

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

HYDERABAD, LUCKNOW, SHILLONG



POSTGRADUATE DIPLOMA IN THE TEACHING OF ENGLISH

(PGDTE)

HANDBOOK - 2025-26



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DISCLAIMER

This Handbook is only for the information and ready reference of our students, and does *not* constitute a legal document. While every effort has been made to ensure that the information provided is accurate and up to date, the University shall not be held responsible for any inadvertent errors or omissions that may be found in the document.

ADVICE TO STUDENTS

Some of the courses mentioned in this Handbook may or may not be offered in a particular academic year/semester. Students are therefore advised to consult the Programme Coordinator at the beginning of each Semester for confirmation.

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Introduction

This Handbook provides detailed information on the academic requirements and course content of the Postgraduate Diploma in the Teaching of English (PGDTE) offered by The English and Foreign Languages University. It is intended to familiarize students with the guidelines and academic milestones necessary for the successful completion of the programme. This Handbook should be read in conjunction with the University's Academic Ordinances, which outline the policies and procedures applicable to all academic programmes.

The Handbook lists the courses offered under the PGDTE programme and explains the curriculum, procedures, and policies governing students. Students are responsible for following the University regulations described in this Handbook and in the Academic Ordinances. These include rules related to registration, deadlines, attendance, and the maintenance of minimum academic standards for promotion. If any information in this Handbook changes during the academic year, students will be informed at the earliest possible opportunity.

We hope this Handbook will be useful to you and wish you a rewarding experience during your programme at The English and Foreign Languages University.

About The English and Foreign Languages University

The English and Foreign Languages University (EFLU), formerly known as the Central Institute of English and Foreign Languages (CIEFL), was established by an Act of Parliament and came into existence on 3 August 2007. The University builds on the legacy of CIEFL and continues to expand its academic and research activities at the national and global levels. Its mandate is to advance and disseminate instructional, research, and extension facilities in the teaching of English and foreign languages and literatures in India, and to promote interdisciplinary studies and research in literary and cultural studies, fostering critical intercultural understanding, as stated in the Act.

The University has campuses in Lucknow and Shillong. Its objective is to make quality education in English and foreign languages accessible across India. As stated in the Act (2006) (No. 7 of 2007), the objectives of the University are:

- To disseminate and advance knowledge by providing instructional, research, and extension facilities in the teaching of English and select foreign languages and literatures in India.
- To train language teachers in methods and approaches appropriate to the Indian context.
- To provide expertise in language and teacher education to professionals from other countries.
- To evolve indigenous methods of testing language proficiency.
- To develop innovative teaching–learning materials in both print and electronic media.
- To promote interdisciplinary studies and research in literary and cultural studies.
- To develop critical intercultural understanding of civilizations.

From the Vice Chancellor's Desk

On behalf of the EFL University, I extend a warm and enthusiastic welcome to you as you embark on an exciting journey into higher education. Congratulations on taking this significant step towards achieving your academic and personal goals!

At the University, we believe that every student is a unique individual with boundaries potential. As you become a part of our diverse community, you will find countless opportunities to gain experience, grow, and make lasting memories. We assure you that this will be an enriching and transformative chapter of your life.

As you set foot on our Campus, you will be surrounded by dedicated faculty, supportive staff, and fellow students who share a passion for knowledge and discovery. Together, we create an inclusive and dynamic environment that fosters intellectual curiosity, creativity, and critical thinking.

I present to you the Handbook for Post Graduate Diploma in the Teaching of English (PGDTE), which includes important resources and information to help ensure that your experience is both rewarding and successful. You are responsible for knowledge of the policies and regulations included in the Handbook, so please be sure to carefully read and reference this resource as you navigate your time at the University.

If you have questions or need assistance, we will be happy to assist you. My best wishes to you for a fulfilling and rewarding academic and personal experiences at the EFL University.

Prof. N. Nagaraju
Vice Chancellor

Academic Calendar

The PGDTE is spread over two semesters and the academic calendar is as follows

October 2025 – March 2026 (Semester 1)

Event	Date(s)
Opening Day	28 October 2025
Orientation Programme for Semester I Students	28 October 2025
Commencement of Classes	29 October 2025
First Internal Assessment	24–28 November 2025
Second Internal Assessment	5–10 January 2026
Third Internal Assessment	2–7 February 2026
Winter Vacation (Students & Teachers)	4 December 2025– 1 January 2026
Reopening (Students & Teachers)	2 January 2026
Last Day of Instruction	12 March 2026
Submission of No Dues (Office of CoE)	13 March 2026
Submission of Internal Assessment Grades	13 March 2026
Submission of Attendance	13 March 2026
Issue of Admit Passes	13–14 March 2026
Semester-End Examinations	16–21 March 2026
Submission of Semester-End Grades	25 March 2026
Declaration of Results	31 March 2026
Last Date for Applying for Supplementary / Grade Improvement Exams	6 April 2026
Conduct of Supplementary / Grade Improvement Exams	10–16 April 2026
Declaration of Supplementary / Grade Improvement Results	25 April 2026
Winter Vacation (Students & Teachers)	4 December 2025– 1 January 2026
Reopening (Students & Teachers)	2 January 2026

April 2026 – September 2026 (Semester 2)

Event	Date(s)
Commencement of Classes	1 April 2026
Last Date for Payment of Semester Fee	10 April 2026
First Internal Assessment	27 April – 2 May 2026
Summer Vacation (Students)	4 May – 21 June 2026
Reopening for Students	22 June 2026
Second Internal Assessment	6–11 July 2026
Third Internal Assessment	3–8 August 2026
Last Day of Instruction	8 September 2026
Submission of No Dues (Office of CoE)	9 September 2026
Submission of Internal Assessment Grades	9 September 2026
Submission of Attendance	10 September 2026
Issue of Admit Passes	11–13 September 2026
Semester-End Examinations	14–19 September 2026
Submission of Semester-End Grades	26 September 2026
Declaration of Results	30 September 2026
Last Date for Applying for Re-evaluation (Online)	1–3 October 2026
Last Date for Applying for Supplementary / Grade Improvement Exams (Online)	7 October 2026
Conduct of Supplementary / Grade Improvement Exams	9–14 October 2026
Declaration of Supplementary / Grade Improvement Results	24 October 2026
Summer Vacation (Teachers)	4 May – 7 June 2026
Reopening for Teachers	8 June 2026

Post Graduate Diploma in the Teaching of English (PGDTE)

Description of the Programme

The Post Graduate Diploma in the Teaching of English (PGDTE) is a professional teacher education programme designed to provide learners with a sound theoretical understanding of English language teaching and practical training in classroom pedagogy. The programme introduces students to key concepts, methods, and approaches in English language teaching while enabling them to apply this knowledge through structured classroom practice.

The PGDTE emphasizes the integration of theory and practice, focusing on the development of teaching skills such as lesson planning, classroom management, material design, assessment, and reflective teaching. It prepares prospective teachers to work effectively in diverse educational contexts and equips them with the professional competencies required for English language teaching in India and beyond.

Duration

The duration of the programme is two semesters

(1 August - 30th November and 1st January - 30th April)

Course Content

Students are required to complete a total of twelve courses, with six courses in Semester I and six courses in Semester II. All courses offered in Semester I are compulsory and are designated as Compulsory (C) courses.

In Semester II, **Practice Teaching, Dissertation, and Swayam** are compulsory (C) components of the programme. In addition, students may choose up to three optional/elective (E) courses from the list of electives offered in that semester.

Post-Graduate Diploma in Teaching of English- Semester –I
Semester I and II

S. No	Semester	Course Code	Areas in which a course can be offered	Compulsory/ Optional	Credits
1.	I	PGDTEC651	Phonetics and Spoken English	Compulsory	4
2.		PGDTEC652	Introduction to Linguistics	Compulsory	4
3.		PGDTEC653	Modern English Grammar and Usage	Compulsory	4
4.		PGDTEC654	Methods of Teaching English	Compulsory	4
5.		PGDTEC655	Teaching Materials	Compulsory	4
6.		PGDTEC656	Interpretation of Literature	Compulsory	4
7.				One course that is multidisciplinary in nature to be pursued on the SWAYAM platform	Compulsory

(Note: All courses listed under semester II may not be offered in a particular semester.)

