



दूरस्थ शिक्षा संस्थान  
राजीव गांधी विश्वविद्यालय  
INSTITUTE OF DISTANCE EDUCATION  
RAJIV GANDHI UNIVERSITY  
ITANAGAR-791 112

INSTITUTE  
OF DISTANCE  
EDUCATION  
RAJIV GANDHI UNIVERSITY  
**IDE**

Programme Project Report for Certificate Course in English for Communication

**I. General Objectives:**

a) **Relevance of programme to the institution's mission and goals:** Communication skills are essential in our everyday life. Good communication skills help to reduce the barriers erected because of language and cultural differences. Communication makes learning easier, helps the learners to achieve goals, and increases opportunities for expanded learning. Therefore this course aims to motivate the learners and to help them in overall personal development. It also paves the way to overcome the gap between those who have or have no access to education.

b) **Objectives of the programme:** Whether we realise it or not, we are communicating all the time. A large percentage of the people requiring training and honing of effective communication skills never receive the kind of exposure they need to become effective communicators. In recent years, English has become more applied and as such importance is given to reading, writing and speaking English in different situations effectively. So the main objective of this course is to develop communicative skills of the learners.

c) **Nature of prospective target group of learners:**

i) It will cater to those who are unable to pursue higher education due to various reasons, like lack of institution in their vicinity or inability to get admission in regular courses.

ii) Learners who are employed or already teaching at schools and are interested in pursuing higher education to improve and enhance their knowledge in the respective subject and thus to better their career prospects.

iii) Learners who want to contribute in the research works such as M. Phil and Ph. D.

iv) Learners who want to develop their reading and writing skills and other learner characteristics that may affect the design and delivery of instruction.

d) **Appropriateness of Open and Distance Learning mode for acquiring specific competencies or skills:** Open and Distance Learning (ODL) institutions are not only imparting education as an alternative to the formal system i.e. education in conventional courses/programmes, but also in areas skill development programmes such as vocational and continuing education, teacher education and even in high technology based education.

**II. Instructional Design:**

a) Duration: 1 year

b) **Faculty and support staff requirements:** In order to run the contact and counselling programme effectively, there are full-time working Counselling Coordinators for the courses. The Counselling Coordinators do the necessary coordination for involving resource person in the programme and assignment evaluation. The learners can also contact them for clarifying their difficulties.

c) **Instructional delivery mechanisms:** For developing the study material, the IDE appoints subject coordinators from within and outside the University. Counselling Coordinators are engaged from the Departments of the University. The programme includes orientation class, counselling classes, tutorials, doubt clearing sessions etc.



- d) Identification of media and student support service system: The course curriculum of the programme involves counselling in the form of personal Contact and Counselling programme of duration of approximately 15-20 days. Audio-visual materials are also provided. There is also access to online books and journals. The coordinators of each subject form groups in social media (Whatsapp) where important topics are shared followed by discussions. The learners are also provided with audio-visual classes, self-instructional study materials, lectures, presentations, individual and group discussions.
- e) Procedure for admission: Prospectus with an admission form is available at IDE, RGU and its respective study centres. The students during the admission should submit their original registration card and migration certificate with all the other required documents mentioned in the prospectus within a specified period.
- f) Curriculum transaction and evaluation: The course curriculum involves Contact and Counselling programme at the Institution. The learners are given assignment which is compulsory. The learners will have to submit the assignment in order to be eligible for appearing the final examination. Examination is conducted annually. The assignment will carry 30% and the written annual examination will carry 70%. Evaluation of the assignments will be done at the respective study centre (if resource persons are available) of IDE, Rajiv Gandhi University. The evaluators of the assignments will give their comments on the quality and further scope for improvement of performance of the learner. Minimum pass marks is 40%. Each paper is of 100 marks and the duration of theory paper shall be 3 hours.
- g) Laboratory support required for the programme: Yes
- h) Library resources: There is provision for the Institutional Library of IDE which functions within the IDE building. Besides the Institutional Library, learners can also visit the Central University Library, RGU which is situated next to the IDE building. There are also separate libraries at the study centres.

