

**CRITERIA 2**

***2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs***



### ***2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs***

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (CLOs) are aligned with the vision and mission of Shri L.P. Raval College of Education and Research(LPRCER). Shri L.P. Raval College of Education and Research focuses on development of its students not only by imparting quality education in teacher training but also instilling a sense of self worth and discipline.

For defining the PLOs and CLOs, the college follows the consultative process involving the stakeholders. Adequate care is being taken by the University of Mumbai in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed. Program. Shri L.P. Raval College of Education and Research works on those targeted aims and objectives rigorously to achieve the expected outcome.

Shri L.P. Raval College of Education and Research framework for the Program Learning Outcome (PLOs) and Course Learning Outcome(CLOs)

- The Program Learning Outcome (PLOs), Course Learning Outcome (CLOs)of all courses/programs are made available on the website.
- Program Learning Outcomes and Course Course Learning Outcomes are discussed with the students at the time of orientation.

The activities of the college are aligned in achieving the PLOs and CLOs through the participation of students. The academic calendar gives a glimpse of the activities. The calendar is prepared in consultation with teachers and month wise planning is done taking into account the holidays, examination, internship schedule, community and work. All announcements with regard to the curriculum transaction is informed to the students through notices and WhatsApp.

#### **Achieving PLOs and CLOs:**

**Effective teaching learning:** Latest trends in education, new teaching methods, outcome based assessment are conducted regularly to enhance the teaching learning experience. Internship is strengthened through demonstration lessons, feedback, guidance thus addressing the lacunae and bringing in perfection.

**Strengthen research initiatives:** Research is an integral part in the teaching- learning process. Identifying the challenges and arriving at solution is in the need of the hour. Action research guidance is done regularly.

**Grooming for placements:** In house placement sessions are conducted thus making them ready for jobs. Teaching learning practices are guided and enhanced during their internship, further they need to be groomed to face the interview.

**Technology integration in classroom:** With the changing times and demands in the teaching learning process, it is important to keep abreast with the latest technology. Online assessment, online



lesson planning, online lesson presentation, using applications/ websites for teaching learning enable the students to be prepared for a techno savvy era.

**Community and Extension work:** Extending the support to the welfare of the community enables students to be humane and understand the local and global challenges. Community work of 60 hours and extension activities such as street play, awareness and sensitization programmes on gender, domestic violence, environment, etc. helps students to be responsible citizens.

**Building humane values:** Wellness, Yoga help students to align the teaching learning to the desirable learning outcomes. Cohesive and co-operative group activities build social harmony, unity, strong interpersonal skills and develops one's personality.



  
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## **PROGRAMME LEARNING OUTCOMES (PLOs) OF THE B.ED TWO YEAR CBCS PROGRAMME**

After completion of the B.Ed. program, the student teacher will

1. Acquire conceptual understanding of the teaching learning process and its varied facets
2. Apply knowledge of various aspects of learner psychology for planning effective learning experiences
3. Develop skills required for effective classroom communication
4. Develop a conceptual understanding about issues related to education with respect to local, national and global context
5. Apply constructivist and cooperative learning principles for effective teaching-learning process
6. Deploy strategies to create an inclusive school
7. Use information and communication technology for enhancing learning teaching process
8. Use drama and art for development of holistic personality
9. Acquire an understanding of new trends in education
10. Demonstrate academic integrity and professional ethics suitable to the vocation of teaching
11. Develop research skills essential to build a dynamic classroom atmosphere



## COURSE LEARNING OUTCOMES

### SEMESTER ONE

#### CORE COURSE 1 (CC 1) – CHILDHOOD AND GROWING UP

Course Objectives (as per the University of Mumbai syllabus)
1. To develop an understanding of the Principles of development.
2. To develop an understanding of the concept of development within a pluralistic society.
3. To develop an appreciation of the child development in socio- cultural context.
4. To apply the knowledge of the methods and approaches of child development.
5. To examine the theoretical perspectives of child development.
6. To analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
7. To develop an understanding of looking at one's own self, feeling and emotion.
8. To reflect on how we relate to the world through emotions.

#### CORE COURSE 2 (CC2) – KNOWLEDGE AND CURRICULUM

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the importance of knowledge and the types of knowledge .
2. To understand the concept of education and its characteristics .
3. To understand the importance of knowledge .
4. To distinguish between the various aspects of knowledge and education .
5. To understand the importance of activity, discovery and dialogue method .
6. To explain the activity method as given by Gandhiji .
7. To explain the concept and types of curriculum .
8. To understand the importance of curriculum development.
9. To explain the curriculum implementation and evaluation.

#### INTERDISCIPLINARY COURSE 1 (IC1) – GENDER, SCHOOL & SOCIETY

Course Objectives (as per the University of Mumbai syllabus)
1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
3. To understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity .
4. To examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5. To develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society.



6. To critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.

7. To appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity.

#### **ABILITY COURSE (AB1) – CRITICAL UNDERSTANDING OF ICT**

##### **Course Objectives (as per the University of Mumbai syllabus)**

1. To develop an understanding of the concept of ICT.

2. To practice safe and ethical ways of using ICT.

3. To use ICT in Teaching Learning, Administration, Evaluation and Research.

4. To design, develop and use ICT based learning resources.

5. To develop an understanding of the concept of Open Education Resources and Creative Commons in education.

6. To evaluate ICT based learning resources.

7. To adopt mobile learning, open learning and social learning in the classroom.

#### **AUDIT COURSE 1 (AC1) – DRAMA AND ART IN EDUCATION**

##### **Course Objectives (as per the University of Mumbai syllabus)**

1. To have a practical experience with drama and art.

2. To be acquainted with the concepts thus enhancing their understanding of drama and art.

3. To be acquainted with aspects of theatre management.

4. To integrate drama and art in the school curriculum.

5. To develop their aesthetic sensibilities.

6. To elucidate the role of drama and art in self- realization of learners.

7. To sensitize learners on the use of drama and art for special learners.

8. To highlight the use of drama and art in creative expression.

9. To perceive the social and environmental issues through drama and art.

10. To develop understanding of the local culture through drama and art.

11. To widen the understanding of learners by integrating global culture.

#### **AUDIT COURSE 1 (AC1) – UNDERSTANDING THE SELF**

##### **Course Objectives (as per the University of Mumbai syllabus)**

1. To develop holistic and integrated understanding about themselves.

2. To identify their potential and challenges.

3. To undertake self-reflection

4. To maintain peace and harmony within themselves.

5. To manage conflict effectively.



## SEMESTER TWO

### CORE COURSE 3 – LEARNING AND TEACHING

Course Objectives (as per the University of Mumbai syllabus)
1. To develop an understanding the concept of Learning.
2. To analyze the factors affecting Learning.
3. To analyze various theories of Learning.
4. To apply the Cognitive Perspectives of learning in the learning process.
5. To apply Constructivist perspectives of learning in the learning process.

### ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL

#### SUBJECT:COMMERCE

Course Objectives (as per the University of Mumbai syllabus)
1.To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum
3. To develop an understanding of the meaning and nature of Commerce Education .
4. To develop an understanding of the aims and objectives in the teaching of Commerce.
5. To integrate values in the teaching of Commerce
6. To implement the various methods of teaching Commerce in the classroom .
7. To demonstrate an ability to raise learners’ interest
8. To develop an insight about role, challenges and professional development of a Commerce teacher .
9. To keep abreast of the current trends in the teaching of Commerce.

### ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL

#### SUBJECT: ECONOMICS

Course Objectives (as per the University of Mumbai syllabus)
1.To understand the basic concepts associated with academic disciplines .
2. To understand place of different disciplines in the school curriculum.
3. To develop an understanding of the meaning and nature of Economics Education .
4. To develop an understanding of the objectives of Economics teaching
5. To integrate values in the teachings of Economics
6. To establish relationships of Economics with other subjects
7. To apply the maxims and principles of Economics teaching
8. To use various learning resources in Economics teaching
9. To implement the various methods of teaching Economics in the classrooms
10. To develop an insight about qualities, challenges and development of a Economics teacher



11. To keep abreast of the innovative methods in Economics teaching.

### **ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL**

#### **SUBJECT: ENGLISH**

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop understanding about the fundamentals of English language.
4. To understand pedagogical bases of language learning.
5. To apply pedagogical approaches and techniques in teaching and learning the language.
6. To adapt learning resources into teaching learning process.
7. To understand implications of theories of learning with regard to language learning.
8. To practice learner-centered methods in the classroom.
9. To sensitize the student teacher about learner diversities.
10. To apply tools and techniques of assessment in language
11. To understand English language and literature

### **ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL**

#### **SUBJECT: HISTORY**

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political Science textbook
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners' interest
8. To prepare appropriate lesson plans in history and Political Science
9. To understand the need and avenues for professional development

### **ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL**

#### **SUBJECT: MATHEMATICS**

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
1. To understand the basic concepts associated with academic disciplines





2. To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3. To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4. To apply different approaches and methods of teaching mathematics in classroom situations.
5. To set up mathematics club in the school and organize its activities.
6. To use mathematics laboratory to develop in students an interest in mathematics.
7. To understand the professional competencies, commitments and expectations of a mathematics teacher.
8. To develop knowledge of various values of teaching Mathematics
9. To appreciate the role of mathematics in day-to-day life
10. To understand that mathematics is more than formulas and mechanical procedures
11. To channelize, evaluate, explain and reconstruct students' thinking
12. To appreciate the importance of mathematics laboratory in learning mathematics

## ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL

### SUBJECT: SCIENCE

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the meaning and nature of Science.
4. To familiarize the objectives of teaching Science as given by NCF 2005
5. To identify the values of teaching science
6. To develop an understanding of the approaches to teaching Science.
7. To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8. To develop an understanding of the methods of teaching Science.
9. To acquire knowledge about various learning resources and its management in science education.
10. To develop an understanding of the need and avenues of professional development of a Science teacher.

## INTERDISCIPLINARY COURSE 2 (IC2) – EDUCATIONAL MANAGEMENT

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
1. To develop an understanding of the concept of Educational management



2. To develop an understanding of the importance of effective organizational management
3. To develop an understanding of Systems Approach to Educational management
4. To develop an understanding of the functions of management
5. To understand Quality management, Human resource management and Change management
6. To develop an understanding of the concept of Leadership
7. To acquaint students of the various Leadership styles
8. To acquaint students of the various Leadership skills
9. To develop an understanding about Educational administration
10. To develop an understanding about Educational administration in India

## SEMESTER THREE

### CORE COURSE 4 (CC4) - ASSESSMENT FOR LEARNING

Course Objectives (as per the University of Mumbai syllabus)
1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teacher to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teacher towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psycho-social concerns of assessment.
9. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. To develop an understanding of various statistical measures and their use for interpretation of results.



## ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL

### SUBJECT: COMMERCE

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines.
2. To understand place of different disciplines in the school curriculum
3. To develop an understanding of the meaning and nature of Commerce Education .
4. To develop an understanding of the aims and objectives in the teaching of Commerce.
5. To integrate values in the teaching of Commerce
6. To implement the various methods of teaching Commerce in the classroom .
7. To demonstrate an ability to raise learners' interest
8. To develop an insight about role, challenges and professional development of a Commerce teacher .
9. To keep abreast of the current trends in the teaching of Commerce.

## ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL

### SUBJECT: ECONOMICS

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines .
2. To understand place of different disciplines in the school curriculum.
3. To develop an understanding of the meaning and nature of Economics Education .
4. To develop an understanding of the objectives of Economics teaching
5. To integrate values in the teachings of Economics
6. To establish relationships of Economics with other subjects
7. To apply the maxims and principles of Economics teaching
8. To use various learning resources in Economics teaching
9. To implement the various methods of teaching Economics in the classrooms
10. To develop an insight about qualities, challenges and development of a Economics teacher
11. To keep abreast of the innovative methods in Economics teaching.

## ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL

### SUBJECT: ENGLISH

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum



3. To develop understanding about the fundamentals of English language.
4. To understand pedagogical bases of language learning.
5. To apply pedagogical approaches and techniques in teaching and learning the language.
6. To adapt learning resources into teaching learning process.
7. To understand implications of theories of learning with regard to language learning.
8. To practice learner-centered methods in the classroom.
9. To sensitize the student teacher about learner diversities.
10. To apply tools and techniques of assessment in language
11. To understand English language and literature

## ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL

### SUBJECT: HISTORY

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the nature of History and Political Science as a school subject
4. To correlate History & Political Science with other subjects
5. To critically analyze the History and Political Science textbook
6. To understand the significance of learning resources to teach the subject
7. To demonstrate an ability to raise learners' interest
8. To prepare appropriate lesson plans in history and Political Science
9. To understand the need and avenues for professional development

## ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL

### SUBJECT: MATHEMATICS

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3. To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4. To apply different approaches and methods of teaching mathematics in classroom situations.
5. To set up mathematics club in the school and organize its activities.
6. To use a mathematics laboratory to develop in students an interest in mathematics.



