



Chandigarh

**Proposal
For
Language Lab**

Submitted by:

State Project Director (RUSA)

Department of Higher Education, U.T., Chandigarh

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Language Lab - Abstract Proposal

Sr. No	Particular	Qty.	Approx. Amount Non – Recurring	Approx. Amount Recurring
1.	Software related to languages lab	60	30,00,000	--
2.	Computer	60	42,00,000	--
3.	Printer	02	60,000	--
4.	Audio System	60	5,00,000	--
5.	Books/e-Books			5,00,000 p.a
6.	Furniture	Capacity of 60 pcs	15,00,000	
7.	Stationary			1,00,000 p.a
8.	Computer Stationary			1,00,000 p.a
9.	Lab Attendant			1,80,000 p.a
	Total		92,60,000	8,80,000

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DETAIL PROJECT REPORT (DPR)

Under the Equity Head of the RUSA Scheme of MHRD, New Delhi

LANGUAGE LAB

SUBMITTED BY

**GOSWAMI GANESH DUTTA S.D. COLLEGE,
SECTOR 32-C, CHANDIGARH
Telephone No. 0172-4912400, 2600090
Email: info@ggdsd.ac.in
Website: www.ggdsd.ac.in**

INSTITUTIONAL BASIC INFORMATION

Name of Institution	Goswami Ganesh Dutta Sanatan Dharma College
Year of Establishment	1973
Government/Non Government	Non Government
Aided/Unaided	Aided
UGC Status	Post Graduate 'College with Potential for Excellence'
NAAC rating of the College	'A' Grade
Phone Number	0172-4912400, 2600090
E-Mail	www.ggdsd.ac.in
Mobile	9646002816

I. About The College

Goswami Ganesh Dutta Sanatan Dharma College was established in 1973 under the dynamic leadership of late Pt. Mohan Lal Ji, former Education, Home and Finance Minister, Punjab, and a staunch follower of Mahamana Pt. Madan Mohan Malviya. With the efforts and collaboration of visionaries and committed workers, the college was started to bring change in society through an education that was firmly grounded in value based principles with the motto 'Firm in Faith and Broad in Mind'. The teething troubles of the institution were overcome by the 'Karmayogi' Pt. Mohan Lal Ji, who, with his pragmatism, vision, administrative acumen and exceptional enthusiasm led the institution from the front. Since its inception in 1973, GGDS D College has come a long way. Its rich history is imbued with many milestones, each outdoing the last. Drawing strength from its core foundational 'Sanatanist' values, the college has readily embraced change in the fluid global economy and the rapidly transforming higher education system. This is the reason that it is among the very few institutions in the region that have kept pace with the changing times, thereby, emerging as one of the premier institutions of higher learning in the region. The college has also been bestowed with the honour of being "**A College with Potential for Excellence**" by the UGC, New Delhi. We are one of the few colleges (<1% of the total colleges in India) to have been bestowed with this honour. The college was accredited with '**A**' Grade by NAAC during the session 2011-12. The college has been selected under 'Star College Scheme' by the Department of Biotechnology, Government of India. It has also been selected under 'FIST Programme' by the Department of Science and Technology, Government of India. The college has been recognized as a **Research Centre** leading to Ph.D degree by the Panjab University in the subjects of Biotechnology and Chemistry. Our college is a member of

