

SEMESTER I

Course Title: Functional English I

Course Code:

Credits: 3

Aim of the Course

The course aims to provide learners with basic communicative competence in English by developing foundational listening, speaking, reading, writing, grammar and technical communication skills required for academic, social, professional and digital contexts, while enhancing confidence and employability.

Course Objectives

1. To develop basic listening and speaking skills required for every day, academic and interpersonal communication.
2. To strengthen foundational reading, writing and grammatical competence for accurate and effective language use.
3. To introduce learners to basic technical and digital communication practices used in academic and workplace contexts.
4. To build confidence, fluency and functional communication skills through interactive and skill-based activities.

Course Outcomes

CO1: Communicate effectively in familiar social, academic and everyday situations using appropriate listening and speaking skills.

CO2: Apply basic reading strategies, writing techniques and grammatical structures for clear and coherent communication.

CO3: Interpret and produce simple technical and digital communication materials such as emails, notes and procedural texts.

CO4: Demonstrate confidence and participation in interactive and skill-oriented communication tasks.

Course Content

Module I Basics of Listening and Speaking Skills

Core Concepts

Introduction to communication - Verbal and non-verbal communication - Importance of listening and speaking skills - Everyday conversational English- Greetings, introductions and situational dialogue - Active listening and response - Pronunciation, stress and intonation - Tone and clarity in speech - Telephone etiquette and classroom interaction skills - Confidence building in oral communication - Basics of interpersonal communication and communication ethics.

Practice

- Pair and group conversation practice

- Role-play activities based on everyday situations, including socially relevant themes like environmental responsibility and gender sensitivity
- Self-introduction and short speaking exercises
- Listening comprehension through short audio clips and conversations
- Mock telephone conversations and classroom interaction tasks
- Picture-based speaking activities on environmental conservation, social justice, and inclusive communities
- Storytelling and retelling exercises
- Group discussion and turn-taking practice on contemporary social issues
- Exposure to speech patterns through curated audio and video materials
- Audio/video recording and self-assessment exercises

Module II Basics of Reading and Writing Skills

Core Concepts

Introduction to reading and writing skills - Types of reading: skimming, scanning and intensive reading - Vocabulary development and contextual meaning - Reading comprehension and interpretation - Sentence construction and paragraph writing - Coherence and cohesion in writing - Formal and informal writing - Note-making and summarising - Creative and descriptive writing - Functional writing for everyday communication - Developing clarity and accuracy in written expression.

Practice

- Reading comprehension exercises based on short passages
- Vocabulary-building activities through contextual usage
- Skimming and scanning practice tasks
- Paragraph writing on familiar topics and contemporary issues
- Short descriptive and narrative writing tasks
- Dialogue and conversation writing exercises
- Note-making and summarising activities
- Picture-based writing exercises on themes of sustainability and social awareness
- Creative writing and story completion activities
- Reading aloud and pronunciation-oriented reading practice
- Journal and diary writing exercises

Module III Basics of Grammar and Language Use

Core Concepts

Introduction to functional grammar in context - Parts of speech and their functions - Sentence formation and sentence types - Subject-verb agreement - Tenses and their usage in everyday communication - Articles, prepositions and connectors - Active and passive voice - Direct and indirect speech - Common grammatical errors and correction strategies - Vocabulary building through contextual usage - Word formation and basic collocations - Punctuation and capitalization - Grammar for effective speaking and writing - Functional language use in academic and social contexts.

Practice

- Sentence construction and transformation activities
- Common error identification and correction tasks

- Vocabulary-building activities through reading and conversation
- Structured language games and grammar quizzes
- Dialogue completion and contextual grammar exercises
- Short paragraph writing using target grammar structures
- Grammar worksheets based on real-life communication contexts
- Digital grammar practice using language learning platforms

Module IV Basics of Technical and Digital Communication

Core Concepts

Introduction to technical and digital communication - Functional writing for academic and workplace contexts - Paragraph writing: descriptive, narrative and process writing - Informal letters and basic email writing - Note-making and summarising - Writing instructions and procedural texts - Basics of workplace communication - Reading and interpreting technical information - Introduction to charts, tables and infographics - Field notes and basic documentation practices - Digital communication etiquette - Word processing and document formatting basics - Communication for teamwork and collaborative tasks – Employability-oriented language skills.

Practice

- Email drafting practice in formal and informal contexts
- Guided paragraph and process writing exercises
- Note-making and summarising tasks based on reading and listening inputs
- Instruction and procedural writing activities
- Data interpretation exercises using charts, tables and simple reports
- Digital platform-based communication activities
- Basic workplace communication role plays
- File creation, formatting and submission exercises
- Self-editing and proofreading practice
- Portfolio-building activities for skill development.

Reference

Bovee, C. L., & Thill, J. V. (2023). *Business communication today* (15th ed.). Pearson.

Eastwood, J. (2016). *Oxford practice grammar*. Oxford University Press.

