

**Shikshan Mandal Karad's
Mahila Mahavidyalaya, Karad**

**Structure and Syllabus
of
Certificate Course in Communication Skills in English
Under UGC- NSQF**

Title: Certificate Course in Communication Skills in English

Year of Implementation: 2020-21

Duration: Six Months

Pattern of Examination:

- **Theory Examination:** At the end of Semester as per the rules of Shivaji University, Kolhapur
- **Practical Examination:** Internal Assessment of Practical Record
Assessment of Project Report / Field Visit

Medium of Instruction: English

Structure of the Course:

- Two general papers in a semester
- Three vocational papers in a semester
- One field visit / project and internship

Scheme of Examination:

Theory and Practical

- The theory examination shall be conducted at the end of a semester.
- All general theory papers shall carry 40 marks and vocational theory papers shall carry 50 marks.
- General practical shall carry 10 marks and vocational practical shall carry 50 marks.
- Evaluation of the performance of the students in theory shall be on the basis of semester examination as mentioned above.
- Question papers shall be set in the view of entire syllabus preferably covering each module of the syllabus.

Nature of Question Paper for:

A) Theory Examination

- Question No. 1: Multiple Choice questions. Marks 10
- Question No.2 : Long answer type questions (Two out of Three)
Marks 20
- Question No. 3: Short Notes with internal choice. (Four out of Six) Marks 20

B) Practical:

- Evaluation of the performance of the students in the practical shall be on the basis of Practical record and semester examination.

- Internal assessment and external examination at the end of a semester as mentioned separately in each paper.

Standard of Passing: As per the guidelines and rules for Certificate Course under UGC – NSQF (Skill Development Courses)

Structure of the Course:

Sr. No	Paper No.	Title of the Paper	Theory	Practical/Project	Marks	Distribution of Marks	
						Theory	Practical
1	I	Essentials of Grammar	Theory	Practical	50	40	10
2	II	English Phonology and Building Vocabulary	Theory	Practical	50	40	10
3	III	Situation Based Communication	Theory	Practical	100	50	50
4	IV	Effective Reading and Writing	Theory	Practical	100	50	50
5	V	Behavioural Skills	Theory	Practical	100	50	50
6		Internship			50		
		Project Report / Field Visit					

Scheme of Teaching:

Sr. No.	Paper No.	Title of the Paper	Credit		Workload		Marks (Total)	Distribution of Marks	
			Theory	Practical	Theory	Practical		Theory	Practical
1	I	Essentials of Grammar	3	3	2	2	50	40	10
2	II	English Phonology and Building Vocabulary	3	3	4	4	50	40	10
3	III	Situation Based Communication	3	3	4	4	100	50	50
4	IV	Effective Reading and Writing	3	3	4	4	100	50	50
5	V	Behavioural Skills	3	3	4	4	100	50	50
6		Internship	--	--	--	--	50	--	20
		Project / Field visit	--	--	--	--		--	30
		Total	15	15	18	18	450	230	220

Eligibility for Admission:

10+2 from any faculty or equivalent qualification in related stream

Eligibility for Faculty:

- M.A. in English with SET / NET (Proficiency in English Communication preferable)
- Corporate Trainer and Facilitator (Behavioural Skills)

The maximum credits for **Certificate in Communication Skills in English Course** shall be 30 credits. To pass in each paper, students are required to obtain 4 grade points in each paper. It means 18 marks out of 50 marks Theory / Practical papers and 4 marks out of 10 marks for practical papers.

Assessment of Project / Field Visit and Internship report:

- Assessment of Project / Field Visit and Internship report must be submitted by the prescribed date usually two weeks before the end of the course.
- It is desirable that topics for Project / Field Visit and Internship report shall be assigned by the faculty or chosen by the students.
- Project / Field Visit and Internship report and its presentation shall be evaluated by the Coordinator of the course and concerned faculty.