Semester 2 All Elective Courses

8.	II	PGDTEC657	Effective Practices in ESP	Optional	4	
9.		PGDTEC658	ESP Materials	Optional	4	
10.		PGDTEC659	Innovation in ELT	Optional	4	
11.		PGDTEC660	Language through Literature	Optional	4	
12.		PGDTEC661	Materials for Skill Development	Optional	4	
13.		PGDTEC662	Principles for Language Teaching	Optional	4	
14.		PGDTEC663	The Phonetics of English	Optional	4	
15.		PGDTEC664	Teaching of Grammar	Optional	4	
16.		PGDTEC665	Testing in the Second Language Classroom	Optional	4	
17.		PGDTEC666	Adapting ELT Materials	Optional	4	
18.		PGDTEC667	Training to Train	Optional	4	
19.		PGDTEC668	Language through Media	Optional	4	
20.		PGDTEC669	Translanguaging	Optional	4	
21.		PGDTEC670	Designing language Assessment (Cross Listed with PGDMD)	Optional	4	
22.		PGDTEC671	Practice Teaching	Compulsory	4	
23.			PGDTEC672	Dissertation	Compulsory	4

PROGRAMME SPECIFIC OUTCOMES

Element/Dimension	Program me Learning Objectives	Program Learning Outcomes
Knowledge and understanding	PO1	gain knowledge of English as a Second Language (ESL), including such areas as approaches and methods of teaching
	PO2	obtain knowledge of English literature, and linguistics in the context of teaching of English as a Second Language
	PO3	understand the relevance of instructional materials in developing language skills, vocabulary, and grammar
	PO4	acquire knowledge of key factors that involve classroom dynamics such as classroom management, classroom interaction, and teacher talk
Skills related to one's specialization	PO5	develop skills for language assessment and evaluation
	PO6	acquire skills to select appropriate pedagogy to teach English language, and literature
	PO7	develop skills to adapt/design and prepare instructional materials to teach ESL
	PO8	develop skills for effective classroom communication
Application of knowledge and skills	PO9	select and apply methods of teaching English at various proficiency levels
	PO10	design/adapt instructional materials to develop language competencies

	PO11	design appropriate tools for classroom-based evaluation
Generic Learning Outcomes	PO12	Synthesis specialized texts and research papers; present theoretical insights and findings at national and international for a
	PO13	be equipped for a career in teaching and content development in English
	PO14	develop critical thinking skills and intercultural understanding to participate in a global workforce

Detailed course descriptions for Semester I

Course title	Phonetics & Spoken English
Category	Existing course without changes
Course code	PGDTEC651
Semester	I
Number of credits	4

<p>Course description</p>	<p>This course focuses on developing both theoretical knowledge and practical competence in the phonetics of English. It introduces students to the sound system of English, including phonemes, stress, rhythm, and intonation patterns, with particular reference to Received Pronunciation (RP). The course aims to enhance learners' ability to identify and produce English sounds accurately, while also addressing common issues related to first language (L1) interference.</p> <p>Through guided practice, use of dictionaries, and focused pronunciation exercises, students will improve their spoken English skills and intelligibility. The course also emphasizes the role of pronunciation in effective communication, enabling learners to use English confidently in academic and professional contexts. By integrating theory with practice, the course contributes to students' overall communicative competence and employability.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Develop a sound theoretical understanding of the phonetics of English. (<i>PO1</i>) • Train students to identify and describe English phonemes and sound patterns. (<i>PO1, PO2, PO3</i>) • Build awareness of stress, rhythm, and intonation patterns in spoken English. (<i>PO2, PO3, PO6</i>) • Enhance pronunciation and spoken English skills for effective communication and employability. (<i>PO6, PO7, PO8, PO13, PO14</i>) <p>Learning Outcomes</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a clear understanding of English phonetic concepts and sound systems. • Accurately identify and produce English phonemes in different contexts. • Apply appropriate stress, rhythm, and intonation patterns in speech. • Improve pronunciation, intelligibility, and spoken English skills, reducing L1 interference and enhancing employability. <p>(Received Pronunciation)), phoneme distribution, syllable, word accent, and the prosodic systems of rhythm and intonation. The evaluation is based on theoretical knowledge and its application, and production and perception skills.</p>
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Course delivery	<ul style="list-style-type: none"> • Lecture: theory 50% <p>Experiential learning: Tutorial 25 %; Lab sessions 25%</p>
Evaluation scheme	<ul style="list-style-type: none"> • Internal:40% - 3 Internals (both theory and tutorials) • End-semester:60% - Sit-down Exam + ORAL test + Ear Training test
Reading list	<p>Essential reading</p> <ol style="list-style-type: none"> 1. Gimson, A.C. 2008. <i>Gimson's Pronunciation of English</i>, 7th ed. Revised by A Cruttenden. London: Hodder Education. 2. Roach, P. 2009. <i>English Phonetics and Phonology: A Practical Course</i>, 4th ed. Cambridge: Cambridge University Press. <p>Dictionary:</p> <ol style="list-style-type: none"> 1. Jones, D. 2011. <i>Cambridge English Pronouncing Dictionary</i>, 18th ed. Cambridge: Cambridge University Press. <p>Digital Lab:</p> <ol style="list-style-type: none"> 1. Language Lab Lessons (audio files): <i>A Course in Phonetics & Spoken English</i> 2. <i>Connected Speech</i> Software

Course title	INTRODUCTION TO LINGUISTICS
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	PGDTEC652
Number of credits	4
Semester	First Semester

Course description	<p>A brief overview of the course:</p> <p>The course aims to enable participants to get insights into how languages are organized and function in various situations. It equips them with basic concepts of linguistics and the various aspects which together constitute language. It further makes the participants understand how mother tongues are acquired, other tongues such as English are learned and how the knowledge of language can be utilized in the English classroom. The course will supplement what the participants learn in other courses on Grammar and Phonetics and be able to make connections. It further aims at developing their intuitions about language and at making them better language teachers and researchers of various aspects of language.</p> <p>Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) At the end of the course, students will be able to:</p> <ol style="list-style-type: none"> a) Use the tools for observation, description and explanation of language data; and, b) Apply the key areas of linguistics to enhance their language awareness and thereby their language development. <p>Learning outcomes—</p> <ol style="list-style-type: none"> a) domain specific outcomes: PO1 & PO3 b) value addition: PO12 & PO14 c) skill-enhancement: PO8 d) employability quotient: PO13
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation): Written tests (40%)</p> <p>End-semester (mode of evaluation): Written test (60%)</p>
Reading list	<p>Essential reading:</p> <p>Verma and Krishnaswamy. (2022) <i>Modern Linguistics: An Introduction</i> (25th edition). Oxford University Press.</p> <p>Yule, George. (2010). <i>The Study of Language</i> (4th edition). Cambridge University Press.</p> <p>Roach, Peter. (2009). <i>English phonetics and phonology</i> (4th edition). Cambridge University Press.</p>

Additional reading:

Stageberg, N. C. and Oaks, D. D. (2000). *An Introductory English Grammar (5th edition)*. Cengage Learning.

Meyer, C. F. (2009). *Introducing English Linguistics*. Cambridge University Press.

Adrian A., Richard A. D., Ann K. F., and Robert M. H. (2012). *Linguistics: An Introduction to Language and Communication*. Cambridge, Massachusetts.

Carnie, A. (2013). "Constituency tests." In *Syntax: A Generative Introduction*. John Wiley and Sons, 86-89.

Cruse, A. (2006). "Prototype theory." In *A glossary of semantics and pragmatics*. Oxford University Press, 146-148.

Fromkin, V., Robert R., and Nina, H. (2013). *An introduction to language*. Cengage Learning.

Taylor and Francis. Malmkjær, K. (2009). "Animals and language." In *The Routledge linguistics encyclopedia*, Kirsten Malmkjær (Ed.). Routledge, 10-16.

Course title	Modern English Grammar and Usage (MEGU)
Category (Mention the appropriate category (a/b/c) in the course description.)	a. Existing course without changes
Course code	PGDTEC653

Semester	I
Number of credits	4
Course description	<p>A brief overview of the course</p> <p>This course makes a distinction between a linguist’s grammar, teacher’s grammar and a students’ grammar and focuses on the need to develop an awareness of a teacher’s grammar among the students. The course makes a distinction between the prescriptive and descriptive approaches to language and grammar teaching to adopt 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 addresses notions of acceptability and unacceptability with reference to linguistic and non-linguistic norms which teachers should be aware of. The final module focuses on grammar teaching and discusses pedagogies incorporating communicative approaches to teaching grammar.</p> <p>Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <p>P02 Obtain knowledge of linguistics in the context of teaching English as a second language (a)</p> <p>P06 acquire skills to select appropriate pedagogy to teach English language, and literature (c)</p> <p>P08 develop skills for effective classroom communication (c) and</p> <p>P13 to be equipped for a career in teaching (d)</p> <p>Learning outcomes—a) domain specific outcomes b) value addition/ c) skill-enhancement/ d) employability quotient</p>
Course delivery	<p>Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)</p> <p>Lecture- types of grammar, notion of acceptability, Indian English Experiential learning- teaching of grammar through peer and practice teaching</p>

