INSTITUTE OF AERONAUTICAL ENGINEERING

(Autonomous)

Dundigal, Hyderabad -500 043

ELECTRICAL AND ELECTRONICS ENGINEERING

COURSE DESCRIPTOR

Course Title	ENGLISH				
Course Code	AHSB01				
Programme	B.Tech				
Semester	I	ECE | EEE | CE			
	II	AE | CSE | IT | ME			
Course Type	Foundation				
Regulation	IARE - R18				
Course Structure		**Theory**			**Practical**	
		Lectures	Tutorials	Credits	Laboratory	Credits
		2	-	2	2	1
Chief Coordinator	Ms. P B Esther Rani, Assistant Professor				
Course Faculty	Dr. P Narasimha Raju, Professor Dr. Jetty Wilson, Professor Ms. N Jayashree, Assistant Professor Ms. Waheeda Begum, Assistant Professor Mr. B Ramesh Goud, Assistant Professor Mr. K Poul, Assistant Professor Mr. P Sunil Solomon, Assistant Professor				

I. COURSEOVERVIEW:

English has been especially designed for the students of first year B.Tech. The principle aim of the course is to help the students gain a well-rounded introduction to English language learning and its four skills of listening, speaking, reading and writing. Moreover, the course pays special attention to the typical problems and challenges of Indian learners of English, which are primarily confusing the sounds, spellings and structures of their mother tongue with the sounds, spellings and structures of English.

II. COURSEPRE-REQUISITES:

Level	Course Code	Semester	Prerequisites
-	-	-	Standard applicability of vocabulary and grammar

III. MARKSDISTRIBUTION:

Subject	SEE Examination	CIA Examination	Total Marks
English	70 Marks	30 Marks	100

IV. DELIVERY / INSTRUCTIONALMETHODOLOGIES:

✗	Chalk & Talk	✔	Quiz	✔	Assignments	✗	MOOCs
✔	LCD / PPT	✔	Seminars	✗	Mini Project	✔	Videos
✗	Open Ended Experiments						

V. EVALUATIONMETHODOLOGY:

The course will be evaluated for a total of 100 marks, with 30 marks for Continuous Internal Assessment (CIA) and 70 marks for Semester End Examination (SEE). Out of 30 marks allotted for CIA during the semester, marks are awarded by taking average of two CIA examinations or the marks scored in the make-up examination.

Semester End Examination (SEE): The SEE is conducted for 70 marks of 3 hours duration. The syllabus for the theory courses is divided into FIVE modules and each module carries equal weightage in terms of marks distribution. The question paper pattern is as follows. Two full questions with "either" or "choice" will be drawn from each module. Each question carries 14 marks. There could be a maximum of two sub divisions in a question.

The emphasis on the questions is broadly based on the following criteria:

50 %	To test the objectiveness of the concept.
50 %	To test the analytical skill of the concept OR to test the application skill of the concept.

Continuous Internal Assessment (CIA):

CIA is conducted for a total of 30 marks (Table 1), with 20 marks for Continuous Internal Examination (CIE), 05 marks for Quiz and 05 marks for Alternative Assessment Tool (AAT).

Table 1: Assessment pattern for CIA

Component	Theory			Total Marks
Type of Assessment	CIE Exam	Quiz	AAT	
CIA Marks	20	05	05	30

Continuous Internal Examination (CIE):

Two CIE exams shall be conducted at the end of the 8th and 16th week of the semester respectively. The CIE exam is conducted for 20 marks of 2 hours duration consisting of five descriptive type questions out of which four questions have to be answered where, each question carries 5 marks. Marks are awarded by taking average of marks scored in two CIE exams.

Quiz - Online Examination

Two Quiz exams shall be online examination consisting of 25 multiple choice questions and are to be answered by choosing the correct answer from a given set of choices (commonly four). Such a question

Paper shall be useful in testing of knowledge, skills, application, analysis, evaluation and understanding of the students. Marks shall be awarded considering the average of two quiz examinations for every course.

