R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Shirpur-425405, Karvand Naka, Dist.- Dhule (Maharashtra)
E-mail - principal@rcpasc.ac.in

Affiliated to: K. B. C. North Maharashtra University, Jalgaon-425001

Self Study Report (SSR): 2024 (4th Cycle)

Criteria - 5
Student Support and Progression

Key Indicator – 5.1
Student Support

Metric No. – 5.1.2 (QnM)
Following capacity development and skills enhancement activities are organised for improving students' capability

Submitted to
National Assessment and Accreditation Council, Bangalore

R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Karvand Naka, Shirpur 425405, Dist - Dhule, Maharashtra
☎: (02563) 299328
E-mail: principal@rcpasc.ac.in

President
Hon. Bhupeshbhai Patel

Principal
Dr. D. R. Patil

Date: 15/06/2024

Declaration

This is to declare that, the information, reports, true copies of the supporting documents, numerical data etc. submitted in these files is verified by Internal Quality Assurance Cell (IQAC) and it is correct as per the office record.

This declaration is for the purpose of NAAC accreditation of the HEI for the 4th cycle assessment period 2018-19 to 2022-23.

Place: Shirpur

Date: 15/06/2024

Dr. Sandip P. Patil
IQAC Co-ordinator
IQAC Coordinator
R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Shirpur, Dist.-Dhule (M.S.) 425405

R. C. Patel Arts Commerce and Science College Shirpur ★ R. C. Patel Educational Trust's

Dr. D. R. Patil
IQAC Chairman & Principal
PRINCIPAL
R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Shirpur, Dist.-Dhule (M.S.) 425405

5.1.2 Following capacity development and skills enhancement activities are organized for improving students' capability

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)
4. Awareness of trends in technology

LANGUAGE AND COMMUNICATION SKILLS

Year: 2022-23

Language Lab

Department of English

R.C.Patel Arts Commerce and Science, College Shirpur.

Orell Talk Digital Language Lab Software

Important of Digital Language Lab

Very often, in a traditional foreign language-learning classroom setting, the tendency is to have a "one-size-fits-all" approach where classes are conducted in groups, and taught by a non-native speaker of the language, especially in a country like India. Confident students dominate while others receive little attention and courses tend to be textbook-based and/or generic. Yet again, the goal of the student (and in most cases the goal of the teacher as well), is to score the highest marks possible in examinations, leading to rote learning by students. This style of teaching and learning is detrimental to motivating the student in acquiring communicative proficiency in the language while sometimes even instilling a lack of self-confidence in speaking the language.

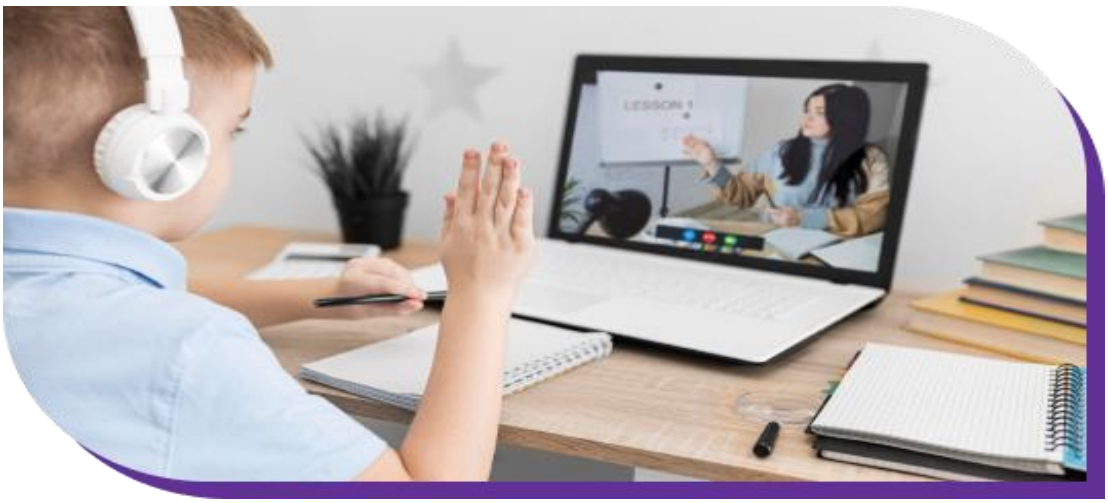
This is why a language lab is crucial to learning to communicate effectively in any foreign language, regardless of the script. However, Oréll Talk is not just another “special equipment" that requires a room. It is a smart, digitally-driven and cloud-based language lab software program, especially effective in supporting mobile assisted language-learning and teaching to attain fluency in any foreign language of your choice. It provides instant and seamless access to native-speakers via audio-video aids, helping you imbibe the nuances of the

language almost as if you were residing in a foreign country where you did not have a choice but to speak the native language. Programed to run across operating systems and even available as an app, Oréll Talk is truly the next-generation language mastering tool.

How Language Lab Software Work

Based on two basic premises: (1) language is a tool for communication, and (2) students learn language by using it to communicate Canals and Swain (1980) affirm that "the primary objective of a communication-oriented second language program must be to provide the learners with the information, practice, and much of the experience needed to meet their communicative needs in the second language."

One hallmark of a communicatively-oriented language lab classroom is the frequent use of pair and small-group activities. The advantages of these activities are many: they increase opportunities for individual students to speak; they provide opportunities for students to negotiate meaning; they free up teachers to give individual attention to students; and they reduce anxiety by not requiring students to speak in front of the whole class. Commonly used activities include information gap activities, jigsaw activities, role plays, task-based activities, and paired interviews.



Communicative Language Lab methodology also makes extensive use of authentic texts, which are generally understood to be texts produced by native speakers for a native-speaking audience. These may include both oral texts (audio and video recordings, films, online video) and written texts (literary, journalistic, informative, advertising, etc.). Learners are encouraged to interact with a text and construct their own understanding of it. To aid in this process, instructors often conduct pre-listening or pre-reading activities

to activate students' background knowledge of the topic and genre. Listening and reading activities may later be tied into productive activities in which students speak or write about the text or topic.

Our College buy two separates Version for Language Lab

Smart Version

Oréll Talk is designed and perfected for the Windows operating system-driven language labs. For this version, it is available in Standard and Premium versions. Both versions offer separate logins for teachers, students and parents with built-in Live Class, Video Conferencing features and much more

Corporate Version

This is the ultimate language lab solution from Oréll Talk that incorporates all the bells and whistles of Oréll Talk most effectively and is excellent for imparting soft skills and etiquette, especially for students aspiring for pursuing studies abroad or even aspiring to migrate and settle down in a foreign country.

Facility of the Language Lab

- User Friendly and effective Methodology
- Individual Students Monitoring.
- Create unlimited customized e-Lessons in audio/video/text
- Assign lesson to Individual/groups.
- Modify pre-loaded lesson to requirement.
- Record Students Feedback Automatically.
- Listen, Speak, Listen, Write and Read
- Compare/Evaluate and repeat with native Speaker.
- Review lesion in text/audio/and video format.
- Contact teacher for private classification.

Total Area of Language Lab

2000 Square feet area of Language Lab

Number of Computers and terminals in Used

There are total 60 computers in used and 2 separate Server for separate version.

1) **Smart Version** server-connected to 30 computer s with separate server IP address. https://10.1.178.112/Language Lab/
2) **Corporate Version** server-connected to 30 computer s with separate server IP address. https://10.1.178.113/Language Lab/

Name and Number of licensed software Used it

There are two licensed software Used in Language Lab

1) Smart Version for 30 Students (500 maximum registered Students)
2) Corporate Version for 30 Students (500 maximum registered Students)

Number of AC is used in Language Lab

There are total 3 Air Condition used in Language Lab

Objectives of Language Lab

- The primary objective of the project is to enrich the language learning in College by blending traditional pedagogical methods with modern and technologically-equipped resources
- To develop language (English) as a skill among students and to improve their proficiency in these languages and improve their communication skills which are essential for almost all professional careers.
- The graphical interface of Digital Language Labs that includes photos, illustrations, charts, maps, diagrams, simulations increases information retention among students and provides an in-depth understanding of concepts.
- The lab provides students with a conducive, focused learning environment with individual systems, headphones and enthralling software to increase the pace of comprehension and individual learning.
- Infused with both computer-led and instructor-led teaching methods, it is a well-balanced amalgamation of technology and tradition to learning.

Levels of Language Lab Software-

- Beginner Level
- Elementary Level
- Intermediate Level
- Upper Intermediate Level
- Advance Level
- Proficient Level
- Expert Level

Benefits of Language Lab

1. It facilitates teachers with real-time monitoring.
2. It builds confidence in learners.
3. It is a user-friendly software
4. It helps to improve pronunciation.
5. It helps in grooming overall personality.
6. It is an effective way of learning any language.
7. It removes the fear and hesitation of students.

