Program Name : **Diploma in Food Technology/ Diploma in Printing Technology / Diploma in Surface Coating / Diploma in Travel & Tourism / Diploma in Hotel Management & Catering Technology / Diploma in Architecture Assistantship / Diploma in Medical Laboratory Technology.**

Program Code : **FC / PC / PN / SC / TR / HM / AA / ML**

Semester : **First**

Course Title : **English**

Course Code : **22101**

1. RATIONALE

English language skills have become inevitable in the era of globalization. The skills of language contribute substantially to the career of engineering profession, where almost all the service manuals, installation and commissioning manuals of the various equipment are in English and technologist has to interpret them correctly. Competency in English is need of the hour, not only for Indian industry, but also worldwide, where diploma engineers have the employable opportunity. Therefore, the basic English skills- listening, speaking, reading and writing have become almost mandatory for employability. This course is therefore designed to help the students to communicate in English effectively.

2. COMPETENCY

The aim of this course is to help the students to attain the following industry identified competency through various teaching learning experiences:

- **Communicate in English in spoken and written form effectively.**

3. COURSE OUTCOMES (COs)

The theory, practical experiences and relevant soft skills associated with this course are to be taught and implemented, so that the student demonstrates the following *industry oriented* COs associated with the above mentioned competency:

a. Formulate grammatically correct sentences.
b. Summarise comprehension passages.
c. Compose dialogues and paragraphs for different situations.
d. Use relevant words as per context.
e. Deliver prepared speeches to express ideas, thoughts and emotions.

4. TEACHING AND EXAMINATION SCHEME

Teaching Scheme			Credit (L+T+P)	Examination Scheme												
					Theory						Practical					
L	T	P		Paper Hrs.	ESE		PA		Total		ESE		PA		Total	
					Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
3	--	2	5	3	70	28	30*	00	100	40	25@	10	25	10	50	20

(*): Under the theory PA, out of 30 marks, 10 marks are for micro-project assessment to facilitate integration of COs and the remaining 20 marks is the average of 2 tests to be taken.

during the semester for the assessment of the cognitive domain UOs required for the attainment of the COs.

Legends: *L-Lecture; T – Tutorial/Teacher Guided Theory Practice; P - Practical; C – Credit, ESE - End Semester Examination; PA - Progressive Assessment.*

5. COURSE MAP (with sample COs, PrOs, UOs, ADOs and topics)

This course map illustrates an overview of the flow and linkages of the topics at various levels of outcomes (details in subsequent sections) to be attained by the student by the end of the course, in all domains of learning in terms of the industry/employer identified competency depicted at the centre of this map.
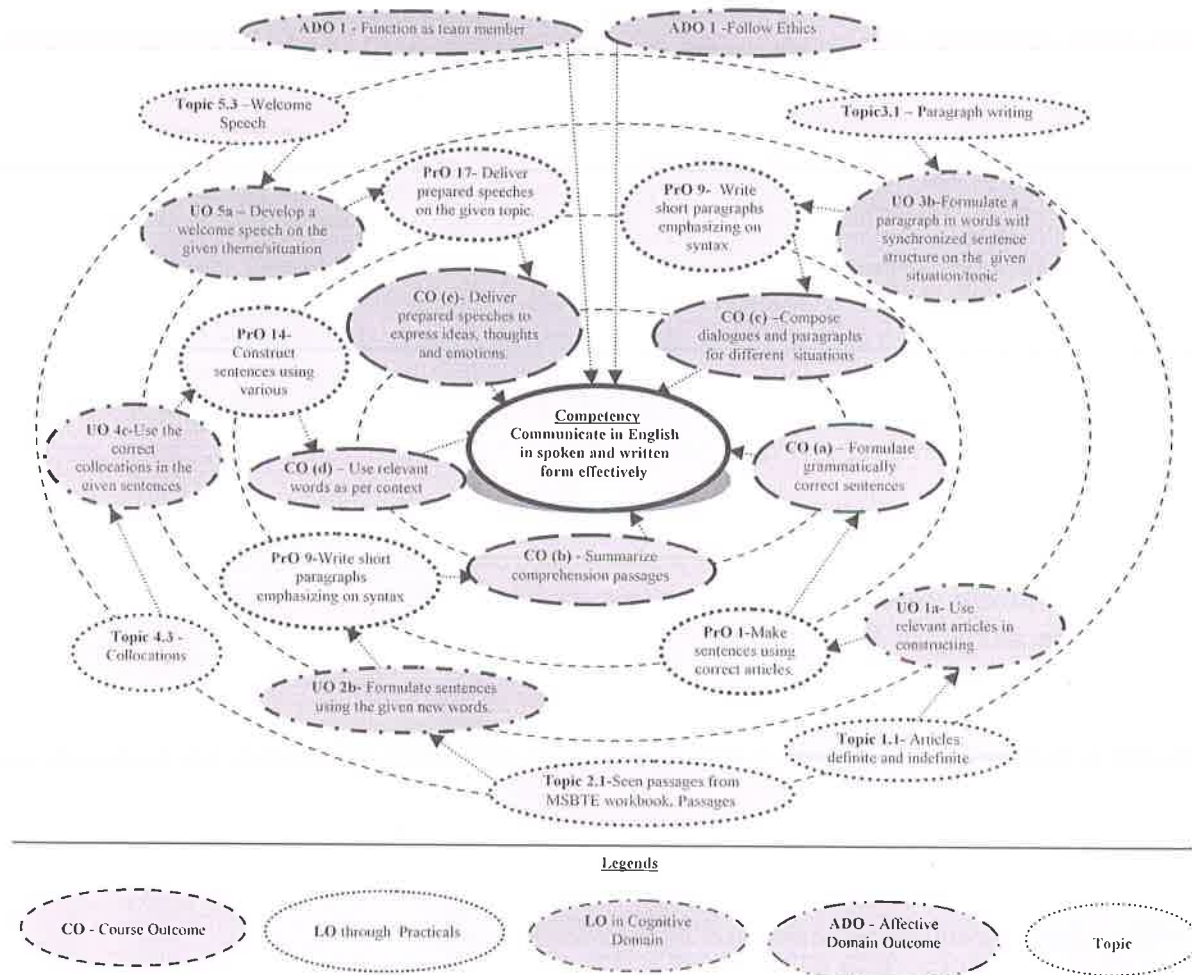

