

Rani Durgavati Vishwavidyalaya, Jabalpur, M.P.



Learning Outcomes Based Curriculum Framework  
(LOCF)  
for  
Certificate Course in Communicative English

**Department of PG Studies and Research in English,  
University Teaching Department**

**Rani Durgavati Vishwavidyalaya,  
Jabalpur, M.P.**

**Department of PG Studies and Research in English, UTD**

**Learning Outcomes Based Curriculum Framework  
(LOCF)**

**for**

**Certificate Course in Communicative English**

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(Prof. Alora Chandra)

## **I. Introduction:**

The knowledge, study and use of English language has become essential in the present times as English has become the link language for communication not only globally but also among the different States in India. The University is concerned why despite English being a compulsory subject in schools from Pre-KG onwards, the students, especially of the Mahakaushal Region, are not able to use this language as fluently as they should do. Therefore, the University has resolved to introduce this Certificate Course of Communicative English with the purpose of helping the students learn the basic technicalities involved in the correct use of English Language, the way it is spoken, read and written.

## **II. Aims of the Programme:**

This Programme is introduced with the object of making the students/learners (of any age group) learn the use of English Language comfortably, fluently and correctly.

## **III. Graduate Attributes:**

1. Disciplinary knowledge of English Language
2. Communication skills
3. Critical thinking in English
4. Analytical reasoning in English
5. Self-directed learning
6. Multicultural competence
7. Leadership qualities
8. Lifelong learning abilities

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#### **IV. Qualification Descriptors:**

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This criterion describes the level of knowledge and understanding, skills and competencies and attitudes and values which a student of this programme will occupy after the completion of the programme. The programme has been designed keeping in mind the learning experiences and assessment procedures to be applied in such a way that the student gets a fair opportunity to attain the intended program learning outcomes. The qualification descriptors would mirror the understanding and knowledge related to English Language as well as the generic skills including global competencies which the student of this programme shall acquire.

The student after the completion of the programme will be able to apply the disciplinary knowledge and transferable skills acquired to deal with real life situations in English. Besides, he will be able to apply the acquired subject-related skills to employment opportunities.

#### **V. Programme Learning Outcomes:**

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The programme learning outcomes related to the Programme are given as under:

1. Demonstrate a set of basic skills in English communication
2. Demonstrate a coherent and systematic knowledge of English conversation.
3. Display an ability to read and understand various documents, books, literature etc. in English.
4. Display an ability to express oneself fairly, clearly and correctly in English.
5. Ability to learn and use digital knowledge for presentation and other purposes in English.
6. To enable the student to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies.
7. To learn the skill of presenting thoughts, arguments and ideas in English.
8. Recognize employability options for the student available after the programme. Help him



make more meaningful choices regarding his career in areas, such as professional writing, content writing, translation, teaching English at different levels, mass media, journalism, aviation, communication and personality development, etc.

9. The student will be trained in such a way that he will develop life-long learning abilities to cope with the objectives of his concern throughout his life.

## **VI. Course Learning Outcome:**

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1. Ability to acquire workable knowledge of communicating in English.
2. Ability to acquire considerable proficiency in written and oral communication.
3. Acquisition of technical knowledge with respect to English Pronunciation.
4. Acquisition of the correct use of the English grammar.
5. Reject all inhibitions in English conversation.

<b>Programme Outcomes</b>	<b>Phonetics and Spoken English</b>	<b>Functional English Grammar</b>	<b>Spoken English and Writing Skills</b>	<b>Practical</b>
Basic skills in English communication	√	√	√	√
Systematic knowledge of English communication	√	√	√	√
Ability to read and understand in English	√	√	√	√
Ability to write correctly in English	√	√	√	√
Ability to use digital English language	√	√	√	√
Presentation of thoughts, arguments and ideas in English	√	√	√	√
Awareness of the linguistic and cultural	√	√	√	√

richness of India				
Employment options after completion of the Programme	√	√	√	√
Life-long learning abilities	√	√	√	√

## **VII. Teaching Learning Process:**

Learning is a challenge which has to be accepted. It is the most important activity one needs to accomplish throughout his life and career. One has to encourage the student to learn. A student needs to be engaged in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day the student will be encouraged to focus on key areas of the course and learn its fundamentals and its application in life and society. Teaching and learning pedagogy now envisages a shift from domain or conclusions-based approach to the experiential or process/es-based approach. The present programme will promote learning on a proportionate scale of 60:40 principle. Lectures will constitute 60 percent of the delivery. This will include traditional chalkboard method teaching, online teaching and learning, teaching through audio-visual aids, video lectures and webinars, etc. 40 percent learning will be practical based. This ratio is subject to change as per the needs of the programme from time to time.