Grades and Grade Points for Theory / Practical / Project / Field Visit / Internship Report

Table – I for 50 Marks Theory or Practical

Grade Point	Marks out of	Marks Obtained	Letter Grade	Description of Performance
0.0	50	0.0 to 2.5	D	Unsatisfactory
1	50	2.06 to 5.0		
1.5	50	5.1 to 7.5		
2	50	7.6 to 10.0		
2.5	50	10.1 to 12.5		
3	50	12.6 to 15.0		
3.5	50	15.1 to 17.5		

4	50	17.6 to 20.0	C	Fair
4.5	50	20.1 to 22.5		
5	50	22.6 to 25.0	B	Satisfactory
5.5	50	25.1 to 27.0		
6	50	27.6 to 30.0	B +	Good
6.5	50	30.1 to 32.5		
7	50	32.6 to 35.0	A	Very Good
7.5	50	35.1 to 37.5		
8	50	37.6 to 40.0	A+	Excellent
8.5	50	40.1 to 42.5		
9	5	42.6 to 45.0	O	Outstanding
9.5	50	45.1 to 47.5		
10	50	47.6 to 50.0		

Table – II for 40 Marks Theory or Practical

Grade Point	Marks out of	Marks Obtained	Letter Grade	Description of Performance
0.0	40	0.0 to 2.0	D	Unsatisfactory
1	40	2.08 to 4.0		
1.5	40	4.08 to 6.0		
2	40	6.08 to 8.0		
2.5	40	8.08 to 10.0		
3	40	10.08 to 12.0		
3.5	40	14.08 to 16.0		
4	40	16.08 to 18.0		
4.5	40	18.08 to 20.0		

5	40	20.08 to 22.0	B	Satisfactory
5.5	40	22.08 to 24.0		
6	40	24.08 to 26.0	B+	Good
6.5	40	26.08 to 28.0		
7	40	28.08 to 30.0	A	Very Good
7.5	40	35.1 to 37.5		
8	40	30.08 to 32.0	A+	Excellent
8.5	40	32.08 to 34.0		
9	40	34.08 to 36.0	O	Outstanding
9.5	40	36.08 to 38.0		
10	40	38.08 to 40.0		

Table – III for 10 Marks Practical

Grade Point	Marks	Marks Obtained	Grade	Description of Performance
0.0	10	0.0 to 0.5	D	Unsatisfactory
1	10	0.52 to 1.0		
1.5	10	1.02 to 1.5		
2	10	1.52 to 2.0		
2.5	10	2.02 to 2.5		
3	10	2.52 to 3.0		
3.5	10	3.02 to 3.5		
4	10	3.52 to 4.0	C	Fair
4.5	10	4.02 to 4.5		
5	10	4.52 to 5.0	B	Satisfactory
5.5	10	5.02 to 5.5.		
6	10	5.52 to 6.0	B+	Good

6.5	10	6.02 to 6.5		
7	10	6.52 to 7.0	A	Very Good
7.5	10	7.02 to 7.5		
8	10	7.52 to 8.00	A+	Excellent
8.5	10	8.02 to 8.5		
9	10	8.52 to 9.00	O	Outstanding
9.5	10	9.02 to 9.5		
10	10	9.52 to 10		

Calculation of SGPA and CGPA:

- **Semester Grade Point Average (SGPA)** $S_i = \Sigma (C_i \times G_i) / \Sigma C_i$
(C_i = Number of Credits of the Course Component and G_i = Grade Point Scored by the Student in the Course Component)
- **Cumulative Grade Point Average (CGPA)** $= \Sigma (C_i \times S_i) / \Sigma C_i$
(S_i (SGPA) and C_i = the Total Number of Credits of the Course)

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcript.

At the end of the Course, students shall be placed in any one of the divisions as detailed below:

Grade Point	Grade	Description of Performance
0.0	Ab (Absent)	Ab
0.0	F (Fail)	Fail
0.00 to 3.49	D	Unsatisfactory

3.5 to 4.49	C	Fair
4.5 to 5.49	B	Satisfactory
5.5 to 5.99	B+	Good
6.0 to 6.99	A	Very Good
7.0 to 8.49	A+	Excellent
8.5 to 10.00	O	Outstanding

- 1st Class with Distinction : CGPA > 7.0 and Above
- 1st Class : CGPA > 6.0 and < 6.0
- II nd Class : CGPA > 5.0 and < 6.0
- Pass Class : CGPA > 4.0 and < 5.0
- Fail : CGPA > 4.0

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Certificate Course in Communication Skills in English

Syllabus

Objectives:

- To develop vital spoken and written language skills required for personal, social and professional interactions.
- To help the learners recognize and operate in various styles and registers in English.
- To help the learners get rid of the flaws in pronunciation and grammar.
- To impart better writing skills by sensitizing the learners to the dynamics of effective writing.
- To build up the learners' confidence in oral and interpersonal communication by exposing them to attitudinal and behavioural aspects and to build the same through activities.
- To empower the learners with essential skills for placement

Paper I

Essentials of Grammar

Workload: 4	Total Credits: 6	Total Marks: 50
Theory: 2/ week	Theory: 3	Theory: 40
Practical: 2 / batch	Practical: 3	Practical: 10

Course Outcomes:

On completion of the course, students will be able to –

1. Identify and understand word classes and their function in a sentence.
2. Use grammatical structure meaningfully in a specific context.
3. Improve vocabulary and use content specific words effectively.

