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Name _____

Roll No. _____ Year 20 _____ -20 _____

Exam. Seat No. _____

PRACTICAL MANUAL
OF
ENGLISH
(22101)

MAHARASHTRA STATE BOARD OF TECHNICAL EDUCATION, MUMBAI
(Autonomous) (ISO 9001 : 2015) (ISO / IEC 27001 : 2013)

VISION

To ensure that the Diploma level Technical Education constantly matches the latest requirements of technology and industry and includes the all-round personal development of students including social concerns and to become globally competitive, technology led organization.

MISSION

To provide high quality technical and managerial manpower, information and consultancy services to the industry and community to enable the industry and community to face the changing technological and environmental challenges.

QUALITY POLICY

We, at MSBTE are committed to offer the best in class academic services to the students and institutes to enhance the delight of industry and society. This will be achieved through continual improvement in management practices adopted in the process of curriculum design, development, implementation, evaluation and monitoring system along with adequate faculty development programmes.

CORE VALUES

MSBTE believes in the followings:

- Education industry produces live products.

- Market requirements do not wait for curriculum changes.

- Question paper is the reflector of academic standards of educational organization.

- Well designed curriculum needs effective implementation too.

- Competency based curriculum is the backbone of need based program.

- Technical skills do need support of life skills.

- Best teachers are the national assets.

- Effective teaching learning process is impossible without learning resources.

A Laboratory Manual

for
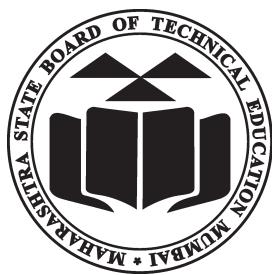
English

(22101)

Semester-I

Diploma in Engineering and Technology
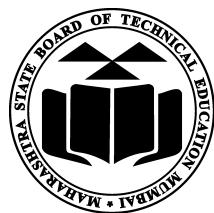
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Maharashtra State
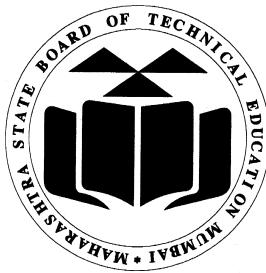
Board of Technical Education, Mumbai

(Autonomous) (ISO:9001:2015) (ISO/IEC 27001:2013)

MAHARASHTRA STATE

BOARD OF TECHNICAL EDUCATION

Certificate

This is to certify that Mr. / Ms. ……………………………………….…

Roll No. ……………….….., of First Semester of Diploma

in……………..……………………………………….… of Institute

……………..……………………. ……………… (Code: …………...) has

completed the term work satisfactorily in course **English (22101)** for the

academic year 20…….. to 20…….. as prescribed in the curriculum.

Place: …………….   Enrollment No:……………

Date: …………….   Exam. Seat No: …………….

Subject Teacher   **Head of the Department**   **Principal**

Seal of
Institution

Preface

English has gained prominence as a link language. An Engineering needs English language skills in order to get a jobs in India or abroad. English language has become quite essential even for an entrepreneur. Further, most of the installation manuals, operation manuals and service manuals of various equipment, instruments and industrial processes are available only in English. Therefore, today's industry is on the lookout for graduates, who not only have the technical competencies but also have basic knowledge of English to understand the various English documents and manuals to interpret them correctly and perform the jobs allotted to them effectively, efficiently and safely. In short, it can be said, English language greatly enhances the employability of the graduates. Hence, this practical manual for English language is important.

The ultimate aim of this practical manual is that by the end of the semester, the student achieves the stated pre-determined competency of this course. This practical manual is student-centered while teacher functions as a facilitator. It is intended to be self- instructional, so that in advance, the student reads it, understands it and performs the practical under the supervision of the teacher. It is designed to encourage self-directed learning to inculcate life-long learning. However, if need be, the teachers could intervene and guide the student when required. At the same time, the institution has to provide all the required resources to students, teachers and supporting staff to achieve desired outcomes.

The interpretation of results and conclusions to be written by the students towards the end of each practical work are two important separate skills which the industry expects from every student. Blank sheets are also provided at the end of each practical, so that student can report some of the actual things s/he learned and did certain things which the teacher tells them to do during and after every practical work. Apart from this manual, the student will maintain a separate log book for the laboratory work for incidental writing. S/he will use the observations in this log book to complete this practical manual which has to be submitted in the next laboratory class to the teacher for assessment and record for progressing assessment.

So the authors wish you all the best for a fun filled, meaningful semester by which you will be able to achieve the pre-determined competency and associated skills to become a confident individual.

Although best possible care has been taken to check for errors (if any) in this laboratory manual, perfection may elude us as this is the first edition of this manual. Any errors and suggestions for improvement are solicited and highly welcome.

Content Page
List of Practicals and progressive assessment sheet

Sr. No.	Name of Practical	Page No.	Date of performance	Date of Submission	Assessment Marks (10)	Dated Sign. Of Teacher	Remarks (if any)
1	Sentences using correct articles	1					
2	Sentences using correct prepositions	5					
3	Sentences using correct conjunctions/connectors	9					
4	Active and passive voice	13					
5	Sentences using direct and indirect speech	17					
6	Sentences using relevant forms of verbs	21					
7	Word repetition after listening to them	25					
8	Presentation using correct grammar	29					
9	Short paragraphs emphasizing on syntax	33					
10	Dialogues on various situations	37					

Sr. No.	Name of Practical	Page No.	Date of performance	Date of Submission	Assessment Marks (10)	Dated Sign. Of Teacher	Remarks (if any)
11	Role plays	41					
12	Sentences using idioms	45					
13	Anecdotes of various situations	49					
14	Sentences using different collocations	53					
15	Questions based on given passages	57					
16	Pronunciations and voice modulation	61					
17	Prepared speeches	65					
18	Dialogue repetition after listening	69					
	Total						

* To be transferred to Proforma of CIAAN-2017.

Programme Outcomes (POs) to be Achieved Through Practical.

PO 1. **Basic knowledge:** Apply knowledge of basic mathematics, science and basic engineering to solve the problems related to application of computers and communication services in storing, manipulating and transmitting data, often in the context of a business or other enterprise.

PO 2. **Discipline knowledge:** Apply Information Technology knowledge to solve broad- based Information Technology related problems.

PO 3. **Experiments and practice:** Plan to perform experiments, practices and to use the results to solve Information Technology related problems.

PO 4. **Engineering tools:** Apply appropriate Information Technology related techniques/ tools with an understanding of the limitations.

PO 5. **The engineer and society:** Assess societal, health, safety and legal issues and the consequent responsibilities relevant to practice in the field of Information technology.

PO 6. **Environment and sustainability:** Apply Information Technology related engineering solutions for sustainable development practices in environmental contexts.

PO 7. **Ethics:** Apply ethical principles for commitment to professional ethics, responsibilities and norms of practice in the field of Information Technology.

