



**FAZLANI AISHABAI & HAJI ABDUL LATIF CHARITABLE TRUST'S**  
**AISHABAI COLLEGE OF EDUCATION**  
(Affiliated to S.N.D.T. Women's University)  
Address: Municipal School Building, J. J Hospital Compound, Gate no. 14,  
Byculla, Mumbai – 400008.

## **2.4**

### **Competency and Skill Development**

#### **2.4.3**

**Competency of effective communication is developed in students through several activities such as**

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

**Details of the activities carried out during last completed academic year in respect of each response indicated**

## **1. Workshop sessions for effective communication**

Workshop sessions for effective communication at Aishabai College of Education provide invaluable opportunities for students to enhance their interpersonal and professional skills. These sessions focus on various aspects of communication to the skills necessary for communication including active listening, speaking, writing, reading, clear articulation, and non-verbal cues. By engaging in role-playing exercises, group discussions, and feedback sessions, students develop the ability to convey their ideas more effectively and build stronger relationships with peers and educators. These workshops also emphasize the importance of empathy and cultural sensitivity, preparing future educators to interact constructively with diverse groups. Overall, the workshops equip students with the tools needed to navigate complex communication scenarios, fostering a more collaborative and understanding academic environment.

Some of the Workshops conducted by the college:

1. A workshop was based on Communicative skill on Narration.

How to Narrate the stories

Resource Person:: Ms. Crystal Valladares

The storytelling workshop conducted by Ms. Crystal was a transformative experience that helps students significantly develop their communication skills. Through her expert guidance, students learn the art of crafting and delivering compelling stories, which enhances their ability to express ideas clearly and engagingly. Ms. Crystal's workshop focuses on key aspects of communication, including structuring narratives, choosing impactful language, and connecting with an audience.

As students participate in storytelling exercises, they improve their ability to organize thoughts, articulate emotions, and convey messages in a coherent and persuasive manner. The workshop also provides a supportive environment where students can practice public speaking, gaining confidence and becoming more aware of the importance of tone, pace, and body language in communication.






Fazlani Aishabai & Haji Abdul Latif Charitable Trust's  
**AISHABAI COLLEGE OF EDUCATION**  
 Organize Workshop on  
**STORY TELLING**