Course Content

45 Lectures

Module 1: Classes of Words

- 1.1 Open Classes
- 1.2 Closed Classes

Module 2: Introduction to Tenses

- 2.1 Verb Patterns
- 2.2 Types of Tenses
- 2.3 Usage of Tenses

Module 3: Sentence Patterns

- 3.1 Types of Basic Sentence Patterns
- 3.2 Concord

Module 4: Types of Sentences

- 4.1 Declarative

- 4.2 Imperative
- 4.3 Interrogative
- 4.4 Exclamatory

Practical:

- i) Watch a short segment of a film and narrate the same.
- ii) Convert a passage into present / past tense.
- iii) Change the adverbs or adjectives in a sentence and narrate the same.
- iv) Role play – use of context specific vocabulary
- v) Group activity – ‘Collective Sentences’ (Ask a student to say a word. Then other students will add words to make coherent sentences.)

References:

Bolton, K. *Varieties of World Englishes. The Encyclopedia of Applied Linguistics*. 2012.

Hornby, A.S. *Oxford Advanced Learner’s Dictionary of Current English*. Oxford: Oxford University press.

Leech, Geoffrey, Margaret Deuchar, Robert Hoogenraad. *English Grammar for Today: A New Introduction*. London: Macmillan Education Ltd. 1987. Print.

Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. Hong Kong: Longman Group Ltd. 1990.

Rivers, W.M. *Communicating Naturally in a Second Language*. Cambridge: Cambridge University Press. 1983.

Scheme of Internal Practical Examination: 10 Marks

- i) Submission of Record Book Marks: 5
- ii) Oral Examination Marks: 5

Paper II

English Phonology and Building Vocabulary

Workload: 4	Total Credits: 6	Total Marks: 50
Theory: 4 / week	Theory: 3	Theory: 40
Practical: 2 / batch	Practical: 3	Practical: 10

Course Outcomes:

On completion of the course, students will be able to –

1. Understand basic sound systems of English.
2. Utilise phonetic dictionary symbols to continue improve pronunciation.
3. Identify and properly place stress at both word and sentence level.
4. Identify intonation patterns and use them correctly.
5. Strengthen their ability to use appropriate, context-based vocabulary.

Course Content

45 Lectures

Module 1: Introduction to English Phonetic Sounds

- 1.1 English Consonants and Vowels
- 1.2 Word Accent
- 1.3 Intonation and Meaning

Module 2: Building Vocabulary

- 2.1 Domain Based vocabulary
- 2.2 Formal and Informal vocabulary

Module 3: Word Relations

- 3.1 Synonyms
- 3.2 Antonyms
- 3.3 Homonyms

3.4 Hyponyms

3.5 Polysemy

Module 4: Word Formation Processes

4.1 Affixation

4.2 Conversion

4.3 Compounding

4.4 Reduplication

4.5 Clipping

4.6 Blending

4.7 Acronyms

Module 5: Common Errors

5.1 Problem Words

5.2 Usage of Problem Words

Practical:

- i) Odd one Out – Vowel Exercise
- ii) Homophone Go Fish
- iii) Minimal Pair Slap
- iv) Rhyming Pair Memory Game.
- v) Describe It. (Word Game – Dumb Sheraz)
- vi) Picture Reading.

Study Project

- i) Collection of Domain-based vocabulary

References:

Bansal, R.K. and Harrison, J.B. *Spoken English for India: A Manual of Speech and Phonetics*. Chennai: Orient Longman Ltd. 1988.

Kushwaha, G.S. *English Phonetics and Pronunciation for Indian Learners*. Chennai: Notion Press. 2017.

LePan, Don. *The Broadview Book of Common Errors in English*. Ontario: Broadview Press Ltd. 2003.

Lewis, Norman. *Word Power Made Easy*. New York: Pocket Books: 2011.

Merriam – Webster. *Webster’s New Explorer Vocabulary Skill Builder*. Federal Street Press. 2008.