PO 8. **Individual and team work:** Function effectively as a leader and team member in diverse/ multidisciplinary teams.

PO 9. **Communication:** Communicate effectively in oral and written form.

PO 10. **Life-long learning:** Engage in independent and life-long learning along with the technological changes in the IT and allied industry.

NOTES TO TEACHERS

Hints regarding strategies to be used

1. For incidental writing on the day of each practical session, every student should maintain a ***dated log book*** for the whole semester, apart from this laboratory manual which s/he has to ***submit for assessment to the teacher*** in the next practical session.
2. There will be two sheets of blank pages after every practical for the student to report other matters which is not mentioned in the printed practical.
3. For difficult practical, if required, teacher could provide the demonstration of the practical emphasizing of the skills which the student should achieve.
4. Teachers should give opportunity to students for hands-on after the demonstration.
5. Assess the skill achievement of the students and COs of each unit.

Hints for formulating sample questions

1. Avoid questions asked in theory exams and the answers which can be copied/pasted from text/reference books.
2. Ask students questions which have short answers related to the process of performing given task/practical.
3. Questions may also be asked following the "what if..." approach on the process of the given task/practical.

Practical No 1: Sentences using correct articles

I   Practical Significance

The knowledge of articles is required to use language correctly. The proper usage of articles 'A, An and The' as per phonetic sounds plays a vital role in formation of correct sentences. There is need of practice using correct articles as per the context. Software based practice encourages maximum learning experience. This learning experience will help students to develop the competency of 'Communicating in English in spoken and written form'.

II   Relevance to Programme Outcomes (POs) and PSOs

PO 1: Basic knowledge.
PO 9: Communication.

III   Relevant Course Outcomes

COa: Formulate grammatically correct sentences.

IV   Practical Learning Outcome

Make sentences using correct articles.

V   Practical Skills

a. Use computer systems including language lab software.
b.   Develop listening, speaking, reading and writing skills.

VI   Relevant Affective domain related Outcomes

a. Follow safety practices while handling language lab equipment.
b. Self learning attitude.

VII   Minimum Theoretical Background

Knowledge of parts of speech is important to use the articles correctly. Basic knowledge of singular and plural forms of nouns is required to use the appropriate articles. Knowledge, identification and usage of articles in different situations are required. The usage of three different articles 'A, An and The' is essential. The phonic identification of sounds to use article 'an' is important. The knowledge of degree of comparison to use the article 'The' is needed. The basic rules of use and omission of articles as per their usage is a pre-requisite.

VIII   Experimental set-up / Work Situation:

Language Lab with relevant software and open learning sources.

IX   Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	Language Learning Software	With facility for listening, speaking, reading, writing and recording	01 for each student	One teacher console
2	Open Learning sources	Videos/websites		One teacher console
3	Charts	Related to articles: a, an, the.	01chart in lab	

X   Procedure
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Select one exercise on articles.
5. Choose correct articles for the given sentences.
6. Listen/read the feedback from the software.
7. Speak the sentence correctly.
8. Repeat step No 04 to 07 two to three times.
9. Write 20 sentences using articles and submit the assignment.

XI   Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headsets carefully.
3. Do not insert pen drives in the lab computers.

XII   Teacher's Suggestions
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Note: Complete the exercises given by the teacher on the next blank page.

XIII   References for further Reading
1. English Grammar at a Glance – Gnanamurli , M.
2. Essential English Grammar – Murphy, Raymond.
3. A Practical English Grammar-Agnes V.Martinet, Audrey Jean Thomson

XIV   Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Formulation of appropriate sentences using articles	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Speaking correct sentences using articles	
	Total	

Dated Signature of teacher

Name of teacher………..……………………

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English (22101)...

Practical No. 2: Sentences using correct prepositions

I Practical Significance

The knowledge of prepositions is essential to form correct sentences. The proper usage of prepositions as per particular time of action and event plays a vital role in formation of meaningful sentences. Thus there is need of practice using accurate form of prepositions as per context. The practice of prepositions on software enhances language learning. This learning experience will help students to develop the competency of 'Communicating in English in spoken and written form'.

II Relevance to Programme Outcomes (POs) and PSOs

PO 1: Basic knowledge
PO 9: Communication.

III Relevant Course Outcomes

CO a: Formulate grammatically correct sentences.

IV Practical Learning Outcome

Make sentences using correct prepositions

V Practical Skills

a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills

VI Relevant Affective domain related Outcomes

a. Follow safety practices while handling language lab equipment.
b. Self learning attitude.

VII Minimum Theoretical Background

The basic knowledge of parts of speech particularly noun and pronoun is essential to use prepositions correctly. The rules of using different prepositions with their meanings are required to practise this learning experience.

VIII Experimental set-up / Work Situation:

Language Lab with relevant software and open learning sources.

IX Resources required

S. No.	Name of the Resources	Specifications	Qty	Remarks
1	Language Learning Software	With facility for listening, speaking, reading, writing and recording	01 for each student	One teacher console
2	Open Learning sources	Videos/websites		
3	Charts	Related to prepositions	01 chart in lab	

X Procedure

1. Open the language laboratory software.
2. Log in to your account.

3. Read the instructions carefully.
4. Select one exercise on prepositions.
5. Construct sentences using correct prepositions.
6. Listen/read the feedback from the software.
7. Speak correct sentences using prepositions.
8. Repeat step No 04 to 07 two to three times.
9. Write 20 sentences and submit the assignment.

XI   Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headsets carefully.
3. Do not insert your pen drives/memory cards in the lab computers.

XII   Teacher's Suggestions
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Note: *Complete the exercises given by the teacher on the next blank page.*

XIII   References for further Reading
1. English Grammar at a Glance – Gnanamurli , M.
2. Essential English Grammar – Murphy, Raymond.

XIV   Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Formulation of appropriate sentences using prepositions	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Speaking correct sentences using prepositions	
	Total	

Dated Signature of teacher

Name of teacher………..………………………

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Practical No.3: Sentences using correct conjunctions/connectors

I.   Practical Significance
        The familiarity of conjunctions is required for connecting words, phrases and clauses appropriately. Conjunctions help to explain the relationship between different parts of sentences. Thus, there is a need to practise conjunctions as per context. The aim of this learning experience is to 'Communicate in English in spoken and written form'.

II.   Relevance to Programme Outcomes (POs) and PSOs
        PO 1: Basic knowledge
        PO 9: Communication.

III.   Relevant Course Outcomes
        COa: Formulate grammatically correct sentences.

IV.   Practical Learning Outcome
        Make sentences using appropriate conjunctions

V.   Practical Skills
        Use computer systems including language lab software.

VI.   Relevant Affective domain related Outcomes
    a) Follow safety practices while handling language lab equipment.
    b) Self learning attitude.

VII   Minimum Theoretical Background
        The knowledge of conjunctions as parts of speech is essential for connecting words, phrases or clauses without changing its meaning. Difference between coordinating and subordinating conjunctions should be noted to understand its correct usage. The knowledge of terms like phrases and clauses is required.

