

Appendices
Appendix-A
Opinionair for Teacher Educators

Name of teacher Educator; _____ Name of college: _____

Qualification: _____ Experience: _____

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1. Are student teachers of English method confident in speaking English in the class? Give your opinion.

2. Do student teachers hesitate to use English with their peers and teachers?

3. Are they able to give classroom instructions clearly and confidently?

4. It has been observed that most of the teachers of English do not use that language even while teaching. They continue to translate every into Gujarati. Do you think that after completing the B. Ed course, they will be able to use English confidently at school where they work?

5. What else can be done to help the B. Ed students of English? Do you think student teachers need more practice in reading and speaking?

Appendix-B

Questionnaire for Pre-service Teachers

Name of pre-service teacher; _____ Name of college: _____

Qualification: _____ Experience: _____

1. Are you confident about your classroom instructions or do you need some more training in it?

2. Are you able to prepare some informal speeches?

3. Are you confident about of your spoken language?

4. Are you able to prepare a formal speech for sports day organized at a school?

5. Do you think that if more opportunities to listen to and talk in English you'd perform better in the exam as well as at the place of work?

Appendix-C

The Researchers' Observation of English Teachers in School

Name of teacher; _____

Name of school:_____

Qualification: _____

Experience:_____

-
1. Accuracy in the use of English _____
 2. Use of correct instructions in the class in English _____
 3. Teacher's communication in English in the classroom_____
 4. Confidence while speaking English language_____
 5. Teachers' pronunciation _____

Appendix-D

Pre-test

Name of pre-service teacher; _____ Name of college: _____

Qualification: _____ Date: _____

Duration: 45 minutes

Q.1 Write instructions used by teachers at various places in school. (one mark for each) **15**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Louis Braille is enrolled in a formal school for the visually challenged in Paris where he started studies, he came to know about the technique of sending coded messages to soldiers of Napoleon's army. Braille immediately began inventing his raised-dot system with his father's stitching awl. Braille will be very famous for his work.

Best of Luck

Appendix-E

An ESP Course for pre-service teachers

From the observation of English teachers in school and by interviewing Teacher Educator the researcher came to know that there is need of a special course for pre-service teacher to perform better in their job so following course was prepared with the following Objectives keeping in mind.

Objectives of course

1. To enable the student-teachers to overcome hesitation in speaking English
2. To improve their oral and written comprehension and expression skills in English in general
3. To help them use the English language meaningfully at school in different contexts
4. To create passion for the English language among pre-service teachers
5. To make them become familiar with a wide range of techniques and devices to teach English
6. To enhance their competence, thereby confidence, vis-a-vis their role as teachers of English

No	Content	Methodology
1	Instructions for various situations	Group work
2	Grammar: simple present, past & present perfect	Demonstration, discussion, activities
3	Small Talk	Simulation
4	Songs in English	Recitation group work
5	Question Paper writing skills	Team Project
6	Event Management: Celebrations and Gatherings at school	Script writing, Demonstration, Role plays, Contextual dialogues
7	Views on Education	Brainstorming and Discussion based on reading

		materials
8	Book reviews	Oral presentations
9	Quotations on education	Group discussion
10	Reading aloud (voice modulation)	Drill (individual and group practice)
11	Preparing a Scrap Book	Individual work
12	Writing skits, poems, dialogues	Group work, role play

Session 1. Instructions

Objectives

- To help the pre-service teachers in framing correct and appropriate instructions at various situations at school.
- To communicate easily and pass on the correct information.

Methodology

- The researcher will divide students-teachers into small groups.
- Students will be shown some sample instructions.
- The researcher will carry out discussion and will help students-teachers to prepare More instructions in groups.

Expected out come

- Students-teachers will learn to give clear instruction.
- Students-teachers will learn to impart correct information to the students.

Some sample instructions

In the classroom

1. Please pay attention to the way I read. Notice the changes in my voice. /Please observe carefully how I modulate my voice.
2. Sit in a proper posture. Your posture shows your attitude to work.

In the library

1. Keep silence in the library. We are not supposed to disturb those who are working. Do not disturb those who are working.
2. Remove your footwear outside. We need to be careful not to dirty the floor.

In the language laboratory

1. Keep the language lab journal with you as you will need it to note the activities done.
2. Avoid talking to each other. You will find it difficult to listen to the audio being played.

In the Computer Laboratory

- 1.Keep your shoes outside so that you do not dirty the floor.
- 2.I am going to tell you something interesting. Before I do that I want you to switch your cell phones off.

At the Playground

1. Follow the rules of the game. We will have more fun playing according to the rules.
2. Maintain discipline so that you do not disturb the other classes.

On Trips

1. We will be having the school at eight in the morning. Be punctual so that you don't miss the bus.
2. Bring the written permission of your parents for the trip. They need know about the trip.

Session 2 Tenses

Objectives

- To give them clear idea about tenses.
- To give them idea how to make different activities on tenses.

Methodology

- The researcher will divide students-teachers into different groups.
- Students will be shown some sample activities based on tenses.
- The researcher will show students-teachers video based on activities on tenses.
- The researcher will help students-teachers to prepare different activates based on tenses.

Expected out come

- Students-teachers will learn how to prepare different activities for tenses.
- They will learn use of tenses in their talks.

1. Complete the story

Yesterday evening I (be) at home, sleeping in front of the



when I (hear) a strange noise



I (wake) up and (run) to the window.



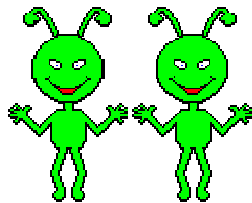
Can you guess what I (see) in the garden? !

I (think) I was dreaming so I (go) to the bathroom where I (have) a



and (forget) about the flying-saucer. Suddenly something (strike) the front door.

A bit afraid, I (take) a baseball  , walked towards the door and opened it.



Two aliens were there, smiling and jumping. They (say): 'Could we

have a cup of tea, please?' I (burst) into laughter and asked them to come into the house.



I (put) some water on the stove and (give) them some biscuits. Then....???

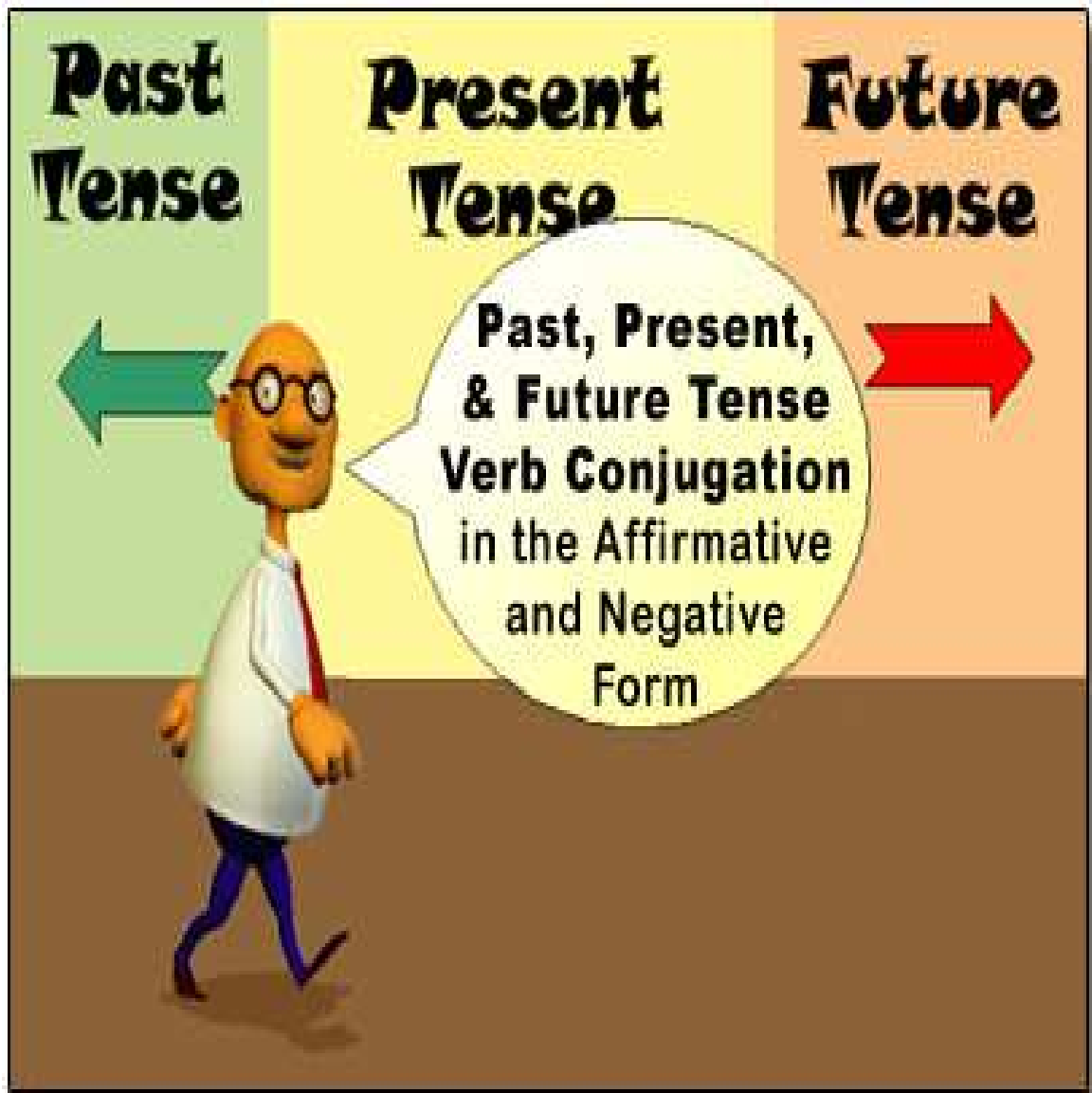
Can you add a couple sentences???