Figure 1 - Course Map

6. SUGGESTED PRACTICALS/ EXERCISES

The practicals in this section are PrOs (i.e. sub-components of the COs) to be developed and assessed in the student for the attainment of the competency.

S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. required
	Use 'language laboratory' for different practical tasks		
1	Make sentences using correct articles.	I	2
2	Construct sentences using correct prepositions.	I	2*

| S. No.	Practical Outcomes (PrOs)	Unit No.	Approx. Hrs. required
3	Formulate sentences using correct conjunctions/connectors.	I	2
4	Rewrite sentences using relevant forms of verbs.	I	2*
5	Change the voice from active to passive and vice –versa.	I	2*
6	Change the narration direct to indirect and vice –versa.	I	2*
7	Repeat words on Language Lab software after listening to them.	I	2*
8	Deliver oral presentations using correct grammar.	I	2*
9	Write short paragraphs emphasizing on syntax.	II	2*
10	Compose dialogues on various situations.	III	2
11	Enact a role play.	III	2*
12	Construct sentences using idioms.	IV	2*
13	Narrate anecdotes of various situations.	IV	2
14	Construct sentences using various collocations.	IV	2
15	Answer questions based on the given passage.	IV	2
16	Use correct pronunciations and voice modulation while reading articles from different sources.	IV	2*
17	Deliver prepared speeches on the given topic.	V	2*
18	Repeat dialogues on Language Lab software after listening to them.	V	2*
	Total		**36**

Note

i. A suggestive list of **PrOs** is given in the above table. More such PrOs can be added to attain the COs and competency. A judicial mix of minimum 12 or more practical need to be performed, out of which, the practicals marked as '*' are compulsory, so that the student reaches the 'Precision Level' of Dave's 'Psychomotor Domain Taxonomy' as generally required by the industry.

ii. The 'Process' and 'Product' related skills associated with each PrO is to be assessed according to a suggested sample given below:

S.No.	Performance Indicators	Weightage in %
a.	Setting up of language laboratory	10
b.	Using the language laboratory skillfully	30
c.	Follow Safety measures	10
d.	Work in teams	20
e.	Respond to given questions	10
f.	Self-learning	20
	Total	**100**

The above PrOs also comprise of the following social skills/attitudes which are Affective Domain Outcomes (ADOs) that are best developed through the laboratory/field based experiences:

    a. Follow safety practices.
    b. Maintain Cleanliness.
    c. Demonstrate working as a leader/a team member.
    d. Follow ethics.

Acquisition of the ADOs takes place gradually in the student when s/he undertakes a series of practical experiences over a period of time. Moreover, the level of achievement of the ADOs
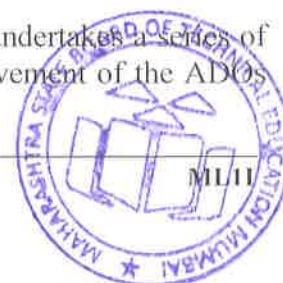
according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1st year
- 'Organising Level' in 2nd year
- 'Characterising Level' in 3rd year.