Alternative Assessment Tool (AAT)

This AAT enables faculty to design own assessment patterns during the CIA. The AAT converts the classroom into an effective learning centre. The AAT may include tutorial hours/classes, seminars, assignments, term paper, open ended experiments, METE (Modeling and Experimental Tools in Engineering), five minutes video, MOOCs etc.

VI. HOW PROGRAM OUTCOMES AREASSESSED:

Program Outcomes (POs)		Strength	Proficiency assessed by
PO 9	**Individual and Team work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multi-disciplinary settings.	2	Term Paper
PO 10	**Communication:** Identify, formulate, review research literature, communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.	3	Seminar Listening Test Speaking Test- Presentation (Technical / Review: Movie/Book) and Group Discussion
PO 11	**Project management and finance** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.	1	Five minutes video

3 = High; 2 = Medium; 1 = Low

VII. HOW PROGRAM SPECIFIC OUTCOMES AREASSESSED:

	Program Specific Outcomes (PSOs)	Strength	Proficiency assessed by
PSO 1	**Problem Solving**: Exploit the knowledge of high voltage engineering in collaboration with power systems in innovative, dynamic and challenging environment, for the research based team work..	-	-
PSO 2	**Professional Skills:** Identify the scientific theories, ideas, methodologies and the new cutting edge technologies in renewable energy engineering, and use this erudition in their professional development and gain sufficient competence to solve the current and future energy problems universally.	1	Written Test – Verbal Aptitude for Placement and Higher studies
PSO 3	**Modern Tools in Electrical Engineering:** Comprehend the technologies like PLC, PMC, process controllers, transducers and HMI and design, install, test, maintain power systems and industrial applications.	-	-

3 = High; 2 = Medium; 1 = Low

VIII. COURSE OBJECTIVES :

The course should enable the students to:	
I	Communicate intelligibly in English through standard pronunciation.
II	Use four language skills i.e., Listening, Speaking, Reading and Writing effectively.
III	Develop writing skills in English using correct spelling, grammar, punctuation and appropriate vocabulary.
IV	Develop skills in writing emails, reports, and formal and informal letters.

IX. COURSE OUTCOMES (COs):

COs	Course Outcome	CLOs	Course Learning Outcome
CO 1	Compare effectiveness of learners with needed global standards in language learning through acquiring skills for overcoming barriers in communication skills.	CLO 1	Understand value of English as an international language and try to improve knowledge through skills in language.
		CLO 2	Develop an ability to listen keenly in order to analyze the English as a language used in certain contexts of describing things, events, situations etc.
		CLO 3	Relate listening skills for different purposes with special emphasis on intensive listening.
		CLO 14	Interpret with the importance of language and applying it to learn sensibly according to the needs of the society.
CO 2	Relate importance of	CLO 4	Interpret methodology of contextualizing the use of language for different purposes.