4. Look at the video carefully and carryout discussion on it and ask questions to the group members.

Example

Affirmation	Question	Negation
David bought a new car a week ago.	_____a new car a week ago?	_____a new car a week ago.
Dad went to work on Saturday.	_____to work on Saturday?	_____to work on Saturday.

Look at the following table carefully.



Tense	Affirmative/Negative/Question	Use	Signal Words
<u>Simple Present</u>	A: He speaks. N: He does not speak. Q: Does he speak?	action in the present taking place once, never or several times actions taking place one after another action set by a timetable or schedule	always, every ..., never, normally, often, seldom, sometimes, usually if sentences type I (If I talk, ...)
<u>Simple Past</u>	A: He spoke. N: He did not speak. Q: Did he speak?	action in the past taking place once, never or several times actions taking place one after another action taking place in the middle of another action	yesterday, 2 minutes ago, in 1990, the other day, last Friday if sentence type II (If I talked, ...)
<u>Present Perfect</u>	A: He has spoken. N: He has not spoken. Q: Has he spoken?	putting emphasis on the result Action that is still going on. Action that stopped recently. Action that has taken place once, never or several times before the	Already, ever, just , never, not yet, so far, till now ,up to now

		moment of speaking	
		Putting emphasis on the course or duration.	

Session 3Small Talk

Objectives

- To develop communication skills
- To think on various topics
- To solve problems through discussion

Methodology

- The researcher will divide students-teachers into different groups.
- Students will be shown sample small talk script.
- Students- teachers will perform sample script.
- The researcher will help students-teachers to prepare some more informal talks among teachers.

Expected out come

- Students-teachers will learn how to talk in English language with other teachers.



One day when Shital came into the staff-room for the long break, feeling tired from struggling to teach the Grade 10 class, which had 45 learners in it, and always gave her trouble, some of the other teachers were having a conversation.

Rohit: How am I supposed to teach Home Science properly, when none of the stoves and sewing machines in the Home Science room work, and the department ignores my orders for the ingredients and materials? I need to teach properly. What makes my job even more impossible is that the new textbooks haven't arrived yet, I have no textbooks for Grades 8, 9 and 10, and in Grades 11 and 12 the learners have to share the few textbooks we have, and they are old, from years ago, with pages missing, and scribbling and rude comments all over them. Now just tell me, how am I supposed to teach?

(The other teachers who have heard Rohit shake their heads and click their tongues in sympathy, but Mr.Bala disagrees.

Mr. Bala: No, no, no, Rohit, you have such a short memory. We have always had these troubles, have you forgotten what it was like earlier? In the olden days when girls had to learn how to cook or make beadwork, and the boys had to learn how to look after the cattle and defend themselves on raiding parties, we didn't expect the 'government' or the 'department' to supply us with equipment, and as for textbooks! In those days no one expected to have a textbook to tell them what to say, teaching was a kind of conversation between older and wiser people and the children and youths. Mr.Bala surprised himself with the last thing he said, and other teachers in the staffroom came closer to hear what was going on.

Yasmine: Come on, Mr Bala, we have heard enough of all this old-fashioned stuff – with the girls doing the cooking and the boys doing the hunting. The world has changed, and become much more complicated than the simple world you are talking about. What the kids of today need to learn is how to earn their own living, they need to learn maths and science, they need be able to get a job, and in today's world that means being able to do all sorts of things our ancestors could not even have imagined. In the past teaching might have been a kind of cozy conversation, but nowadays that won't get us very far. I would like to see you teach History without a textbook, I suppose you would just have little chats with the kids, and call that 'teaching'!

Mr. Bala: Now listen here, Yasmine, I am a history teacher and I know the world has changed and we need to teach different things now, but I was trying to say to Rohit that it is no use sitting around and moaning about the situation, we need to be resourceful, like our people in the past were, and make the best of what we have. But the most important thing I was saying is that we need to remember that in the past teaching was like a conversation, it was a form of communication between the wiser people of the community and young, but not the kind of corrupt one-way ‘communication’ which was imported by the colonisers, with one voice telling us what to think and who we are. It was a form of communication which bound communities together and was the bridge between the knowledge of the community and the growing generation, it was the way in which younger members of the community were initiated into the way of life of the community, and how it lived from day to day. The ‘modern’ world is all very well, but look what it’s done to our communities! The youth no longer have any respect for tradition or for older people, they run around the streets like wild animals, many of us fear for our lives when we catch the train, and look at all the problems we have with disobedient pupils at school. The phrase ‘disobedient pupils’ infuriated Yasmine, and triggered off an angry response.

Yasmine: I suppose, Mr Bala that you also oppose banning of corporal punishment of learners – you would like to beat ‘disobedient pupils’ into submission? To talk of teaching as a conversation is all very well, but have you forgotten that not all conversations are warm and pleasant. Have you never noticed that some people use conversations as an opportunity to dominate others, to show how smart and clever they are, and how stupid and ignorant other people are? When Mr Desai makes one of his famous speeches here in the staffroom, he thinks that he is having a ‘conversation’ with the staff, but he is not, he is simply ‘laying down the law’ and threatening any member of staff who ‘gets out of line’, letting them know that he has the power to make them ‘redundant’ when the next round of ‘retrenchments’ comes along. Yasmine was shocked by the last remark she made, and looked around nervously in case Mr Desai had come into the staffroom. She hoped that no one would report to Mr Desai what she had said. She had been carried away and didn’t really mean to make that remark about the school principal. Joe, a student doing his teaching practice at the school and blind to staffroom

politics, didn't notice that Yasmine had upset herself by her own remark, but he was excited by arguments, and he now jumped into the conversation.

Joe: You people here don't seem to have heard of anything. We had a lecture at college about Paulo Freire. He made a contrast between monological and dialogical teaching, and he called the former 'a banking conception of education'. Some people in the staffroom were impressed by this speech, but they felt that they couldn't really say anything because they had never heard of this person whose name made him sound Spanish or Portuguese, particularly because of the way Joe pronounced it, with great authority. But other people were cross with Joe, coming and displaying his irrelevant 'college' knowledge here just when the conversation was becoming interesting. But Shital could see what Joe was getting at.

Shital: Listen Joe, we are not interested in whether it was Freire, or the Pope or the President who said it, but explain to us what you think the difference is between 'monological' and 'dialogical' teaching, and what a 'banking conception of education' is.

Joe: Well I think that what Freire meant was that in the 'traditional' way of teaching the teacher's voice is the only one that is heard in the teaching situation...

Rohit: All these big words – 'form', 'dialogical', 'monological' – are you trying to give us an English lesson? There is so much noise in our classrooms that the teacher's voice can't even be heard, so you are talking rubbish.

Joe: What I meant was that, usually, the teacher is the one who speaks and needs to be listened to obediently, and this is 'homological teaching', the learners just have to listen silently. A 'monologue' is a long speech by one person or a play which has only one actor. Most of the lectures we get at college are monologues, the lecturer just stands there and talks for about an hour or so – sometimes longer. In a monologue there is only one

‘voice’, only one person speaking – usually just ‘laying down the law’. Most teaching is a kind of monologue, most teachers see themselves as ‘transmitting knowledge’ to learners. Teaching should be learner-centred and not teacher-centred.

Mr. Bala: In the olden days we didn’t have banks, and I was interested in what you were saying about a ‘banking conception of education’.

Joe: In a ‘banking conception of education’ knowledge is seen as a kind of commodity, like money, which needs to be ‘deposited’ in the minds of the learners, like money is deposited in a bank.

Rohit was getting very cross with Joe and his big words.

Rohit: What do you really know about teaching? You come here and tell us about all this theoretical stuff you learnt at college, about ‘Pa-low-free-eerie’, ‘voices’, ‘commodities’, ‘banks’ and ‘money’. You will get know all about ‘voices’ when you come into one of our rowdy classrooms, and you will learn all about ‘money’ and ‘banks’ if ever you get a job as a teacher, and have to try to survive from month to month on the pittance you will be paid. You will find out what ‘teaching’ is when you try to teach in one of our overcrowded classrooms. Other teachers nodded their heads in agreement, and were pleased to see how Rohit was putting Joe in his place.

Shital: Look, I think the point is this: in the Geography text books there are all sorts of facts, facts about where countries and towns are, what vegetation there is in different parts of the world, what the political and physical shapes and boundaries of the countries of the world are, and so on. But these facts are simply in the textbook. If anyone is going to learn from the textbook they need to do something, they need to be active to get those facts out of the books and into their minds. The teacher is there to help the learners to do this.

Vimlesh: But, Shital, this doesn’t help. You are still thinking of knowledge as a collection of ‘things’ – which you now call ‘facts’ and you are thinking of learning as

getting those ‘facts’ into the mind of the learner. In any case the ‘facts’ are not in the text books, they are in the real world, what is in the books is simply some printing and pictures. And if we think of teaching as a kind of conversation are you saying that your Geography textbooks are voices in a conversation?

Shital: Yes, I am saying that textbooks, at least the better textbooks, should be treated as voices in a conversation, and this is the way teachers should use textbooks, they should get learners to get into conversation with the textbook.

Rohit: What rubbish! How can a textbook be a ‘voice’, and, in any case, what are we going to do if we don’t have textbooks?

