

# Post Graduate Diploma Programme in English for Communication

(Under Credit and Semester System w.e.f. 2025 Admissions)



## Post Graduate Diploma in English for Communication (Evening Course)



**Institute of English, University of Kerala**  
**2025**

## **A Note to Students**

The aim of this programme is to help you gain confidence in speaking English and attain accuracy in using English in social, professional and academic contexts. The sessions will be structured around various functions for which English is used. The classes will be activity oriented, and you will be required to speak in pairs and groups often. We will not discuss grammar rules much, but you will acquire these rules by using English in the class while performing various language activities. One becomes skilled in a language only by practicing it, and therefore it is important to attend classes regularly.

In addition to attending classes regularly, you should also read and listen to English on a regular basis. Read books and listen to programmes you understand and enjoy. Links to several web resources for learning English are provided for you. In the class and outside, make use of every opportunity to talk to others in English. Your speaking skills will improve rapidly when you do this!

**Programme Duration:** June to March (Annual)

**Time:** 5.00 p. m. to 7.00 p. m. on weekdays

**Total Credits:** 32

**Number of seats:** 30

**Eligibility:** Any Bachelor's Degree of the University of Kerala, or any other recognised by the University of Kerala.

**Admission Procedure:** Notification in newspapers and the University website followed by an entrance examination.

**Fee Structure:** Application Form and Entrance Examination fees: Rs 555, Course fee: Rs 5250, Caution Deposit: Rs 300, DDF: Rs 2625, Examination Fee: Rs 525 per paper

## Course Content

### Semester I

ENG-CC-411: Core Course 1: Communication in Social Contexts (4 Credits)

ENG-CC-412: Core Course 2: Advanced Communication Skills (4 Credits)

ENG-CC-413: Core Course 3: English for Academic Purposes (4 Credits)

ENG-CC-414: Core Course 4: Field Work (4 Credits)

Total Credits for Sem I: 16

### Semester II

ENG-CC-421: Core Course 5: English for Occupational Purposes (4 Credits)

ENG-DE-422: Elective Course 1: Translation (2 Credits)

ENG-DE-423: Elective Course 2: Public Speaking (2 Credits)

ENG-DE-424: Elective Course 3: Creative Writing (2 Credits)

ENG-CC-405: Core Course 6 : **Project** (6 Credits)

Total Credits for Sem II: 16

Total Credits for the Programme: 32

## Programme Assessment

Minimum required for pass: 40% for external examinations

Total marks: 900

Semester I	Internal Assessment	External Assessment	Total
ENG-CC-411: Communication in Social Contexts	40 marks	60 marks	100
ENG-CC-412 : Advanced Communication Skills	40 marks	60 marks	100
ENG-CC-413: English for Academic Purposes	40 marks	60 marks	100
ENG-CC-414 : Field Work	40 marks	60 marks	100
	Total for Sem I		400
ENG-CC-421: English for Occupational Purposes	40 marks	60 marks	100
ENG-DE-422 : Translation	40 marks	60 marks	100
ENG-DE-423 : Public Speaking	40 marks	60 marks	100
ENG-DE-424 : Creative Writing	40 marks	60 marks	100
ENG-CC-425 : Project & Viva Voce	40 marks (Project evaluation)	60 marks (Viva Voce)	100
	Total for Sem II		500
Grand Total			900

**Conversion of percentage of marks into grade points is as follows**

Sl No	Weightage in %	Grade Point	Grade
1.	90 to 100	10	O (Outstanding)
2.	85 to less than 90	9	A+ (Excellent)
3.	80 to less than 85	8.5	A (Very Good)
4.	70 to less than 80	8	B+ (Good)
5.	60 to less than 70	7	B (Above Average)
6.	50 to less than 60	6	C (Average)
7.	40 to less than 50	5	D (Pass)
8.	Less than 40	0	F (Fail)
9.	Absent	0	Ab (Absent)
10.	Course Incomplete	0	CI (Incomplete)

CO	PROGRAMME OUTCOME STATEMENT	PSO
C01	Develop fluency and accuracy in using English in a range of situations	1
C02	Developing skills in speaking, listening, reading and writing, while improving grammar, vocabulary and pronunciation	5, 8
C03	Improve aural-oral academic and business communication through discussions, seminars, dialogue, presentations, videos, and lectures	21, 27
C04	Promote interactive reading of academic text, building reading strategies for better comprehension, speed, and confidence, and developing critical reading skills	7, 30
C05	Improve people skills and job skills	8, 27