COs	Course Outcome	CLOs	Course Learning Outcome
	speaking with effective communication through academic and professional presentations.	CLO 5	Relate speaking skills with special emphasis on Intensive listening for different purposes.
		CLO 6	Show grammatical competence to give presentations eloquently with proper modulation.
		CLO 3	Relate listening skills for different purposes with special emphasis on intensive listening.
		CLO 10	Relate use of language skills with development of behavioral skills.
CO 3	Choose appropriate methods of learning advanced vocabulary and grammar competently for use in real life contexts.	CLO 6	Show grammatical competence to give presentations eloquently with proper modulation.
		CLO 12	Recall ability to understand and learn principles of grammar to apply them for functional English.
		CLO 13	Remember to use vocabulary and grammar appropriately in writing all sentences.
		CLO 19	Demonstrate the value of writing skills to be a responsive, attentive and empathetic writer in order to face the real-world situations.
CO 4	To interpret with usage of contextual cues in text and other forms of data through viable techniques in comprehension.	CLO 7	Interpret with importance of critical reading to analyze the context of content taking root words as contextual clues.
		CLO 8	Match importance of reading skills for focused and selective information with various levels of professional career
		CLO 13	Remember to use vocabulary and grammar appropriately in writing all sentences.
		CLO 17	Develop an ability to analyze results of exercises to work in teams in real time situations and be competent in writing reports.
		CLO 11	Outline importance of reading techniques and apply them for comprehensive understanding in text.
CO 5	Develop written communication skills among learners for both academic and professional purposes.	CLO 9	Illustrate different types of argumentative, narrative, descriptive and persuasive stylistics in writing essays and paragraphs.
		CLO 13	Remember to use vocabulary and grammar appropriately in writing all sentences.
		CLO 15	Develop writing skills in order to apply the same in day-to-day communication.
		CLO 16	Infer the importance of written communication throughout the career of the students.
		CLO 20	Infer the importance of vocabulary in writing as an essential skill in the real-time situations for advancing their career.

X. COURSE LEARNING OUTCOMES(CLOs):

CLO Code	CLOs	At the end of the course, student will have ability to:	PO's Mapped	Strength of Mapping
AHSB01.01	CLO 1	Understand value of English as an international language and try to improve knowledge through skills in language.	PO 9	2
AHSB01.02	CLO 2	Develop an ability to listen keenly in order to analyze the English as a language used in certain contexts of describing things, events, situations etc.	PO 9	2
AHSB01.03	CLO 3	Relate listening skills for different purposes with special emphasis on intensive listening.	PO 9	2
AHSB01.04	CLO 4	Interpret methodology of contextualizing the use of language for different purposes.	PO 9	2

AHSB01.05	CLO 5	Relate speaking skills with special emphasis on Intensive listening for different purposes.	PO 11	2
AHSB01.06	CLO 6	Show grammatical competence to give presentations eloquently with proper modulation.	PO 10, PO 11	2
AHSB01.07	CLO 7	Interpret with importance of critical reading to analyze the context of content taking root words as contextual clues.	PO 10	3
AHSB01.08	CLO 8	Match importance of reading skills for focused and selective information with various levels of professional career.	PO 10	3
AHSB01.09	CLO 9	Illustrate different types of argumentative, narrative, descriptive and persuasive stylistics in writing essays and paragraphs.	PO 11	2
AHSB01.10	CLO 10	Relate use of language skills with development of behavioral skills.	PO 10	3
AHSB01.11	CLO 11	Outline importance of reading techniques and apply them for comprehensive understanding in text.	PO 9	2
AHSB01.12	CLO 12	Recall ability to understand and learn principles of grammar to apply them for functional English.	PO 9	2
AHSB01.13	CLO 13	Remember to use vocabulary and grammar appropriately in writing all sentences.	PO 9	2
AHSB01.14	CLO 14	Interpret with the importance of language and applying it to learn sensibly according to the needs of the society.	PO 10	3
AHSB01.15	CLO 15	Develop writing skills in order to apply the same in day-to-day communication.	PO 10	3
AHSB01.16	CLO 16	Infer the importance of written communication throughout the career of the students.	PO 10	3
AHSB01.17	CLO 17	Develop an ability to analyze results of exercises to work in teams in real time situations and be competent in writing reports.	PO10	3
AHSB01.18	CLO 18	Demonstrate the value of writing skills to be a responsive attentive and empathetic writer in order to face the real-world situations.	PO11	2
AHSB01.19	CLO 20	Infer the importance of vocabulary in writing as an essential skill in the real-time situations for advancing their career.	PO 10	3

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XI. MAPPING COURSE OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES

Course Outcomes (COs)	Program Outcomes (POs)			
	PO 9	PO 10	PO 11	PSO2
CO 1	2	3		
CO 2	2	3	1	1
CO 3		3	1	1
CO 4	2	3	1	1
CO 5	3		1	1