In order to achieve its objective of focused process based learning for the holistic development of students, the University uses a variety of knowledge delivery methods given as under:

### **(a) Lectures:**

Lectures will be designed to provide the learners with interesting and fresh perspectives on the subject matter. The teachers' lectures will be interactive in such a way that it will promote the students to work with their teachers and to get new insights in the subject area.

### **(b) Discussions:**

Discussions are critical components of learning and can be used as a platform for students to be both creative and critical with old and new ideas. Besides developing critiquing skills and

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arriving at consensus on various real-life issues discussions also help the students solve difficult problems with ease and success.

**(c) Simulations:**

Simulations will provide students opportunities to understand real life situations in the correct perspective and scenario and will help them solve life challenges in a controlled environment.

**(d) Case Studies:**

Case studies, wherever possible, will be encouraged in order to train students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

**(e) Role Playing:**

Assuming various roles, as in real life, is the key to understanding and learning. Students will be trained to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

**(f) Team Work:**

Positive collaboration in the form of team work is critical in the classroom environment for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will be made to acquire the skills of managing knowledge acquired with other collaborative learners, thereby understanding how to incorporate and balance personalities.

**VIII. Assessment Methods:**

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**(a) Alignment of Programme Specific Learning Outcomes and Course Learning Outcomes:**

The assessment of learners' achievement in Certificate Course in Communicative English will be aligned with the following:

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- (i) Programme learning outcomes
- (ii) Course learning outcomes (Qualification Descriptors)
- (iii) Academic and professional skills suggested in the learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses).

**(b) Assessment priorities:**

Formative assessments will be prioritized (in-semester activities including tests done at the department or instructor level) rather than giving heavy and final weightage to summative assessments (end-semester and/or mid-semester tests traditionally done centrally). Progress of learners towards achieving learning outcomes will be assessed making creative use of the following, either independently or in combination: time-constrained examinations (say 1-hour or 2-hour tests); closed-book and open-book tests (if applicable, rather than doing as a rule); problem based assignments; observation of practical skills (speaking, listening, problem solving within a peer group or a class); oral presentations, including seminar presentation; viva-voce, interviews; adaptive testing for MCQ; peer and self-assessment etc. and any other pedagogic approaches as may be relevant keeping in view the learners' level, credit load and class size.

**(c) Diversity in Assessment Methods:**

Allowing for the diversity in learning and pedagogical methods adopted by different universities and institutions, stakeholders (Academic Councils, Boards of Studies or statutory bodies) will ensure that the objectives of the course are clearly aligned to learning outcomes.

**(d) Weightage Distribution:**

Weightage distribution will be given for activities such as library and research work, punctuality and regularity or any other responsibility indicator. Similarly, final examination will include summative assessment methods like, written tests, either written or in combination with oral components, as may be necessary. Questions set in the end examinations may be a combination of essay type questions, short notes and objective MCQ (multiple choice questions).

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(e) **Innovation and Flexibility:**

Innovative and flexible methods of assessments will be adopted to guarantee the fullest realization of learning outcomes outlined in the document. All such instructional and assessment requirements will be clearly communicated to all stakeholders at the time of course registration.

**IX. Structure of Certificate Course in Communicative English :**

- Duration - Six months
  - Eligibility - 12th from CBSE/HSSC MP or an equivalent examination of any other State in India
- i. The structure of Certificate Course in Communicative English is divided into two Semesters of 11 weeks each.
  - ii. Each semester will have two theory papers and a practical paper.
  - iii. The end-semester examination will immediately follow the end of the 11th week i.e. after the completion of the semester.