Dr. R. V. Sonar
Head

R. C. Patel Arts Commerce and Science College Shirpur ★ R. C. Patel Educational Trust's

Dr.D.R.Patil
PRINCIPAL
R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Shirpur, Dist.-Dhule (M.S.) 425405

Language Lab Photos

Lang Lab Attendance

F.Y.B.Sc

3/9/23

1 Patil Punam vasudev
2 Suryawanshi Prasad Sagar
3 Patil Harshada Yogeshwar
4 Patil Tushar Ramkrishna
5 Patil Harshada Jijabrao
6 Bahiram Kunal Pramod
7 Bhoi Uday Devidas

F.Y.B.Sc

3/9/23

1 Bhavsar Jui Dipak
2 Patil Ruchika Mangaldas
3 Yais Hemant Shriram
4 Mali Khushal Pravin
5 Girase Sudarshan Suredarsing
6 Deore Dipak Sanjay
7 Girase Kishor Rajendra
8) Patil Prafful Sunil
9) Sanker Keshav Kulkarni
10) Jayesh Gopal Mahajan
11) Khatik Sufiyan Hafiz
12) Patil Jayesh Jagdish
13) Wagh Kunal Chandrakant
14) Zingabhoi Divesh Ashok

SYBCA

4/9/23

1 Patil Vasudev Sambhaji
2 Patil Pallavi Pramod
3 Kunal Jitendra Baviskar
4 Deshmukh Shivani Anil
5 Marathe Bhagyashree Kailas
6 Chaudhari Jay Chandrakant
7 Shukla Varshu Yogesh
8 Mahendra Rameshwar Mahale
9) Thakare Urmila Ravindra

Lang. Lab. Attendance

S.Y.B.CA

5/9/23

1	Sonawane	Om	Ashok	
2	Rushak	Maharu	Pimpale	
3	Pawar	Rohit	Dinesh	
4	Patil	Akshata	Sanjay	
5	Bagul	Bhavika	Sharad	
6	Patil	Gayatri	Ravindra	G.R.P
7	Damini	Sandip	Patil	
8	Wani	Mansi	Ramkrushna	

T.Y.B.Com

6/09/23

1)	Nikumbhe	Vaishali	Sahebrao	
2)	mahajan	Kavita	Krushna	
3)	Sutar	Nikita	Tryambak	
4)	patil	chetan	Awadhut	
5)	Kotkar	sayli	Kiran	
6)	Barela	Ramesh	Tdya	
7)	Shinkar	Swarali	Radheshyam	
8)	Valvi	Jagdish	APsing	

F.Y.B.Com

7/09/23

1	Patil	Gayatri	Rajendra	
2	Pinjari	Hajra	Anis	
3	Lonari	Pradnya	Devidas	
4	Gurav	Dikshita	Pramod	
5	Mali	Suchita	Ishwar	
6	Sonawane	Nikita	Gokul	

FYBCA

1. Gayatri Rajmal Mahajan

30/1/25

1 Khatik Taufika sk sharif
2 Khatik Manjiya Sk Shakil
3 Mali Dikshar Sahebrao
4 Bhavsar Trupti Rajendra
5 More Mansi Dipak
6 Sutar Puja Sanjay
7 Zalte Nayan Rajendra
8 Patil Utkarsha Sanjay
9) MALI BHAVESH RAMESH
10) Sonawane Dhanshri Gokul
11) Bagul chandrakant Dnyneshwar

30/1/25

1 Pawara saloni uttam
2 Mali harshal Rajendra
3 pawara surekha Tufan
4 Mali Vikas Prakash
5 choudhari Gayatri Kisan
6 Mali mayur Dipak
7 Patil Bhagyashri khushal
8 koli Sagar dipak

F.Y.B.Sc

30/1/25

1 Girase Asmita Yogesh
2 Jadhav Devyani Rakesh
3 Aagale Yogesh Santosh
4 Borase Akshay Subhash
5 shimpi Payal Jitendra
6 Garud sampada manish
7 Patil Sushil Suresh

R. C. Patel Arts, Commerce and Science College, Shirpur

5-day English communication Program for Students 2022-23

Name of Activity: 5 day English communication

ProgramDate: 13/03/2023 to 17/03/2023

Time: 10 am to 5pm

Name of Guest: V. Kalyankumar sir (Mumbai)

Principal. Dr. D.R.Patil

Vice Principal . Dr. A. M. Patil

Prof. Manasi Vaidya (HOD Com. App. & Mag. Studies

No. of beneficiaries: No. of beneficiaries: 85 Students

Objective of Activity:

- Communicate effectively in different social contexts and real life situations, ask and answer different questions and be able to discuss and express their opinions about different topics.
- Paraphrase sentences, paragraphs and summarize different texts, gain background knowledgeand learn a wide range of vocabulary about different topics and be able to use them inrelevant contexts.
- acquire appropriate verbal and non-verbal communication and interaction skills and strategies such as listening, comprehension, turn-taking, eye-contact, speak fluently and confidently participate in group and class discussions and academic debates, hold seminars and deliver effective oral presentations on different topics .

Program in Brief:

- The main purpose of this program is to improve English language skills and communicationskills.
- In this program total 76 students are participated from all streams, and they are divided intofive groups and each group have 10 students.
- The program was successfully conducted by the English V.Kalyankumar sir from Mumbai.
- The participants have acquired knowledge and skills in English language and communication.

- The participants have also given feedback about the program and they were very optimisticand satisfied with the program.
- The program was concluded with an interactive session in which the participants shared theirexperiences and ideas.

Outcome of Activity:

- Students will review the grammatical forms of English and the use of these forms in specific communicative contexts, which include: class activities, homework assignments, reading of texts and writing
- Students will achieve these outcomes through the development of the following skills: focused reading skills work and exams; discussions of longer articles; and summary writing including the drafting process.
- Practice writing through assignments that ask you to plan, draft, revise and edit your essays over time.
- Produce three substantial essays that you can be proud of: clear, organized, sophisticated, well-researched, and polished.

Develop your abilities as a crit

Dr. R. V. Sonar
Head

R. C. Patel Arts Commerce and Science College Shirpur ★ R. C. Patel Educational Trust's

PRINCIPAL
R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Shirpur, Dist.-Dhule (M.S.) 425405

R. C. Patel Arts, Commerce and Science College, Shirpur

Department of Computer Application and Management

5 Days English Communication Program

Date- 13th March. 2023

Sr. No.	Name of Student	Signature
1	Saindane Pratik Rajendra	
2	Bajaj Shalaka Rajesh	
3	Mali Gaurav Vinod	
4	Bhadane Jayesh Dashrath	
5	Patil Damini Sandip	
6	Chaudhari Jay Chandrakant	
7	Chavan Shubham Pravin	
8	Chavhan Gaurav Prakash	
9	Deore Yugal Sanjay	
10	Gavli Rupesh Vijay	
11	Girase Abhijit Ravindra	
12	Patil Nilesh Bhagwan	
13	Girase Kalpesh Bhika	
14	Girase Rushikesh Rupsing	
15	Patil Sushant Dipak	
16	Girase Vijaysing Chandrasing	
17	Girase Pradip Ramkrishna	
18	Rajput Yogesh Bhavsing	
19	Gurav Darshan Raju	
20	Kadam Mayuri Laxman	
21	Kalal Mrugesh Devkrushna	
22	Patil Pooja Samadhan	
23	Kolapkar Prasad Gopal	
24	Koli Kiran Vijay	
25	Patil Himani Santosh	
26	Magar Yashodip Vijay	
27	Magare Sushil Shashikant	
28	Mahajan Vasudev Vithoba	
29	Thakare Urmila Ravindra	
30	Baviskar Kunal Jitendra	
31	Mali Nikhil Dilip	
32	Mali Roshan Madhukar	
33	Patil Gayatri Ravindra	
34	Patil Vasudev Sambhaji	
35	Marathe Bhagyashree Kailas	
36	Suryawanshi Janhavi Dinesh	
37	More Puja Sunil	
38	More Shubham Anil	
39	Patil Akshata Sanjay	
40	Borse Amar Sanjeev	
41	Patil Dhanashri Dhanraj	
42	Patil Diya Sharad	

43	Marathe Abhay Bharat	
44	Patil Harshal Nimbraj	
45	Kotkar Parag Nimba	
46	Patil Jagdish Khanderao	
47	Patil Kalpesh Shankar	
48	Patil Mayur Dnyaneshwar	
49	Patil Mayuri Shankar	
50	Girase Gayatri Mangalsing	
51	Patil Pallavi Pramod	
52	Khatik Aavesh Sajid	
53	Patil Prathamesh Shamkant	
54	Patil Rohan Vitthal	
55	Patil Rushikesh Dnyaneshwar	
56	Patil Saurabh Ashok	
57	Patil Sayali Ganesh	
58	Patil Shekhar Devidas	
59	Patil Shyam Dhanraj	
60	Girase Swapnil Devising	

Ms. Manasi G. Vaidya
HOD
Computer Application & Management

R. C. Patel ACS College,Shirpur
English Communication Programme

GPS Map Camera
Shirpur, Maharashtra, India
9V4R+GM2, Mandal, Shirpur, Maharashtra 425405, India
Lat 21.356162°
Long 74.891538°
13/03/23 10:51 AM GMT +05:30

LANGUAGE LAB

A.Y. 2021-22

R.C.Patel Arts Science Commerce College, Shirpur

Department of English

About Language lab

Language Lab Report

The college has a well - functioned language lab that facilitates students to practice the language via computer-based exercises and activities. The language lab interactive courses provide a very different experience from the traditional system of teaching and learning English, offering more advanced features and functionalities. The lab offers the students a structured e- learning environment to practice English in an entertaining and interactive way to acquire the main language skills such as listening, speaking, reading, and writing. The effective use of the lab will enhance their active vocabulary and improve their proficiency in speaking the language.

The Language lab has equipped with 15 computers with high speed internet facility and audio-visual aids to refine the linguistic skills of the students. The lab can accommodate 15 students at a time and provide adequate facilities for effective teaching and learning of various aspects and skills of English language. Teacher in-charge of Language Lab is Mr. Ashok V. Tirthap, Department of English.3

- **Objectives of language lab**

1. To equip the students with good communication skills
2. To emphasize the need of English in the technical world
3. To prepare them for interviews and future job environments

R.C. Patel Arts Commerce and Science College,

Shirpur

Modules of Language Lab

Module 1

Better Listening

Welcome to Module 1 — Better Listening This module is made up of five units and aims to show the teacher how effective listening can be taught in Junior Secondary School (JSS) classes in meaningful contexts, so that students learn how to understand and respond to real-life uses of English. Teaching listening does not mean teaching sounds, words or sentences in isolation; it refers to giving the students exposure to natural language in communicative situations. In this module, teachers will learn ways of engaging their JSS students in meaningful communicative tasks that will train them to perform various language functions in real-life contexts outside the classroom, such as asking for clarifications, responding to a request, an invitation or a greeting and so on.

In this module

This module is intended for teachers of English as a Second Language (ESL) teaching at the JSS level.

Module objectives

The objectives of this module are to:

- Help teachers devise and use meaningful activities to develop listening skills in the classroom, and
- Provide teachers with a variety of listening exercises that engage students in pair and group work activities to practice meaningful communication in English.

