APPENDICES
APPENDIX - I

Syllabus for first year engineering students
Chennai Anna University

UNIT I  9 + 3
Listening - Introducing learners to GIE - Types of listening - Listening to audio (verbal & sounds); Speaking - Speaking about one's place, important festivals etc. – Introducing oneself, one's family /friend; Reading - Skimming a reading passage – Scanning for specific information - Note-making; Writing - Free writing on any given topic (My favourite place / Hobbies / School life, etc.) - Sentence completion - Autobiographical writing (writing about one's leisure time activities, hometown, etc.); Grammar - Prepositions - Reference words - Wh-questions - Tenses (Simple); Vocabulary - Word formation - Word expansion (root words / etymology); E-materials - Interactive exercises for Grammar& Vocabulary - Reading comprehension exercises - Listening to audio files and answering questions.

UNIT II  9 + 3
Listening - Listening and responding to video lectures / talks; Speaking - Describing a simple process(filling a form, etc.) - Asking and answering questions - Telephone skills – Telephone etiquette; Reading – Critical reading - Finding key information in a given text - Sifting facts from opinions; Writing - Biographical writing (place, people) - Process descriptions (general/specific) - Definitions - Recommendations – Instructions; Grammar - Use of imperatives - Subject-verb agreement; Vocabulary - Compound words - Word Association (connotation); E-materials - Interactive exercises for Grammar and Vocabulary - Listening exercises with sample telephone conversations / lectures –Picture-based activities.

UNIT III  9 + 3
Listening - Listening to specific task - focused audio tracks; Speaking - Roleplay – Simulation - Group interaction - Speaking in formal situations (teachers, officials, foreigners); Reading - Reading and interpreting visual material; Writing - Jumbled sentences - Coherence and cohesion in writing -Channel conversion (flowchart into process) - Types of paragraph (cause and effect / compare and contrast / narrative / analytical) - Informal writing (letter/e-mail/blogs) - Paraphrasing; Grammar - 2Tenses (Past) - Use of sequence words - Adjectives; Vocabulary - Different forms and uses of words, Cause and effect words; E-materials - Interactive exercises for Grammar and Vocabulary -Excerpts from films related to the theme and follow up exercises - Pictures of flow charts and tables for interpretations.

UNIT IV  9 + 3
Listening - Watching videos / documentaries and responding to questions based on them; Speaking - Responding to questions - Different forms of interviews - Speaking at different types of interviews; Reading - Making inference from the reading passage - Predicting the content of a reading passage; Writing - Interpreting visual materials (line graphs, pie charts etc.) - Essay writing – Different types of essays; Grammar - Adverbs – Tenses – future time reference; Vocabulary - Single word substitutes - Use of abbreviations and acronyms; E-materials - Interactive exercises for Grammar and Vocabulary - Sample interviews - film scenes - dialogue writing.
UNIT V

Listening - Listening to different accents, Listening to Speeches/Presentations, Listening to broadcast and telecast from Radio and TV; Speaking - Giving impromptu talks, Making presentations on given topics; Reading - Email communication - Reading the attachment files having a poem/joke/proverb - Sending their responses through email; Writing - Creative writing, Poster making; Grammar - Direct and indirect speech; Vocabulary - Lexical items (fixed / semi fixed expressions); E-materials - Interactive exercises for Grammar and Vocabulary - Sending emails with attachment – Audio / video excerpts of different accents - Interpreting posters.

TOTAL: 60 PERIODS
APPENDIX – II

Pre-test question

Time: 3 Hrs
Marks: 100

Part – A (10 x 2 = 20)

1. Match the following words in column A with their meanings in column B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Incorporate</td>
<td>i) Rescue</td>
</tr>
<tr>
<td>b. Violate</td>
<td>ii) Serene</td>
</tr>
<tr>
<td>c. Salvage</td>
<td>iii) Obstacle</td>
</tr>
<tr>
<td>d. Hindrance</td>
<td>iv) Disregard</td>
</tr>
<tr>
<td></td>
<td>v) Include as a part</td>
</tr>
</tbody>
</table>

2. Change the following into impersonal passive

a. The Tamil Nadu Government plans a massive afforestation scheme.

b. Text books breed stock questions and readymade answers.