**SEMESTER I**

<b>Course No./Theory</b>						
<b>Theory Course</b>	<b>Paper No.</b>	<b>Title of Paper</b>	<b>Duration</b>	<b>Teaching Hrs.(4.5 hrs-11wks)</b>	<b>Credit</b>	<b>Maximum Marks</b>
1	Paper I	Phonetics & Spoken English	45 Min	49.5	5	50
2	Paper II	Functional English Grammar	45 Min	49.5	5	50
3	Paper III	Practical Examination	90 Min	99	5	50
		<b>Total</b>			<b>15</b>	<b>150</b>

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SEMESTER II

Course No./Theory						
Theory course	Paper No.	Title of Paper	Duration	Teaching Hrs. (4.5 hrs-11wks)	Credit	Maximum Marks
1	Paper I	Spoken English and Writing Skills	45 Min	49.5	5	50
2	Paper II	Functional English Grammar	45 Min	49.5	5	50
3	Paper III	Practical Examination	90 Min	99	5	50
		<b>Total</b>			<b>15</b>	<b>150</b>

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## **X. Structure of the Course of Certificate Course in Communicative English:**

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<b>Name of the Programme</b>	:	Certificate Course in Communicative English
<b>Semester</b>	:	I
<b>Course</b>	:	Paper- I Phonetics & Spoken English
<b>Marks</b>	:	50
<b>Total Credits</b>	:	5 Credits

### **Course Learning Outcomes:**

1. Acquisition of basic knowledge of English speech sounds and speech patterns.
2. Acquisition of listening and speaking skills required for effective and efficient use of language for expression.
3. Recognize/understand the structure and various parts of the language.
4. To teach learners how to consult a pronouncing dictionary.
5. Improved employability through language competency and proficiency.

### **Course Content:**

- Note: 1. Two questions to be set from each unit and one to be attempted.  
2. All questions carry equal marks.  
3. Each Unit carries 1 Credit Point.

<b>Unit</b>	<b>Content</b>	<b>Credits Allocated</b>
<b>Unit-I</b>	(a) Speech Mechanism, Organs of Speech (b) Classification of Speech Sounds	1
<b>Unit-II</b>	(a) Introduction to Phonetic Symbols: Vowels and Consonants (b) Concept of Syllable and Syllable Division (c) Consonant Clusters	1
<b>Unit-III</b>	(a) Rules of Word Stress (b) Stressed and Unstressed Syllables	1
<b>Unit-IV</b>	(a) Strong and Weak forms of words (b) Transcription of Words (c) Pronunciation of Isolated Words	1

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<b>Unit-V</b>	(a) Word Accent	1
	(b) Accent and Rhythm in connected Speech	
	Total credits	05

**Suggested Readings:**

1. Sethi J., P.V. Dhamija. *A Course in Phonetics and Spoken English*, Delhi:Prentice-Hall of India Private Limited.
2. Sasikumar and Dhamija: *Spoken English*, Delhi: Tata Mc-Graw.
3. Balasubramanim, T., *A TextBook of English Phonetics for Indian Students*, Madras: Macmillan India Limited
4. Bansal R.K., J.B.Harrison*Spoken English for India*, Delhi: Orient Longman Limited
5. Jones, Daniel.*English Pronunciation Dictionary*
6. Gimson A.C. : *An Introduction to the Pronunciation of English*
7. Central Institute of English and Foreign Languages Hyderabad
8. O' Connor: *Better English Pronunciation*

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**Name of the Programme** : Certificate Course in Communicative English  
**Semester** : I  
**Course** : Paper II Functional English Grammar  
**Marks** : 50  
**Total Credits** : 5 Credits

**Course Learning Outcomes:**

1. To introduce students to Functional English Grammar.
2. To allow the students to develop linguistic knowledge.
3. Students will be able to demonstrate proficiency in written and oral communication.
4. Students will be able to make use of correct English grammar.
5. Students will learn to communicate in English with confidence.
6. To identify the various functions a language performs and the roles assigned to it.

**Course Content:**

- Note: 1. Two questions to be set from each unit and one to be attempted.
2. All questions carry equal marks.
  3. Each Unit carries 1 Credit Point.

