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.
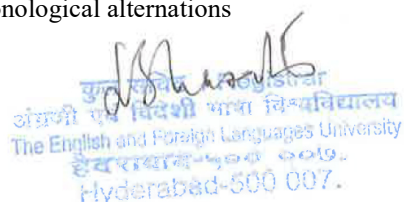
COURSE 7   STYLISTICS

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** Segments vs. features 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