*Enjoy*



*Chill*



**RESOURCE PERSON**  
**MS. CRYSTAL VALLADARES**

ON SATURDAY  
 16TH MARCH, 2024  
 TIME: 9AM TO 12:30PM  
 VENUE: MULTIPURPOSE HALL

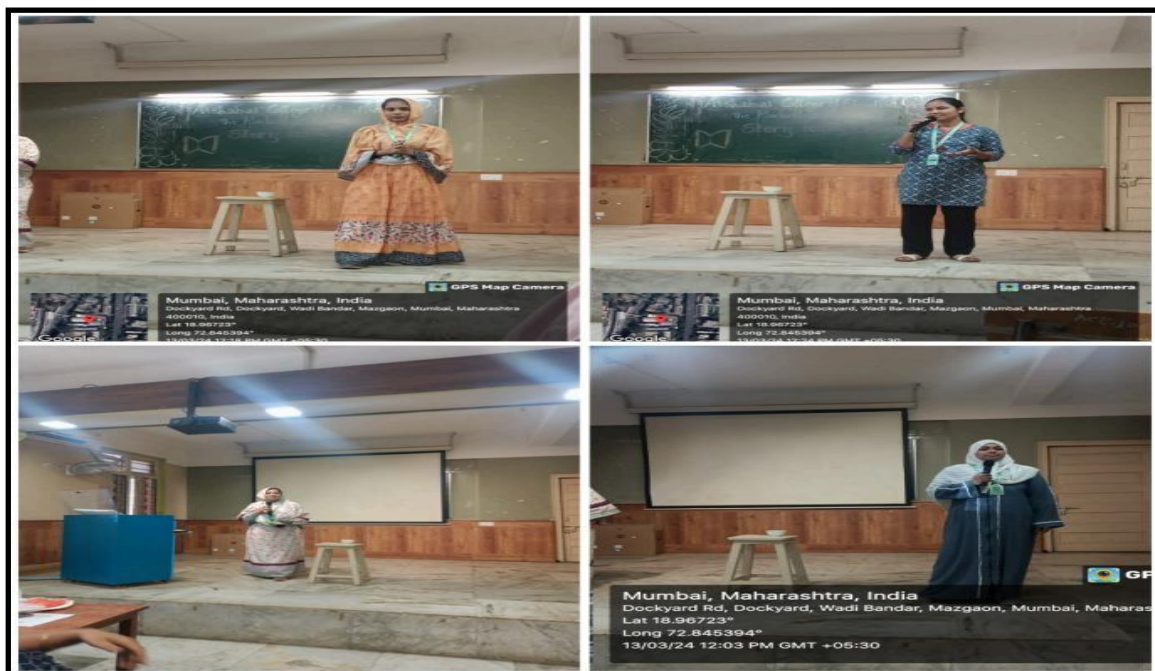
*Love Story*

**MS. JOYA CHAUDHARI**  
**& DR. JASVANTI ADHANGALE**  
**TEACHER INCHARGE**

**DR. SHUMAILA SIDDIQUI**  
**I/C PRINCIPAL**

## 2. Storytelling competition on 13<sup>th</sup> March 2024

College had organized a Story telling Competition to enhance their communication skill. By participating in a storytelling workshop, students have notably improved their communication skills. Through the competition environment students learn to craft and share stories, which enhances their ability to convey ideas with clarity and impact. Through the process of storytelling, students develop key communication skills such as organizing their thoughts, choosing the right words, and engaging an audience effectively.



### 3. A workshop was conducted on: Let's improve our communication skill

**Resource person Ms Alka Tiwari**

Throughout the workshop, students engaged in a variety of interactive activities designed to sharpen their communication abilities. These activities focused on key aspects such as structuring thoughts, choosing precise language, and effectively conveying messages. Ms. Tiwari's approach was both practical and engaging, allowing students to practice real-world communication scenarios in a supportive environment. The workshop provided opportunities for students to improve their verbal and non-verbal communication, including tone, body language, and active listening skills. By participating in these exercises, students gained confidence in expressing their ideas clearly and persuasively.

As a result of this workshop, students developed a stronger foundation in effective communication, which will serve them well in both their academic and personal lives. The skills honed during this session are invaluable for their future interactions, making the workshop a significant contributor to their overall competency in communication.



## **2. Simulated sessions for practicing communication in different situations**

This course was conducted in the Academic year 2023-24 by Asst. Prof. Ms. Rubina Hans

### **Communicative English Speaking**

**Course Title: Communicative English Speaking for Beginners Course**

**Objective:**

To help beginners develop basic speaking skills in English with a focus on phonetics and grammar.

Course Outline:

#### **Week 1: Introduction to Phonetics**

Overview of the International Phonetic Alphabet (IPA) Practice pronouncing English sounds using the IPA Introduction to English vowel sounds

Practice pronouncing English vowel sounds

**Week 2: English Consonant Sounds** Introduction to English consonant sounds Practice pronouncing English consonant sounds Focus on consonant clusters and blends

Practice pronouncing consonant clusters and blends

#### **Week 3: Syllable Stress and Intonation**

Introduction to syllable stress and intonation

Practice identifying syllable stress in words Practice using appropriate intonation in sentences

**Week 4: Basic Grammar** Introduction to Basic English grammar Practice using verb tenses correctly

Practice using nouns, adjectives, and adverbs correctly Focus on sentence structure and word order

**Week 5: Conversational Phrases and Idioms** Introduction to common conversational phrases and idioms Practice using phrases and idioms in context

Focus on using appropriate intonation and stress when using phrases and idioms

## **Week 6: Role-Playing and Guided Conversations**

Practice using English in everyday situations through role-playing

Focus on using appropriate grammar, vocabulary, and pronunciation in conversations

Guided conversations to practice using English in real-life situations

## **Week 7: Listening and Speaking**

Focus on listening comprehension through audio and video recordings

Practice summarizing and describing what you heard

Focus on using appropriate pronunciation and grammar when speaking

## **Week 8: Final Project**

Final project where students practice using English in a real-life situation

Students will present their project to the class and receive feedback

### **Course Materials:**

Will be given in class

Workbook: TBA

Audio and video recordings

Whiteboard and markers

### **Course Assessment:**

Class participation and attendance

Weekly quizzes on phonetics, grammar, and vocabulary

Final project presentation and feedback

Course Prerequisites: None

### **Course Target Audience:**

Beginners with little to no prior knowledge of English

Those who want to improve their speaking skills in English

Those who want to focus on phonetics and grammar in their English learning journey

### **Course Learning Outcomes:**

- Students will be able to pronounce English sounds correctly using the International Phonetic Alphabet (IPA).
- Students will be able to identify and use English vowel sounds and consonant sounds correctly.
- Students will be able to use appropriate syllable stress and intonation in their speech.
- Students will be able to use basic English grammar correctly, including verb tenses, nouns, adjectives, adverbs, and sentence structure.
- Students will be able to use common conversational phrases and idioms in context.