## Scheme and Syllabus

### Semester I - Core Course 1

**Course Code: ENG-CC-411**

**Course Title: Communication in Social Contexts**

**Course Credits: 4**

#### **Module Outcomes (MO)**

**MO 1** Gain confidence in using English, breaking inhibitions

**MO 2** Attain proficiency in the LSRW skills and be able to use vocabulary and structural items appropriately

**MO 3** Fine tune English pronunciation and accent

**MO 4** Use English comfortably in real life situations

**MO 5** Be able to converse comfortably on topics of general interest

#### **Course Description**

Activity based sessions - LSRW skills, grammar and pronunciation will be worked out in an integrated manner through class sessions

#### **Module 1 - People and society**

**Functions:** Describing people, introducing oneself and others, physical attributes, dressing and conduct, personality traits, qualities that people like, living together peacefully, neighbours and neighbourhoods, social responsibilities.

**Forms:** Talking about the present, using adjectives - *tall person, kind lady*, modifying adjectives - *a bit short, rather kind*, using pronouns- *he, she, it*, etc., using relative pronouns for people and things: for people (*who or that*) and things (*which or that*), ways of adding emphasis - *he's always, she's constantly*, using short forms - *he's, she'll, they're*

#### **Module 2 - Places and travel**

**Functions:** Talking about places visited, describing places, travelling for fun, geographic features, monuments and historical spots, solving problems during travel, planning a trip, preparing an itinerary, being safe while travelling, giving travel safety advice.

**Forms:** Talking about the past, using articles (*a, an, the*), comparing places - *bigger city, lovelier garden*, degrees of comparison, expressions of quality: with countable nouns (*too many cars*), uncountable nouns (*too much pollution*), prepositions of place - *in, on, at*

#### **Module 3 - Work and workplaces**

**Functions:** Describing your workplace, talking about different jobs, travelling to workplace, challenges in work places and solutions, the job you want to secure, preparing to get a job, jobs in public and private sectors

**Forms:** Talking about the future, using positive (*spacious, comfortable*) and negative words (*cramped, inconvenient*), using verbs (auxiliary, finite), using adverbs (manner, place, time frequency), using connectives- *and, but, so*, using *used to* and *use to*

#### **Module 4 - Health and lifestyle**

**Functions:** Healthy habits, lifestyle, managing physical illnesses, managing psychological illnesses, talking about stress and management, exercise and personal hygiene, healthy eating, visiting the doctor/hospital, emergency health care

**Forms:** Agreeing and disagreeing respectfully, Sports idioms - fit as a fiddle, get a head start, give it your best shot, etc. Imperatives and infinitives *for suggestions*: *try not to*, *remember to*, *make sure to*... Using conditional sentences with *if clauses*, Active-Passive Voice, Describing positive and negative features, Using relative clauses of time: *when*, Using adverbial clauses of time: *when*, *after*, *before*

## Module 5 - Relationships

**Functions:** Friends and friendship, marriage, changing views, breakups, coping, sharing responsibilities, family and family members, parenting, doing jobs at home, roles of members in a family, supporting each other, problems of old age

**Forms:** Use of the past perfect form, using phrasal verbs like 'break up/split up', 'look after', 'make up with', 'get along with', using 'have got', using possessives - grandparents', brother's, my, his, etc (s' and 's), using infinitives (to send, to watch) and gerunds (for sending, for watching), using modals and adverbs: *could*, *can*, *might*, *may*, *etc.*

## Reading List

Downes, Colm. *Cambridge English for Job-hunting*. Cambridge UP, 2008.

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold Publishers, 1985

Hancock, Mark. *English Pronunciation in Use*. London: Cambridge UP, 2003.

Hewings, Martin. *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. Cambridge UP, 2004.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge UP, 2010.

Sinha, Thakur. *Better English Pronunciation*. Chennai: Vijay Nicole, 2005.