Quirk, Randolph and Sidney Greenbaum. *A University Grammar of English*. Hong Kong: Longman Group Ltd. 1990.

Strunk, William Jr. and E.B. White. *The Elements of Style*. Pearson. 1999.

T. Balsubramanian. *A Textbook of English Phonetics for Indian Students*. Chennai: Macmillan. 2010.

T. Balsubramanian. *English Phonetics for Indian Students – A Workbook*. Delhi: Laxmi Publications. 2014.

Scheme of Internal Practical Examination: 10 Marks

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|------------------------------|----------|
| i) Submission of Record Book | Marks: 5 |
| ii) Oral Test | Marks: 5 |

Paper III

Situation Based Communication

Workload: 4

Theory: 4 / week

Practical: 4 / batch

Total Credits: 6

Theory: 3

Practical: 3

Total Marks: 50

Theory: 50

Practical: 50

Course Outcomes:

On completion of the course, students will be able to –

1. Use formal and informal communication effectively in personal and professional life.
2. Understand the key skills, possible strategies and behaviour required to facilitate effective group discussion.
3. Develop the skills needed for approaching different types of interview.
4. Deliver a well-practiced and effective presentation.
5. Learn how to use body language to strengthen communication.
6. Acknowledge the impact of gestures and mannerisms in the workplace and beyond.

Course Content

45 Lectures

Module 1: Informal and Formal Interactions

- 1.1 Greetings
- 1.2 Introduction of Oneself and Others
- 1.3 Offers, Requests, Orders, Instructions
- 1.4 Accepting and Refusing
- 1.5 Thanking, Apologising and Excusing
- 1.6 Telephone Talk

Module 2: Group Discussion

- 2.1 Features of Group Discussion
- 2.2 Sharing and Receiving Ideas and Opinions

Module 3: Interview Skills

- 3.1 Preparation for Interviews
- 3.2 Body Language

Module 4: Presentation Skills

4.1 Essentials of Presentation

4.2 Body Language

Practical:

- i) Role Play in a formal setting.
- ii) Role Play in an informal setting.
- iii) Group discussion on a given subject.
- iv) Interviews for different posts.
- v) Presentation on a given topic.

Study Projects

- i) Interview of a well-known personality or any person
- ii) Interpreting Body language
- iii) Impact of body language on the performance in the workplace.

References:

Anderson Chris. *Ted Talks : The Official Ted Guide to Public Speaking*. New York: Houghton Mifflin Harcourt. 2016.

Dale Carnegie. *How to Win People and Influence People*. New York: Pocket Books. 1998.

Driver Janine. et al. *You Say More Than You Think*. USA: Harmony 2011.

Fine Debra. *The Fine Art of Small Talk*. New York: Hyperion. 2005.

IMS. *The New GD Path- Finder*. IMS Learning Resources Pvt. Ltd. 2010.

Ledden, Emma. *The Presentation Book: How to Create it, Shape it and Deliver it*. UK: Pearson Education Ltd. 2017.

Pease, Allan and Barbara . *The Definite Book of Body Language*. New Youk: Bantam Books. 2006.

Reynolds Garr. *presentationzen: Simple Idea on Presentation Ideas and Design*. Berkeley CA: New Riders, 2008.

Yate, Martin. *Knock 'em Dead Job Interview: How to turn Job Interviews Into Job Offers*. USA: Adam's Media. 2013.

Scheme of Internal Practical Examination: 50 Marks

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|------------------------------|-----------|
| i) Submission of Record Book | Marks: 20 |
| ii) Oral Test | Marks: 30 |

Paper IV

Effective Reading and Writing

Workload: 4	Total Credits: 6	Total Marks: 50
Theory: 4 / week	Theory: 3	Theory: 50
Practical: 4 / batch	Practical: 3	Practical: 50

Course Outcomes:

On completion of the course, students will be able to –

1. Read for a purpose.
2. Understand types of information transfer
3. Draw inference from graphical presentations of data.
4. Develop ideas into a coherent paragraph.
5. Draft various types of letters.
6. Understand types and elements of résumé.
7. Know how to present their credentials precisely and effectively in a résumé and CV.