7. To understand the professional competencies, commitments and expectations of a mathematics teacher.
8. To develop knowledge of various values of teaching Mathematics
9. To appreciate the role of mathematics in day-to-day life
10. To understand that mathematics is more than formulas and mechanical procedures
11. To channelize, evaluate, explain and reconstruct students' thinking
12. To appreciate the importance of mathematics laboratory in learning mathematics

## ELECTIVE COURSE 2 (EC2) – PEDAGOGY OF A SCHOOL

### SUBJECT: SCIENCE

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To understand the meaning and nature of Science.
4. To familiarize the objectives of teaching Science as given by NCF 2005
5. To identify the values of teaching science
6. To develop an understanding of the approaches to teaching Science.
7. To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8. To develop an understanding of the methods of teaching Science.
9. To acquire knowledge about various learning resources and its management in science education.
10. To develop an understanding of the need and avenues of professional development of a Science teacher.

## INTERDISCIPLINARY COURSE 3 (IC3) – LANGUAGE ACROSS CURRICULUM

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the meaning and functions of language.-
2. To develop appreciation for the significance of language across curriculum
3. To develop understanding of language diversity in the Indian context
4. To understand the different theories of language acquisition and language deficit
5. To understand the impact of language and questioning on student learning
6. To understand various genres of texts available in different content areas.
7. To develop competencies in fostering reading and writing skills among school children
8. To develop appreciation for the critical role of the teacher in transacting language across curriculum



## SEMESTER FOUR

### CORE COURSE 5 (CC5) – CONTEMPORARY INDIA AND EDUCATION

Course Objectives (as per the University of Mumbai syllabus)
1. To understand the concept of Diversity as it exists in Contemporary Indian society
2. To understand the inequalities in Indian Society and the marginalization of the weaker sections
3. To understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4. To critically understand the constitutional values related to the aims of education in a Democracy
5. To be acquainted with contemporary issues and policies and their origin with regard to Education in Indian society
6. To be acquainted with the relevant education commissions in the context of Liberalization, Privatization and Globalization

### ELECTIVE COURSE 3 (EC3) – ENVIRONMENTAL EDUCATION

Course Objectives (as per the University of Mumbai syllabus)
1. To develop an understanding about the concept of environmental education, its need and principles.
2. To develop an understanding of the concepts of Environment and Ecology.
3. To develop an understanding about ecological energy dynamics and entropic pollution.
4. To generate an awareness about major environmental issues
5. To explore and appreciate environmental values depicted in ancient Religious Philosophies.
6. To develop an understanding of the various approaches of environmental education.
7. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
8. To develop an understanding about the concept and need for sustainable development.
9. To develop a positive attitude towards protecting and conserving environment.
10. To develop skills of observation, participation and assessment through environmental projects.
11. To understand the status of environmental education in school curriculum
12. To understand the curriculum and methods in environmental education.
13. To acquire knowledge about the different methods of teaching in environmental education



14. To acquire knowledge of the tools and techniques for the evaluation of environmental education.

### **ELECTIVE COURSE 3 (EC3) – GUIDANCE AND COUNSELLING**

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
1. To develop an understanding of the basic concepts in guidance and counselling.
2. To develop an understanding of the strategies and devices used for guidance.
3. To develop an understanding of the concept and strategies for career guidance and job satisfaction.
4. To develop an understanding of the process, skills and strategies of counselling.
5. To sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.

### **INTERDISCIPLINARY COURSE 4 (IC4) – CREATING AN INCLUSIVE SCHOOL**

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
1. To discuss basic understanding of key concepts: diversity, disability and inclusion.
2. To gain insight into models of inclusion.
3. To understand the diversities of abilities, classification and characteristics of Students.
4. To describe the national and international framework with reference to disability and inclusion.
5. To understand the curriculum and assessment adaptations for inclusive classrooms.
6. To describe the role of general teachers, resource teachers and NGOs.
7. To identify and implement actions to make schools and classrooms more diversity friendly.

### **ABILITY COURSE 2 (AB2) – READING AND REFLECTING ON TEXTS**

<b>Course Objectives (as per the University of Mumbai syllabus)</b>
1. To infuse in student teachers the penchant for reading and writing.
2. To instill and promote the skill of reading and writing.
3. To appreciate texts from diverse fields.
4. To acquaint the student teachers with comprehension skills.
5. To examine the social angle to reading texts.
6. To engage readers to interact with the text individually and in groups.
7. To develop interpretation skills in reading texts.
8. To develop reflective reading and writing skills.



9. To generate critical/analytical responses from the readers.
10. To maintain reflective journals.
11. To develop the skill of reviewing a book.
12. To gain insight into interpretive skills..



  
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## Time table

The daily time table is meticulously planned for effective curriculum

### SHRI L. P. RAVAL COLLEGE OF EDUCATION & RESEARCH

#### Time Table

Class: - F.Y. B.Ed.

A.Y. 2021 – 2022

Week 4<sup>th</sup> Apr 2022 to 9<sup>th</sup> Apr 2022

Time/Lec	Monday 4 <sup>th</sup> April,22	Tuesday 5 <sup>th</sup> April,22	Wednesday 6 <sup>th</sup> April,22	Thursday 7 <sup>th</sup> April,22	Friday 8 <sup>th</sup> April,22	Saturday 9 <sup>th</sup> April,22
12.00-1.00	Library Hours	Library Hours	Library Hours	Library Hours		Library Hours
1.00 - 2.00	CC 1 Childhood And Growing Up ( S.K.)	IC1 Gender, School and Society ( Sj. T.)	CC 1 Childhood And Growing Up ( V.R. )	CC 1 Childhood And Growing Up ( S.K. )	CC 2 Knowledge and Curriculum (F.S.)	CC 1 Childhood And Growing Up (V.R.)
2.00 -3.00	CC 2 Knowledge and Curriculum (R.B.)	CC 1 Childhood And Growing Up ( V.R. )	CC 2 Knowledge and Curriculum (R.B.)	CC 2 Knowledge and Curriculum (R.B.)	IC1 Gender, School and Society (S.T.)	CC 2 Knowledge and Curriculum (F.S.)
3.00 - 3.30	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
3.30 - 4.30	IC1 Gender, School and Society (S.T.)	CC 2 Knowledge and Curriculum (F.S.)	IC1 Gender, School and Society (S.T.)	IC1 Gender, School and Society (Sj.T.)	CC 1 Childhood And Growing Up (S.K.)	CCA Activity No.3- Traditional Day Celebration
4.30 - 5.30	Critical Understanding of ICT ( F.S.)	Critical Understanding of ICT (S.K.)	Critical Understanding of ICT (Sj.T.)	Critical Understanding of ICT (V.R.)	Submission of Community Work	CCA Activity No.3- Traditional Day Celebration

S. T.:- Mrs. Sunita Thakur	R.B. :- Mr. Raghunath Bhitale	F. S.:- Mrs. FatemaSiamwalla
S. K.:-Mrs. Sanjukta Kargutkar	Sj. T.:- Mrs. Sujata Tripathi	V. R.:-Mr. Vikas Rawal



  
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## Academic Calendar of the institute

The college plans in advance its yearly activities - Curricular and Extra-Curricular for effective curriculum delivery.