VIII   Experimental set-up / Work Situation :
        Language Lab with relevant software and open learning sources.

IX   Resources required

S. No.	Name of the Resources	Specifications	Qty	Remarks
1	Language Learning Software	With facility for listening, speaking, reading, writing and recording	01 for each student	One teacher console
2	Open Learning sources	Videos/websites		
3	Charts	Charts of conjunctions	01chart in lab	

X   Procedure
    1. Open the language laboratory software.
    2. Log in to your account.
    3. Read the instructions carefully.
    4. Select one exercise on conjunctions.
    5. Construct the sentence using coordinating and subordinating conjunctions.

6. Listen/read the feedback from the software.
7. Speak the sentence correctly.
8. Repeat step No 04 to 07 two to three times.
9. Write 20 sentences using conjunctions and submit the assignment.

XI   Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headsets carefully.
3. Do not insert pen drives/memory cards in the lab computers.

XII   Teacher's Suggestions
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Note: Complete the exercises given by the teacher on the next blank page.

XIII   References for further Reading
1. English Grammar at a Glance – Gnanamurli , M.
2. Essential English Grammar – Murphy, Raymond.

XIV   Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Formulation of appropriate sentences using conjunctions	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Speaking correct sentences using conjunctions	
	Total	

Dated Signature of teacher

Name of teacher………..………………………

[Space to Write Answers]

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Practical No. 4: Active and Passive voice

I. Practical Significance

The active and passive voice helps in appropriate use of language for effective communication. Correct use of voice as per context plays a vital role in formal as well as informal communication. This learning experience will help to develop the competency of 'Communicating in English in spoken and written form'.

II. Relevance to Programme Outcomes (POs) and PSOs

PO 1: Basic knowledge.
PO 9: Communication.

III. Relevant Course Outcomes

CO a: Formulate grammatically correct sentences.

IV. Practical Learning Outcome

Change the voice from active to passive and vice versa.

V. Practical Skills

a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills.

VI Relevant Affective domain related Outcomes

a) Follow safety practices while handling language lab equipment.
b) Self learning attitude.

VII Minimum Theoretical Background

Basic knowledge of verbs is required to learn active and passive voice. The rules of changing the voice should be known to the students. Knowledge of transitive and intransitive verbs is essential.

VIII Experimental set-up / Work Situation

Language Lab with relevant software and open learning sources.

IX Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	Language Learning Software	With facility for listening, speaking, reading, writing and recording	01 for each student	One teacher console
2	Open Learning sources	Compatible with language laboratory		For teacher
3	Charts	Related to active and passive voice	01 chart in lab	To be projected from teacher console

X   Procedure
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Select one exercise on voice.
5. Construct the sentence using correct form of verbs.
6. Listen/read the feedback from the software.
7. Speak the sentences correctly.
8. Repeat step No 04 to 07 two to three times.
9. Write 20 sentences using voice and submit the assignment.

XI   Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headsets carefully.
3. Do not insert pen drives.

XII   Teacher's Suggestions

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Note: Complete the exercises given by the teacher on the next blank page.

XIII   References for further Reading
1. Essential English Grammar – Murphy, Raymond.
2. Living English Structure –W.S.Allen

XIV   Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Conversion of appropriate sentences	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Speaking correct sentences using active and passive voice.	
	Total	

Dated Signature of teacher

Name of teacher………..………………………

[Space to Write Answers]

Practical No. 5: Sentences using direct and indirect speech

I   Practical Significance
Narration is the skill of converting and conveying exact words of speaker without changing meaning with necessary changes in terms of time factor. An engineering professional has to convey message from higher authority to subordinates or vice versa. In this regard, change the narration is important activity which can be applied at work place. The correct usage of sentences in direct and indirect speech will develop the competency of 'Communicating in English in spoken and written form'.

II   Relevance to Programme Outcomes (POs) and PSOs
PO 1: Basic knowledge
PO 9: Communication.

III   Relevant Course Outcomes
CO a: Formulate grammatically correct sentences.

IV   Practical Learning Outcome
Make sentences using correct direct and indirect speech.

V   Practical Skills
a) Use computer systems including language lab software.
b) Develop listening, speaking, reading and writing skills.

VI   Relevant Affective domain related Outcomes
a.   Follow safety practices.
b.   Self learning attitude.

VII   Minimum Theoretical Background
Basic knowledge of tenses, connectors and pronouns is required for changing the narration. The rules of narration should be taken into account while making the changes from direct to indirect speech and vice versa. Knowledge of using reported verb as per type of sentences is needed to change the narration.

VIII   Experimental set-up / Work Situation:
Language Lab with relevant software and open learning sources

IX   Resources required

S. No.	Name of the Resources	Specifications	Qty	Remarks
1	Language Learning Software	With facility for listening, speaking, reading, writing and recording	01 for each student	One teacher console
2	Open Learning sources	Videos/websites	01	For teacher
3	Charts	Related to direct and indirect speech.	01	To be projected from teacher console

X Procedure
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Select one exercise on direct and indirect speech.
5. Construct the sentence using the rules of direct and indirect speech.
6. Listen/read the feedback from the software.
7. Speak the sentence correctly.
8. Repeat step No 04 to 07 two to three times.
9. Write 20 sentences using direct and indirect forms and complete the assignment.

XI Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headsets carefully.
3. Do not insert pen drives in the lab computers.

XII Teacher's Suggestions

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Note: *Complete the exercises given by the teacher on the next blank page.*

XIII References for further Reading
1. Essential English Grammar – Murphy, Raymond.
2. Living English Structure-W.S.Allen

XIV Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Conversion of sentences	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Speaking correct sentences using direct and indirect speech	
	Total	

Dated Signature of teacher

Name of teacher……………………………..

[Space to Write Answers]

Practical No.6: Sentences using relevant forms of verbs

I   Practical Significance
The knowledge of tenses is required to formulate sentences correctly. The proper use of tense as per particular time of action and event plays a vital role in formation of correct sentences. Therefore, it is required to practise correct form of verbs as per context. Software based practice encourages maximum learning experience related to correct usage of tenses. This learning experience will help students to develop the competency of 'Communicating in English in spoken and written form'.

II   Relevance to Programme Outcomes (POs) and PSOs
PO 1: Basic knowledge.
PO 8: Individual and team work.
PO 9: Communication.

III   Relevant Course Outcomes
CO a : Formulate grammatically correct sentences.

IV   Practical Learning Outcome
Rewrite sentences using relevant forms of verbs.

V   Practical Skills
a.   Use computer systems including language lab software.
b.   Develop listening, speaking, reading and writing skills

VI   Relevant Affective domain related Outcomes
a)   Follow safety practices while handling language lab equipment.
b)   Demonstrate self learning

VII   Minimum Theoretical Background
Basic knowledge of verbs, regular and irregular verbs as well as the various forms of verbs is required to learn and apply the tenses in professional as well as social communication. The Subject+ Verb+ Object agreement structure of tenses should be known to the students.

