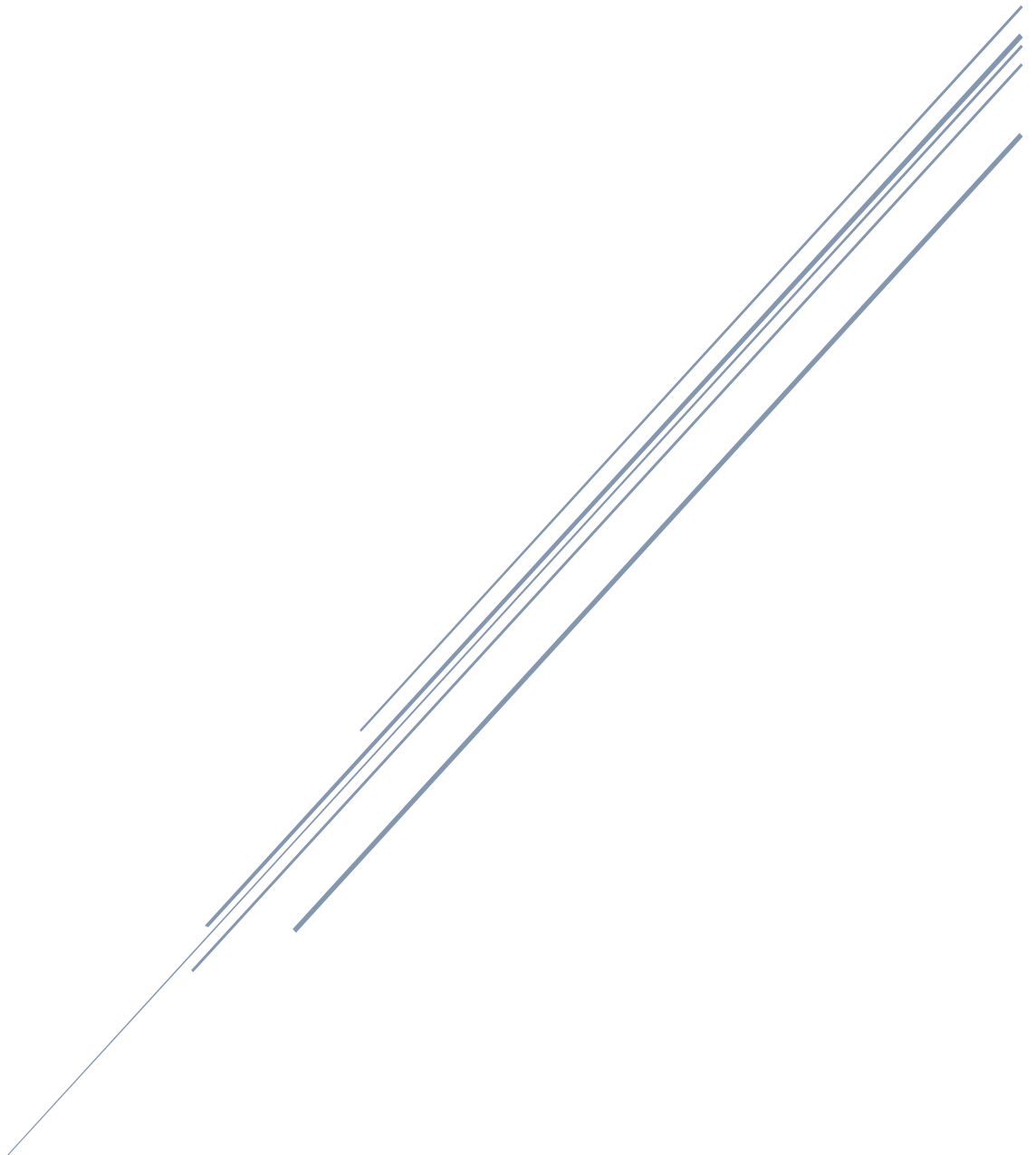


MASTER OF ARTS (ENGLISH LANGUAGE TEACHING)-ODL

PROGRAMME PROJECT REPORT (PPR)



School of Humanities

PPR of M.A. in English Language Teaching approved by 39th Academic Council (vide memo no.: Reg/0322 dated 14.03.2023) for delivery of programme through Open Distance Learning mode.

i. Programme's mission and objectives:

The Post Graduate Course in English Language Teaching at NSOU has a practical yet altruistic mission and relevant objectives to meet the end.

Aim:

- ✓ To envision and comprehend that English as a Second Language is still the most effective tool of communication in a multi-lingual country like India.

Objectives:

- ✓ To disseminate the importance of English Language as a tool to educate masses towards making them employable in any sector.
- ✓ To train potential teachers who wish to use English Language as a potential tool and skill for imparting education especially in the subject of English Language communication.
- ✓ To create an interface between Linguistics, Literature and English Language Teaching by detailing their interdependence in making English Language as a skill and tool in pedagogy of different disciplines.
- ✓ To include within the syllabus modern and empirical theories and methods of teaching-learning and research in English Language Teaching
- ✓ To develop a pool of technologically upgraded educators suited to face the needs of ICT enabled teaching-learning through distance mode.

ii. Relevance of the program with HEI's Mission and Goals:

The Post Graduate Course in English Language Teaching at NSOU aspires to meet the national and global standards of Higher Educational Institutions with their mission to make 'English Language' as the 'lingua-franca' of the global communication. One of the oldest courses offered by the Institution and suitably remodeled recently (2019) to meet the UGC-CBCS, Semester based curriculum, and the programme has expanded its scope to develop as one which professionally trains its takers to become ready for the job market. Any HEI has a dual mission- to develop honest citizens with values and also to produce a ready workforce for the national and international market. Post Graduate Course in English language Teaching meets these dual purposes by developing in its students the qualities of a good teacher and a human being, and at the same time to furnish them with the latest knowledge and skills to become the most effective teachers, freelancers, reporters, editors and such like these. Besides this, the course trains its students the newest and cutting edge technology of computer assisted teaching –learning necessary for Distance and On-line modes of Education.