<b>Shri. L. P. Raval College of Education and Research</b>	
<b>ACADEMIC CALENDAR</b>	
<b>2021-2022</b>	
<b>SEM- III</b>	<b>Oct 2021 - Feb 2022</b>
<b>WEEK</b>	<b>ACADEMIC ACTIVITIES</b>
<b>Oct -21</b>	
<b>WEEK 3</b>	<b>Orientation of Sem III course</b>
	<b>Understanding the self-session no.3</b>
	<b>Understanding the self-session no.4</b>
	<b>Understanding the self-session no.5</b>
	<b>Drama &amp; Art in education Session no.3</b>
<b>WEEK 4</b>	<b>Orientation of Core Values</b>
	<b>Orientation of Core Elements</b>
<b>WEEK 5</b>	<b>Orientation of Reading and Reflecting text - 1</b>
	<b>Drama and Art in Education Activity no.4</b>
<b>Nov-21</b>	
<b>From 02/11/2021 to 16/11/2021</b>	<b>DIWALI VACATION</b>
<b>WEEK 3</b>	<b>Lesson Plan guidance in pedagogy 1 online class</b>
	<b>Lesson Plan Guidance and Corrections</b>
<b>WEEK 4 &amp; WEEK 5</b>	<b>Practice Teaching lesson guidance</b>



  
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	<b>Workshop on Learning Resources</b>
	<b>Practice Teaching Lesson observation in School ( Morning Session)</b>
	<b>Practice Teaching Lesson observation in School ( Afternoon Session)</b>
<b>Dec-21</b>	
<b>WEEK 1</b>	<b>Practice Teaching Lesson Guidance</b>
	<b>Orientation of Unit Test &amp; Analysis of Results. (Offline)</b>
	<b>Essay Test :- Assessment for learning</b>
	<b>Essay test :- Pedagogy of School Sub - 2</b>
	<b>Orientation of Co - Teaching &amp; Demo</b>
<b>WEEK 2</b>	<b>Practice Teaching Lesson observation in School ( Morning Session)</b>
	<b>Practice Teaching Lesson observation in School ( Afternoon Session)</b>
	<b>Practice Teaching Lesson Guidance</b>
	<b>Guidance for Unit test &amp; Blue print (online)</b>
	<b>Essay Test :- Language Across Curriculum</b>
	<b>Essay test :- Pedagogy of School Sub - 2</b>
	<b>Orientation of Theme Teaching &amp; Demo</b>
<b>WEEK 3</b>	<b>Practice Teaching Lesson observation in School ( Morning Session)</b>
	<b>Practice Teaching Lesson observation in School ( Afternoon Session)</b>
	<b>Practice Teaching Lesson Guidance</b>
	<b>Christmas celebration</b>
<b>WEEK 4</b>	<b>Practice Teaching Lesson observation in School ( Morning Session)</b>
	<b>Practice Teaching Lesson observation in School ( Afternoon Session)</b>
	<b>Practice Teaching Lesson Guidance</b>
	<b>Guidance for Unit test and Blue print</b>
	<b>Reading And Reflecting on texts Activity 2</b>



<b>From 25/12/20 21 to 02/01/20 22</b>	<b>Christmas vacation</b>
<b>Jan-22</b>	
<b>WEEK 1</b>	<b>Practice Teaching Lesson observation in School ( Morning &amp; Afternoon Session)</b>
	<b>Submission of Practice Teaching Book ;</b>
	<b>Understanding the Self</b>
	<b>Presentation of Reading &amp; Reflection of text Activity</b>
<b>WEEK 2</b>	<b>Submission of :-</b>

	<b>* Reflecting journal of Internship Activity; * Administration of Unit Test &amp; Analysis of results ;</b>
	<b>*Drama &amp; Art in Education</b>
<b>WEEK 3</b>	<b>Presentation of Reading &amp; Reflecting on text Activity</b>
	<b>Reading &amp; Reflecting on Text Activity no 3</b>
<b>WEEK 4</b>	<b>Preparation of Question Paper</b>
	<b>Preparation of Republic Day Program</b>
	<b>Republic Day Celebration</b>



<b>Feb-22</b>	
<b>WEEK 1</b>	<b>Workshop on REBT ( Offline)</b>
	<b>Reading and Reflecting on Texts Activity no 4 (Offline)</b>
<b>WEEK 2</b>	<b>STUDY LEAVE</b>
<b>WEEK 3</b>	<b>University Exam :- Assessment for Learning</b>
	<b>University Exam:- Pedagogy of School Subject - 2</b>
	<b>University Exam:- Language Across Curriculum</b>
	<b>Orientation of Sem IV ,</b>
	<b>Reading &amp; Reflecting on Text Activity no. 4</b>
<b>WEEK 4</b>	<b>Practice Teaching lessons Guidance</b>
	<b>Practice Teaching Lesson observation in School Online &amp; Offline ( Morning Session)</b>

	<b>Practice Teaching Lesson observation in School Online &amp; Offline (Afternoon Session)</b>
	<b>Practice Teaching lessons Guidance &amp; Observation (Offline)</b>
<b>Sem-IV Feb 2022-May 2022</b>	
<b>Mar-22</b>	
<b>WEEK 1</b>	<b>Practice Teaching Lesson observation in School Online &amp; Offline ( Morning Session)</b>
	<b>Practice Teaching Lesson observation in School Online &amp; Offline (Afternoon Session)</b>
	<b>Practice Teaching lessons Guidance &amp; Observation (Offline)</b>
	<b>Submission of Reading &amp; Reflecting on Texts</b>
	<b>Practice Teaching Lesson observation in School Online &amp; Offline ( Morning Session)</b>
	<b>Practice Teaching Lesson observation in School Online &amp; Offline (Afternoon Session)</b>



  
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<b>WEEK 2</b>	<b>Action Research Guidance (Online)</b>
	<b>Practice Teaching lessons Guidance and Observation</b>
<b>WEEK 3</b>	<b>Action Research Guidance</b>
	<b>Essay Test : Creating an Inclusive School</b>
<b>WEEK 4</b>	<b>Action Research</b>
	<b>Essay Test : Environmental Education / Guidance and Counselling</b>
	<b>Orientation of Learning Resources</b>
	<b>Submission of Lesson Plan Book,</b>
	<b>Community Work , Reading &amp; Reflecting on Texts</b>
<b>WEEK 5</b>	<b>Action Research</b>
<b>Apr-22</b>	
<b>WEEK 1</b>	<b>Essay Test : Contemporary India and Education</b>
<b>WEEK 2</b>	<b>Action Research</b>
	<b>Submission of Internship Book</b>
<b>WEEK 3</b>	<b>Creating an Inclusive School activity Visit to Special School</b>