Unit	Content	Credits Allocated
Unit-I	(a) The Phrase and the Clause, their meaning and differences (b) Tenses and its uses	1
Unit-II	(a) The Verb: Regular and Irregular Verbs (b) Transitive and Intransitive uses of Verbs	1
Unit-III	(a) Adjective- Degrees of comparison (b) Adverb and its types	1
Unit-IV	(a) Articles (b) Determiners	1
Unit- V	(a) Conjunctions and its types (b) Subject-Verb Agreement	1
	Total credits	05

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**Suggested Readings:**

1. Wren P.C., H. Martin. *High School English Grammar and Composition*. New Delhi: S Chand & Company Ltd.
2. Geoffery, Leech and Jan Svartvik. *A Communicative Grammar of English*. London: Longman/E.L.B.S. 1975
3. Randolf, Leech and Svartvik. *A Grammar of Contemporary English*. Longman Group Ltd.
4. Collins Cobuilds, *English Grammar*. Harper Collins.
5. Murphy R. *Essential English Grammar*. Cambridge University Press.

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<b>Name of the Programme</b>	:	Certificate Course in Communicative English
<b>Semester</b>	:	I
<b>Course</b>	:	Paper III Practical
<b>Marks</b>	:	50
<b>Total Credits</b>	:	5 Credits

**Course Learning Outcome:**

1. To make students practice English sounds.
2. To make students learn the use of English dictionary.
3. To make students learn the pronunciation of isolated words.
4. To make students practice word accent and rhythm of English communication.
5. To make students practice the use of weak form words.
6. To make students use correct intonation patterns in English.

**Course Content:**

The course of this paper will consist of practical work related to Semester I, Paper – I and II

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<b>Name of the Programme</b>	-	Certificate Course in Communicative English
<b>Semester</b>	-	II
<b>Course</b>	-	Paper- I Spoken English and Writing Skills
<b>Marks</b>	-	50
<b>Total Credits</b>	-	5 Credits

**Course Learning Outcome:**

1. To enhance and diversify the acquisition of knowledge attained in Phonetics & Spoken English Course of Semester I.
2. To introduce students to the basic writing skills in English.
3. To make students learn the art of general English writing, such as; letter writing, essay writing, précis writing, comprehension, paragraph writing, reporting events, etc.
4. To make students understand and appreciate the importance of listening skills.
5. To equip students for seeking better employment based on improved language competency and proficiency.

**Course Content:**

- Note:
1. Two questions to be set from each unit and one to be attempted.
  2. All questions carry equal marks.
  3. Each Unit carries 1 Credit Point.

Unit	Content	Credits Allocated
<b>Unit-I</b>	(a) Intonation, The Form and Function of Intonation (b) Uses of Tones (c) Assimilation and Elision	1
<b>Unit-II</b>	(a) Dictionary Usage (b) Practice in Phonetic Transcription (c) Conversational Passages for Practice	1
<b>Unit-III</b>	(a) The Concept of General Indian English (b) Difficulties of English Pronunciation for the speakers of Hindi	1
<b>Unit-IV</b>	(a) Letter Writing – Format and Types	1
<b>Unit-V</b>	(a) Paragraph Writing (b) Report Writing	1
	<b>Total credits</b>	<b>05</b>

**Suggested Readings:**

Wren and Martin : *High School English Grammar and Composition*  
 Raymond Murphy : *English Grammar in Use*  
 William Strunk Jr. *The Elements of Style*

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<b>Name of the Programme</b>	-	Certificate Course in Communicative English
<b>Semester</b>	-	II
<b>Course</b>	-	Paper- II Functional English Grammar
<b>Marks</b>	-	50
<b>Total Credits</b>	-	5 Credits

**Course Learning Outcome:**

1. To enhance and diversify the acquisition of knowledge attained in Functional English Grammar Course of Semester I.
2. To allow the students to develop linguistic knowledge.
3. Students will be able to demonstrate proficiency in written and oral communication.
4. Students will be able to make use of correct English grammar.
5. Students will learn to communicate in English with confidence.
6. To identify the various functions a language performs and the roles assigned to it.

**Course Content:**

- Note: 1. Two questions to be set from each unit and one to be attempted.  
 2. All questions carry equal marks.  
 3. Each Unit carries 1 Credit Point.

Unit	Content	Credits Allocated
Unit-I	(a) Preposition: Preposition of Time, Place and Direction (b) Uses of Preposition (c) Prepositional Phrases	1
Unit-II	(a) Noun Phrases (b) Adjective Phrases (c) Adverb Phrases	1
Unit-III	(a) Verb Phrase: Form and Function (b) Auxiliaries and Modals, Mood and Modality	1
Unit-IV	(a) Noun Clause and its Cases (b) Adjective Clause and its Cases (c) The Relative Clauses	1
Unit- V	(a) Common Errors in English (b) Synonyms and Antonyms	1

**Suggested Readings:**

- Dr. Prajapati Prasad- *Communication Skills*, S.K Kataria and Sons.  
 K.K Sinha - *Business Communication*, Galgotia Publishing Company.