iii. Nature of prospective target group of learners:

The course aims at a very eclectic group of learners. It targets fresh undergraduates of English Literature, Linguistics or English Language Teaching (although ELT is offered very sparsely at the undergraduate level of Indian Universities) who have a penchant for chiselling their skills as prospective teachers of English Language at the school, college or University level. Since the programme is amorphous, yet empirical blend of Literature, Language and Pedagogy, it appeals to postgraduates in related disciplines who would like to make seamless transitions between English Literature, Language and allied disciplines. As an applied disciplines the course targets practising teachers too who wish to train themselves better in the art of teaching

iv. Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:

To enable the programme function in the Open and Distance mode, the syllabus is available on the university website and all these courses are available as Self Learning Materials (SLMs) both in soft copy (available on the website) and in print. The soft copies of these SLMs can be read and downloaded from anywhere in the world. These papers have been authored by very competent teachers all over India who were handpicked for the purpose. There are regular contact programmes scheduled paper-wise, in batches, held at particular months of the year, on holidays only, to

accommodate students who might be learning while earning. Care is taken to identify Learner support centres located in the most far flung areas of West Bengal so that the SLMs and other support materials reach the learners easily. These apart, regular, online classes after working hours are arranged to reinforce the syllabus and to encourage maximum interaction and doubt clearing sessions. Creation of WhatsApp groups of existing groups facilitate interaction and prompt receipt of any information. During PCPs learners are also given exposure to Language Learning technology and other available apparatus. Students are encouraged to enrol themselves in SWAYAM, MOOCs and other online platforms to augment their learning. A Central Library located at the Kalyani campus and district wise libraries host text and reference books mentioned in the SLMs. Students are also suggested other reference books during PCPs and Online teaching which they can look up in the library which hosts, print materials, e-books and online journals.

v. Instructional Design:

a. Introduction: The postgraduate programme in English Language Teaching spreads across 20 papers, out of which 14 are core courses, 04 are elective courses (offering 02 options in each semester) and 02 value added courses. These are designed and segregated into rational semester wise groups, in alignment with the present UGC-CBCS curriculum. Envisioning the modalities of the CBCS structure operating in an Open and Distance Learning mode, and the possibility of developing MOOCs from such content, each course is compartmentalized into 4 modules and each module is compartmentalised into 4 units each. Each course has a corresponding paper number and a proportionate weight (marks) which is then divided into hours and days of instruction (in PCPs) depending on the credit of the particular paper/course carries.

b. Course Structure: (Please see the detailed table below):

| Paper | Paper Code | Paper Type | Weightage for Assignment | Weightage for Term End | Full Marks | Credits |
|---|------------|------------|--------------------------|------------------------|------------|---------|
| Methods and Concepts in ELT (LSRW) | PGEL-I | Theory | 20% | 80% | 50 | 4 |
| Methods and Concepts in ELT-2 | PGEL-II | Theory | 20% | 80% | 50 | 4 |
| Phonetics and Phonology in English | PGEL-III | Theory | 20% | 80% | 50 | 4 |
| Introduction to Linguistics | PGEL-IV | Theory | 20% | 80% | 50 | 4 |
| Developing Speaking Skills | PGEL-V | Theory | 20% | 80% | 50 | 4 |
| Morphology in English | PGEL-VI | Theory | 20% | 80% | 50 | 4 |
| Syntax in English | PGEL-VII | Theory | 20% | 80% | 50 | 4 |
| Optional Papers (any one from the following): A. English as Language of Empowerment B. Application of Theories of ELT | PGEL-VIII | Theory | 20% | 80% | 50 | 4 |
| Optional Papers (any one from the following): A. Figural Language and Stylistics B. Applied Grammar | PGEL-IX | Theory | 20% | 80% | 50 | 4 |
| Critical Pedagogy | PGEL-X | Theory | 20% | 80% | 50 | 4 |
| Language Acquisition and Learning | PGEL-XI | Theory | 20% | 80% | 50 | 4 |
| Developing Reading Skills | PGEL-XII | Theory | 20% | 80% | 50 | 4 |
| Developing Writing Skills | PGEL-XIII | Theory | 20% | 80% | 50 | 4 |
| Course Design (LSRW) | PGEL-XIV | Theory | 20% | 80% | 50 | 4 |

| | | | | | | |
|---|-----------|-----------|-----|------|----|---|
| Course Design -2 | PGEL-XV | Theory | 20% | 80% | 50 | 4 |
| ICT For Communicative English | PGEL-XVI | Theory | 20% | 80% | 50 | 4 |
| Testing and Evaluation | PGEL-XVI | Theory | 20% | 80% | 50 | 4 |
| Optional Papers (any one from the following): | PGEL-XVII | Theory | 20% | 80% | 50 | 4 |
| A. Comparative Study of Speaking & Writing | A | | | | | |
| B. Semantics and Pragmatics | B | | | | | |
| Optional Papers (any one from the following): | PGEL-XIX | Practical | -- | 100% | 50 | 4 |
| A. Project and ELT | A | | | | | |
| B. Syllabus Design | B | | | | | |
| Research Methodology | PGEL-XX | Theory | 20% | 80% | 50 | 4 |

Core Course: 14, Elective Course: 4 out of 8, Value Added Course: 2 (20x4=80)

The total credits earned by a student will be 80. However, s/he can surrender 8 credits at the end of 4th semester. These credits should come only from Elective Courses and not Core Courses.

