

# **Tender No: 2/R15 dated 12.12.2016 For Language Lab Software**

**Please submit quotation as per tender specifications mentioned below under RUSA Project**

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**Office of Issue:** Seth Anandram Jaipuria College; 10, Raja Nabakrishna Street, Kolkata, Pin-700005

On behalf of Seth Anandram Jaipuria College, Kolkata, sealed limited tenders are invited from reputed & financially sound firms, located in India, for providing Language Lab Software. The Software should meet technical specifications mentioned in ANNEXURE-A. The quotations should be valid for 120 days from the due date. The quotations duly sealed and superscribed on the envelope with the reference number and due date, should be addressed to “**The Principal, S.A. Jaipuria College; 10, Raja Naba Krishna Street, Kolkata, West Bengal, Pin-700005, India**” so as to reach on or before the due date. Prices quoted should be inclusive of all levies, taxes and charges for installation, maintenance, training and study material.

## **Annexure-A**

### **SOFTWARE PLATFORM**

1. The software should work in wired LAN as well as wireless LAN.
2. The software should be compatible with mobile/portable language labs.
3. The software should support one Teacher Workstation and a maximum of twenty Student Workstations.
4. The software should enable the teacher/instructor to create, upload and integrate audio, video and text based customised study modules into the main vendor platform.
5. The teacher/instructor should be able to use the Teacher Workstation as a Control Panel for managing all language lab activities.
6. The teacher/instructor should be able to send any audio, video and text based content stored in the Teacher Workstation, to intended Student Consoles .
7. The software should enable audiovisual interaction between the teacher/instructor and students through headsets with built-in microphone.
8. The software should also facilitate one to one interactions between individual students and the teacher/instructor as and when required.
9. The software should be able to support an effective teaching and learning environment with interactivity and collaborative work, and should be able to provide tools to organize lessons and assess students' progress in the language lab.
10. The teacher/instructor should be able to organize the students into virtual pairs, groups and facilitate collaboration. The teacher/instructor should also be able to create designated group leaders who can be granted additional capabilities.
11. The software should provide a test-platform including self-assessment tools for tracking students' progress in the laboratory.
12. The software should be able to maintain separate databases for each registered student and its assessment tools should have the required calibration for measuring the learning proficiency/level of every learner.
13. The teacher should be able to start, reboot, and shut down Student Workstations, launch and close applications and open/close websites, remotely from the instructor's Control Panel.
14. The teacher should be able to share the screen of a particular Student Workstation with the entire class.
15. The students should be able to submit their completed work, classroom assignments, home assignments, and other prescribed exercises to the Teacher Console and receive feedback from the instructor directly into their workstations.

16. The software should be able to record audio or video activities for evaluation and feedback purposes.

## **CONTENT**

### **1. Language Enrichment:**

The content should focus on building **Listening, Speaking, Reading and Writing** skills. The content should have activities, exercises and take home assignments and should be loaded with audio-video samples. There should be a special module for computer based competitive tests such as GRE, TOEFL, GMAT, IELTS etc.

#### **1.1. Listening:**

Learners should be given practice in listening to the sounds of the language. They should be able to recognize the phonemic sounds, distinguish between them and understand the use of correct stress and intonation in oral communication. The exercises should measure learners' understanding of audio material and provide feedback. It should especially focus on:

- Listening for general content
- Listening to fill up information
- Intensive listening
- Listening for specific information

#### **1.2. Speaking:**

Learners should be able to express themselves fluently and coherently in social and professional contexts. They should be able to speak English in a globally-accepted, neutral accent with minimized regional influences in speech patterns. The exercises should enable the learners to identify and rectify common grammatical errors. It should have resources on:

- Understanding and correcting paralinguistic (voice quality, volume, pace, voice modulation, articulation, pronunciation, etc. ) attributes
- Oral practice
- Describing objects/situations/people
- Individual/Group activities
- Extempore, debate, group discussion, role play, public speaking, etc.
- Just a Minute (JAM) Sessions.

#### **1.3. Reading:**

The learner should be able to cultivate the habit of reading passages from the computer monitor, thus providing them with the required skills for appearing in computer-based competitive examinations such as GRE, TOEFL, GMAT etc. They should be examined in reading and answering questions using 'unseen' passages which may be taken from the non-detailed text or other authentic texts, such as magazines/newspaper articles. The exercises should enable the learners to comprehend meaning and

correct common grammatical errors. It should provide practice on:

- Skimming the text
- Reading and understanding of textual materials
- Understanding the gist of an argument
- Identifying the topic sentence
- Inferring lexical (Use of Dictionary/Glossary/ Listing Jargons) and contextual meaning
- Recognizing unity, coherence and emphasis of sentences and paragraphs

#### **1.4. Writing:**

The learners should be able to communicate their message with clarity and ease to a distant audience. The exercises should enable the learners to practice their writing skill in a way that promotes noticing of correct grammatical and vocabulary structures and reflect on why those are used. It should focus on:

- Basic skills of simple and short composition
- Writing sentences
- Techniques of creative and critical writing
- Use of appropriate vocabulary
- Paragraph, essay and précis writing
- Coherence and cohesiveness
- Narration / description
- Note Taking
- Formal and informal letter writing
- Editing a passage

#### **2. Soft Skills:**

The content should provide audiovisual training in the enhancement of Soft Skills related with career development and success in job interviews.

2.1. Understanding Job Opportunities

2.2. Researching Company Details

2.3. Basics of Communication

2.4. Effective Listening

2.5. Grooming

2.6. Professional Etiquette

2.7. Appearance

2.8. Telephone Etiquette

2.9. Preparing for an Interview

2.13. Handling Stressful Situations

2.14. Succeeding in Group Discussions (Basic and Advanced)

2.16. Creating a Presentation

2.17. Public speaking

2.18. Résumé writing

2.19. Understanding Body Language

Submit your proposal to Library, S A Jaipuria College from 2pm. - 7pm. of 22<sup>nd</sup> December, 2016 [Contact Person- Abhijit Chatterjee: 9903883520]