



Syllabus

Gyanmanjari Institute of Technology

Semester-2 (Diploma)

Subject: Functional English (DET1XX10107)

Type of course: Ability Enhancement Course (AEC)

Prerequisite:

Rationale:

This course strengthens functional language skills necessary for workplace readiness, academic tasks, and fieldwork. Reinforcing grammar, practical vocabulary, reading comprehension, writing clarity, and listening abilities, it prepares diploma students for real-world communication demands in engineering, business, and service sectors. The emphasis is on correct usage, comprehension, and task-based English, avoiding advanced communication tasks already covered in Interactive English.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks		Total Marks
CI	T	P	C	SEE	CCE	
2	0	0	2	100	50	150

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.



Sr. No	Course content	Hrs.	Weightage																				
	<p>Functional Grammar for Practical Use</p> <ul style="list-style-type: none"> • Present simple & continuous (for instructions, routines) • Past simple & continuous (for incident descriptions) • Modals (must, should, have to, may – for obligation, permission, safety norms) • Articles & prepositions in workplace contexts <p>Practical Tasks:</p> <ul style="list-style-type: none"> • Editing and correction exercises • Writing steps, instructions, and simple explanations • Cloze tests and transformation exercises <p>Evaluation Method:</p> <table border="1"> <thead> <tr> <th>Sr no</th><th>Component</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td>Grammar Application Test</td><td>20</td><td>-</td></tr> <tr> <td>2</td><td>Grammar Editing Task - ALA</td><td>-</td><td>05</td></tr> <tr> <td>3</td><td>Practical Usage Worksheet - ALA</td><td></td><td>05</td></tr> <tr> <td></td><td>Total</td><td>20</td><td>10</td></tr> </tbody> </table>	Sr no	Component	SEE	CCE	1	Grammar Application Test	20	-	2	Grammar Editing Task - ALA	-	05	3	Practical Usage Worksheet - ALA		05		Total	20	10		
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1	<p>1. Grammar Application Test Students will answer grammar-based tasks drawn from functional usage, such as:</p> <ul style="list-style-type: none"> • Tense transformation in workplace contexts • Modal usage in instructions • Article and preposition correction • Completing short dialogues using correct grammar <p>2- Grammar Editing Task: ALA Description: Students receive a short 6–8-line paragraph containing common functional grammar errors. They must rewrite the paragraph with correct grammar, punctuation, and clarity. Upload the final document on GMIU Web Portal.</p> <p>3 – Practical Usage Worksheet -ALA Description: Students must complete a worksheet containing real-life functional grammar tasks (e.g., writing 4 steps using modals; rewriting safety instructions; transforming sentences from passive to active). Upload worksheet on GMIU Web Portal.</p>	T:02 P:04	20%																				



	<p>Reading Comprehension & Interpretation</p> <ul style="list-style-type: none"> • Reading short technical descriptions • Understanding manuals, safety instructions, labels • Reading charts, schedules, tables, graphs • Topic, main idea, supporting details <p>Practical Tasks:</p> <ul style="list-style-type: none"> • Understanding SOPs and safety signs • Timed reading passages • Chart/table question sets <p>Evaluation Method:</p> <table border="1"> <thead> <tr> <th>Sr. No.</th><th>Component</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td>Reading Interpretation Test</td><td>20</td><td>-</td></tr> <tr> <td>2</td><td>Information Extraction Task</td><td>-</td><td>05</td></tr> <tr> <td>3</td><td>Vocabulary-in-Context</td><td>-</td><td>05</td></tr> <tr> <td></td><td>Total</td><td>20</td><td>10</td></tr> </tbody> </table>	Sr. No.	Component	SEE	CCE	1	Reading Interpretation Test	20	-	2	Information Extraction Task	-	05	3	Vocabulary-in-Context	-	05		Total	20	10		
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2	<p>1. Reading Interpretation Test</p> <p>Description:</p> <p>Students will attempt questions based on:</p> <ul style="list-style-type: none"> • Safety instructions • Tables, charts, schedules <p>Tasks include:</p> <ul style="list-style-type: none"> • Multiple-choice questions • Matching tasks • Identifying the purpose, main idea, details • Interpretation of charts/tables <p>2. Active Learning Activity – Information Extraction Task</p> <p>Description:</p> <p>Students will extract key information from a short manual or chart (e.g., safety data sheet, maintenance schedule) and rewrite it in bullet points. Upload final document on GMIU Web Portal.</p> <p>3. Active Learning Activity – Vocabulary-in-Context</p> <p>Description:</p> <p>Students can pick 5 words from the given passage and write:</p> <ul style="list-style-type: none"> • Meaning • Synonym • Sentence of their own <p>Upload passages on GMIU Web Portal.</p>	T:02 P:04	20%																				