## **Semester I - Core Course 2**

**Course Code: ENG-CC-412**

**Course Title: Advanced Communication Skills**

**Course Credits: 4**

### **Module Outcomes (MO)**

**MO 1** Use English for discussing more challenging topics

**MO 2** Move towards cognitive academic language proficiency

**MO 3** Have advanced command over English pronunciation and accent

**MO 4** Use English comfortably to write on complex topics

**MO 5** Be able to use a wider range of vocabulary with structural accuracy

### **Course Description**

Sessions will involve practice of language skills to discuss topics that are cognitively more challenging, involving higher order thinking skills. Activity based sessions - practice of LSRW skills, grammar, use of a range of vocabulary, and pronunciation will continue in an integrated manner through class sessions.

### **Module 1 - Weather and Climate**

**Functions:** Small talk about the weather, favourite activities during different seasons, Climate Change - what is expected, what happens, how to cope, floods and droughts, weather and agriculture, travel and tourism during different seasons, holidays and the seasons

**Forms:** Conveying frequency - usually, mostly, sometimes, never, using verbs like - 'I think', I like', I wish', degrees of uncertainty - should, shouldn't, might, may, could, can (modals), words and phrases expressing degrees of severity.

### **Module 2 - Social media**

**Functions:** Types of social media platforms, levels of use, favourite platforms, common worries about using social media (privacy, mental health, fake news), advantages and negative aspects, social media and relationships, social media and studies, future of social media.

**Forms:** Reporting sentences, expressing frequency - rarely, weekly, daily, sometimes, never, once, twice. Prepositions - interested in, similar to, angry about, Adverbs - quite angry, very disturbing, extremely misleading, a little happy, a bit strange, Vocabulary - selfie, tweet, influencer, hashtag, OMG, TBH, LOL, etc., Informal expressions, slang words, Subject-verb agreement - There is/ There are, using future tense - use of *be going to* (*I'm going to go skating*) and *will* (*I'll just stay at home*),

### **Module 3 - Leisure time activities**

**Functions:** Describing hobbies, keeping pets, keeping a flower/vegetable garden, cooking, reading, your idea of fun, dangerous hobbies, strange hobbies, hobby to profession.

**Forms:** 'Wh' questions with be, do; using question tags; framing questions - if you don't mind me asking, do you mind telling me; Conditional sentences - If you...; reporting verbs -

it is said that, it seems that, it is observed that, told, denied, admitted; Reporting questions; Order of adjectives - luscious green grass, brown waste bin, etc.; Using modals for necessity and suggestions: *have to, need to, ought to*; collocations- 'make an effort', 'to take a risk', etc.

#### **Module 4 - War and Peace**

**Functions:** Talking about wars of the past and present, far and near, Why do people fight, Crimes and criminals, Acts of kindness, Punishments and justice, Why do we like crime stories, Crime in art, literature and movies.

**Forms:** Contrasting connectors - Although, even though, in spite of, despite, Requests with modals: Use of can, could, would (Would you please park your car in your space?), Use of would you mind...? (Would you mind not parking your car in my space?), Using past continuous (*was driving*), Using tenses appropriately in story telling, Using participles as adjectives: eg- interesting, fascinating,

#### **Module 5 - Food and Culture**

**Functions:** Expressing likes and dislikes, explaining processes, recipes, variety of cuisines, food habits, eating out, street food, expressing opinions, giving advice and suggestions, making requests, complaining.

**Forms:** Using the present perfect form; measure words - *a cup of, a bar of, a slice of, a drop of*; countable and uncountable nouns - *a, some, any, much* and *many*; using sequence adverbs: *first, next, finally* etc.; using adverbs for expressing opinions: maybe/ perhaps, probably, definitely; using present perfect continuous (*have been driving*); phrases for disagreement (I'm sorry, I don't agree with you); phrases for clarifications (What exactly do you mean by...?); phrases for responding to suggestions (That's a great idea!); conjunctions.

#### **Reading List**

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold Publishers, 1985

Hancock, Mark. *English Pronunciation in Use*. London: Cambridge UP, 2003.

Hewings, Martin. *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. Cambridge UP, 2004.

McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge UP, 2010.

Sinha, Thakur. *Better English Pronunciation*. Chennai: Vijay Nicole, 2005.