3. Supply the suitable prefix to get the meanings against each word

a. -------------- sonic (having wavelength beyond the violet end of the spectrum)

b. -------------- function (not working properly)

c. -------------- speculation (look into oneself)

d. -------------- natal (existing before birth)

4. Define any TWO of the following in a single sentence each

a. A circuit Board

b. A Sensor

c. A Thermostat
5. **Correct the spelling and grammatical errors in the following passage and rewrite them**

   Among the living species on land as water man occupy the foremost position. When all other living creatures have less than five census man alone shines bright with his sixth sense.

6. **Expand the compound nouns**
   
   a. Design Engineer
   
   b. Roller mill
   
   c. Friction losses
   
   d. Network cord

7. **Fill in the blanks with the appropriate forms of words**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interrogate</td>
<td>Interrogator</td>
<td>---------------</td>
</tr>
<tr>
<td>b. ----------</td>
<td>Mollification</td>
<td>Mollifiable</td>
</tr>
<tr>
<td>c. Persuade</td>
<td>--------------</td>
<td>Persuasive</td>
</tr>
<tr>
<td>d. compare</td>
<td>comparison</td>
<td>--------------</td>
</tr>
</tbody>
</table>

8. **Punctuate the following**

   The chairman said this project has been the main cause of the drain on our funds

9. **Complete the following using ‘IF’ conditional sentences**

   a. If I were an industrialist, I -------------- [give] job for more youngsters.

   b. Petroleum will get depleted soon, if it -------------- [be] not used carefully.
10. Fill up the blanks with suitable forms of verbs given in brackets

a. It ----------- [rain] since morning and it ----------- [stop] only an hour ago.

b. The factory ----------- [close] for six months.

c. Tendulkar ----------- [start] playing cricket at a very young age.

Part - B (5 × 16 = 80)

11. Read the following passage carefully and answer the questions given at the end of it:

Professor Gavraud is an engineer who almost gave up his post at an Institute in Marseilles because he always fell ill at work. He decided against leaving when he discovered that the recurrent attacks of nausea only worried him when he was in his office at the top of the building. Thinking that there must be something in the room that disturbed him, he tried to track it down with devices sensitive to various chemicals, and even with a Geiger counter, but he found nothing until one day, just as he was about to give up, he leaned back against the wall. The whole room was vibrating at a low frequency. The source of this energy turned out to be an air-conditioning plant on the roof of the building across the way, and his office was the right shape and the right distance from the machine to resonate in sympathy with it. It was this rhythm, at seven cycles per second that made him sick.

Fascinated by the phenomenon, Gavraud decided to build machines to produce infrasound so that he could investigate it further. In casting around for likely designs, he discovered that the whistle with a pea in it issued to all French gendarmes produced a whole range of low-frequency sounds. So he
built a police-whistle six feet long and powered it with compressed air. The technician who gave the giant whistle its first trial fell down dead on the spot. A postmortem revealed that all his internal organs had been mashed into a jelly by the vibrations.

Gavraud went ahead with his work more carefully and did the next tests out of doors, with all observers screened from the machine in a concrete shelter. When all was ready, they turned the air on slowly and broke the windows of every building within a half mile of the test site. Later they learnt to control the strength of the infrasound generator more effectively and designed a series of smaller machines for experimental work. One of the most interesting discoveries to date is that waves of low-frequency can be aimed and that two generators focused on a particular point even five miles away produce a resonance that can knock a building down as effectively as a major earthquake. In this frequency, 7 machines can be built very cheaply.