VIII   Experimental set-up / Work Situation
Language Lab with relevant software and open learning sources.

IX   Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Videos on use of verbs	01	To be projected from teacher console

X   **Procedure**
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Select one exercise on tense.
5. Construct the sentence using correct form of verbs.
6. Listen/read the feedback from the software.
7. Speak the sentence correctly.
8. Repeat step No 04 to 07 two to three times.
9. Write 20 sentences using relevant verbs and submit the assignment.

XI   **Precautions**
1. Follow safety guidelines using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII   **Teacher's Suggestions**
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Note: *Complete the exercises given by the teacher on the next blank page*

XIII   **References for further Reading**
1. Living English Structure– Allen W S
2. Essential English Grammar – Murphy, Raymond.

XIV   **Assessment Scheme (10 Marks)**

S. No.	Process related: 60%	Marks
1	Formulation of sentences using tenses	
2	Demonstration of self learning	
3	Following safety precautions	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Speaking correct sentences using tenses.	
	Total	

Dated Signature of teacher

Name of teacher………..………………….

[Space to Write Answers]

Practical No. 07: Word repetition after listening to them

I.   Practical Significance
Listening is an active and natural process of learning any foreign language. The more we listen, the more we learn the speaking skill. The systematic practice of listening is essential to improve pronunciation and to adapt English accent. In addition, the listening skills help to improve efficiency and productivity at workplace. This learning experience of listening will help students to 'Communicate in oral form effectively'.

II.   Relevance to Programme Outcomes (POs) and PSOs
PO 1: Basic knowledge
PO 9: Communication
PO 8: Individual and team work

III. Relevant Course Outcomes
CO e – Use suitable vocabulary as per context.

IV.   Practical Learning Outcome
1. Develop the pronunciation and accent pattern of communicative English

V.   Practical Skills
Listening Skills
Speaking Skills

VI.   Relevant Affective domain related Outcomes
a) Follow safety practices while handling language lab equipment.
b) Demonstrate self learning
c) Develop concentration in listening

VII. Minimum Theoretical Background
Basic knowledge of terms like intonation, pitch, tone, and accent is required to understand the instructions and feedback shown in language lab software.

VIII. Experimental set-up / Work Situation

Language Lab with relevant software and open learning sources.

IX.   Experimental set-up / Work Situation
Language Lab with relevant software and open learning sources.

X.   Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Videos on Dialogue writing from you tube	01	projected from teacher console

XI.   Procedure
1.   Open the language laboratory software.
2.   Log in to your account.
3.   Read the instructions carefully.
4.   Select the level, unit and activity to be performed.
5.   Listen to the words carefully.
6.   Repeat the words.
7.   Write the feedback given by software and teacher for further improvement.

XII.   Precautions
1.   Follow safety guidelines while using Language Laboratory.
2.   Handle headphones carefully.
3.   Do not insert pen drive/memory card in the laboratory computers.

XIII.   Teacher Recommendations
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Note: *Complete the exercises given by the teacher on the next blank page.*

XIV.   References / Suggestions for further Reading
1.   A Course in Phonetics and Spoken English- Sethi J, Dhamija P V
2.   English Phonetics for Indian Students - A Workbook- Balasubramanian T

XV.   Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Listening and repeating the dialogues	
2	Demonstration of self learning.	
3	Following safety precautions	
	Product related: 40%	
4	Mentioning the feedback given by software as well as teacher.	
5	Timely submission of complete written assignment	
	Total	

Dated Signature of teacher

Name of teacher………..…………………….

[Space to Write Answers]

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English (22101)

Practical No. 8: Presentation using correct grammar

I.   Practical Significance

Precise, quick and correct communication always increases efficiency and productivity of a technical assignment at workplace. Correctness is required in context with usage of vocabulary, pronunciation and syntax. Hence, formation and delivery of correct structures play crucial role in making oral presentation effective. Thus, Software based practice provides platform for maximum learning experience related to delivery of presentation. This learning experience will help students to develop the competency of 'Communicating in English in spoken and written form'.

II.   Relevance to Programme Outcomes (POs) and PSOs

PO 1: Basic knowledge
PO 9: Communication
PO 8: Individual and team work

III.   Relevant Course Outcomes

CO a: Formulate grammatically correct sentences.
CO e: Deliver prepared speech to express ideas, thoughts and emotions.

IV.   Practical Learning Outcome

Deliver Presentations using Correct Grammar

V.   Practical Skills

a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills.

VI.   Relevant Affective domain related Outcomes

a) Follow safety practices while handling language lab equipment.
b) Demonstrate self learning .
c) Demonstrate working as a leader or team member.

VII.   Minimum Theoretical Background

Basic knowledge of application of grammar in technical presentations is required before performing this learning experience. The familiarity of techniques and qualities of a good presentation is necessary. The selection of technical vocabulary for presentation is essential.

VIII.   Experimental set-up / Work Situation

Language Lab with relevant software and open learning sources.

IX.   Resources required

S.No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Videos on ideal presentation.	01	-

X.   Procedure
1.   Open the language laboratory software.
2.   Log in to your account.
3.   Read the instructions carefully.
4.   Select and watch one model power point presentation.
5.   Select the topic and search for the content.
6.   Finalize the topic for presentation and discuss with teacher.
7.   Prepare power point presentation.
8.   Deliver the presentation and submit it in written form.

XI.   Precautions
1.   Follow safety guidelines while using Language Laboratory.
2.   Handle headphones carefully.
3.   Do not insert pen drive/memory card in the laboratory computers.

XII.   Teacher's Suggestions
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Note: *Complete the exercises given by the teacher on the next blank page*

XIII.   References for further Reading
1.   Professional Presentation- Malcolm Goodale

XIV.   Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	a. Formulate the content by using correct grammar. b. Prepare power point slides and organize as per guidelines.	
2	Demonstration of self learning	
3	Following safety precautions	
	Product related: 40%	
4	Deliver the presentation in front of teacher.	
5	Timely submission of complete written assignment	
	Total	

Dated Signature of teacher

Name of teacher………………………………

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Practical No. 9: Short paragraphs emphasizing on syntax

I.   Practical Significance
An engineering professional needs excellent writing skills to function efficiently as an individual, a team member or a team leader. It helps to convey ideas or concepts correctly and precisely with preserved records. In order to develop writing skills there is need of systematic efforts required to gain competency in the same. This learning experience of paragraph writing will help students to develop the competency of 'Communicating in English in written form'.

II.   Relevance to Programme Outcomes (POs) and PSOs
PO 1: Basic knowledge
PO 9: Communication
PO 8: Individual and team work

III.   Relevant Course Outcomes
CO c : Compose dialogues and paragraphs on different situations.
CO d : Use appropriate words as per context.

