



**Gyanmanjari**  
Innovative University

Course Syllabus  
Gyanmanjari Institute of Technology  
Semester-I (BTech)

**Subject:** English Proficiency-I (BET1XX11201)

**Type of course:** Ability Enhancement Course (AEC)

**Prerequisite:** Basic English grammar and vocabulary knowledge.

**Rationale:**

In today's globalized environment, engineering professionals need strong communication skills. This course focuses on improving Listening, Speaking, Reading, and Writing (LSRW) for professional and academic use. IELTS-oriented modules will help students meet international benchmarks in English proficiency.

**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; MSE-Mid Semester Examination; V-Viva; CCE-Continuous and Comprehensive Evaluation; ALA-Active Learning Activities.*



**Course Content:**

| Sr. No  | Course content  | Hrs.      | Weightage |     |                               |    |   |                                |   |   |   |   |   |              |           |           |              |     |
|---|---|-----------|-----------|-----|-------------------------------|----|---|--------------------------------|---|---|---|---|---|--------------|-----------|-----------|--------------|-----|
| 1   | <p><b>Grammar and Vocabulary for Proficiency</b></p> <ul style="list-style-type: none"> <li>• Parts of speech in academic usage</li> <li>• Tenses, modals, subject-verb agreement</li> <li>• Sentence fragments and run-ons</li> <li>• High-frequency academic vocabulary and collocations</li> <li>• Word formation (prefix/suffix/root)</li> </ul> <p><b>Practical</b></p> <ol style="list-style-type: none"> <li>1. Daily grammar exercises on error correction</li> <li>2. Vocabulary games: synonyms/antonyms, odd-one-out</li> <li>3. Sentence building and reordering tasks</li> <li>4. Contextual word use challenges</li> <li>5. Crossword and flashcard competitions</li> </ol> <p><b>Evaluation Method:</b></p> <table border="1" data-bbox="315 981 1094 1249"> <thead> <tr> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>Grammar &amp; Vocabulary MCQ Test</td> <td>20</td> <td>-</td> </tr> <tr> <td>Word Puzzle or Vocabulary Game</td> <td>-</td> <td>5</td> </tr> <tr> <td>Active Learning Activity: Collocation Poster or Grammar Comic Strip</td> <td>-</td> <td>5</td> </tr> <tr> <td><b>Total</b></td> <td><b>20</b></td> <td><b>10</b></td> </tr> </tbody> </table> <p><b>Grammar &amp; Vocabulary MCQ Test (SEE – 20 Marks)</b><br/> <b>Objective:</b><br/>                     To assess foundational understanding of grammar rules and the ability to use high-frequency academic vocabulary in context.</p> <p><b>Active Learning Activity: Word Puzzle or Vocabulary Game (CCE – 5 Marks)</b><br/>                     Students will participate in a vocabulary challenge (crossword, synonym-antonym match, or rapid recall game).</p> <p><b>Active Learning Activity: Collocation Poster or Grammar Comic Strip (CCE – 5 Marks)</b><br/>                     Students will design either a vocabulary poster (with proper academic collocations) or a short comic strip using target grammar structures.</p> | Component | SEE       | CCE | Grammar & Vocabulary MCQ Test | 20 | - | Word Puzzle or Vocabulary Game | - | 5 | Active Learning Activity: Collocation Poster or Grammar Comic Strip | - | 5 | <b>Total</b> | <b>20</b> | <b>10</b> | T:02<br>P:04 | 20% |
| Component   | SEE   | CCE       |           |     |                               |    |   |                                |   |   |   |   |   |              |           |           |              |     |
| Grammar & Vocabulary MCQ Test                                       | 20  | -         |           |     |                               |    |   |                                |   |   |   |   |   |              |           |           |              |     |
| Word Puzzle or Vocabulary Game                                      | -   | 5         |           |     |                               |    |   |                                |   |   |   |   |   |              |           |           |              |     |
| Active Learning Activity: Collocation Poster or Grammar Comic Strip | -   | 5         |           |     |                               |    |   |                                |   |   |   |   |   |              |           |           |              |     |
| <b>Total</b>  | <b>20</b>   | <b>10</b> |           |     |                               |    |   |                                |   |   |   |   |   |              |           |           |              |     |



