



CMR COLLEGE OF ENGINEERING & TECHNOLOGY

Kandlakoya (V), Medchal Road, Hyderabad -501401.

Date: 12/04/2014

To

IQAC Coordinator

CMRCET

Kandlakoya

Respected Sir,

Sub: Submitting the Language Lab Committee Annual Report –Regarding.

CMRCET has separate language laboratories for the first and third year students of all branches of B.Tech. ECE AND CSE branches have language labs in their curriculum in the even semester, while the others have in the odd semester. The language labs complement the classroom learning which is explanatory in nature. Hence the language labs provide opportunities to learners to put into practice their skills. We are using **K-Van Solutions** in both the labs. While the first year language laboratory is known as English Language Communications Skills Lab (ELCS), the lab for the third years is known as Advanced Communication Skills Lab (AECS). The first year students are introduced to English sound system and pronunciation. They are also trained in listening and speaking activities. The third year students are introduced to more advanced skills such as resume writing, interview skills, presentation skills, group discussion in view of the necessity of acquiring employability skills. The labs are equipped with language software and multimedia computers apart from projectors for classroom use.

Class work for the first year students of B.Tech students for the academic year 2014-15 started Month of September 2014. After Orientation program the class work commenced on 2nd


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September. The class work continued 30th April 2015. During this period the department of English successfully conducted language labs for the first (ELCS) and the third year students (AECS). The language labs for the third years (AECS) began on December 2014 and continued till the end of the year. During these laboratory sessions the students were trained in various aspects of language such as Conversation Skills, Role Play, Vocabulary, resume preparation, presentation skills, group discussion and interview skills. Mr.Madhu Rapala, Ms.Tripura and Ms.Laxmi were the teacher-facilitators for the AECS sessions. The students actively participated in these sessions as the activities have a direct bearing on the campus recruitment process which begins in the fourth of their study. The classroom facilities such as internet enabled computers and projectors along with the audio system were effectively used to present the concepts and train the students. The group discussions were conducted in the adjoining room which is specially meant for the training purposes.

Programs conducted by Language Lab

The following subjects were dealt by the concerned lab teachers for the Language Lab in academic year 2014-15.

S.No	Date of the Event	Name of the Event
1	05/09/2014 - 15/09/2014	Ice Breaking Activity
2	25/09/2014 - 10/10/2014	Just A minute
3	04/10/ 2014	Essay Writing
4	12/10/2014 - 21/10/2014	Role Play
5	03/11/2014 -08/11/2014	Giving Directions
6	22/12/2014 - 27/12/2014	Group Discussion
7	19/01/2015 - 24/01/2015	Interview Skills
8	02/02/2015 -14/02/2015	Resume Writing
9	02/03/2015 -07/03/2015	Technical Report Writing(PPT)
10	06/03/2015	Elocution
11	07/03/ 2015	Language Quiz



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Gap Analysis

The language lab committee reviewed both the programs conducted and the performance of the students for the academic year (2014-15). It appreciated the contribution of the faculty and the students to make the language lab sessions fruitful and effective. The committee went into the every detail of the language lab. It interacted with the teachers and the lab in-charges. The committee found that classes were of heterogeneous in nature. As a result some students were able to participate in various activities conducted in the lab. But many of the learners were also hesitant to speak in the lab due to various cultural and social factors. Thus there is a gap between what the course aims to achieve in terms of its objectives and the abilities of the learners to make use of the laboratory situations to improve their communication skills. The committee, upon close examination found that students who come from urban areas are able to communicate better and display no anxiety when asked to speak in the class/lab. The committee decided to form groups where students who are good at expressing themselves and whose English skills are good work with students who are from rural areas so that they overcome their inhibitions to speak and communicate in the lab.


Convener


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