

DEPARTMENT OF ENGLISH AND CULTURAL STUDIES
PANJAB UNIVERSITY, CHANDIGARH

**Outlines of tests, syllabi and courses of reading for the English Proficiency Course
2010-11.**

AIM: The aim of the course is to develop a higher degree of proficiency in listening, speaking, reading and writing English. It is suitable both for students wishing to go in for higher education and for those who wish to enter into employment. Practice in the exercise of all these skills leading to the proficient and effective use of the language in various situations is the aim of the course

Duration of the Course: 3 months (5 days a week) (bi-annual)

(Admission Fee: Rs. 6000/- for three months)

(Examination Fee RS. 2000/-)

The group will be restricted to 30 to provide adequate opportunity for practice in English language skills. Research scholars, both Indian and foreign, enrolled in any department can register.

Course Content:

Approximately 60 hours of course work will be divided as follows:

Speaking: (Practice of spoken English) Activities based on various functions, situations and clarification of speech sound, stress and intonation.

Reading: Tasks in reading comprehension followed by exercises.

Writing: Various levels of writing tasks and activities, sufficient to cater to the needs of the scholars.

Listening: Throughout the course, listening will be a part of activities at every level and the goal will be to provide the learners with enough samples in order to encourage auditory perception and discrimination.

Methodology: Dialogues, "role-play in simulated situations, discussion, mini-projects, paper writing and presentations, short talks, reading articles from journals and newspapers on various themes. Activities for the practice of each of the four skills will include input from essential grammar and vocabulary.

The activities will include the following:

- Reading letters of application, resumes etc., job and person descriptions.
- Writing a Resume or CV.
- Introducing oneself and others in formal and informal situations. Face to face and on the telephone. Social interaction in English
- Describing interests, hobbies, people, places, objects, work etc. in conversation. Giving brief written descriptions.
- Asking for information, giving information and directions on the basis of reading a map, timetable, travel brochure etc. Explaining tables, charts and graphs in both spoken and written form.
- Making arrangements and plans – for a visit by someone to another place, travel for business, holiday or conference.
- Socializing, Extending and Accepting/Refusing invitations. Expressing support and dissent in informal situations. Greeting and leave taking, narration of events, **phatic** communication.

- Inviting papers for publication, presentation. Giving directives. Issuing instructions.

Seminars and presentations: Preparing for a presentation writing a brief paper for presentation. Making a presentation: voice and posture. Reading/Addressing. Listening & Note-taking. Negotiating. Group Discussion–Initiating–Participating in winding up a discussion. Role play Pair work/Group work

Testing and Evaluation:

A diagnostic test will be conducted at the onset and learners will be informed of their ability level according to a fixed grading system. This test will be for all four modules and will take three hours to administer. At the end of the course, a test along the same lines will be administered and the certificate will state clearly the changes in the abilities of the candidate.

Introduction to the four skills of language and the importance of each. Eliciting responses from students on their expectations from the course.

Play some samples of good spoken English. Standard English and a variety of samples should be the goal. Some exercises in listening comprehension.

Some more samples of spoken English Comprehension activities involving speaking and writing should be the classroom work.

Pair work and group work involving listening comprehension. Since each student represents a different variety of English, each can give a short speech to encourage the others to listen carefully.

Through speaking and writing in listening comprehension, a rough evaluation of each student can be attempted.

The class is introduced to the English Pronouncing Dictionary (Daniel Jones) and is instructed in the correct use of this text.

In pairs, students are asked to look up certain words in the dictionary and get familiar with its layout.

The students are given the background of the phonetic symbols given in the beginning of the dictionary and are given a demonstration of the use of the dictionary for pronunciation.

The teacher looks up certain words in the dictionary and encourages the students to use the dictionary independently.

A small test is administered to check their comfort level with the dictionary.

A Practical Course in English Pronunciation (Sethi Sadanand and Dharnija) is introduced in the class and students are given tips on how to use the book, taking tips from the introduction of the book. All through the coming weeks, this book and the dictionary will be used in conjunction. The teachers must use the C.D's with the books, individually in groups, in pairs or the whole class, depending upon the context.

Part 1-Chapter 2

Conclude Chapter 2

Chapter 3

Conclude Chapter 3

Begin Chapter 4

Conclude Chapter 4

A small revision test for Chapters 1-4. Begin Chapter 5

Conclude Chapter 5

Begin Chapter 6-Skim through and ask the students to complete it thoroughly over the weekend.

A revision test based on Chapter 6-both spoken and written

Chapter 7

Begin Chapter 8

Conclude Chapter 8

Begin Chapter 9. Ask the students to read it during the weekend

Complete Chapter 9

Revision test on Chapters 7-9 spoken and written

Chapter 10

Chapter 11

Revision test on Chapters 10 & 11 – Spoken and Written

Devoted to Reading & Writing for which 'Mastering Language' (Palgrave) is recommended. Teachers are free to add other texts.

The different types of reading are explained. (Recommended for the teacher: Learning and Teaching English, M.L. Tickoo)

Responses are elicited on the different types of reading and their use as a warm-up exercise. Some passages are read out aloud by teacher and students and listeners are asked questions based on them.

In pairs, the students read aloud to each other by turns and ask questions to test comprehension. The teacher observes.

Tasks in reading comprehension followed by writing practice. Depending upon the level of the class, passages should be selected carefully.

The teacher discusses the importance of critical reading in today's world. Passages to test critical reading are administered to the students.

Introduction to the Writing Skill and its importance explained. Some fun-filled writing activities.

Note- Making-mechanics and practice.

More note-making practice.

Test on note - making. Evaluation and feedback.

Descriptive passages – introduction and practice.

Descriptive Writing passages – practice

Test on descriptive writing, evaluation and feed back

Introduction to CV/Resume Writing-practice

Practice in CV/Resume Writing

Test on CV/Resume Writing. Evaluation and feedback

Introduction to Academic Papers and Report Writing. Presentation of some samples- students encouraged to read out and analyse in pairs.

Responses elicited from students on their need for academic writing. Discussion on differences between academic and non-academic writing features of academic writing stressed.

Step by step delineation of a sample of academic writing (synopsis, chapter or essay) written practice through expansion of an outline. Feedback by teacher.

Practice in writing academic reports. Differences between reports in media and reports in academics explained. Samples read out aloud by students.

Practice in academic report writing. Feedback by teacher.

Revision Test, Note-making evaluation and feedback.

Revision Test, CV/Resume evaluation and feedback.

Revision Test, Descriptive Passages evaluation and feedback.

Revision Test-Academic Writing evaluation and feedback.

Revision Test- Academic Writing evaluation and feedback.

Introduction to letter writing- formal and informal. Reading aloud of samples by students.
Listing of main features.

Practice in letter writing – formal feedback

Practice in letter writing-informal feedback

Testing – formal letter writing evaluation & feedback

Testing- informal letter writing, evaluation and feedback.

Group discussion about the whole course strengths, weakness and suggestions. Have expectations been fulfilled?