**Listening Comprehension**

- Importance of listening in communication,
- Difference between casual and academic listening,
- Understanding tone, mood, and context,
- Identifying main ideas, specific details, inference,
- Note-taking strategies during listening,
- Introduction to IELTS and TOEFL Listening Sections

**Practical:**

- Listen to short and long conversations (British, American, Indian accents)
- Practice note-taking from academic lectures
- Practice with IELTS/TOEFL sample audio tracks
- Identify tone and intent in spoken messages
- Complete gap-filling, MCQ, and matching exercises based on audio

**Evaluation Method:**

| Component  | SEE | CCE |
|--|-----|-----|
| Listening Lab Test (MCQ + Audio Response)  | 20  | -   |
| Listening Note-taking Exercise   | -   | 5   |
| Active Learning Activity: Pair Activity – Decode the Dialogue (tone/context challenge) | -   | 5   |
| <b>Total</b>   | 20  | 10  |

2

T:02  
P:04

20%

**Listening Lab Test (MCQ + Audio Response) (SEE-20 Marks)**

**Objective:**

To assess the ability to understand various English accents, extract specific and general information, and interpret tone and mood.

**Active Learning Activity: Listening Note-Taking Exercise**

Students listen to a short academic lecture or conversation and take structured notes.

**Active Learning Activity: Decode the Dialogue – Tone & Context Challenge**

Students listen to a short audio clip and write a brief explanation of the tone and context.



| 3   | <p><b>Speaking Skills</b></p> <ul style="list-style-type: none"> <li>• Key features of effective speaking: fluency, pronunciation, coherence,</li> <li>• Speaking in academic vs. informal settings,</li> <li>• Strategies to handle cue-card topics and follow-up questions,</li> <li>• Common grammar issues in speaking,</li> <li>• Self-monitoring and correction</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Cue card practice in timed format</li> <li>• Mock Interviews</li> <li>• Group Discussions on current and tech topics</li> <li>• Pronunciation and stress practice using digital tools</li> <li>• Peer feedback sessions</li> </ul> <p><b>Evaluation Method:</b></p> <table border="1" data-bbox="290 806 1105 1052"> <thead> <tr> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>Viva based on Mock Speaking Test</td> <td>20</td> <td>-</td> </tr> <tr> <td>GD/Interview Simulation</td> <td>-</td> <td>5</td> </tr> <tr> <td>Active Learning: Group Role Play or Mini Debate</td> <td>-</td> <td>5</td> </tr> <tr> <td><b>Total</b></td> <td><b>20</b></td> <td><b>10</b></td> </tr> </tbody> </table> <p><b>Viva Based on Mock Speaking Test (SEE – 20 Marks)</b></p> <p><b>Objective:</b><br/>To evaluate the student's fluency, pronunciation, coherence, and confidence while responding to a cue-card topic and follow-up questions.</p> <p><b>Active Learning Activity: GD/Interview Simulation</b><br/>Students participate in a group discussion or mock interview relevant to academic/professional topics.</p> <p><b>Active Learning Activity: Role Play or Mini Debate</b><br/>Students prepare and perform a workplace or academic interaction or a short debate on a given issue.</p> | Component    | SEE | CCE | Viva based on Mock Speaking Test | 20 | - | GD/Interview Simulation | - | 5 | Active Learning: Group Role Play or Mini Debate | - | 5 | <b>Total</b> | <b>20</b> | <b>10</b> | T:02<br>P:04 | 20% |
|---|---|--------------|-----|-----|----------------------------------|----|---|-------------------------|---|---|---|---|---|--------------|-----------|-----------|--------------|-----|
| Component                                       | SEE   | CCE          |     |     |                                  |    |   |                         |   |   |   |   |   |              |           |           |              |     |
| Viva based on Mock Speaking Test                | 20  | -            |     |     |                                  |    |   |                         |   |   |   |   |   |              |           |           |              |     |
| GD/Interview Simulation                         | -   | 5            |     |     |                                  |    |   |                         |   |   |   |   |   |              |           |           |              |     |
| Active Learning: Group Role Play or Mini Debate | -   | 5            |     |     |                                  |    |   |                         |   |   |   |   |   |              |           |           |              |     |
| <b>Total</b>                                    | <b>20</b>   | <b>10</b>    |     |     |                                  |    |   |                         |   |   |   |   |   |              |           |           |              |     |
| 4   | <p><b>Academic Reading and Critical Comprehension</b></p> <ul style="list-style-type: none"> <li>• Types of reading: Skimming, scanning, inference,</li> <li>• Understanding paragraph structure and coherence,</li> <li>• Recognizing tone, purpose, and author's viewpoint,</li> <li>• Strategies for time-bound comprehension,</li> <li>• Introduction to IELTS/TOEFL Reading formats</li> </ul>   | T:02<br>P:04 | 20% |     |                                  |    |   |                         |   |   |   |   |   |              |           |           |              |     |