7.   MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The following topics/subtopics is to be taught and assessed in order to develop UOs for achieving the COs to attain the identified competency.

S. No.	Equipment Name with Broad Specifications	Exp. S.No.
1	Language Lab with relevant software and Computer system with all necessary components like: Motherboard, Random Access Memory (RAM), Read-Only Memory (ROM), Graphic cards, Sound Cards, Internal Hard Disk Drives, DVD drive, Network Interface Card	All
2	LCD Projector with document reader	All
3	Smart Board with networking	All

8.   UNDERPINNING THEORY COMPONENTS

The following topics/subtopics should be taught and assessed in order to develop LOs in cognitive domain for achieving the COs to attain the identified competency:

Unit	Unit Outcomes (UOs) (in cognitive domain)		Topics and Sub-topics
	Writing Skills	**Speaking Skills**	
Unit – I Applied Grammar	1a. Use relevant articles in constructing sentences. 1b. Apply prepositions to construct meaningful sentences. 1c. Identify conjunctions to connect phrases and clauses in the specified sentences. 1d. Use correct form of tenses in given situation. 1e. Change the active and passive voice from the specified passage/list. 1f. Change the narration for the given situation.	1g. Formulate grammatically correct sentences for the specified situation. 1h. Use relevant Prepositions for the situation mentioned. 1i. Apply relevant conjunctions to use idiomatic language for the given situation. 1j. Apply the relevant voice in formal communication for the given passage. 1k. Use relevant narrations for the given situation.	1.1. Articles: Definite and Indefinite 1.2. Prepositions: Usage 1.3. Conjunctions: Coordinating and Subordinating 1.4. Types of sentences: Assertive, Imperative, Exclamatory, Interrogative 1.5. Tenses - Present Tense (Simple, Continuous, Perfect) - Past Tense (Simple, Continuous, Perfect) - Future Tense (Simple) 1.6. Active and Passive Voice 1.7. Direct and Indirect Speech

Unit	Unit Outcomes (UOs) (in cognitive domain)		Topics and Sub-topics
	Writing Skills	**Speaking Skills**	
Unit– II Comprehension	2a. Answer the given questions of the specified passage. 2b. Formulate sentences using the given new words 2c. Use correct syntax to construct meaningful sentences for the given situation. 2d. Answer the questions on the given unseen passage.	2e. Pronounce the words correctly in the given passage. 2f. Give oral instructions with correct pronunciation and intonation for the given situation. 2g. Answer the questions orally on the given unseen passage with correct pronunciation.	2.1 Seen Passages From Msbte Work Book 2.2 Importance Of Comprehension 2.3 Unseen Passages 2.4 Interpretation Of Passages In Written And Spoken Form
Unit– III Paragraph and Dialogue Writing	3a. Differentiate the given types of paragraphs with justification. 3b. Formulate a paragraph in words with synchronized sentence structure on the given situation / topic. 3c. Explain the theme on given paragraph precisely.	3d. Summarise the given paragraph with correct pronunciation and intonation. 3e. Take part in debates with correct pronunciation, intonation and using verbal and non-verbal gestures on the given themes.	3.1 Types of Paragraph i. Technical ii. Descriptive iii. Narrative iv. Compare and Contrast 3.2 Dialogue Writing i. Greetings ii. Development of Dialogue iii. Closing Sentence
Unit– IV Vocabulary Building	4a. Remove the spelling errors in the given sentences/paragraph 4b. Use relevant words to correctly express for the given themes/situation. 4c. Use the collocations correctly. 4d. Construct sentences using given idioms.	4e. Speak in specified formal situations with correct pronunciation. 4f. Speak in specified informal situations with correct pronunciation. 4g. Speak sentences using relevant collocations	4.1. Rules of Spelling 4.2. Words Often Confused 4.3. Collocations 4.4. Idioms
Unit-V Speeches	5a. Develop a welcome speech on the given theme/situation. 5b. Develop a farewell speech for the given theme/situation.	5e. Introduce oneself with correct pronunciation, intonation and using verbal and non-verbal gestures. 5f. Give extempore talks	5.1. Importance of Public Speaking 5.2. Characteristics of Good Speech 5.3. Welcome Speech 5.4. Farewell Speech