Murphy, R. (2019). *English grammar in use* (5th ed.). Cambridge University Press.

Raman, M., & Sharma, S. (2018). *Technical communication: Principles and practice* (3rd ed.). Oxford University Press.

Seely, J. (2013). *Oxford guide to effective writing and speaking*. Oxford University Press.

Sharma, R. C., & Mohan, K. (2017). *Business correspondence and report writing* (4th ed.). McGraw Hill Education.

Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.

SEMESTER II

Course Title: Functional English II

Course Code:

Credits: 3

Aim of the Course

The course aims to provide learners with advanced communicative competence in English by developing foundational listening, speaking, reading, writing, grammar and technical communication skills required for academic, social, professional, and digital contexts, while enhancing confidence and employability.

Course Objectives

1. To enhance advanced listening, speaking, reading and writing skills for professional and career-oriented communication.
2. To develop higher-level grammatical and stylistic competence for academic, technical and workplace communication.
3. To familiarize learners with professional documentation, presentation and digital communication practices.
4. To equip learners with employability skills, critical communication strategies and collaborative competencies required in professional environments.

Course Outcomes

CO1: Demonstrate advanced communication skills in academic and workplace contexts.

CO2: Produce well-structured and grammatically accurate professional and technical documents.

CO3: Deliver effective presentations, participate in professional interactions and use digital communication tools efficiently.

CO4: Apply communication and employability skills confidently in higher education and career-oriented environments.

Course Content

Module I Advanced Listening and Speaking for Career Development

Core Concepts

Advanced interpersonal and professional communication - Formal and informal speaking contexts - Listening for analysis, interpretation and critical response - Public speaking and presentation skills - Group discussion and team communication - Interview skills and professional interaction - Workplace communication and meeting etiquette - Voice modulation, fluency and persuasive speaking - Professional ethics and communication etiquette - Leadership communication and confidence building - Career-oriented communication strategies.

Practice

- Listening comprehension through lectures, interviews, podcasts and professional speeches, climate change, cyber security, biodiversity, and higher education
- Group discussion and seminar presentation exercises

- Mock interviews and placement interaction sessions
- Extempore speaking and persuasive speech activities on issues such as population growth, technological advancement and inclusive development
- Professional conversation and workplace role play exercises
- Presentation practice using audio-visual aids
- Resume-based self-introduction and career presentation tasks
- Debate and collaborative problem-solving discussions on contemporary challenges related to technology, disability inclusion and biodiversity
- Listening for inference, tone, attitude and argument
- Note-taking and summarising exercises based on listening inputs
- Peer review and feedback sessions

Module II Advanced Reading and Writing Skills

Core Concepts

Advanced reading strategies and critical reading - Analytical and interpretive reading - Reading academic, professional and media texts - Inferential and evaluative comprehension - Academic vocabulary and discourse - Structure and organisation of essays - Argumentative, analytical and reflective writing - Cohesion, coherence and style in writing - Academic and professional writing conventions - Report writing and formal correspondence - Editing, proofreading and citation basics - Writing for professional and digital platforms - Critical thinking and ethical writing practices.

Practice

- Critical reading exercises based on academic and professional texts, including themes such as public health, artificial intelligence, cultural diversity and entrepreneurship
- Analysis and interpretation of articles, essays and media content on issues related to media literacy, gender representation, migration and ethical decision-making
- Vocabulary enrichment through contextual and thematic reading related to innovation, leadership, global citizenship and social responsibility
- Essay writing on analytical and argumentative topics
- Report writing and formal email drafting exercises
- Review writing based on books, films or articles
- Editing and proofreading activities
- Summary, précis and paraphrasing exercises
- Presentation of reading responses and written assignments
- Exposure to academic journals, editorials and professional documents
- Portfolio preparation including CV, statement of purpose and professional profiles.

Module III Advanced Grammar and Language Proficiency

Core Concepts

Advanced sentence structures and syntactic patterns - Clauses and complex sentence construction - Nuances of tense and aspect - Modality and conditionals - Parallelism and sentence variety - Advanced use of connectors and transitional devices - Voice, emphasis and stylistic variation - Idiomatic expressions and collocations - Register, tone and appropriateness in academic and professional communication - Common advanced grammatical errors and editing strategies - Language accuracy and stylistic refinement.

Practice

- Advanced grammar exercises in contextual usage
- Editing and proofreading activities
- Transformation and synthesis of sentences
- Error analysis and correction tasks
- Paragraph revision for coherence and grammatical accuracy
- Listening and reading tasks for identifying grammatical patterns in use
- Group activities on style, tone and register
- Timed grammar and language proficiency exercises
- Self-assessment and reflective language improvement tasks.