|   | <p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>1. Timed reading comprehension (MCQ + short answers)</li> <li>2. Headline matching and gap-fill exercises</li> <li>3. Vocabulary-in-context decoding</li> <li>4. Logical paragraph arrangement</li> <li>5. Compare two texts and infer meaning</li> </ol> <p><b>Evaluation Method:</b></p> <table border="1"> <thead> <tr> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>Reading Comprehension Test (2 IELTS/TOEFL-style passages)</td> <td>20</td> <td>-</td> </tr> <tr> <td>Vocabulary Identification Task</td> <td>-</td> <td>5</td> </tr> <tr> <td>Active Learning Activity: Peer Challenge - Create &amp; Solve MCQs from a passage</td> <td>-</td> <td>5</td> </tr> <tr> <td><b>Total</b></td> <td><b>20</b></td> <td><b>10</b></td> </tr> </tbody> </table> <p><b>Reading Comprehension Test (2 IELTS/TOEFL-style passages) (SEE – 20 Marks)</b></p> <p><b>Objective:</b><br/>To assess reading speed, accuracy, inference-making, and question-solving strategies under time limits.</p> <p><b>Active Learning Activity: Vocabulary Identification Task</b><br/>Students extract and define key vocabulary from a reading passage, including meaning and sentence usage.</p> <p><b>Active Learning Activity: Peer Challenge – Create &amp; Solve MCQs</b><br/>Each student prepares 3 MCQs based on a given text for their peer to solve.</p> | Component    | SEE | CCE | Reading Comprehension Test (2 IELTS/TOEFL-style passages) | 20 | - | Vocabulary Identification Task | - | 5 | Active Learning Activity: Peer Challenge - Create & Solve MCQs from a passage | - | 5 | <b>Total</b> | <b>20</b> | <b>10</b> |  |  |
|---|--|--------------|-----|-----|---|----|---|--------------------------------|---|---|---|---|---|--------------|-----------|-----------|--|--|
| Component   | SEE  | CCE          |     |     |   |    |   |                                |   |   |   |   |   |              |           |           |  |  |
| Reading Comprehension Test (2 IELTS/TOEFL-style passages)                     | 20   | -            |     |     |   |    |   |                                |   |   |   |   |   |              |           |           |  |  |
| Vocabulary Identification Task  | -  | 5            |     |     |   |    |   |                                |   |   |   |   |   |              |           |           |  |  |
| Active Learning Activity: Peer Challenge - Create & Solve MCQs from a passage | -  | 5            |     |     |   |    |   |                                |   |   |   |   |   |              |           |           |  |  |
| <b>Total</b>  | <b>20</b>  | <b>10</b>    |     |     |   |    |   |                                |   |   |   |   |   |              |           |           |  |  |
| 5   | <p><b>Writing Fundamentals – Letters, Graphs &amp; Short Essays</b></p> <ul style="list-style-type: none"> <li>• Sentence structure, cohesion, and linking devices,</li> <li>• Describing graphs, charts, and processes</li> <li>• Formal and informal letters, Paragraph unity and topic sentences,</li> <li>• Structuring short argumentative and opinion-based essays, Coherence, cohesion, grammar in writing, formats</li> </ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Practice writing 150-word chart/letter descriptions</li> <li>• Drafting short emails and formal requests</li> <li>• Sentence transformation exercises</li> </ul>   | T:02<br>P:04 | 20% |     |   |    |   |                                |   |   |   |   |   |              |           |           |  |  |