Module outcomes

Module 1 Better listening you will be able to**:**

- Teach listening skills in meaningful contexts,
- Engage your students in real-life communicative tasks to practice their listening comprehension,
- Help your students understand English when spoken at normal conversational speed,
- Enable your students to respond to language functions in English,
- Give your students opportunities to hear English spoken with standard, accepted pronunciation, and
- Familiarize your students with correct word and sentence stress in English.

Time frame

You will need approximately 15 weeks to finish this module — eight weeks for formal study and seven weeks for self-directed study — to complete all the recommended activities.

This is a distance learning programmer, thus the time frame is flexible and largely self-directed.

Study skills

As an adult learner your approach to learning will be different from that of your school days: you will choose what you want to study, you will have a professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself with such things as essay planning, coping with exams and using the Web as a learning resource.

Your most significant considerations will be *time* and *space*; that is, the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now — before starting your self-directed study — to familiarize yourself with these issues. There are a number of excellent resources on the Web. For example:

The “How to Study” website is dedicated to study skills resources. You will

find links for tips on study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading textbooks, using reference sources and coping with test anxiety.

This is the website of Virginia Tech's Division of Student Affairs. You will find links to tips on time scheduling (including one called "Where Does Time Go?"), a study skill checklist, basic concentration techniques, how to take control of your study environment, note taking, how to read essays for analysis and tips on developing memory skills ("Remembering").

Another "How to Study" website with useful links to learning about time management, efficient reading, questioning/listening/observing skills, getting the most out of putting your knowledge into practice, memory building, staying motivated and developing a learning plan.

Module 2

Listening for Personal Communication

Introduction

Cable television, radio, Internet and mobile phone technologies have made English an unavoidable part of our daily lives. Whether we are consciously aware of it or not, we have begun to be surrounded by informal and colloquial English, both oral and written. More and more people now use English to communicate amongst themselves, and so it is important for JSS students to learn how to respond to informal English. The activities in this unit will expose students to situations from real-life contexts where they are required to listen to and understand English in personal communication.

Unit outcomes

Upon completion of this unit you will:

- recognize and understand various greetings in English,
- understand instructions given in English,
- understand the speaker's attitude in personal communication, and
- Be familiar with various forms of informal English.

Unit Summary

This unit included some activities that you can use in your classroom to help your students understand English expressions in personal communication. JSS students need to learn to listen and respond appropriately to communicative exchanges in situations outside the classroom to improve their proficiency. You could involve them in role plays in the class on different life situations that would require them to listen and respond to people in English. You could even organize class trips to local places where they would need to converse in English. These real-life activities will greatly improve their listening comprehension.

Reflections

- Did all the students participate actively in the activities?
- Did any students not show much interest in the activities or not cope with them?
- As a teacher, how would you address this?
- Which activity took longer to perform, and why?

Module 3

Active Listening: Communicating in Public Situations

Introduction

Effective oral communication includes the ability to understand a message and also respond to it appropriately, in both private and public contexts. At higher secondary level and beyond, students are expected to attend co-curricular sessions involving lectures, speeches, debates and public announcements. For students to be able to comprehend English discourse (i.e., longer chunks of speech on a particular topic), they need to take part in occasions and events involving public speaking.

At the JSS level, students have frequent opportunities to listen to speeches in English. In fact, a formal speech is one of the most common forms of English discourse that students are exposed to. Some schools have morning assembly

Speeches, head teacher's speeches on various occasions, speeches by important visitors to the school and so on. As a JSS English teacher, however, you will

Probably agree that students rarely have the patience for or interest in listening to a lecture for a long period. Sometimes the topic does not interest them; at other times they may find it difficult to understand what is being said. Some students find it

difficult to process information over a longer period, while others have poor comprehension skills.

Details of Language Lab

The English language Lab established in 1999 has been used to facilitate classroom engagement and interaction via computer-based exercises and activities to maximize proficiency in language components (vocabulary and pronunciation) and in language skills (listening, speaking, reading and writing).

The English Language lab provides a diverse experience from the conventional system of teaching and learning English language communication skills and offers advanced features such as authentic recorded materials, spoken by different native speakers, that expose the students to the near – ideal pronunciation of native speakers.

Ortho phonic devices are used to augment language competence through course materials such as pronunciation drills, grammar exercises and listening tasks. The English language lab has the facility for 8 users and provides course materials from BBC English, Cambridge English and so on. The facilities of the Language Lab were used extensively by General English students for training as part of their first semester course "Communication Skills in English" which had an Oral Test component. Students were trained on developing their listening and speaking skills with special sessions that focused on pronunciation and communication competence. A blended methodology of language teaching is adopted in the language lab with the teacher explaining the language concepts, guiding the students through the different modules and then the students proceeding to practice them individually at their own computer systems in the lab. Thus the students learn more comprehensively through the use of the English language lab as it caters to the following objectives in the teaching learning experience:

Facilitated Self Learning: The learning is teacher assisted at the outset with the teacher introducing the course materials and then it proceeds to self-guided independent learning where the students can individually focus and practice on language skills that they are less proficient in.

Complimentary Learning: The English language lab allows students to reinforce the subject modules learnt during their classroom lectures and practice the tasks/exercises proactively through interactive activities.

Monitoring and Evaluation: Teachers get to monitor student lab activities and receive instant reports on their performance in tasks/exercises which can be

utilized to customize the teaching and learning activities to maximize language competence in the lab and in the classroom.

4.2 Computer Assisted Language Learning (Call) Lab

The objectives of the Computer Assisted Language Learning Lab (CALL) are,

1. Work towards better pronunciation
.2.To study systematically all the English speech sounds
.3.Understand Body Language (Non Verbal Behavior Interpretation)
4. Listening comprehension for IELTS.
5. Word Accent and Intonation.
6. Listening comprehension for TOEFL

4.3 **Interactive Communication Skills (ICS) Lab the objectives of Interactive Communication Skills (ICS) Lab are**,

1. Identify yourself
2. Express yourself
3. Express your views
4. Participate in Group Discussions
5. Excel in JAM sessions
6. Group Presentations in mock seminars
7. Based on LSRW
8. Film review and expressing opinion
9. Interview skills
10. Information gap activity (Creative writing)
11. Role-Play and stimulation
12. Public speaking (Lab Internal Examination)

Utilization of Language Learning Laboratory

English labs are made compulsory for U.G. students in many universities. In recent years the role of English lab has become very important in integrating the skills of students (with soft skills or life skills) with lot of language practice through activity based learning in schools and colleges. To consider multimedia lab, it is largely based on “Learning by doing method” facilitated with self-learning materials. The learners are immensely benefitted through this multimedia lab. Typically the follow-up would be required for good communication skills in this lab and the ability to comprehend all the Information that is provided. It enables the learners to polish and refine their ability in articulating speech sounds with proper accent from the prescribed software modules.

Time	Mon	Tues	Wed	Thurs	Fri	Sat
7.30 to 8.15	FYBCA - from 1 to08	FYBCA - from 25 to 32	FYBCA- from 48 to 56	FYBCA- from 72 to 80	SYBCA- from 1 to08	SYBCA- from 25 to 32
8.15 to 9.00	FYBCA - from 09 to 16	FYBCA- from 33 to 40	FYBCA- from 57 to 64	FYBCA- from 81 to 89	SYBCA- from 09 to 16	SYBCA- from 33 to 40
9.00 to 9.45	FYBCA - from 17 to 24	FYBCA- from 41 to48	FYBCA- from 65 to 72	FYBCA- from 90 to 98	SYBCA- from 17 to 24	SYBCA- from 48 to 56
9.45 to 10.30	FYBMS - from 1 to08	FYBMS - from 25 to 32	SYBMS - from 17 to 24	TYBMS - from 9 to 16	SYBMS - from 1 to08	SYBMS - from 25 to 32
10.30 to 11.15	FYBMS - from 9 to16	SYBMS - from 1 to08	SYBMS - from 25 to 32	TYBMS - from 17 to 24	SYBMS - from 9 to 16	TYBMS - from 1 to08
11.15 to 12.00	FYBMS - from 17 to 24	SYBMS - from 9 to 16	TYBMS - from 1 to08	TYBMS - from 25 to 32	SYBMS - from 17 to 24	TYBMS - from 9 to 16

Prescribed Syllabus

1. **Listening Methodology**
   - i. Importance of listening
   - ii. How to listen?
   - iii. Enhancing concentration power for listening.
   - iv. Conditional importance of listening.
   - v. Listen and enact.
2. **Speaking and evaluation**.
   - i. Importance of English language.
   - ii. How to make it easy.
   - iii. Various sounds & accents.
   - iv. Conditional importance of proper pronunciation.
   - v. Listen and repeat the accent.
   - vi. Evaluation and remarks.
3. **Interaction and Situational Conversations.**