c) Detailed Syllabus: New Syllabus for the Postgraduate Degree Program in English Language Teaching

Paper I Methods and Concepts in ELT-1

Module 1 Introduction to ELT

Unit -1: General Introduction to Methodology

Unit -2: Language Features

Unit -3 : Aspects of Language Skills

Unit- 4 : Teaching of Skills

Module 2 Listening and Speaking Skills

Unit -5: Listening Skills 1

Unit -6: Listening Skills 2

Unit -7: Speaking Skills 1

Unit- 8: Speaking Skills 2

Module 3 Reading and Writing Skills

Unit -9: Reading Skills 1

Unit -10: Reading Skills 2

Unit -11: Writing Skills 1

Unit -12: Writing Skills 2

Module 4 Activities on Language Skills

Unit -13: Activities for Listening Skills

Unit -14: Activities for Speaking Skills

Unit-15: Activities for Reading Skills

Unit-16: Activities for Writing Skills

Paper II Methods and Concepts in ELT-2

Module 1 Importance of Grammar

Unit -1: Grammar

Unit -2: Communicative / Functional Grammar

Unit -3: Grammar Exercises – Types and Uses

Unit-4 : Grammar Games and Activities

Module 2 Vocabulary

- Unit-5: Vocabulary and its importance
- Unit -6: Qualities of a word
- Unit -7: Teaching Vocabulary
- Unit -8: Vocabulary Exercises

Module 3 Teaching Literature -1

- Unit -9: Importance of Literature
- Unit -10: Teaching Prose
- Unit-11: Teaching Short Stories
- Unit -12: Teaching Poetry

Module 4 Teaching Literature-2

- Unit -13: Teaching Skits and Plays
- Unit -14: Teaching Novels
- Unit -15: Teaching non-fictional Prose (Essay)
- Unit -16: Revision on Literary forms and Extension

Paper III Phonetics and Phonology in English

Module 1 General Phonetics

- Unit – 1: Nature of Spoken English
- Unit – 2: Place of Phonetics in Communication
- Unit – 3: Variations in Pronunciation
- Unit – 4: Features of RP

Module 2 English Phonology

- Unit –5: Speech Production
- Unit – 6: English Vowel sounds
- Unit – 7: English Consonant Sounds
- Unit – 8: IPA and Transcription

Module 3 Supra-segmental Features-1

- Unit – 9: Syllable Structure and Word Stress
- Unit –10: Disyllabic and Polysyllabic Words
- Unit – 11: Vociods and Contoids
- Unit – 12: Stress and Meanings

Module 4 Supra-segmental Features -2

- Unit – 13: Sentence Stress
- Unit – 14: Supra-segmental Features
- Unit – 15: Rhythm in English
- Unit –16: Strategies for overcoming speech problems

Paper IV Introduction to Linguistics

Module 1 Principles of Language and Linguistics as Science-1

- Unit – 1: What is Language?
- Unit – 2: Origin and Development of Language
- Unit – 3 Language Design Features
- Unit – 4 Language Variety – Dialects, Sociolects, Idiolects (spoken and written)

Module 2 Principles of Language and Linguistics as Science-2

- Unit –5: Linguistics: An Introduction

- Unit – 6: Branches of Linguistics
- Unit – 7: Learning Strategies and Styles
- Unit – 8: Linguistics and ELT

Module 3 Branches of Linguistics

- Unit – 9: Psycholinguistics
- Unit – 10: Sociolinguistics
- Unit – 11: Linguistics in pedagogy
- Unit – 12: Computational Linguistics

Module 4 Linguistic Analysis

- Unit – 13: Linguistic Analysis of a Text -1
- Unit – 14: Linguistic Analysis of a Text -2
- Unit – 15: Linguistic Analysis of a Text- 3
- Unit – 16: Linguistic Analysis of a Text - 4

Paper V Developing Speaking Skills

Module 1 Oral Communication

- Unit – 1: Revision of Phonetics
- Unit – 2: Stress and Intonation
- Unit – 3: Developing Speaking skills
- Unit – 4: Remediating speech problems

Module 2 Vocabulary Studies

- Unit – 5: Language Functions as Situations
- Unit – 6: Language Functions as Meaning
- Unit – 7: Language Functions as Form
- Unit – 8: Language as Discourse

Module 3 Teaching Speaking Skills

- Unit – 9: Presentation Skills – Short speeches (JAM)
- Unit – 10: Presentation Skills – longer discourse
- Unit – 11: Teaching Speaking Skills -1
- Unit – 12: Teaching Speaking Skills- 2

Module 4 Teaching Vocabulary

- Unit – 13: Collocations, idioms, phrases 1
- Unit – 14: Collocations, idioms, phrases 2
- Unit –15: Teaching Vocabulary – Form and Meaning
- Unit – 16: Teaching Vocabulary --Word Building Exercises

Paper VI Morphology in English

Module 1 Morphology

- Unit – 1: Introduction to Morphology
- Unit – 2: Morphemes and Allomorphs
- Unit – 3: Types of Morphemes
- Unit – 4: Combination of morphemes to form words

Module 2 Affixes and Phonological Processes

- Unit – 5: Affixation – Prefixes and Suffixes (Theoretical)
- Unit -- 6: Affixation – Prefixes and Suffixes (Practical)
- Unit – 7: Semantic Processes

Unit – 8: Phonological Processes

Module 3 Morphology across Languages

Unit – 9: Linguistic Processes (Alliteration, Gemination, Assonance ...)