Shital: When I use the word ‘voice’ I don’t mean only the sounds coming out of people’s mouths when they speak, I mean what people say, whether they speak it or write it down. And, no, I don’t mean only real textbooks – when I say ‘text book’ I mean what might be in a textbook, but what also might be in the mind of the teacher – the knowledge that the teacher has.

Vimlesh: Do you think that knowledge is ‘in the mind’? Think of doctor Khumalo, he has excellent knowledge about how to play soccer, is his knowledge ‘in his head’? The other teachers, found this turn in the conversation very confusing, and they were glad when Yasmine started to speak:

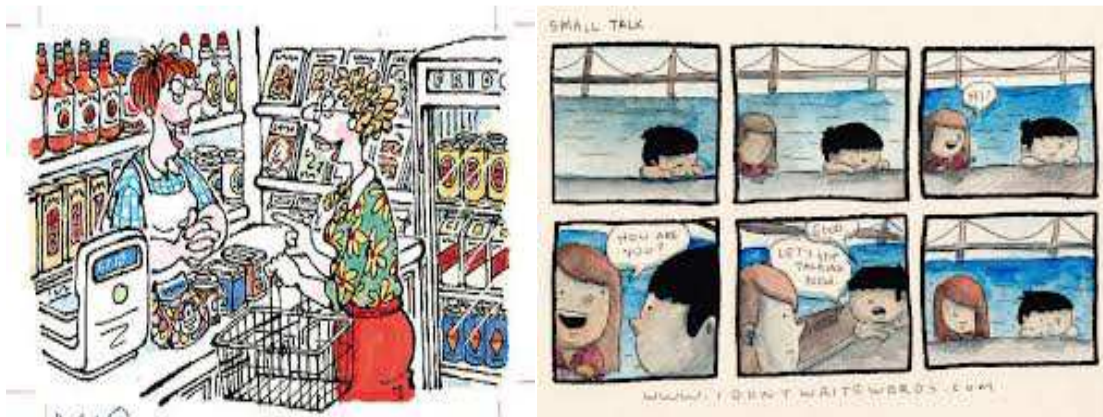
Yasmine: Look, this is a very entertaining conversation, but I can’t see how it can help us when we go back to our classrooms in a few minutes time. To think that we are going there to have ‘conversations’ with our students is just nonsense. The fact of the matter is that there are facts which the kids need to learn, and it is our job to get them to learn them. When I am teaching maths there is no point in having a ‘conversation’ what is there to discuss about whether $2 + 2$ is 4 or the square root of 100 is 10? To think of having a ‘conversation’ about things like this, is just wrong, and it might give the kids the false impression that they are entitled to think just what they like, and that they are being ‘insulted’ if someone tells them that what they think is incorrect. We would not be able to

teach at all if we were banned from pointing out the kids' mistakes. We might as well just hand out the certificates when the kids arrive on the first day of the year. Let the voices be heard, indeed! Some voices do not deserve to be heard, and we would not be teaching at all if we tried to listen to the voices of the kids.

Shital: Look, Rohit, I can understand why you are cross with Joe about his 'theories'. Teaching is a practical business, and a lot that people sitting around in armchairs or lecture halls say about it is no help at all. But still, the pictures that we have in our heads about what teaching is make a big difference to what we do when we try to teach. Think of the differences it makes to what a teacher actually does if she thinks of herself as a gardener and the kids as delicate plants that need to be cultivated, or if she thinks of herself as a builder who needs to lay firm foundations, or as pot maker who needs to mould the minds of the students. Our concept of teaching shapes our practice as teachers, and this is why it is important to think about teaching. If we agree that teaching is a kind of conversation, that will make a difference to how we teach, for instance we will see that teaching is a kind of interaction between the teacher and the learners, not one-way traffic from the teacher to the learners. But some of the things that Yasmine and Nisha said can remind us that if we think of teaching as a kind of conversation or interaction then it must be a particular kind of conversation or interaction. But just as Shital was about to go on Mr Desai came fuming into the staffroom.

Mr Desai: What are you all doing here sitting around and chattering? Didn't you hear the bell ring? Your lessons should already have started and you are paid a salary to teach not to lounge around here prattling to each other. Go to your classrooms this minute. Guiltily the teachers realized that they had become so involved in the discussion that they hadn't even heard the bell – they frantically gathered up their books and papers and dashed out to teach, forgetting all about conversations and discussions.

- **Look at the picture and talk about them.**
- **Prepare dialogues approximately in ten turns.**



Session 4 English songs

Objectives

- To enjoy English rhythm.
- To create a habit to listen to English.

Methodology

- The researcher will divide students-teachers into small groups.
- Students will be shown sample small English songs.
- Students- teachers will recite given songs in groups.
- The researcher will help students-teachers to prepare some more English songs
 - Students-teachers will recite English songs in groups.

Expected outcome.

- Students-teachers will develop interest to listen to the English songs.
- Student teachers will develop inters to listen to the English language.

Recite the following prayer songs.

English Prayers

Walking with the lord

Walking with the lord

We are walking in the morning k
Lift up your heart
For your walking with God.
Singing to the lord
We are singing in the sunshine
Lift up your heart
For your singing to God
Hand in hand with everyone
We are walking walking
Black & white & brown together walking walking
Singing new songs, now living new lives
Building new bridges
Walking distance miles when
We are walking with the lord
We are walking in the morning
Lift up your heart for your walking with God
Singing to the lord...
Rain & storm will not prevent us
Walking walking
Faith & hope & love will send us walking walking....
Crossing all barriers, climbing, new styles, Breaking through fancies

Walking distance miles, when we are walking

The world

The world stands in need of liberation my lord it still has to feel your power. (2)

There are those who have eyes but refuse to see against injustice done to man;

There those who have ears but refuse to hear the cries of man in agony;

The world stands in need of liberation my lord it still has to feel your power. (2)

- **Collect some English songs and practice in pairs.**

Session 5 Drafting instructions for a Question Paper

Objective

- To help the pre-service teachers to frame correct and appropriate instructions for question papers.

Methodology

- The researcher will divide students-teachers into small groups.
- Students will be shown sample instruction for question paper.
- Students- teachers will discuss more possible instruction together.
- The researcher will help students-teachers to prepare some more instruction.
- Students-teachers will present their instruction in front of the class.

Expected outcome.

- Students-teachers will learn to frame correct instruction for question papers.

Read the following instruction

1. All the questions in this paper are mandatory/ compulsory. Attempt all the questions.
2. Each question carries 10 marks.
3. Attempt a new question on a new page.
4. Answer the following questions in one or two sentences. (Any six)
5. Answer the following questions in brief. (Any three)
6. Answer the following questions in detail.
7. Fill in the blanks with the appropriate forms of the verb.
8. Fill in the blanks using words in the brackets.
9. Match the following. Match A with B.
10. Choose the option from the following.
11. Arrange the sentences and make a story.
12. Write an essay on any of the following topics.
13. Write an application for leave.....
14. Write a letter to your friend.
15. Read the passage and answer the questions given below.
16. Do as directed.
17. Write any two short notes from the following.
18. Write true or false for the following sentences. Correct the false ones.
19. Complete the following sentences.
20. Make sentences using the following phrases or words.

➤ **Write some more instructions in groups of four.**

Session 6.Event Management: Celebrations and Gatherings at school**Objectives**

- To enable the pre-service teachers to talk in English at school in different situations.
- To engage them to create varied situations for interactions at school.
- To remove their hesitation about English.

Methodology

- The researcher will divide students-teachers into small groups.

- Students will be given sample script for event management.
- Students- teachers will discuss on that script and modify it.
- The researcher will help students-teachers to prepare some more scripts.
- Students-teachers will present their scripts in front of the class.

Expected outcome.

- Students-teachers will learn to talk in English at school in different situations.
- They will learn how to frame speech for different events in school.

A sample script for annual function at school.

Sanskar

- ❖ **Dear parents on behalf of Savita Sankul Family, I would like to welcome you all. Parents to relish the beauty of this evening, please switch off your mobile phones and take your seats. I request all to maintain the decorum of this evening so that we can spread the petals of the Flower Sanskar.**

❖ **Welcome to Parents**

“How many hopes and fears, how many ardent wishes and anxious apprehensions, are twisted together in the threads that connect the parent with the child!”

Welcome Dear Parents to this grand, warm, fresh and exotic evening. We Savita Sankul family, welcome our esteemed parents, our twinkling students and our honourable dignitaries to 10th year of annual festivity.

Today, we are here to give nobility to our 10th year’s journey. So, hold your breath and open your eyes widely to enjoy this enchanting evening with different colours of life with purpose to enrich our relations which are coming from decades and hope for decades and decades.

❖ **Introduction to Savita Sankul**

Savita Sankul is a name which does not need any introduction as your presence itself proves its importance and popularity for its tremendous methods of teaching, its knowledgeable staff, discipline, transparency, but to introduce Savita Sankul in few words, we have been imparting knowledge for 10 years through our unstoppable journey with hard work, we want to provide society not only a good citizen but also intellectual and a person with full of ethos – “Sanskar”.

To introduce shortly, we are amicable for little flowers as Kids Land – Mother of Savita Sankul, Rock of discipline as Takshashila Vidyalaya-Heart of Savita Sankul to provide good virtues knowledge and behaviour. And Steer as Nalanda Higher Secondary-Mind of Savita Sankul to provide society with useful products.

❖ **Theme**

It is our tradition to celebrate annual function with unique theme every year and this year our theme is “Sanskar”. An Event of culture which is constant in Savita Sankul.

For Sanskar Arya Samaj has given motto “Krinvanto Vishwam Aryam” which is mentioned in Reg Veda also.