- Students will be able to practice using English in everyday situations through role-playing and guided conversations.
- Students will be able to listen to audio and video recordings and summarize and describe what they heard

Here are some practice sentences for verbs:

1. She sings beautifully.
2. I love to dance.
3. They play football every weekend.
4. He reads books in his free time.
5. We eat dinner at 7 o'clock.
6. The cat sleeps on the couch all day.
7. My brother runs marathons.
8. She writes poetry as a hobby.
9. They swim in the pool during summer.
10. He paints amazing landscapes.

Remember, practicing these sentences aloud can help improve your pronunciation and fluency in using verbs correctly in English sentences.

Verb Tenses:

1. I \_\_\_\_\_ (to be) a student.
2. She \_\_\_\_\_ (to teach) English.
3. They \_\_\_\_\_ (to play) soccer.
4. We \_\_\_\_\_ (to watch) a movie last night.
5. He \_\_\_\_\_ (to finish) his homework yet?
6. The dog \_\_\_\_\_ (to bark) at the mailman.
7. The baby \_\_\_\_\_ (to cry) for attention.
8. They \_\_\_\_\_ (to travel) to Europe last year.
9. I \_\_\_\_\_ (to enjoy) playing video games.
10. She \_\_\_\_\_ (to have) a birthday party last weekend.

Verb Tenses:

1. I \_\_\_\_\_ (to be) a student for three years.
2. They \_\_\_\_\_ (to live) in this city for ten years.
3. She \_\_\_\_\_ (to study) English for two years.
4. We \_\_\_\_\_ (to work) on this project for a month.
5. He \_\_\_\_\_ (to be) sick for a week.
6. The company \_\_\_\_\_ (to expand) its business last year.
7. The tree \_\_\_\_\_ (to grow) taller every year.
8. I \_\_\_\_\_ (to learn) a lot from this course.
9. She \_\_\_\_\_ (to teach) at this school for five years.
10. They \_\_\_\_\_ (to come) to visit us next week.

Modals:

1. I \_\_\_\_\_ (can/could) speak French when I was younger.
2. She \_\_\_\_\_ (must/has to) finish her report by tomorrow.
3. They \_\_\_\_\_ (should/ought to) arrive at 8 PM.
4. We \_\_\_\_\_ (may/might) go to the beach this weekend.
5. He \_\_\_\_\_ (must not/can't) eat meat for medical reasons.
6. The dog \_\_\_\_\_ (does not have to/does not have to) wear a leash.
7. The baby \_\_\_\_\_ (can/is able to) sit up by himself now.
8. They \_\_\_\_\_ (do not have to/do not have to) work on weekends.



9. I \_\_\_\_\_ (can/am able to) play the piano.
10. She \_\_\_\_\_ (has to/must) get up early for work.

Passive Voice:

1. The ball \_\_\_\_\_ (was thrown) by John.
2. The book \_\_\_\_\_ (is being read) by Sarah.
3. The project \_\_\_\_\_ (will be finished) by next week.
4. The meeting \_\_\_\_\_ (was postponed) until next month.
5. The tree \_\_\_\_\_ (was cut down) by the farmer.
6. The car \_\_\_\_\_ (is being repaired) at the moment.
7. The letter \_\_\_\_\_ (was written) by her.
8. The money \_\_\_\_\_ (was stolen) from the bank.
9. The song \_\_\_\_\_ (is being sung) by the choir.
10. The food \_\_\_\_\_ (was cooked) by my mother.

Phrasal Verbs:

1. I \_\_\_\_\_ (to get up) early every morning.
2. She \_\_\_\_\_ (to get on) the bus at the next stop.
3. They \_\_\_\_\_ (to put off) their trip until next year.
4. We \_\_\_\_\_ (to take in) a homeless person last night.
5. He \_\_\_\_\_ (to turn off) the TV before going to bed.
6. The dog \_\_\_\_\_ (to take to) chasing squirrels.
7. The baby \_\_\_\_\_ (to grow up) so fast.
8. They \_\_\_\_\_ (to get away) from the city for a while.
9. I \_\_\_\_\_ (to pick up) some groceries

### **ADJECTIVES**

Here are some practice sentences for adjectives:

1. The movie was exciting and thrilling.
2. She is a kind and generous person.
3. The sunset was breathtakingly beautiful.
4. He is a talented and creative artist.
5. The food at the restaurant was delicious and flavorful.
6. My new car is fast, sleek, and stylish.
7. The book I read was interesting and thought-provoking.
8. Her dress is elegant and sophisticated.
9. They live in a cozy, comfortable house by the beach.