<p>Evaluation scheme</p>	<p>Internal (modes of evaluation): Prompt based take-home response paper (20%) In class application-based quiz (20%) End-semester (mode of evaluation): 60% Grammar teaching sessions and lesson plans: 30 marks (in groups) Self- and peer observation reports and teaching materials: 30 marks (individual)</p>
<p>Reading list</p>	<p>Essential reading</p> <ul style="list-style-type: none"> • Department of Distance Education, EFL University, Hyderabad: Blocks 1-5 of Modern English Grammar and Usage of EFL for PGDTE. • Bakshi, R. N. (2000). <i>A course in English grammar</i>. New Delhi: Orient Blackswan • Hewings, M. (2005). <i>Advanced grammar in use</i>. Cambridge: CUP • Parrott, M. (2000). <i>Grammar for English language teachers</i>. Cambridge: CUP • Upendran, S.(2017). <i>Know your English: Idioms and their stories</i>. U.K.: Universities Press • Yule, G. (1998). <i>Explaining English grammar</i>. Oxford: OUP

	<ul style="list-style-type: none"> • Yule, G. (2022). <i>The study of language (8th edition)</i>. Cambridge: CUP • Pingali, S. (2009). <i>Indian English</i>. Edinburgh: Edinburgh University Press. <p>Additional reading</p> <ul style="list-style-type: none"> • Greenbaum, S. and Quirk, R. (1990). <i>A Student's grammar of the English Language</i>. Essex: Longman. • Quirk, R. and Greenbaum, S. (1973). <i>A University Grammar of English</i>. London: Longman. • Quirk, R. et al. (1983). <i>A Comprehensive Grammar of the English Language</i>. London: Longman. • Leech, G. and Svartvik, J. (1975). <i>A Communicative Grammar of English</i>. London: Longman. • Leech, G. et al. (1979). <i>English Grammar for Today</i>. London: Macmillan. • Trudgill, P. and Hannah, J. (1982). <i>International English: A Guide to the varieties of Standard English</i>. London: • Swan, M. and Walter, C. (2001). <i>The Good Grammar Book</i>. Oxford: OUP. • Verma, S.K. and Nagarajan, H. (1999). <i>An Interactive Grammar of Modern English</i>. New Delhi: Frank Brothers.
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Course title	Methods of Teaching English (MTE)
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes

Course code	PGDTEC654
Semester	1
Number of credits	4
Course description	<p>Objectives of the course</p> <ul style="list-style-type: none"> • The aim of this course is to introduce participants to the different principles and practices involved in teaching English as a second language. Beginning with a brief history of language teaching, the course will go on to provide ahistorical overview of the principal methods and approaches in language teaching. • Following an examination of the context and environment of language learning, participants will be introduced to the theories of language learning and important factors that affect language learning – teacher factors, learner factors and classroom factors. • The course will also examine the pedagogic principles related to the four skills and elements of language
Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these)
Evaluation scheme	Internal (modes of evaluation): 40% End-semester (mode of evaluation): 60%
Reading List	<p>Essential Readings: Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and Methods in Language Teaching</i>.</p> <p>Additional Readings: Harmer, J. (2015). <i>The Practice of English Language Teaching</i>. Scrivener, J. (2011). <i>Learning Teaching: The Essential Guide to English Language Teaching</i>. Larsen-Freeman, D., & Anderson, M. (2011). <i>Techniques and Principles in Language Teaching</i>. Howatt, A. P. R., & Widdowson, H. G. (2004). <i>A History of English Language Teaching</i>.</p>

Course title	Teaching Materials
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course without changes
Course code	PGDTEC655
Semester	I
Number of credits	4

Course description	<p>Objectives of the Course This course aims to provide potential teachers of English with a broader perspective on teaching materials (TM) and an understanding of how the coursebook works and can be a springboard for creativity and innovation in the language classroom. By examining a variety of materials at different levels and for different language skills, participants will arrive at a clearer understanding of the role of TM and gain a more realistic view of what TM can achieve.</p> <p>By the end of the course the learners will:</p> <ul style="list-style-type: none"> • understand how curriculum, syllabus, and ELT course design influence materials development • examine the role of teaching materials in the language classroom • recognize the characteristics of different kinds of teaching materials • select, create exercises/activities/tasks meant for developing
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different sub-skills of reading and listening

Module 1:

Curriculum and Syllabus

- Curriculum and Syllabus: definitions and differences •
Language Syllabuses: the need for a syllabus; the role of a syllabus; factors that influence syllabus design; characteristics of a syllabus; the Structural Syllabus

Approaches to Language Teaching

- The Structural Approach; the Communicative Approach; Principles of CLT; CLT materials

Lecture and practice mode

Module 2:

Materials for Teaching Reading

- The main ways of reading; types of comprehension; sub-skills of reading; analysis of tasks for teaching reading;

Teaching Grammar

- Implicit and explicit knowledge of grammar, analysis of grammar tasks

Module 3: Teaching Vocabulary

- aspects of vocabulary; the process of vocabulary acquisition; tasks for teaching vocabulary

Teaching Listening and Speaking

- The nature of oral communication; sub-skills of listening and speaking; analysis of tasks for teaching listening and speaking

Lecture and experiential learning

	<p>Module 4:</p> <p>Teaching Writing</p> <ul style="list-style-type: none"> • Product and process approaches to teaching writing; sub skills and strategies of writing; tasks for teaching writing <p>The Textbook</p> <ul style="list-style-type: none"> • An overview; the role of a textbook; constituents of a textbook and a unit • criteria for analysing a coursebook unit; evaluation of a unit <p>Lecture and experiential learning</p> <p>Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered) • Learning outcomes</p> <p>After successful completion of the course participants will have gained skills to</p> <ul style="list-style-type: none"> • identify the language syllabus/-es on which instructional materials have been designed • analyze activities/exercises and identify the sub-skills in focus.
<p>Course delivery</p>	<ul style="list-style-type: none"> •Lecture • Experiential learning

<p>Evaluation scheme</p>	<ul style="list-style-type: none"> • Internal (modes of evaluation): 40 marks—Tests and assignments • End-semester (mode of evaluation): 60 marks—Sit-in examination
<p>Reading list</p>	<p>Essential reading</p> <ul style="list-style-type: none"> • Harmer, J. (2001). <i>The practice of English language teaching</i>. Harlow: Pearson [Chapter 18 Writing (255-262)] • Hedge, T. (1998). <i>Writing</i>. Oxford: Oxford University Press • Nation, I.S.P. (2001). <i>Learning vocabulary in another language</i>. Cambridge: CUP [Ch.1 The goals of vocabulary learning (pp.6-22) Ch.2 Knowing a word (pp.23-59) Ch.3 Teaching and explaining vocabulary (pp.60-113)] • Nunan, D. (2001). Syllabus design. In M. Celce-Murcia (Ed.), <i>Teaching English as a second or foreign language</i> (3rd ed.). Boston, MA: Heinle & Heinle. • Richards, J.C.& Rodgers, T.S. (2001). <i>Approaches and methods in language teaching</i>. Cambridge: CUP [Chapter 3 The Oral Approach and Situational Language Teaching (pp.36-49)] • Tickoo, M. L. (2003). <i>Teaching and learning English</i>. Orient Longman. • Ur, P. (2012). <i>A Course in language teaching: Practice and theory</i>. Cambridge: CUP. <p>Additional reading</p> <ul style="list-style-type: none"> • Day, R. (1994). Selecting a passage for the EFL reading class. <i>Forum</i>, Vol. 32/1. • Day, R. and Park, J. (2005). Developing reading comprehension questions. <i>Reading in a Foreign Language</i>. 17, No. 1. • Hyland, K. (2003). <i>Second language writing</i>. Cambridge:

	<p>Cambridge University Press [(Chapter 1)]</p> <ul style="list-style-type: none"> • McGrath, I. (2002). <i>Materials evaluation and design for language teaching</i>. Edinburgh: Edinburgh University Press. • Nunan, D. (2000). <i>Syllabus design</i>. Oxford: Oxford University Press. • Nuttall, C. (1996). <i>Teaching reading skills in a foreign language</i> (2nd ed.). Oxford: Heinemann. • Scrivener, J. (2005). <i>Learning teaching</i>. Macmillan. • Ur, P. (1988). <i>Grammar practice activities: A practical guide for teachers</i>. Cambridge: Cambridge University Press.
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Course title	Interpretation of Literature
Category (Mention the appropriate category (a/b/c) in the course description.)	Existing course with changes
Course code	PGDTEC656
Semester	I
Number of credits	4

Course description

Course Description

Literary texts – novels, short stories, poetry, biographies, auto biographies journals, essays etc. – are used extensively both in the literature and the language class room. The objectives of this course are primarily to deepen literary awareness and harness it to teach not only literature, but also strengthen language teaching as well. Teaching literature involves knowing how to read and interpret literature. This involves critical reading of literary works, knowledge of the various theories that are used to interpret literature and understanding how literary language function. Some of the question that will be taken up in this class will be:

- a) How we can we know the difference between a true and a false interpretation?
- b) How do we know that we are construing meanings accurately?
- c) What are the limits of inferring meanings or developing textual implications?
- d) How do we know that a symbol or a sentence is to be taken ironically and not straightforwardly?
- e) What if our exegesis is not authorized by the writer who has maintained a very different explanation?