XII. MAPPING COURSE LEARNING OUTCOMES LEADING TO THE ACHIEVEMENT OF PROGRAM OUTCOMES AND PROGRAM SPECIFICOUTCOMES:

Course Learning Outcomes (CLOs)	Program Outcomes (POs)												Program Specific Outcomes (PSOs)		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CLO 1									2						
CLO 2									2						
CLO 3									2						
CLO 4									2						
CLO 5										3	1			1	
CLO 6										3	1			1	
CLO 7										3					
CLO 8										3					
CLO 9										3	1			1	
CLO 10										3					
CLO 11									2						
CLO 12									2						
CLO 13									2						
CLO 14										3					
CLO 15									2						
CLO 16										3					
CLO 17										3					
CLO 18										3	1			1	
CLO 19										3					
CLO 20											1			1	

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XIII. ASSESSMENT METHODOLOGIES -DIRECT

CIE Exams	PO 9, PO10, PO11, PSO2	SEE Exams	PO9, PO10, PO11	Assignments	-	Seminars	PO 10
Laboratory Practices	PO 9, PO10, PO11, PSO2	Student Viva	PO9, PO10, PO11	Mini Project	-	Certification	-
Term Paper	PO 9						

XIV. ASSESSMENT METHODOLOGIES -INDIRECT

✔	Early Semester Feedback	✔	End Semester OBE Feedback
✘	Assessment of Mini Projects by Experts		

XV. SYLLABUS

Module-I	GENERAL INTRODUCTION AND LISTENING SKILL

Introduction to communication skills; Communication process; Elements of communication; Soft skills vs. hard skills; Importance of soft skills for engineers; Listening skills; Significance; Stages of listening; Barriers and effectiveness of listening; Listening comprehension.

Module-II	SPEAKING SKILL

Significance; Essentials; Barriers and effectiveness of speaking; Verbal and non-verbal communication; Generating talks based on visual prompts; Public speaking; Addressing a small group or a large formal gathering; Oral presentation; Power point presentation.

Module-III	VOCABULARY AND GRAMMAR

The concept of Word Formation; Root words from foreign languages and their use in English; Acquaintance with prefixes and suffixes from foreign languages in English to form derivatives; Synonyms; Antonyms; Standard abbreviations; Idioms and phrases; One word substitutes Sentence structure; Uses of phrases and clauses; Punctuation; Subject verb agreement; Modifiers; Articles; Prepositions.

Module-IV	READING SKILL

Significance, Techniques of reading, Skimming-Reading for the gist of a text, Scanning - Reading for specific information, Intensive, Extensive reading, Reading comprehension, Reading for information transfer, Text to diagram, Diagram to text.

Module-V	WRITING SKILL

Significance; Effectiveness of writing; Organizing principles of Paragraphs in documents; Writing Introduction and conclusion; Techniques for writing precisely, Letter writing; Formal and Informal letter writing, E-mail writing , Report Writing.

Text Books:

1. Handbook of English (Prepared by the faculty of English, IARE).

Reference Books:

1. Norman Whitby, "Business Benchmark: Pre-Intermediate to Intermediate – BEC Preliminary", Cambridge University Press, 2nd Edition,2008.
2. Devaki Reddy, Shreesh Chaudhary, "Technical English", Macmillan, 1st Edition,2009.
3. Rutherford, Andrea J, "Basic Communication Skills for Technology", Pearson Education,2nd Edition, 2010.
4. Raymond Murphy, "Essential English Grammar with Answers", Cambridge University Press, 2nd Edition,2010.
5. Dr.NVSudershan,"PresidentKalam'sCalltotheNation",BalaBharathiPublications, Secunderabad, 1st Edition,2003.

XVI. COURSE PLAN:

The course plan is meant as a guideline. Probably there may be changes.