Microsoft IT academy programme and we are the first college in the region to be selected as a Member Microsoft IT Academy Programme. The college is the only one in Chandigarh to be selected by UGC to run vocational courses (B.Voc) namely: **Retail Management & Food Processing and Preservation**. The college has been selected under DEEN DYAL UPADHYAY KAUSHAL KENDRA to run three more B.Voc. Courses namely: **B.Voc in Agri Business and Agrarian Entrepreneurship, Fashion Technology and Apparel Design and in Hardware and Networking**. Three departments of the college i.e. Department of Commerce and Management, Department of Bio Sciences and Department of Economics have been declared as “**Star Departments**” by UGC. We are one of the few colleges in North India to have been granted four **Innovative Programmes** recognized by the UGC. These include: M.Sc. Applied Chemistry (Pharmaceutical), MEFB (Masters in Entrepreneurship and Family Business), M.Sc. Bioinformatics and Post Graduate Diploma in Computer Graphics and Animation. The college is also among the few colleges in the entire country to run 19 parallel Career Oriented ‘Add-on’ Courses. In total, the college is running 16 UG, 10 PG and 05 PG Diplomas. Our college has hired the services of **TCS as an ERP solution**. Under this scheme of things, all activities related to accounts, students’ attendance, accessing books in the library, accessing admission form etc. have gone online. It has led to the digitization of all important data of the college. Earlier the college had signed an MOU with Tally India (Pvt.) for ERP solutions. The college signed an **MoU** with The University of the Fraser Valley (UFV), Canada in 2006 to garner international exposure in education and teaching. The decade old partnership has been extremely rewarding. The college has also signed another **MoU** with National Stock Exchange (NSE) to run a new NSE Certified Capital Market Professional Course. The college was awarded the Certificate of Proficiency in Innovation, Management, Productivity, Quality and Services by the Global Organization of Business Entrepreneurs, Delhi. We are one of the few colleges in northern India to have been granted the INFLIBNET connection by the UGC. The college recently has signed an Agreement with EBSCO and has purchased 1, 34,000 e-Books. Apart from regular Faculty Development Programmes being organised in college, the first **Instructional Skills Workshop (ISW)**, an internationally recognized peer-based educational development programme with a 35 year history, was held from 18-23 August 2014, through our partnership with the University of the Fraser Valley, Abbotsford, BC, Canada. The ISW was facilitated by Mr Raymonde Tickner from the Faculty of Access and Continuing Education, UFV, Abbotsford, Canada. It was delivered to six faculty members of the college. These participants were given a certificate and credit towards ID 3220 (Delivery of Instruction), one of the courses of the British Columbia Provincial Instructor Diploma Program, offered at Vancouver Community College, through the School of Instructor Education in Vancouver, British Columbia. Thus, the participants gained internationally recognized credits after having undergone this FDP/ISW program. Till date our trained faculty has conducted 05 Faculty Development Programmes to train the teachers. In an endeavour to help students deal with their everyday anxieties and stress, the Department of Psychology opened a meditation and counseling

centre on the college campus, “**Manasuday**” meaning “Awakening of the Mind”. The purpose of the centre is to provide individual stress management assessments and prescriptions. It is the region’s first and one of a kind initiative taken by the college to help students in their all round development. More than 300 footfalls in one year justify the purpose of the centre. Besides these achievements, the college has **extensive outreach programmes** that cater to the less privileged sections of society. **The Kaushalaya Devi Verma Charitable Institute for Women** set up on the college campus in the year 2000 imparts free vocational training to economically weaker women. The institute conducts six month and one year long courses in cutting and tailoring, embroidery including professional machine embroidery, cosmetology and beauty culture, and computer training. The College also extends support to **Dr. B.R. Ambedkar Primary School** run by the NGO- Citizen Association of Relief and Education Services (CARES) in Janta colony, Naya Gaon. Besides providing monetary help, the school is regularly visited by the ‘Spirit India’ volunteers of the college and the children are guided and educated to learn various co-curricular activities along with their studies. **Spirit India**, a voluntary organization of the college, in collaboration with NGO AAVAHAN contributes towards current social issues like corruption, female foeticide, women empowerment and literacy for the underprivileged. More than 200 students got themselves registered with ‘Spirit India’ in 2015-16. Seminars and workshops on issues such as alcoholism, road safety, women empowerment, value of traditional art and craft and healthy living were organized under the aegis of Spirit India. The college has also signed an MoU with an **NGO - “Teach a child”** to financially assist in training their teachers. Besides these programmes, the students of the college produce a **documentary** every year on burning social issues like drugs, female foeticide, honour killings, etc. This year our students produced a documentary ‘Unkahi Unsuni’ on the dismal lives of wedding band players. The documentary received Best Student Entry award at the International Short Film Festival held at Bangalore in June 2014. Some of the best practices of the college include voluntary contribution of one day salary by each staff member (Teaching/Non Teaching) on the retirement of a colleague and contribution of five day salary by each employee on the death in service of a colleague. This noble gesture reflects the rich culture of goodwill and camaraderie that prevails in the institution and inculcates a deep sense of belongingness among its members. In order to promote Urdu language, the college hosts Urdu classes free of charges. These classes were started 14 years ago in the college premises in the year 2002. They were initiated by Language Department, Government Punjab, Patiala. Dr. H.K. Lall takes these classes from 5-00 p.m. to 6-00 p.m. from Monday to Friday. It is a six month course being run in two batches of 30 students each. The first batch starts from 1st January to 30th June and the second from 1st July to 31st December. We believe in the holistic development of the students and the college encourages the students to participate in sports and cultural activities and competitions. Our college has been winning the overall trophy at P.U. Youth festival for the last two years. **Our sports persons have brought laurels by bagging 245 gold, 171 Silver, 214 bronze.** Spread across 16 acres,

the campus has a State-of –the –Art auditorium with the seating capacity of more than 1000 people, 08 seminar halls, 96 class rooms, 49 labs, play grounds and separate hostels for boys and girls.