Writing and academic report of the discussion of week XII, day 1. Each student submits a report feedback & evaluation.

Extempore speech-making on topics given by the teacher. Detailed feedback and evaluation.

Discussion in the classroom on: Is proficiency in the skills of language, a pre-requisite of success? Students asked to make notes for a speech they would deliver on the last day.

The full faculty attends. Each student delivers (4-5 minutes) speech prepared on Day 4.

Note: Division of Marks would be as per Appendix A attached.

(Appendix A)

English Proficiency Course: Examination Format

At the end of the course, there will be an examination to check the improvement in proficiency level and to give students a document as proof of proficiency.

The format of the examination will be as follows:

Max.Marks:100

Listening: The students will listen to spoken English extended dialogues/descriptive pieces/reports/narratives and will write down answers to the questions set for each piece in the question paper. The English will be of global standard. The examiners will be

supplied with the audio input as well as the question paper and answer sheets. (25 marks)(45 minutes)

Speaking: The students will be given a choice from three topics; they will prepare a short speech of five minutes on one topic within five minutes. The topics will be of general interest. Linguistic proficiency is to be tested and not general knowledge or specialized knowledge. This testing will be done in groups of five students. After the speech, there will be a question-answer session. There will be a panel of examiners, performance in both parts, speech and question-answer session. (25 marks) (45 minutes)

Reading: There will be two comprehension passages with adequate questions to test reading proficiency. The goal is to test linguistic proficiency and not general knowledge; hence the passages set should target command of language and not knowledge of the world. The complexity of language should be of postgraduate level. (25 marks) (45 minutes)

Writing: The question paper will be divided into three parts as under:

- A. A note-making exercise that also includes a small task in précis writing. (10 marks)
- B. A resume/CV/presentation based on given facts or a chart or a picture (10 marks)
- C. A brief note on a given topic/a dialogue for a given situation/a small paragraph describing a given place or person or experience(5 marks)

The question paper will be set by a language specialist, preferably a reader or professor with at least ten years of experience. The same person will set all the four parts. The examiners in the examination hall will be internal examiners

PANJAB UNIVERSITY CHANDIGARH

Outlines of tests, syllabi and courses of reading **Add-On-Certificate, Diploma and Advanced Diploma Course in Communicative English at Under-Graduate Level** for the examinations of 2010-2011.

1. Objectives:

Add on course in Communicative English is a job oriented course. Its main objective is to motivate fresh graduates to seek self-employment as well as to inculcate in them the spirit of entrepreneurship. The course is intended to break new grounds in teaching of purposeful

Communicative English thereby offering more scope in comparison to the existing Optional English Course at the undergraduate level. It aims at training and enterprising youngsters in communication at various levels by providing practice in Speech, Skills, Oral skills, Writing skills and Study skills. Additionally, being broad-based, it aims to make youngsters self-sufficient, self-reliant and confident so that they can opt for their own enterprise or to take up employment in new upcoming areas.

2. Job Potentials

A. Establish Private Enterprise like:

- a) Tutorial Centers
- b) Consultancy Services
- c) Human Resources Centre for service industry.
- d) Video Filming Centre.
- e) Small Radio Program Production Centre.

B. Seek Employment as;

- a) Interviewer with TV/Radio/News Paper
- b) News Reader/Scriptwriter with TV-Radio-News Paper
- c) **Compere** with TV/Radio
- d) Commentator with TV/Radio
- e) Announcer with TV/Radio
- f) Documentary narrator/Script Writer with TV/Radio
- g) Feature writer with News Paper
- h) Receptionist (with Govt. such as Public Relations Department or with Private Sector such as Tourism and travel Industry).

- i) Secretary [with similar to (h)].
- j) Desk Officer/Office Assistant
- k) Sales Representatives with 'Electrical and Electronics Goods companies and similar set ups.

Pre-requisite of admission:

Students should have studied English as one of the subjects at plus two level.

3. Syllabus Components: Certificate Course-I Year

Paper A: Communication Skills – I

Speech skills, writing skills, study skills.

Paper B: Radio, TV, Print Journalism-I

Diploma Course-II Year

Paper A. Communication Skills-II

Paper B. Radio, TV, Print Journalism-II

Advance Diploma Course-III Year

Paper A. Communication skills-III

Paper B: Radio, TV, Print Journalism-III

Unit cost for 30 students:

Equipment

Language Laboratory

TV, VCR, LCD Player, Flip Chart,

Building: Three lecture rooms

One Laboratory

One Library

Add on Course in Communicative English

Syllabus for 1 year Certificate Course in Communicative English

Paper A: Communication Skills I

Unit-I The Phonology of English, Phonetic symbols for consonants, vowels and Diphthongs in Consonants clusters, Organs of Speech.

Unit-II Language behavior and elements of language.

Unit-III Concept of voice training- Elocution, inventory of voice, Audition Analysis, Common problems of broadcast voice.

- Unit-IV Greetings/Introduction/Level taking
- Unit V Making announcements/Public Address
- Unit-VI Integral elements of writing-Features and sub-skills, Linguistic and Discourse (Mechanics, structures, Diction, idioms and phrases, figures of speech, cohesion, coherence, style, format, text type, context and content).

(These are to be integrated with tasks assigned and not to be treated as discrete item for teaching)

- Unit-VII Letter writing (formal and informal)
- Unit VIII Consulting dictionaries for meaning, pronunciation and usage of words, referring to thesauruses, encyclopedias, time tables, brochures etc,
- Unit IX Business writing- writing notices, agenda, minutes for business meeting.

Mode of Examination:

Written	75 Marks
Practical	25 Marks

Instructions for setting question paper:

Questions to be attempted: 5 out of the given 8.

1 compulsory question on short notes (3 out of given 5).

Each question carries 15 marks.

Practical (i) Presentation 15 marks

(Spoken and writing skills to be tested)

(ii) Assignments

10 marks

PAPER-B

RADIO, T.V. AND PRINT JOURNALISM

Unit-I	The concept of mass communication
	Role of print as a means of communication
	Role of Radio as a means of communication
	Role of T.V. as a means of communication
	Radio and T.V. Networks in India (Education, T.V., Satellite TV, Doordarshan)
Unit-II	AM and FM Radio

Radio broadcasting process

Unit-III TV Station and programme production stage, Pre production, and post production.

Unit-IV The nature of News- What is News? Guidelines for news writing, kinds of Bulletins, Compilation of Bulletins- structure, language, essentials of news writing. The Head Lines; **The leads**, the body and conclusion.

Unit-V Reporting: Act of news gathering.

Source of information

News reporters and their organizations

Responsibilities of a news reporter

Unit-VI Interviews as an instrument of news gathering. Types of interviews in relation to purpose, situation writing, the question reporting from interviews, format, style and content

Unit-VII Body language-Gestures/Movements of face, lips Eyes, Limbs Aspects of Gait, Dress sense, Grace and Demeanor

Unit-VIII Compering for radio, TV and stage shows.

