



Gyanmanjari
Innovative University

Syllabus
Gyanmanjari Institute of Management Studies
Semester-I (BBA)

Subject: English Proficiency-I (BBA2XX11201)

Type of course: Ability Enhancement Course (AEC)

Prerequisite: Basic knowledge of the English language acquired through secondary and higher secondary education.

Rationale:

This course introduces students to the fundamentals of English language proficiency through integrated development of grammar, vocabulary, listening, speaking, reading, and writing skills. Emphasising experiential learning and continuous practice, it enables learners to communicate confidently in academic and professional contexts while preparing them for advanced language learning and global communication.

Teaching and Examination Scheme:

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

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	Grammar and Vocabulary for Proficiency • Parts of speech in academic usage • Modals, subject-verb agreement • Sentence fragments and run-ons • High-frequency academic vocabulary and collocations • Word formation (prefix/suffix/root) Practical 1: Daily grammar exercises on error correction Students will identify and correct grammatical errors related to parts of speech, tenses, modals, subject-verb agreement, and sentence structure in given sentences and short passages. Practical 2: Vocabulary games: synonyms/antonyms, odd-one-out Students will participate in vocabulary-based activities involving synonyms, antonyms, collocations, word formation, and contextual word usage to strengthen academic vocabulary. Practical 3: Sentence building and reordering tasks Students will construct grammatically accurate sentences and reorganise jumbled words or sentences to improve sentence structure, coherence, and logical flow. Practical 4: Crossword and flashcard competitions Students will complete vocabulary crosswords and flashcard-based activities to reinforce grammar concepts, word formation, and academic vocabulary through interactive learning. Evaluation Method: <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 & Vocabulary MCQ Test Students will be given a multiple-choice test assessing their understanding and application of the grammar and vocabulary concepts covered in the module. </td><td>10</td><td>-</td></tr> </tbody> </table>	Sr. No	Component	SEE	CCE	1	Grammar & Vocabulary MCQ Test Students will be given a multiple-choice test assessing their understanding and application of the grammar and vocabulary concepts covered in the module.	10	-	T:02 P:04	20%
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	2	ALA 1- Word Puzzle or Vocabulary Game Students will participate in vocabulary-based activities such as word puzzles, crossword synonym-antonym matching, collocational challenges, or word formation exercises to strengthen grammar and vocabulary skills. Submit the completed activity on the GMIU Web Portal.	-	5			
	3	ALA 2- Collocation Poster or Grammar Comic Strip Students will create a collocation poster or a grammar comic strip demonstrating the correct use of grammar concepts and academic vocabulary through creative visual representation. Upload the final submission along with supporting photographs or digital files on the GMIU Web Portal.	-	5			
	Total			10	10		
2	Listening Comprehension ● Importance of listening in communication, ● The 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 1: Listening to Diverse English Accents Students will listen to conversations and short talks in British, American, and Indian English to identify the speaker's main ideas, specific details, pronunciation features, and contextual meaning. Practical 2: Academic Listening and Note-taking Students will listen to short academic lectures or presentations and prepare structured notes by identifying key ideas, supporting details, and relevant information. Practical 3: Listening for Tone, Mood, and Intention Students will listen to audio clips and identify the speaker's tone, mood, purpose, and intended meaning using contextual and linguistic clues. Practical 4: Listening Comprehension Exercises					T:02 P:04 20%	



	Students will complete listening tasks based on audio recordings, including multiple-choice questions, gap-filling, matching, and inference-based activities to assess listening comprehension.																						
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3	Speaking Skills • Key features of effective speaking: fluency, pronunciation, coherence, • Speaking in academic vs. informal settings, • Strategies to handle cue-card topics and follow-up questions, • Common grammar issues in speaking, • Self-monitoring and correction			T:02 P:04 20%																			