Unit -- 10: Morphophonemic Transcription

Unit – 11: Features of Bangla Morphology

Unit -- 12: Comparison between English and Bangla Morphology

Module 4 Morphological Analysis

Unit – 13: Morphological Analysis 1

Unit –14: Morphological Analysis 2

Unit – 15: Morphophonological Analysis 1

Unit –16: Morphophonological Analysis 2

Paper VII Syntax in English

Module 1 Sentences of English

Unit – 1: What is a sentence – parts of a sentence

Unit – 2: Clauses vs. Utterance

Unit – 3: Types of sentences – simple/ compound/ complex

Unit -- 4: Types of sentences – statements/ questions/ negatives/ commands

Module 2 Clauses of English

Unit -- 5: Types of clauses – noun/ adjectives/ adverbs/

Unit -- 6: Main clause and subordinate clause

Unit -- 7: Relative Clauses - Restricted and Non restricted

Unit – 8: Ambiguity in sentences, IC Analysis

Module 3 Transformations of Sentences

Unit –9: Nature of Sentence- Deep Structure, Surface Structure 1

Unit -- 10: Nature of Sentence- Deep Structure, Surface Structure 2

Unit – 11: Transformation of sentences 1

Unit – 12: Transformation of sentences 2

Module 4 Tree Diagrams

Unit – 11: Tree Diagrams – Parsing 1

Unit –12: Tree Diagrams – Parsing 2

Unit – 13: Tree Diagrams – Parsing 3

Unit – 14: Practical Tasks

Paper VIIIA: English as Language of Empowerment, Opportunities and Survival

Module 1 English as a Second Language

Unit –1: History of English in India (1600 – 1947)

Unit –2: Status of English

Unit – 3: Distinctions between SL and FL

Unit – 4: Spread of English – Post Independence to present day

Module 2 English for Specific Purposes

Unit – 5: Opportunities in Using English in India (Travel, Tourism and Trade)

Unit – 6: Opportunities in Using English in India (Education, Employment and Social Mobility)

Unit -- 7: Varieties of English with emphasis on Indian Varieties (Speaking + Writing)

Unit – 8: Place of English in Education

Module 3 English for Official Purposes

- Unit – 9: English Loan words in Indian Languages (Bangla)
- Unit – 10: Code Mixing and Code Switching
- Unit – 11: English in Mass Media (Radio, Television, Newspaper)
- Unit – 12: English for Official and Professional Purposes

Module 4 Practical Work and Case Studies

- Unit – 13: Practical Work -1
- Unit – 14: Practical Work -2
- Unit –15: Case Study-1
- Unit –16: Case Study-2

Paper VIII B: Application of Theories of ELT

Module 1 Applied Linguistics-1

- Unit – 1: Concept of Applied Linguistics
- Unit – 2: Evolution of Applied Linguistics
- Unit – 3: Factors affecting Applied Linguistics 1 (Psychology)
- Unit – 4: Factors affecting Applied Linguistics 2 (Education, Sociology)

Module 2 Applied Linguistics -2

- Unit – 5: Usages of Applied Linguistics
- Unit – 6: Inter- language and Errors of Interference
- Unit – 7: Identifying and Remedying errors in Speech
- Unit – 8: Identifying and remedying errors in Writing

Module 3 Selection and Gradation

- Unit – 9: Concepts of Language Selection
- Unit – 10: Concepts of Language Gradation
- Unit – 11: Syllabus Construction
- Unit – 12: Developing Teaching Materials

Module 4 English Language Learners

- Unit – 13: Learner Strengths and Weaknesses
- Unit – 14: Helping special learners
- Unit – 15: Remedial Materials
- Unit – 16: Evaluation Strategies

Paper IX A Figural Language and Stylistics

Module 1 Stylistics

- Unit – 1: Introduction to Style and Stylistics
- Unit – 2: Different Genres of Literature
- Unit – 3: Features of Narrativity
- Unit – 4: Features of Drama and Poetry

Module 2 Sound Patterns-1

- Unit – 5: Point of view; Focalization, Topicalization, Thematization (Homodigetic&Heterodigetic)
- Unit – 6: Foregrounding
- Unit – 7: Connotations and Denotations
- Unit – 8: Meter and Rhythm

Module 3 Sound Patterns-2

- Unit – 9: Sound Patterning - Alliteration and Assonance affecting meaning
- Unit – 10: Lexical Parallism and Repetition (refrain and chorus)
- Unit – 11: Mimetic representations (onomatopoeia, pantomime)

Unit – 12: Scansion

Module 4 Stylistic Analysis

Unit – 13: Figures of Speech (Metaphor, Imagery and Symbolism: contextual and archetypal)

Unit – 14: Figures of Speech (Apostrophe, personification, metonymy, Synecdoche)

Unit – 15: Stylistic Analysis of texts 1

Unit – 16: Stylistic Analysis of texts 2 (perception of higher language)

Paper IX B Applied Grammar: Teaching Linguistics in Schools

Module 1 Grammatical Analysis

Unit – 1: Grammar and Communication 1

Unit – 2: Grammar and Communication 2

Unit – 3: Grammatical Analysis of Language Function 1

Unit – 4: Grammatical Analysis of Language Functions 2

Module 2 Principles of Grading

Unit – 5: Grammatical Analysis of Language Functions 3

Unit – 6: Block/ Situations – Grading

Unit – 7: Pedagogic principles of Grading 1

Unit – 8: Pedagogic principles of Grading 2

Module 3 Text and Discourse Analysis

Unit – 9: Language Variety and Awareness – Consciousness Raising

Unit – 10: Tolerance, Use of Taboo words

Unit – 11: Discourse Analysis

Unit – 12: Textual Analysis

Module 4 Practical Tasks

Unit – 13: Practical Tasks-1

Unit – 14: Practical Tasks-2

Unit – 15: Practical Tasks-3

Unit – 16: Practical Tasks-4

Paper X Critical Pedagogy- Peer teaching – self observation Report

Module 1 Pedagogical Strategies

Unit – 1: Evolution of Pedagogical Strategies

Unit – 2: Indigenous innovations

Unit – 3: Tagore's Sahaj Path and Sukumar Ray's Abol Tabol

Unit – 4: Mahendra Gupta's (Ramakrishna – Kathamrita and Gandhi's (Jiban Sikhsan)