### III. Financial Involvement:

- a) Cost of estimate of the programme and the provisions therefore: Common Annual Budget is sanctioned every year for the current financial year for expenses against all courses. This allocation is in the following heads:
- Development of Course Materials
  - Student Support Services (at HQ and Centres)
  - Staff Training and Development
  - Technology Support
  - Library
  - Research and Development
- b) Amount assigned for programme development, delivery and maintenance: As Above
- c) Fee structure:



Sl no.	Particulars	Amount
1.	Course Fees	1000
2.	Admission Fee	600
3.	Registration renewal fee	300
4.	Central Examination fee	560
5.	Mark sheet fee	100
6.	Self Learning materials package	2500
7.	Assignment evaluation fee	600
8.	Practical teaching fees	500
9.	Language lab Evaluation fee	100
10.	Identity Card fee	50
11.	Assignment response format	250
12.	Centre fee	150
13.	Centre Examination Fee	240
	TOTAL	6,950/-
13.	Back paper fees (per paper)	300

**IV. Quality assurance Mechanism:**

- Expected programme outcomes: The course ensures the students with knowledge of English with analytical skills in communication and provides them with a broad foundation of knowledge and skills and cultivates a commitment to life-long learning.
- Curriculum and detailed syllabi of the programme:

**CERTIFICATE COURSE IN ENGLISH FOR COMMUNICATION  
PAPER-I**

**SKILLS FOR READING**

**INSTRUCTIONAL OBJECTIVES**



**The instructional objectives of the Paper are to:**

1. recognize the organization of a text that has a clear underlying structure, e.g. chronological or spatial ordering.
2. identify the main point or important information in a short text or part of a text through a topic sentence, in paragraphs of inductive and deductive organization.
3. distinguish the main idea from supporting details, by differentiating primary from secondary significance, the whole from its parts, and statement from example
4. understand information in a text, not explicitly stated, through making inferences and understanding figurative language
5. evaluate ideas, events and characters in a text.
6. understanding conceptual meaning, especially cause, result, purpose, reason, condition and contrast
7. understand relations between parts of a text through lexical cohesion devices of repetition, synonymy, hyponymy and antithesis.
8. understand relations between parts of a text through grammatical cohesion devices of reference (anaphoric and cataphoric), comparison, ellipsis and logical connection.
9. recognize discourse markers commonly used in written registers (like therefore for conclusion and however for contrast)
10. understand the meanings of words, phrases and common idioms in context
11. skim to obtain the gist of a text or a general impression of the text
12. scan to locate specifically required information in a text
13. understand the communicative value (function) of sentences with explicit indicators and without explicit indicators (e.g. an interrogative that is a polite command)

**CERTIFICATE COURSE IN ENGLISH FOR COMMUNICATION  
PAPER-II**



**FUNCTIONAL GRAMMAR AND VOCABULARY**

**INSTRUCTIONAL OBJECTIVES**

The following objectives shall be focused while preparing the functional grammar and vocabulary. In Vocabulary section synonyms, antonyms, idioms, Hyponyms, Collocation, Homographs, Homonyms, Homophones, common errors, etc. shall be dealt with. The objective here is to develop in the students the ability to use English by means of form-focussed communicative activities.

The Rationale of this course is that grammar teaching, if conceived and carried out imaginatively, can enhance linguistic and communicative competence. It is assumed that up to the higher secondary (+2) level, the student has had acquired basic grammatical competence in English.