I. Choose the correct answer:

a) Professor Gavraud fell ill because
   1. There were chemicals in his room
   2. His office was too high up
   3. He was affected by vibrations.
   4. He was a very sensitive man.

b) He constructed a very large copy of a police whistle because he wanted to
   1. Produce low-frequency sounds
2. Improve its design
3. Compare it with an organ
4. See the effect it had on people.

c) The first experiment with the machine
   1. Caused a major earthquake
   2. Broke all the windows in nearby buildings
   3. Made a nose like an organ
   4. Killed the man who switched it on.

d) which of the following precautions was not taken by Professor Gavraud in his second experiment?
   1. The observers were protected by a concrete shelter.
   2. The experiment was done outside.
   3. The compressed air was turned on slowly.
   4. A smaller machine was used.

II. Mention whether the following statements are True or False

1. Professor Gavraud left his job because he felt sick.
2. The cause of the sickness was not in his room
3. The air-conditioning plant had nothing to do with his sickness.
4. The result of the first trial was worrying.
5. He did his second test indoors.
6. Later on he designed even bigger generators.
III. Choose the appropriate definition for the given words or phrases as they are used in the text:

1. **Infrasound**
   a) high frequency sound
   b) low frequency sound
   c) medium frequency sound
   d) heavy frequency sound

2. **To track down**
   a) To smell
   b) To detect
   c) Examine
   d) Remove

3. **To give up**
   a) To go on
   b) To stop
   c) To collapse
   d) To find out

4. **Turned out to be**
   a) Was shown to be
   b) Was intended to be
   c) Was thought to be
   d) Was known to be
5. **Casting around**
   
a) Looking for
b) Hoping for
c) Asking for
d) Sending for

6. **Went ahead**
   
a) Delayed
b) Proceeded
c) Hurried
d) Changed

12(a) Write important instructions to be followed in the chemistry laboratory to avoid unforeseen accidents.

OR

b). Write eight instructions that can be followed by the public to preserve the environment and keep it free from pollution.

13(a). Write a paragraph of about 200 words explaining the wisdom of investing money in the articles of gold.

OR

b) Write a paragraph on water as an invaluable natural resource that has to be spent carefully.

14(a). Write a letter to your local newspaper complaining about the noise pollution in your town.

OR

b) Imagine that the Olympic silver medalist in shooting accepts the invitation to inaugurate the sports day activities of the college. Draft a letter for him.

15(a). Rearrange the following jumbled sentences into logical sequence:

   i. The dissolved cellulose is formed into threads by a technical process.
ii. This fiber is, in fact, a reconstituted natural fiber.

iii. After that, they are dried on a heated roller.

iv. The cellulose is obtained from shredded wood pulp.

v. Finally, they are wound on to a bobbin.

vi. It is made by dissolving cellulose in a solution of sodium hydroxide.

vii. The threads are drawn from the setting bath of dilute sulphuric acid. Then they are wound on reel and washed.

viii. Rayon is a man-made fiber.

OR

b) Rearrange the following jumbled sentences into logical sequence:

i. But for this preheating mechanism, starting the diesel engine will be difficult.

ii. Therefore, diesel engines are heavier than petrol engines.

iii. The diesel engine is an increasingly popular engine in automobiles.

iv. Finally, diesel engines are noted for their noise, vibration and smoke.

v. However, plugs are available to preheat the engine.

vi. But, it has its own disadvantages.

Vii. Another disadvantage is that diesel engines are difficult to start in cold weather.

viii. For one, the higher compression that makes the diesel more efficient necessitates the use of heavier engine components.
APPENDIX – III
Post test
Time: 3 Hrs                     Marks: 100
Part – A (10 × 2 = 20)

1. Match the words in Column A with their meanings in Column B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Proliferate</td>
<td>abundant</td>
</tr>
<tr>
<td>b. Conviction</td>
<td>opposition</td>
</tr>
<tr>
<td>c. Copious</td>
<td>hard to understand</td>
</tr>
<tr>
<td>d. Discouragement</td>
<td>multiply</td>
</tr>
<tr>
<td></td>
<td>Firm belief</td>
</tr>
</tbody>
</table>

2. Expand the nominal compounds

(a) Waste disposal   (c) Condenser extractor pump
(b) Ball pen    (d) Friction losses

3. Fill in the blanks with the appropriate tense form

Kamala ____ (be) a teacher. In 1970, she _____ (start) her career in Sri Lanka.
She ____ (migrate) to India in 1995. Presently, she  ____ (work) in Delhi.