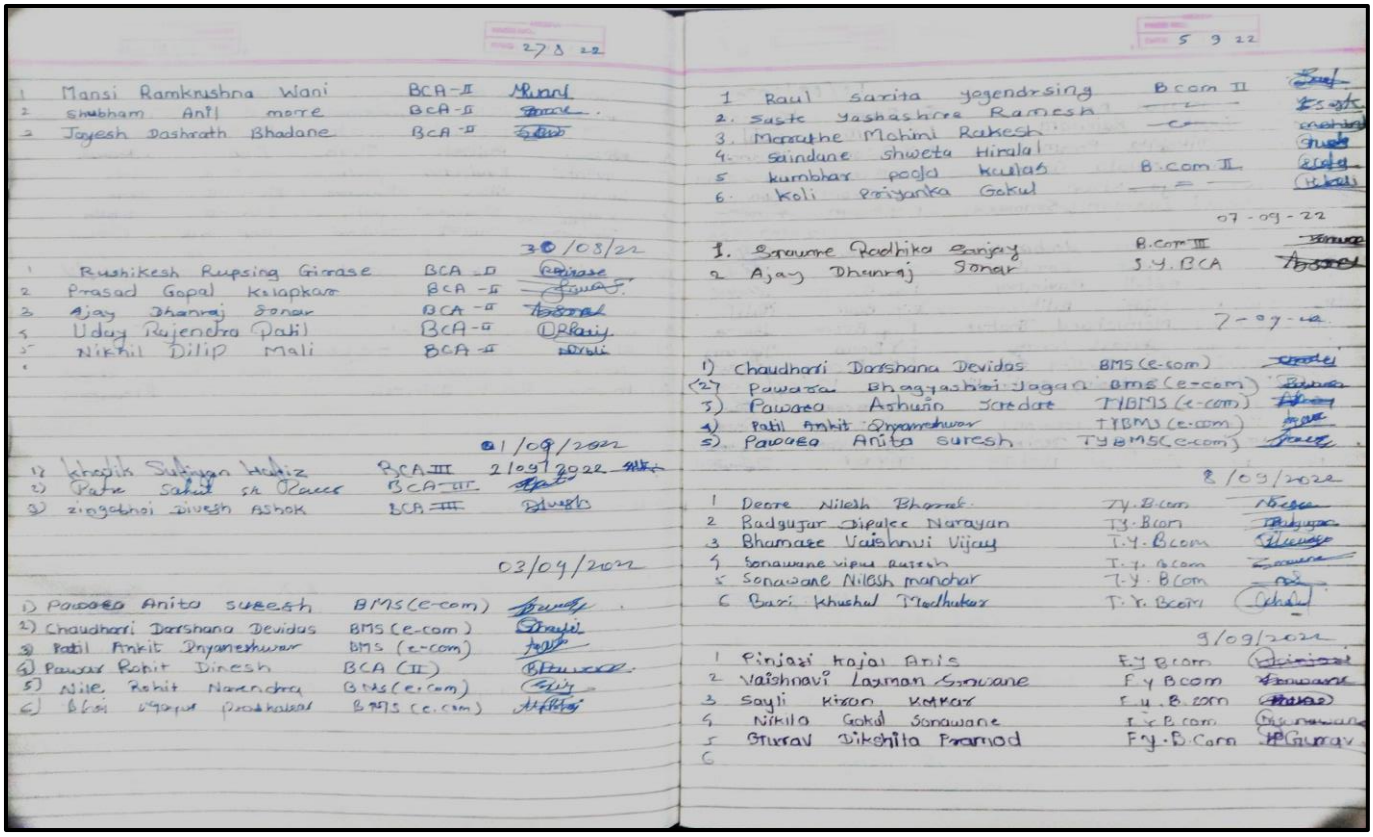
Reference:

G. Boyle: Spoken English.

Linguaphone Books Level 1 to 4

Audio -Visual access through software.

Attendance



27 8 22

1 Mansi Ramkrushna Wani BCA-II
2 Shubham Anil more BCA-II
3 Jayesh Dashrath Bhadane BCA-II

30/08/22

1 Rushikesh Rupsing Girase BCA-II
2 Prasad Gopal Kolapkar BCA-II
3 Ajay Dhanraj Sonar BCA-II
4 Uday Rajendra Patil BCA-II
5 Nikhil Dilip Mali BCA-II

01/09/2022

1) Khodik Sufiyan Hafiz BCA III 2/09/2022
2) Patre Sahil sh Rauf BCA-III
3) Zingabhoi Divesh Ashok BCA-III

03/09/2022

1) Pawara Anita suresh BMS(e-com)
2) Chaudhari Darshana Devidas BMS (e-com)
3) Patil Ankit Dnyaneshwar BMS (e-com)
4) Pawar Rohit Dinesh BCA (II)
5) Nile Rohit Narendra BMS(e-com)
6) Bhoi Vijay Prabhakar BMS (e-com)

5 9 22

1 Raul Sarita yogendrsing B com II
2. Saste Yashashree Ramesh
3. Marathe Mohini Rakesh
4. Saindane shweta Hiralal
5 kumbhar pooja kailas B.com II
6. Koli Priyanka Gokul

07-09-22

1. Sonawane Radhika Sanjay B.com III
2 Ajay Dhanraj Sonar S.Y.BCA

7-09-22

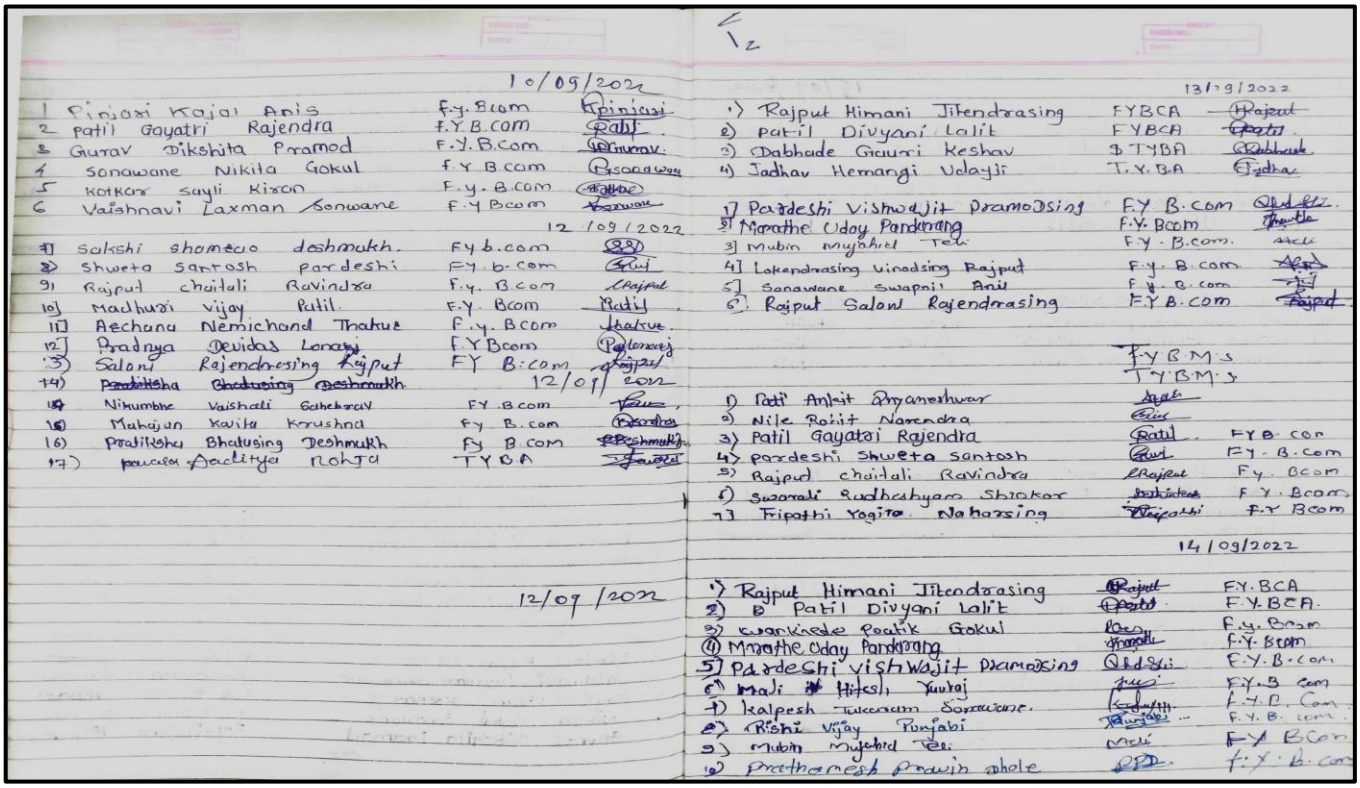
1) Chaudhari Darshana Devidas BMS (e-com)
2) Pawara Bhagyashri Jagan BMS (e-com)
3) Pawara Ashwin Sardar TYBMS (e-com)
4) Patil Ankit Dnyaneshwar TYBMS (e-com)
5) Pawara Anita suresh TYBMS(e-com)

8/09/2022

1 Deore Nilesh Bharat TY.B.com
2 Badgujar Dipalee Narayan TY.B.com
3 Bhamare Vaishnvi Vijay T.Y.B.com
4 Sonawane vipul Rajesh T.Y.B.com
5 Sonawane Nilesh manohar T.Y.B.com
6 Bari Khushal Madhukar T.Y.B.com

9/09/2022

1 Pinjari Kajal Anis F.Y B.com
2 Vaishnavi Laxman Sonwane F.Y B.com
3 Sayli Kiran Kotkar F.Y.B.com
4 Nikita Gokul Sonawane F.Y.B.com
5 Gurav Dikshita Pramod F.Y.B.Com
6



10/09/2022

1 Pinjari Kajal Anis F.Y.B.com
2 patil Gayatri Rajendra F.Y.B.com
3 Gurav Dikshita Pramod F.Y.B.com
4 Sonawane Nikita Gokul F.Y.B.com
5 Kotkar Sayli Kiran F.Y.B.com
6 Vaishnavi Laxman Sonwane F.Y B.com

12/09/2022

7] Sakshi shamrao deshmukh. FY b.com
8) Shweta santosh pardeshi F.Y.b.com
9) Rajput chaitali Ravindra F.Y.B.com
10] Madhuri vijay Patil. F.Y.B.com
11] Archana Nemichand Thakur F.Y.B.com
12] Pradnya Devidas Lonarj F.Y B.com
13) Saloni Rajendrasing Rajput FY B.com
14) ~~Pratiksha Bhatusing Deshmukh~~
15) Nikumbhe Vaishali Sahebrav FY.B.com
16) Mahajan Kavita Krushna FY B.com
16) Pratiksha Bhatusing Deshmukh FY B.com
17) pawara Aaditya Rohja TYBA

12/09/2022

12

13/09/2022

1) Rajput Himani Jitendrasing FYBCA
2) Patil Divyani Lalit FYBCA
3) Dabhade Gauri Keshav B TYBA
4) Jadhav Hemangi Udayji T.Y.B.A

1] Pardeshi Vishwajit Pramodsing F.Y B.com
2] Marathe Uday Pandurang F.Y.B.com
3] Mubin Mujahid Teli F.Y.B.com.
4] Lokendrasing Vinodsing Rajput F.Y.B.com
5] Sonawane Swapnil Anil F.Y.B.com
6] Rajput Saloni Rajendrasing F.Y B.com