Compering in different situations for different purposes.

Wit, humour, language and style

Add **libing**

Mode of examination: Written 75 marks

Practical 25 marks

Instructions for setting question paper:

Questions to be attempted: 5 out of the given 8.

1 compulsory question on short notes (3 out of given 5).

Each question carries 15 marks.

Practical (i) Presentation 15 marks

(ii) Assignments 10 marks

I Year Certificate Course

Paper A: One period per day

Paper B: One period per day

Total 12 periods per week

Paper	Subject	Periods	Theory	Practical	Marks
A	Communicative Skill – I	6	4	2	75 theory 25 practicals
B	Radio, TV and Print Journalism-I	6	4	2	75 theory 25 practicals

Total Marks: 200

II year

DIPLOMA COURSE IN COMMUNICATIVE ENGLISH

PAPER-A COMMUNICATION SKILLS-II

Unit-1 The syllable, weak forms and contractions, word stress, sentence stress,
Pause and juncture.

Unit-II Describing people, process, procedures, objects/events, making
complaints and suggestions, apologizing, offering excuses,
negotiating and persuading people, expressing dissent and caution,
offering emotional support, motivating people, expressing
condolences, bidding farewells, appearing in interviews, describing
oneself, describing one's strengths, weaknesses, abilities and

qualifications.

- Unit-III Report writing, note taking, note making
- Unit-IV Classifying information from office records, news papers, magazines and advertisements
- Unit-V Indexing of minutes, books, registers, records etc.
- Unit-VI Business letters and faxes-Different types of formats, addresses, opening and closing subject heading, sub-heading.
- Unit-VII Writing letters of application with curriculum vitae/resume: Letters of invitation, reply to invitations, enquiry, reference, arrangements, announcing forthcoming events, products, visits, making booking and arrangements for conferences and trade-fairs
- Unit-VIII Interpreting – Interpreting information presented in charts graphs and tables.

Transforming/Transcoding information contained in verbal description into visual forms such as maps, charts, graphs and tables.

Mode of examination:

Written: 75 marks

Practical 25 marks

Instructions for setting question paper:

Questions to *be attempted*: 5 out of the given 8.

I compulsory question on short notes (3 out of given 5). Each question carries 15 marks.

Practical	(i)	Assignments maintain file	15 marks
	(ii)	Presentation	10 marks

PAPER B

RADIO, T.V. AND PRINT JOURNALISM-II

Unit –I	Training in developing one's best voice. The organs of speech and their mechanism The physical structure. Breathing types, Notes Production, Tone production
Unit – II	Announcements- Possible purposes of announcements, Emergencies, Deaths of VIP's, traffic blockades, economic crisis, weather changes etc. Announcing for promos; language and style, creativity within time constraints. Art of voice modulation for different types of announcements
Unit-III	Commentary: Definition and aims. Components of a commentary, Attitudes, language and style.

Delivery.

- Unit-IV Areas of news reporting.
- Reporting development vs. Action news.
- Obituaries, weather, sports, science, business, arts and culture.
- Unit-V Writing news for radio.
- Voice dispatches.
- Unit - VI Writing news for TV. Writing **for voice over**.
- Unit-VII Camera, Lighting system, Audio system
- Unit-VIII News Room organization- Editor, Chief sub-editor, sub-editor, role and responsibilities.
- Unit-IX The reader- The discerning eye of the news person-understanding the reader. Rights of the reader. The role of Press Council of India
- Unit – X Packaging stories.
- Designing the newspaper. Types of pages, their status and function, types of page, make-up. Mechanics of page make-up.
- Functions, contents and layout of various pages.
- Unit-XI Mechanics of headline writing.
- Kinds of headlines.
- Typographical patterns.

Mode of examination: Written 75 marks

Practical 25 marks

Instructions for setting question paper:

Questions to be attempted: 5 out of the given 8.

I compulsory question on short notes (3 out of the given 5)

Each question carries 15 marks.

Practical (i) Field Work (Covering events, reporting, interviewing) 20 marks

(ii) Reporting presentation 5 marks

II Year Certificate Course

Paper A: One period per day

Paper: B one period per day

Total 12 periods per week

Paper	Subject	Periods	Theory	Practical	Marks
A	Communicative	6	4	2	75 theory
	Skill-11				25 Practical
B	Radio, T.V. and	6	4	2	75 theory
	Print				25 Practical
	Journalism II				

Total Marks: 200

III Year

ADVANCE DIPLOMA IN COMMUNICATIVE ENGLISH

PAPER A COMMUNICATION SKILLS-III

Unit-I Intonation, Patterns of intonation in simple sentence type.

Language and society-Register and style

Integral elements of speaking-features and sub-skills

Linguistics and Discourse (Pronunciation, variations in tone and manner, register, structure, situation, content, style, organization etc).

Unit-II Transcoding information

Dialogue to paragraph

Paragraph to dialogue

Diagram to paragraph

Unit-III Decoding information -Audio recording to paragraph/dialogue-

Video recording to paragraph/dialogue

Unit-IV Report writing-General and Business

Basic report writing.

Organizing information, structuring the report.

-Report on company's performance, market survey, project reports.

Unit-V Training in developing one's best speech.

Word and discourse production.

Copy techniques, marking copy

Presentation scripts, presentation based on notes.

Unit-VI Preparing-

Bibliography of a given topic

Glossaries on a given topic

Mode of examination:

Written: 50marks

Instructions for setting question paper:

Questions to be attempted: 5 out of the given 8.

I compulsory question on short notes (2 out of given 4).

Each question carries 10 marks.

PAPER-B

RADIO, T.V. AND PRINT JOURNALISM-III

- Unit-I Using electronic gadgets such as computers for opening new files, searching for information e-mail etc.
- Use of fax machines.
- Unit-II Documentary
- Definition and aims.
- Techniques of writing for documentary
- Components of documentary
- Language and format
- Characteristics of a good documentary.
- Unit-III Editing- need for editing.
- Editing different types of copies.
- Symbol-style sheet
- Rewriting **mofussil** copy
- Unit-IV Feature writing-Defining feature: The craft of feature writing, types of feature writings, Distinguishing feature from a news paper/magazine writing, Areas of feature writing.
- Unit-V Photo editing- Selection and cropping of pictures, writing captions, placements of photographs.

Unit-VI Role and responsibilities of journalists.

Unit-VII Mode: Public Address: Presentation, Giving opinion, arguments, justifying, explaining, proposing, dissenting, Summing up, presenting a product(e.g. household products(appliances) or service(e.g. facilities provided by a hotel) in the clear persuasive manner with the help of illustrative materials such as graphs, posters and charts.

Mode of examination: Written 50 marks

On the Job Training and Project Report (3000 to 4000 words) 100 marks

On the Job Training at any of the places given: Radio Station, T.V. Station, Tutorial Academy, Any Service Industry Centre, News Paper Offices.

Instructions for setting the question paper:

Questions to be attempted: 5 out of the given 8 .