II. Academic Information

S. No	Programme Level	Name of the Programme/ Course	Duration in year	Entry Qualification	Medium of Instruction	Sanctioned/approved Student strength	No. of students admitted
1	Under-Graduate	B.A.	3 year	10+2	English	Unlimited	1826
2		B.Sc.	3 year	10+2	English	Unlimited	1058
3		B.Com.	3 year	10+2	English	1038	1034
4		BBA	3 year	10+2	English	360	419
5		BCA	3 year	10+2	English	360	331
6		B.Sc. (Hons) Biotechnology	3 year	10+2	English	90	81
7		B.Sc. (Hons) Bioinformatics	3 year	10+2	English	90	56
8		B. Voc. Retail Management	3 year	10+2	English	50	61
9		B. Voc. Food Processing & Preservation	3 year	10+2	English	50	28
10		B. Voc Agri Business & Agrarian Entrepreneurship	3 year	10+2	English	50	05
11		B.Voc Fashion Technology & Apparel Design	3 year	10+2	English	50	20
12		B.Voc Hardware and Networking	3 year	10+2	English	50	10
1	Post-Graduate	M.Com.	2 year	Graduate	English	80	112
2		MBE	2 year	Graduate	English	80	38
3		MEFB	2 year	Graduate	English	80	54
4		M.Sc. IT	2 year	Graduate	English	80	68

5		M.Sc. Bioinformatics	2 year	Graduate	English	80	18
6		M.Sc. Biotechnology	2 year	Graduate	English	80	49
7		M.Sc. Physics	2 year	Graduate	English	80	94
8		M.Sc. Applied Chemistry (Pharmaceutical)	2 year	Graduate	English	80	49
9		M.A. Economics	2 year	Graduate	English	80	123
1	Ph.D.	Ph.D. in Biotechnology	3 year	M.Sc. JRF-NET	English	--	01
2		Ph.D. in Chemistry	3 year	M.Sc. J.R.F. N.E.T.	English	--	02
1	PG Diploma	PGDCA	1 year	Graduate	English	60	38
2		PGDCGA	1 year	Graduate	English	30	04
3		PGDMM	1 year	Graduate	English	60	36
4		PGDPM & LW	1 year	Graduate	English	60	10
5		PGDMC	1 year	Graduate	English	30	30
1	UG Diploma	Medical Lab Technician	1 year	10+2	English	50	17
1	Certificate Courses	NCCMP	4-6 months	10+2	English	40	14
2		Stitching & Tailoring Course	1 year	8 th	English/ Hindi	45	40
3		Beauty Culture	1 year	10 th	English/ Hindi	40	40
TOTAL							5766

III. FACULTY STATUS

Positions	Teaching Faculty						Non-teaching staff		Technical Staff		Total
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F	
	*M	*F	*M	*F	*M	*F					
Sanctioned by the UGC/ University/ State	01	-	14	09	13	22	20	-	-	-	79

Government Recruited											
Yet to recruit											
Sanctioned by the Management society or other authorized bodies Recruited			01	-	14 10 (A/T)	40 72 (A/T)	36	14	04	-	191
Yet to recruit											
Total											270

IV. Qualification

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent							
D.Sc./D.Litt.							
Ph.D.	01		12	03	16	42	74
M.Phil.			02	05	01	07	15
PG			01	01	01	22	25
Temporary							
Ph.D.	-	-	-	-	04	14	18
M.Phil.	-	-	-	-	01	06	07
PG	-	-	-	-	07	28	35
Part-time							
Ph.D.	-	-	-	-	01	03	04
M.Phil.	-	-	-	-	-	03	03
PG	-	-	-	-	03	12	15

V. JUSTIFICATION

1. Significance of language

In the current digital age, we are all connected regardless of the geographic distance. Advancement in technology has literally brought the world into our living room in the form of TV or internet which allow us to watch events happening in other countries or talk to friends and family living in another continents via internet. As a result, we are exposed to different languages, cultures and traditions of people from all over the world. As we live in multilingual and multicultural world, language lab can greatly help students to learn language of their choice, as it will allow students to learn at their own

pace. They can record and assess their performance to make sure that they are paying attention to all aspects of phonetics such as pronunciation, accents and stress etc.^[5] The language lab provides access to native-speakers via audio-video aids so that they learn correctly. Given large number of students pursue higher studies outside their home country; language lab would help them in studying the language of the country where they are planning to pursue their higher education. For example, non-native English speaking students are required to give TOEFL/IELTS if they plan to study in North America. While there are several benefits to language resource center, there should be proper safeguard in place to regulate and monitor the use of technologies employed in the teaching learning process so that students do not misuse them. It is also important that the lay out of the lab is conducive for effective communication and monitoring of the students. As strong communication skills are essential in almost all of the professional careers, language lab can help in acquiring this important skill.