Lecture No	Topics to be covered	Course Learning Outcomes (CLOs)	Reference
1	Explain importance of English Language as a tool for Global Communication and emphasize to acquire communicative competence.	CLO 1	T1:1.1
2	Improve knowledge of learners in language skills and elements to be perfect in their usage.	CLO 1	T1:1.1
3	Identify learning levels and their competencies to make learners analyze different words and sounds of English.	CLO 1	T1:1.1
4-7	Interpret with specific information through listening skill.	CLO 2	R3:5
8	Develop an ability to understand speaking skills are essential to be a responsive, attentive and empathetic speaker in order to face the real-world situations.	CLO 2	R2:1.1
9-11	Apply knowledge of preparation for delivering oral presentations.	CLO 3	R4:2.2
12	Identify common errors in the usage of language through the concept of word formation.	CLO 3	R4:60
13-15	Prepare the students to be aware of the importance of commonly used technical jargon in academic and professional correspondence.	CLO 5	R4:1.1
16	Infer the concept of grammatical ambiguity & sentence construction.	CLO 5	R4:4.2
17	Recognize the concept of "Subject-Verb agreement" To familiarize the students with the usage of "Concord".	CLO 7	R3:1.3
18-22	Identify and understand conventional signs, prefixes, suffixes, Synonyms, antonyms, one word substitutes used by writers to make their meaning clear to the reader.	CLO13	R4:4.7
23	Appraise the students in order to acquire the knowledge of sentence Structure.	CLO14	R4:4.2
24-25	Analyze the problems on star to delta transformation technique.	CLO12	R3:4.4
26-27	Infer the difference between phrases and idioms & learn to use them in sentences.	CLO12	T2:2.9
28	To make the students learn and identify commonly used technical vocabulary.	CLO13	R4:1.3
29	Understand the Significance, essentials, and effectiveness of reading.	CLO 3	T1:2.4
30	Interpret derivatives and Standard Abbreviations in English through Reading skills.	CLO18	T1:2.4
31-33	Infer the gist of the text, for identifying the topic through Reading skills.	CLO7	T1:27

Lecture No	Topics to be covered	Course Learning Outcomes (CLOs)	Reference
34	Apply the general meaning and specific information through Writing skills.	CLO9	R4:5.8
35	Analyze and Interpret multiple choice questions, positive and negative comments through comprehension passages.	CLO19	T1: 2.5
36	Identify passage for intellectual and emotional comments; Reading for the gist of a text.	CLO18	T1: 2.7
37	Associate the students to identify their common errors in the language.	CLO17	T1:2.6
38	Understand the importance of proper punctuation, creating coherence, organizing principles of paragraphs in documents to foster the writing skills of the students.	CLO19	T1:4.1
39	Evaluate Letter writing-Formal and Informal writing and E-mail writing.	CLO19	R2:3
40	To make learners aware of the selection of language to make presentations and prepare the students for an effective presentation giving them necessary inputs.	CLO18	R2:3
41	Distinguish writing skills such as describing, defining, classifying, and writing introduction and conclusion.	CLO17	T1:4.3
42-43	Evaluate writing skills through creating coherence, organizing principles of paragraphs in documents.	CLO19	T1:3.1
44-45	Understand the importance of Vocabulary enrichment and grammar exercises to foster the writing skill of the students.	CLO19	T1:4.1

XVII. GAPS IN THE SYLLABUS - TO MEET INDUSTRY / PROFESSIONAL REQUIREMENTS:

S no	Description	Proposed actions	Relevance with POs	Relevance with PSOs
1	Construct basic and intermediate skills in English language.	Seminars	PO10	PSO2
2	Preparation of power-point slides, which include videos, animations, pictures, graphics for better understanding theory and practical work.	Seminars / NPTEL	PO10	PSO2
3	To build confidence for communicating in English and create interest for the Life-long learning of English language.	NPTEL	PO10	PSO2

Prepared by:
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