Unit	Unit Outcomes (UOs) (in cognitive domain)		Topics and Sub-topics
	Writing Skills	**Speaking Skills**	
	5c. Formulate a speech for introducing a guest in the given situation. 5d. Develop a vote of thanks for the given situation.	with correct pronunciation, intonation and using verbal and non-verbal gestures for the given theme/ situation.	5.5. Introducing a Guest 5.6. Vote of Thanks

Note: To attain the COs and competency, above listed UOs need to be undertaken to achieve the 'Application Level' and above of Blooms's 'Cognitive Domain Taxonomy'

9.   SUGGESTED SPECIFICATION TABLE FOR QUESTION PAPER DESIGN

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Applied Grammar	12	02	04	08	14
II	Comprehension	20	05	06	13	24
III	Paragraph and Dialogue Writing	06	02	04	06	12
IV	Vocabulary Building	06	02	04	06	12
V	Speeches	04	02	02	04	08
	Total	**48**	**13**	**20**	**37**	**70**

Legends: R=Remember, U=Understand, A=Apply and above (Bloom's Revised taxonomy)
Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and assess students with respect to attainment of UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary from above table.

10.   SUGGESTED STUDENT ACTIVITIES
Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course:
    a. Collect good articles from newspapers and find and write the meanings of words.
    b. Listen to TV news.
    c. Read articles from magazines/newspapers.
    d. Undertake micro-projects.

11.   SUGGESTED SPECIAL INSTRUCTIONAL STRATEGIES (if any)
These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:
    a. Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
    b. *'L' in item No. 4* does not mean only the traditional lecture method, but different types of teaching methods and media that are to be employed to develop the outcomes.
    c. About *15-20% of the topics/sub-topics* which is relatively simpler or descriptive in nature is to be given to the students for *self-directed learning* and assess the

development of the COs through classroom presentations (see implementation guideline for details).

   d. With respect to item No.10, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.

   a. Arrange various communication activities using functional grammar.

   b. Show video/animation films to develop listening skills and enhance vocabulary.

   c. Use real life situations for explanation.

   d. Prepare and give oral presentations.

   e. Guide micro-projects in groups as well as individually.

12. SUGGESTED TITLES OF MICRO-PROJECTS

Only one micro-project is planned to be undertaken by a student that needs to be assigned to him/her in the beginning of the semester. S/he ought to submit it by the end of the semester to develop the industry oriented COs. Each micro-project should encompass two or more COs which are in fact, an integration of practicals PrOs, UOs and ADOs. The micro-project could be industry application based, internet-based, workshop-based, laboratory-based or field-based. Each student will have to maintain dated work diary consisting of individual contribution in the project work and give a seminar presentation of it before submission. The total duration of the micro-project should not be less than *16 (sixteen) student engagement* hours during the course.

In the first four semesters, the micro-project could be group-based. However, in higher semesters, it should be individually undertaken to build up the skill and confidence in every student to become problem solver so that s/he contributes to the projects of the industry. A suggestive list is given here. Similar micro-projects could be added by the concerned faculty:

   a. Develop language games, activities, crossword puzzles enhancing word power to be used in English language.

   b. Prepare advertisement for five technical projects using contextual vocabulary.

   c. After studying standard English newspapers, prepare a booklet identifying various grammatical aspects of sentences.

   d. Prepare a booklet of the interviewing any successful person in your locality in context with his life journey, inspiration, social contribution, role model and keys to success.

   e. Prepare a booklet of the contribution of eminent Indian scientists and develop well organized paragraphs.

   f. Summarise the contents of a famous book/books.[fiction/non fiction]

   g. Prepare a collage using different idioms with their origins and their contextual usage.

13. SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication
1	English Workbook	MSBTE	MSBTE, Mumbai, 2017
2	Effective English with CD	Kumar, E. Suresh; Sreehari, P.; Savithri, J.	Pearson Education, Noida, New Delhi, 2009 ISBN: 978-81-317-3100-0
3	English Grammar at Glance	Gnanamurali, M.	S. Chand and Co. New Delhi, 2011 ISBN:9788121929042
4	Essential English Grammar	Murphy, Raymond	Cambridge University Press, New Delhi, Third edition, 2011, ISBN-9780-0-521-67580-9

S. No.	Title of Book	Author	Publication
5	Living English Structure	Allen, W.S.	Pearson Education, New Delhi, Fifth edition, 2009, ISBN:108131728498,99

14.   SOFTWARE/LEARNING WEBSITES

a. https://www.britishcouncil.in/english/learn-online
b. http://learnenglish.britishcouncil.org/en/content
c. http://www.talkenglish.com/
d. languagelabsystem.com
e. www.wordsworthelt.com