

# 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](http://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](mailto: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:**

  
 The English and Foreign Languages University  
 Hyderabad-500 007.

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:

- 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.
- Creation of audio and video material supplements for all our courses.
- Increasing the enrollment for all our courses, and offering customized modules to cater to different needs.
- Revising and upgrading the existing SLMs in the light of suggestions made by members of the Boards of Studies
- 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