## **Semester I - Core Course 3**

**Course Code: ENG-CC-413**

**Course Title: English for Academic Purposes**

**Course Credits: 4**

### **Module Outcomes (MO)**

**MO 1** Be able to take English language tests

**MO 2** Become proficient in using English for further education

**MO 3** Be able to create content for the media

**MO 4** Be able to write project reports using the appropriate language

**MO 5** Attain ability to make speeches in English

### **Course Description**

The course will ensure practice of English in academic contexts, like reading and writing essays on popular topics, and appreciating literature. Sessions will focus more on writing skills to focussing on a formal style suitable for academic purposes. The focus on LSRW skill, grammar, vocabulary and pronunciation will continue.

### **Module 1 - Writing for the media**

Blogs, Script writing, Newspaper reports, Movies, Content writing, Subtitling.

### **Module 2 - Writing essays**

Planing, preparing drafts, using appropriate vocabulary and style, editing, proofreading, revising.

### **Module 3 - Interpreting graphic material**

Creating written interpretation of maps, graphs, diagrams, etc.

### **Module 4 - Preparing a research report**

Identifying and refining a topic, gathering information, organizing material, outlining, formulating argument, writing an introduction, drafting the body of the paper, writing a conclusion

### **Module 5 - Making oral presentations**

Choice of suitable vocabulary, grammatical accuracy, accent, pronunciation and intonation, planning and delivering talks.

### **Reading List**

Gupta, Renu. *A Course in Academic Writing*. New Delhi: OBS, 2010.

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold Publishers, 1985

Hancock, Mark. *English Pronunciation in Use*. London: Cambridge UP, 2003.

McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.

Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005.

**Semester I - Core Course 4****Course Code: ENG-CC-414****Course Title: Field Work****Course Credits: 4**

In teams, students will visit and observe social situations where there is considerable use of English. They will collect data and arrange them in a portfolio following a template that will be provided to them. The grades will be based on the portfolios submitted.

## **Semester II - Core Course 5**

**Course Code: ENG-CC-421**

**Course Title: English for Occupational Purposes**

**Course Credits: 4**

### **Module Outcomes (MO)**

**MO 1** Create effective job applications and CVs

**MO 2** Write office communications with accuracy

**MO 3** Have the ability to use English for professional communication

**MO 4** Be able to work effectively in a team

**MO 5** Become proficient using appropriate language in job contexts

### **Course Description**

The sessions will be structured around using English in job and professional contexts. Will involve written and spoken communication of various kinds in formal situations.

#### **Module 1: Finding jobs**

Writing a CV and creating a Digital Portfolio, Writing a job application, Job Interviews, Relocation, Changing jobs.

#### **Module 2: Business writing**

Letter Types, Writing Styles, Letter Functions, Writing a Proposal, Writing Emails, Writing Reports, Writing Minutes, Precis writing.

#### **Module 3: Team Development**

Leadership skills, Giving Feedback, Active listening, Stress Management, Asserting opinions, Negotiation skills, Problem solving skills

#### **Module 4: Making effective presentations**

Structuring a PPT, Adding visuals and enhancing, Delivering, Time Management, Cultural awareness

#### **Module 5: Netiquette and people skills**

Polite speech, turn taking, ICT, AI.

### **Reading List**

Downes, Colm. *Cambridge English for Job-hunting*. Cambridge UP, 2008.

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold Publishers, 1985

McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.

Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005.

## **Semester II - Elective Course 1**

**Course Code: ENG-DE-422**

**Course Title: Translation**

**Course Credits: 2**

### **Module Outcomes (MO)**

**MO 1** Attain greater flexibility and accuracy in using English

**MO 2** Be able to translate matter from L1 to English

**MO 3** Attain ability to understand the nuances of translating works

### **Course Description**

The sessions of this course will focus on the practice of translation, from and to English.

There will be no formal discussion on the theories of translation, though the theories will be implicit in the structuring of activities.

**Module 1** Translating stories and anecdotes

**Module 2** Translating light essays

**Module 3** Translating dialogues in plays and movies

### **Reading List**

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold Publishers, 1985

McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.

Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005.

## **Semester II - Elective Course 2**

**Course Code: ENG-DE-423**

**Course Title: Public Speaking**

**Course Credits: 2**

### **Module Outcomes (MO)**

**MO 1** Attain greater flexibility and skill in English speaking skills

**MO 2** Be able to make speeches to a small audience

**MO 3** Attain advanced skills in voice modulation, accent and intonation

### **Course Description**

The sessions in this course will give rigorous practice in public speaking.