F.Y B.M.S
T.Y B.M.S

1) Patil Ankit Dnyaneshwar
2) Nile Rohit Narendra
3) Patil Gayatri Rajendra FYB.com
4) pardeshi Shweta Santosh FY.B.com
5) Rajput chaitali Ravindra F.Y.B.com
6) Swarali Radhashyam Shinkar F.Y.B.com
7] Tripathi Yogita Naharsing F.Y B.com

14/09/2022

1) Rajput Himani Jitendrasing F.Y.BCA
2) Patil Divyani Lalit F.Y.BCA.
3) Wankhede Pratik Gokul F.Y.B.com
4) Marathe Uday Pandurang F.Y.B.com
5] Pardeshi Vishwajit Pramodsing F.Y.B.com
6) Mali Hitesh Yuvraj F.Y.B.com
7) Kalpesh Tukaram Sonawane. F.Y.B.com
8) Rishi Vijay Punjabi F.Y.B.com
9) Mubin Mujahid Teli F.Y B.com
10) Prathamesh Pravin Dhole F.Y.B.com

Dr. R. V. Sonar
Head

Dr.D.R.Patil
PRINCIPAL
R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Shirpur, Dist.-Dhule (M.S.) 425405

R.C.Patel Arts Science Commerce College, Shirpur

Department of English

Report on Language Lab

A.Y. 2020-21

About Language lab

The college has a well - functioned language lab that facilitates students to practice the language via computer-based exercises and activities. The language lab interactive courses provide a very different experience from the traditional system of teaching and learning English, offering more advanced features and functionalities. The lab offers the students a structured e- learning environment to practice English in an entertaining and interactive way to acquire the main language skills such as listening, speaking, reading, and writing. The effective use of the lab will enhance their active vocabulary and improve their proficiency in speaking the language.

The Language lab has equipped with 15 computers with high speed internet facility and audio-visual aids to refine the linguistic skills of the students. The lab can accommodate 15 students at a time and provide adequate facilities for effective teaching and learning of various aspects and skills of English language. Teacher in-charge of Language Lab is Mr. Ashok V. Tirthap, Department of English.3

- **Objectives of language lab**

4. To equip the students with good communication skills
5. To emphasize the need of English in the technical world
6. To prepare them for interviews and future job environments

R.C. Patel Arts Commerce and Science College,

Shirpur

Modules of Language Lab

Module 1

Better Listening

Welcome to Module 1 — Better Listening This module is made up of five units and aims to show the teacher how effective listening can be taught in Junior Secondary School (JSS) classes in meaningful contexts, so that students learn how to understand and respond to real-life uses of English. Teaching listening does not mean teaching sounds, words or sentences in isolation; it refers to giving the students exposure to natural language in communicative situations. In this module, teachers will learn ways of engaging their JSS students in meaningful communicative tasks that will train them to perform various language functions in real-life contexts outside the classroom, such as asking for clarifications, responding to a request, an invitation or a greeting and so on.

In this module

This module is intended for teachers of English as a Second Language (ESL) teaching at the JSS level.

Module objectives

The objectives of this module are to:

- Help teachers devise and use meaningful activities to develop listening skills in the classroom, and
- Provide teachers with a variety of listening exercises that engage students in pair and group work activities to practice meaningful communication in English.

Module outcomes

Module 1 Better listening you will be able to**:**

- Teach listening skills in meaningful contexts,
- Engage your students in real-life communicative tasks to practice their listening comprehension,
- Help your students understand English when spoken at normal conversational speed,
- Enable your students to respond to language functions in English,
- Give your students opportunities to hear English spoken with standard, accepted pronunciation, and
- Familiarize your students with correct word and sentence stress in English.

Time frame

You will need approximately 15 weeks to finish this module — eight weeks for formal study and seven weeks for self-directed study — to complete all the recommended activities.

This is a distance learning programmer, thus the time frame is flexible and largely self-directed.

Study skills

As an adult learner your approach to learning will be different from that of your school days: you will choose what you want to study, you will have a professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself with such things as essay planning, coping with exams and using the Web as a learning resource.

Your most significant considerations will be *time* and *space*; that is, the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now — before starting your self-directed

study — to familiarize yourself with these issues. There are a number of excellent resources on the Web. For example:

The "How to Study" website is dedicated to study skills resources. You will find links for tips on study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading textbooks, using reference sources and coping with test anxiety.

This is the website of Virginia Tech's Division of Student Affairs. You will find links to tips on time scheduling (including one called "Where Does Time Go?"), a study skill checklist, basic concentration techniques, how to take control of your study environment, note taking, how to read essays for analysis and tips on developing memory skills ("Remembering").

Another "How to Study" website with useful links to learning about time management, efficient reading, questioning/listening/observing skills, getting the most out of putting your knowledge into practice, memory building, staying motivated and developing a learning plan.

Module 2

Listening for Personal Communication

Introduction

Cable television, radio, Internet and mobile phone technologies have made English an unavoidable part of our daily lives. Whether we are consciously aware of it or not, we have begun to be surrounded by informal and colloquial English, both oral and written. More and more people now use English to communicate amongst themselves, and so it is important for JSS students to learn how to respond to informal English. The activities in this unit will expose students to situations from real-life contexts where they are required to listen to and understand English in personal communication.

Unit outcomes

Upon completion of this unit you will:

- recognize and understand various greetings in English,
- understand instructions given in English,
- understand the speaker's attitude in personal communication, and

- Be familiar with various forms of informal English.

Unit Summary

This unit included some activities that you can use in your classroom to help your students understand English expressions in personal communication. JSS students need to learn to listen and respond appropriately to communicative exchanges in situations outside the classroom to improve their proficiency. You could involve them in role plays in the class on different life situations that would require them to listen and respond to people in English. You could even organize class trips to local places where they would need to converse in English. These real-life activities will greatly improve their listening comprehension.

Reflections

- Did all the students participate actively in the activities?
- Did any students not show much interest in the activities or not cope with them?
- As a teacher, how would you address this?
- Which activity took longer to perform, and why?

Module 3

Active Listening: Communicating in Public Situations

Introduction

Effective oral communication includes the ability to understand a message and also respond to it appropriately, in both private and public contexts. At higher secondary level and beyond, students are expected to attend co-curricular sessions involving lectures, speeches, debates and public announcements. For students to be able to comprehend English discourse (i.e., longer chunks of speech on a particular topic), they need to take part in occasions and events involving public speaking.

At the JSS level, students have frequent opportunities to listen to speeches in English. In fact, a formal speech is one of the most common forms of English discourse that students are exposed to. Some schools have morning assembly

Speeches, head teacher's speeches on various occasions, speeches by important visitors to the school and so on. As a JSS English teacher, however, you will

Probably agree that students rarely have the patience for or interest in listening to a lecture for a long period. Sometimes the topic does not interest them; at other times they may find it difficult to understand what is being said. Some students find it difficult to process information over a longer period, while others have poor comprehension skills.

Details of Language Lab

The English language Lab established in 1999 has been used to facilitate classroom engagement and interaction via computer-based exercises and activities to maximize proficiency in language components (vocabulary and pronunciation) and in language skills (listening, speaking, reading and writing).

The English Language lab provides a diverse experience from the conventional system of teaching and learning English language communication skills and offers advanced features such as authentic recorded materials, spoken by different native speakers, that expose the students to the near – ideal pronunciation of native speakers.

Ortho phonic devices are used to augment language competence through course materials such as pronunciation drills, grammar exercises and listening tasks. The English language lab has the facility for 8 users and provides course materials from BBC English, Cambridge English and so on. The facilities of the Language Lab were used extensively by General English students for training as part of their first semester course "Communication Skills in English" which had an Oral Test component. Students were trained on developing their listening and speaking skills with special sessions that focused on pronunciation and communication competence. A blended methodology of language teaching is adopted in the language lab with the teacher explaining the language concepts, guiding the students through the different modules and then the students proceeding to practice them individually at their own computer systems in the lab. Thus the students learn more comprehensively through the use of the English language lab as it caters to the following objectives in the teaching learning experience:

Facilitated Self Learning: The learning is teacher assisted at the outset with the teacher introducing the course materials and then it proceeds to self-guided independent learning where the students can individually focus and practice on language skills that they are less proficient in.

Complimentary Learning: The English language lab allows students to reinforce the subject modules learnt during their classroom lectures and practice the tasks/exercises proactively through interactive activities.

Monitoring and Evaluation: Teachers get to monitor student lab activities and receive instant reports on their performance in tasks/exercises which can be utilized to customize the teaching and learning activities to maximize language competence in the lab and in the classroom.

4.2 Computer Assisted Language Learning (Call) Lab

The objectives of the Computer Assisted Language Learning Lab (CALL) are,

1. Work towards better pronunciation
.2.To study systematically all the English speech sounds
.3.Understand Body Language (Non Verbal Behavior Interpretation)
4. Listening comprehension for IELTS.
5. Word Accent and Intonation.
6. Listening comprehension for TOEFL

4.3 **Interactive Communication Skills (ICS) Lab the objectives of Interactive Communication Skills (ICS) Lab are**,

1. Identify yourself
2. Express yourself
3. Express your views
4. Participate in Group Discussions
5. Excel in JAM sessions
6. Group Presentations in mock seminars
7. Based on LSRW
8. Film review and expressing opinion
9. Interview skills
10. Information gap activity (Creative writing)
11. Role-Play and stimulation
12. Public speaking (Lab Internal Examination)

Utilization of Language Learning Laboratory

English labs are made compulsory for U.G. students in many universities. In recent years the role of English lab has become very important in integrating the skills of students (with soft skills or life skills) with lot of language practice through activity based learning in schools and colleges. To consider multimedia lab, it is largely based on “Learning by doing method” facilitated with self-learning materials. The learners are immensely benefitted through this multimedia lab. Typically the follow-up would be required for good communication skills in this lab and the ability to comprehend all the Information that is provided. It enables the learners to

polish and refine their ability in articulating speech sounds with proper accent from the prescribed software modules.