❖ **Meaning of Sanskar**

Sanskars are ritual and customs in religious ceremonies that mark rites of passage in the life of an individual; ceremonies performed when an individual marks and changes her/his status, for example birth, puberty, education, marriage and death. All these are performed by a havan that includes special mantras and symbols that mark the particular sanskar.

These Seven mantras denote the following:

1. Wish for food
2. Wish for strength
3. Wish for wealth
4. Wish for knowledge

5. Wish to be blessed with offspring
6. Wish for good health
7. Wish for close friendship.

❖ **Call up on the Chief Guest and Dignities**

I would like to request Principal of Takshashila vidyalay Dr. Nitinkumar Sharma sir to take the dignitaries on the dais.

Thank you very much sir.

Now I would like to introduce you to our today's chief guest and dignitaries.

- First and foremost our Chairman and Director Sir of Satkarya Education Trust – Shree Shaileshbhai Patel sir. Director: A person who deals with the system, who designs and leads the institute to new peaks with great peace of mind and manages from small things to all the great affairs of the organization and implants the best system for others' comfort.

Our director sir is a person who is always energetic for the progress of the institution and man of morals. Like butter by heart, stone wall for indiscipline so have a round of applause for our respectable, honourable, technocrat, enthusiastic, fusion of culture and modernization-and ideal of discipline.

- Next I would like to introduce a chair person of Panchamrut Properties Pvt Ltd. Smt. P. S. Patel ma'am who has always supported us in all our ups and downs. We welcome you ma'am whole heartedly.

❖ **Chief Guest: day 2**

I would like to introduce our today's chief guest DEO of Anand Mr.Kamlesh Patel sir. Welcome sir in Savita sankul.

The District Education Officer (DEO) plays a strategic role in the successful implementation of decentralization policies and the improvement of education quality.

DEO is the link between Ministry and schools: as he is the administrative unit closest to schools, he is responsible for implementing national policies and monitoring school quality while at the same time informing the Ministry of what goes on in schools. He also links the district administration (the municipality, other district offices, etc.) to the Ministry and to the schools.

He is to do some propaganda work by arranging interviews with the managing committees of the schools under his charge, with the parents and guardians of pupils to explain to them the necessity for regular and punctual attendance and to induce the people to be interested in education.

He is required to spend "15 days on tour." During his tour programme, he should visit each middle school in his education district once a year. Besides, according to his convenience, he should inspect as many primary schools as he can.

So today here I would like to welcome DEO of Anand Mr.Kamlesh Patel sir.Sir from your busy schedule you have given us time that is our honour we Savita sankul family welcome you sir from the bottom of our heart. Thank you sir for being with us today. Have round of applause for sir.

❖ **Principal:**

The best principals are not heroes, but they are hero makers and our principal Dr. NitinKumar Sharma sir is one of them.

So please put your hands together for our principal Dr. Nitinkumar Sharma who is known for his principles, dynamic personality, discipline and punctuality. We do not need any more introduction of him as he is always next to us in our problems success and confusions throughout the year.

Simplicity is the charm of human personality. Having such personality, I would like welcome our principal of Nalanda Higher Secondary Mr. Mihirkiran Barucha sir, who always believes in peaceful but organized work. Give your big hands for Sir.

- I would like to welcome our Head of Kid's land who cares for children as tender fresh flowers. A caring, strict but cordial who can place discipline even in small children. Put your hands together for Mrs. Priti Rana ma'am.

I would like to welcome my colleagues and every one present here.

❖ **Lighting of the Lamp:**

Enlightenment is a metaphor which suggests that we are going to start any work with positive thoughts and desire to keep God ahead us. So let us call God here in this tremendous evening to get success and to receive energy from God. So I would like to invite all the dignitaries- our chief guest Mr. P. K. Deora sir, Mr. Shailesh Patel sir, Smt. P. S. Patel ma'am, , principal of Takshashila vidyalay Dr. Nitinkumar Sharma sir, Mr Mihirkiran Barucha sir, Head of Kid's land Mrs. Priti Rana ma'am please come on the stage and enlighten the lamp to make atmosphere pious.

❖ **Floral felicitation:**

After making the environment pious and with the blessings of God, I would like to welcome our guests and dignitaries with flowers.

"Flowers are the sweetest thing that God ever made and forgot to put soul in to."

I would like to request Mr. Shailesh patel sir to present a bouquet and token of love as a memento to our chief guest Police Inspector Anand Mr. P. K. Deora sir.

I would like to request our principal of Takshashila vidyalay Dr. Nitinkumar Sharma sir to offer a bouquet to our chairman sir.

I would like to request principal of Kid's land Mrs. Priti Rana ma'am to welcome ma'am with a bouquet to a chair person of Panchamrut Properties Pvt Ltd. Smt. P. S. Patel ma'am.

I would like to urge principal of Nalanda higher secondary Mr. Mihirkiran Barucha sir to present a bouquet to our principal of Takshashila vidyalay Dr. Nitinkumar Sharma sir.

I would like to request Vipul sir to offer a bouquet to Principal Mihirkiran Barucha sir.

I would like to request Krupa ma'am to present a bouquet to Head of Kid's land Mrs. Priti Rana ma'am.

Sir, we have done so many activities along with the academic and co-curriculum activities throughout the year. So I would like to request principal of Kid's land Mrs. Priti Rana ma'am to present an annual report of Kid's Land in front of us.

❖ **Prize Distribution:**

“Far and away the best prize that life offers is the chance to work hard at work worth doing.”

Our students have worked hard through out the year in many fields. So here we would like to encourage our students by appreciating their work through trophies and certificates.

Students please get ready to receive your trophies and certificates.

1. 3-A Manush S. Shah
2. 2-B Meha M. Patel
3. 1-C Krish K. Lokwani

❖ **Students' Experience:**

Being a student is a greatest opportunity to enhance our personality. Here our students want to share their experiences in the school. So I would like to call a student of 12th science Ekta J. Patel_____ to share her experiences on behalf of all the students of Savita Sankul. She wish to share her journey of 10 years she passed here. What she learn from here.

❖ **Blessings of chief guest:**

“Live your truth. Express your love. Share your enthusiasm. Take action towards your dreams. Walk your talk. Dance and sing to your music. Embrace your blessings. Make today worth remembering.”

So I would like to request our chief guest Mr. P.K Deora sir to bless and encourage our students.

❖ **Remarks from chairman sir:**

It is our pleasure to listen our Director Mr. Shailesh Patel sir and get inspiration from his words so I would like to invite Mr. Shailesh Patel sir to come and share his precious words with us.

❖ **Events:**

As per our tradition that annual function should conduct be by the students, I would like to call Niyati Patel from 9th std. And Ishani Patel from 8th std. To give the function its wings.

Vote of thanks: (by principal of Takshashila vidyalay Dr Nitinkumar Sharma sir)

“Worship most acceptable to God, comes from a thankful and cheerful heart.”

So I would like to request our principal of Takshashila vidyalay Dr Nitinkumar Sharma sir to give Vote of thanks.

❖ **Some more examples of gatherings**

Welcome speech for annual function.



On behalf of the ...school, I deem it an honour to welcome so and so who has kindly consented to preside over the function our President /Chairman of the meeting, I welcome the chief, guest, so and so. I welcome Mr..... who is delivering the special address, I welcome theother participants, Participants in the contests, competitions, entertainments, person distributing the prizes, organizers of the functions, donors, correspondent, Principal, teachers, light arrangements, decorations, tea,

Welcome speech for sports day function.

A very good morning to one and all present here. I welcome in this beautiful and fresh morning with a relishing cold in our 60th sports day function. I would like to invite our chief guest an immense personality in sports field. I welcome ou



r kind hearted and very encouraging trusty Mr....., I also welcome leader and head of the family Mr....,

Vote of Thanks

Mrs. Yip, Bishop Tsui, Members of the School Council, Ms Mau, Teachers, Parents, Ladies and Gentlemen, fellow students,

Good evening. Thank you to all of you for joining this annual celebration of St. Mark's School. Your presence today is a great source of motivation to our students of St. Mark's. I, on behalf of the school, would like to congratulate all graduates and prizewinners for leading the way in attaining many great accomplishments. Your work and achievements are recognised and honoured by every member of the school. Thank you for bringing these distinctive, delightful gifts which assure us that you all will join hands to meet the emerging challenges and will continue to contribute towards making yourselves and St. Mark's more dynamic, responsive and sensitive to the future demands. Thank you for bringing the achievements of the school as united whole. Sir Isaac Newton once said, "If I have seen further, it is by standing on the shoulders of giants."

Every student would like to express our heartfelt thanks to St. Mark's for her stewardship, support, vision and commitment. What the students gained from the school, including the Principal, teachers, staff and schoolmates, is no less than that from a giant. We are grateful to all the people who make us so extraordinary and who grace the hall with such amazement. They help us realise that we cannot have the rainbow without the rain, and that with every closed door, another opens. For that, teachers are the beacons who empower us to make the wind favourable to our journey and help us set sail to reach further academically and culturally. The opportunity of collaboration between teachers and students creates this harmonious and efficient environment that nurtures us for the society. Thank you teachers for your valuable contribution, guidance and encouragement that have given a new impetus to our work. At the same time, let us not forget that Rome was not built in a day. Many have dedicated your energy and time to shape St. Mark's as a reputable school. Our gratitude must also be extended. St. Markans shall always live up

to the expectations. For once, we all looked the same. We all had our white shirts, grey trousers or blue 2cheongsams. Even though we may look the same now, it is our differences that make us who we are. Each one of us is of immense value. "Only those who risk going too far can possibly know how far one can go."