1 compulsory question on short notes (2 out of given 4).

Each question carries 10 marks.

III YEAR

ADVANCE DIPLOMA COURSE

Paper A: one period per day
periods per week

Paper B: one period per day Total 12

Paper	Subject	Periods	Theory	Practical	Marks
A	Communicative Skill-III	6	3	3	50 theory
B	Radio, TV and Print Journalism III	6	3	3	50 theory

C. On the Job Training and Project Report

100 marks

Total Marks: 200

Communicative English-Part-I (1st Year)

Paper-A

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PANJAB UNIVERSITY

Outline of tests, syllabi and courses of reading in the subject of Functional English (Vocational Undergraduate Level examination (2009-2010))

VOCATIONAL COURSES IN FUNCTIONAL ENGLISH AT THE UNDERGRAGUATE LEVEL

Revised syllabus

1. Subject Title : Functional English (15 weeks/semester)
2. Objectives: Optional course in functional English is a job-oriented course. Its main objective is to motivate fresh graduates to seek self appointment as well as to inculcate in them the spirit of entrepreneurship. The course is intended to break new grounds in teaching of purposeful Functional English thereby offering more scope in comparison to the existing Optional English courses at the undergraduate level. It aims at training enterprising youngsters in communication at various levels by providing proactive in Speech Skills, Oral Skills, Writing Skills and Study skills. Additionally, being broad-based, it aims to make youngsters self-sufficient, self-reliant and confident so that they can opt for their own enterprise or take up employment in new upcoming areas.
3. Job Potentials:
 - A. Establish Private Enterprise like:**
 - a) Tutorial Centers
 - b) Consultancy Services
 - c) Human Recourse centers for Service Industry
 - d) Video Filming centers
 - e) Small Radio Programme Production Centers
 - f) Print and Graphic Art Centers
 - B. Seek Employment as:**

- a) Interviewer with TV/Radio/Newspaper
- b) News Reader/Scriptwriter with TV/Radio/Newspaper
- c) Compare with TV/Radio
- d) Commentator with TV/Radio
- e) Announcer with TV/Radio
- f) Documentary Narrator/script writer with TV/Radio
- g) Feature Writer with Newspaper
- h) Receptionist (with Govt. such as Public Relation Deptt. or with Private Sector such as Tourism Industry)
- i) Secretary (with similar to (h)).
- j) Desk officer/Office Assistant
- k) Sales Representatives (with Electrical/Electronic Good's companies and similar set-ups)

4. Permissible combination of subjects including prerequisite of admissions:

Admission pre-requisite: Students should have studied English as one of the subjects at the plus 2 level. Preference should be given to English medium students.

Combination of Subjects: Of the other two subjects, one should necessarily be English and the other any subject.

5. Syllabus components:

B.A.Part-I:

Paper A : Communication Skills:

Speech Skills +Oral/Aural Communication Skills.

Paper B : Communication Skills:

Writing communication Skills + Study Skills.

B.A.Part-II :

Paper A : Radio journalism:

Radio journalism +Broadcast Presentation.

Paper B : T.V Journalism:

Radio journalism I+TV journalism-II on the job Training.

B.A.Part-III:

Paper A : Print Journalism:

Print journalism I +Print journalism-II

Paper B : Office communication for business:

Office communication for the Business-I +

Office Communication for Business-II.

Unit Cost for 30 students :

Books/journals : Rs 10,000/-(Rs. Ten Thousand)

Equipment : Language Laboratory [Rs. 10,00,000/-
(Rs. Ten Lakh) for Studio,Video,TV,VCP etc.]

Building: 3 Lecture Rooms.

1 Laboratory

1 Library

6. Detail of Modalities of Examination of Evaluation :

7. Linkages up : This is a terminal course. However, higher studies can be pursued in the other two subjects offered by the students.

8. Each paper separately states the objectives, course contents, suggestions for teaching/testing mode of examination and bibliography.

INSTRUCTIONS TO THE AFFILIATED COLLEGES

NOTE (1):

- SINCE EDP IS BEING INTRODUCED AS A MANDATORY PAPER BY THE U.G.C. FOR THE STUDENTS OPTING FOR ANY VOCATIONAL SUBJECT IN ALL THE THREE YEARS, THERE IS NO NEED OF A SEPERARTE EDP IN B.A.-II. HENCE IT SHOULD BE DELETED.
- IN PLACE OF THIS, T.V. JOURNALISM OF B.A.-III, PAPER A, SHOULD BE SHIFTED TO BA.II, PAPERS-B.
- PAPER C OF B.A.II HAS ALSO BEEN REMOVED FROM THE SYLLABUS.
- ALL CHANGES WILL BE APPLICABLE TO B.A.III FROM 2003-2004.

NOTE (2):

- THE ENTERPRENEURSHIP DEVELOPMENT PROGRAM FOR B.A.I AND B.A.II FOR THE ACADEMIC SESSION 2002-2003 WILL BE ONLY QUALIFYING PAPER AND WILL CARRY NO MARKS. FOR B.A.III THE ENTERPRENEURSHIP DEVELOPMENT WILL BE INTRODUCDED AS A QUALIFYING PAPER IN 2003-2004.

(As the matter given in the notes above is somewhat confusing, the General Branch is requested to refer this matter to the Dean College Development Council and seek clarification from him).....RANA NAYAR
PLEASE DO NOT USE THIS MATERIAL IN THE PRESENT FORM.

B. A . PART I

Paper A: 1 period per day

Paper B: 1 period per day (Total 12 periods a week)

Paper	Subject	Period per week	Theory Periods	Practical periods	Marks
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A	Communication Skills:				
	-Speech skills	3	2	1	45 (Theory)
	-Oral/Aural Communication skills	3	1	2	45(Practical)
B	Communication Skills				90 (Theory)
	- Written Communication Skills	3	1	2	
	-Study Skills	3	1	2	
				Total Marks	180

B A .PART II

Paper A: 1 period per day

Paper A: 1 period per day (Total 12 periods a week)

Paper	Subject	Periods	Theory	Practical	Marks
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		per week	periods	periods	
A	Radio Journalism:				
	Radio Journalism	3	1	2	45 (Theory)
	Broadcast Presentation	3	1	2	45 (Practical)
B	T.V Journalism:				
	T.V. Journalism- I	3	1	2	45 (Theory)
	T.V. Journalism- II	3	1	2	45 (Practical)
			Total Marks		180

B.A .PART III

Paper A: 1 period per day

Paper A: 1 period per day (Total 12 periods a week)

Paper	Subject	Periods	Theory	Practical	Marks
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		per week	periods	Periods	
A	Print Journalism:				
	Print Journalism I	3	1	2	70(Theory)
	Print Journalism II	3	1	2	20(Viva)
B	Office Communication for Business:				
	Office Communication for Business I	1	1	2	45 (Theory)
	Office communication for Business II	2	1	2	25 (Viva)
<p>On the job training* phase I (at any of the place given below: Radio Station, Tutorial Academy, Any Service Industry Centre, TV Station, News Paper Office).</p> <p>Note: There will be a practical paper. The students will be required to submit project report which will be evaluated out of 25 marks.</p>					20 (Training)
Total Marks					180

TOTAL STRENGTH OF THE COURSE: 600

SUGGESTIONS FOR IMPLEMENTATION OF COMMUNICATIVE ENGLISH COURSE AT UNDERGRADUATE LEVEL

The UGC should provide 100% funds to colleges where this course is to be introduced.