Time	Mon	Tues	Wen	Thurs	Fri	Sat
7.30 to 8.15	**FYBCA - from 1 to08**	**FYBCA - from 25 to 32**	**FYBCA- from 48 to 56**	**FYBCA- from 72 to 80**	**SYBCA- from 1 to08**	**SYBCA- from 25 to 32**
8.15 to 9.00	**FYBCA - from 09 to 16**	**FYBCA- from 33 to 40**	**FYBCA- from 57 to 64**	**FYBCA- from 81 to 89**	**SYBCA- from 09 to 16**	**SYBCA- from 33 to 40**
9.00 to 9.45	**FYBCA - from 17 to 24**	**FYBCA- from 41 to48**	**FYBCA- from 65 to 72**	**FYBCA- from 90 to 98**	**SYBCA- from 17 to 24**	**SYBCA- from 48 to 56**
9.45 to 10.30	**FYBMS - from 1 to08**	**FYBMS - from 25 to 32**	**SYBMS - from 17 to 24**	**TYBMS - from 9 to 16**	**SYBMS - from 1 to08**	**SYBMS - from 25 to 32**
10.30 to 11.15	**FYBMS - from 9 to16**	**SYBMS - from 1 to08**	**SYBMS - from 25 to 32**	**TYBMS - from 17 to 24**	**SYBMS - from 9 to 16**	**TYBMS - from 1 to08**
11.15 to 12.00	**FYBMS - from 17 to 24**	**SYBMS - from 9 to 16**	**TYBMS - from 1 to08**	**TYBMS - from 25 to 32**	**SYBMS - from 17 to 24**	**TYBMS - from 9 to 16**

Prescribed Syllabus

4. **Listening Methodology**
   - vi. Importance of listening
   - vii. How to listen?
   - viii. Enhancing concentration power for listening.
   - ix. Conditional importance of listening.
   - x. Listen and enact.
5. **Speaking and evaluation**.
   - vii. Importance of English language.
   - viii. How to make it easy.
   - ix. Various sounds & accents.
   - x. Conditional importance of proper pronunciation.
   - xi. Listen and repeat the accent.
   - xii. Evaluation and remarks.
6. **Interaction and Situational Conversations.**

Reference:

G. Boyle: Spoken English.

Linguaphone Books Level 1 to 4

Audio -Visual access through software

Dr. R. V. Sonar
Head

R. C. Patel Arts Commerce and Science College Shirpur ★ R. C. Patel Educational Trust's

Dr.D.R.Patil
PRINCIPAL
R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Shirpur, Dist.-Dhule (M.S.) 425405

R.C.Patel Arts Science Commerce College, Shirpur

Department of English

Report on Language Lab

A.Y. 2019-20

About Language lab

The college has a well - functioned language lab that facilitates students to practice the language via computer-based exercises and activities. The language lab interactive courses provide a very different experience from the traditional system of teaching and learning English, offering more advanced features and functionalities. The lab offers the students a structured e- learning environment to practice English in an entertaining and interactive way to acquire the main language skills such as listening, speaking, reading, and writing. The effective use of the lab will enhance their active vocabulary and improve their proficiency in speaking the language.

The Language lab has equipped with 15 computers with high speed internet facility and audio-visual aids to refine the linguistic skills of the students. The lab can accommodate 15 students at a time and provide adequate facilities for effective teaching and learning of various aspects and skills of English language. Teacher in-charge of Language Lab is Mr. Ashok V. Tirthap, Department of English.3

- **Objectives of language lab**

7. To equip the students with good communication skills
8. To emphasize the need of English in the technical world
9. To prepare them for interviews and future job environments

Modules of Language Lab

Module 1

Better Listening

Welcome to Module 1 — Better Listening This module is made up of five units and aims to show the teacher how effective listening can be taught in Junior Secondary School (JSS) classes in meaningful contexts, so that students learn how to understand and respond to real-life uses of English. Teaching listening does not mean teaching sounds, words or sentences in isolation; it refers to giving the students exposure to natural language in communicative situations. In this module, teachers will learn ways of engaging their JSS students in meaningful communicative tasks that will train them to perform various language functions in real-life contexts outside the classroom, such as asking for clarifications, responding to a request, an invitation or a greeting and so on.

In this module

This module is intended for teachers of English as a Second Language (ESL) teaching at the JSS level.

Module objectives

The objectives of this module are to:

- Help teachers devise and use meaningful activities to develop listening skills in the classroom, and
- Provide teachers with a variety of listening exercises that engage students in pair and group work activities to practice meaningful communication in English.

Module outcomes

Module 1 Better listening you will be able to**:**

- Teach listening skills in meaningful contexts,
- Engage your students in real-life communicative tasks to practice their listening comprehension,
- Help your students understand English when spoken at normal conversational speed,
- Enable your students to respond to language functions in English,
- Give your students opportunities to hear English spoken with standard, accepted pronunciation, and
- Familiarize your students with correct word and sentence stress in English.

Time frame

You will need approximately 15 weeks to finish this module — eight weeks for formal study and seven weeks for self-directed study — to complete all the recommended activities.

This is a distance learning programmer, thus the time frame is flexible and largely self-directed.

Study skills

As an adult learner your approach to learning will be different from that of your school days: you will choose what you want to study, you will have a professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself with such things as essay planning, coping with exams and using the Web as a learning resource.

Your most significant considerations will be *time* and *space*; that is, the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now — before starting your self-directed

study — to familiarize yourself with these issues. There are a number of excellent resources on the Web. For example:

The "How to Study" website is dedicated to study skills resources. You will find links for tips on study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading textbooks, using reference sources and coping with test anxiety.

This is the website of Virginia Tech's Division of Student Affairs. You will find links to tips on time scheduling (including one called "Where Does Time Go?"), a study skill checklist, basic concentration techniques, how to take control of your study environment, note taking, how to read essays for analysis and tips on developing memory skills ("Remembering").

Another "How to Study" website with useful links to learning about time management, efficient reading, questioning/listening/observing skills, getting the most out of putting your knowledge into practice, memory building, staying motivated and developing a learning plan.

Module 2

Listening for Personal Communication

Introduction

Cable television, radio, Internet and mobile phone technologies have made English an unavoidable part of our daily lives. Whether we are consciously aware of it or not, we have begun to be surrounded by informal and colloquial English, both oral and written. More and more people now use English to communicate amongst themselves, and so it is important for JSS students to learn how to respond to informal English. The activities in this unit will expose students to situations from real-life contexts where they are required to listen to and understand English in personal communication.

Unit outcomes

Upon completion of this unit, you will:

- recognize and understand various greetings in English,
- understand instructions given in English,
- understand the speaker's attitude in personal communication, and

Unit Summary

This unit included some activities that you can use in your classroom to help your students understand English expressions in personal communication. JSS students need to learn to listen and respond appropriately to communicative exchanges in situations outside the classroom to improve their proficiency. You could involve them in role plays in the class on different life situations that would require them to listen and respond to people in English. You could even organize class trips to local places where they would need to converse in English. These real-life activities will greatly improve their listening comprehension.

Reflections

- Did all the students participate actively in the activities?
- Did any students not show much interest in the activities or not cope with them?
- As a teacher, how would you address this?
- Which activity took longer to perform, and why?

Module 3

Active Listening: Communicating in Public Situations

Introduction

Effective oral communication includes the ability to understand a message and also respond to it appropriately, in both private and public contexts. At higher secondary level and beyond, students are expected to attend co-curricular sessions involving lectures, speeches, debates and public announcements. For students to be able to comprehend English discourse (i.e., longer chunks of speech on a particular topic), they need to take part in occasions and events involving public speaking.

At the JSS level, students have frequent opportunities to listen to speeches in English. In fact, a formal speech is one of the most common forms of English discourse that students are exposed to. Some schools have morning assembly

Speeches, head teacher’s speeches on various occasions, speeches by important visitors to the school and so on. As a JSS English teacher, however, you will

Probably agree that students rarely have the patience for or interest in listening to a lecture for a long period. Sometimes the topic does not interest them; at other times they may find it difficult to understand what is being said. Some students find it difficult to process information over a longer period, while others have poor comprehension skills.

Details of Language Lab

The English language Lab established in 1999 has been used to facilitate classroom engagement and interaction via computer-based exercises and activities to maximize proficiency in language components (vocabulary and pronunciation) and in language skills (listening, speaking, reading and writing).

The English Language lab provides a diverse experience from the conventional system of teaching and learning English language communication skills and offers advanced features such as authentic recorded materials, spoken by different native speakers, that expose the students to the near – ideal pronunciation of native speakers.

Ortho phonic devices are used to augment language competence through course materials such as pronunciation drills, grammar exercises and listening tasks. The English language lab has the facility for 8 users and provides course materials from BBC English, Cambridge English and so on. The facilities of the Language Lab were used extensively by General English students for training as part of their first semester course "Communication Skills in English" which had an Oral Test component. Students were trained on developing their listening and speaking skills with special sessions that focused on pronunciation and communication competence. A blended methodology of language teaching is adopted in the language lab with the teacher explaining the language concepts, guiding the students through the different modules and then the students proceeding to practice them individually at their own computer systems in the lab. Thus the students learn more comprehensively through the use of the English language lab as it caters to the following objectives in the teaching learning experience:

Facilitated Self Learning: The learning is teacher assisted at the outset with the teacher introducing the course materials and then it proceeds to self-guided independent learning where the students can individually focus and practice on language skills that they are less proficient in.

Complimentary Learning: The English language lab allows students to reinforce the subject modules learnt during their classroom lectures and practice the tasks/exercises proactively through interactive activities.

Monitoring and Evaluation: Teachers get to monitor student lab activities and receive instant reports on their performance in tasks/exercises which can be utilized to customize the teaching and learning activities to maximize language competence in the lab and in the classroom.

