

# GUJARAT TECHNOLOGICAL UNIVERSITY, AHMEDABAD, GUJARAT

## COURSE CURRICULUM

- **Programme Title:** Diploma in Civil Engineering
- **Semester:** I
- **Course Code:** 3300002
- **Course Title:** English

### 1. RATIONALE

Since language is an important aspect of our outward personality, our language must be accurate, precise and perfect for effective communication. English language has become a dire need to deal successfully in the globalized and competitive market and hence this curriculum aims at developing the functional and communicative abilities of the students in English.

Proficiency in English is one of the basic needs of technical students. A technician has to communicate all the time with peers, superiors, subordinates and clients in his professional life.

A study conducted by the Curriculum Development Centre has found that the Diploma passed outs do not possess adequate fundamental abilities in English. The industry survey has accorded high priority to the following basic competencies of English language:

1. Express ideas effectively in English in oral form.
2. Express views effectively in English in written form.
3. Write letters of different types.
4. Lead group discussions and meetings independently in English.

While teaching this course, the model (Practice - Feedback - Practice) will be adopted.

Thus the language skills (Listening, Speaking, Reading and Writing) which facilitate effective communication will be developed among the students. More emphasis will be laid on developing communication skills during classroom instruction.

### 2. LIST OF COMPETENCIES

The course content should be taught and implemented with the aim to develop different types of skills leading to the achievement of the following competencies.

- Express ideas/views in English in oral form.
- Express ideas/views in English in written form.
- Follow oral/written instructions and interpret them to others.
- Communicate in words and expressions appropriate to audience (superiors, peers, subordinates, clients and others).
- Comprehend main ideas and reproduce them.

### 3. TEACHING AND EXAMINATION SCHEME

Teaching Scheme (In Hours)			Total Credits (L+T+P)	Examination Scheme				Total Marks
				Theory Marks		Practical Marks		
L	T	P	C	ESE	PA	ESE	PA	
3	2	0	5	70	30	00	00	<b>100</b>

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

#### 4. DETAILED COURSE CONTENTS

Unit	Major Learning Outcomes		Topics and Sub-topics
Section – 1 Grammar	Writing Skills	Speaking Skills	Unit – 1 Tenses - Present Tense (Simple, Continuous, Perfect, Perfect Continuous) - Past Tense (Simple, Continuous, Perfect) - Future Tense (Simple)
	<ul style="list-style-type: none"> <li>▪ Apply correct verb in the given sentence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use grammatically correct sentence in day to day communication.</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Distinguish among various Determiners.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distinguish among determiners and apply correctly in communicative usage.</li> </ul>	Unit – 2 Determiners - Articles (A, An, The) - Some, Any, Much, Many, All, Both, Few, A few, The few, Little, A little, The little, Each, Every
	<ul style="list-style-type: none"> <li>▪ Use appropriate modal auxiliaries in a given Expression.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose appropriate modals in situations where different modes of expressions are used.</li> </ul>	Unit – 3 - Modal Auxiliaries (Can, Could, May, Might, Shall, Should, Will, Would, Must, Have to, Need, Ought to)
	<ul style="list-style-type: none"> <li>▪ Choose the correct verb for the given subject.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use the correct verb depending on the subject in a sentence.</li> </ul>	• Unit 4 Subject- Verb Agreement
	<ul style="list-style-type: none"> <li>▪ Distinguish between the Active and the Passive structure.</li> <li>▪ Apply correct modal auxiliary in the given sentence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apply the correct voice in formal communication.</li> </ul>	• Unit 5 The Passive Voice Simple Tenses, Perfect Tenses And Modal Auxiliary Verbs
	<ul style="list-style-type: none"> <li>▪ Use appropriate preposition in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Usage of correct preposition as per time, place and direction.</li> </ul>	• Unit 6 Prepositions: Time, Place and Direction
	<ul style="list-style-type: none"> <li>▪ Identify different connectors and their usage.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Join words or sentences using connectors and bring out the desired meaning.</li> </ul>	• Unit 7 Connectors: And, But, Or, Nor, Though, Although, If, Unless, Otherwise, Because, as, Therefore, So, Who, Whom, Whose, Which, Where, When, Why.