	Practical 1: Cue card practice in a timed format Students will deliver short speeches on cue-card topics within a specified time, demonstrating fluency, coherence, pronunciation, and appropriate language use. Practical 2: Mock Interviews and Group Discussions Students will participate in mock interviews and group discussions on academic, professional, or contemporary topics to develop confidence, communication strategies, and interaction skills. Practical 3: Pronunciation and Speaking Practice using Digital Tools Students will practise pronunciation, stress, intonation, and fluency using digital tools such as ELSA Speak or similar applications and evaluate their speaking performance. Practical 4: Peer Evaluation and Self-Reflection Students will evaluate their own and their peers' speaking performances using a structured rubric, identify common grammar and pronunciation errors, and suggest strategies for improvement. Evaluation Method: <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>Viva based on Mock Speaking Test Students will appear in a speaking test comprising an introduction, an individual speaking task (cue card), and follow-up questions to assess fluency, pronunciation, coherence, grammar, and vocabulary.</td><td>10</td><td>-</td></tr> <tr> <td>2</td><td>ALA5- GD/Interview Simulation Students will participate in a group discussion or mock interview to demonstrate effective communication, interaction, and speaking skills. Upload the discussion summary or interview reflection on the GMIU Web Portal.</td><td>-</td><td>5</td></tr> <tr> <td>3</td><td>ALA 6- Group Role Play Students will perform a role play based on academic, professional, or real-life situations by applying appropriate language, fluency, and communication strategies. Upload the role play script or performance report along</td><td>-</td><td>5</td></tr> </tbody> </table>	Sr. No	Component	SEE	CCE	1	Viva based on Mock Speaking Test Students will appear in a speaking test comprising an introduction, an individual speaking task (cue card), and follow-up questions to assess fluency, pronunciation, coherence, grammar, and vocabulary.	10	-	2	ALA5- GD/Interview Simulation Students will participate in a group discussion or mock interview to demonstrate effective communication, interaction, and speaking skills. Upload the discussion summary or interview reflection on the GMIU Web Portal.	-	5	3	ALA 6- Group Role Play Students will perform a role play based on academic, professional, or real-life situations by applying appropriate language, fluency, and communication strategies. Upload the role play script or performance report along	-	5		
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	with supporting photographs, if applicable, on the GMIU Web Portal.		
	Total	10	10

4	Academic Reading and Critical Comprehension • Types of reading: Skimming, scanning, inference, • Understanding paragraph structure and coherence, • Recognising tone, purpose, and the author's viewpoint, • Strategies for time-bound comprehension, • Introduction to IELTS/TOEFL Reading formats Practical 1: Timed reading comprehension (MCQ + short answers) Students will complete time-bound reading comprehension exercises by answering multiple-choice, short-answer, and inference-based questions to improve reading speed, accuracy, and comprehension. Practical 2: Text Analysis and Vocabulary in Context Students will analyse academic texts to identify the author's purpose, tone, viewpoint, and paragraph structure while determining the meanings of unfamiliar words using contextual clues. Practical 3: Paragraph Organisation and Information Mapping Students will arrange jumbled paragraphs into a logical sequence and complete headline-matching or gap-fill exercises to demonstrate understanding of coherence, cohesion, and text organisation. Practical 4: Comparative Reading and Critical Interpretation Students will compare two texts on a similar topic, identify similarities and differences in ideas, perspective, tone, and purpose, and draw logical inferences supported by textual evidence. Evaluation Method: <table border="1"> <tr> <th>Sr. No</th> <th>Component</th> <th>SEE</th> <th>CCE</th> </tr> <tr> <td>1</td> <td> Reading Comprehension Test Students will complete a reading comprehension test based on one or more unseen passages to assess skimming, scanning, </td> <td>10</td> <td>-</td> </tr> </table>	Sr. No	Component	SEE	CCE	1	Reading Comprehension Test Students will complete a reading comprehension test based on one or more unseen passages to assess skimming, scanning,	10	-	T:02 P:04	20%
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		inference, vocabulary in context, and critical reading skills.				
	2	ALA 7 -Vocabulary Identification Task Students will identify the meanings of words and phrases from the given passage using contextual clues. Submit the completed activity on the GMIU Web Portal.	-	5		
	3	Peer Challenge – Create & Solve MCQs from a passage Students will prepare multiple-choice questions from a selected passage and exchange them with peers for solving and discussion. Upload the MCQs and answer key on the GMIU Web Portal.	-	5		
	Total		10	10		
5	Writing Fundamentals – Letters, Graphs & Short Essays • Sentence structure, cohesion, and linking devices, • Describing graphs, charts, and processes • Formal and informal letters, Paragraph unity and topic sentences, • Structuring short argumentative and opinion-based essays, Coherence, cohesion, grammar in writing, formats Practical 1: Academic and Functional Writing Tasks Students will write formal and informal letters, emails, and short requests by applying appropriate formats, tone, grammar, and language suitable for the intended audience and purpose. Practical 2: Graph, Chart and Process Description Students will interpret visual information such as graphs, charts, tables, and simple processes by writing clear, coherent, and well-organised descriptions of approximately 150 words. Practical 3: Sentence Transformation and Writing Improvement Students will transform sentences using appropriate grammatical structures, linking devices, and cohesive techniques to improve clarity, accuracy, and coherence in writing. Practical 4: Peer Review and Writing Workshop Students will exchange written drafts with peers, provide constructive feedback using a structured evaluation rubric.					T:02 P:04 20%



