

Programme Project Report (PPR) for PGCTE (Distance Mode)

1. Introduction:

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

- (a) Programme objectives and outcomes;
- (b) Nature of target group of learners;
- (c) Appropriateness of the programme with quality assurance for acquiring specific skills;
- (d) Programme content designing and developing;
- (e) Cost estimates for development of the programme;
- (f) Admission, delivery and evaluation norms; and
- (g) Quality Assurance Mechanism:

This document defines specific aims and objectives for the PGCTE 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 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 EFL 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, and
- 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 the students to complete 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 logistic 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 and
- x. To increase the revenue of the University by developing attractive and innovative curricular programmes and through consultancy.

3. Courses Offered:

The English and Foreign Languages University has prepared the following Programme Project Report for each Programme offered by School of Distance Education:

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


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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:

1. to provide instructional facilities for in-service and pre-service training and development programmes for teachers of English language and literature es;
2. 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;
3. 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;
4. 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 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 the 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 of 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


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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:

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 to the course 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 course 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.

Detailed Syllabi

For this programme learners are required to do the following courses most of which consist of five Blocks each:


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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 INTRODUCTION 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 students are able to develop a descriptive and analytical and critical ability for language

use. The course also prepares students 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 own theoretical insights into their own teaching practice and hone their own 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 classrooms located in diverse socio-cultural environments. Participants are encouraged to develop analytical skills to subject their own classrooms transactions to a critical scrutiny and develop means of improving them. The core 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 an important component of 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 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 own situations and create supplementary materials for developing better reading, writing, speaking and listening skills in their own 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 in 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 own teaching practice. Hence, this course focuses on good teaching, observation skills and reflective innovations along with preparing good lesson plans and effective classroom practice

Course 7 INTERPRETATION OF LITERATURE

This course introduces participants to various genres of literature and offers them guidelines in the interpretation of diverse forms of literature. Participants are introduced to established and innovative ways of interpreting poetry, prose, drama and fictional narratives, including both short stories and novels. The course introduces the participants to the concepts of imagery, diction, syntax and rhythm in poetry. These are tools which should help in the analysis and interpretation of any form of literature, but the focus is on popular genres. The course aims at enabling participants to make interpretations on their own. It equips them with

appropriate strategies and aspects of interpreting literary texts and enables them to offer help to their students in their own classrooms. It enables them to meet the challenges of teaching literature for language learning and sensitizes them to the linguistic and aesthetic aspects of literary texts.

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



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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



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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

Duration of the programme:

The duration of the programme is as follows:

- i. 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.
- ii. 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.
- iii. 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.
- iv. 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.


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Faculty and Support Staff Requirement

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.

Students are also encouraged to attend various extension programmes organized by the EFL University, such as talks, scholarly talks and discussions, films.

Instructional Delivery Mechanisms:


All SLMs are sent by post to all the participants enrolled on the programme along with audio materials where necessary.

Identification of Media:/Print/ Audio/ Video/, online/, computer aided

Students 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 in the contact programme.

Student Support Service Systems:

The students are facilitated to contact the faculty and office over telephone and email. If students are not able to use email due to living in remote areas, they can contact the teacher directly over their phones or meet them in person.


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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.

Credit Hours/Modules of the Programme:

There are 7 courses and each course carries 5 credits. Therefore, the total number of credits is 35.

f. Procedure for admissions:

All Post Graduates (English and Allied courses) are eligible to apply for PGCTE

There is no entrance test for admission to the programme.

The aspiring participants can download 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.

Curriculum Transaction:

The transaction of curricula is sought through the SLMs, in-text tests, assignments, Practice Teaching and teaching sessions conducted during the contact Programme.


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 is assessed on the basis of

- i. assignments per course
- ii. end of course examination including Practice Teaching
- iii. the relative weight of (a) and (b) above will be is 25% and 75%


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iv. to pass a course the learners have to successfully complete the requirement of both (a) and (b)

v. 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 really grasped the subject matter of the blocks, and also to guide them. The tutor will write comments which will explain the difficulties faced in their comprehension and application of the concepts in SLMs and also grade they scored on their overall performance in each assignment.

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. It is not enough if they pass in the internal assessment or examination alone.

There will be a 4 weeks contact-cum-examination programme every year. Attendance at the contact sessions is mandatory, both for the classes and 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 examination and they will not have time to prepare after the contact sessions. As stated above the purpose of the contact sessions is to clarify any doubts participants may have before appearing for the examination.

g. Laboratory Support and Library Resources

There is an internal library as well as the University Library resources for journals and books etc. throughout the conduct of the programme that students can avail of. There is a computer room for their exclusive use where they can work on the computers to access web resources. Apart from this, we have a digital language laboratory, a phonetics laboratory and two computer laboratories for studying, browsing, downloading and typing.

h. Cost Estimates for Development of the Programme

Programme	Programme Development	Delivery	Maintenance	Total
PGCTE	Rs 7,00,000	Rs 3,00,000	Rs 27,00,000	Rs 37,00,000

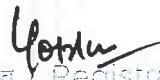
Admission, Delivery and Evaluation Norms:

Fee Structure:

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.


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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)

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


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i. Quality Assurance Mechanisms:

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

- i. Upgrading all 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 every three years
- vi. Collecting feedback regularly from the participants, Academic Counsellors and tutors as well as subject experts in diverse disciplines within the EFL University and outside for revision of SLMs and assignments.
- vii. Obtaining approval of the higher academic bodies of the University for the programmes, course structures and detailed syllabi


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