



Report of Short Term Program: CICE (A) and (B) Dec 2021-March 2022

The Short Term Course, Certificate in Communicative English (CICE), was offered for the third consecutive year from the Center for Language Translation and Cultural Studies, School of Humanities in December 2021. For the session, the course was organized online and there were two CICE batches; CICE (A) and CICE (B), comprising of 52 and 46 learners respectively. CICE (A) was jointly organized by CLTCS and Serampore Girls College (SGC). The course was offered in blended mode, with both online and off-line classes. 49 learners of CICE (A) had appeared for the exam, out of which 46 could complete the course successfully. CICE (B) was conducted from NSOU, fully online. Out of the 46 candidates, 26 had taken the exam and 25 had completed the course.

Seven chapters from two texts were selected for the online/ offline course. These texts were: *Creative English for Communication*, by N Krishnaswamy & T Sriraman and *English Through Reading-2* by W W S Bhaskar & N S Prabhu. Keeping in view the unavailability book after the pandemic, the learners were provided with e-versions of the hardcopy for the classroom activities. The lessons had multiple tasks and activities on the language skills. The materials had embedded within them tasks on reading and writing, grammar, vocabulary, spelling and pronunciation. There were also learning through conversations, guessing activities, and learning activities on language patterns and language use. The classes were conducted by three NSOU faculties for both group (A) and Group (B), and two Serampore Girls College faculties for group (A). The NSOU faculties had the responsibility of training teachers from SGC on how to conduct the online course within a few sessions.

The learners had given their feedback, evaluating the course, the course materials and their own learning at the end of the course. Majority of the learners replied that the course materials were a good source of reading materials, but they would prefer more classes on English grammar within the course. Also, the materials were sometimes difficult for them. With initial reasons of joining the course for skill enhancement and to get a better job, most of them had improved on listening and speaking skills. Only five of them had improved on the writing skills. However, the online learning had its own pros and cons for the listening skill. The cons were more visible during the online assignments, where copying from the chat box had drastically effected learner performance. Commenting on the online assignment, a few of them reported that it took time to write and resend them.

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The learners also reported that the online sessions had motivated them with their learning during the pandemic. The learning for the course was effective with the audio-visual aids and onsite materials. Meeting the batch mates online was a driving factor for them to complete the course on time. They had learnt the use of mobile dictionary and used vocabulary learning app during the course. The training received through the course was mostly well received.

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