IV.   Practical Learning Outcome
Compose paragraphs on different situations.

V.   Practical Skills
  a) Compose paragraphs by selecting contextual vocabulary and correct grammar.
  b) Organize ideas in systematic, logical and coherent manner.

VI.   Relevant Affective domain related Outcomes
  a) Express thoughts, emotions and ideas in organized way.
  b) Demonstrate self-learning.
  c) Create own ideas relevant to given topic.

VII.   Minimum Theoretical Background
Basic knowledge of vocabulary and application of grammar to compose the well-defined paragraphs is required. Different types of paragraphs like narrative, descriptive, compare and contrast and paragraph of definition must be known. Principles of paragraph structure like unity, order, coherence and variety must be referred.

VIII.   Experimental set-up / Work Situation
Language Lab with relevant software and open learning sources.

IX. Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Internet based videos	01	from teacher console

X. Procedure
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Refer specimen paragraphs available at online learning sources.
5. Follow the instructions and guidelines by the teacher.
6. Collect and co-relate the ideas related to topic.
7. Organize paragraph as per the ideal structure of paragraph.
8. Submit the assignment.

XI. Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII. Teacher's suggestions
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Note: *Complete the exercises given by the teacher on the next blank page*

XIII. References / Suggestions for further Reading
1. Contemporary English Grammar Structure and Composition- David Green

XIV. Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Composing the paragraph by using correct grammar and vocabulary.	
4	Correlating the ideas in logical and coherent manner.	
	Product related: 40%	
5	Developing a well-organized paragraph on given topic.	
6	Timely submission of complete written assignment	
	Total	

Dated Signature of teacher

Name of teacher...................................

[Space to Write Answers]

Practical No.10: Dialogues on various situations

I.   Practical Significance
Dialogue is the most obvious way of communication. It stimulates the process of thinking, imagination and skills of written and spoken communication. It involves all the elements of communication process like sender, message, receiver, encoding, decoding and feedback. Dialogue writing helps students to formulate grammatically correct sentences, formulate different types of dialogues and use relevant vocabulary to compose paragraphs to express ideas, thoughts and emotions to 'Communicate in English in spoken and written form'.

II.   Relevance to Programme Outcomes (POs) and PSOs
PO 1: Basic knowledge
PO 9: Communication.
PO 8: Individual and team work.

III.   Relevant Course Outcomes
COa: Formulate grammatically correct sentences.
COb: Compose dialogues and paragraphs for different situations.

IV.   Practical Learning Outcome
Compose dialogues on different situations.

V.   Practical Skills
a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills.

VI.   Relevant Affective domain related Outcomes
a. Follow safety practices.
b. Demonstrate working as a leader/an individual /a team member.

VII.   Minimum Theoretical Background
The knowledge of sentence construction and a sense of sharing ideas and thoughts to communicate in any social or professional communication situations.

VIII. Experimental set-up / Work Situation
Language Lab with relevant software and open learning sources.

IX.   Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Videos on dialogue writing from internet	01	projected from teacher console

X.   Procedure
1.   Open the language laboratory software.
2.   Log in to your account.
3.   Read the instructions carefully.
4.   Select one exercise on dialogue writing.
5.   Compose the dialogue to match the given situation.
6.   Listen/read the feedback given by the software.
7.   Speak the dialogues correctly.
8.   Repeat step No. 04 to 07 two to three times.
9.   Write the script of the dialogue and submit the assignment.

XI.   Precautions
1.   Follow safety guidelines while using Language Laboratory.
2.   Handle headphones carefully.
3.   Do not insert pen drive/memory card in the laboratory computers.

XII.   Teacher's Suggestions
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Note: Complete the exercises given by the teacher on the next blank page

XIII.   References / Suggestions for further Reading
1.   Take dialogues from industrial situations.
2.   Writing Dialogue - Tom Chiarella
3.   How to Write Dazzling Dialogue - James Scott Bell
4.   www.writersdigest.com

XIV.   Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Formulation of appropriate dialogues	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Speaking formulated correct dialogues	
	Total	

Dated Signature of teacher

Name of teacher………………………………

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English (22101)..

Practical No. 11: Role plays

I.   Practical Significance

Oral communication is important means of communication in professional and social life. It becomes inevitable at work place for meeting, discussions and public speaking. However, it is observed that an engineering professional find it difficult to communicate orally with confidence. Thus, there is need to develop confidence of public speaking. In this context, role play is an activity which provides platform to gain confidence as well as develop oratory skills. It stimulates the process of thinking, imagination and expressing thoughts correctly. Role play encourages students to formulate grammatically correct dialogues, with relevant vocabulary to develop script and to face the audience. This learning experience gives exposure to 'Communicate in English in spoken and written form'.

II.   Relevance to Programme Outcomes (POs) and PSOs
PO 1: Basic knowledge
PO 9: Communication
PO 8: Individual and team work.

III.   Relevant Course Outcomes
COa: Formulate grammatically correct sentences.
Cob: Compose dialogues and paragraphs for different situations.

IV.   Practical Learning Outcome
Enact a role play.

V.   Practical Skills
a.   Use computer systems including language lab software.
b.   Develop listening, speaking, reading and writing skills.

VI.   Relevant Affective domain related Outcomes
a. Follow safety practices.
b. Demonstrate working as a leader/an individual /a team member.
c. Follow ethical practices.

VII.   Minimum Theoretical Background
The knowledge of vocabulary, sentence construction and basic writing skills is required. The basic techniques of expressing ideas, thoughts and emotions are essential.

VIII.   Experimental set-up / Work Situation
Language Lab with relevant software and open learning sources.

IX.   Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student

S. No.	Name of the Resources	Specifications	Qty.	Remarks
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Videos on Dialogue writing / role plays from youtube	01	projected from teacher console

X. Procedure

1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Watch short videos of famous role plays.
5. Brainstorm among the groups about role plays.
6. Finalize a topic for role play.
7. Decide the roles of different characters.
8. Compose the dialogue of each character.
9. Write the script.
10. Rehearse/practice the role play.
11. Enact the role play.
12. Feedback from the peers and teacher.

XI. Precautions

1. Follow safety guidelines while using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII. Teacher Recommendations

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Note: Complete the exercises given by the teacher on the next blank page

XIII. References for further Reading

1. Use roles plays from industrial situations.

XIV. Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Select topic for role play.	
2	Write script based on topic.	
3	Demonstration of self learning	
4	Following safety precautions.	
	Product related: 40%	
5	Present role play with oratory skills.	
6	Timely submission of complete written assignment.	
	Total	

Dated Signature of teacher

Name of teacher……………………………

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Practical No.12: Sentences using idioms

I.   Practical Significance

English language is rich in idioms which make communication very effective. Idioms are the sayings which introduce principles and values of a culture or a society. Use of figurative language can make communication more effective. They provide an outlet for expressive communication and a way for different people to say the same thing but with different circumstantial allusions. Idiomatic expressions are so frequently encountered in both spoken and written discourse, that it requires special attention in language programmes and should not be neglected to a position of secondary importance in the curriculum. Use of figurative language is essential to 'Communicate in English in spoken and written form'.