	<b>Submission of Action Research</b>
<b>WEEK 4</b>	<b>Webinar on National Education Policy 2020 ( Online &amp; Compulsory to Attend)</b>
	<b>Submission of :-</b>
	<b>* Learning Resources</b> <b>*Action Research</b>
	<b>*Environmental Education / Guidance and Counselling Assignment</b>
	<b>Class Test :- Creating an Inclusive School</b>
<b>WEEK 5</b>	<b>Class Test :- Contemporary India and Education</b>



  
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	<b>Class Test :-Environmental Education</b> <b>Guidance and Counselling</b>
	<b>Preparation of Farewell &amp; Convocation Program</b>
	<b>Farewell of Batch 2022 &amp; Convocation of Batch 2021</b>
<b>May-22</b>	
<b>WEEK 1</b>	<b>Study leave</b>
	<b>Revision of Contemporary India and Education ( Online)</b>
	<b>Revision of Guidance and Counselling / Environmental Education ( Online)</b>
	<b>Revision of Creating an Inclusive School (Online)</b>
<b>WEEK 2</b>	<b>Study leave</b>
	<b>University Exam : Contemporary India and Education</b>
	<b>Revision of Environmental Education / Guidance and Counselling</b>
	<b>University Exam : Environmental Education / Guidance and Counselling</b>
	<b>Revision of Creating an Inclusive School</b>
<b>WEEK 3</b>	<b>University Exam : Creating an Inclusive School</b>
	<b>SUMMER VACATION</b>



**SHRI L. P. RAVAL COLLEGE OF EDUCATION & RESEARCH**

**Schedule for Practice Teaching Lesson Supervision**

**Semester: II**

**A.Y. 2021 - 2022**

**Name of Internship School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Sr. No.	Period no.	Time	Name of Student	Roll No.	STD	Subject	Lesson No.	Marks
1	1	Morning / Afternoon	(F.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 5	Out of 10
2	2	Morning / Afternoon	(F.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 5	Out of 10
3	3	Morning / Afternoon	(F.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 5	Out of 10
4	4	Morning / Afternoon	(F.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 5	Out of 10
5	5	Morning / Afternoon	(F.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 5	Out of 10
6	6	Morning / Afternoon	(F.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 5	Out of 10
7	7	Morning / Afternoon	(F.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 5	Out of 10
8	8	Morning / Afternoon	(F.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 5	Out of 10
9	9	Morning / Afternoon	(F.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 5	Out of 10

**Name of Prof.:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

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# SHRI L. P. RAVAL COLLEGE OF EDUCATION & RESEARCH

## Schedule for Practice Teaching Lesson Supervision

Semester: III

A.Y. 2021 - 2022

Name of Internship School: \_\_\_\_\_

Date: \_\_\_\_\_

Sr. No.	Period no.	Time	Name of Student	Roll No.	STD	Subject	Lesson No.	Marks
1	1	Morning / Afternoon	(S.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 15	Out of 10
2	2	Morning / Afternoon	(S.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 15	Out of 10
3	3	Morning / Afternoon	(S.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 15	Out of 10
4	4	Morning / Afternoon	(S.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 15	Out of 10
5	5	Morning / Afternoon	(S.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 15	Out of 10
6	6	Morning / Afternoon	(S.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 15	Out of 10
7	7	Morning / Afternoon	(S.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 15	Out of 10
8	8	Morning / Afternoon	(S.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 15	Out of 10
9	9	Morning / Afternoon	(S.Y.B.Ed.)	A / B Batch	V to XII	All subjects	1 to 15	Out of 10

Name of Prof.: \_\_\_\_\_

Signature: \_\_\_\_\_

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## INSTITUTIONAL SDP/FDP (FLYER)



*Shri L.P. Raval College of Education and Research,  
Mira Road (East)*


### **Institutional SDP/FDP**

**1<sup>st</sup> Dec 2021 to 11<sup>th</sup> Dec 2021**

**MODE: ONLINE**

**TIME: 4.00 pm to 5.30 pm**

**Schedule –**

Sr. No.	Topic	Duration with Date/s	Name of expert/moderator/Teacher	<i>All students &amp; Teachers of Shri L. P. Raval College of Education and Research are requested to attend.  It is for the exposure of students and teachers about recent developments in the field of education.</i>
1	Special lectures by experts	6 -12- 2021 4.00 to 5.30 pm	 Asst. Prof. Payal Varma	
2	Book reading & discussion on it	7 -12- 2021 4.00 to 5.30 pm	 Asst. Prof. Tanuja Tipnis	
3	Discussion on recent policies & regulations	8 -12- 2021 4.00 to 5.30 pm	 Asst. Prof. Pankaj Maurya	
4	Teacher presented seminars for benefit of teachers & students	9 -12- 2021 4.00 to 5.30 pm	 Asst. Prof. Niranjan Tambe	
5	Use of media for various aspects of education	10 -12- 2021 4.00 to 5.30 pm	 Asst. Prof. Sweety Singh	
6	Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	11 -12- 2021 4.00 to 5.30 pm	 Mrs. Prabhavati Suvarna	



  
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# TEACHING PLAN OF TEACHERS

The college follows a weekly planning for lectures by the teachers throughout the year for effective curriculum delivery.

Programme of Work from <u>4/7/22</u> to <u>9/7/22</u>						N. B. :- This programme should be framed for the week from Monday to Saturday															
Subject	Portions proposed to be taught					Portions actually done					Subject	Portions proposed to be taught					Portions actually done				
Micro skills	Orientation of Micro skills - (Questioning skills) (S.I./CB./S.V) Observation of Micro skills - Set Induction/ (Questioning/class board work / stimulus variation)					Orientation of Micro skills - (Questioning skills) (S.I./CB./S.V) Observation of Micro skills - Set Induction & Questioning/class board work / stimulus variation)					Pedagogy of English	Unit (3) (a) Approaches to Language Learning - Communicative approach - Constructivist approach - Inductive / Deductive approach					Unit 3 (a) Approaches to Language Learning - Communicative approach - Constructivist approach - Inductive / Deductive approach				
Day & Date	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	Remarks										
Monday	Orientation Set Induction	Orientation Set Induction	Orientation Questioning	Orientation Questioning	Pedagogy of English	Law and Guidance General selling															
Tuesday	Observation Micro skills	Observation Micro skills	Observation Micro skills	Observation Micro skills	Pedagogy of English																
Wednesday	Orientation Explanation	Orientation Explanation	Orientation CB work	Orientation CB work	Pedagogy of English																
Thursday	Observation Micro skills	Observation Micro skills	Observation Micro skills	Observation Micro skills	Pedagogy of English																
Friday	Orientation Stimulus Variation	Orientation S.V	Orientation S.V	Orientation S.V	Pedagogy of English																
Saturday	Orientation Integrated form	Orientation I.L.	Orientation I.L.	Orientation I.L.	Pedagogy of English																
N. B. :- The subject and the portion studied should be briefly entered by the teacher at the end of each period.																					