Module IV Advanced Technical and Professional Communication

Core Concepts

Advanced professional and workplace communication - Formal letters, professional emails and business correspondence - Technical report writing and documentation - Proposal and project writing - CV and professional profile preparation - Presentation and seminar communication - Public speaking and persuasive communication - Visual presentation and slide design - Interview skills and professional interaction - Entrepreneurship communication and workplace ethics - Digital professionalism and online collaboration - Communication strategies for employability and career advancement - Professional documentation and portfolio development.

Practice

- Resume-building and professional profile workshops
- Advanced email drafting, editing and workplace correspondence exercises
- Technical report and proposal writing tasks
- Case-study based documentation exercises
- Presentation design and seminar delivery practice
- Recorded presentation and public speaking activities
- Interview preparation and mock interview sessions
- Analysis of model talks, pitches and professional speeches
- Advanced document formatting and editing practice
- Digital communication tasks using professional platforms
- Peer review and revision workshops
- Portfolio preparation and career communication tasks

Reference

Bovee, C. L., & Thill, J. V. (2023). *Business communication today* (15th ed.). Pearson.

Eastwood, J. (2016). *Oxford practice grammar*. Oxford University Press.

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Swan, M. (2016). *Practical English usage* (4th ed.). Oxford University Press.

General Instructions for Teaching the Course

The course should be taught as a learner-centred, skill-oriented communication programme with emphasis on the practical application of language skills in everyday, academic, professional and digital contexts. The primary objective of the course is not examination-oriented learning, but the sustained development of communication skills, confidence, critical thinking and employability. The course should encourage students to continue practising and refining these skills throughout their personal and professional lives.

Teaching should begin with simple theoretical discussions and conceptual understanding rooted in familiar, everyday communicative experiences. Concepts related to listening, speaking, reading, writing, grammar, technical communication and digital communication may be introduced by the instructor in an accessible and interactive manner. Theoretical input should function only as a foundation for skill enhancement and should gradually lead students towards practice-oriented learning experiences.

The focus of classroom engagement should remain on experiential and activity-based learning rather than lecture-centred teaching. Instructors are encouraged to create an interactive classroom atmosphere that promotes participation, collaboration, confidence-building and communicative competence. Students should be encouraged to learn through practice, reflection, peer interaction and continuous performance.

The course should incorporate a wide range of skill-based activities including:

- Role plays and situational dialogues
- Group discussions and collaborative tasks
- Listening comprehension exercises
- Pronunciation and fluency practice
- Storytelling and retelling activities
- Presentations and seminar
- Email and report writing
- Resume and portfolio preparation
- Interview simulations and workplace communication practice
- Audio-video analysis and recording activities
- Language lab sessions
- Peer review, editing and self-assessment exercises
- Digital communication and documentation tasks

Instructors should provide students with practical strategies and learning tools that enable independent language improvement beyond the classroom. Students may be encouraged to engage regularly with reading materials, podcasts, speeches, interviews, presentations, digital platforms, journals and professional communication resources to continue developing their language proficiency. Special emphasis should be placed on reducing communication anxiety and fostering confidence in speaking and writing. Classroom activities should therefore remain inclusive, supportive, participatory and non-intimidating. The course should integrate academic communication with employability skills by exposing students to workplace-oriented tasks, professional etiquette, collaborative communication practices, leadership communication and digital literacy.

Instructions to Question Paper Setters and Evaluators

Question papers and evaluation methods should strictly reflect the skill-oriented and practice-based nature of the course. Questions should not focus on rote learning, memorisation of theoretical concepts or reproduction of notes. Instead, assessment should evaluate the learner's ability to apply language skills effectively in practical, academic, professional and communicative situations. Theoretical concepts may be tested only to the extent necessary for understanding and application. Greater emphasis must be placed on activity-based, analytical, functional, and performance-oriented tasks.

Assessment Pattern

- **50% Weightage:** Skill-based written exercises
- **50% Weightage:** Practical evaluation of listening and speaking skills

Written Skill-Based Evaluation May Include:

- Functional and workplace writing tasks
- Email, report and resume writing
- Reading comprehension and interpretation
- Grammar in context
- Data interpretation and technical communication tasks
- Editing, summarising and documentation exercises
- Analytical and situational writing activities

Practical Evaluation May Include:

- Viva voce examinations
- Listening comprehension tasks
- Speaking tasks based on situational prompts
- Role plays and conversational interaction
- Seminar presentations and public speaking
- Group discussions and interview simulations
- Pronunciation and fluency assessment
- Audio/video-based response activities
- Language lab performance

Internal Assessment Components May Include:

- Classroom seminars and presentations
- Activity-based assignments
- Portfolio preparation
- Group projects and collaborative tasks
- Communication journals and reflective exercises
- Digital communication tasks
- Peer review and participation
- Continuous skill performance assessment

Question paper setters and evaluators should ensure that assessment methods encourage creativity, confidence, communication competence, critical thinking and practical language use. The overall purpose of evaluation should be to measure the learner's ability to use English effectively and confidently in real-life situations rather than merely reproduce theoretical information.