4. Fill in the blanks with suitable prepositions

(a) I have great fondness _____ poetry.
(b) I entirely agree ___ what you say.
(c) He was driving ___ a reckless speed.
(d) She congratulated him ___ his success.

5. Rewrite the sentence using cause and effect expression:

(a) The size and complexity of plants required, Only a few countries possess them.
(b) Many species of wildlife are becoming extinct, the rainforests are being destroyed.

6. Rewrite the following imperative using “should “forms

(a) Record the results as before and plot them.

(b) Support the tube on a stand and allow it cool.

7. Give the expansion of the following Acronyms

(a) SAP 
(b) ANSI 
(c) CZR 
(d) IPCC

8. Use the appropriate form of the verb in the following sentences

(a) Neither of them was good at English.

(b) One of my friends have gone abroad.

(c) Fire and water does not agree.

(d) Much food were wasted.

9. Fill in the blanks with the appropriate forms of words

Noun       Adjective      Verb

(a) System       Systematic       _________

(b) _______       Speculative       Speculate

(c) Labor       _________       Labor

(d) closure       _________       close

10. Rewrite the following in the indirect speech

(a) My uncle told me, “I don’t know anything about this subject, so I can’t offer your advice”.

(b) The teacher said to the students, “Don’t work in the laboratory barefoot”.
Part - B (5 × 16 = 80)

11. Read the following passage and answer the questions given below

When the first white men arrived in Samoa, they found blind men, who could see well enough to describe things in detail just by holding their hands over objects. In France, just after the first world war, Jules Romain tested hundreds of blind people, and found a few who could tell the difference between light and dark. He narrowed their photosensitivity down to areas on the nose or in the fingertips. In Italy, the neurologist Cesare Lombroso discovered a blind girl who could ‘see’ with the tip of her nose and the lobe of her left ear. When a bright light was shown unexpectedly on her, she winced. In 1956, a blind school boy in Scotland was taught to differentiate between colored lights and learned to pick out bright objects several feet away. In 1960 a medical board examined a girl in Virginia and found that, even with thick bandage over her eyes, she was able to distinguish different colors and read short sections of large print. The phenomenon is obviously not new, but it has reached new peaks of sensitivity in a young woman from a mountain village in the rural.

Rose Kuleshova can see with her fingers. She is not blind, but because she grew up in a family of blind people, she learned to read Braille to help them and then went on to teach herself to do other things with her hands. In 1962 her Physician took her to Moscow, where she was examined by the Soviet Academy of Science, and emerged a celebrity, certified as genuine. The neurologist Shaefer made an intensive study with her and found that, securely blindfolded with only her arms stuck through a screen, she could differentiate among three primary colors. To test the possibility that the cards reflected heat differently, he heated some and cooled others without affecting her response to them. He also found that she could read news print and
sheet music under glass, so texture was giving her no clues. Tested by the psychologist Novomeisky. She was able to identify the color and shape of patches of light projected on to her palm or on to a screen. She underwent rigidly controlled test with a blindfold and a screen and a piece of card around her neck so wide that she could not see around it. Rosa read the small print in a newspaper with her elbow. And in the most convincing demonstration of all, she repeated these things with someone standing behind her pressing hard on her eyeballs. Nobody can cheat under this pressure; it is even difficult to see clearly for minutes after it is released.

(i) Choose the response which best reflects the meaning of the text

(1) The first white men to visit soma found men who

(A) Were not entirely blind
(B) Described things by touching them
(C) Could see with their hands
(D) Could see when they held hands

(2) What is the main idea of the first paragraph?

(A) Very few people have the sensitivity of the blind
(B) Blind people can manage to see things but only vaguely
(C) The eyes are not the only way of seeing
(D) It is possible to localize the photosensitive areas of the body

(3) Why did shefer put the paper under glass?