*[Signature]*  
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## TEACHING PLAN OF F.Y. B.Ed.

Shri. L. P. Raval College of Education and Research

B.Ed Teaching Plan (2021- 2022)

F.Y.B.Ed. Sem I					
	Theory			Practical	
Course / Month	CC1 - Childhood and Growing up	CC2- Knowledge and Curriculum	IC1 - Gender, School and Society	Ab1- Critical Understanding of ICT	PC1 - Project Based Course
February, 2022	Unit 1,	Unit 1	Unit 1	ICT Activity no 1	CCA - Activity no 1
March, 2022	Unit 2, 4	Unit 2, 3	Unit 2, 3	ICT Activity no 2	CCA Activity no 2 & 1 week Community work
April , 2022	Unit 3, 5	Unit 4, 5	Unit 4, 5	ICT Activity no 3	CCA - Activity no 3
May , 2022	Unit 6	Unit 6	Unit 6	ICT Activity no 4	Understanding the self/ Drama & Art in Education Activity no 1
June , 2022	Revision	Revision	Revision		
F.Y.B.Ed Sem II					
	Theory			Practical	
	CC3 - Learning and Teaching	EC1 - Pedagogy of School Subject 1	IC2 - Educational Management	Project Based Course (PC2)	



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<b>July, 2022</b>	Unit 1	Unit 1	Unit 1	Micro skills Practice
<b>August, 2022</b>	Unit 2	Unit 2	Unit 2	Internship of 3 Weeks Practice Teaching lessons Observation & Guidance
<b>September, 2022</b>	Unit 3, 4	Unit 3, 4	Unit 3, 4	
<b>October, 2022</b>	Unit 5 & 6	Unit 5 & 6	Unit 5 & 6	Understanding the self/ Drama & Art in Education Activity no 2
<b>November, 2022</b>	Revision	Revision	Revision	



## TEACHING PLAN OF S.Y. B.Ed.

Shri. L. P. Raval College of Education and Research

B.Ed. Teaching Plan (2021- 2022)

S.Y.B.Ed. Sem III					
Course/ Month	Theory			Practical	
	CC4 - Learning and Teaching	EC2 Pedagogy of School Subject 2	IC3 - Language across Curriculum	Project Based Course (PC3)	
November, 2022	Unit 1	Unit 1	Unit 1	Internship of 11 weeks And Administration of Unit test & analysis of results	
December, 2022	Unit 2, 3	Unit 2, 3	Unit 2, 3		
January, 2022	Unit 4 & 5	Unit 4 & 5	Unit 4 & 5		
February, 2022	Unit 6	Unit 6	Unit 6		
S.Y.B.Ed. Sem IV					
	Theory			Practical	
	CC5 - Contemporary India and Education	EC3 - Environment Education/ Guidance and Counselling	IC4 Creating an Inclusive School	AB2 Reading and reflecting on text	Project Based Course PC4
February, 2022	Unit 1, 2	Unit 1,	Unit 1	Activity no 1	Internship + Community work 5 weeks & Action Research
March, 2022	Unit 3,	Unit 2, 3	Unit 2, 3	Activity no 2	
April, 2022	Unit 4, 5	Unit 4, 5	Unit 4, 5	Activity no 3 & 4	Action Research Data Analysis
May, 2022	Unit 6	Unit 6	Unit 6		



  
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## TERM WORK (ASSIGNMENT)

B.Ed. CURRICULUM FRAMEWORK				
Courses	Credits	External Marks	Internal Marks	Total Marks
<b>Semester 1</b>				
Core Course 1: Childhood and Growing up	6	60	40	100
Core Course 2: Knowledge and Curriculum	6	60	40	100
Interdisciplinary Course 1: Gender, School and Society	6	60	40	100
Ability Course 1: Critical Understanding of ICT	3	----	50	50
Project Based Course 1	3	----	50	50
<b>Total</b>	<b>24</b>	<b>180</b>	<b>220</b>	<b>400</b>
<b>Semester 2</b>				
Core Course 3: Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2: Educational Management	6	60	40	100
Project Based Course 2	6	----	100	100
<b>Total</b>	<b>24</b>	<b>180</b>	<b>220</b>	<b>400</b>
<b>Semester 3</b>				
Core Course 4: Assessment for Learning	6	60	40	100
Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
Project Based Course 3	12	----	200	200
<b>Total</b>	<b>30</b>	<b>180</b>	<b>320</b>	<b>500</b>
<b>Semester 4</b>				
Core Course 5: Contemporary India and Education	6	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
Ability Course 2: Reading and Reflecting on Texts	3	----	50	50
Project Based Course 4	9	---	150	150
Any one Audit Course (Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4	3	---	----	---
<b>Total Credits</b>	<b>33</b>	<b>180</b>	<b>320</b>	<b>500</b>

Total Credits: 111; Total Marks 1800 (1 Credit = 12 Hours)



### MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particulars	Marks
1.	Task/Assignment for each module held in the semester (2X10)	20
2	One periodical class test held in the given semester	15
3	One Essay held in the given semester	05
	Total	40

Any two of the following tasks:

- Rewrite a unit from a prescribed text book in the form of a dialogue appropriate for a multilingual class in the target language.
- Construct a glossary of content words in different subjects.
- Visit a school or NGO that caters to the economically and socially disadvantaged children and write a 1000 words description of the teacher's challenges to teach language to the class and your reflections on the same.
- Prepare a lesson plan in a school of your choice incorporating the different types of questions.
- Conduct an interview of minimum three teachers in school to understand how they promote oral language in their classes and submit a short report.
- Write a lesson plan using any two strategies of reading comprehension.
- Take a story/poem and rewrite in the other form.