To begin with, the universities should select one college each in the districts coming under their jurisdictions.

Such Colleges as have sufficient infrastructure should be selected. Gradually, the course may be extended to other places/colleges.

Eligibility

Admissible combination of subjects including

Pre-requisite of admission

Admission Pre-requisite

Students should have studied English as one of the subject at the plus level. Preference should be given to English medium students.

Combination of subjects:

Functional English as one of the three optional subjects.

Staff Requirements:

Professor/Reader 1

Clerk-Cum-Typist 1

Peon 1

Cost for 30 students:

Books & journals Rs.2,00,000/-

First Year

Paper A: Speech Skills

Objectives:

* to familiarize learners with the functioning of English – English

sounds through listening in the Language Lab.

* to enable learners to achieve accuracy in oral production by encouraging

the use of the pronunciation dictionary.

* to enable learners to achieve an optimum level of intelligibility and

fluency in speech.

* to enhance learners' ability of communication in the spoken mode with

accuracy and fluency for various functions.

* to enable learners learn the register and acquire the required proficiency for

different purposes.

Course Content::

- Unit I : The phonology of English-phonetic symbols for consonants, vowels and Diphthongs
Consonant Clusters. The students may also be introduced to the organs of speech.
- Unit II : The Syllable
- Unit III : Weak forms and constructions
- Unit IV : Word Stress
- Unit V : Sentence-stress-pause and juncture
- Unit VI : Intonation: patterns of intonation in simple
sentence types.
- Unit VII : Language and society-Register and style
- Unit VIII : Integral Elements of speaking Features, Sub skills: Linguistics
and Discourse (Pronunciation, Variation in tone & manner,
register, structure, situation, content, style, organization
etc.)

- Unit IX : Greeting/Introduction/Leave Taking
- Unit X : Making registers / Granting requests / Refusing Requests /Thanking.
- Unit XI : Making Enquiries/ Giving information/ Giving Directions/ Withholding information.
- Unit XII : Describing people, process, procedure, objects/Narrative Events.
- Unit XIII : Extending Invitations / Accepting and Declining Invitation.
- Unit XIV : Making complaints and suggestion/ Apologizing/Offering Excuses.
- Unit XV : Negotiating and persuading People/Expressing Dissent and caution.
- Unit XVI : Offering Emotional Support/ Motivating People/Expressing

Condolences.

- Unit XVII : Warning Expressing Disapprovals and Displeasure
- Unit XVII : Making Announcement / public addressing.

Suggestion for teaching:

- Lists of minimal pairs may be used (cot-court) ship-sheep etc.) for practice in listening and speaking.
- Emphasis is to be placed on the use of spoken language rather than on theory. Once the learners are familiar with the speech sounds, patterns of stress and intonation, they must be given intensive practice in these areas.
- It must be made clear that the model of pronunciation is not strictly RP, learners should follow the dictionary as closely as possible but whenever there are differences between RP and Sound used in Indian English, and these differences can be accepted if they do not

interfere with intelligibility and clarity of speech. (Teachers may not insist on a perfect articulation of RP sounds).

- Units VII and VIII not to be tested.
- Use two situations for each Unit.
- Use one of the Modes: Face to face or Telephone or interaction with public for each Unit.
- Use Styles: Informal and formal for each unit.
- Listening comprehension should be given due emphasis and should be tested.

Mode Of Examination:

Written : 45 marks

Practical : 45 marks

Total : 90 marks

[Written : Giving symbols for sounds, breaking words into syllables, making stress in words and sentences, etc.

Practical : Speaking and listening tasks. The students may also be examined in their acquaintance with an organ of speech.]

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Paper B: Writing: Communication Skills and Study skills

Objectives:

- To enhance learners' ability of communication in the written mode with accuracy and fluency
- To train learners in the use of specific formats of written discourse.
- To introduce learners to the fundamentals of study skills
- To familiarize learners with the study skills to collect, classify & retrieve information from different sources and to record and store it.

Course content:

Unit I : Integral Elements of Writing - Features and sub skills.

Linguistic and Discourse (mechanics, structure, Diction, Idioms and
Phrases, Figure of Speech, coherence, style, format, text-type,
context & content, aesthetic functions of language, linguistic

invectiveness)

Unit II : Paragraph writing: Types, formats and structural

Organization of a paragraph.

Unit III : Letter Writing: Formal and informal

Unit IV : Transcoding information:

- Dialogue to paragraph
- Paragraph to dialogue
- Diagram to paragraph

Unit V : Decoding Information:

- Audio Recording to Paragraph/Dialogue
- Video Recording to Paragraph/Dialogue

Unit VI : Report Writing:

- Note-taking in different formats (e.g. Outline, quotation-notes, summary notes, etc.) using heading, sub-heading, symbols like arrows-mark(→), Asterisk(*), Acceptable(/_ \), unacceptable(XX), importance (Imp), Very important (V. Imp),etc.
- Note-making notes or outlines of what is studied-Developing those notes into a summary, using headings and sub-heading, etc.

Unit VIII : Consulting:

- Consulting dictionaries to find the meaning, spelling, pronunciations and usage of words.
- Referring to thesauruses, encyclopedias and other reference books such as a grammar books, yearbooks timetable, information brochures.

- Unit IX : Locating:
- Using Library for locating information
 - Locating required information quickly by using lists of contents indexes and glossaries.
- Unit X : Classifying:
- Classifying information from office record, newspapers, magazines, advertisements etc.
- Unit XI : Indexing:
- Indexing of minutes, books, registers, records. etc.
- Unit XII : Interpreting:
- Interpreting information presented in charts, graphs, & tables.
 - Transforming/Transcoding information contained in verbal description into visual forms such as maps, charts, graphs and tables.
- Unit XIII : Using Electronic Gadgets:
- Such as computers for opening new files, searching for existing files, rearranging files, transferring information from one file to the other, searching for information under different heading and sub-heading.
- Such as Fax-feeding message to a Fax Machine.
- Unit XIV: Preparing:
- Bibliography on a given topic
 - Glossaries on a given topic.
- NOTE:** Unit I to VI be treated as the core Units and one Unit may be picked out of unit VIII to XV.

