaching methodology and linguistic traditions. The Stylistics course offered by the department in the PGDTE programme is a blend of literature and linguistics.
  v. Thus, the programme reflects the academic, professional and occupational standards and benchmarks required for the field.
  vi. This programme is structured specifically to help learners acquire the skills for classroom teaching and testing, and is designed keeping in mind the needs of people who have no or little prior experience of teaching and research.

## e. Instructional Design:

  i. **Curriculum design:**

This programme is prepared specifically to help participants acquire the skills for teaching and testing of English at the primary, secondary, tertiary and advanced levels in diverse geographical regions, and is designed

keeping in mind the needs of participants who may have some or little prior experience of teaching English. The programme design is flexible with the possibility of students meeting the challenges of the programme successfully either within one year or even two years according to their convenience. The participants are given assignments with SLM and project outlines. Throughout the year, the participants have to do several assignments and they are encouraged to interact with the faculty telephonically, through personal contact or through online modes of communication in case they have any doubts. They also receive written and even oral feedback on their assignments. In addition, the participants are encouraged to attend a mandatory contact programme before the final examination is conducted.

### ii. Detailed Syllabi:

For this programme participants will be required to do the following courses each consisting of three/four/five Blocks:

In this programme, one can opt for any five courses of their choice from a menu that comprises seven courses. There is also an option of doing a project report in an area in any one of these courses, in which case the participant has to choose only four courses. Each course carries 4 credits. The participants choose 5 courses therefore the total credits for this programme is 20.

The seven courses offered are listed below out of which one has to choose any five:

1. General and English Linguistics
2. The Phonetics of English
3. Principles of Language Teaching
4. Testing of Language and Literature
5. Indian Writing in English – 1
6. Indian Writing in English – 2
7. Stylistics

## COURSE 1 GENERAL AND ENGLISH LINGUISTICS

This course offers a more advanced knowledge of the theoretical perspectives on language and linguistics. This course enables participants to pursue research in linguistics, viz. in phonology, morphology and syntax. Many of the theoretical concepts in this course are a continuation of as well as an advancement on the theoretical concerns introduced and taught at the MA and PGCTE courses. This course has three blocks: Phonology, Morphology and Syntax. In Phonology, the participants are not only told about the theoretical aspects of phonology, they are also given some experience of what phonologists do. The block deals with the following topics: Segments vs features, Phonological alternations, Form and notation of rules, and Syllable in phonology. In Morphology, the participants are introduced to the fascinating world of word-formation. It has units on Morphology as study of word-formation, Compounding and Reduplication. In Syntax, some of the basic concepts of transformational (generative) or Chomskian syntax that had not been introduced in PGCTE are discussed. The block deals with X-bar theory, Binding principles, Empty categories and Logical form.

## COURSE 2 THE PHONETICS OF ENGLISH

This course basically takes the participants knowledge of Phonetics to a higher level from their exposure in the area at the PGCTE programme. It offers a detailed description of the allophonic variants of all the English phonemes, their significant features and use of diacritic marks. Participants are trained to identify and use the phonemic and the phonetic transcriptions. In addition to imparting knowledge of the syllable, word accent, rhythm and intonation and a number of morphophonemic processes it introduces the participants to the software PRAAT which helps to analyse speech. Participants are trained to interpret a given speech wave and identify the phoneme/allophone, the stressed syllable and the kind of tone used. It helps immensely if one wishes to do research in Phonetics with instrumental evidence. Further, it includes repetition practice in the digital language laboratory which helps to acquire the correct sound patterns, accent and intonation. This course ensures a smooth transition from knowledge of Articulatory Phonetics at the PGCTE level to acquiring a research orientation in the same.

## COURSE 3 PRINCIPLES OF LANGUAGE TEACHING

This course disseminates advanced theoretical inputs on the new insights in the ELT as well as on integrating theory and practice. The focus is on introducing participants to communicative language teaching, alternative and other learner centered approaches to suit Indian classrooms in diverse contexts. The course aims at developing among the teachers the ability to analyze classroom settings and interactions and formulate strategies for effective classroom transactions by applying the insights from cognitive psychology and humanist approaches to education. It introduces teachers in a formal way to the individual learner factors and chart out ways of responding to diverse learning strategies and styles used or adopted by learners. In addition, understanding the classroom interactions both from the teaching-learning and research perspectives are introduced to help teachers build healthy environment in their classes.