Thank you to all of you for your sharing of our joy. It is this treasure which will keep the memories of this Speech Day alive.

Thank You

❖ **Speech for Farewell day--Vote of thanks**

❖ **VOTE OF THANKS**

Respected Principal, Vice- Principal, Director, teaching faculty, non-teaching faculty, management faculty and student-engineers.

We wish to thank everyone for what you have done.

We this day, have gathered here.

We thank the outgoing students for being with us this evening.

We pray Lord Almighty for their well-being and success in their career.

Their farewell lets us shed down ‘women’s weapons , water drops,’ as William Shakespeare has remarked.

We thank everyone who assisted us for making this function a memorable one.

We thank you for being with us.

Thank you!

You have been invited to make a speech on the occasion of prepare speeches for the following situations.

- Teacher's Day
- Independence Day
- Gandhi Jayanti
- AIDS Day
- Parent-teachers' meeting

Session 7. Views on Education

Objectives

- To brain storming of trainee teachers.
- To develop their thinking about education.
- To know each other's views in groups.

Methodology

- The researcher will divide students-teachers into small groups.
- Students will be given a task to think and write on Education.
- Students- teachers will discuss on the topic and write their views.
- The researcher will also show them some great thinkers view.
- Students-teachers will present their views after reading thinkers views in the class.

Expected outcome.

- Students-teachers will think more on Education system, its objectives etc.
- They will learn to express their feelings on given topic.

Read following passage and discuss about it in your group.

It is more about motivation, than money. Its not only about 100% education, it is about the right kind of education. If we release the locked potential in every child, there is nothing that India cannot achieve. BY A.P.J. ABDUL KALAM

"Creativity leads to thinking; Thinking provides knowledge makes you great"

INDIA is heralded as the land of opportunity and considered among the emergent economies of the 21st century. The greatest strength of the nation is its youth force of 600 million. If they were to stand alone, they would form the 3rd largest nation in the world. How they are shaped by education will determine the next chapter of the India story.

Of this huge youth army, I have met as many as 13 million youth in a decade's time. I have learnt, "Every young person wants to be unique. But the world all around is doing its best, day and night, to make each of them just like everybody else". At home, they are asked by their parents to be like the neighbours' children in scoring good marks. When they go to school, the teacher says "Why don't you become like the first five rankers in the class?" Wherever they go, the refrain is the same. "You have to be somebody else or like everybody else."

This is because education per se is not enough. If we aim at 100% Shiksha, it has to be the right kind of shiksha, good schools that nurture a child's uniqueness. Only then can each child realize its own potential.

These are high ideals, but they are not beyond our grasp. The key, as we keep repeating, is 100% shiksha will be just an empty numbers game.

What would the right schooling enable? In creating individuals capable of rising to their full potential, it is important for the education system, both in school and at home, to grad itself towards nurturing creativity and confidence in youth. The confidence that "I can do it".

Let me now discuss the composition of the creative classroom which is the foundation for evolving great learning.

I have always liked to sit in a class. Always when I visit schools and colleges in India and abroad, I like to see, how the teacher teachers and how students interact. Recently, I was in Andhra Pradesh, in a one-teacher school which went only up to Class V. I was with the students in the evening at 7 pm in an outdoor class with the full moon shining above them. Later I realized that the outdoor class had a purpose as visualized by the teacher. The teacher was teaching how children can be always happy? He asked, "Dear children do you see the full moon, the beautiful scene in the sky which brings smiles and cheers all round? Remember, when you smile the whole family also smiles. How many of you will want to keep your parents happy?" The whole class lifted their hands; they said they

would do it. I also raised my hand along with the Class V students. Then the surprise came. The teacher said, "The moon is the natural satellite of planet earth,"

She continued, "Dear children, can anyone of you tell me what is the name of the artificial satellite which our ISRO has launched around the earth?" Only one boy responded that ISRO had launched the Rohini satellite. Then the teacher converted the class into a moon laboratory. She drew the first day of the moon. Then the second day, third day etc. She said, "Today is the 15th day, which is why you are seeing the full moon radiating beautiful light."

When she asked the next question; "From where does the moon get its light?" there was no reply at all. The teacher herself answered that the moon gets the light from the sun.

It was a one teacher class, but I enjoyed it immensely. I was particularly astonished by the foresight of the teacher in organizing the class on full moon day and then converting the moon into a practical teaching tool. This is the right kind of shiksha that we talk about.

Here's another experience. During my visit to UAE, I inaugurated an Indian school named JSS International School, Dubai. When the preparation was going on for their inaugural function, I was moving from place to place in the school, particularly visiting class rooms where a large number of students from class V and Class VI were being taught by a teacher. As soon as the teacher saw me, she asked me to take the class.

I went to the black board and started interacting with the students instead of loading them with lessons. I asked the children, how many planets does our sun (star) have? Many hands went up. One girl said, there are nine planets and some students said, there are eight planets. I said the right answer is eight planets, since the ninth planet Pluto has been removed from the list of planets because it does not meet the criteria of a planet, in size weight and orbital motion.

I asked one student, "Tell me which our planet is?" There was a chorus of answers, "Earth". I then called for a volunteer to talk about the earth. One Class VI student got up

and said, "Our earth rotates on its own axis." Others added that it takes 24 hours for one orbit and that's how we get day and night. I was very pleased with the knowledge of the young on the solar system.

Then I asked the class, "What does the earth do?" There was pin drop silence. Again a Class V student said, "The earth orbits around the sun." My next question was, "How much time does it take to complete one orbit?" Many hands went up. But when I asked to which galaxy the sun belonged; only one boy responded, "Milky Way". How much time does our sun take for one orbit of our Galaxy?" No response of course, it is difficult. I gave the answer "200 million years" The children gasped in surprise.

I went on to explain the unique features of our galaxy. And then I greeted them and left. I am giving you these examples to illustrate how students can be encouraged to be creative. It doesn't take a fancy school; it takes an innovative and motivated teacher. Worthy efforts at creating the right scholastic atmosphere will find and adopt several methods to make the class dynamic and creative.

In conclusion I would like to emphasize. Nature Imagination and Creativity what is the unique nature of the minds of discoverers and inventors? Their contributions have emanated from creative minds that have been constantly effort, all the forces of the universe work for that inspired mind, thereby leading to inventions or discoveries. Teachers have to love teaching and have the capacity to nurture creative minds and imagining minds. Similarly, parents need to think of a child's capability to be reflected beyond just marks and objectively defined criteria. These are the kind of creative schools that all our efforts towards achieving universal education must aim at 100% shiksha must also be the right kind of shiksha. And that's no rocket Science.

"Every young person wants to be unique. But the world all around is doing its best, day and night, to make each of them just like everybody else."

Philosophy of Ghandhiji

Education, to Gandhiji, was a means to achieve perfection of individuality on the one hand and an instrument of service to the nation on the other. Thus, individual and social both the aims of education were considered by him equally important. "By education mean an all-round drawing out of the best in child and man-body, and spirit", he said.

This in other words meant development of whole child, the whole personality of the child. Harmonious development of all the aspects of human personality such as physical, intellectual and spiritual was emphasized by him as an individual aim of education.

Emphasizing the social aim of education he said that the individual has a responsibility to work for the welfare of the whole society. "Willing submission to social control and restrain for the sake of the well-being of the whole society" were considered by him important attitudes to be developed in the people through education.

Good of the individual and good of the society were interdependent. So education should be both for the child as well as for the state.

Education, to Gandhi, was something more than literacy. Though he did not belittle the importance of vocational aim of education, self-realization and knowledge of the Ultimate, God was considered the ultimate aims of education.

Emphasis on vocational aspect led him to say that education has to be self-supporting, a theory which culminated into his system of basic education.

Cultural refinement of human personality through education was also considered important by Gandhiji. But, it was Indian culture that was emphasized by him. Culture, according to him was in quality of the soul which was reflected in all aspects of human behaviour. For achieving this kind of cultural refinement he emphasized the study of the Geeta and the sacred books of all other religions.

Gandhi attached much importance to character education and moral development of the child through education. This would mean to him development of such qualities in the individual as purity of personal life, self-restraint, and service of humanity, courage, strength of conviction, righteousness and sense of responsibility. The attitude of

"Ahimsa", non-violence was the supreme value to be developed in the people through education.

The ultimate aim of education according to Gandhiji is the Self-Realization. All other aims are important as they lead to self-realization. Self-realization, to him, means realizing that the ultimate reality, the Truth is the universal soul, some unknown supreme power and that the man is only a spark of that which fuses with that supreme ultimately.

The Curriculum

Gandhiji considered elementary education the most important phase of the educational system. He, therefore, expressed his views only about the curriculum of primary stage curriculum. About this stage he said that intellectual development alone should not be emphasized.

The curriculum should be so designed that it caters to the development of all the aspects of child personality. Physical, social, moral and spiritual development, too, are important.

Hence, there should be provision in the curriculum for activities, experiences and subjects of knowledge that can help achieve these developments also.

He, then, suggested making the curriculum activity centre by introducing teaching of some craft like spinning, weaving, handicraft, book craft, art, agriculture, and pottery etc., whichever is close to the child's life in his environment. Besides, he recommended that mother tongue should be the medium of instruction at this stage.

It was also suggested by him that mathematics, social studies, drawing and music should necessarily included in the curriculum. General science including biology, chemistry, physical science, hygiene, nature study, physical education and general knowledge of astronomy were also recommended to form the basis of the curriculum.

He also suggested that up to class boys and girls should be subjected to the same curriculum. But, after that girls should be taught home science instead of general science.