#### **Module 1 Narrating stories**

Making ideas compelling and memorable, using anecdotes, Registers, jargons and dialects

#### **Module 2 Making short speeches**

Delivering ideas and illustrating them, Keeping audience in mind, Tone and style, Using appropriate accent and modulation, American, British, Indian and International English

#### **Module 3 Creating podcasts and video recordings of short speeches**

Simple mobile apps for recording and editing audio and video, upload podcasts and videos on Spotify, YouTube etc.

### **Reading List**

Hancock, Mark. *English Pronunciation in Use*. London: Cambridge UP, 2003.

Hewings, Martin. *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. Cambridge UP, 2004.

McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge UP, 2010.

Sinha, Thakur. *Better English Pronunciation*. Chennai: Vijay Nicole, 2005.

## **Semester II - Elective Course 3**

**Course Code: ENG-DE-424**

**Course Title: Creative Writing**

**Course Credits: 2**

### **Module Outcomes (MO)**

**MO 1** Have greater skill in imaginative writing

**MO 2** Be able to have greater flexibility in writing English

**MO 3** Become familiar with various literary forms, and develop reading habit

### **Course Description**

#### **Module 1: Writing stories**

Structure of a story, Point of view, Images with figurative Language, Avoiding cliches and jargon

Developing an idea, Developing a story from an outline,

#### **Module 2: Writing poems**

Difference between prose & poetry, Forms of Poetry, Rhyming schemes & rhythms, Syllable counts and its use, Usage of Literary Devices in Poetry,

#### **Module 3: Writing short plays**

Creating dialogues, diction and appropriate language

### **Reading List**

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold Publishers, 1985

McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.

Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005.

## **Semester II - Core Course 6**

**Course Code: ENG-CC-425**

**Course Title: Project**

**Course Credits: 6**

### **Course Description**

The students will have to prepare a project based on a research area/case study/investigation of a problem under the guidance of a faculty member and submit a dissertation of 30 pages. A viva voce shall be conducted after written examinations based on the project and also to test the communicative proficiency of the candidate.

### **Reading List**

Downes, Colm. *Cambridge English for Job-hunting*. Cambridge UP, 2008.

Gupta, Renu. *A Course in Academic Writing*. New Delhi: OBS, 2010.

Halliday, M.A.K. *An Introduction to Functional Grammar*. London: Edward Arnold Publishers, 1985

Hancock, Mark. *English Pronunciation in Use*. London: Cambridge UP, 2003.

Hewings, Martin. *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. Cambridge UP, 2004.

McCarthy, Michael and Felicity O'Dell. *English Vocabulary in Use*. Upper-Intermediate. CUP 2001.

Roach, Peter. *English Phonetics and Phonology: A Practical Course*. Cambridge UP, 2010.

Sinha, Thakur. *Better English Pronunciation*. Chennai: Vijay Nicole, 2005.

Taylor, John G. *The Handbook of Written English*. Second edition. Oxford:2005.

### **Web Resources for Learning English**

Bartleby.com, an American electronic text archive <https://www.bartleby.com/lit-hub/authors/>

BBC Learning English <https://www.bbc.co.uk/learningenglish/>

BBC Learning English YouTube

Channel <https://www.youtube.com/user/bbclearningenglish>

Bhagya's Book Corner (KUPadasala videos)

<https://www.youtube.com/playlist?list=PLxtVCaJrq1t38DVf83ys4r4Khj9cbPK7Q>

British Council: Learn English Online <https://learnenglish.britishcouncil.org/>



Cambridge Resources <https://www.cambridgeenglish.org/learning-english/>

EF Standard English Test. A standardised test of the English language designed for non-native English speakers <https://www.efset.org/>

Free Rice, a fun way to improve your vocabulary <https://freerice.com/>

Project Gutenberg: Free eBooks <https://www.gutenberg.org/>

Readable App. Mobile app for reading and listening to hundreds of the world's best stories easy-to-read and free <http://readable.app/>

TED Ed. Short videos on various topics in simple English <https://ed.ted.com/>

VOA Learning English YouTube

Channel <https://www.youtube.com/user/voalearningenglish>

Voice of America - Learn American English with VOA <https://learningenglish.voanews.com/>

Write & Improve with Cambridge, helps to improve English

writing <https://writeandimprove.com/>



## **Post Graduate Diploma in English for Communication**

(Evening Course)



**Institute of English, University of Kerala  
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