Module 2 Pedagogic Innovations

Unit – 5: Pedagogic Innovations in English

Unit – 6: West Bengal Experiment (Learning English)

Unit – 7: Loyola College and SNTD Experiment

Unit – 8: Gujrat Experiment (TELE) and Bangalore Project

Module 3 Peer-Teaching-1

Unit – 9: Principles of Micro Teaching and Peer-teaching

Unit – 10: Teacher Training Strategies

Unit – 11: Observation as a learning strategy

Unit – 12: Observation protocol

Module 4 Peer-Teaching-2

- Unit – 13: Planning for peer- teaching lessons
- Unit – 14: Developing observation protocol for peer teaching
- Unit – 15: Discussing peer teaching lessons
- Unit – 16: Values of constructive feedback

Paper XI Language Acquisition and Learning

Module 1 Second Language Acquisition-1

- Unit --1: Language Acquisition: Introductory Notes
- Unit – 2: Theories of Language Acquisition
- Unit – 3: Limitation Theory
- Unit – 4: Reinforcement theory

Module 2 Second Language Acquisition-2

- Unit – 5: The Active Construction of a grammar theory
- Unit – 6: Aspects of Acquisition
- Unit – 7: Phonetic and Phonological Acquisition
- Unit – 8: Morphological and Syntactic Acquisition

Module 3 Child Language Acquisition-1

- Unit – 9: Stages of Language Acquisition in children
- Unit – 10: Babbling stage
- Unit – 11: Holophrastic Stage
- Unit – 12: Semantic Acquisition

Module 4 Child Language Acquisition-2

- Unit – 13: The Process of CL Acquisition
- Unit – 14: Identification of distinct stages of development of SL
- Unit – 15: Theoretical explorations of CL acquisition
- Unit – 16: General factors related SL acquisition

Paper XII Developing Reading Skills

Module 1 Introduction to Reading Skills

- Unit – 1: Introduction: Reading as a Skill
- Unit – 2: Techniques for developing Reading Skill
- Unit – 3: Cultural Influence in Reading
- Unit –4: Problems in Reading

Module 2 Theories of Reading Skills

- Unit – 5: The Schema Theory
- Unit – 6: Impact of Schema on Reading
- Unit – 7: Application of Schema Theory
- Unit – 8: Applications of Schema Theory to the teaching of ESL Reading

Module 3 Implication of Reading Skills

- Unit – 9: Reader Response theories and implication
- Unit – 10: Facilitating Reading Comprehension in the classroom
- Unit --11: Developing attitudinal changes towards Reading
- Unit – 12: Reading digital texts

Module 4 Reading Skills in Second Language

- Unit – 13: Reading development in SL
- Unit – 14: Current development in SL Reading research
- Unit – 15: Interactive approaches to SL Reading

Unit – 16: Reading non-linguistic texts (graphs, charts, images etc.)

Paper XIII Developing Writing Skills

Module 1 Introduction to Writing Skills

Unit --1: Introduction to Writing

Unit – 2: Writing as a skill

Unit --3: Importance of good writing skills

Unit – 4: Writing Skills in English

Module 2 Stages of Writing

Unit – 5: Factors influencing Writing – Grammar, Vocabulary, Punctuation

Unit – 6: Different Stages of Writing

Unit – 7: Framing Writing Tasks: types with examples

Unit – 8: Errors in writing skills

Module 3 Types of Writing

Unit – 9: Essay and Report writing

Unit – 10: Secretarial Writing

Unit – 11: Creative Writing

Unit – 12: Exercises to improve writing skills

Module 4 Testing and Evaluation of Writing

Unit – 13: Testing and Error Correction in Writing

Unit – 14: Examples of Communicative Test

Unit – 15: Grading Criteria for Writing Skills

Unit – 16: Assignment Writing

Paper IV Course Design – 1

Module 1 English and Academic Usage

Unit – 1: Introduction to Course Design

Unit – 2: Factors of Learner Identity and Needs

Unit – 3: Framing Objectives and Listing Contents

Unit – 4: Organizing contents – simple to complex

Module 2 Curriculum and Syllabus

Unit – 5: Introduction to Curriculum and Syllabus

Unit – 6: Parts of a Syllabus

Unit – 7: Types of Syllabuses – Structural, Situational, Grammatical, Lexical

Unit – 8: Types of Syllabuses – Notional Functional and Communicative

Module 3 Extra Academic Usages of English

Unit – 9: Teaching Materials – Course book and its parts

Unit – 10: Factors affecting a Course book

Unit – 11: Exercises and their types

Unit – 12: Supplementing a Course book

Module 4 Course book and Lesson Plan

Unit – 13: Using a Course book in a classroom

Unit – 14: Structure of a lesson plan

Unit – 15: Lesson Plans for Reading and Writing

Unit – 16: Lesson Plans for Listening and Speaking

Paper XV Course Design – 2

Module 1 Curriculum

Unit – 1: Scope and Concept of a Curriculum

Unit – 2: Parts of a Curriculum

Unit – 3: Pedagogic Principles governing the curriculum

Unit – 4:Curriculum renewal

Module 2Curriculum for Grammar, Vocabulary and Literature

Unit – 5:Curriculum and Course Design

Unit – 6:Contents for teaching Grammar

Unit – 7:Contents for teaching Vocabulary

Unit – 8:Contents for teaching Literature

Module 3 Lesson Plan

Unit – 9:Lesson Plan for teaching Grammar

Unit – 10: Lesson Plan for teaching Vocabulary

Unit – 11: Lesson Plan for Communicative activities

Unit – 12: Lesson Plan for teaching Literature

Module 4 Supplementary Exercises for Teaching

Unit – 13: Supplementary Exercises for Teaching Grammar

Unit – 14: Supplementary Exercises for Teaching Vocabulary

Unit – 15: Supplementary Exercises for reference skills and communicative activities