By the end of the course the learners will:

- develop an awareness of literature and its techniques and art
- recognize the characteristics of different genres
- develop a comprehensive perspective regarding significant critical approaches to literature
- interpret literary texts and short stories/ selections from longer fiction.

Module 1.

Introduction to Literature. Study of select genres. Close reading and contextual analysis.

Module 2.

Interpreting Literature. Historic overview of critical theories used in interpreting literary texts.

Module 3.

Interpreting poetry and the study of poetic language.

Module 4.

Literary Language. Discourse analysis. Literary terms. **Module 5.**

Using literature in the language classroom.

• Learning outcomes

After successful completion of the course participants will have gained skills to

- identify different genres of literature and their characteristics.
- gain an overview of critical approaches to literature.
- insight into the methods of interpreting literary texts.

Course delivery	<ul style="list-style-type: none"> • Lecture • Experiential learning
Evaluation scheme	<ul style="list-style-type: none"> • Internal (examination/assignment): 40% • End-semester (examination/assignment): 60%
Reading list	<p>Essential reading</p> <ul style="list-style-type: none"> • M. S. (2006) English Literary Criticism and Theory. Adler, M. J., Doren, C. (1972). How to Read a book: The Classic Guide to Intelligent Reading. Simon and Schuster. • Eagleton, T. (2013). How to Read Literature. Yale University Press. • Hirsch, E. (2000). How to Read a Poem. Mariner Books. • Lazar, Gillian. (1993). Literature and Language Teaching. CUP, Cambridge. • Puthiyedath, Sangeetha. Ed. (2023). Teaching English Literature in India: • Pedagogy and Practice. EFLU. • Southerland, J. (2007). How to Read a Novel: A User's Guide. St. Martin's Griffin. <p>Additional reading</p> <p>Duff, A & Maley, A (2007) Literature (Resource Books for Teachers), Oxford University press.</p>

SEMESTER II COURSES

Course title	Effective Practices in ESP
Category	Existing course without changes
Course code	PGDTEE657
Semester	II
Number of credits	4
Day/Time	Tuesday: 11.00 am – 1.00 pm Friday: 11.00 am – 1.00 pm
Name of the teacher/s	Dr. Anand Mahanand
Course description	<p>This course provides an overview of current practices in the field of English for Specific Purposes (ESP) and introduces students to effective pedagogical approaches used in ESP teaching and learning. ESP has become an important area within English language education as it focuses on addressing the specific linguistic and communicative needs of learners in academic, professional, and workplace contexts.</p> <p>The course examines the scope, significance, and development of ESP, along with contemporary practices in the field. It focuses on key components of ESP programme development, including Needs Analysis, Curriculum Design, Materials Development, Implementation, and Evaluation. Through theoretical readings, discussions, and practical tasks, students will gain insight into how ESP courses are designed to meet the needs of specific learner groups.</p> <p>By the end of the course, students will develop both theoretical understanding and practical skills necessary to conduct needs analysis, design ESP curricula, develop instructional materials, and implement and evaluate ESP courses in diverse educational and professional contexts.</p> <p>Objectives of the Course</p> <ul style="list-style-type: none"> • Develop an understanding of the scope, significance, and theoretical foundations of English for Specific Purposes (ESP). (<i>PO1, PO2</i>) • Examine the role of needs analysis in identifying learners’ linguistic and communicative requirements. (<i>PO3, PO5</i>)

	<ul style="list-style-type: none"> • Understand the principles involved in ESP curriculum design for specific academic and professional contexts. <i>(PO6)</i> • Develop skills to design and adapt instructional materials suitable for ESP learners. <i>(PO7, PO10)</i> • Apply appropriate teaching strategies for implementing ESP courses effectively. <i>(PO6, PO9)</i> • Design appropriate evaluation and assessment methods for ESP programmes. <i>(PO5, PO11)</i> • Develop the ability to independently plan and conduct ESP-related practices such as course design, materials development, and evaluation. <i>(PO12, PO14)</i> <p>Learning Outcomes</p> <p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • Explain the key concepts, scope, and developments in ESP. • Conduct a needs analysis to identify language requirements in specific academic or professional contexts. • Design ESP curricula and instructional materials based on learner needs. • Implement and evaluate ESP teaching practices in diverse educational or workplace contexts.
Course delivery	Lecture/Experiential learning
Evaluation scheme	<p>Internal Assessment (40%) Sessional Assignments</p> <p>End-Semester Evaluation (60%) Final Written Test</p>
Reading list	<p>Essential Readings: Dudley Evans and Maggie St. Joan. (2008). <i>Developments in English for Specific Purposes</i>. Cambridge: CUP. Hutchinson and Alan Waters. (2009). <i>English for Specific Purposes</i>. Cambridge: CUP. Friedenberg, Joan, Deborah Kennedy, Anne Lamparis, William Martin , Kay Westerfield .(2003). <i>Guidelines for Providers of Work Place English Language Training Services</i>.</p>

	<p>Alexandria, VA: TESOL.</p> <p>Richards, Jack C. (2003). Curriculum Development in Language Teaching. Cambridge UP.</p> <p>Robinson, P. (1991). ESP Today: A Practioner’s Guide. Hermel Hempstead: Prentice Hall International.</p>
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Course title	INNOVATIONS IN ELT
Category	Existing course with changes
Course code	PGDTEE 659
Semester	II
Number of credits	4
Course description	<ul style="list-style-type: none"> • The course introduces participants to the innovative landscape of English Language Teaching (ELT). It offers a thorough overview of innovative methods and best practices in ELT, including the latest trends. It also emphasizes exploring the theoretical foundations of Second Language Acquisition (SLA) to create innovative teaching strategies, examines diverse language learning contexts to tailor instruction to match learner needs, and integrates Information and Communication Technologies (ICT), blended learning, and content-based, task-based and participatory approaches, learning strategy training, cooperative learning and

	<p>multiple intelligence into ELT. Additionally, the course aims to introduce participants to the idea of post method pedagogy that is context-sensitive emphasizing the importance of the parameters of particularity, practicality and possibility as proposed by Kumaravadivelu (2006) within a framework of critical reflective practices. This in turn will foster lifelong professional growth and development, and enable the participants to identify and analyse key pedagogical constraints in a given context and ensure a robust foundation for innovation.</p>
Objectives of the course	<ul style="list-style-type: none"> • In terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered <p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> a) acquire knowledge and skills to implement innovative practices in their ELT classrooms. b) critically evaluate current trends and research in language education, and adapt their teaching practices accordingly. <ul style="list-style-type: none"> • Learning outcomes— <ol style="list-style-type: none"> a) domain specific outcomes: PO1 & PO3 b) value addition: PO12 & PO14 c) skill-enhancement: PO8 d) employability quotient: PO13

Course title	Language through Literature
Category	Existing course with changes
Course code	PGDTEE660
Semester	II
Number of credits	4

Course description	<p>This course helps the participants appreciate literary discourse as a means for learning and teaching the nuances of communication. They examine plays, poems, and short stories to understand how the text may be used to build students' confidence and facilitate spontaneous use of language in the classroom. Intellectually challenging tasks and diverse strategies provide them with opportunities to compare the lecture method with alternative methods that stimulate interaction between the student and the text, peers, and the class and the teacher.</p> <p>Analyzing different learning resources such as books, articles, blogs, readings on YouTube, and peer teaching, participants acquire an in-depth awareness of their role and responsibilities as facilitators. With a strong focus on thinking and language skills, the activities encourage them to overcome their inhibitions and experiment with teaching language through literature.</p>
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Course title	Materials for Skills Development
Category	Existing course without changes
Course code	PGDTEE661
Semester	II
Number of credits	5
Course description	<p>This course aims to provide potential teachers of English with a broader perspective on teaching materials (TM) and an understanding of how the coursebook works and can be a springboard for creativity and innovation in the language classroom. By examining a variety of materials at different levels and for different language skills, participants will arrive at a clearer understanding of the role of TMs and gain a more realistic view of what TMs can achieve.</p> <p>Objectives of the course By the end of the course the learners will:</p> <ul style="list-style-type: none"> ● understand the theory behind materials development for second language learning and teaching ● apply theoretical knowledge to design and develop materials <p>Learning outcomes After successful completion of the course participants will have</p>