SAMPLE ASSIGNMENT OF STUDENT

SEM III IC3 CREATING AN INCLUSIVE SCHOOL

**RN – B 4**

**SHRI L.P. RAVAL COLLEGE OF EDUCATION  
AND RESEARCH MIRA ROAD**

**S.Y.B.ED / SEM 3 / 2019-21**

**Interdisciplinary Course - 3 (IC-3)  
LANGUAGE ACROSS CURRICULUM**

**Assignment – 1**

**(Rewrite a unit from a prescribed text book  
in the form of dialogue appropriate for a  
multilingual class in the target language)**

**&**

**Assignment – 2**

**(Take a story/poem and rewrite in the  
other form)**

**Name: Ashoka Devadiga**

**Roll no.: B 4**

**Guiding teachers: Mrs. Sanjukta Kargutkar & Mr. Vikas  
Rawal**



  
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# **Assignment – 1**

**(Rewrite a unit from a prescribed text book  
in the form of dialogue appropriate for a  
multilingual class in the target language)**

**Guiding teachers: Mrs. Sanjukta Kargutkar & Mr. Vikas  
Rawal**



  
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## INTRODUCTION:

Multilingualism is the ability of an individual to communicate effectively in two or more languages. According to recent studies it is estimated that over half the population of the world is multilingual to some extent.

Multilingualism has several social, psychological and career advantages.

Some of the benefits are:

1) Enhance communication skills:

It is easier to communicate to people with the fluency in different languages, consequently increases communication skills.

2) Skilled multi-tasking:-

As multilingualists can switch from one language to other with ease they will be good at multi-tasking.

3) Increased career opportunities:

Speaking of multiple languages has ~~numerous~~ numerous employment benefits. There are more job opportunities depending upon the languages known.

4) Improves memory:-

Studies have shown that people who speak multiple languages have better attention which has a positive impact on the memory.



skills of a person.

Cognitive benefits of being Multilingual :

1) Improvement in learning abilities:

Multilingual people have more developed executive functions. One of such function is inhibition. Because of that they not only learn third or fourth language more likely but also can develop any learned skill faster.

2) More rational decision making skills:-

Multilinguals are able to draw from their understanding of a problem using two or more languages. that help them to make more rational judgment.

3) Greater cognitive flexibility:

Because in part that learning a new language requires the brain to learn that the same, exact thought can be expressed in multiple ways, multilingual people demonstrate more ~~more~~ cognitive flexibility. This makes them more creative while solving problems.

Studies have also shown several health benefits being linked to multilingualism. There are lower risk of Alzheimer's disease for a multilingual and also improves stroke



recovery time. People who are multilingual are more open minded than monolingual individuals. However studying of more languages can shift the focus of the student.

It may be concluded that, multilingualism practices in education benefits through creation and appreciation of cultural awareness, adds academic value as well as educational values, enhances creativity, adjustments in society and appreciation of local languages.



The type of text used in the lesson is  
**NARRATIVE.**

A narrative tells a story. There will usually be characters and dialogues. The main purpose of the text is to tell a story. Narrative form of writing is used in almost every longer piece of writing, whether fiction or non-fiction. When an author writes in narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict and settings.

Examples of narrative writing:-

- 1) Novels
- 2) Poetry
- 3) Short stories
- 4) Anecdotes
- 5) Biographies
- 6) Oral histories. etc.

The lesson selected to convert into dialogue form is "The King's Choice" from English Balbharti text book of standard seven. The author (Shanker, from the Folk tales retold) narrates the story of King Lion and his courtiers. There are different characters, conversing. The story has a logical beginning, and ending.



The author himself is the narrator of the story and tells the story in his voice and in his point of view. Central idea of the story being "to be kind is good but to be kind is better". The author tries to convey the message that not everyone surrounding us may not be good and they try to pretend to be good many a times. We should be clever enough to identify good people and we should be kind to them.



\*\* The King's Choice \*\*

[ scene 1: King of the Forest LION in formation of COURT ]

LION KING: - "Welcome to my court each one of you. All of you please sit down. Let me appoint courtiers."

"Mr. Fox you being wise and clever I would like to appoint you as my advisor."

'You will be called Fox STAR from today onwards.'

Fox :- 'Thank you, your majesty'

LION KING:- I want a watchful, swift of foot but a ~~strong~~ strong bodyguard. No one else than Mr. Leopard can be best for this. Mr. Leopard your title from today 'Dare Leopard'.

Leopard: 'Thank you, your majesty'

LION KING: Now I would like to appoint Mr. Vulture as my messenger. She can fly high and best suitable for this position. Your title from now is 'Twitter Vulture'.





Vulture : 'Your Majesty. Thank you'

LION KING : It's time for oath. come forward and take oath.

[~~STAR~~/~~DARE~~/TWITTER took oath one after the other]

'Your majesty, I \_\_\_\_\_ solemnly affirm that I will support, obey and defend all your orders and will discharge all my duties as to the best of my abilities.'

LION KING: I shall promise to give protection and food to you all couriers. Lets go hunting, you all just find my target. Lets go-- are you all ready?

[chorus]: Yes your majesty. -- Lets go...

[Scene 2 : LEON, LEOPARD and FOX sitting in the court and Vulture enters]

Vulture : Your majesty ! have you ever eaten a camel ? It is very tasty. I ate it once in the desert.



KING LION:- 'No, I have never seen it before. But I liked your idea of trying a camel meat. Where can I get it?'

Vulture: 'I saw one big fat camel in the desert some miles away.'

LION KING: (Looking at other advisors) 'What is your opinion Fox Star?'

Fox: 'The idea is good, since it is the idea of Vulture, she should lead our way'

LION KING: 'What do you say Leopard?'

Leopard: 'I completely agree with Fox'

LION KING: 'OK! Then! Let's go and find that Camel early in the morning.'

[CHORUS]: 'Yes! Your majesty.'

[LION KING left the court. Fox and Leopard talking to each other]

Leopard: 'You saved me, my friend Fox, I didn't know the way to desert.'



Fox: Ha Haha..! Where did I know?  
I just cleverly put it on Vulture.  
Come on let's meet tomorrow.  
(they both left the court too)

[SCENE 3: All four are on the way to  
desert, all looking completely tired  
except Vulture flying high]

Vulture: Hurry along!

LION KING: You are flying high in the  
cool air. I can't go any further.  
STOP! STOP! Everyone STOP! (shouted)  
Let's go back to the forest. I do  
not care to try camel meat.

Leopard: (Talking to self)  
How to take you back home?  
The forest is far behind.

Vulture: (Talking to self)  
Let me watch and wait!  
King! you too must be tasty!  
Better than camel. !!!

[Fox started running off into the desert]



LION KING : Where are you running, Fox?

Fox : I will try to bring some help  
you majesty !

LION KING : Allright! come soon, we will  
wait for you here only. Its  
too hot ! can't wait for more !

[SCENE 4 : Fox found the camel]

Fox : 'Hurry up, ! friend Camel ! Our  
king wants you at once.'