II.   Relevance to Programme Outcomes (POs) and PSOs

PO 1: Basic knowledge.
PO 9: Communication.
PO 10: Life-long learning.

III.   Relevant Course Outcomes

COa: Formulate grammatically correct sentences.
COc: Compose dialogues and paragraphs for different situations.
COd: Use relevant words as per context.

IV.   Practical Learning Outcome

Construct sentences using idioms.

V.   Practical Skills

a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills.

VI.   Relevant Affective domain related Outcomes

a. Follow safety practices.
b. Demonstrate working as a leader/individual /team member.

VII.   Minimum Theoretical Background

The knowledge of sentence construction using idioms is essential so that students can communicate in English effectively.

VIII.   Experimental set-up / Work Situation

Language Lab with relevant software and open learning sources.

IX.   Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01 for each student	One teacher console
2	Teacher Console	Compatible with language laboratory	01 for each student	For teacher

3	Open Learning sources	Internet based learning	01	Projected from teacher console

X. Procedure
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Select one exercise on idioms.
5. Construct twenty sentences using idioms.
6. Listen/read the feedback given by the software.
7. Speak the sentences using idioms correctly.
8. Repeat step No. 04 to 07 two to three times.
9. Write twenty sentences using idioms and submit the assignment.

XI. Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII. Teacher's Suggestions
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Note: Complete the exercises given by the teacher on the next blank page

XIII. References for further Reading
1. Oxford Dictionary of English Idioms - Oxford University Press
2. Cambridge Idioms Dictionary - Cambridge University Press

XIV.   Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Formulation of sentences using idioms.	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Speaking formulated correct sentences using idioms.	
	Total	

Dated Signature of teacher

Name of teacher………………………………

[Space to Write Answers]

Practical No.13: Anecdotes of various situations

I. Practical Significance

The knowledge of an anecdote is necessary to narrate a short amusing or interesting story about a real incident or person. The use of an anecdote is a strategic move within a narrative. It is used to make a point, to evoke emotion and introduce humour. The practice of anecdotes helps students to 'Communicate in English in spoken and written form'.

II. Relevance to Programme Outcomes (POs) and PSOs

PO 1: Basic knowledge
PO 9: Communication.
PO 10: Life-long learning.

III. Relevant Course Outcomes

COa: Formulate grammatically correct sentences.
COb: Compose dialogues and paragraphs for different anecdotes.
COd: Use relevant words as per context.

IV. Practical Learning Outcome

Narrate anecdotes of various situations.

V. Practical Skills

a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills.

VI. Relevant Affective domain related Outcomes

a. Follow safety practices.
b. Demonstrate working as a leader/individual /team member.

VII. Minimum Theoretical Background

The knowledge of sentence construction, a sense of sharing ideas and various techniques of narration is essential.

VIII. Experimental set-up / Work Situation

Language Lab with relevant software and open learning sources.

IX. Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Internet based learning	01	projected from teacher console

X. Procedure
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Select the anecdote and prepare it for narration.
5. Narrate anecdote on the given situation.
6. Listen/read the feedback given by the software.
7. Speak the anecdote correctly.
8. Repeat step No. 04 to 07 two to three times.
9. Write a script of anecdote and submit the assignment.

XI. Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII. Teacher's Suggestions
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Note: Complete the exercises given by the teacher on the next blank page

XIII. References for further Reading
1. Choose anecdotes from industrial situations.
2. Inspiring Anecdotes: From the Lives of Great Men - J. M. Mehata
3. The Faber Book of Anecdotes - Clifton Fadiman

XIV. Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Formulation of appropriate anecdotes.	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Narrating anecdotes effectively	
	Total	

Dated Signature of teacher

Name of teacher………………………………

[Space to Write Answers]

Practical No.14: Sentences using different collocations

I.   Practical Significance
Collocation is a word or phrase that is often used with another word or phrase in a way that sounds correct to native speakers of the language. Collocations refer to how words go together or form fixed relationship. It may be strong or weak. Strong collocation is a kind of link between two words is quite fixed and restricted. Weak collocation is a word that can collocate with many other words. For example. *Strong Collocations*: curly hair, blissfully ignorant; *Weak Collocations*: brown hair, fast car. It is essential to 'Communicate in English in spoken and written form'.

II.   Relevance to Programme Outcomes (POs) and PSOs
PO 1: Basic knowledge
PO 9: Communication.
PO 10: Lifelong learning.

III.   Relevant Course Outcomes
COa: Formulate grammatically correct sentences.
COc: Compose dialogues and paragraphs on different situations.
COd: Use relevant words as per context.

IV.   Practical Learning Outcome
Construct correct sentences using different collocations.

V.   Practical Skills
a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills.

VI.   Relevant Affective domain related Outcomes
a. Follow safety practices.
b. Demonstrate working as a leader/an individual /a team member.

VII.   Minimum Theoretical Background
The knowledge of strong and weak collocations is necessary to construct sentences.

VIII.   Experimental set-up / Work Situation
Language Lab with relevant software and open learning sources.

IX.   Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Internet based exercises	01	To be projected from teacher console

X.   Procedure
1.   Open the language laboratory software.

2. Log in to your account.
3. Read the instructions carefully.
4. Select one exercise on collocations.
5. Construct the sentences using relevant collocations.
6. Listen/read the feedback given by the software.
7. Speak the sentences correctly.
8. Repeat step No. 04 to 07 two to three times.
9. Write twenty sentences using collocations and submit the assignment.

XI. Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII. Teacher's Suggestions
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Note: Complete the exercises given by the teacher on the next blank page

XIII. References for further Reading
1. Oxford Collocations Dictionary for Students of English - Oxford University Press.
2. English Collocations in Use Advanced (In Use Series) - Cambridge University Press

XIV. Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Formulation of sentences using collocations	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Speaking appropriate collocations used in the sentences	
	Total	

Dated Signature of teacher

Name of teacher………………………………

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Practical No.15: Questions based on given passages

I. **Practical Significance**

Comprehension of an unseen passage provides complete and thorough understanding of the passage. The aim of comprehension is to observe ability to grasp the meaning of a given passage and write answers in own words. Comprehension skills increase the pleasure and effectiveness of reading. Reading skills help in their professional and social life to 'Communicate in English in spoken and written form'.

II. **Relevance to Programme Outcomes (POs) and PSOs**

PO1: Basic knowledge.
PO9: Communication.
PO10: Life-long learning.

III. **Relevant Course Outcomes**

COa: Formulate grammatically correct sentences.
Cob: Summarize comprehension passages.
COd: Use relevant words as per context.

IV. **Practical Learning Outcome**

Answer questions based on given passage.

V. **Practical Skills**

a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills.

VI. **Relevant Affective domain related Outcomes**

a. Follow safety practices.
b. Demonstrate working as a leader/ an individual /a team member.