Suggestions for teaching:

Unit I :

1. This course should highlight the general features of good and bad texts which the students may be asked to read and analyze for familiarization with linguistic and discourse features.
2. All linguistic and discourse items mentioned within the units are to be interrelated with tasks assigned for units II,III,IV,V & VI and not treated as discrete items for teaching.
3. Remedial measure may be taken in respect of weaker areas once they are identified.
4. No theoretical questions to test Unit I. Only its application is to be tested.
5. This course aims at familiarizing learners with different types of paragraph Informative, Descriptive, Narrative, Argumentation.
 - a press report/release, a public notice, a précis/summary etc.
 - the format for each type (a legal notice, a press report)
 - the structural organization of a paragraph (topic, sentence, support sentences introduction, coherence of ideas etc.)
 - the importance of specific textual and grammatical items in specific types of paragraph.

Unit III:

1. This is a general course in letter writing.

Feature of formal and informal letters are to be highlighted with no particulars area in mind.

2. In case of informal letters or personal letters, textual inventiveness, use of imaginative features and aesthetic functions may be encouraged. Books displaying such features may be used as teaching materials.

Unit IV:

This unit aims at familiarizing learners with the skills of transferring information from one mode to another and this to prepare them for tasks to be assigned in the areas of office communication for Business and Media only. The basic are to be treated.

Unit V:

- Reports are to be restricted to simple day to day activities of the learner (the college/the class / canteen/campus interviews/tutorials diary entries).

- Teachers should use authentic material such as newspapers, magazines, Audio Video Taped information, CDs, office files, Dictionary, Thesauruses , Encyclopedia etc. Besides taking care of learners' study skills, the components will indirectly enrich learners general awareness of current affairs, register of different objects of life such as economic affairs, sport business, politics etc. Language in use, style formats of Print Journalism so as to help them guide smoothly into employment with media.

Reference Materials: (To be subscribed by the college)

Magazines:

1. Outlook
2. Sports Week
3. India Today

4. Business Today
5. Business India
6. TV Today
7. Video
8. Marg (Mulk Raj Anand)

Newspapers:

1. Pioneer
2. The Times of India
3. The Economic Times
4. Financial Express
5. Asian Age
6. The Hindu
7. The Statesmen

Mode of Examination: Written: 90 marks Total : 90 marks

Bibliography:

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Second Year

Paper A: Radio Journalism + Broadcast Presentation:

- To acquaint learners with the different mechanisms of radio broadcast.
- To train learners in Script writing for different genres of Radio broadcast.
- To help learners build their best voice by acquainting them with the elements of voice and providing training in it.
- To help learners to identify their speech problems and overcome them.
- To sensitize learners to body movements, demeanor and gestures involved in TV presentation.

Course Content :

Unit I: Introduction Broadcasting:

-The concept of Mass Communication: Its Status & a Brief introduction

to its different Mediums (Print, Radio, TV, Films)

-Role of Print as Means of Communication

-Role of radio as a Means of Communication

-Role of TV as Means of Communication

-The concept of Network Societies: The Expansion of radio & TV Network

in India (Educational TV, Satellite TV, Doordarshan).

Unit II: Interview:

- Reporting Speed and Accuracy
- Contacts, Faithful Reporting
- Building Sources-Interviews-'Foners'

Unit III: News Bulletin:

- Kinds of Bulletin
- Compilations of Bulletin
- Structural Languages
- News Values: News Selection and Presentation
- Sources of News
- Basic Guidelines for News Writing: Word Economy/Time Frame/
Figures, Devices
- News Writing: Agency copy, radio copy, Edition

Unit IV: Announcements:

- Possible purposes for announcements
(Emergencies-Death of VVIPs, Traffic Blockades, Economic
Crises-Weather Chances etc.)
- Announcing for Promos, language and style, creativity within time
constraints.
- Art of Voice Modulation for different types of announcement

Unit V: Commentary:

- Commentary in different situations and for different purposes
- Research, Survey and Studies

-Language and Style

Unit VI: Compering:

-Comparing in different situations and for different purpose

-Role of Wit and Humor in Compering.

-Language and Style

Unit VII: Concept of Voice Training:

-Elocution

-Inventory of Voice, Audition Analysis

-Common Problems of Broadcast Voice

Unit VIII: Training in developing one's Best Voice:

-The organs of speech and their mechanism

-The Physical Structure

-Breathing Types

-Note Production

-Tone Production

Unit IX: Training in developing one's Best Speech:

-Revision of Course Component: Speech Skills

-Word and Discourse Production

-Copy Techniques, marking copy

-Presentation Scripts, Presentation Based on Notes.

Note : The last objective and the last mention point under suggestion for teaching to be taken up with Broadcast Journalism TV(1) and (2) in the III year.

Suggestions for teaching :

During the course of study, the teachers need to be very resourceful. This has to be done in the form of organization field trips to make learners work in authentic setting and to produce a lot of real materials i.e. scripts, tapes etc. to be used as teaching materials. The teacher's creativity will be in the fore while organizing practical activities for learners.

Field work:

Visit to sites of different events by learners is required in order to cover the happenings in their practical work.

Visit to the radio Station by learner is desirable to help learners observe presentations to acquire related skills.

The teacher needs to give a lot of practical work by making learners participate in Physical exercises, making text, giving oral presentations and facing the camera through simulation.

Mode of Examinations: Written: 45 marks Practical: 45 marks

Instructions of Practical

(Oral presentation in different situations i.e. banks, airports, inquiry; formal presentation during exams; a broadcaster, voice testing) **Total marks: 90**

Bibliography:

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Co. Ltd, London, 1981.

Second year

Paper B: T.V. Journalism

. **Objectives:** T.V. Journalism 1 & T.V. Journalism 2

- To acquaint learners with the lay-out, equipment and functioning of a T.V. station
- To train learners in scriptwriting for different genres of T.V. Broadcast.
- To sensitize learners to body movements, demeanor and gestures involved in T.V. presentation.
- To provide further practice in previously covered features of broadcast presentation.

- To familiarize learners with different genres of T.V. production with specific training imparted in script writing.
- To continue with all other features of Broadcast presentation.

Course Content:

Unit I: TV station and program Production

- Pre production: Techniques of Programme presentation and the criteria of selecting technique for presentation.
- Production and the Criteria of selecting Technique for presentation.
- Production: Studio Lay-out, Camera, production Control room, lighting system, Audio System.
- Post Production : Editing.