2. Introduction

Language laboratory is an audio-visual installation used in modern teaching methods to learn the foreign languages. Perhaps the first lab was at the University of Grenoble. In the 1950s up until the 1990s, they were tape based systems using reel to reel or (latterly) cassette. But the current installations are generally multimedia computers. The language lab is a technological break for imparting skills in English. The language lab offers an exclusive result oriented and efficient to enrich the English language learning process. The multimedia based language lab helps to learn and enhance the language proficiency by sharing the course materials with in a second where the teacher and the students involved effortlessly. The language lab is developed on the methodology of LSRW skills. With the most advance computer hardware performance and multimedia technology, pure software solution will become more and more common. Most of the software companies with the experience in teaching software, providing pure software based language lab solution. It contains the following advantages: Using “Function Oriented” design concept, divided teaching method, with the user-friendly interface, user can use it easily. By using professional sound technology with video broadcasting function, the language lab provides a rich environment to learn the language. Break through the traditional teaching method with the rich teaching material contents, the digital language lab motivates student’s learning attitude, providing an interactive learning environment.

3. Present day scenario of language lab

Today all the major manufacturers say they have a ‘digital’ or a ‘just software’ solution. However in many cases they still rely on proprietary networks or expensive sound cards to successfully deliver their media. There are very few truly software only solutions that just rely on installing designated language lab software onto a network and then directing just the original network to manage the media between teacher and student, student and student or student back to teacher. In the past the

quality of school, or university networks may have meant that the speed that the media could be delivered on 'software only' labs would have meant a 'lag' in the audio feed. These days all professionally run networks are able to work with these 'software only' language lab solutions and deliver media synchronously. Software only systems can be easily installed onto an existing PC based network, making them both multi locational in their access and much more feature rich in how and what media they manage. The content that is now used in the new language labs is much richer and self authored or free: now not just audio, but video, flash based games, internet etc. and the speed and variety of the delivery of media from teacher to student, student to teacher, is much quicker and therefore much more engaging for both teacher and student. Further developments in language labs are now apparent as access moves from a fixed network and related Microsoft operating systems to online and browsers. Students can now access and work from these new 'cloud' labs from their own devices at any time and anywhere. Students can interrogate and record audio and video files and be marked and assessed by their teachers remotely.

4. Digital language labs

The principle of a language lab essentially has not changed. They are still a teacher-controlled system connected to a number of student booths, containing a student's control mechanism and a headset with a microphone. Digital language labs have the same principle. A software-only language lab changes the concept of where and what a language lab is. Software can be installed and accessed on any networked PC anywhere on a school, college, or university campus. Software-only systems can be located in one room, from room-to-room or campus-to-campus.

5. Computer Assisted Language Laboratory (CALL)

The Computer Assisted Language Laboratory (CALL) uses computer to teach language. The course materials are already fed into the computer and are displayed according to the features available in the system. Nowadays, there are also laboratories with computers with a connection to the Internet.

6. Functionality

The levels of functionality of current language labs vary from manufacturer to manufacturer. All labs will have a level of teacher control to manage student licenses / desktops. The more sophisticated 'software only' labs have a higher level of teacher management and control over the student desktop. One of the key differences with the 'high end' 'software only' products is their ability to work 'live' with the students as they record and work with media. So instead of waiting to correct student recordings after they have been recorded and collected back it is now possible for a teacher to work synchronously and 'live' with students on their own, in pairs and in groups, thus enhancing the immediacy of the teaching and learning experience. The next generation digital language labs allow teachers to monitor, control, deliver, group, display, review and collect, audio, video and web based multimedia content. The student player is linked to the teacher console and can play audio, video and web based formats. Students can rewind, stop, start, go back to last silence, record, fast forward, repeat phrase and bookmark.