Remember to pay attention to the placement of adjectives before nouns or after linking verbs, as well as using appropriate forms (comparative or superlative) when necessary. Practicing these sentences will help you become more familiar with using adjectives accurately in English conversations or writing tasks

So here are some more practice sentences for **adjectives**:

1. The delicious cake was devoured in seconds.
2. She wore a beautiful dress to the party.
3. The comfortable bed made me feel right at home.
4. The busy street was filled with people.
5. He has a tall, dark, and handsome appearance.
6. The sweet aroma of freshly baked cookies filled the kitchen.
7. The old, worn-out shoes were no longer usable.
8. The bright sunlight made it hard to see.
9. The elegant furniture added a touch of class to the room.

10. The noisy neighbors kept me up all night.

Here are some more practice sentences for adverbs:

1. She sings beautifully. (adverb: beautifully)
2. He speaks loudly. (adverb: loudly)
3. The kids played outside happily. (adverb: happily)
4. The teacher spoke slowly and clearly. (adverbs: slowly, clearly)
5. The plane took off smoothly. (adverb: smoothly)
6. They drove carefully through the storm. (adverb: carefully)
7. She cooked dinner quickly. (adverb: quickly)
8. The team worked together efficiently. (adverb: efficiently)
9. He ran fast in the race. (adverb: fast)
10. The concert was amazing and the band played enthusiastically. (adverbs: amazing, enthusiastically)

Remember that adverbs can give us information about manner, time, place, frequency, and degree. They can also be used to describe verbs, adjectives, and other adverbs. Practicing these sentences will help you become more familiar with using adverbs accurately in English conversations or writing tasks.

Certainly some more practice sentences for adverbs:

1. She dances gracefully.
2. He ran quickly to catch the bus.
3. The car drives smoothly on the highway.
4. They spoke softly so as not to wake the baby.
5. The team played well and won the match.
6. She carefully painted each stroke of the artwork.
7. He eagerly listened to his favourite band's new album.

Remember that adverbs often describe verbs, but they can also modify adjectives or other adverbs in a sentence.

Practicing these sentences will help you become more familiar with using adverbs accurately in English conversations or writing tasks

**2. Simulated sessions for practicing communication in different situations** Simulated sessions for practicing communication in different situations offer a dynamic and immersive approach to developing essential communication skills. During these sessions, participants engage in various kinds of activities that replicate a variety of real-life scenarios, such as classroom management, team Collaboration and collaborative projects. These simulations are designed to challenge students to adapt their communication strategies to different contexts, helping them practice responding to various interpersonal dynamics and conflict resolutions. By receiving immediate feedback from peers and facilitators, students can refine their techniques and build confidence in their ability to handle diverse communication challenges. These practical experiences not only enhance their ability to articulate ideas clearly but also foster greater empathy and adaptability, essential qualities for effective interaction in both professional and personal settings.

From EPC2 course student teacher perform variety of total 10 activities in simulated environment which improves their communication skill.

## **EPC2 Reading and Reflecting on Text**

The student teacher has to practice following five activities in both subjects simultaneously.

### **1. Reading for comprehension and answering questions (5 marks) Objectives:**

The student teacher will be able-

- To understand how to read for comprehension
- To write answers correctly based on the text
- To describe their own point of view.

### **2. Watching media/ Observation of a web site and preparation of summary (5 Marks) Objectives:**

The student teacher will be able-

- To use media/internet.
- To summarize respective content
- To express the summary orally in the group.

### **3. Reading text and Participation in group discussions (5 marks)**

**Objectives:** The student teacher will be able-

- To comprehend the theme/issue
- To express their own point of view in group
- To summarize the discussion

### **4. Searching material and Presentation before a group (5 marks) Objectives:**

The student teacher will be able-

- To search relevant material from various sources
- To summarize respective content
- To present the summary in the group.

### **5. Reading and Reflecting (5 Marks) Objectives:**

- The student teacher will be able-
- To summarize respective content
  - To give critical comments/reflective thoughts
  - To relate own experiences with the content

### **3. Participating in institutional activities as ‘anchor’, ‘discussant’ or**

## ‘rapporteur’

Participating in institutional activities as an 'anchor' discussant,' or 'rapporteur' provides students with diverse opportunities to hone their communication and organizational skills. As an anchor, students are responsible for guiding the flow of events, ensuring that discussions stay on track, and engage the audience effectively. This role requires strong public speaking skills and the ability to manage time and transitions smoothly. As a discussant, students contribute to and facilitate in-depth discussions, offering insights, asking thought-provoking questions, and helping to drive the conversation forward. This position enhances their critical thinking and collaborative abilities. Finally, as a rapporteur, students take on the task of documenting and summarizing the key points of discussions, ensuring that accurate and comprehensive records are kept. This role sharpens their note-taking and synthesizing skills, and helps them develop a keen attention to detail. Each of these roles plays a crucial part in fostering a deeper understanding of institutional processes and improves overall communication effectiveness within a professional or academic setting.