	<p>gained skills to</p> <ul style="list-style-type: none"> ● identify the language syllabus/-es on which instructional materials have been designed ● understand the language learning principles that guide the design of teaching materials ● design activities/exercises to develop sub-skills of listening and reading; and types of writing; and various functions of speaking <p>Module I: Principles of language learning and materials development; materials for the teaching of reading skills</p> <p>Module II: Materials for the teaching of vocabulary and grammar</p> <p>Module III: Materials for the teaching of listening skills</p> <p>Module IV: Materials for the teaching of speaking skills</p> <p>Module V: Materials for the teaching of writing skills</p>
Course delivery	Lecture/Experiential learning
Evaluation scheme	<p>Internal (modes of evaluation): 50% sit-down test; presentation; group discussion</p> <p>End-semester (mode of evaluation): Project 50%</p> <p>Participants will be required to do a final project where they design materials for a target population of their choice.</p>
Reading list	<p>Essential reading</p> <p>Prabhu, N. S. (1988). <i>Materials as support; materials as constraint</i>. RELC Seminar, Singapore.</p> <p>Rinvolutri, M. (2008). <i>How useful are comprehension questions</i>. IATEFL Voices, Newsletter, Issue 204.</p> <p>Burton, S. J., Sudweeks, R. R., Merrill, P. and Wood, B. (1991). <i>How to prepare Better Multiple-Choice Test Items: Guidelines for University Faculty</i></p>

Honeyfield, (1997).*Simplification*. TESOL Quarterly, Vol. 11. No. 4, 431-440. Day,R.(2002).*Why use Simplified Materials*. Teacher Talk, Centre for Asia-Pacific Exchange (CAPE).

Stoller, F.Anderson, N., Grabe, W. and Komiyama, R. (2013).*Instructional Enhancements to Improve Students' Reading Abilities* English Teaching Forum, 2013, No. 1.

Tomlinson, B. (2012) Materials Development for Language Learning and Teaching. *Language Teaching* 45.2, 143-179, CUP.

Ragan, A. *Using Adapted Texts in ELL Classrooms*. Modern Language Journal, 83(3) 350-366.

Guariento, W., andMorley, J. (2001).*Text and Task Authenticity in the EFL Classroom*.ELTJ, 55/4.OUP.

Harwood, N. (Ed.). (2010). *English Language Teaching Materials: Theory and Practice* Cambridge: CUP.

Aebersold, J., and Field, M.L. (1997).*From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. Cambridge: CUP

Flowerdew, J., andMiller, L. (2005).*Second Language Listening: Theory and Practice Chapter 7*. Cambridge: CUP.

Hyland, K. (2003). *Second Language Writing*. Cambridge: CUP.

Schmitt, N. (2000). *Vocabulary in second language teaching*. Chapters 3 and 4, Cambridge: CUP.

Course title	PRINCIPLES OF LANGUAGE TEACHING
Category	Existing course with changes
Course code	PGDTEE662
Semester	II
Number of credits	4

<p>Course description</p>	<ul style="list-style-type: none"> • It would perhaps be apt to begin the description by recalling what Diane Larsen – Freeman and Marti Anderson say- “Teaching is simultaneously mental and social. It is also physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal. In short, teaching is very complex, influenced not only by these 12 dimensions and perhaps others, but also requiring their contingent orchestration in support of students’ learning”. Indeed, Teaching is highly complex, especially when it comes to language teaching. • This course - Principles of Language teaching (PLT) aims to provide the learner with a deeper understanding of the various dimensions of ELT and also give insights into the core principles and techniques in Language Teaching. It also aims to give the learners an understanding of classroom interaction, the nature and types of interaction modes in the language classroom. • The Course will also familiarize learners with the concept of Bi/Multilingualism as an important factor in language teaching and learning in multilingual and multicultural contexts. In preparation for research studies in ELT, an introduction to research in ELT will also be provided. <p>• Objectives:</p> <ul style="list-style-type: none"> ✓ To provide the learner with a deeper understanding of the various dimensions of ELT and also give insights into the core principles and techniques in Language Teaching. ✓ To give the learners insights into classroom interaction, the nature and types of interaction modes in the language classroom. ✓ To familiarize learners with the concept of Bi/Multilingualism as an important factor in language teaching and learning in multilingual and multicultural contexts.
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Course title	THE PHONETICS OF ENGLISH
Category	Existing course with changes
Course code	PGDTEE663
Semester	II
Number of credits	4
Course description	<ul style="list-style-type: none"> • The course 'The Phonetics of English' deals with certain advanced aspects of phonetics. The course presents an overview of the concepts of phoneme and allophone. It teaches in detail the allophonic variants of both consonants and vowels of English, and the suprasegmental features of English language - syllable, word accent, rhythm and intonation. It also deals with the morphophonemic processes in continuous speech. Training for phonetic transcription of words and sentences and marking for intonation is inbuilt in the respective modules of this course. • Course Objectives: By the end of the course students will be able to: <ul style="list-style-type: none"> 1) Knowledge and Understanding CO1: gain thorough knowledge to identify the allophonic variants of all the consonants and vowels of English; and the phonetic environments in which they are realized (aligns with PO1 and PO2). CO2: learn the principles behind marking primary and secondary accent in words and use all the weak and contracted forms in connected speech of English (aligns with PO1 and PO2). CO3: learn the unmarked and marked instances of the three aspects of intonation in relation to the meaning that is being conveyed, and the six tones for conveying attitudes (aligns with PO1 and PO2). 2) Skills related to one's specialization CO4: acquire skills in phonetic transcription using the International

Phonetic Alphabet (IPA) (aligns with PO6).

CO5: train ESL learners/corporate language trainers in differentiating the attitudinal nuances of intonation (aligns with PO6, PO7 and PO8).

3) Application of Knowledge and skills

CO6: transcribe phonetically, and read passages in phonetic transcription, and have an awareness of the morphophonemic processes that occur in continuous speech (aligns with PO9).

4) Generic learning Outcomes

CO7: appreciate the differences in some select accents of English and identify and overcome the features of English spoken in India to be intelligible, both in the national and the international scenarios (PO13 and PO14).

i) Learning outcomes

a) domain specific outcomes upon completion of the course, students will:

- gain thorough knowledge to identify and phonetically transcribe the allophonic variants of all the consonants and vowels of English.
- learn the principles behind marking primary and secondary accent in words and use all the weak and contracted forms in connected speech of English. • learn the unmarked and marked instances of the three aspects of intonation in relation to the meaning that is being conveyed, and the six tones for conveying attitudes.
- appreciate the differences in some select accents of English.

b) value addition: This course is aimed at neutralizing the accent of ESL (English as a second language) learners.

c) skill-enhancement: This course will adequately train the learners to improve their pronunciation skills and equip them with skills needed to train ESL learners in English pronunciation.

	<p>d) employability quotient</p> <p>On completion of this course, the learners will be thoroughly equipped to teach the nuances of English language pronunciation thereby increasing the scope of employability in academia and corporate world.</p>
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Course title	Teaching of Grammar
Category	Existing course with changes
Course code	PGDTEE664
Semester	II
Number of credits	4
Course description	In this course, students will begin by examining various notions of grammar and then go on to examine the objectives of teaching grammar in L1 and L2 contexts. After a look at the various methods of grammar teaching, participants will also be introduced to the concepts of implicit and explicit grammar teaching. During the course, they will analyze grammar tasks and prepare to teach them in authentic situations. Thus, the course involves both theoretical and practical components.

Course title	Testing in the Second Language Classroom
Category	Existing course with changes
Course code	PGDTEE665

Semester	II
Number of credits	4
Course description	This course will introduce you to basic concepts in evaluation, assessment and testing in the language classroom. It will draw on your experiences of being a language teacher, or of being evaluated as a learner in the classroom and use that experience as a basis to provide insights into the theory and practice of language testing. You will get a hands-on experience in analysing, critiquing, and modifying test items. The course will revolve around a series of worksheets that need to be solved and discussed. Thus, the primary mode of teaching will be 'learning through doing'. There will some inputs by way of readings; these will be used as the basis for discussion in class.