Unit II: **Interviews**

- Interviews as a Mean of collecting information
- Types of Interviews
- Interviews in relation to purpose, situation interest & taste.
- Writing Questions
- Conducting the Interviews

Unit III: **News Bulletin**

Defining News

- Types of News
- News gathering
- News Processing
- News Writing
- Writing for Voice-Overs

- Editing
- Bulletinizing News

Unit IV: **Compering**

- Note taking, Note Making, Referencing, Researching
- As Libbing
- Creating word images pertaining to various sense

Unit V: **The Entire Paper B of Second year (Broadcast Representation)**

- Voice Production
- Speech training
- Body language

Unit VI: **Electronic Media and Job Opportunities**

- Electronic Media : Vital elements in information technology.
- Satellite technology and Job opportunities at the Global Level
- Role of Prasar Bharti and Broadcast Authority of India
- Scope of Script Writing skills in the 21st century- the Growth and Relevance of English/Regional/National and International Levels

Unit VII: **Commentary**

- Definition and Aims
- Components of a Commentary: Education and Research
- Attitude, Language Style
- Delivery

Unit VIII: **Announcements**

- Formats of Announcing Styles, Purpose, Situations, Time, Age, Pace and Pitch.
- Announcing Programmes
- Announcing Commercials
- Public Service Announcements
- Promos
- Kinds of Spot Productions

Unit IX: **Documentary**

- Definition and Aims
- Techniques of Writing for documentary
- Components of a documentary
- Language, style and format
- Characteristics of good documentary
- Types of Copies, TV Scripts, Scene-by-scene Scripts, Camera Scripts, Shooting Scripts

Unit X: **Body Language**

- Gestures/ Moments of Face, Lips, Eyes, Limbs before the Camera
- Aspects of Gait, Dress Sense, Grace and Demeanor

Suggestions for teaching :

1. During the course of study, the teacher needs to be resourceful in order to organize fields trips to TV Programmes production centers. The teacher should be able to obtain scripts, tapes, etc. of authentic material to be used in the classroom. This can be recorded with the help of a VCR and can also be transcribed. The teacher must also be able innovative enough to construct activities such as simulation tasks for learners.
2. Ref. Unit V: The teacher must provide the students with plenty of opportunities to practice presentation of scripts/notes. This includes making learners participate in physical exercises, making texts, giving oral presentations and facing the cameras through simulation. The college must make provision for students to face the camera and rehearse presentation.

Field Work:

- Visit to the TV Station by learners for exposure to mechanism of TV Broadcast is desirable.
- Visit to the sites of different events by learners is desirable so as to a cover authentic happenings for practical work.

Mode of Examination: Written : 45 marks Practical : 45 marks

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Bielek, Mark . : Television Production Today, NTC, Illinios, 1996.

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Delhi, 1994.

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1995.

Third Year

B.A.Part III

Paper A: Print Journalism

Objectives:

- To generate awareness among learners of issues deserving reporting in print and to stimulate them to rebond environment in print.
- To familiarize learners with different aspects of print journalism, its formats , its avenues.
- To enable learners to write news stories from the stage of news gathering to editing to their final presentation.
- To familiarize learner with the lay-out, equipment and functioning of a newspaper/magazine production centre
- To enable learner to acquire the art and skills of feature writing to encourage freelancing among them.
- To generate awareness among learner of the aspects of graphic arts in Print Journalism.

Course content :

Unit I : An introduction to Print Media

- Print media and communication
- Definition of communication
- Scope of communication :Purpose and its forms

Unit II: **Reporting**

- Act of news gathering
- Sources of information
- News reporters, their organization and their responsibilities.
- Distinguishing factual News Reporting from interpretative and Analytical Reporting.

Unit III: **Investigative Journalism**

- Interview as a instrument of News gathering
- Types of interviews in Relation to purpose, situation

- Writing the questions
- Reporting from interviews- formats, styles and content

Unit IV: **Writing News Stories**

- Structures and formats of a News Story-the content of Inverted Pyramid pattern
- Essentials of News Writing: the headlines/ the leads/ the body/ and conclusion- the art and skills of writing for different purposes

Unit V: **Areas in News reporting**

- Prioritizing Issues and Aspects.
- Reporting on developments vs. reporting on Action
- Reporting obituaries, Weather, Sports, science, business, Art and culture, Education, Agriculture, fashion, community services, etc.

Unit VI: **Editing**

- Need for editing
- Editing different types of copies- copy reading symbols-style sheet
- Rewriting mofussil copy
- Pattern of headlines- headline Vocabulary and Grammatical use of abbreviations

Unit VII: **Packaging stories**

- Designing the Newspaper- types of pages, their status and functions - types of page make-up- tabloid vs. broadsheet,-mechanics of page make-up- functions, contents, and lay-outs of various pages.

Unit VIII: **The Reader**

- The discerning Eye of the News Person

-Understanding the Reader, the Rights of the Readers, the role of press council of India.

Unit IX: **Feature Writing**

- Defining a feature (a lyric in press)- the crafts of feature writing
- Distinguishing of a feature from other forms of Newspaper/Magazine writing. Researching before writing Titles and Leads-Packaging & feature and other ingredients, Areas for feature writing (middles, reviews)/ free lancing and feature writing

Suggestion for Teaching:

1. Students should be encouraged to make a comparative study of various newspapers and magazines in reference to specific topics and formats.
2. Students should be encouraged to rewrite published stories in an effort to improve upon them.
3. The spirits of enquiry should be generated among them so that they learn to collect first hand information for reporting.
4. Besides the use of authentic materials in the classroom, established journalists should be regularly invited to interact with students.
5. Students should be taken on fields trips to cover real life happenings in place residence and out of town.
6. Students' awareness of their environment occupies utmost important. In this reference, their general awareness can also be tested.

Mode of Examination:

Written: 70 marks

Viva Voce: 20 marks

Total : 90 marks

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i) Book One: Newsman's English

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iii) Book Three. News Headlines

iv) Book Four: Picture Editing

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: Report of the Second Press Commission, 1982, Ministry of
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: Proof Corrections for Printers and Others, Indian Standard
Institute , Calcutta.

Paper-B:

Objectives:

- To equip learners with language proficiency in Business/work situations particularly in spoken interaction
- To make learners aware of the special features of format and style of informal communication through various modes.
- To equip learners with techniques of written communication in business situations.
- To expand vocabulary and develop reading comprehension of material related to business.

Course content:

Unit I : **Mode: Face to Face: Business Contacts**

Interaction in Formal/Informal Situation: Greetings, replying to greetings, introduction of oneself and others, Welcoming, bidding farewell, appreciating in an interview, talking about oneself, describing one's job, work place, likes and dislikes, future plans, describing one's strength and weakness, abilities and qualifications.

Unit II : Mode: Telephonic Interaction

Taking messages, making appointments, making enquiries regarding travel bookings, hotel bookings, services, business trading (stocks etc.), making orders, receiving orders, apologizing, complaining, replying to complaints, giving information. Practice in telephoning techniques such as repeating numbers, spelling out names, giving information clearly, noting messages, etc.

Unit III: Mode: Face to Face Public Address: Dealing with Clients and Customers.

Describing products and Services

Describing Process

Answering trade enquiries

Persuading Clients

Negotiating an Agreement

Unit IV: Mode: Public Address: Presentation

Mode: Public Interaction

Giving options, arguments, justifying, explaining, proposing, dissenting, summing-up, presenting a product (eg. Household appliance) or service (e.g. Facilities provided by a hotel) in a clear persuasive manner with the help of illustrative material such as graphs, posters or charts.

Unit V: Business Correspondence

The format of business letters and faxes: Different types of formats, address, opening and closing, subjects, headings, sub-headings, numbering etc.

Scanning letters and faxes for specific information, acquiring familiarity with abbreviations and phrases commonly used in business correspondence.