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<b>Name of the Programme</b>	-	Certificate Course in Communicative English
<b>Semester</b>	-	II
<b>Course</b>	-	Paper III Practical
<b>Marks</b>	-	50
<b>Total Credits</b>	-	5 Credits

**Course Learning Outcome:**

1. To enhance and diversify the acquisition of knowledge attained in Practical Course of Semester I.
2. To further make students practice English sounds.
3. To further make students learn the use of English dictionary.
4. To further make students learn the pronunciation of isolated words.
5. To further make students practice word accent and rhythm of English communication.
6. To further make students practice the use of weak form words.
7. To further make students use correct intonation patterns in English.
8. To make the students practice the different features as illustrated in the course content below.

**Course Content:**

The course of this paper will consist of practical work related to general topics, such as ;

- (a) Resume Writing
- (b) Situational English
- (c) Newspaper Reading
- (d) Mock Interviews
- (e) Group Discussions
- (f) Public Speaking
- (g) Use of MS- Word and Power Point Presentation
- (h) Reporting Events

**Suggested Readings:**

Grant Taylor- English Conversation Practice.

Sethi and Dhamija- Spoken English

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<b>Name of the Programme</b>	-	Certificate Course in Communicative English
<b>Semester</b>	-	II
<b>Course</b>	-	Paper- II Functional English Grammar
<b>Marks</b>	-	50
<b>Total Credits</b>	-	5 Credits

**Course Learning Outcome:**

1. To enhance and diversify the acquisition of knowledge attained in Functional English Grammar Course of Semester I.
2. To allow the students to develop linguistic knowledge.
3. Students will be able to demonstrate proficiency in written and oral communication.
4. Students will be able to make use of correct English grammar.
5. Students will learn to communicate in English with confidence.
6. To identify the various functions a language performs and the roles assigned to it.

**Course Content:**

- Note: 1. Two questions to be set from each unit and one to be attempted.  
 2. All questions carry equal marks.  
 3. Each Unit carries 1 Credit Point.

Unit	Content	Credits Allocated
<b>Unit-I</b>	(a) Preposition: Preposition of Time, Place and Direction (b) Uses of Preposition (c) Prepositional Phrases	1
<b>Unit-II</b>	(a) Noun Phrases (b) Adjective Phrases (c) Adverb Phrases	1
<b>Unit-III</b>	(a) Verb Phrase: Form and Function (b) Auxiliaries and Modals, Mood and Modality	1
<b>Unit-IV</b>	(a) Noun Clause and its Cases (b) Adjective Clause and its Cases (c) The Relative Clauses	1
<b>Unit- V</b>	(a) Common Errors in English (b) Synonyms and Antonyms	1

**Suggested Readings:**

- Dr. Prajapati Prasad- *Communication Skills*, S.K Kataria and Sons.  
 K.K Sinha - *Business Communication*, Galgotia Publishing Company.



<b>Name of the Programme</b>	-	Certificate Course in Communicative English
<b>Semester</b>	-	II
<b>Course</b>	-	Paper III Practical
<b>Marks</b>	-	50
<b>Total Credits</b>	-	5 Credits

**Course Learning Outcome:**

1. To enhance and diversify the acquisition of knowledge attained in Practical Course of Semester I.
2. To further make students practice English sounds.
3. To further make students learn the use of English dictionary.
4. To further make students learn the pronunciation of isolated words.
5. To further make students practice word accent and rhythm of English communication.
6. To further make students practice the use of weak form words.
7. To further make students use correct intonation patterns in English.
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**Course Content:**

The course of this paper will consist of practical work related to general topics, such as ;

- (a) Resume Writing
- (b) Situational English
- (c) Newspaper Reading
- (d) Mock Interviews
- (e) Group Discussions
- (f) Public Speaking
- (g) Use of MS- Word and Power Point Presentation
- (h) Reporting Events

**Suggested Readings:**

Grant Taylor- English Conversation Practice.

Sethi and Dhamija- Spoken English