Maharashtra State Board of Technical Education (MSBTE)

I – Scheme
I – Semester Course Curriculum

Course Title: **English** (Common)
(Course Code: ....   )

Diploma Programme in which this course is offered	Semester in which offered
Common to all programmes	First

1.   RATIONALE

In the era of globalization, the most commonly used medium to express oneself is the English language, especially in the industry, where almost all the service manuals, installation and commissioning manuals of the various equipment are in English and the technologist has to interpret them correctly. English is the dire need, not only for the Indian industry, but also worldwide, where the diploma engineers have the opportunity to take up jobs. Therefore, the basic English reading and writing skills have become almost mandatory for employment in the industry. Hence, English language has become quite a necessity for engineering diploma students. This course is therefore designed to help the students to learn the correct grammatical structures and use the relevant vocabulary while reading and writing.

2.   COMPETENCY

The aim of this course is to help the student to attain the following industry identified competency through various teaching learning experiences**:**
- **Communicate in English in spoken and written form.**

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. Formulate different types of dialogues.
   d. Use relevant vocabulary to compose paragraphs to express ideas, thoughts and emotions.
   e. Use relevant words in writing and delivering short and long speeches.
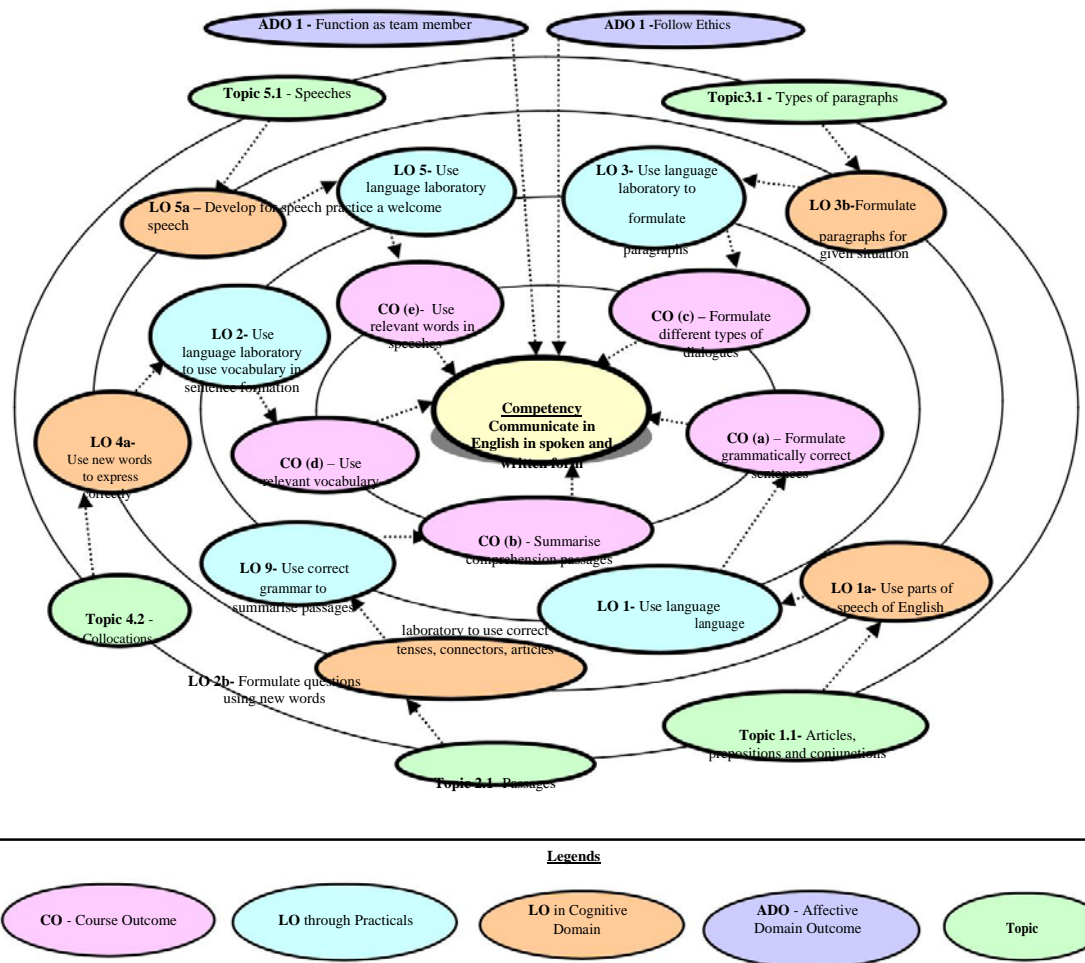
4.   TEACHING AND EXAMINATION SCHEME