7. Benefits and Advantages of Language Labs

- a) **Acoustics** The language lab provides all students, no matter where they are seated in the room, equal opportunity to hear the instructor and to be heard by the instructor. Each student can listen to the lesson material at a level set by themselves for their own comfort. None of the lesson material is misheard due to the direct nature of the sound transmission heard by each student via his or her individual headset.
- b) **Privacy** The headset/microphone provides students with a psychological privacy that promotes their speaking ability. It reduces the inhibitions felt in normal classroom situations and encourages the shy student to speak. The instructor can speak to a single or group of students in privacy without disturbing the rest of the class.
- c) **Overcoming Shyness** The use of a language learning system encourages students to talk freely and lose their inhibitions when talking in front of their peers. Lab systems tend to make students more anonymous.
- d) **Attention** As the language lab allows the student to listen to the program stimulus individually, each individual student's attention is focused on the program material being

studied, ultimately increasing the attention span of the student and teaching the student to listen and analyze the content of the lesson.

- e) **Individualization** Labs provide the capability for dividing the class into several groups. These groups can be listening to different programs on varying subject matter and at different levels of interactivity.
- f) **Developing Listening Skills:** The language lab helps students develop good listening skills and aids the process of communication. Students hear the correct language patterns all the time through their headsets instead of mimicking other students who may be pronouncing incorrectly.
- g) **Self-Pacing** The students may work through the lesson material at a pace suited to their ability. The lab is for them a personal tutor.
- h) **Native Speaker/Different Voices** The lab provides the students with a variety of model voices rather than just the voice of the teacher (who is often not a native speaker). All modern systems have a Model Voice feature allowing a native speaker to converse and be used as a model voice subject for the rest of the class.
- i) **Efficiency:** The language lab makes most efficient use of time, improving the teacher/student time ratio and allowing the instructor to maximize the use of time in a given lesson. In a single teaching session, individual students can have more opportunity to speak than during an entire semester in an average class of 30 students.
- j) **Variety :** The language lab provides variety from regular classroom situations. The teacher's role is changed and the students are more active for longer periods of time. The use of visual stimulus coupled with selective audio materials increases the attention span of the students.
- k) **Record/Comparing** The students have the ability to record their own voices along with the master stimulus. Each student can be working interactively on different segments within the same program or be working with completely different program material.
- l) **Simplify Record Keeping** The instructor can easily generate records of attendance, grading and oral responses to true/false or multiple choice taped tests. An automated record keeping process can save much time.
- m) **Oral Testing:** Oral test features allow instructors to test students with a question or stimulus and only record the student's answer. Instructors can then play back the recorded answers at a later time for grading, without having to listen to the questions.
- n) **Teacher Monitoring** Since the teacher is not concentrating on producing the next question or drill, he/she can concentrate more on the student responses. The instructor has more time to produce materials and oversee class activities due to the automatically, rather than manually, controlled instructor console features.
- o) **Role Playing Exercises** Using the random pairing/random grouping feature that all advanced modern learning systems incorporate, instructors can generate a variety of exercises

structured around role-playing. Students can be paired or grouped together in small numbers and hold conversational practice with each other. Due to the random selection of student partners the students interest level is always high in anticipation of who their paired partner is likely to be. The instructor can also allow the students to listen to a stimulus from the console allowing the students to practice with each other while responding to the master stimulus.

- p) **Building Student Experience** Students can build on their existing experiences and gain further knowledge of computers while learning in the computer language lab. Practicing with systems, software and new applications enhances exportable skills. The more experience students have with computer technology, the more successful they will be in the “real world”.
- q) **Internet Access** The new generation of multimedia systems allows the students to be connected to the World Wide Web and to be able to access information on a global basis. This allows instantaneous access to information worldwide.

8. Disadvantages

- It is very expensive to set up the language lab and country like India there is no lab syllabus and usually language classes are conducted as theory.
- These days student does not have enough patience to listen to pronunciation and practice them so the recording of pronunciation is useless.
- As the teacher listens to students randomly the response can be unorganized and ineffective as there are many students to attend to.
- The teacher should be well trained in executing the language lab effectively. Given the nature of teaching, a language teacher may need an assistant in taking care of the technological part while teacher attends to the instructional components.
- As technology changes rapidly, there should be a provision for upgrade in the medium of instructions, which can be burden for institutions in terms of finances.

VI. LANGUAGES TO BE INCLUDED IN DEDICATED LANGUAGE LAB

1. Sanskrit
2. Hindi
3. Punjabi
4. English
5. French
6. Urdu

VII. PHYSICAL AND FINANCIAL PROJECTION OF LANGUAGE LAB

Particular	Qty.	Approx. Amount	
		Non –Recurring	Recurring
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Lab Attendant			1,80,000 p.a
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Grand Total Recurring + Non Recurring

Rs 92, 60,000 +Rs 8, 80,000 = Rs 1, 01, 40,000/-

Dr. Bhushan K Sharma
Principal
Goswami Ganesh Dutta Sanatan Dharma College