<p><b>Section 2-A</b></p> <p><b>Comprehension Passages</b></p>	<ul style="list-style-type: none"> <li>▪ Formulate sentences using new words.</li> <li>▪ Enrich vocabulary through reading.</li> <li>▪ . Write short as well as long answers to questions.</li> <li>▪ Express ideas in English in written form effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss the content of the passage/story in the class.</li> <li>▪ Ask appropriate questions as well to answer them.</li> <li>▪ Follow oral instructions and interpret them to others.</li> <li>▪ Present topics effectively and clearly.</li> <li>▪ Use dictionary, thesaurus and other reference books.</li> <li>▪ Describe an object or product.</li> <li>▪ Use correct pronunciations and intonations.</li> <li>▪ Give instructions orally.</li> </ul>	<ul style="list-style-type: none"> <li>• Lincoln’s Letter to His Son’s Teacher (Abraham Lincoln)</li> <li>• What We Must Learn from the West (Narayana Murthy)</li> <li>• Dabbawallas: Mumbai’s Best Managed Business (Amberish K. Diwanji)</li> <li>• Internet (Jagdish Joshi)</li> </ul> <p><b>Language components:</b></p> <p>Language components from Sr. 1 to 4 should be integrated while teaching selected passages and stories from the Section-2 A and Section-2 B of the Text book.</p> <p>Vocabulary Items:</p> <ol style="list-style-type: none"> <li>1. Matching items (Word &amp; its Meaning)</li> <li>2. One word Substitution</li> <li>3. Phrases and idioms</li> <li>4. Synonyms and Antonyms from given MCQs</li> </ol>
<p><b>Section 2-B</b></p> <p><b>Short Stories</b></p>		<ul style="list-style-type: none"> <li>▪ Express ideas and views on given topics.</li> <li>▪ Speak briefly on a given topic fluently and clearly.</li> <li>▪ Participate in formal and informal conversations.</li> <li>▪ Recapitulate orally the facts or ideas presented by the speaker.</li> </ul>	<ul style="list-style-type: none"> <li>• My Lost Dollar by Stephen Leacock</li> <li>• The Snake in the Grass by R K Narayan</li> <li>• A Day’s Wait by Earnest Hemingway</li> </ul>
<p><b>Section 3</b></p> <p><b>Writing Skills</b></p>	<p>Write letters and dialogues on given topics / situations.</p>	<ul style="list-style-type: none"> <li>▪ Face oral examinations and interviews.</li> </ul>	<p>Unit 1 – Dialogue Writing</p> <ul style="list-style-type: none"> <li>▪ Samples for Practice:</li> <li>▪ Meeting and Parting</li> <li>▪ Introducing and Influencing</li> <li>▪ Requests</li> <li>▪ Agreeing and Disagreeing</li> <li>▪ Inquiries and Information</li> </ul> <p>Unit 2 – Letters</p> <ul style="list-style-type: none"> <li>• Placing an order</li> <li>• Letter to Inquiry</li> </ul>

			<ul style="list-style-type: none"> <li>• Letter of Complaint</li> <li>• Letter of Adjustment</li> <li>• Letter seeking permission</li> </ul>
<b>Section 4 Speaking Skills</b>		- Follow correct pronunciation, stress and intonation in everyday conversation.	<u>Note:</u> For 28 hours of practical periods, digital language laboratory is recommended to be established in every polytechnic. But as polytechnics currently do not have digital language laboratories, practical periods will be engaged encouraging the students to speak as per the text taught in the class.