3	<p>Listening Comprehension for Workplace & Daily Use</p> <ul style="list-style-type: none"> Listening to short instructions Identifying key information Listening for tone, intent, and context Understanding short conversations <p>Practical Tasks:</p> <ul style="list-style-type: none"> Listening to audio safety instructions Gap-fill from announcements Matching tasks based on short dialogues 1-minute peer recordings for interpretation <p>Evaluation Method:</p> <table border="1"> <thead> <tr> <th>Sr. No.</th><th>Component</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td>Listening Test</td><td>20</td><td>-</td></tr> <tr> <td>2</td><td>Instruction Note-Making</td><td>-</td><td>05</td></tr> <tr> <td>3</td><td>Peer Audio Creation</td><td></td><td>05</td></tr> <tr> <td></td><td>Total</td><td>20</td><td>10</td></tr> </tbody> </table>	Sr. No.	Component	SEE	CCE	1	Listening Test	20	-	2	Instruction Note-Making	-	05	3	Peer Audio Creation		05		Total	20	10	T:02 P:04	20%
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<p>1. Listening Test:</p> <p>Description:</p> <p>Students listen to a short recording (instructions, announcements, basic workplace dialogue) and answer:</p> <ul style="list-style-type: none"> Gap-fills MCQs Matching tasks Short answer extraction <p>Focus: identifying key information, tone, and purpose.</p> <p>2. Active Learning Activity – Instruction Note-Making</p> <p>Description:</p> <p>Students listen to a 1–2 minute audio clip and prepare short notes capturing the main steps or instructions. Upload the notes on GMIU Web Portal.</p> <p>3. Active Learning Activity – Peer Audio Creation</p> <p>Description:</p> <p>Students record a 30–40 second instruction message (e.g., safety rules, hostel notice) and exchange recordings with peers who answer 3 questions based on the audio. Upload answers with audio on GMIU Web Portal.</p>																							
4	<p>Functional Speaking Skills</p> <ul style="list-style-type: none"> Everyday conversations Asking for information / giving clarification Customer assistance dialogues 	T:02 P:04	20%																				



	<ul style="list-style-type: none"> • Polite expressions, requests, refusals • Basic teamwork communication <p>Practical Tasks:</p> <ul style="list-style-type: none"> • Pair work: enquiry/help desk situations • Short turn-taking speaking tasks • Telephonic English • Role play: service desk, shop floor, help center. <p>Evaluation Method:</p> <table border="1"> <thead> <tr> <th>Sr. No.</th><th>Component</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td>Functional Speaking Viva</td><td>20</td><td>-</td></tr> <tr> <td>2</td><td>Service Desk Role-Play</td><td>-</td><td>05</td></tr> <tr> <td>3</td><td>Conversation Builder</td><td></td><td>05</td></tr> <tr> <td></td><td>Total</td><td>20</td><td>10</td></tr> </tbody> </table> <p>1. SEE: Functional Speaking Viva</p> <p>Description: Students respond to simple speaking prompts such as:</p> <ul style="list-style-type: none"> • Asking for information • Making a request or complaint • Describing a routine task • Clarifying instructions • Short conversation simulation <p>2. Active Learning Activity – Service Desk Role-Play</p> <p>Description: Students will enact a short 1-minute interaction (customer enquiry, help desk, shop floor assistance). Upload a video on GMIU Web Portal.</p> <p>3. Active Learning Activity – Conversation Builder</p> <p>Description: Given a prompt (e.g., “ask for directions,” “clarify a mistake”), students will write and perform a short dialogue in pairs. Upload written dialogue and video on GMIU Web Portal.</p> <p>Practical Writing Skills for Real-World Use</p> <ul style="list-style-type: none"> • Email writing (simple professional emails) • Form filling (bank, hostel, job form, complaint form) • Writing short descriptions (process, person, product) • Writing steps/instructions • Note-making and summarising short texts • Simple logs and entries 	Sr. No.	Component	SEE	CCE	1	Functional Speaking Viva	20	-	2	Service Desk Role-Play	-	05	3	Conversation Builder		05		Total	20	10		
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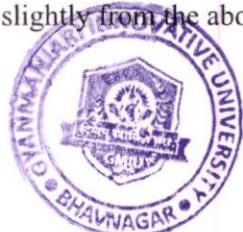