Writing letters of applications with curriculum-vitae /resume letters of invitation, reply to invitation enquiry, reference, arrangements, announcing forthcoming events products, visits, making booking and arrangements for conference, trade fairs etc. complaints and replies of complaints, apologies, thanks

Writing office memos and notes

Unit VI: **Business Meetings**

Writing notices, agendas, resolutions, minutes for business meetings, preparing, notes for a meeting

Unit VII: **Business Reports**

- Independent reading of reports business and finance papers, reports on company performance, market survey, project reports, reports of achievements in the world of business by well-known business personalities, comparative progress of various enterprises etc.
- Summarization of main ideas of these reports, using the vocabulary from them and consulting the business English dictionary.
- Basic Report writing: Organizing information, structuring the report.

Suggestions for Teaching:

1. Role play and simulation of business situations may be used to train learners.
2. Listening may be practiced by playing tape-recorded material e.g Telephone conversations, recorded interviews, etc.
3. For Unit III, some real products can be described and learners may simulate buying-selling situations in which persuasive techniques can be practiced.
4. For Unit IV, the use of some visual aids, such as Flip Chart and overhead Projector may be encouraged to familiarize learners with these techniques of presentations.
5. Speaking may be tested through role-play, mock interview, giving a presentation. Listening may be tested by asking learners to listen and take down telephone message, short conversation, on business-related matters.
6. A wide range of business texts and correspondence may be taken from books on business English as well as from companies, offices newspapers and magazines.

Mode of Examination:

Written : 45 marks

Viva-Voce : 25 marks

On the Job : 20 marks (On the Job Training Phase I at any of the place given here- Radio Station, Tutorial Academy, Any Service Industry Centre, T.V. Station, Newspaper Offices. There will be a practical paper. The students will be required to submit project, which will be evaluated out of 25 marks)

Total : 90 marks

Bibliography :

Binhan, Philip. : Executive English, Longman Group, London, 3V, 1968-70.

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D. Annerre . : Correspondence for Foreign Students, Longman
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DEPARTMENT OF ENGLISH AND CULTURAL STUDIES

OUTLINES OF TEST SYLLABUS FOR B.Sc. (HONS) FIRST YEAR ENGLISH SUBSIDIARY (SEMESTER SYSTEM) SESSION 2009-2010, 2010-2011

FIRST SEMESTER

SECTION A

- | | | |
|----|---|----------|
| 1. | Fluency in English
Units –I, II, III, IV | 20 marks |
| 2. | Short Stories | 10 marks |

	Unit I to VI	
3	Poems	20 marks

Unit I to IX

SECTION B

Writing and Grammar –

- | | | |
|----|----------------------------|------------------|
| 1. | Paragraph Writing | 12 marks |
| 2. | Formal Letters and E-mails | 10 marks 8 marks |
| 3 | Applied Grammar: | 20 marks |
| | - Types of Sentences | |
| | - Sentence Linkers | |
| | - Correction of Sentences | |

SECOND SEMESTER

SECTION A

- | | | |
|----|---|----------|
| 1. | Fluency in English
Units –VIII, IX, XIV, XVI | 20 marks |
| 2. | Short Stories

Units VII to XII | 10 marks |
| 3 | Poems

Unit X to XVIII | 20 marks |

SECTION B

Writing and Grammar –

- | | | |
|----|---|----------|
| 1. | Resume Writing | 10 marks |
| 2. | Precis Writing | 8 marks |
| 3 | Report Writing | 12 marks |
| 4 | Applied Grammar | 20 marks |
| | - Same word as different part of speech | |

- Formation of Words
- One Word Substitution
- Idioms & Phrases

TEXTS PRESCRIBED:

1. Fluency in English Eds. Mukti Sanyal & Tulika Prasad
Macmillan Publishers
2. Twelve Contemporary Short Stories O.U.P
3. The Silver Lute Macmillan Publishers

NOTE:

The book 'Twelve Contemporary Short Stories' is meant for discussion and evaluation purposes.

1. Mode of Testing: All the questions of Section A would have Internal choice. Question 1 and 2 Essay type. Question 3 and 4 from poems based on central idea or summary.

RECOMMENDED READING:

1. A textbook of grammar and composition Eds. S.C.Sharma, Pankaj Sharma et al Mcmillan.
2. A Practical Eng Grammar Ed.Thomsan Martinet, Oxford, India.

Syllabus of Call Center Training-Add on Course
(One Year Certificate Course)

Max. Marks:100
Theory : 80
Practical : 20

Time: 3 Hours

Section A:

Basics of Communication

- Meaning and Definition of Communication
- Forms of Communication
- Levels of Communication
- Objectives of Communication

Section B:

Application of Computers

- Ms Word-how to type, how to use formatting on the text
- Power Point- how to present Information using slides
- Use of Internet and E-Mails-what is Search Engine, how to use Search Engine in exploring Information
- Use of Multimedia-Importance of multimedia in Communication

Section C

Developing Verbal Communication Skill

- Characteristics of Voice-Quality, Volume, Rate.
- Body Language-Personal Appearance, Posture, gestures, Eye contact.
- Models of delivery-Reading from a manuscripts, Speaking Extemporaneously, Speaking Impromptu, Speaking from Memory

Section D

Framing answers, requests and question.
The effect of punctuation on spoken English.
Dialogue Writing.

Section E

Pronunciation

Word Stress and Information in English

Understanding Syllables for Word Stress, What is Word Stress ? Why is Word stress Important? Where to Put Word Stress? Word Stress Rules.
Phonetic Transcription.

What is Information?, Falling Tone, Rising Tone.
Making effective use of the English Pronouncing Dictionary.

Note: The candidates shall be required to attempt 10 questions in all. All questions shall be compulsory. Two questions will be set from each section. In the first question of each section candidates are required to attempt two short notes out of three in about 100 words each. In the second question of each section candidates are required to answer in about 250 words. There would be no internal choice. Each question would carry 10 marks.

Paper-B

Max.Marks:100

Practical : 80

Internal : 20

Telephonic Conversation :40 Marks

- Greetings
- Courtesies on phone
- How to Interact
- Concluding Conversation

This will emphasize on the ability of the candidate in managing conversation on phone on specific situation.

Customer Care :20 Marks

- Making meaningful enquiries
- Explore your paradigms towards Negative Customers and situations
- Plan to change habits to meet customer needs

Brief Talking : 20 Marks

- How to Introduce yourself to the other learners.
- Be Polite, Careful Selection of words. How to avoid use derogatory statements.
- Be concise in responding to others in the chat session.
- Be constructive in your comments and suggestions.

British Accent :20 Marks

- A paragraph will be given to the candidate and it is required to be read using British Accent

Prescribed Books

- Executive communication- Varinder Kumar & Bodhraj
- Speaking English Fluently- Krishna Mohan & N P Singh
- Script to screen –Sharda Kaushik
- English Pronouncing Dictionary –Daniel Jones.