Method of Teaching

Gandhiji once wrote in Young India (1921) that "schools and colleges should become almost, if not wholly, self-supporting". He, then emphasized that teaching should be done through arts and crafts, work and play, voluntary activity and self-chosen activity.

Gandhiji said that the method of teaching should be such as it provides to the child freedom, a chance to come into closer contact with the teacher, a chance to be an active Resercher, observer and experimenter.

Craft-centre teaching and correlation method may be said to be the most important ingredients of the educational method Gandhiji suggested. Correlation method would mean relating the knowledge, of each subject being taught to the craft on the one hand and to the child's life on the other.

Gandhi, emphatically, demanded that craft should be made the centre of all education, centre of the school life. The idea, afterwards, found an expression to the Basic Education System which was introduced in all the states of the country.

Some writers have tried to put labels on Gandhiji as a naturalist, an idealist and a pragmatist. In fact we find elements of all these three philosophies in his views on education. But, basically, he was an idealist.

His emphasis was on character formation and spiritual development of the child. He himself lived a spiritual life and stood for higher values throughout his life. The good of the society, according to him, was contingent upon the goodness of each individual.

The perfect and spiritually developed individuals alone ' could constitute an ideal society. So he emphasized that education should lead the individual to self-realization, realization of God and should develop in him attitudes of self-control, social service, ahimsa, sacrifice righteousness, brotherhood.

These are all higher values like the idealistic he also emphasized that education should be used to cultivate these moral and spiritual values in the people.

There are elements of naturalism and pragmatism too found in his educational philosophy. He considered the child an important element in the process of education and

emphasized, like the naturalists, that education should conform to the nature of the child. The child should be allowed freedom.

He should be taught in natural environment for "drawing out the best in the child". Like the naturalists, he also said that education should aim at the development of all aspects of child's personality.

Activity, play, experimentation and own experience as the strategies of education were emphasized by Gandhiji also like, the naturalists. He also considered books as the means of imparting knowledge to young child unimportant. Thus, several ideas of naturalism are found expressed in Gandhiji's educational philosophy also. Yet, it cannot be said that he was a naturalist only.

Some elements of pragmatic philosophy may also be seen in Gandhiji's educational philosophy. His emphasis on making education self-supporting and preparing individuals for vocation, craft-centered education, activity centre, teaching, learning through child's own experience and experimentation, correlated teaching clearly brings him closer to the pragmatists.

Session 8. Oral views on books

Objectives

- To develop reading habit
- To give them idea how to write over all summary even critical of a book or articles.

Methodology

- The researcher will divide students-teachers into small groups.
- Students-teachers will be given a task to think and write on any book they have read.
- Students- teachers will read aloud given summary.
- Students-teacher will write about their read book.
- Students-teachers will present their written summary.

Expected outcome

- Students-teachers will develop reading skills.
- They will get idea how to write book review.

Read the following summary of a book “Mill on the Floss” and recall a book you have read then decorate its story in your own words.

The Mill on the Floss Summary

[The Mill on the Floss](#) opens with the unnamed narrator dreaming of Dorlcote Mill as she or he knew it years ago. At that time, [Mr. Tulliver](#), owner of the mill and its farm, has decided to send his son, Tom, away to school so that he can become something more than a miller and farmer. When Tom gets home for the summer, he learns that his younger sister Maggie forgot to feed his rabbits and they have all died, so he is furious with her. Maggie is a very bright girl with good intentions and a strong desire to please her brother, so this devastates her. As will happen frequently throughout their lives, Tom coldly holds her carelessness against her for a little while before forgiving her.

Tom's schooling at Mr. Stelling's begins. Tom finds the lessons largely unpleasant, as he is the only pupil and it is the kind of learning that he finds the most difficult. After the Christmas holiday, though, [Philip Wakem](#) joins him at King's Lorton to learn from Mr. Stelling. Philip is the son of [Mr. Wakem](#), a lawyer whom Mr. Tulliver detests, so Tom is prepared to dislike him. Tom is also disturbed by Philip's physical deformity. Philip is overly sensitive but an apt pupil, so he also has a problem with the brutish miller's son. The two reach a wary peace, however, especially when Maggie comes to visit, as Philip is greatly impressed with her intelligence and kind nature.

Two years later, Maggie goes away to school with her cousin Lucy, but is called home when Mr. Tulliver has lost his lawsuit against Mr. Pivart, a neighboring farmer represented by Mr. Wakem. The loss of the suit combined with his legal fees means he will lose the mill and be completely bankrupt. Right before Maggie's return, he learns that the mortgage on the farm has fallen into Mr. Wakem's hands, and this news on top of everything else causes him to lose his senses. Maggie goes to Mr. Stelling's to deliver the news to Tom, who comes home with her.

There they find that Mr. Tulliver recognizes only Maggie, and a bailiff has come to sell off all of their household goods and furniture, which Mr. Tulliver had used as a security against one of his loans. Mrs. Tulliver turns to her sisters - Mrs. Pullet, Deane and Glegg - for help, but they are more interested in making their moral superiority known, and they only buy the goods that they would want anyway. Tom goes to his uncle Deane for advice on starting out in business so that he can help his family. [Mr. Deane](#) is somewhat discouraging, but he eventually finds Tom a starting position at Guest & Co., Mr. Deane's employer, and sets him up with lessons in bookkeeping.

Mrs. Tulliver goes to see Mr. Wakem to try to discourage him from buying the mill when it comes up at auction, but she inadvertently convinces him to do just that. Mr. Tulliver has been slowly improving, and when they tell him that Mr. Wakem now owns the mill and is willing to keep him on as manager, he agrees to do so even though he despises the idea of working under Mr. Wakem, since he believes he owes it to his wife, and he doesn't want to make his family have to move.

Mr. Tulliver's only focus now is on saving enough money to repay all of his remaining outstanding debts. Tom and Mrs. Tulliver agree this is the honorable thing to do, so Tom gives all of his earnings from his new job to this cause, and Mrs. Tulliver does everything she can to economize. [Bob Jakin](#) gives Maggie a pile of books as a gift, among which is a spiritual treatise which recommends self-renunciation as the path to peace. Maggie becomes convinced this is the only way she will be happy, but she goes at it with an egotistical zeal which is against the true nature of the renunciation.

Bob Jakin offers Tom (now 19) an investment opportunity that he takes with the help of Mr. and Mrs. Glegg, and he manages to quickly multiply his savings. Meanwhile, Philip Wakem meets Maggie on one of her walks, and pleads with her to meet with him regularly, secretly. She eventually agrees, and they do so for almost a year. Philip finally tells Maggie that he is in love with her, and she tells him that she can't imagine loving anyone more than she does him, but she could never marry him and risk hurting her father and brother so deeply.

Tom figures out that Maggie has been meeting Philip and tells her that if she ever sees or communicates with Philip again without Tom's permission, he will tell their father all about it, which will probably cause him to lose his sanity again. She accepts his terms, and Tom follows her to her next meeting with Philip. Tom is very cruel to him, and Maggie tells Philip she must end their friendship.

Tom manages to earn enough money with his investments to pay back all of Mr. Tulliver's debt. Mr. Tulliver is joyous, and decides to quit working for Mr. Wakem, but when he runs into him and tells him this, his anger gets the best of him and he ends up attacking Mr. Wakem with a horsewhip. This brings on a stroke of some sort for Mr. Tulliver, and he dies soon after, telling Tom that he should work to buy the mill back, and he should never forgive the Wakems.

Two years later, Maggie returns to St. Ogg's to stay with her cousin [Lucy Deane](#) after having worked at a school since her father's death. When Maggie learns of Lucy's friendship with Philip Wakem, she tells Lucy about her prior, forbidden relationship with

him; Lucy begins to scheme ways to get the pair together. Maggie meets [Stephen Guest](#), who has been courting Lucy, and immediately is very attracted to him, and he to her. Though they both try to ignore their feelings, eventually they are overwhelmed by them, and so Maggie goes to visit her aunt Moss to get away for a little. Stephen comes to her there and tells her that he loves her and that they have to be together. Though Maggie is tempted, she insists that she could never be happy with him because of the guilt she would feel about Lucy and Philip.

When Maggie returns to St. Ogg's, Lucy, trying to solidify the relationship between Maggie and Philip, arranges for them to be alone on a boat ride. Philip, though, is depressed because he has realized Maggie and Stephen have feelings for one another, so he arranges to have Stephen take his place, unintentionally leading to Stephen and Maggie being alone in the boat together. Stephen convinces Maggie to elope with him, so they leave the rowboat for a steamship to York. The next morning, however, when they dock, Maggie realizes she can't allow herself to get her happiness out of Philip and Lucy's hurt, so she tells Stephen she can't marry him after all, and heads back to St. Ogg's.

When Maggie returns to St. Ogg's five days later, everyone believes the worst of her, including Tom, who refuses to offer her a home with him. Mrs. Tulliver supports her, though, and together they lodge at childhood friend Bob Jakin's. A letter comes from Stephen to his father, absolving Maggie of guilt, but the damage to her reputation has been done. The town's clergyman, [Dr. Kenn](#), tries to help her and even gives her a job as governess to his children, but when rumors start to swirl about the two of them, he tells her it would be best if she moved to another town altogether.

Lucy, who has been unwell since the shock of Maggie and Stephen running off together, sneaks out one night to visit Maggie and tells her that once she is well again, she will come see her often. Maggie gets two letters, one from Philip telling her he doesn't blame her and wishes her to feel no guilt for his sake, and one from Stephen pleading with her to marry him. She resolves to turn him down for good.