VII. **Minimum Theoretical Background**

The knowledge of vocabulary, syntax and the text structure including description, sequence, cause and effect, problem and solution, compare and contrast and answering the questions are essential in Comprehension skills.

VIII. **Experimental set-up / Work Situation**

Language Lab with relevant software and open learning sources.

IX. **Resources required**

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01 for each student	One teacher console
2	Teacher Console	Compatible with language laboratory	01 for each student	For teacher
3	Open Learning sources	Online reading comprehension exercises	01	projected from teacher console

X.   Procedure
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Select exercise on reading comprehension.
5. Answer the questions.
6. Listen/read the feedback given by the software.
7. Repeat step No. 04 to 06 two to three times.
8. Answer the questions based on the passage and submit the assignment.

XI.   Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII.   Teacher's Suggestions
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Note: Complete the exercises given by the teacher on the next blank page

XIII.   References for further Reading
1. English Reading Comprehension - R. P. H. Editorial Board
2. English Grammar and Comprehension - Jaysri Balasubramaniam

XIV.   Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Comprehension of content	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Responding to the questions on the passage	
	Total	

Dated Signature of teacher

Name of teacher………………………………

[Space to Write Answers]

Practical No.16: Pronunciations and voice modulation

I.   Practical Significance
Loud reading is a deliberate activity to improve pronunciation, intonation, and accent. By reading articles loudly, one can learn accurate articulation of words and sentences. Reading does not only clarify the meaning of many words in the context but also make you remember the new words. Reading aloud promotes language development like word sound awareness and knowledge of a wide range of vocabulary. This learning experience gives exposure to 'Communicate in English in spoken and written form'.

II.   Relevance to Programme Outcomes (POs) and PSOs
PO 1: Basic knowledge
PO 9: Communication.
PO10: Lifelong learning.

III. Relevant Course Outcomes
COa: Formulate grammatically correct sentences.
COb: Summarize comprehension passages.
COd: Use relevant words as per context.

IV.   Practical Learning Outcome
Use correct pronunciations and voice modulation while reading articles from different sources.

V.   Practical Skills
a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills.

VI.   Relevant Affective domain related Outcomes
a. Follow safety practices.
b. Demonstrate working as a leader/an individual /a team member.

VII. Minimum Theoretical Background
The knowledge of vocabulary, syntax, pronunciation and intonation.

VIII. Experimental set-up / Work Situation
Language Lab with relevant software and open learning sources.

IX.   Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Internet based exercise on reading practice	01	projected from teacher console

X.   Procedure

1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Select one exercise on reading articles.
5. Read the article loudly using appropriate pronunciations and intonations.
6. Listen/read the feedback given by the software.
7. Read the article correctly.
8. Repeat step No. 04 to 07 two to three times.
9. Submit articles practiced during exercise as an assignment.

XI. Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII. Teacher's Suggestions
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Note: Complete the exercises given by the teacher on the next blank page

XIII. References for further Reading
1. A Course in Phonetics and Spoken English - J. Sethi and P. V. Dhamija
2. A Better English Pronunciation - J. D. O'Conner

XIV Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Following safety precautions	
2	Demonstration of self learning	
3	Reading with correct pronunciation and intonation	
	Product related: 40%	
4	Timely submission of complete written assignment	
5	Maintaining audibility and fluency.	
	Total	

Dated Signature of teacher

Name of teacher………………………………

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Practical No. 17: Prepared speeches

I   **Practical Significance**

Formal communication is important means of communication for professional and social life. Thus, there is need to develop confidence for meetings, discussions, presentations and public speaking. In this context, delivering prepared speeches is an activity which provides platform to inculcate logical thinking and to develop speaking skills. Delivering speeches encourages students to formulate grammatically correct sentences with relevant vocabulary to develop speeches and to face the audience. This learning experience gives exposure to 'Communicate in English in spoken and written form'.

II   **Relevance to Programme Outcomes (POs) and PSOs**

PO 1: Basic knowledge
PO 9: Communication
PO 8: Individual and team work

III   **Relevant Course Outcomes**

CO a: Formulate grammatically correct sentences.
CO c: Compose dialogues and paragraphs on different situations

IV   **Practical Learning Outcome**

Deliver prepared speeches for the given topic.

V   **Practical Skills**

a. Use computer systems including language lab software.
b. Develop listening, speaking, reading and writing skills.

VI   **Relevant Affective domain related Outcomes**

1. Demonstrate self learning
2. Develop concentration in listening
3. Follow safety practices while handling language lab equipment.

VII   **Minimum Theoretical Background**

Basic knowledge of organizing ideas, thoughts and emotions in logical and systematic manner using contextual vocabulary is required. The etiquettes related to speech delivery in formal situations should be known.

VIII   **Experimental set-up / Work Situation**

Language Lab with relevant software and open learning sources.

IX   **Resources required**

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Videos on great speeches from internet	01	projected from teacher console

X   Procedure
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Watch videos related to formal speeches.
5. Write formal speeches on given topics.
6. Present the speech in front of peer group.
7. Submit the assignment based on written speeches.

XI   Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII   Teacher's Suggestions
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    ....
    Note: Complete the exercises given by the teacher on the next blank page

XIII   References for further Reading
1. A Course in Phonetics and Spoken English- Sethi J, Dhamija P V
2. English Phonetics for Indian Students - A Workbook- Balasubramanian T

XIV   Assessment Scheme (10 Marks)

S.No.	Process related: 60%	Marks
1	Writing the speech	
2	Demonstration of self learning	
3	Following safety precautions	
	Product related: 40%	
4	Delivering formal speech	
5	Timely submission of complete written assignment	
	Total	

Dated Signature of teacher

Name of teacher………………………………

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Practical No. 18: Dialogue repetition after listening

I.   Practical Significance
Listening is an active and natural process of learning any foreign language. The practice of listening is essential to improve pronunciation and to adapt accent of the language. In addition, the listening skills help to improve efficiency and productivity at workplace. This learning experience of listening will help students to 'Communicate in English in spoken and written form'.

II.   Relevance to Programme Outcomes (POs) and PSOs
PO 1: Basic knowledge
PO 8: Individual and team work
PO 9: Communication

III.   Relevant Course Outcomes
CO a: Formulate grammatically correct sentences.
CO c: Compose dialogues and paragraphs on different situations.

IV.   Practical Learning Outcome
Repeat dialogues on language lab software after listening to them.

V.   Practical Skills
a) Use computer systems including language lab software.
b) Develop listening, speaking and reading skills.

VI.   Relevant Affective domain related Outcomes
a) Demonstrate self learning
b) Develop concentration in listening
c) Follow safety practices while handling language lab equipment.

VII.   Minimum Theoretical Background
Basic knowledge of terms like intonation, pitch, tone, and accent is required to understand the instructions and feedback shown in language lab software.