Course title	Adapting ELT Materials
Category (Mention the appropriate category (a/b/c) in the course description.)	New course
Course code	PGDTEE666
Semester	II
Number of credits	4
Maximum intake	
Course description	<p>Include the following in the course description</p> <p>i) A brief overview of the course</p> <p>Materials evaluation is the process of assessing learning resources based on their appeal, credibility, validity, reliability, ability to motivate learners, and contribution to both teaching and learning.</p>

It also considers how learners and teachers perceive the value of the materials and how flexible and adaptable they are in various contexts. Although teachers typically work with pre-designed coursebooks, they often need to adapt materials to suit the individualised needs of their students. The adaptation can be either pre-planned or spontaneous and is a key aspect of effective classroom practice. It reflects a creative and reflective dialogue between the teacher and the materials, making it an essential area of study in ELT. This course aims at creating an awareness amongst the participants of the various reasons for adapting materials can be beneficial when considering how best to use materials for the classroom.

ii) **Objectives of the course** in terms of Programme Specific Outcomes

In the light of the above discussion, at the end of the course participants will

- be familiar with the theoretical aspects of designing instructional materials;
- analyse textbooks to identify the claims made by the books by applying checklists; (PO1 and PO2))
- understand how to evaluate language teaching materials using checklists for evaluating materials; (PO1 and PO2)
- engage in a systematic adaptation of activities following techniques of adaption, and (PO4 and PO7)
- publish their work.

Learning outcomes

By the end of this course, students will be able to:

a. Domain-Specific Outcomes

- Demonstrate understanding of theoretical foundations in ELT materials evaluation and adaptation.
- Critically analyze ELT textbooks using checklists and evaluation frameworks relevant to second language acquisition and pedagogy.

	<ul style="list-style-type: none"> ● Apply principles of SLA and pedagogy to evaluate and adapt, instructional materials that align with learners’ linguistic and contextual needs. <p>b. Value addition outcomes</p> <ul style="list-style-type: none"> ● Recognize the importance of context-sensitive material adaptation, encouraging culturally and linguistically responsive pedagogy. ● Understand the teacher’s role as a material developer and critical evaluator, promoting autonomy and informed decision-making in the classroom. <p>c. Skill-enhancement outcomes</p> <ul style="list-style-type: none"> ● Adapt, ELT materials to address diverse learner profiles, proficiency levels, and learning objectives. ● Collaborate in peer-review and feedback processes, promoting teamwork and communication skills in professional settings. <p>d. Employability Outcomes</p> <ul style="list-style-type: none"> ● Build a portfolio of adapted and original materials, showcasing design skills for job interviews or teaching positions. ● Strengthen curriculum development and instructional design capabilities, valuable for roles such as ELT practitioner or, materials writer, ● Demonstrate innovation and problem-solving in real-time classroom scenarios through the spontaneous adaptation of materials.
Course delivery	<p>I. Analysing coursebooks (Presentation and Discussion)</p> <ul style="list-style-type: none"> ● Methods and materials ● Uses of a coursebook ● Purposes of material analysis ● Analysis checklists <p>II. Evaluating activities in a coursebook (Discussion and Experiential learning)</p> <ul style="list-style-type: none"> ● Checklists of material evaluation ● Evaluating activities that aim at developing language skills and elements

	<p>III. Objectives and techniques of adapting materials</p> <p>(Discussion and application—experiential learning)</p> <ul style="list-style-type: none"> ● Rationale for adapting materials ● Types of adaptation ● Techniques of adaptation <p>IV. Adapting Materials (practical component)</p> <ul style="list-style-type: none"> ● Hands-on adaption of coursebook units ● Peer review and feedback on adapted materials ● Development of materials adaptation portfolio ● Reflective practice and justification of adaptations
<p>Evaluation scheme</p>	<p>Internal Assessment: 50%</p> <p>i) Class participation—10%</p> <p>ii) Course book evaluation report—15%</p> <p>iii) Adaptation of tasks—15%</p> <p>iv) Reflective journal—10%</p> <p>End-semester Assessment: 50%</p> <p>Project—participants adapt instructional materials and submit a written report in about 2000 words.</p>
<p>Reading list</p>	<p>Essential reading</p> <ul style="list-style-type: none"> ● Carter, R. (2020). Adapting teaching materials for diverse learners: Strategies and case studies. <i>TESOL Journal</i>, 11(2), 245–261. ● Cunningsworth, A. (1995). <i>Choosing your Coursebook</i>. Oxford: Heinemann. ● _____ . (1996). <i>Evaluating and Selecting EFL Teaching Materials</i>. Oxford: Heinemann ● Lee, S. K., & Huang, H. T. (2019). Using authentic materials to develop content knowledge in English language learners: A review. <i>Language Teaching Research</i>, 23(4), 423–442.

- McDonough, Jo and Shaw Christopher. (2004). *Materials and Methods in ELT*. Blackwell Publishing
- Harwood Nigel (Ed.). (2010). *English Language Teaching Materials*. Cambridge: Cambridge University Press.
- Tomlinson, Brian. (Ed.). (2003). *Developing Materials for Language Teaching*. London: Continuum.
- _____. (Ed.). (2009). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.
- _____ (Ed.). (2010). *English Language Learning Materials: A Critical Review*. London: Continuum.
- _____ (2012). *Materials development in language teaching*. Cambridge University Press.

Additional reading

- Belova, E., & Sharifian, A. (2021). Teachers' perspectives on adapting materials in the language classroom. *Journal of Language and Education*, 7(1), 22–34.
- Chapman, A., & Donato, R. (Eds.). (2018). *An update on language teaching materials: Perspectives on program design and evaluation*. Routledge.
- Norris, J. M. (2017). Task-based language teaching and materials adaptation: Recent trends and future directions. *Language Teaching*, 50(2), 253–269.
- Richards, J. C., & Renandya, W. A. (Eds.). (2019). *Methodology in language teaching: A reflective approach* (2nd ed.). Cambridge University Press.
- Tomlinson, B., Masuhara, H. (Eds.) (2011) *Research for Materials Development in Language Learning: Evidence for Best Practice*. London: Continuum.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Walker, P., & Harmer, J. (2022). Approaches to adapting instructional materials in language teaching. *ELT Journal*, 76(3), 289–303.

Course title	Training to Train
Category	Existing course with changes
Course code	PGDTEE667
Semester	II
Number of credits	4
Course Description	<ul style="list-style-type: none"> • This course introduces learners to the principles, methods, and literature of Training and Development. It explores key aspects of training, including andragogy, models, strategies, materials, design, delivery systems, evaluation, and ethics. With this comprehensive understanding, learners will be prepared to design, develop, deliver, and assess training programs in language education, interpersonal skills, and employability skills. • The course includes modules on learning principles, various trainer roles, essential trainer skills, and a systems approach to training. Topics covered include learning styles, multiple intelligences, creative and critical thinking, Maslow's hierarchy of needs, blended and e-learning, and trainer roles such as facilitator, motivator, and mentor. The course emphasizes practical application in designing and evaluating training programs. • Key concepts of training and development, including andragogy, various training models, strategies, materials, design principles, delivery systems, evaluation methods, and ethical considerations will be discussed. The course will enable learners to apply learning styles, multiple intelligences, creative and critical thinking, and Maslow's hierarchy of needs to the design and implementation of training programs. Different roles such as facilitator, motivator, and mentor will be discussed for effective training delivery. Topics such as integration of blended mode, e learning and digital tools and techniques will adept learners to

design and optimize training outcomes. Evaluation tools and methods to assess training program effectiveness, offering constructive feedback and implementing necessary improvements will also be discussed. Finally, the course will also make learners aware of ethical issues in training design, delivery, and evaluation, ensuring that training programs adhere to high ethical standards.

- **Objectives of the course** in terms of Programme Specific

Outcomes (PSO of the Programme under which the course is being offered) by the end of the course, students will be able to:

- a. Gain a thorough understanding of training and development concepts, including andragogy, models, strategies, materials, design, delivery systems, evaluation, and ethics.
- b. Learn and understand theories of learning styles, multiple intelligences, creative and critical thinking, and Maslow's hierarchy of needs, and their application to training program design and delivery.
- c. Understand the various roles of a trainer, such as facilitator, motivator, mentor, and also develop the essential skills needed for effective training delivery.
- d. Explore and master blended learning and e-learning strategies to enhance training programs.
- e. Design and develop effective training programs focused on language education, interpersonal skills, and employability skills, using relevant learning principles and approaches.
- f. Develop the ability to assess and evaluate the effectiveness of training programs using various evaluation methods and tools.
- g. Understand and apply ethical considerations in the design, delivery, and evaluation of training programs.