Unit – 16: Materials for supplementary and extensive reading

Paper XVI ICT for Communicative English, ESP

Module 1 Information and Communication Technology

Unit – 1: Introduction to ICT

Unit – 2: Evolution of Computers for Language Teaching

Unit – 3: Language Features amenable to ICT

Unit – 4: Cloze exercises

Module 2 Teaching Language Skills Using Computers

Unit – 5: Teaching Grammar and Vocabulary using computers

Unit – 6: Strategies for Reading comprehension using computers

Unit – 7: Teaching Basics of writing using computers

Unit – 8: Evolution of CALL and its types

Module 3 Computers in the Language Classrooms

Unit – 9: Presentation skills with computers

Unit – 10: Flipped Classrooms

Unit – 11: Artificial Intelligence and Natural Language Processing

Unit – 12: Translations and Computers

Module 4 Developing Exercises with Computers

Unit – 13: Using computers for creating and editing a document

Unit – 14: Developing exercises for practising Grammar and Vocabulary

Unit – 15: Developing exercises for Reading Comprehension

Unit – 16: Developing exercises for writing (Text salad and jumbled paragraph)

Paper XVII Testing and Evaluation

Module 1 Evaluation

Unit – 1: Introduction to Evaluation

Unit – 2: Introduction to Testing

Unit – 3: Scope of Evaluation

Unit – 4: Types of Tests

Module 2 Testing-1

- Unit – 5: Planning a Test
- Unit – 6: Preparing a Test
- Unit – 7: Test Administration
- Unit – 8: Developing a Scoring Key

Module 3 Testing -2

- Unit – 9: Types of Test Items
- Unit – 10: Validity and Reliability
- Unit – 11: Teacher made tests
- Unit – 12: Self and Peer evaluation

Module 4 Testing-3

- Unit – 13: Evaluation as feedback process
- Unit – 14: Washback effect
- Unit – 15: Constructing test items
- Unit – 16: Developing a comprehensive test

Paper XVIII A Comparative Study of Speaking and Writing

Module 1 The Spoken Language

- Unit – 1: Introduction to Speaking Skills
- Unit – 2: Factors Influencing Fluency
- Unit – 3: Stress, intonation and rhythm
- Unit – 4: Voice quality and public address

Module 2 The Written Language

- Unit –5: Introduction to Writing
- Unit – 6: Factors influencing writing
- Unit --7: Coherence and cohesion in textualisation
- Unit – 8: Writing longer pieces of text

Module 3 Discourse of Speaking and Writing-1

- Unit – 9: Speaking and Writing – salient features
- Unit – 10: Discourse features of Speaking
- Unit – 11: Discourse features of Writing
- Unit – 12: Problems affecting fluency

Module 4 Discourse of Speaking and Writing-2

- Unit – 13: Comparing Spoken text and written texts
- Unit – 14: Writing Newspaper reports – radio broadcasts/ Telecast
- Unit – 15: Preparing to give a talk (making notes and delivering)
- Unit – 16: Presentation techniques – spoken and written

Paper XVIII B Semantics and Pragmatics

Module 1 Pragmatics-1

- Unit --1: Introduction: Principles of Pragmatics
- Unit – 2: Pragmatics: Brief History
- Unit – 3: Contrastive Pragmatics
- Unit – 4: Semiotics

Module 2 Pragmatics-2

- Unit --5: Speech Act Theory
- Unit –6: Felicity Conditions
- Unit --7: Conversational Implications
- Unit –8: Conversational Maxims

Module 3 Pragmatics-3

- Unit – 9: Relevance
- Unit –10: Politeness
- Unit –11: Reference
- Unit –12: Deixis

Module 4 Semantics

- Unit – 13: Semantics: Introduction
- Unit – 14: Elements and Sources of Meaning
- Unit – 15: Meaning Relations and Generative Semantics
- Unit – 16: Meaning and TG Grammar

Paper XIX A Project and ELT

Module 1 Planning for a Project

- Unit – 1: Introduction to Project work
- Unit – 2: Choosing and analysing a topic
- Unit – 3: Finding resources
- Unit – 4: Planning for project

Module 2 Data Collection

- Unit – 5: Process of Sample selection
- Unit – 6: Developing tools for Data collection
- Unit--7: Techniques of Data collection
- Unit – 8: Analysis and Interpretation of Data

Module 3 Data Analysis

- Unit – 9: Field Methods
- Unit – 10: Organizing and presenting Data
- Unit – 11: Drafting a report
- Unit – 12: Editing and finalizing the report (submission formalities)

Module 4 Project Report

- Unit – 13: Design of a project report
- Unit – 14: Using figures, charts, maps etc.
- Unit – 15: Style manual
- Unit – 16: Plagiarism and its consequences

Paper XIX B: Syllabus Design – Practical

Module 1 Methodology-1

- Unit – 1: Introduction to Syllabus Design
- Unit – 2: Assessing Learner Needs
- Unit – 3: Drafting Objectives
- Unit – 4: Developing Content