4.2 Computer Assisted Language Learning (Call) Lab

The objectives of the Computer Assisted Language Learning Lab (CALL) are,

1. Work towards better pronunciation
.2.To study systematically all the English speech sounds
.3.Understand Body Language (Non Verbal Behavior Interpretation)
4. Listening comprehension for IELTS.
5. Word Accent and Intonation.
6. Listening comprehension for TOEFL

4.3 **Interactive Communication Skills (ICS) Lab the objectives of Interactive Communication Skills (ICS) Lab are**,

1. Identify yourself
2. Express yourself
3. Express your views
4. Participate in Group Discussions
5. Excel in JAM sessions
6. Group Presentations in mock seminars
7. Based on LSRW
8. Film review and expressing opinion
9. Interview skills
10. Information gap activity (Creative writing)
11. Role-Play and stimulation
12. Public speaking (Lab Internal Examination)

Utilization of Language Learning Laboratory

English labs are made compulsory for U.G. students in many universities. In recent years the role of English lab has become very important in integrating the skills of

students (with soft skills or life skills) with lot of language practice through activity based learning in schools and colleges. To consider multimedia lab, it is largely based on “Learning by doing method” facilitated with self-learning materials. The learners are immensely benefitted through this multimedia lab. Typically the follow-up would be required for good communication skills in this lab and the ability to comprehend all the Information that is provided. It enables the learners to polish and refine their ability in articulating speech sounds with proper accent from the prescribed software modules.

Time	Mon	Tues	Wen	Thurs	Fri	Sat
7.30 to 8.15	FYBCA - from 1 to08	FYBCA - from 25 to 32	FYBCA- from 48 to 56	FYBCA- from 72 to 80	SYBCA- from 1 to08	SYBCA- from 25 to 32
8.15 to 9.00	FYBCA - from 09 to 16	FYBCA- from 33 to 40	FYBCA- from 57 to 64	FYBCA- from 81 to 89	SYBCA- from 09 to 16	SYBCA- from 33 to 40
9.00 to 9.45	FYBCA - from 17 to 24	FYBCA- from 41 to48	FYBCA- from 65 to 72	FYBCA- from 90 to 98	SYBCA- from 17 to 24	SYBCA- from 48 to 56
9.45 to 10.30	FYBMS - from 1 to08	FYBMS - from 25 to 32	SYBMS - from 17 to 24	TYBMS - from 9 to 16	SYBMS - from 1 to08	SYBMS - from 25 to 32
10.30 to 11.15	FYBMS - from 9 to16	SYBMS - from 1 to08	SYBMS - from 25 to 32	TYBMS - from 17 to 24	SYBMS - from 9 to 16	TYBMS - from 1 to08
11.15 to 12.00	FYBMS - from 17 to 24	SYBMS - from 9 to 16	TYBMS - from 1 to08	TYBMS - from 25 to 32	SYBMS - from 17 to 24	TYBMS - from 9 to 16

Prescribed Syllabus

7. **Listening Methodology**
   xi. Importance of listening
   xii. How to listen?
   xiii. Enhancing concentration power for listening.
   xiv. Conditional importance of listening.
   xv. Listen and enact.
8. **Speaking and evaluation**.
   xiii. Importance of English language.
   xiv. How to make it easy.
   xv. Various sounds & accents.
   xvi. Conditional importance of proper pronunciation.
   xvii. Listen and repeat the accent.
   xviii. Evaluation and remarks.
9. **Interaction and Situational Conversations.**

Reference:

G. Boyle: Spoken English.

Linguaphone Books Level 1 to 4

Audio -Visual access through software.

Language Lab-2019-20

til Jagdish A
irose Roshan
adile Tejas

Date 7-12-19

F.y.B.Com
H. G. Salunkhe
A. M. shinde
Y. S. Charan
L. S. Wani
P. H. Jain
K. R. Patil
B. J. patil
C. R. Gavali
S. A. mali
P. K. Patil.
D. A. Choudhari

Language Lab-2019-20

More Swapnil
patil swapnil
patil Durgadas

Date-10/12/19

F.y.B.Com
H. G. salunkhe
A. M. shinde
Y. S. charan
L. S. Wani
P. H. Jain
K. R. Patil.
B. J. patil
C. R. Gavali
S. A. mali
P. K. Patil.
D. A. Choudhari

Language Lab - 2019-20

Patil Ashwini B.
Sonawane Darshan P.
Borase Nachiket G.

F.y.B.Com
H. G. Salunkhe
A. M. shinde
Y. S. Charan
L.S Wani
P. H. Jain
K. R. Patil
B. J. patil
C. R. Gavali
S. A. mali
P. K. patil
D. A. Chaudhari

Language Lab - 2019-20

Borase Gayatri.
Dhangar Dharshana B.
Nere Karishma

F.y.B.Com
H. G. Salunkhe
A. M. shinde
Y. S. Charan
L.S. Wani
P.H. Jain
K.R. Patil
B.J. patil
C.R. Gavali
S.A. mali
P. K. patil
D. A Chaudhari

Photos

Dr. R. V. Sonar
Head

Dr.D.R.Patil
PRINCIPAL
R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Shirpur, Dist.-Dhule (M.S.) 425405

R.C.Patel Arts Science Commerce College, Shirpur

Department of English

Report on Language Lab

A.Y. 2018-19

About Language lab

The college has a well - functioned language lab that facilitates students to practice the language via computer-based exercises and activities. The language lab interactive courses provide a very different experience from the traditional system of teaching and learning English, offering more advanced features and functionalities. The lab offers the students a structured e- learning environment to practice English in an entertaining and interactive way to acquire the main language skills such as listening, speaking, reading, and writing. The effective use of the lab will enhance their active vocabulary and improve their proficiency in speaking the language.

The Language lab has equipped with 15 computers with high speed internet facility and audio-visual aids to refine the linguistic skills of the students. The lab can accommodate 15 students at a time and provide adequate facilities for effective teaching and learning of various aspects and skills of English language. Teacher in-charge of Language Lab is Mr. Ashok V. Tirthap, Department of English.3

- **Objectives of language lab**

1. To equip the students with good communication skills
2. To emphasize the need of English in the technical world
3. To prepare them for interviews and future job environments

Modules of Language Lab

Module 1

Better Listening

Welcome to Module 1 — Better Listening This module is made up of five units and aims to show the teacher how effective listening can be taught in Junior Secondary School (JSS) classes in meaningful contexts, so that students learn how to understand and respond to real-life uses of English. Teaching listening does not mean teaching sounds, words or sentences in isolation; it refers to giving the students exposure to natural language in communicative situations. In this module, teachers will learn ways of engaging their JSS students in meaningful communicative tasks that will train them to perform various language functions in real-life contexts outside the classroom, such as asking for clarifications, responding to a request, an invitation or a greeting and so on.

In this module

This module is intended for teachers of English as a Second Language (ESL) teaching at the JSS level.

Module objectives

The objectives of this module are to:

- Help teachers devise and use meaningful activities to develop listening skills in the classroom, and
- Provide teachers with a variety of listening exercises that engage students in pair and group work activities to practice meaningful communication in English.

Module outcomes

Module 1 Better listening you will be able to**:**

- Teach listening skills in meaningful contexts,
- Engage your students in real-life communicative tasks to practice their listening comprehension,
- Help your students understand English when spoken at normal conversational speed,

- Enable your students to respond to language functions in English,
- Give your students opportunities to hear English spoken with standard, accepted pronunciation, and
- Familiarize your students with correct word and sentence stress in English.

Time frame

You will need approximately 15 weeks to finish this module — eight weeks for formal study and seven weeks for self-directed study — to complete all the recommended activities.

This is a distance learning programmer, thus the time frame is flexible and largely self-directed.

Study skills

As an adult learner your approach to learning will be different from that of your school days: you will choose what you want to study, you will have a professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself with such things as essay planning, coping with exams and using the Web as a learning resource.

Your most significant considerations will be *time* and *space*; that is, the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now — before starting your self-directed study — to familiarize yourself with these issues. There are a number of excellent resources on the Web. For example:

The “How to Study” website is dedicated to study skills resources. You will find links for tips on study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading textbooks, using reference sources and coping with test anxiety.

This is the website of Virginia Tech’s Division of Student Affairs. You will

find links to tips on time scheduling (including one called “Where Does Time Go?”), a study skill checklist, basic concentration techniques, how to take control of your study environment, note taking, how to read essays for analysis and tips on developing memory skills (“Remembering”).

Another “How to Study” website with useful links to learning about time management, efficient reading, questioning/listening/observing skills, getting the most out of putting your knowledge into practice, memory building, staying motivated and developing a learning plan.

Module 2

Listening for Personal Communication

Introduction

Cable television, radio, Internet and mobile phone technologies have made English an unavoidable part of our daily lives. Whether we are consciously aware of it or not, we have begun to be surrounded by informal and colloquial English, both oral and written. More and more people now use English to communicate amongst themselves, and so it is important for JSS students to learn how to respond to informal English. The activities in this unit will expose students to situations from real-life contexts where they are required to listen to and understand English in personal communication.

Unit outcomes

Upon completion of this unit you will:

- recognize and understand various greetings in English,
- understand instructions given in English,
- understand the speaker’s attitude in personal communication, and
- Be familiar with various forms of informal English.

Unit Summary

This unit included some activities that you can use in your classroom to help your students understand English expressions in personal communication. JSS students need to learn to listen and respond appropriately to communicative exchanges in situations outside the classroom to improve their proficiency. You could involve them in role plays in the class on different life situations that would require them to listen and respond to people in English. You could even organize class trips to local places where they would need to converse in English. These real-life activities will greatly improve their listening comprehension.

Reflections

- Did all the students participate actively in the activities?
- Did any students not show much interest in the activities or not cope with them?
- As a teacher, how would you address this?
- Which activity took longer to perform, and why?

Module 3

Active Listening: Communicating in Public Situations

Introduction

Effective oral communication includes the ability to understand a message and also respond to it appropriately, in both private and public contexts. At higher secondary level and beyond, students are expected to attend co-curricular sessions involving lectures, speeches, debates and public announcements. For students to be able to comprehend English discourse (i.e., longer chunks of speech on a particular topic), they need to take part in occasions and events involving public speaking.

At the JSS level, students have frequent opportunities to listen to speeches in English. In fact, a formal speech is one of the most common forms of English discourse that students are exposed to. Some schools have morning assembly

Speeches, head teacher's speeches on various occasions, speeches by important visitors to the school and so on. As a JSS English teacher, however, you will

Probably agree that students rarely have the patience for or interest in listening to a lecture for a long period. Sometimes the topic does not interest them; at other times

they may find it difficult to understand what is being said. Some students find it difficult to process information over a longer period, while others have poor comprehension skills.