In the classroom, the presentation of a particular grammatical structure (e.g conditionals) should be set in a text. The items/structures are always to be contextualized/situationalized. Minimal and simple explanation of the structure could be offered if necessary. This can also be done later briefly during practice, if found necessary. Practice of the structure should be given in interesting, meaningful and relevant situations. At the end of the course, the student should be able to demonstrate her grammatical competence in the following ways:

- a) The student has the concepts of countability and uncountability and can distinguish abstract, material generic collective, and proper nouns from other types of nouns, and is aware of the syntactic constraints on their use.
- b) He can derive plural forms of nouns and knows the irregular plural forms.
- c) He knows common fixed expressions in which indefinite, definite and zero articles appear idiomatically, e.g. in (to have a cold, to suffer from influenza, by car, half the amount)
- d) The student recognizes the main and the auxiliary verbs in a sentence and is able to operate them in constructions.
- e) He knows the verbs that have irregular past tense and past participle forms.
- f) He has a rich inventory of phrasal verbs.
- g) He knows the rules of word order in different types of sentences and the contexts in which inversion, omission of information, and pro-forms are used.





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- h) He can manipulate the forms and understand the pragmatics of the active and the passive, direct and indirect narration and the question forms.
- i) He can manipulate tense forms and use them appropriately of various semantic functions.
- j) He has imbibed the pragmatics of simple tenses, e.g. to indicate frequency.
- k) He can exercise the choice of appropriate adverb/adjunct accompanying various tenses.
- l) He can use the modal auxiliaries spontaneously and appropriately evoking the desired notion/implication mood, emotion, and attitude.

**CERTIFICATE COURSE IN ENGLISH FOR COMMUNICATION**  
**PAPER-III**

**WRITING FOR COMMUNICATION**

*INSTRUCTIONAL OBJECTIVES*

The instructional objectives of the Paper are to:

1. give evidence of having mastered the mechanics of writing : spelling, punctuation, capitalization, spacing, indenting and underlining
2. show an awareness of the conventions of layout, phraseology and style of a formal letter and an informal letter
3. note making, and summarising
4. express relations between parts of a text through grammatical cohesion devices like reference (both anaphoric and cataphoric), ellipsis and logical connection
5. organize his/her thoughts logically to produce continuous texts using appropriate discourse markers (to introduce and develop an idea, to make a transition to another idea, and conclude an idea)
6. write short essays (of the descriptive, expository and narrative kind) on topics of immediate relevance and interest to him.
7. write short personal letters of complaint, invitation and apology, letters applying for leave, permission, etc.
8. fill out different forms, e.g. money-order forms



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**PAPER-IV**

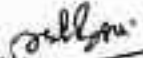
**ORAL COMMUNICATION**

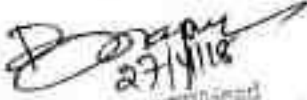
**INSTRUCTIONAL OBJECTIVES**

The instructional objectives of the Paper are to:


1. Speak intelligibly in familiar contexts using largely acceptable pronunciation, word stress, sentence stress and intonation patterns
2. How to take interview
3. display a limited ability to choose language (words, phrases, idioms and sentence constructions) appropriate to the context and listener(s)
4. control basic sentence constructions fairly accurately, and show some capacity for self-correction
5. use cohesive devices and discourse markers accurately in short utterances
6. retell simple stories, tell jokes, narrate events, and describe persons, places and objects, with adequate detail and fluency
7. express ideas, opinions and feelings in good English
8. read aloud familiar textual materials and extracts from newspaper, etc. with fluency and accuracy

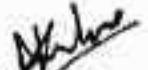
c) Guidelines on launching the programme design: Introduced in 2007-08 as per DEC & RGU guidelines.

  
Assistant Professor  
Institute of Distance Education  
Rajiv Gandhi University

  
27/1/18  
Head  
Department of English  
Rajiv Gandhi University  
Rona Hills, Itanagar (A.P.)

Ph - (0360) /2278087/2278540(O)

  
Director (I/O)  
Institute of Distance Education  
Rajiv Gandhi University  
Rona Hills, Itanagar  
Arunachal Pradesh

  
Assistant Professor  
Institute of Distance Education  
Rajiv Gandhi University