## COURSE 4 TESTING OF LANGUAGE AND LITERATURE

This course prepares participants to take up the challenge of devising different ways of testing the language proficiency in the skills of learners in varied classrooms and educational/social settings. It highlights the difference between teaching and testing and explains the criteria of good language tests in all the areas of the four skills as well as grammar and vocabulary. It introduces the participants to the principles and practice of statistical analysis of data collected by them in their educational settings. The course is intended to create professional competencies in participants necessary for being good evaluators by creating tests that can both promote learning and also test the learnt. The knowledge and practical experience gained by the participants through this course also enable them to be good teacher trainers.

## COURSE 5 INDIAN WRITING IN ENGLISH – 1

This course apprises participants with current approaches to English literature produced in India, i.e., Indian Writing in English (IWE). Beginning with a historical account of the introduction of English in India, it examines the contexts underlying the production and reception of this body of literature. Focusing on poetry and drama, the course locates IWE within the colonial context, and examines the ways in which it can be interpreted. Major pre- and post-Independence poets and dramatists are examined in terms of the major themes and styles in their works.

## COURSE 6 INDIAN WRITING IN ENGLISH -II

This course apprises participants with current approaches to English literature produced in India, i.e., Indian Writing in English (IWE), with a focus on fiction and prose. Beginning with a historical account of the introduction of English in India, the course elucidates the colonial context underlying the production and reception of this body of literature. Themes, issues and fictional techniques employed in the Indian novel in English are examined through the works of established, canonical writers such R.K. Narayan, Raja Rao and Rushdie. The course also provides a critique of this 'nationalist' canon of IWE from the emergent Dalit perspective.

## COURSE 7 STYLISTICS

Stylistics is the study of literature through language. It encompasses a linguistic approach to the interpretation of literature through an analysis of the formal structures and levels of language such as vocabulary, sounds, morphology and syntax. This course in stylistics provides basic concepts and tools for stylistic analysis, as well as practical applications of such analyses through interpretations of poems, plays and fictional narratives. It will enable participants to undertake stylistic analyses of literary texts on their own, presupposing only such knowledge of literature in English and of the English language as already acquired through a Master's in English. It also takes on board recent advances in language studies which focus on the part played by various contexts of language use— regional, social, cultural and ideological. In brief, the course attempts to capture the basic insights, as well as the methods, of modern stylistics as it has evolved in the last about sixty years.

iii.     **Details of Units in Each Block:**

| COURSE 1 GENERAL AND ENGLISH LINGUISTICS | Block I: Phonology<br>Segments vs. features<br>Phonological alternations |

Dalit Autobiography in English

**COURSE 7      STYLISTICS**

**Block I: History, Theories and Definitions**
A brief history of Stylistics – 1
A brief history of Stylistics – 2
Definitions and theories of Style
Foregrounding

**Block II: Stylistic Analysis**
Poetry
Fiction
Drama
Stylistics and the Teaching of Literature

**Block II: Language, Literature, Culture and Ideology**
Feminist Stylistics
Postcolonial Stylistics

### iv.      Duration of the Programme:

The duration of the programme is one year. If the participants are not able to complete the required number of assignments and submit them within the stipulated deadlines, they will be given another year to submit the assignments and then only they become eligible to attend the contact programme and take the examinations. However, if the participants are still not able to submit the assignments by the end of the second year, they will have to re-register in order to be on rolls for yet another year.

### 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 13 and assistance is obtained from other teaching faculty members from other departments of the University. In addition, the School of Distance Education is supported by around ten Academic Counselors for each course of the programme. There are 11 non-teaching staff members with whose support the administrative work of the Programme is conducted. Participants are also encouraged to attend various extension programmes organized by the EFL University, such as scholarly talks and discussions, films, etc.

### vi.      Instructional Delivery Mechanisms:

All instructional materials are sent by post to all 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.

### 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.

### 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.
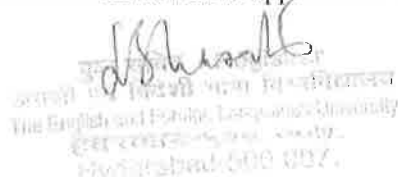
### ix.      Credit Hours/Modules of the Programme:

There are 5 courses and each course carries 4 credits. Therefore, the total number of credits is 20.