## 5. SUGGESTED SPECIFICATION TABLE WITH HOURS & MARKS (THEORY )

Unit Title	Teaching Hours 42+28	Distribution of Theory Marks			
		R Level	U Level	A Level	Total
Section 1 Grammar	14	8	8	9	25
Section 2 Comprehension Passages And Short Stories	14	8	12	10	30
Section 3 Writing Skills	14	3	6	6	15
Section 4 Speaking Skills	28				00
<b>Total</b>	<b>70</b>				<b>70</b>

### Legends:

R = Remembrance; U = Understanding; A = Application and above levels (Revised Bloom's Taxonomy)

\* **For the theory examination, the topics should be strictly from Unit 1 to 3 only (and not from Unit-4 Speaking skills).** For speaking competency, various situational topics should be given with continuous interaction with/among the students to develop proficiency in collecting ideas, words, putting them into proper grammatical syntax and presenting them effectively during the **tutorial sessions**. It is also strongly recommended by the committee to establish and develop **Digital English Language Lab** for communicative proficiency.

## 6. SUGGESTED LIST OF EXPERIMENTS

The experiments should be properly designed and implemented with an attempt to develop different types of skills leading to the achievement of the competency.

S. No.	Unit No.	Experiments
1	I	<b>Conversation in Action</b>
		<ol style="list-style-type: none"> <li>1. Introducing Oneself</li> <li>2. Talking about Family</li> <li>3. Discussing Weather</li> <li>4. Seeking Permission</li> <li>5. Talking about Hobbies</li> <li>6. Seeking Information at Railway Station/ Airport</li> <li>7. Taking Appointments</li> <li>8. Conversation with the Cashier- College/ bank</li> <li>9. Holiday Plans</li> <li>10. Shopping at a Mall</li> </ol>

		11. Telephonic Conversations 12. Seeking Admission 13. Wishing Birthday to a Friend 14. Talking about Your Favourite Sports
2	II	<b>Presentation Skills:</b> General Presentations pertaining to Section-1, Section-2-A & 2-B.

## 7. SUGGESTED LIST OF PROPOSED STUDENT ACTIVITIES

Following is the list of proposed student activities for PA (30 marks):

- Course/topic Based Seminars
- Internet Based Assignments
- Teacher-guided Self-learning Activities
- Course/Library/Internet/Lab based Mini-projects
- These could be individual or group-based.
- Performance based on written exam
- Mini reports with prior intimation at the beginning of the term to the students.

## 8. SUGGESTED LEARNING RESOURCES

### A. Text Book

Sr. No.	Author/s	Title of Books	Publication
1	Juneja & Qureshi	Active English	Macmillan

### B. List of Reference Books

Sr. No.	Author/s	Title of Books	Publication
1	Wren & Martin	High School English Grammar	S. Chand & Co. Ltd
2	M. Gnanamurali	English Grammar at Glance	S. Chand & Co. Ltd.
3	E. Suresh Kumar & Others	Effective English	Pearson
4	S. Chandrashekhar & Others	English Communication for Polytechnics	Orient BlackSwan
5	-	English Fluency Step 1 & 2	Macmillan
6	-	Active English Dictionary	Longman

### C. List of Major Equipment/ Instrument

\* Digital English Language Lab

**9. COURSE CURRICULUM DEVELOPMENT COMMITTEE**

1. Convener: Mr. K. H. Talati, Govt. Polytechnic, Gandhinagar.
2. Ms. Almas Juneja, Gujarat Technological University, Ahmedabad.
3. Mr. D. M. Patel, Govt. Polytechnic, Ahmedabad.
4. Dr. Sonal K. Mehta, Govt. Girls Polytechnic, Ahmedabad.
5. Mr. Bhadresh J. Dave, Govt. Polytechnic, Rajkot.
6. Dr. Peena Thanki, Govt. Polytechnic, Jamnagar.
7. Dr. Chetan Trivedi, Govt. Engineering College, Bhavnagar.
8. Dr. Raviraj Raval, Govt. Polytechnic, Rajkot.
9. Mr Vaseem Qureshi, Vishwakarma Govt. Engineering College, Chandkheda, Ahmedabad.