- **Learning outcomes**

- a) domain specific outcomes: PO1

	<p>b) value addition: PO14</p> <p>c) skill-enhancement: PO 6 and PO7</p> <p>d) employability quotient: PO13</p>
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Course title	Language through Media
Category	Existing course with changes
Course code	PGDTEE668
Semester	II
Number of credits	4
Course description	<p>Media today is a primary source of information and knowledge for everyone, particularly students. Combined with the massive technological shifts of the last three decades, the media developments have created fundamental challenges and raised important questions for language teaching. For instance, the old notions about what constitutes a text was confronted due to the proliferation of new modes of meaning-making (Bearne, 2003; Kress,2003). Media has been one of the most powerful sources to shape students’ attitudes and values. Bearing this in mind this course will focus on “teaching with and about media” with special focus on English language education based on changing conceptions of pedagogy and learning processes. In other words, the pedagogical process will have its base in the engaging and expanding domain of media, providing students opportunities to work with authentic texts. In the Indian context there is an attempt to provide digital infrastructure to our teachers through the DIKSHA portal which features to create:</p>

	<ul style="list-style-type: none"> • In-class resources • Teacher training content • Assessment aids • Teacher profile • News and announcement • Teacher community <p>The course will also aim to enable students to critically think of diverse media texts and work with DIKSHA and other practices to use these in the classroom and make language teaching and learning relevant by drawing from contemporary lifestyle. It will also offer hands on experience for creative and collaborative classroom methods and will provide the analysis of various aspects of language use to develop resources for English language teaching with an “anywhere anytime” method.</p> <p>The primary focus of the course will be on teacher made tests, and tests used for end-semester certification in schools and junior colleges. Using testing for teaching, (assessment for learning) will be fore-grounded and highlighted. The course will not problematize or critique public examinations and large-scale standardized tests.</p>
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Course title	Translanguaging in the ESL classroom
Category (Mention the appropriate category (a/b/c) in the course description.)	New course
Course code	PGDTEC669
Semester	4
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Mon: 2-4; Wed: 11-1
Course description	Designed for students who are interested in language teaching and are likely to enter the field of education, this course offers a comprehensive understanding of its theoretical foundations and practical applications within the ESL/EFL classroom. The course begins by unravelling the theoretical

	<p>underpinnings of translanguaging. Through critical analysis and discussions, students will engage with seminal works that shape our understanding of translanguaging as a holistic and fluid approach to language use. They will also critically examine the linguistic dominance of English and its effect on other languages in societies in South Asia, Africa & South America where multilingualism has been the norm. After an examination of the principles that support dynamic plurilingual practices in instruction, the course will transition into the practical realm, equipping participants with strategies to implement translanguaging in ESL classrooms to develop skills like reading, writing. Through case studies, classroom simulations, and reflective practices, participants will develop the expertise to leverage students’ linguistic repertoires to enhance language acquisition, promote cultural competence, and foster a more inclusive language learning environment. The course is particularly relevant when viewed in the context of NEP 2020 which encourages the use of the home language in education especially in the primary grades. The document also calls for teachers to be trained such that they are capable of leveraging student knowledge and potential to the maximum and research has demonstrated that using translanguaging practices in the classroom in one such effective way. Through the practical methods envisaged for the course, participants will also learn how to design and implement translanguaging lessons, making them teachers who are equipped to implement newer, more innovative, and inclusive pedagogic methods in the classroom.</p> <p>Objectives of the course in terms of Programme Specific Outcomes</p> <ol style="list-style-type: none"> i) Develop an understanding of the theoretical underpinnings of translanguaging (PO1); LO (a) ii) Critically analyse translanguaging practices in ESL/EFL classrooms (PO2); LO (a) iii) Reflect critically on classroom practices that help create translanguaging spaces (PO5); LO (a), (b) iv) Apply knowledge of translanguaging strategies to design and develop multilingual resources (PO4); LO (a), (c), (d) v) Design a translanguaging lesson and trial the multilingual materials developed (PO3); LO (c), (d) vi) Be able to implement translanguaging in a real-world classroom (PO4); LO (c), (d)
Course delivery	Lecture/Seminar/Experiential learning
Evaluation scheme	Internal (modes of evaluation): review case studies, design lesson plans End-semester (mode of evaluation): project, design and implement a translanguaging lesson; e-portfolio.

Reading list	<p>Essential reading</p> <p>Baker C. (2011). <i>Foundations of Bilingual Education and Bilingualism. Bilingual Education & Bilingualism</i>. Multilingual Matters.</p> <p>Canagarajah S. (2011). Translanguaging in the classroom: Emerging issues for research and pedagogy. <i>Applied Linguistics Review</i> 2,1: 1–28.</p> <p>Cenoz, Jasone & Durk Gorter. (2020). Teaching English through pedagogical translanguaging. <i>World Englishes</i> 39, 2: 300–311.</p> <p>García, O., & Kleyn, T. (2016). <i>Translanguaging with multilingual students: Learning from classroom moments</i>. Routledge.</p> <p>Additional reading</p> <p>Mukhopadhyay, L., Sankrithi, Patil, V.K., Qamri, S., Ravindran, M. R., Balasubramanian, A., Vogelzang, M., & Tsimpli, I. M. (2023). Exploring Opportunities and Challenges Using Translanguaging Pedagogy to Develop Reading Comprehension: A Study of Indian Multilingual Classrooms. <i>Journal of Educational Studies</i>, 262-292.</p> <p>Omidire M. F. & Ayob, S. (2020). The utilisation of translanguaging for learning and teaching in multilingual primary classrooms. <i>Multilingua</i>, 41,1: 105-129.</p> <p>Pathak, P. (2023). Building Indian ESL Government Primary School Teachers' Knowledge-Base Through Translanguaging Pedagogy. <i>Journal of Educational Studies</i>, 240-261.</p> <p>Raman, M. G. (2023). Translanguaging in the Academic Reading Classroom. <i>Journal of Educational Studies</i>, 345-364.</p> <p>Yafele, S. (2021) Translanguaging for academic reading at a South African university, <i>Southern African Linguistics and Applied Language Studies</i>, 39:4, 404-424.</p>
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Attendance requirement

Students are required to attend all lectures, tutorials, language laboratory sessions, etc. A student shall be deemed to have pursued a regular course of study provided that he/she has attended **at least 75% of the classes** held in each course and has completed all class/periodical/continuous assessment/sessional tests, assignments, and practicals as prescribed by the School(s)/Department(s)/Programme Committee(s) concerned.

Please note as per University rules

Students who do not fulfil the attendance requirement are not eligible to appear for the semester-end examination.

Relaxation in attendance

- i. The 75% attendance requirement maybe relaxed by 5% for those who participate in extra-curricular activities with the **prior permission** of the authorities concerned.
- ii. The 75% attendance requirement may be relaxed by 10% on medical grounds. Cite the complete clause here.
- iii. Further to these concessions, the Vice-Chancellor, on the recommendation of the Dean(s)/Head(s) of the Department(s)/Programme Coordinator(s), may condone the shortage in attendance not exceeding 10% for valid and convincing reasons.

Absence due to authorized participation in sports activities (at national, state and university levels) will not be treated as shortfall in attendance.

Not with standing any of the above, the attendance requirement may not in any case be relaxed below 60%.

Evaluation

The performance of a student on a programme will be on the basis of

- (i) Continuous assessments
- (ii) Semester-end examinations.

The ratio of continuous assessment to semester-end examinations will be 40:60.

Continuous assessment may comprise class tests, assignments, presentations, or response papers. There will be a minimum of three continuous assessment tests. The best two of three will be considered for the final grade.

Semester-end assessment may be in the form of a sit-down, or take-home examination, or a term paper. The type of assessment for a particular course/programme will be declared by the tutor or programme coordinator at the beginning of the course/programme.

Grading System:

As per the implementation of NEP 2020 10-point grade scale, the grade points (GP), the range of marks and the range of Cumulative Grade Point Average (CGPA) Shall be determined as given in the table below:

Calculation of Grade Points (GP) and Grade Point Average (GPA):

Range of Marks	CGPA Range	Letter grade	Descriptor	Grade Point
90 - 100	9.50 - 10.00	O	Outstanding	10
75- 89.99	8.50 - 9.49	A+	Excellent	9
60 - 74.99	7.50 - 84.9	A	Very Good	8
55 - 59.99	6.50 – 7.49	B+	Good	7
50 - 54.99	5.50 – 6.49	B	Above Average	6
45 - 49.99	4.50 – 5.49	C	Average	5
40 - 44.99	2.00 – 4.49	P	Pass	4
00 - 39.99	0.00 -1.99	F	Fail	0
Absent	0	AB	Absent	0

1. Continuous (Internal) Assessment Grade Point (40%)
GP of Best Test 1 + GP of Best Test 2
2. Grade Point of Semester-end Examination (60%)
3. Final Grade Point calculation of the course (100%)

The Credit Point of a course is calculated as follows:

Credits of the course x Grade Point = Credit points

The SGPA is calculated as follows:

Total Credit Points in the Semester + Total Credits in the Semester = SGPA
The CGPA (for example, in a four-semester programme) is calculated as follows:

Detailed distribution and break-up of the Comprehensive Continuous Assessment (CCA) shall be specified by the teacher concerned in the detailed Course outline for each course taught by him/her during a semester.