She realizes the house is flooding and, after waking Bob and his family, gets into a boat to get to Dorlcote Mill. Mrs. Tulliver is safely out of town, but Tom is there and gets into the boat with her. They have a moment of unspoken resolution, but a large piece of debris comes right into their path and drowns them. Everyone else survives the flood and the siblings are buried next to one another.

Write your views or summary of an article or a book you have read.

Session 9.Quotations

Objectives

- To show them how to elaborate any given sentence.
- To make them spontaneous talk on given topic without hesitation.

Methodology

- The researcher will divide students-teachers into two groups.
- Students-teachers will carry out group discussion on given quotations.

Expected outcome

- Students-teachers will learn to elaborate given topics.
- They will learn to speak spontaneously without hesitation.

Read following quotations and talk about them and write your views on them in group of four.

1. “Live as if you were to die tomorrow. Learn as if you were to live forever.”
[Mahatma Gandhi](#)

2. “Education is the ability to listen to almost anything without losing your temper or your self-confidence.”

[Robert Frost](#)

3. “The best thing for being sad," replied Merlin, beginning to puff and blow, "is to learn something. That's the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honour trampled in the sewers of baser minds. There is only one thing for it then to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the only thing for you. Look what a lot of things there are to learn.” [T.H. White, *The Once and Future King*](#)

4. “Give a girl an education and introduce her properly into the world, and ten to one but she has the means of settling well, without further expense to anybody”. [Jane Austen](#)

5. “I am not a teacher, but an awakener.” [Robert Frost](#)

6. “Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.” [Henry Ford](#)

7. “Those who educate children well are more to be honored than they who produce them; for these only gave them life, those the art of living well.” [Aristotle](#)

8. “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” [William Arthur Ward](#)

Session 10. Reading aloud

Objectives

- To avoid pronunciation errors.
- To know new words by developing habit of reading.

Methodology

- The researcher will divide students-teachers into small groups.
- Drilling method will be used.
- Students-teachers will read aloud given articles by the researcher.
- Each student will read paragraphs.

Expected outcome

- Students-teachers will learn to pronounce difficult words.
- They will learn to read with correct stress intonation pattern.

Sample articles

Abraham Lincoln

He will have to learn, I know that all men are not just, all men are not true. But teach him also that for every scoundrel there is a hero: that for every selfish politician, there is a dedicated leader. Teach him that for every enemy there is a friend. It will take time, I know; but teach him if you can, that a dollar earned is far more value than five pounds. Teach him to learn to lose and also to enjoy winning. Let him learn early that the bullies are the easiest to lick. Teach him, If you can the wonder of books but also give him quiet time to, “ponder the eternal mystery of birds in the sky, bees in the sun, and flowers on a green hill side”.

In school, teach him it is far more honourable to fail than to cheat. Teach him to have faith in his own ideas, even if everyone tells him they are wrong. Teach him to be gentle with gentle people and tough with the tough.

Try to give my son the strength not to follow the crowd when everyone is getting on the band wagon. Teach him to listen to all men, but teach him also to filter all he hears on a screen of truth and take only the good that comes through.

Teach him, if you can how to laugh when he is sad. Teach him there is no shame in tears. Teach him to scoff at cynics and to beware of too much sweetness. Teach him to sell his brawn and brain to the highest bidders, but never to put a price tag on his heart and soul. Teach him to close his ears to a howling mob and to stand and fight if he thinks he's right.

Treat him gently, but do not cuddle him, because only the test of fire makes fine steel. Let him have the courage to be patient, let him have the patience to be brave. Teach him always to have sublime faith in himself; because then he will always have sublime faith in mankind.

This is a big order, but see what you can do. He is such a fine fellow, my son”.

Enthusiasm can move men and mountains

Enthusiasm is the mainspring of perseverance. It can move men and mountains. Unless sustained by enthusiasm, many people would be apt to give in at the first sign of opposition or setback and stop short of the goal, when, with a little more persistence they would have found success just round the corner. Moreover enthusiasm has an infectious quality. An enthusiastic person easily communicates his enthusiasm to other. He not only generates power for himself. But also radiates strength, hope and confidence to those who come in them an inner urge to give their zealous co-operation and support in the accomplishment of the common task.

Session 11. Preparing English a Scrap Book

Objectives of the item

- To collect different articles, grammar points, various communicative actives etc..
- This will help them in future teaching profession.

Methodology

- The researcher will divide students-teachers into small groups.
- The researcher will provide some material like magazine, newspaper cutting, colour paper, pen, sketch pen etc.
- Students-teachers will prepare scrap book using provided material.
- Each student will prepare scrap book.

Expected outcome

- Students-teachers will learn to how to find out teaching learning material from English news papers, articles.
- Student- teachers will learn to prepare learning material from old magazine, articles, and news papers.
- They will develop reading habit by doing this.

Session 12. Writing a skit, Dialogue writing

Objectives of the item

- To develop writing skills.
- To develop pre-service teachers' efficiency in use of language.
- To develop their imagination.

Methodology

- The researcher will divide students-teachers into small groups.
- The researcher will show them sample script of skit.
- Student-teachers will perform given skit.
- Student-teachers will prepare some skits in group.

Expected outcome

- Students-teachers will develop writing skills.
- Students-teachers will develop efficiency in use of language.
- Students-teachers will develop their imagination.

Perform the following skit in classroom.

Narrator: It's August 14th, the day before the Independence Day and the day looked beautiful and promising. One lady is seen amongst the crowd. Though she looked like any normal woman, her noble and dignified demeanour set her apart from everyone else in the place. Yet, people went by without even throwing a glance at the stately lady. For some reason, she is invisible to their eyes. She is the Bharat Mata. Yes, the Mother of India. As she crossed a building, she heard some voices and stopped to listen.

Man: Sir, I need a CC for my daughter. Here is my ration card and the details of the child's background.

Narrator: The officer verifies all the necessary papers.

Officer: Everything's in order, but for one....

Man: I don't understand sir...

Narrator: The officer rings the bell. His assistant enters.

Officer: Take him out and explain the procedures here.

Assistant: Yes sir. [After coming out] Give me 500 rupees. You know the procedure or what?

Man: But sir... I am from a poor family and I have enough money only to pay my child's school fee and today's the last day too. Please sir...

Assistant: Even I have a child who's been asking for a new cricket set and I have a few rupees short. So either hand over the money or else... well, you know the process.

Narrator: The man gives away, half-heartedly.

Assistant: You must attach 200 rupees along with the details, if you want to get it signed.

Man: But sir...I...

Assistant: If you are to argue with the officer like this. He may even tear the CC in anger and you will never get it.

Narrator: The man hands out the money bitterly cursing under his breath

Man: They get salary from the government for doing their jobs and yet... Don't know

how I'm going to pay my child's fee...

Bharat Mata: Goodness... This is outrageous!

Narrator: But then her spirits rose a little.

BM: There'll always be one or two black sheep everywhere. Let me try some other place. Surely it'll be a better story there.

Narrator: She turns towards a building, hoping it would brighten things up. It was the Electricity Board Department.

Woman: Sir, I have telephoned and even launched 3 complaints that the street lights aren't working in our street for the past 4 months. People... especially children, suffer a lot...

Officer: Sorry ma'am... your complaint didn't reach me.

Woman: What do you mean it didn't reach you? It was me who had filed them directly to you, sir! I hope you don't expect me to believe what you say!

Officer [to his assistant]: You there... take this woman out.

Narrator: Outside the office:

Assistant: What's wrong with you ma'am? Why don't you just give him what he asked for?

Woman: What do you mean?

Assistant: Bribe ma'am, bribe... as you people call it. If you want your work to get done, you must give him money.

Woman [indignantly]: This is unfair... then what is he paid by the government for? Next beggars will start demanding coins from us!

Assistant: You don't argue and waste time here. Either give the money or move away.

Narrator: Bharat Mata watched as the woman gave a scathing look at the electricity board and gave the money to the office assistant. She looked near hopeless and crestfallen. Just then, she overheard a conversation between a rich man and another officer from the income tax department.

Rich Man: Tax... What the hell should I pay the government for? It's just like throwing the money into a bottomless well. I'm not dependent on them anyway...

Narrator: His cell phone rings

IT officer: Sir, there's going to be an income tax raid in your home, tonight at 8.00PM. It's secretly arranged, so be prepared, sir.

Rich Man: Right... I'll see to it.

IT officer: Meanwhile pay some attention on this poor man, sir...

Rich Man: Sure... It'll be done.

Narrator: Later, the IT officer's wife calls him on phone.

IT officer: Hello?

Wife: Everything has reached us safely. All the appliances are from good companies. I think our child will be very happy with her new laptop.

BM [forlornly]: I never expected this... Even the family members, who are supposed to advise these corrupt officials against this vice, are supporting them. Where are the leaders who are responsible for all this disorder and chaos??

Narrator: Just then, she perceived a crowd of supporters following a politician. The throng was going from house to house. In one house...

Politician [slyly]: I'm a candidate in this upcoming general election. I need your votes to win, so please do vote for me. Here is a compliment from me, for your support.

Narrator: He hands out a 1000 rupee note and the poor man gets it, without any expression on his face. At this, Bharat Mata's mind begins to swirl. Politicians bribing people, people bribing officials, officials bribing politicians, politicians bribing people... It seemed like a cycle that will never end. But then, something the poor man did made her look up.

Poor man: We're not selling our votes here. Please go away.

Narrator: And he quietly handed back the note to the irate politician. The Bharat Mata sighed in relief. A ray of hope had just come into her heart. Tired, she sits down in a bench by the road. A girl is walking on the road and stops by the same bench.