Module 2 Methodology-2

- Unit – 5: Choosing Strategies for Teaching
- Unit – 6: Evaluation Strategies
- Unit – 7: Learner placement and Feedback
- Unit – 8: Revising the course based on feedback

Module 3 Developing ESP -1

- Unit – 9: Developing the course in English for general proficiency
- Unit – 10: Developing the course in English for nurses
- Unit – 11: Developing the course in English for telephone operators

Unit – 12: Developing the course in English for tourist guides

Module 4 Developing ESP -2

Unit – 13: Developing the course in English for journalists

Unit – 14: Developing the course in English for medical representatives

Unit – 15: Developing the course in English for office assistants (receptionists)

Unit – 16: Developing the course in English for hospitality management

Paper XX : Research Methodology

Module 1 Introduction to Research

Unit – 1 Introduction, what is research, need for research

Unit – 2 Research types

Unit – 3 Research In ELT

Unit - 4 Preparatory Stages of Research

Module 2 Reading Literature and Collecting Data

Unit – 5 Review of Literature

Unit – 6 Data/ Information for research

Unit – 7 Primary and Secondary Data

Unit – 8 Collection of Data/ Information

Module 3 Tools for Data Collection and Analysis

Unit – 9 Questionnaire Design

Unit – 10 Field Methods

Unit - 11 Analysis of Data

Unit – 12 Use of Statistical Measure

Module 4 Preparing and Presenting a Research

Unit – 13 Documentation

Unit – 14 Writing Research Projects/ Thesis

Unit – 15 Preparation of research paper

Unit -16 Presentation of research proposal

c. Faculty & Support Staff requirement:

| Sl. No. | Faculty | Name of the Faculty | Work at (HQ/RC) | Number |
|---------|---------------------|---------------------------|-----------------|--------|
| 1 | Professor | Dr. Sharmistha Chatterjee | RC - 1 | 1 |
| 2 | Professor | Dr. Sathuvalli Mohanraj | RC - 1 | 1 |
| 3 | Associate Professor | Dr. Jaysankar Basu | RC - 1 | 1 |
| 4 | Assistant Professor | Dr. Sumana Bandyopadhyay | RC - 1 | 1 |
| 5 | Assistant Professor | Dr. Anindita Sarkar | RC - 1 | 1 |

d. Support Staff:

| Sl. No. | Office Staff (Designation) | Work at (HQ/RC) | Number |
|---------|----------------------------|-----------------|--------|
| 1 | Junior Assistant | RC - 1 | 1 |
| 2 | Junior Assistant | HQ - 1 | 1 |

e. Instructional Delivery Mechanisms:

| Mode of Delivery/ Types | Delivery Mechanisms | Provided (Yes/No) | Detailed Information (Please Mention the Activity Hour) |
|-------------------------|---------------------|-------------------|---|
| Face to Face Mode | PCP | Yes | 30 hours of instruction per paper (of proportional weightage of 50 marks of 4 credits each) (06 hours per week) |

| Mode of Delivery/ Types | Delivery Mechanisms | Provided (Yes/No) | Detailed Information (Please Mention the Activity Hour) |
|-----------------------------------|---|-------------------|--|
| | Tutorials/ Special Classes/ Remedial Classes/ PCP | Yes | SLPs at RCs as reinforcement -30 hours of instruction per paper (of proportional weightage of 50 marks of 4 credits each) (06 hours per week) |
| | Seminar/ Research Colloquium | Yes | Students encouraged to join topic wise on-line Research Colloquium of 02 hours each organised under Research Projects by Teacher PIs [02 per semester]. Available only if there are ongoing Research Projects related to Post-graduate syllabus topics |
| Self-Learning | SLMs | Yes | Provided as print material from LSCs where student is enrolled. Otherwise available as soft copy on the website |
| | Reference Books | Yes | Available as print and soft copies in the University Library |
| ICT/ Digital Wellness of students | Online (Web driven/Mobile App) | Yes | App driven online classes managed centrally by University. 1 hour/per week /per paper/ per module/per unit. Spread throughout the year The LMS is made compatible with the android application so that the learners can get all the academic content through their mobile devices. |
| | Offline DVD/SD Card/USB Drive | No | |
| | Telecommunications | No | |
| Blended | Smart Classrooms | Yes | Exposure provided at RC (Kalyani campus) in case of practicals. Need based only |
| | Flipped Learning | Yes | |

vi. Procedure for admissions, curriculum transaction and evaluation:

University frames its policy related to admission entry criteria, method of admission, conduction of admission through the Admission Committee (statutory body) following the guideline of the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 and Department of Higher Education, Govt. of West Bengal. Admissions are conducted entirely through Online mode centrally by the University.

Information Circulation Policy:

All information related to the programme like admission policy, eligibility, fee structure, course curriculum, medium of instruction, method of instruction, evaluation method, SLMs etc. are transacted through prospectus, brochure, official notification etc.

Learner Support Services:

Learner support services are provided by the University at three level of functioning of the Open University architecture i.e. Learner Support Centre (LSC), Regional Centre and Head Quarter.

Following the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 LSCs are provide various learner support services in order to facilitate the acquisition of teaching-learning experience for its enrolled learners throughout at various phases of learners' study life cycle. LSC also

main contact points for access by the learners, responsive and facilitating information centres, arranging contact sessions and other operations like processing of assignments etc.

University has constituted Learner's Facilitation Centre (LFC) at each Regional Centres to provide various support services. Beside that University has also provided learners support services through web based platform/ telephone/ email/ instant messaging services.