Promotion to the next semester:

Students who accumulate a backlog of more than two courses/papers at any point will have to exit from the programme.

The maximum permissible period for clearing backlog of courses is as under:

Final Continuous Assessment GP x 40 + Semester-end Examination GP x 60
100

The Credit Point of a course is calculated as follows:

Credits of the course x Grade Point = Credit points

The SGPA is calculated as follows:

Total Credit Points in the Semester + Total Credits in the Semester = SGPA

Total Credits of Semester I x SGPA of Semester I

Total Credits of Semester II x SGPA of Semester II % Total Credits
of Semester III x SGPA of Semester III

Total Credits of Semester IV x SGPA of Semester IV

Detailed distribution and break-up of the Comprehensive Continuous Assessment (CCA) shall be specified by the teacher concerned in the detailed Course outline for each course taught by him/her during a semester.

Promotion to the next semester

Students who accumulate a backlog of more than two courses/papers at any point will have to exit from the programme.

The maximum permissible period for clearing backlog of courses is as

under: Maximum number of semesters to complete the programme

Name of the Programme	General/OBC/all other students	SC/ST/PWD students
Undergraduate	7	8
Postgraduate	5	6
PG Diploma	3	4

In all the above cases ex-students shall cease to be eligible for hostel accommodation, stipend, book allowance and library facilities beyond their regular stipulated period of admission to the programme.

Promotion to the next Semester, Credit transfer, Credit Accrual and Credit Redemption

- i. For promotion to the next semester, a student should not have a backlog of more than two Courses/papers at any given semester.
- ii. Students can obtain a certificate, diploma, or a degree from the University after the successful completion of each semester of a programme that they have enrolled for. The qualification (UG Certificate/ UG Diploma/Degree) will depend on the number of semesters they have successfully completed, when they choose to exit the programme.
- iii. The EFL University offers students the facility to bank your credits. The Academic Bank of Credits (ABC), linked to the National Academic Depository (NAD), where the academic and other data of students are stored, enables students to register or commence credit transfer. However, the University is responsible for the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records. These will be administered via the NAD Platform.
- iv. Credits earned and deposited with ABC shall be valid for the purpose of redemption to a degree or diploma or Post Graduate diploma or certificate, to a maximum duration of seven

years.

v. Credits obtained by undertaking Courses from the academic year 2021-2022 onwards are eligible for Credit transfer, Credit accrual and Credit redemption through Academic Bank of Credits.

vi. To obtain a degree from the English and Foreign Languages University, students are required to earn a minimum of fifty per cent of the credits from the University. (The University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulation, 2021).

Supplementary/Grade Improvement Examination

Students who obtain grade **B** or below and are desirous of improving their grades in any module /course may take a Grade Improvement/ Repeat Examination.

Supplementary examinations shall serve as repeat examinations. Supplementary Examinations shall be scheduled accordingly. Only those students who fulfil the attendance, discipline, and academic requirements of the programme shall be allowed to exercise the option of Supplementary/Grade Improvement/Repeat examination.

Students are required to apply to the Controller of Examinations through the Chairperson, BoS, concerned within seven days of commencement of the following:

semester or declaration of results whichever is later for Grade Improvement/Repeat examination paying a fee of Rs.120/- subject to revision from time to time for each paper.

Promotion to the next Semester

- i. For promotion to the next semester, a student should not have a backlog of more than two Courses/papers at any given semester.
- ii. Students who accumulate a backlog of more than two courses/papers at any point will have to exit the Programme.
- iii. The maximum permissible period for clearing backlog of Courses as ex-student is as under:

Programme Maximum Permissible Period in semesters (*from the date of admission*)

General / OBC / all others: 3semesters

SC/ST/PH students: 4semesters

- iv. In all the above cases ex-students shall cease to be eligible for hostel accommodation, stipend, book allowance and library facilities beyond their regular stipulated period of admission to the programme.

Rules of Discipline and Proper Conduct

The rules listed here shall apply to all students of the University under Article 29 of the Statutes of the EFL University. Any breach of discipline and conduct committed by a student inside or outside the EFL University Campus shall fall under the purview of these rules.

Categories of misconduct and indiscipline

- All acts of violence and forms of coercion such as gheraos, dharnas, sit-ins which disrupt the normal academic and administrative functioning of the University
- Sexual harassment
- Committing forgery, defacing/destroying/damaging books/journals of the library, etc.
- Furnishing false certificates or false information
- Eve-teasing or disrespectful behaviour with a girl student
- Arousing communal, caste or regional feelings or disharmony among students
- Use of abusive, defamatory, derogatory language
- Pasting of posters of an objectionable nature
- Unauthorized occupation of the hostel room/s
- Indulging in acts of gambling
- Use of the title of the University when distributing any document other than academic work outside the University
- Consuming or possessing dangerous drugs
- Non-payment of fees and other dues including mess charges
- Ragging in any form

- Refusal to obey the directions of the officers of the University
- Unauthorized collection of funds for any student's programme
- Any other act which may be considered by the Competent Authority as a violation of discipline, or misconduct

Disciplinary Actions

The Competent Authority may impose punishment on any student found guilty of any of the acts of indiscipline or misconduct mentioned above.

Anti-Ragging Committee

Any form of ragging within the premises of the EFL University will be viewed seriously and dealt with swiftly and severely by the Administration (vide Ordinance 6.2, entitled "Prohibition of and Punishment for Ragging," of the English and Foreign Languages University Act.) Anti-ragging squads and an Anti-Ragging Committee will be empowered to take *suomoto* action or upon receiving a complaint. As per the directions of the Supreme Court of India, "if any incident of ragging comes to the notice of the authority, the concerned student shall be given liberty to explain and if his explanation is not found satisfactory, the authority would expel him from the University."

Anti-Sexual Harassment and Redressal Mechanism

The EFL University has evolved a policy against sexual harassment to create for women students on its Campuses a gender-just and secure environment (vide Ordinance 7.2, Annexure-I, entitled "Sexual Harassment", of the English and Foreign Languages University). Every Campus of the EFL University has a Complaints Committee, with representatives from all sections of the University, to address the complaints of women students and staff.

The names, addresses and phone numbers of the members of Internal Complaints Committee (ICC) are displayed in all prominent places in the Campus.

The complaints will be kept confidential and the Committee has the power to recommend any action(s) against the perpetrators. The Committee also takes upon itself the task of organizing various gender sensitization programmes. There is also an Appellate Committee to consider problems when the Complaints Committee's decisions are not found satisfactory.

Removal of Students from the Courses

The Dean of the School/Proctor / Dean, Student's Welfare / the Dean (Research) may recommend to the Vice Chancellor the removal of a student from a Programme/Course on the basis of unsatisfactory academic performance and / or misconduct (as defined in the Regulations) / or non- payment of fees on time

Grievance Redressal Mechanism

All grievances within the University will be resolved through discussions and negotiations and through a Grievance-Redressal mechanism. The following are some of these:

- **Grievances with regard to the Hostels** may be referred to the Provost/Warden concerned
- **Individual grievances** may be referred to teachers in each Department who will be appointed staff advisers.
- **Group grievances** may be resolved within the Department.
- **Miscellaneous grievances** pertaining to Library/Finance/Sports, etc. will be resolved by the Committee concerned.
- **Academic grievances of students:** Students aggrieved due to the grade awarded in a course may apply in a prescribed form along with a fee of Rs. 100/- for each course to the Head of the Department giving reasons for his/her feeling aggrieved within one month of the notification of the results. A Committee will examine the case and the grade awarded by the Committee upon review will be final. All grievances should be submitted to the appropriate body within two weeks after the event at issue.

SCHOOLS AND DEPARTMENTS

School of English Language Education

Department of English as Second Language
Studies Department of Materials Development
Testing and Evaluation Department of Training and
Development Department of Education

School of Language Sciences

Department of Phonetics and Spoken English
Department of Linguistics and Contemporary
English Department of Computational Linguistics

School of Literary Studies

Department of English Literature
Department of Indian and World Literatures
Department of Comparative Literature and India
Studies Department of Hindi
Department of Translation Studies

School of Distance Education

Department of English Language Teaching
Department of Linguistics and Phonetics
Department of Literatures in English

School of Interdisciplinary Studies

Department of Aesthetics and Philosophy
Department of Cultural Studies
Department of Communication
Department of Film Studies and Visual Culture

Department of Social Exclusion Studies

School of Arab and Asian Studies

Department of Arab Studies
Department of Asian Languages

School of Europe and Languages

Department of French and Francophone
Studies Department of Hispanic and Italian
Studies Department of Russian Studies
Department of Germanic Studies