Teaching Scheme (In Hours)			Total Credits (L+T+P)	Examination Scheme				
				Theory Marks		Practical Marks		Total Marks
L	T	P	C	ESE	PA	ESE	PA	
3	-	2	5	70	30*	25	25	150

(*): 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 LOs 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, Learning Outcomes i.e. LOs 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/exercises/tutorials in this section are psychomotor domain LOs (i.e.sub-components of the COs), to be developed and assessed in the student to lead to the attainment of the competency.

S. No.	Practical Exercises (Learning Outcomes in Psychomotor Domain)	Unit No.	Approx. Hrs. required
	Use 'language laboratory' for different practical tasks		
1	Make sentences using correct articles.	I	2*
2	Make sentences using correct prepositions.	I	2
3	Make sentences using correct conjunctions.	I	2

S. No.	Practical Exercises (Learning Outcomes in Psychomotor Domain)	Unit No.	Approx. Hrs. required
4	Make sentences using correct active and passive voice.	I	2
5	Make sentences using correct direct and indirect speech.	I	2
6	Make sentences using correct tenses.	I	2*
7	Make sentences using correct connectors.	I	2
8	Make oral presentations using correct grammar.	I	2*
9	Write short paragraphs emphasizing on syntax and sentence structure.	II	2*
10	Write different types of dialogues for role plays.	III	2*
11	Write different types of dialogues for drama.	III	2
12	Describe episodes in own words using idioms and phrases.	IV	2
13	Write anecdotes of various situations.	IV	2
14	Construct sentences using various collocations.	IV	2*
15	Use synonyms and antonyms in sentences.	IV	2
16	Read aloud Newspapers with correct pronunciations and intonations.	IV	2
17	Write different types of speeches using new vocabulary.	IV	2
18	Deliver short prepared speeches of 3-5 minutes.	V	2*
19	Deliver extempore short speeches of 3-5 minutes.	V	2
20	Deliver extempore long speeches of 8-10 minutes.	V	2
	Total		**40**

Note

i. A suggestive list of practical LOs is given in the above table, more such practical LOs can be added to attain the COs and competency. A judicial mix of *minimum 12 or more practical LOs/tutorials need to be performed, out of which, the practicals marked as '*' are compulsory.*

ii. Hence, the 'Process' and 'Product' related skills associated with each LO of the laboratory/workshop/field work are 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 team	20
e.	Interpret moral of the stories	20
f.	Answer to sample questions	10
	Total	**100**

Additionally, the following affective domain LOs (social skills/attitudes), are also important constituents of the competency which can be best developed through the above mentioned laboratory/field based experiences:

a. Follow safety practices.
b. Practice good housekeeping.
c. Demonstrate working as a leader/a team member.
d. Maintain tools and equipment.
e. Follow ethical practices.

The development of the attitude related LOs of Krathwohl's 'Affective Domain Taxonomy', the achievement level may reach:

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

7. MAJOR EQUIPMENT/ INSTRUMENTS REQUIRED

The major equipment with broad specification mentioned here will usher in uniformity in conduct of experiments, as well as aid to procure equipment by authorities concerned.