Transaction of Curriculum and Academic Planner:

Face to face counselling is arranged at the respective study centre. There are two components of evaluation. Internal assessment/ home assignment for each paper carries 20% weight. The final term-end examination will be held on yearly basis and carries 80% weight. This apart there are weekly on-line classes, intermittently, throughout the year. If necessary, special lecture programmes are organised at RCs for students in the far flung districts of Bengal as reinforcement. Practice Teaching along with field studies enabling writing Research Projects/ Thesis by students are to be transacted in the final semester of the CBCS curriculum.

Curriculum transaction is through Online and or Offline modes as detailed above and all academic activities are conducted following the programme is following the below mentioned activity planner during the academic session:

| Name of the Activity | Tentative months schedule (specify months) during Year | | | |
|---|--|------------|--------------|------------|
| | From (Month) | To (Month) | From (Month) | To (Month) |
| Admission | Jun | Jul | NA | NA |
| Distribution of SLM | Jul | Aug | NA | NA |
| Contact Programmes (counselling, Practical, etc.) | Aug | Oct | Jan | Mar |
| Assignment Submission | Oct | Nov | Mar | Apr |
| Evaluation of Assignment | Nov | Nov | Apr | Apr |
| Examination | Nov | Dec | May | Jun |
| Declaration of Result | Dec | Dec | Jun | Jun |
| Renewal/ Re-registration | NA | NA | Jun | Jul |

Evaluation:

Evaluation is on a 2-tier basis, divided into Assignment submission (online mode) and Term End Examinations (Offline mode). The weightage is as follows:

Assignment – 20 marks

Term End Examination – 80 marks

Total marks for each course – 100

Assignment / Internal Assessment/ Continuous Assessment / Formative Assessment: Assignment submission is the first interaction between the learner and the teacher. It has a very important role to play in the teaching-learning process in distance education. So, submission of Assignment is mandatory for all learners. The assignment responses reflect what the learners have understood and learnt. The assignment answer scripts are returned to the learners so that the assignment answers serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. Learners will be required to submit assignment for each course and the marks obtained on evaluation of those assignment courses will be entered into his/her individual record of performance. This will constitute 30% (maximum) of the Full marks in the course as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) regulations, 2020. All the Marks secured by the learners will be progressively entered into the result card. Every learner is required to submit the assignment courses before each Term-End Examination. In practical course of Science stream, there is no assignment.

Term-End Examinations: Minimum 80% of the total credit points of the course (except practical course where it is 100%) would be reserved for Term-End Examination as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. Minimum qualifying marks in each course is 20% (Term End Examination Marks + Assignment Marks).

Waive of Programme Fee:

University waive of full course fee for transgender learners.

vii. Requirement of the laboratory support and Library Resources:

Language Laboratory has been instituted at Kalyani RC, and learners are initiated into this facility for relevant portions of the Program.

Library facility is one of important services in any higher educational institution. In addition to the Self Learning Materials (SLMs) and other learning resources the University provides library facility to all of its registered learners. The Library Department, Netaji Subhas Open University is located at Kalyani Campus.

Further, to cater to the needs of huge number of registered students, the University needs unlimited libraries to provide educational support to everyone. To cope with the situation, the University has initiated the process of setting up a strategic partnership with the existing network of Public Libraries that are available in the State of West Bengal to offer educational support to our learners all over the State. This initiative taken by NSOU is the first of its kind in the country.

viii. Cost estimate of the programme and the provisions:

Total course fee is Rs. 7,600/- (Excluding Examination and Studentship Renewal Fees). An approximate distribution of expenditure is given below to get prior view:

| Assigned Head | Sub Head | % of Expenditure |
|----------------------------------|--------------------------------------|------------------|
| Development | SLM Preparation and Development Cost | 7 |
| | SLM Printing | 44 |
| Maintenance & Programme Delivery | Maintenances Grant | 5 |
| | Counselling/ PCP/ Lab Counselling | 25 |
| | Delivery Charges | 4 |
| | Other Overhead Expenses | 8 |
| ICT Support | Admission Processing | 1 |
| | ICT Support Services | 5 |
| | Computer Training | 1 |

ix. Quality assurance mechanism and expected programme outcomes:

While the SLMs authored by experts in the field of English Language Teaching, encompass all possible development in the field during recent years, the list of select reference books spearhead them towards, further and independent learning. The PCPs serve to fill the gaps that learners may face in the course of self learning. Online classes further enhance the concept of dynamic teaching and use of diverse resources. Such classes are in alignment with the concept of CALL and ICT based teaching – learning wherein authentic skill development and practical demonstrations can be brought into the classroom. Informal chat boxes and social media handles (WhatsApp groups) are open and available to students 24x7 to clarify academic and admission and examination related matters. The forum also serves the purpose of being the platform for academic news exchange and lively interactions. Students are given counselling sessions at the beginning of admissions and when they are enrolled in the course. As stated earlier, the library facilitates further and better learning in the University centrally and at the study centers. The University also has a very strong IT cell at HQ thereby ensuring sound LSM wherever required. There is also a permanent A/V studio ensuring recording of lectures for reinforcements and for steadily moving towards the development of MOOCs from available content.

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Post Graduate Programme in English Language Teaching as per University norms. BOS plays a vital role as the following

- ✓ Curriculum review and development of quality Self Learning Materials (SLMs) in print. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.
- ✓ Learner's assessment and evaluation process through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the Programme.

Expected Programme outcomes:

The Postgraduate programme in English Language Teaching is a part of Applied Linguistics and has been developed specifically as a professional course to improve prospects of learners in the job market. The extrinsic outcome of the course being to successfully make students ready to become school, college and University teachers with a significant raise in the probability of securing jobs due to proficiency in English Language communication as well as pedagogy. This apart, the prospect of getting jobs as journalists, editors, content editors, content writers are enhanced on the completion of this programme.

Intrinsically the course augments expertise, confidence and esteem of those already in service and those seeking jobs in the global market.