	<p>Practical Tasks:</p> <ul style="list-style-type: none"> • Write a short email (request/clarification) • Fill a real/formatted form • Write a 5–6 line process description • Make notes from a short passage <p>Evaluation Method:</p> <table border="1"> <thead> <tr> <th>Sr. No.</th><th>Component</th><th>SEE</th><th>CCE</th></tr> </thead> <tbody> <tr> <td>1</td><td>Writing Test – Emails, Forms, Descriptions</td><td>20</td><td>-</td></tr> <tr> <td>2</td><td>Email Writing Task</td><td>-</td><td>05</td></tr> <tr> <td>3</td><td>Form Filling & Summary</td><td></td><td>05</td></tr> <tr> <td></td><td>Total</td><td>20</td><td>10</td></tr> </tbody> </table>	Sr. No.	Component	SEE	CCE	1	Writing Test – Emails, Forms, Descriptions	20	-	2	Email Writing Task	-	05	3	Form Filling & Summary		05		Total	20	10	
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	<p>1. SEE: Writing Test – Emails, Forms, Descriptions</p> <p>Description:</p> <p>Students complete any two of the following:</p> <ul style="list-style-type: none"> • Write a short email (request/clarification/information) • Fill a structured form (complaint form/job form) • Write a short description (5–6 lines on person, product, process) • Convert notes into a small paragraph <p>2. Active Learning Activity – Email Writing Task</p> <p>Description:</p> <p>Students write a simple workplace email (leave request, information request, service enquiry). Upload the mail on GMIU Web Portal.</p> <p>3. Active Learning Activity – Form Filling & Summary</p> <p>Description:</p> <p>Students will fill a standard form (bank/library/hostel) AND write a 3–4 line summary of the information entered. Upload the form on GMIU Web Portal.</p>																					

Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	20%	20%	10%	20%	20%	10%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.



Course Outcome:

After learning the course, the students should be able to:	
CO1	Apply functional grammar to everyday and workplace communication.
CO2	Read and interpret technical instructions, SOPs, charts, and real-life texts.
CO3	Understand spoken English required for workplace tasks and basic interactions.
CO4	Communicate effectively in everyday and service-oriented speaking tasks.
CO5	Write simple and accurate workplace emails, forms, instructions, and descriptions.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, task-based and activity-driven learning strategies, role play, Quiz, brainstorming, MOOCs etc.

Teachers will use audio-visual aids, mock simulations, lab assignments, real-life scenarios, and peer learning tools.

Platforms such as Google Forms, PPTs, Quizizz, and Google Docs may be used for assessments.

Students will engage in active learning through ALAs, peer feedback, and role-based activities.

10–15% of topics may be delivered using flipped classroom or self-learning videos (SWAYAM/NPTEL/dictionary apps).

Continuous assessment via ALAs, portfolios, peer review.

Reference Books:

- [1] Murphy, Raymond. *Essential English Grammar*. Cambridge University Press.
- [2] Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge.
- [3] Rizvi, M. Ashraf. *Effective Technical Communication*. McGraw-Hill.
- [4] McCarthy, Michael, and Felicity O'Dell. *English Vocabulary in Use*. Cambridge UP.
- [5] Gimson, A.C. *A Practical Course of English Pronunciation*. Routledge.



Suggestive Evaluation Criteria:

Sr. No.	Rubric
1	SEE: Grammar Application Test <ul style="list-style-type: none"> • 20 – Accurate and consistent use of tenses, modals, articles, and prepositions in all functional tasks; clear workplace relevance • 15 – Mostly correct usage with minor errors not affecting meaning • 10 – Basic grammatical control; frequent errors but meaning generally clear • 5 – Limited control of grammar; errors affect clarity • 0 – Not attempted / completely incorrect
2	SEE: Reading Interpretation Test <ul style="list-style-type: none"> • 20 – Correct interpretation of texts, charts, and tables; accurately identifies main ideas, details, and purpose • 15 – Good comprehension with minor interpretation errors • 10 – Understands general idea but misses key details • 5 – Poor comprehension; guesses or incorrect interpretation • 0 – Not attempted
3	SEE: Listening Test <ul style="list-style-type: none"> • 20 – Accurately identifies key information, tone, and purpose across all tasks • 15 – Correct responses with minor errors • 10 – Partial understanding; misses some key points • 5 – Very limited comprehension • 0 – Not attempted
4	SEE: Functional Speaking Viva <ul style="list-style-type: none"> • 20 – Clear, confident communication; appropriate vocabulary, politeness, and functional accuracy • 15 – Effective communication with minor hesitation or errors • 10 – Basic communication; limited fluency and vocabulary • 5 – Very hesitant; unclear responses • 0 – Not attempted / no meaningful response
5	SEE: Writing Test – Emails, Forms, Descriptions <ul style="list-style-type: none"> • 20 – Clear, well-structured writing with correct format, grammar, and purpose • 15 – Mostly correct format and language with minor errors • 10 – Basic writing; errors present but message understandable • 5 – Poor organisation and frequent errors • 0 – Not attempted