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), Graphics 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	Major Learning Outcomes (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. Identify the active and passive voice from the specified passage/list. 1f. Apply direct and indirect speech 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: Types and usage 1.3. Conjunctions: coordinating and subordinating 1.4. Active and Passive voice 1.5. Direct and Indirect Speech 1.6. **Tenses** - Present Tense (Simple, Continuous, Perfect) - Past Tense (Simple, Continuous, Perfect) - Future Tense (Simple) 1.7. **Connectors**: And, But, Or, Nor, Though, Although, If, Unless, Otherwise,

Unit	Major Learning Outcomes (in cognitive domain)		Topics and Sub-topics
	Writing Skills	**Speaking Skills**	
			Because, as, Therefore, So, Who, Whom, Whose, Which, Where, When, Why, What
Unit– II Comprehension Passages	2a. Answer the given questions of the specified passage. 2b. Formulate sentences using the given new words 2c. Describe in a paragraph about the given object/product. 2d. Use correct syntax to construct meaningful sentences for the given situation. 2e. Answer the questions on the given unseen passage.	2f. Pronounce the words correctly in the given passage. 2g. Give oral instructions with correct pronunciation and intonation for the given situation. 2h. Answer the questions orally on the given unseen passage with correct pronunciation.	2.1 Seen passages from MSBTE text book. 2.2 Unseen passages from different sources

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 omgiven 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 Paragraph writing
			 3.2 Types of paragraph
			   i. Technical
			   ii. Descriptive
			  iii. Narrative
			   iv. Compare and contrast
			 3.3 Dialogue writing
			   i. Greetings
			   ii. Development of dialogue
			  iii. Closing sentence

Unit– IV Vocabulary Building	4a. Use relevant words to correctly express for the given themes/situation. 4b. Use correct synonyms and antonyms to write	4e. Speak in specified formal situations with correct pronunciation. 4f. Speak in specified informal situations with correct	4.1. Words often confused 4.2. Collocations 4.3. Prefix and suffix 4.4. Synonyms and Antonyms

Unit	Major Learning Outcomes (in cognitive domain)		Topics and Sub-topics
	Writing Skills	**Speaking Skills**	
	paragraphs for given themes/situations. 4c. Use the correct collocations in the given sentences. 4d. Use the correct prefix and suffix in the given sentences.	pronunciation.	
Unit-V Speeches	5a. Develop a welcome speech on the given theme/situation. 5b. Develop a farewell speech for the given theme/situation. 5c. Formulate a speech for introducing a guest in the given situation. 5d. Develop a vote of thanks for the given situation	5e. Undertake public speaking with correct pronunciation, intonation and using verbal and non-verbal gestures for the given theme/ situation. 5f. Give extempore talks with correct pronunciation, intonation and using verbal and non-verbal gestures for the given theme/ situation. 5g. Compere panel discussions/debates	5.1. Welcome speech 5.2. Farewell speech 5.3. Summarise an event 5.4. Summarise debates 5.5. Summarise panel discussions. 5.6. Compere panel discussions 5.7. Introducing a guest 5.8. Vote of thanks

Note: To attain the COs and competency, above listed Learning Outcomes (LOs) need to be undertaken to achieve the 'Application Level' 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	10	02	04	08	14
II	Comprehension Passages	15	05	06	13	24
III	Paragraph and Dialogue Writing	08	02	04	06	12
IV	Vocabulary Building	08	02	03	06	11
V	Speeches	07	02	03	04	09
	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 LOs. 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 write the summary.
    b. Listen to TV news and summarise the major news items
    c. Summarise articles from standard English magazines
    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 LOs/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, cognitive domain and affective domain LOs. 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. Report different types of episodes/anecdotes.
    b. Seminar preparation and presentations.
    c. Prepare written speeches on given topics.
    d. Prepare and participate in debates and extempore speeches.

e. Prepare Brochure for Seminar/ Conference
f. Prepare different types of assignments:
   i. Prepare a seminar brochure
   ii. Prepare a National conference brochure
   iii. Prepare an International conference brochure
   iv. Prepare poster for Inter Polytechnic Paper Presentation competition
   v. Prepare a leaflet(three fold) giving information about your Institute
   vi. Prepare a leaflet about the admission process of Polytechnic
g. Compose review on the following:
   i. Short stories
   ii. Novels
   iii. Films.
h. Prepare a questionnaire and conduct the interview of Principal/Head of Department/ Senior Faculty Members/ Senior Students/ Industry Personnel.
i. Summarise views of the authors of editorial columns of English newspapers.
j. Write 'Letters to Editor' column expressing views on social issues.

13.   SUGGESTED LEARNING RESOURCES

S. No.	Title of Book	Author	Publication
1	English	MSBTE	MSBTE, Mumbai, 2008
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
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