(A) To make things as difficult as possible
(B) To stop the reflection of heat
(C) To prevent Rosa from feeling the print
(D) To stop her from cheating
(4) What was the most difficult test of Rosa’s ability?

(A) To read though glass blind folded.

(B) To identify the color and shape of light on a screen while securely blindfolded.

(C) To carry out tasks with someone pressing on her eyeballs.

(D) To work from behind a screen, blindfolded and with a card round her neck.

(ii) Decide whether the following statements are true or false

(1) Rosa kuleshova lives on a mountain peak

(2) Her family taught her everything about seeing with her fingers

(3) Shaefer found that temperature did not affect her ability to differentiate between colors.

(4) Her ability to read with her fingers did not depend on the feel of the print.

(5) Rose Kuleshova is a blind

(6) The first white men arrived in Samoa.

(iii) (1) the word ‘patches’ refers to

(A) Rays   (B) waves   (C) spots   (D) lines

(2) Find a single word in paragraph 2 which means the same as ‘thick bandages over her eyes’

(3) Find synonym for ‘pick out’ in the first paragraph.

(4) The texture of silk is smooth. The texture of granite is --------

IV. Answer the following questions

(1) What did the first paragraph tell us?

(2) What message did the second paragraph convey?
12. (a) Write 8 instructions for giving first aid to a victim of a road accident?
(OR)
(b) Write 8 recommendations to reduce poverty in our nation?

13. Arrange the following jumbled up sentences into a coherent, logical paragraph

(a) (i) Both had a city state type of government.
(ii) Athens and Sparta were the two most advanced Greek cities of? Hellenic period.
(iii) For example, Sparta was hostile, war like and military.
(iv) However the differences outweigh the similarities.
(v) Whereas, Athens catered more towards the democratic and cultural way of life.
(vi) Also both look slaves from the people they conquered.
(vii) The latter city left its mark in the fields of art, literature, philosophy and science.
(viii) Also, the former passed on its totalitarianism and superior military traditions to the latter.

(OR)
(i) When there is a language barrier, communication is accomplished through sign language
(ii) Body language transmits ideas and thoughts by certain actions.
(iii) Many of these symbols of whole words are very picturesque and exact and can be used internationally.
(iv) Ever since humans have inhabited the earth, they have made use of various forms of communication.
(v) Other forms of nonlinguistic language can be found in brail signal flags Morse code and smoke signals.
(v) A nod signifies approval while shaking the head indicates a negative reaction.

(vi) Generally their expression of thoughts and feelings has been in the form of oral speech.

(vii) Nonetheless verbalization is the most common form of communication.

14. a) Given below is a process description. Read it and draw a flow-chart representing the process described.

Rayon is a man-made fiber. It is, in fact, a reconstituted natural fiber – cellulose. Rayon is made by dissolving cellulose in a solution of sodium hydroxide, or caustic soda, as it is usually called. The cellulose is obtained from shredded wood pulp. The dissolved cellulose is formed into threads by forcing it through a spinneret in a setting bath of dilute sulpheric acid. The threads are drawn from the setting bath, wound on a reel, washed, then dried on a heated roller and finally wound on to a bobbin.

(OR)

b) Write two paragraphs of 100 words each on the best way of Protecting the Environment.

15. a) Write an essay not exceeding 350 words on the role of media as a medium of education?

(OR)

b) Imagine yourself to be the instructor of a course in which 60 students have registered. Draft an E-Mail to be sent to all the students asking them to select a topic of their choice and prepare for a professional presentation of 10-minute duration.
**APPENDIX IV**

**QUESTIONNAIRE FOR TEACHERS**

The purpose of this questionnaire is to find out the Technological Competence of English Teachers in the ESL classroom.