Details of Language Lab

The English language Lab established in 1999 has been used to facilitate classroom engagement and interaction via computer-based exercises and activities to maximize proficiency in language components (vocabulary and pronunciation) and in language skills (listening, speaking, reading and writing).

The English Language lab provides a diverse experience from the conventional system of teaching and learning English language communication skills and offers advanced features such as authentic recorded materials, spoken by different native speakers, that expose the students to the near – ideal pronunciation of native speakers.

Ortho phonic devices are used to augment language competence through course materials such as pronunciation drills, grammar exercises and listening tasks. The English language lab has the facility for 8 users and provides course materials from BBC English, Cambridge English and so on. The facilities of the Language Lab were used extensively by General English students for training as part of their first semester course "Communication Skills in English" which had an Oral Test component. Students were trained on developing their listening and speaking skills with special sessions that focused on pronunciation and communication competence. A blended methodology of language teaching is adopted in the language lab with the teacher explaining the language concepts, guiding the students through the different modules and then the students proceeding to practice them individually at their own computer systems in the lab. Thus the students learn more comprehensively through the use of the English language lab as it caters to the following objectives in the teaching learning experience:

Facilitated Self Learning: The learning is teacher assisted at the outset with the teacher introducing the course materials and then it proceeds to self-guided independent learning where the students can individually focus and practice on language skills that they are less proficient in.

Complimentary Learning: The English language lab allows students to reinforce the subject modules learnt during their classroom lectures and practice the tasks/exercises proactively through interactive activities.

Monitoring and Evaluation: Teachers get to monitor student lab activities and receive instant reports on their performance in tasks/exercises which can be

utilized to customize the teaching and learning activities to maximize language competence in the lab and in the classroom.

4.2 Computer Assisted Language Learning (Call) Lab

The objectives of the Computer Assisted Language Learning Lab (CALL) are,

1. Work towards better pronunciation
.2.To study systematically all the English speech sounds
.3.Understand Body Language (Non Verbal Behaviour Interpretation)
4. Listening comprehension for IELTS.
5. Word Accent and Intonation.
6. Listening comprehension for TOEFL

4.3 **Interactive Communication Skills (ICS) Lab the objectives of Interactive Communication Skills (ICS) Lab are**,

1. Identify yourself
2. Express yourself
3. Express your views
4. Participate in Group Discussions
5. Excel in JAM sessions
6. Group Presentations in mock seminars
7. Based on LSRW
8. Film review and expressing opinion
9. Interview skills
10. Information gap activity (Creative writing)
11. Role-Play and stimulation
12. Public speaking (Lab Internal Examination)

Utilization of Language Learning Laboratory

English labs are made compulsory for U.G. students in many universities. In recent years the role of English lab has become very important in integrating the skills of students (with soft skills or life skills) with lot of language practice through activity based learning in schools and colleges. To consider multimedia lab, it is largely based on “Learning by doing method” facilitated with self-learning materials. The learners are immensely benefitted through this multimedia lab. Typically the follow-up would be required for good communication skills in this lab and the ability to comprehend all the Information that is provided. It enables the learners to polish and refine their ability in articulating speech sounds with proper accent from the prescribed software modules.

Schedule of Language Lab

Time	Mon	Tues	Wen	Thurs	Fri	Sat
7.30 to 8.15	FYBCA - from 1 to08	FYBCA - from 25 to 32	FYBCA- from 48 to 56	FYBCA- from 72 to 80	SYBCA- from 1 to08	SYBCA- from 25 to 32
8.15 to 9.00	FYBCA - from 09 to 16	FYBCA- from 33 to 40	FYBCA- from 57 to 64	FYBCA- from 81 to 89	SYBCA- from 09 to 16	SYBCA- from 33 to 40
9.00 to 9.45	FYBCA - from 17 to 24	FYBCA- from 41 to48	FYBCA- from 65 to 72	FYBCA- from 90 to 98	SYBCA- from 17 to 24	SYBCA- from 48 to 56
9.45 to 10.30	FYBMS - from 1 to08	FYBMS - from 25 to 32	SYBMS - from 17 to 24	TYBMS - from 9 to 16	SYBMS - from 1 to08	SYBMS - from 25 to 32
10.30 to 11.15	FYBMS - from 9 to16	SYBMS - from 1 to08	SYBMS - from 25 to 32	TYBMS - from 17 to 24	SYBMS - from 9 to 16	TYBMS - from 1 to08
11.15 to 12.00	FYBMS - from 17 to 24	SYBMS - from 9 to 16	TYBMS - from 1 to08	TYBMS - from 25 to 32	SYBMS - from 17 to 24	TYBMS - from 9 to 16

Prescribed Syllabus

Listening Methodology

xvi. Importance of listening
xvii. How to listen?
xviii. Enhancing concentration power for listening.
xix. Conditional importance of listening.
xx. Listen and enact.

Speaking and evaluation.

xix. Importance of English language.
xx. How to make it easy.
xxi. Various sounds & accents.
xxii. Conditional importance of proper pronunciation.
xxiii. Listen and repeat the accent.
xxiv. Evaluation and remarks.

Interaction and Situational Conversations.

Reference:

G. Boyle: Spoken English.

Linguaphone Books Level 1 to 4

Audio -Visual access through software.

2018-19

5/11/2018

patil Rohan O	Patil
Dole prashal K	Dole
Doove p K	D.P.K
Bagul R K	Bagul
Bagul D K	Ganesh
Ganesh R M	Ganesh
Dhangar R M	
B K D	B.K.D
parshani B S	Parshani
Mangal D M	Dhabal
Tirmale Rahul B	Dabal
sarname Gokul	Gagan
Gaytal K M	Kmaam
Sanyali K D	kasaub

2018-19

27/11/2018

Chaudhari Manish K	Chaudhari
Dakade Dipali B	Dipali
katakar Sayali L	Sayali
Mahajan Harshada B	M.H.B
Patil Jaydeep M	Patil
kapade Mayur N	Kapade
patil Megha O	Patil
Mali pratibha U	Patil
Mali Nilima K	Nilima
Mahajan Saloni K	Saloni
Khubhar Vidhya V	Khubhar
Koli Joyti S	Joyti
patel Hiral S	Patel
Rajput Dipak P	Dipak
Rajpal Vishal K	Rajput
Bari Harshal S	Bari

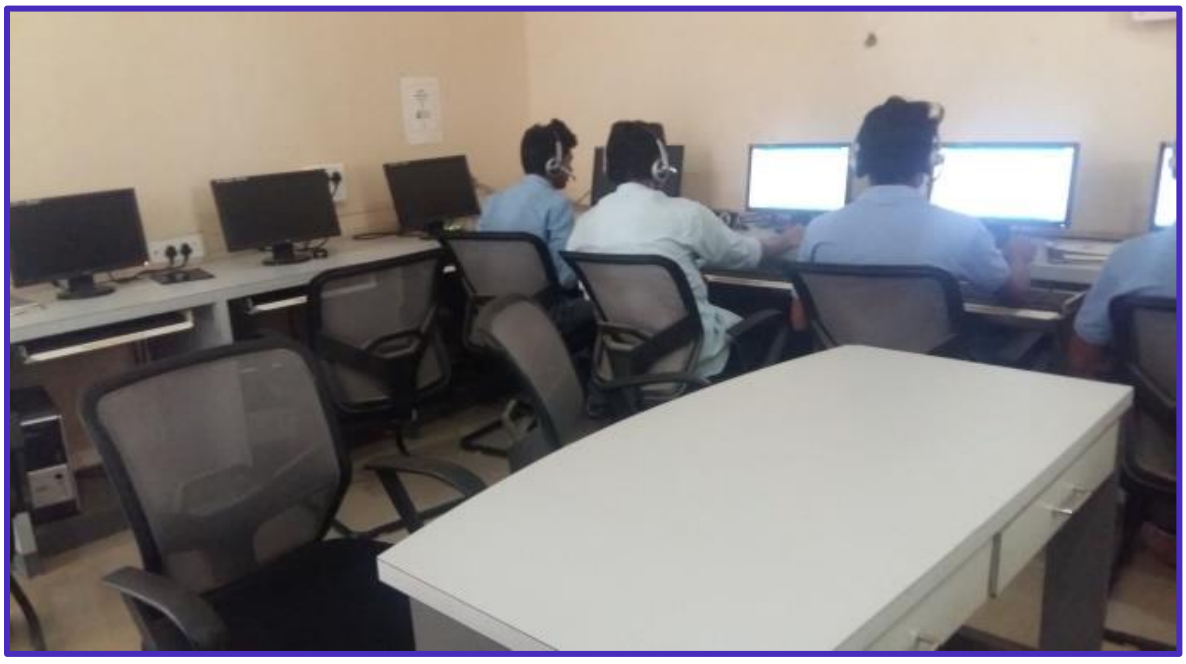
Language lab 9/10/18 10/9/18

Sr. No	Name	Sign
41	Bagulan S.A	
42	Dhale S.L	
43	Mahishkari A.M	
44	Malikshah	
45	Mellar N.R	
46	patil J.A	
47	patil K.A	
48	patil S.P	
49	patil Y.D	
50	pathra A.S	
51	pathra V.P	
52	Rajput R.G	
53	Shaikh M.N	
54	Sonalkare A.Y	
55		

Attendance 2018-19 11/9/18

Sr. no	Name	Sign
1	Bagul A.D	
2	Bhangari M.M	
3	Bhil K.B	
4	Borde P.B	
5	Chandan D.H	
6	Chandhari P.P	
7	Chaudhari S.V	
8	Chavan A.P	
9	Dahale Y.D	
10	Deore A.A	
11	Dhakad C.C	
12	Dhyanekar B.M	
13	Dilani S.M	
14	Jadhav T.P	

Photos



Dr. R. V. Sonar
Head

R. C. Patel Arts Commerce and Science College, Shirpur ★ R. C. Patel Educational Trust's

Dr.D.R.Patil
PRINCIPAL
R. C. Patel Educational Trust's
R. C. Patel Arts, Commerce and Science College
Shirpur, Dist.-Dhule (M.S.) 425405