## f. Procedure for admissions, curriculum transaction and evaluation:

### i.      Procedure for Admissions:

Those who have successfully completed PGCTE from the EFL University are eligible to apply for PGDTE. There is no entrance test for admission to the programme. The candidates can download application form from

the University website (www.efluniversity.ac.in) during the stipulated time. The candidates can also contact or write to the office of the Dean, School of Distance Education (email: eflu_sde@rediffmail.com) for application forms and other information.

### ii. Curriculum Transaction:

The transaction of curricula is carried out through the SLMs and Contact Programme.

### 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 for each course.
b. End of Course Examination.

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. The tutors also write comments which explain the grade they scored.

The grades 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 final examinations comprise the remaining 75% of the assessment. That is, their final result 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 3-week Contact-cum-Examination programme every year. Attendance at the Contact sessions is mandatory, both for the classes and the examinations. 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 take a part or the whole of the final examination.

The purpose of the contact sessions is primarily to clarify problem areas. During the contact programmes teachers will go through the Blocks in *all the courses* to *clear the problem areas* 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 | August | October |
| 2. | Distribution of SLMs | November | December |
| 3. | Contact Programmes | November | November |
| 4. | Assignment Submission | May | August |
| 5. | Examination | November | |
| 6. | Declaration of result | February | March |

## 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 |
|---|---|---|---|---|
| PGDTE | Rs 3,00,000 | Rs 1,50,000 | Rs 9,00,000 | Rs 13,50,000 |

### b. Fee Structure:

#### i. Fee structure for Indian Nationals

| | General/ OBC | SC/ ST |
|---|---|---|
| Registration fee | Rs. 200/- | Rs. 200/- |
| Tuition fee (including examination fee) | Rs. 1100/- | Rs. 550/- |
| Student Welfare Fund | Rs. 2700/- | Rs. 1350/- |
| Development Fund | Rs. 1200/- | Rs. 600/- |
| Postage | Rs. 1000/- | Rs. 1000/- |
| Total programme fee | Rs. 6200/- | Rs. 3700/- |
| Cost of application form | Rs. 500/- | Rs. 250/- |

Differently-abled (VHC/PHC) students have to pay only the Registration fee and the postage.
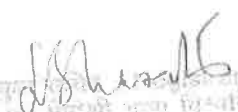
#### ii. Fee structure for foreign nationals (including SAARC nationals)

| | Sponsored Students Rs. | Self-financed students from Non-SAARC countries Rs. | Self-financed students from SAARC countries (excluding India) Rs. |
|---|---|---|---|
| Registration fee | 200 | 200 | 200 |
| Tuition fee | 2200 | 2200 | 1650 |
| Examination fee | 500 | 500 | 500 |
| Students' welfare fund | 4200 | 4200 | 2700 |
| Computer, internet and sports fund | 500 | 500 | |
| Reserve fund | 41900 | 41900 | 4000 |
| Development fund | 4200 | 4200 | |
| Postage for all non-Asian countries | 8000* | 8000* | |
| Postage for other-Asian countries | 5000 | 5000 | |
| Postage SAARC countries | | | 1000 |
| Medical Insurance/need/help | | 2000 | 2000 |
| Total Programme fee | 58,700 ($1277) 61,700* ($1342) | 60,700 ($1320) 63,700* ($1385) | 12,050 ($262) |
| Cost of application form | 500 ($11) | 500 ($11) | 500 ($11) |

## i. Quality Assurance Mechanisms and Expected Programme Outcomes:

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

i. Upgrading all our courses from correspondence mode to open and online mode, while still 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.

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

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

- examine and analyze Indian poetry and drama in English in terms of its production and reception; and
- critique the 'nationalist' canon of IWE from the emergent Dalit perspective.
- define and describe the linguistic concepts, tools and theories employed in the stylistic analysis of literary texts; and
- describe in detail the significant features of all the allophonic variants of consonant and vowel sounds of English and recognise the diacritic marks used to represent them.
- analyse each segment of speech in order to perceive how the characteristic quality of each sound appears in a speech wave and study word accent and its variations in greater detail and use the software PRAAT to acoustically analyse phonetic data with accuracy.
- apply knowledge of linguistics to do analysis of data from their mother tongues.
- apply knowledge of linguistics in their teaching
- get trained in methods materials and testing aspects appropriate to their teaching contexts context and become autonomous in the choices related to the above they make while teaching,
- to produce innovative teaching learning materials in electronic media as well.
- get oriented towards research in ELT by identifying the problems faced by their students in the process of language learning