VIII.   Experimental set-up / Work Situation
Language Lab with relevant software and open learning sources.

IX.   Resources required

S. No.	Name of the Resources	Specifications	Qty.	Remarks
1	English Language Laboratory	With facility for listening, speaking, reading, writing and recording	01	For each student
2	Teacher console	Compatible with language laboratory	01	For teacher
3	Open Learning sources	Internet based Listening exercise	01	To be projected from teacher console

X. Procedure
1. Open the language laboratory software.
2. Log in to your account.
3. Read the instructions carefully.
4. Select exercise on listening skills.
5. Listen to the passage carefully.
6. Repeat step No. 04 to 05 two to three times.
7. Write the feedback given by software and submit the assignment.

XI. Precautions
1. Follow safety guidelines while using Language Laboratory.
2. Handle headphones carefully.
3. Do not insert pen drive/memory card in the laboratory computers.

XII. Teacher's Suggestions
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Note: Complete the exercises given by the teacher on the next blank page

XIII. References for further Reading
1. A Course in Phonetics and Spoken English- Sethi J, Dhamija P V
2. English Phonetics for Indian Students - A Workbook- Balasubramanian T

XIV. Assessment Scheme (10 Marks)

S. No.	Process related: 60%	Marks
1	Listen and repeat the dialogues	
2	Demonstration of self learning	
3	Following safety precautions	
	Product related: 40%	
4	Mentioning the feedback given by software as well as teacher	
5	Timely submission of complete written assignment	
	Total	

Dated Signature of teacher

Name of teacher………………………………

[Space to Write Answers]

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English (22101)..

List Of Laboratory Manuals Developed by MSBTE

First Semester:

1	Fundamentals of ICT	22001
2	English	22101
3	English Work Book	22101
4	Basic Science (Chemistry)	22102
5	Basic Science (Physics)	22102

Second Semester:

1	Bussiness Communication Using Computers	22009
2	Computer Peripherals & Hardware Maintenace	22013
3	Web Page Design with HTML	22014
4	Applied Science (Chemistry)	22202
5	Applied Science (Physics)	22202
6	Applied Machines	22203
7	Basic Surveying	22205
8	Applied Science (Chemistry)	22211
9	Applied Science (Physics)	22211
10	Fundamental of Electrical Engineering	22212
11	Elements of Electronics	22213
12	Elements of Electrical Engineering	22215
13	Basic Electronics	22216
14	'C' programming Language	22218
15	Basic Electronics	22225
16	Programming in "C"	22226
17	Fundamentals of Chemical Engineering	22231

Third Semester:

1	Applied Multimedia Techniques	22024
2	Advanced Serveying	22301
3	Highway Engineering	22302
4	Mechanics of Structures	22303
5	Building Construction	22304
6	Concrete Technology	22305
7	Strength Of Materials	22306
8	Automobile Engines	22308
9	Automobile Transmission System	22309
10	Mechanical Operations	22313
11	Technology Of Inorganic Chemicals	22314
12	Object Oriented Programming Using C++	22316
13	Data Structure Using 'C'	22317
14	Computer Graphics	22318
15	Database Management System	22319
16	Digital Techniques	22320
17	Principles Of Database	22321
18	Digital Techniques & Microprocessor	22323
19	Electrical Circuits	22324
20	Electrical & Electronic Measurment	22325
21	Fundamental Of Power Electronics	22326
22	Electrical Materials & Wiring Practice	22328
23	Applied Electronics	22329
24	Electrical Circuits & Networks	22330
25	Electronic Measurments & Instrumentation	22333
26	Principles Of Electronics Communication	22334
27	Thermal Engineering	22337
28	Engineering Matrology	22342
29	Mechanical Engineering Materials	22343
30	Theory Of Machines	22344

Fourth Semester:

1	Hydraulics	22401
2	Geo Technical Engineering	22404
3	Chemical Process Instrumentation & Control	22407
4	Fluid Flow Operation	22409
5	Technology Of Organic Chemicals	22410
6	Java Programming	22412
7	GUI Application Development Using VB.net	22034
8	Microprocessor	22415
9	Database Managment	22416
10	Electric Motors And Transformers	22418
11	Industrial Measurements	22420
12	Digital Electronics And Microcontroller Applications	22421
13	Linear Integrated Circuits	22423
14	Microcontroller & Applications	22426
15	Basic Power Electronics	22427
16	Digital Communication Systems	22428
17	Mechanical Engineering Measurments	22443
18	Fluid Mechanics and Machinery	22445
19	Fundamentals Of Mechatronics	22048

Fifth Semester:

1	Design of Steel and RCC Structures	22502
2	Public Health Engineering	22504
3	Heat Transfer Operation	22510
4	Environmental Technology	22511
5	Operating Systems	22516
6	Advanced Java Programming	22517
7	Software Testing	22518
8	Control Systems and PLC's	22531
9	Embedded Systems	22532
10	Mobile and Wireless Communication	22533
11	Industrial Machines	22523
12	Switchgear and Protection	22524
13	Energy Conservation and Audit	22525
14	Power Engineering and Refrigeration	22562
15	Solid Modeling and Additive Manufacturing	22053
16	Guidelines & Assessment Manual for Micro Projects & Industrial Training	22057

Sixth Semester:

1	Solid Modeling	17063
2	Highway Engineering	17602
3	Contracts & Accounts	17603
4	Design of R.C.C. Structures	17604
5	Industrial Fluid Power	17608
6	Design of Machine Elements	17610
7	Automotive Electrical and Electronic Systems	17617
8	Vehicle Systems Maintenance	17618
9	Software Testing	17624
10	Advanced Java Programming	17625
11	Mobile Computing	17632
12	System Programing	17634
13	Testing & Maintenance of Electrical Equipments	17637
14	Power Electronics	17638
15	Illumination Engineering	17639
16	Power System Operation & Control	17643
17	Environmental Technology	17646
18	Mass Transfer Operation	17648
19	Advanced Communication System	17656
20	Mobile Communication	17657
21	Embedded System	17658
22	Process Control System	17663
23	Industrial Automation	17664
24	Industrial Drives	17667
25	Video Engineering	17668
26	Optical Fiber & Mobile Communication	17669
27	Therapeutic Equipment	17671
28	Intensive Care Equipment	17672
29	Medical Imaging Equipment	17673

Pharmacy Lab Manual
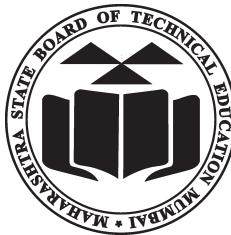
First Year:

1	Pharmaceutics - I	0805
2	Pharmaceutical Chemistry - I	0806
3	Pharmacognosy	0807
4	Biochemistry and Clinical Pathology	0808
5	Human Anatomy and Physiology	0809

Second Year:

1	Pharmaceutics - II	0811
2	Pharmaceutical Chemistry - II	0812
3	Pharmacology & Toxicology	0813
4	Hospital and Clinical Pharmacy	0816

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