Name:  
Date of Birth: 
Qualification: 
Teaching experience: 

A. Please indicate, if applicable, whether you plan to acquire the following things

1. Already have  
2. No, plan to acquire  
3. Yes plan to acquire in the next 12 months

1. Computer /laptop  
2. 3G mobile  
3. Tablet pc  
4. Internet connection  
5. i-pod  
6. Digital camera  
7. e-book reader  
8. Memory card  
9. Pen drive  
10. Video camera

B. If you use the computer, please indicate the type of use

1. Beginner (no experience)  
2. Basic (can use main feature)  
3. Proficient (can use most feature)

1. Type letters and other documents  
2. Create instructional material  
3. Classroom presentation  
4. PPT/CDs/DVDs  
5. Spread sheet  
6. Desktop publishing  
7. Recording video /audio
8. Copying data in CDs 1 2 3
9. Computer games 1 2 3
10. Software installation 1 2 3
11. Photo shop 1 2 3
12. Video editing 1 2 3
13. Conversion 1 2 3
14. Trouble shooting 1 2 3
15. Note pad / paint 1 2 3

C. If you use internet, please indicate the tools used/familiar

1. Beginner (no experience) 2. Basic (can use main feature) 3. Proficient (can use most feature)

1. Browsing 1 2 3
2. E-mail 1 2 3
3. Downloading video/audio/e-books 1 2 3
4. Skype 1 2 3
5. Chatting 1 2 3
6. Downloading software 1 2 3
7. Internet banking 1 2 3
8. Online communication with others 1 2 3
9. e-shopping 1 2 3
10. Face book 1 2 3
11. Linked in 1 2 3
12. Twitter 1 2 3
13. Google 1 2 3

D. Please indicate, if applicable, whether you use the followings for teaching English

1. LCD projector YES NO
2. Language software YES NO
3. Internet YES NO
4. Smart board YES NO
5. Moodle YES NO
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Online</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>7</td>
<td>LAM</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>8</td>
<td>Web 2.0</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>9</td>
<td>Web cam</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Your participation in this survey is much appreciated. Thank you.
APPENDIX – V

QUESTIONNAIRE FOR STUDENTS

The purpose of this questionnaire is to find out the technological competence of English learners:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Birth</th>
<th>Living in</th>
<th>Parent’s Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rural / urban</td>
<td></td>
</tr>
</tbody>
</table>

(b) Father …………………………..

A. Please indicate, if applicable, whether you plan to acquire the following things

<table>
<thead>
<tr>
<th>Already have</th>
<th>No plan to acquire</th>
<th>Plan to acquire in 12 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Computer/laptop</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>2. 3G mobile</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>3. Tablet PC</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>4. Internet Connection</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>5. I-Pod</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>6. Digital camera</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>7. E-book reader</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>8. Memory card</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>9. Pen drive</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>10. Video camera</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>11. Smart phone</td>
<td>1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

B. If you use the computer, please indicate the type of use

1. Beginner (no experience) 2. basic (can use main feature) 3. Proficient (can use most feature)
1. Type letters and other documents  
2. Presentation on PPT  
3. Spread sheet  
4. desktop publishing  
5. Recording video and audio  
6. Copying data in Cds  
7. Computer games  
8. Software installation  
9. Video editing  
10. note pad  
11. Paint  
12. Trouble shooting  

**C. If you use internet, please indicate the application/tools familiar with**  
1. Browsing  
2. E-mail  
3. Downloading video/audio/e-books  
4. Skype  
5. Chatting  
6. Downloading software  
7. Internet banking  
8. Online communication with others  
9. E-shopping  
10. Face book  
11. Linkedin
12. Twitter    1 2 3
13. Google     1 2 3

D. Please indicate, if applicable, whether you use the following for learning English

1. Language software YES NO
2. Internet       YES NO
3. Online         YES NO
4. LAM            YES NO
5. Web 2.0        YES NO
6. Moodle         YES NO
7. Mobile         YES NO
8. Books          YES NO
9. Coaching classes YES NO
10. TV            YES NO

Your participation in this survey is much appreciated. Thank you.
# APPENDIX - VI

**STUDENTS’ RATING ON TECHNOLOGIES**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Technology used for teaching</th>
<th>Excellent</th>
<th>Very good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>LCD</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>16.</td>
<td>Software</td>
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<tr>
<td>17.</td>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>smart board</td>
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