Camel : Your king ? Who is that ?  
I do not know any king ! I know  
only my Master !

Fox : My friend ! Listen ! Our king LION  
has killed your Master!! Now you are  
free. Our king has invited you to  
live at his court.

Camel : Ohh !! Is it ? I will follow you.  
Let's go.. !

[ They both reached the place where  
king and other courtiers were waiting ]



Fox : King ! There is your Camel.  
'You Majesty' sit on his back,  
we will return home.

[ King jumped and sat on the back  
of Camel. Fox and the Leopard too  
followed him. Vulture flying on top, they  
all hurried towards home ]

[SCENE 5 : They all reached Court. Its  
right and dinner time. Fox,  
Leopard and Vulture looked at  
the Camel and looked at  
each other and smiled a hungry  
smile ]

King LION : Friend Camel ! come here !  
You saved my life. You are  
welcome to live at my Court,  
as long as you like. I promise  
you my protection. !!

[ Courtiers looked at each other in  
shock ]

LION KING : Fox, Leopard and Vulture !  
(shouted) Don't you see I am  
ill and hungry ? Go and get  
some food for me.



[ All three of them left the court, but did not go too far, they sat in a safe place and discussed ]

Fox : I have made some plan! We shall make the camel asked to be eaten.

[ Fox whispered something to the other two and all three of them came back to court ]

Vulture : Your majesty ! We have found no food. But we cannot let you suffer! I am a poor creature. Please eat me !!

Fox : [Pushing the vulture aside] I have more meat on me. Eat me!! Your majesty.

Leopard : No, No, king, you eat me, I am not much good, but I could make a good meal for you my king !!

Camel : You majesty ! eat me instead! they are your old friends, they are more useful than me, Please eat me !



[ Fox, Leopard and Vulture looked at each other as if they were waiting for this moment. Gave a hungry smile and got ready to jump at the Camel ]

LION KING : STOP ! STOP ! STOP there !  
You all are good and loyal.  
I shall eat you in order you offered yourselves.

[ Fox, Leopard and Vulture looked shocked, they ran from the place ].

LION KING : ( Turned to the camel ) ( laughing )  
See my friend Camel ! How they ran to save their life !  
You shall be my friend as long as we are alive.

[ They hugged each other as good old friends and danced happily ]

⇒ TO BE KING IS GOOD

TO BE KIND IS BETTER ←



### REFLECTION :

When we received this assignment of converting a text into dialogue form, the first thing that came to my mind was the role plays that we did in schools and colleges. I still remember some of the characters I have played in my school days. As a kid I was not aware that these things shall remain in my mind till I grow up. But now when I started searching for information to do my assignment, I came to know the importance of dialogue form in teaching learning process. Dialogues form which was once restricted to only dramas and skits in schools can be used to teach almost every topic to make them more interesting and effective is an addition to my knowledge as a teacher.

I used to write dialogues for skits and act for them during my college days. I have realised that, as a teacher I can convert some topics into dialogue form and ask my students to perform a roleplay. Through this assignment I have also learned the different types of texts and their relative uses. As a teacher I may be able to





identify through interactions, the type of text that interests a student or group of students and can use the similar texts often to keep them attentive and make teaching learning process more effective.

Through this assignment I have also got to know the benefits of being multilingual. I can use different languages known to me effectively and can also encourage students to converse in different languages known to them to improve their understanding as a group, to inculcate different cultural values, to develop team spirit. And also to take advantage of multilingualism in cognitive development and rational thinking.

I am looking forward to use my learning into practice whenever I get an opportunity, to do so.



## ASSESSMENT

### INTERNAL EXAMINATION SCHEDULE

Regular internal evaluations are conducted at college for effective curriculum delivery.

CLASS - TEST TIME TABLE		
A.Y. 2021-2022		
S.Y.B.Ed. [SEM II]		
DATE/DAY	SUBJECT	TIMINGS
20 <sup>th</sup> -Sep-2022 TUESDAY	CC 3 LEARNING & TEACHING	3.00 pm To 4.00 pm
21 <sup>th</sup> -Sep-2022 WEDNESDAY	IC 2 EDUCATIONAL MANAGEMENT	3.00 pm To 4.00 pm
22 <sup>nd</sup> -Sep-2022 THURSDAY	EC 1 PEDAGOGY OF SCHOOL SUBJECT-1	3.00 pm To 4.00 pm

CLASS - TEST TIME TABLE		
A.Y. 2021-2022		
S.Y.B.Ed. [SEM IV]		
DATE/DAY	SUBJECT	TIMINGS
08 <sup>th</sup> -Apr- 2021 THURSDAY	IC 4 CREATING INCLUSIVE SCHOOL	4.00 pm To 5.00 pm
09 <sup>th</sup> -Apr- 2021 FRIDAY	CC 5 CONTEMPORARY INDIA & EDUCATION	4.00 pm To 5.00 pm
12 <sup>th</sup> -Apr- 2021 MONDAY	EC3 ENVIRONMENTAL EDUCATION GUIDANCE AND COUNSELLING	4.00 pm To 5.00 pm



<b>CLASS - TEST TIME TABLE</b>		
<b>A.Y. 2021-2022</b>		
<b>F.Y.B.Ed. [SEM I]</b>		
<b>DATE/DAY</b>	<b>SUBJECT</b>	<b>TIMINGS</b>
27 <sup>th</sup> -April-2022 WEDNESDAY	CC 1 CHILDHOOD AND GROWING UP	3.00 pm to 4.00 pm
28 <sup>th</sup> -APRIL-2022 THURSDAY	IC 1 GENDER, SCHOOL AND SOCIETY	3.00 pm to 4.00 pm
2 <sup>nd</sup> -mAY-2022 MONDAY	CC 2 KNOWLEDGE AND CURRICULUM	3.00 pm to 4.00 pm

<b>CLASS - TEST TIME TABLE</b>		
<b>A.Y. 2021-2022</b>		
<b>S.Y.B.Ed. [SEM III]</b>		
<b>DATE/DAY</b>	<b>SUBJECT</b>	<b>TIMINGS</b>
27 <sup>th</sup> -JAN-2022 THURSDAY	CC 4 ASSESSMENT FOR LEARNING	3.00 pm to 4.00 pm
28 <sup>th</sup> -JAN-2022 FRIDAY	EC 2 PEDAGOGY OF SCHOOL SUBJECT 2	3.00 pm to 4.00 pm
29 <sup>th</sup> -JAN-2022 SATURDAY	IC 3 LANGUAGE ACROSS CURRICULUM	3.00 pm to 4.00 pm



  
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**Academic Year 2021-22**

**ASSESSMENT OF STUDENT TEACHER BY FACULTY IN PRACTICE TEACHING SCHOOL**



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