Girl: Are you alright, Miss?

Narrator: This surprises Bharat Mata.

BM: Can you see me?

Girl: Of course, I can see you! I have eyes for a reason. So what's up?

BM: I don't think I can bear any more corruption...

Girl: Oh... So you're a victim of that dreaded disease too, huh?

BM: You mean there's someone you know who is....?

Girl: I am! Just a few days ago I had to file an RTI application to get my work done in one of those government departments. People call me a fool for wasting so much time, when I could easily have done it with some money...

Narrator: The girl pauses, as if she was going through the events of the past few days.

Girl: But I'm not going to give any money... not even paisa! Why should I? This is brazen injustice and I'm not going to tolerate it any longer.

Narrator: She looked pensive and had her eyes fixed somewhere in mid-air. Bharat Mata didn't break the silence, as she watched the girl curiously. Then, suddenly with the vigor of someone who had made a decision, she got up.

Girl: I think I've got to go... Got some work to do. It was nice meeting you.

Narrator: And she rushed off without a second glance. Bharat Mata got up from the bench. She looked again towards the direction in which the girl had gone and she smiled. There was still hope...

Compeer: And that my dear friends, is the end of the skit. Corruption in India thrives on our indifference and ignorance. Many of us are going to face corruption one day or the other, and when we do, we should be sure that we don't yield to this vice. It's high time we understood the difference between adjusting to situations and tolerating injustice, because in the latter case, the more we tolerate, the more injustice will be inflicted on us. Let's "Be the change we want to see in the world." Jai Hind!

Appendix-F

Post-test

Name of pre-service teacher; _____ Name of college: _____

Qualification: _____ Date: _____

Duration: 45 minutes

Q.1 Write instruction for computer lab, At the play ground, At the language lab

(one mark for each)

15

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Q.3 Prepare informal talk among teachers examination process.

(Approximately 10 turns)

10

Q.4 Write review of a book you have ever read.

05

Appendix-G

FEEDBACK FORM

Name of the student-teacher: _____ **Method:** _____

Name of the college: _____ **Date:** _____

1. During the session did you understand all the topics discussed by the researcher?

2. Did you enjoy the activities given by the researcher?

3. Which activities did you like the most? Give reasons.

4. Which activities did you find less important for you? Give reasons.

5. Do you feel that such a program should be largely implemented for enhancement of English competence of student teachers? Give minimum of three reasons.

6. Do you feel that the sessions delivered by the researcher have made positive changes in your English language competence?

7. In future also would you like to study such program?

8. Do you feel that such program should be included in your regular B. Ed. course?

Why?

9. Write your reactions/ views/opinion/feelings about the program.

10. Which kind of activities would you like to add in such a program? Why?

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(NAAC CGPA Rating 2.72 - 'B' Grade-2009)



Shri I. J. Patel B.Ed. College (Self Financed)

(Affiliated to Sardar Patel University)
(Managed by Charotar Education Society, Anand-1916)



dt. 23/12/23

dt. 23/12/23

This is to certify that Ms Krishna Yadav has successfully completed her M.Ed. dissertation in Shri I. J. Patel B.Ed. College, Mogri from 16/12/13 to 24/12/13.

She made the classroom very lively. She is sincere, hardworking and cheerful.

Calusant
Principal 24/12/13
Shri I.J. PATEL B.Ed. College
MOGRI

Interview for Teacher Educators

Name of teacher Educator: Muscat Kadu Name of college: Shri. T. J. Patel B. Ed Col
Qualification: Ph.D. (Ed+ELT) Experience: 19 years

1. Are student teachers of English method confident in speaking English in the class? Give your opinion.

No they are not because they lack confidence. They hesitate to speak as they never get opportunity to speak in English.

2. Do student teachers hesitate to use English with their peers and teachers?

Yes as they were never exposed to the English in school & college.

3. Are they able to give classroom instructions clearly and confidently?

No, but we motivate them to give instruction in English.

4. It has been observed that most of the teachers of English do not use that language even while teaching. They continue to translate every into Gujarati. Do you think that after completing the B. Ed course, they will be able to use English confidently at school where they work?

No, they will not be able to complete teach in English but they will be able to complete the course of English.

5. What else can be done to help the B.Ed students of English? Do you think student teachers need more practice in reading and speaking?

Student teachers should be encouraged to give their lesson in English without using mother tongue. They really need more practice in reading and speaking.

Muscat
24/12/13

English

Pre-test

Name of Student Sejal

Name of College Shri. J. J. Patel B.Ed. C

Date 17-12-2013

Day A

Duration of task: 45 min

Q.1 Write instructions used by teachers at various places in school. (one mark for each) 15

1. Student don't make noise
2. please listen very carefully
3. go to the playground
4. don't talk to each other
5. Student read this paragraph carefully
6. go to the class room
7. keep quiet
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Q.2 Prepare a formal speech for a sports day inaugural function (10 to 15 lines) 10

I my college to organized to
the sport day. I moved to
first to join the sports
game and to prize to give
him in your principal to
achieve. your prize in the
next. most of the student to
the part of the sport
but some student to win
the prize.
I never forget to the
sport day in my life.

Q.3 Prepare an informal dialogue among teachers about students' problems. (approx 10 turns)

Teacher : Do you have problem to ¹⁰ speech
in English?

Student : yes I can't speak
in English

Teacher : don't worry I will
help you.

Student : yes but I can't change
my language

Teacher : don't worry student I also
help to you to speak English

Q.4 Write your views about education.

05

Today education is must
to ~~develope~~ develop to your
Self. you must educated. In
the my view education is
most important to try out
in your personality. most
of the people don't understand
importance of the education
2 in the life.
Today education is heart
of the human being to live
a life.

Q. 5 Find out wrong sentences and errors from the following and rewrite the paragraph 10

Language developed with the evolution of human civilization and in the beginning it was only verbal; so the visually impaired did not suffered much. But with the invention of writing, visually impaired people started lag behind as they were not able to read. For them writing was as difficult as speech is difficult for the hear impaired. Despite has healthy brain and hands, writing is impossible for the visually impaired. In 1821, when Louis Braille is enrolled in a

formal school for the visually challenged in Paris where he started studies, he came to know about the technique of sending coded messages to soldiers of Napoleon's army. Braille immediately began inventing his raised-dot system with his father's stitching awl. Braille will be very famous for his work.

The visually impaired did not surface much, so he came to know about the technique of sending coded messages to soldiers of Napoleon's army. As Braille will be very famous for his work.

(4)

(17)

Post-test

Name of Student Asmita

Name of College Shree T.T. Patel B. Ed.

Date 24/12/23

Day Tuesday College.

Duration of task: 45 min

Q.1 Write instructions for computer lab, At the play ground, At the language lab

(one mark for each) 15

- Keep Silent
- Please, Sit down
- Attention, please
- Start the Computer
- Shut down Computer
- Take your sit
- Come here
- 1. Listen carefully
- 2. Don't make noise
- 3. Please, Go to the play-ground
- 4. Give me your books
- 5. Write carefully
- 6. Read carefully
- 7. Open the book
- 8. Input the data
- 9. Run your program
- 10. _____
- 11. _____

12. _____
13. _____
14. _____
15. _____

Q.2 Prepare vote of thanks for annual function (Approxly 150 words)

10

* Vote of thanks :-

Respected Principal, Vice-Principal,
Director, teaching faculty, non-teaching
faculty, management faculty and
student-employees

- we wish to thank everyone for what
you have done
- we this day, have gathered here.
- we thank the outgoing students for
being with us this evening.
- we thank you for being with
us.

Q.3 Prepare informal talk among teachers examination process. (Approximately 10 turns)

10

Teacher : How the examination prepare

student : Very, well.

Teacher :

Q.4 Write review of a book you have ever read.

05

Rev. Abraham Lincoln

He will have to learn, I know that all men are not just, all men are not true. But teach him also that for every scoundrel there is a hero; that for every selfish politician, there is a dedicated leader. Teach him that for every enemy there is a friend. It will take time, I know, but teach him if you can, that a dollar earned is far more value than five pounds. Teach him to learn to lose and also to enjoy winning. Let him learn early that the bulls are the the easiest to lick.

Q. 5 Prepare two exercises for teaching tenses

10

* Simple Present Tense!

Two different groups of student
they are discuss the topic of
any subject and they are discuss
their daily routine.

Best of Luck

FEEDBACK FORM

Name of the student-teacher: nehal radvi Method: English, S.S

Name of the college: Shree D.J. Patel B.Ed College Date: 31/02/2024
magri

1. During the session did you understand all the topics discussed by the researcher?

Yes

2. Did you enjoy the activities given by the researcher?

Yes

3. Which activities did you like the most? Give reasons.

situational dialogue through which i can
remove my hesitation to speak english in front of
other

4. Which activities did you find less important for you? Give reasons.

5. Do you feel that such a program should be largely implemented for enhancement of English competence of student teachers? Give minimum of three reasons.

Yes, because it is also important for other subject's
student. They also become familiar with english language

6. Do you feel that the sessions delivered by the researcher have made positive changes in your English language competence?

Yes, I got not more but a little changes while
i speak in front of other. I felt hesitation but now i did
to speak

7. In future also would you like to study such program?

Yes

8. Do you feel that such program should be included in your regular B. Ed. course? Why?

Yes, because for our english literature students
it is important.

9. Write your reactions/ views/opinion/feelings about the program.

I thoroughly enjoyed this programme. I got
a little change in me. I enhance my confidence
level through this programme.

10. Which kind of activities would you like to add in such a program? Why?