| <ul style="list-style-type: none"> <li>Peer-reviewed writing and feedback</li> <li>Writing clinics for grammar correction</li> </ul> <p><b>Evaluation Method:</b></p> <table border="1"> <thead> <tr> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> </thead> <tbody> <tr> <td>Writing Test (Graph + Formal Letter)</td> <td>20</td> <td>-</td> </tr> <tr> <td>Grammar Correction Workshop</td> <td>-</td> <td>5</td> </tr> <tr> <td>Active Learning Activity: Peer Review and Rewrite Challenge</td> <td>-</td> <td>5</td> </tr> <tr> <td><b>Total</b></td> <td><b>20</b></td> <td><b>10</b></td> </tr> </tbody> </table> <p><b>Writing Test – Graph Description + Formal Letter</b><br/>(SEE – 20 Marks)</p> <p><b>Objective:</b><br/>To assess the student's ability to structure academic writing in IELTS-style tasks.</p> <p><b>Active Learning Activity: Grammar Correction Workshop</b><br/>Students receive error-filled sentences or paragraphs and must rewrite them with corrections.</p> <p><b>Active Learning Activity: Peer Review and Rewrite Challenge</b><br/>Students swap writings and rewrite/improve their partner's work with feedback.</p> | Component | SEE       | CCE | Writing Test (Graph + Formal Letter) | 20 | - | Grammar Correction Workshop | - | 5 | Active Learning Activity: Peer Review and Rewrite Challenge | - | 5 | <b>Total</b> | <b>20</b> | <b>10</b> |  |  |
|--|-----------|-----------|-----|--------------------------------------|----|---|-----------------------------|---|---|---|---|---|--------------|-----------|-----------|--|--|
| Component  | SEE       | CCE       |     |                                      |    |   |                             |   |   |   |   |   |              |           |           |  |  |
| Writing Test (Graph + Formal Letter)   | 20        | -         |     |                                      |    |   |                             |   |   |   |   |   |              |           |           |  |  |
| Grammar Correction Workshop  | -         | 5         |     |                                      |    |   |                             |   |   |   |   |   |              |           |           |  |  |
| Active Learning Activity: Peer Review and Rewrite Challenge  | -         | 5         |     |                                      |    |   |                             |   |   |   |   |   |              |           |           |  |  |
| <b>Total</b>   | <b>20</b> | <b>10</b> |     |                                      |    |   |                             |   |   |   |   |   |              |           |           |  |  |

**Suggested Specification table with Marks (Theory):100**

| Distribution of Theory Marks<br>(Revised Bloom's Taxonomy) |                    |                      |                    |                |                 |               |
|--|--------------------|----------------------|--------------------|----------------|-----------------|---------------|
| Level  | Remembrance<br>(R) | Understanding<br>(U) | Application<br>(A) | Analyze<br>(N) | Evaluate<br>(E) | Create<br>(C) |
| Weightage  | 10%                | 25%                  | 30%                | 15%            | 10%             | 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 grammar rules and vocabulary accurately in academic and professional communication.         |
| CO2  | Demonstrate comprehension of global English accents and extract information from listening tasks. |
| CO3  | Speak fluently and coherently in interviews, discussions, and cue-card presentations.             |
| CO4  | Read and interpret academic texts using skimming, scanning, and inference strategies.             |
| CO5  | Write structured responses in formal letters, graph descriptions, and opinion-based essays.       |

**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).

**Reference Books:**

- [1] Cambridge IELTS Series (1–18) – Cambridge University Press
- [2] Barron’s IELTS Superpack – Lin Lougheed
- [3] English Grammar in Use – Raymond Murphy
- [4] Target Band 7 – Simone Braverman
- [5] IELTS Advantage: Writing Skills – Richard Brown