Course Content

45 Lectures

Module 1: Information Transfer

- 1.1 Interpretation of Visual Information

1.2 Understanding the Text and Drawing Inference

Module 2: Paragraph Writing

2.1 Basic Elements of a Paragraph

2.2. Types of Paragraph

Module 3: Types of Correspondence

3.1 Application

3.2 Asking for permission

3.3. Best wishes, Congratulations

3.4 Letter of thanks

3.5 E-Mail writing

Module 4: Cover Letter and Resume / CV Writing

4.1 Elements of Résumé

4.2 Types and Formats of Résumé

4.3 CV Writing

Practical:

- i) Interpretation of Graphs, Pie Charts, Tables, Tree Diagrams, Bar Diagrams
- ii) Transformation of a passage into Graphs, Pie Charts, Tables, Tree Diagrams, and Bar Diagrams.
- iii) Developing and writing a coherent paragraph on a given subject.
- iv) Responding to various situations by writing letters.
- v) Writing formal and informal e-mails
- vi) Responding to job advertisements by writing a cover letter and résumé
- vii) Writing a CV suitable to a job opening.

Study Projects:

- i) Collection of résumés of distinguished personalities
- ii) Types of correspondence

References:

Block, Jay A. and Michael Betrus. *101 Best Resumes: Endorsed by the Professional Association of Resume Writers*. New York: McGraw-Hill., 1997. Print.

Cairo, Alberto. *The Functional Art: n Introduction to Information Graphics and Visualisation*. USA: New Riders. 2016.

Cole, Nussbaumer Knaflic. *Let's Practice!* New Jersey: John Wiley and Sons. 2020.

Lougheed Lin. *Business Correspondence*. New York: Pearson Education. 2002.

Tufte, Edward. *The Visual Display of Quantitative Information*. USA: Graphics Press. 2001.

Vedder, Scott. *Signs of a Great Résumé: How to Write a Resume that Speaks for Itself*. Veterans Edition. 2014. Print.

Scheme of Internal Practical Examination: 50 Marks

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|------------------------------|----------|
| i) Submission of Record Book | Marks: 5 |
| ii) Oral Test | Marks: 5 |

Paper V

Behavioural Skills

Workload: 4

Theory: 4 / week

Practical: 4 / batch

Total Credits: 6

Theory: 3

Practical: 3

Total Marks: 50

Theory: 50

Practical: 50

Course Outcome:

On completion of the course, students will be able to –

1. Exhibit effective interpersonal communication in a variety of settings.
2. Relate effectively to their colleagues and others in any situation.
3. Learn the effective ways to demonstrate empathy in a wide range of situations.
4. Understand what self-confidence is and why it's a skill that needs building.
5. Identify the significant effects of confidence.
6. Develop a comprehensive set of practical skills and tools to rely through leadership practice.

Course Content

45 Lectures

Module 1 : Interpersonal Communication Skills

- 1.1 Assertiveness
- 1.2 Positive Attitude

Module 2: Emotional Intelligence

- 2.1 Self Awareness and Resilience
- 2.2 Empathy

Module 3: Building Self Confidence

- 3.1 Self - Love
- 3.2 Self - Management

Module 4: Leadership and Communication

- 4.1 Verbal and Non-verbal Messages
- 4.2 Effective Listening

Practical:

- i) Role Play
- ii) Activities for active listening

- iii) Debates on a given subject
- iv) Dialogue on a randomly chosen object (Students will be in pair)
- v) Self Awareness worksheet
- vi) Pass the Hula Hoop (Group Activity)
- vii) Desert Island (Group Activity)

Projects:

- i) Leadership Styles
- ii) Impact of Emotional Intelligence on the Performance of the Employees.

References:

- Branden Nathaniel. *Six Pillars of Self - Esteem*. London: Bantam, 1995
- Covey, Stephen S. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster, 2020.
- DeVito, J. A. *Interpersonal communication: Everyday encounters*. Florence, KY: Wadsworth Publishing. 2005.
- Goleman Daniel. *Emotional Intelligence*. London: Bantam. 2005
- Pearson, J. C. *Interpersonal communication: Clarity, confidence, concern*. New York, NY: WCB/McGraw-Hill. 1987.
- Knapp, M.L. & Vangelisti, A.L. *People skills: How to assert yourself, listen to others, and resolve conflicts*. Brookvale, NSW: Simon & Schuster Australia. 2008.
- Williams, Ron, Karl Weber. *Learning to Lead*. U.S.: Greenleaf Book Group Press. 2019

Scheme of Internal Practical Examination: 50 Marks

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|------------------------------|----------|
| i) Submission of Record Book | Marks: 5 |
| ii) Oral Test | Marks: 5 |