### 1. Student’s role as an anchor in National conference



Student's role as anchors on Annual day Function



Student teacher introduces the resource person, delivers welcome address



Students introduces the resource person



#### **4. Classroom teaching learning situations along with teacher and peer feedback**

Classroom teaching and learning situations, complemented by teacher and peer feedback, create a robust environment for educational growth and skill enhancement. During internship student teacher use to deal with various classroom teaching learning situations along with teacher and peer feedback. In this dynamic setting, students actively engage in teaching exercises, where they apply instructional strategies and interact with their peers in a controlled environment. Teachers provide constructive feedback on aspects such as lesson clarity, student engagement, and instructional effectiveness, offering valuable insights for improvement. Peer feedback further enriches the experience, as classmates provide diverse perspectives on teaching methods and presentation styles. This collaborative feedback loop not only helps students refine their teaching techniques but also encourages a culture of continuous learning and self-assessment. By integrating both teacher and peer evaluations, students gain a comprehensive understanding of their strengths and areas for development, fostering a more effective and responsive teaching practice.

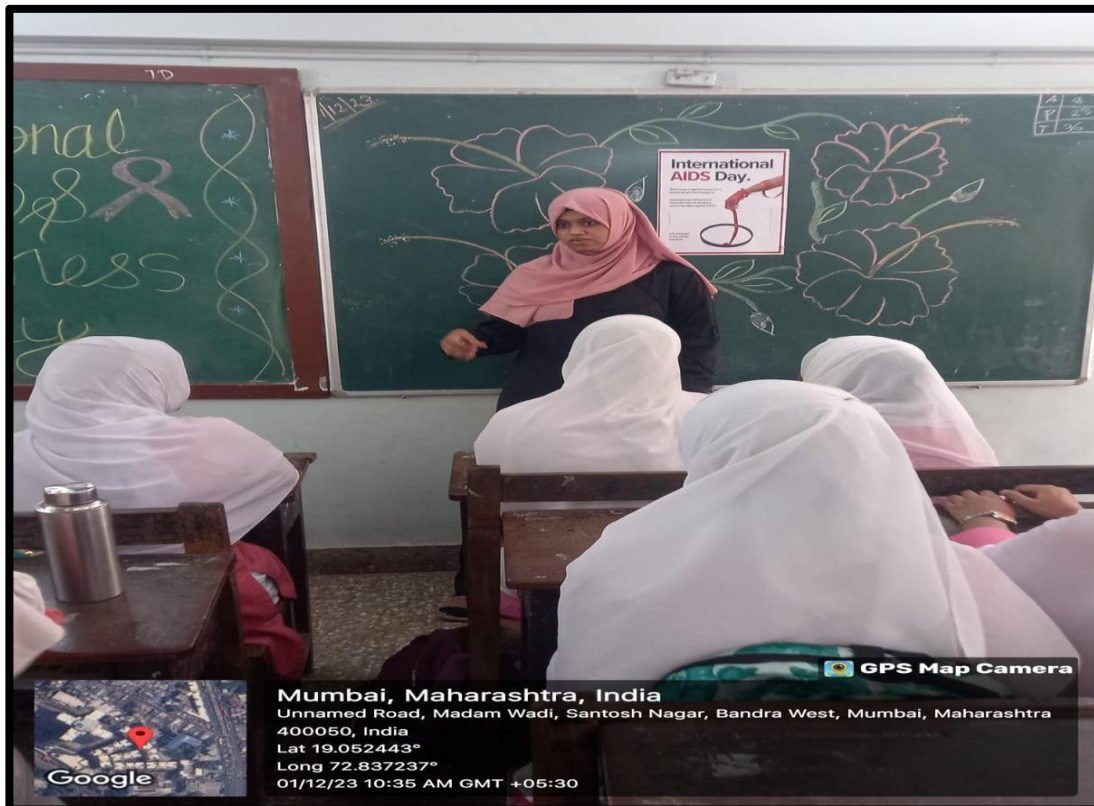
#### **Student teachers explain the concept with video and interacting with students**



## Student teachers are asking questions and taking feedback from students



## Student teacher explains the importance of International AIDS day.



## Student teacher conducting activities during classroom teaching learning



## Student teachers are attending each other's lessons and taking peer feedback