their work based on suggestions, and submit the final improved version.				
Evaluation Method:				
Sr. No.	Component	SEE	CCE	
1	Writing Test (Graph + Formal Letter) Students will complete an IELTS-style writing test by writing a graph/chart description and a formal letter based on the topics covered in the module.	10	-	
2	Grammar Correction Workshop Students will identify and correct grammatical and structural errors in the given writing tasks. Submit the corrected work on the GMIU Web Portal.	-	5	
3	Peer Review and Rewrite Challenge Students will review a peer's written work using a structured rubric, provide constructive feedback, and revise the writing based on the suggestions received. Upload the original draft, peer feedback, and revised version on the GMIU Web Portal.	-	5	
Total		10	10	

Suggested Specification table with Marks (Theory): 50

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	10%	20%	30%	20%	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 on the requirements of the content and the needs of students. The teacher, in addition to conventional teaching methods by blackboard, may also use any tools such as demonstration, task-based and activity-driven learning strategies, role play, quizzes, 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, Cambridge

IELTS Advantage: Writing Skills – Richard Brown, 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 a flipped classroom or self-learning videos (SWAYAM/NPTEL/dictionary apps).

Reference Books:

- [1] Cambridge IELTS 20 – 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



Suggestive Evaluation Criteria:

SEE	Topic	Part	Criteria	Marks	Description
SEE 1	Grammar & Vocabulary MCQ Test	Part A	Grammar Concepts	5	Assesses understanding of parts of speech, tenses, modals, subject-verb agreement, sentence structure, and error identification through multiple-choice questions.
		Part B	Vocabulary Application	5	Assesses understanding of contextual vocabulary, collocations, word formation, synonyms, and antonyms through multiple-choice questions.
SEE 2	Listening Lab Test (MCQ + Audio Response)	Part A	Listening Comprehension	5	Assesses the ability to identify main ideas, specific details, and factual information from audio recordings.
		Part B	Inference and Context	5	Assesses the ability to interpret tone, purpose, intention, and implied meaning based on the audio recording.
SEE 3	Viva based on Mock Speaking Test	Part A	Introduction & Cue Card	5	Assesses fluency, pronunciation, coherence, grammar, and vocabulary through self-introduction



					and an individual speaking task.
		Part B	Follow-up Discussion	5	Assesses the ability to express opinions, justify responses, and communicate effectively through follow-up questions.
SEE 4	Reading Comprehension Test	Part A	Reading Comprehension	5	Assesses understanding of unseen passages through questions on main ideas, details, and vocabulary in context.
		Part B	Critical Reading	5	Assesses skimming, scanning, inference, author's purpose, tone, and interpretation through passage-based questions.
SEE 5	Writing Test (Graph + Formal Letter)	Part A	Graph/Chart Description	5	Assesses the ability to interpret visual information and present it in a clear, organised, and grammatically accurate written form.
		Part B	Formal Letter Writing	5	Assesses organisation, format, coherence, grammar, vocabulary, and appropriateness of tone in formal letter writing.

