

॥ नहि ज्ञानेन सद्विप्रेन पवित्रमिह विद्यते ॥

श्री . बाळासाहेब माने शिक्षण प्रसारक मंडळ, अंबप संचलित

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ता . हातकणंगले

जि . कोल्हापूर

बी . एड . सेमिस्टर भाग -

प्रात्यक्षिक नाव - **EPC :- Enhancing professional capacities.**

विषय -

प्रेरणा स्थान - **Principal . Nirmale R.L.**

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शैक्षणिक वर्ष - **2022-23**

Aawant
मार्गदर्शक स्वाक्षरी

Rm
प्राचार्य स्वाक्षरी

Inspiration

Principal - Nirmale R.L

Guide

Prof. Sorte S.K

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Introduction

The demonstration of 'Professional Ability Enhancement' was included in the Key B. Ed Course under Shivaji University Kolhapur. Accordingly, at College of Education (B. Ed) college, Peth Vadgaon, we learned how to narrate a fictional story and then write the plot of the story. Understanding the art of writing a summary of novel.

A news highlights, incidents taught us how to write, taught us how to sequence issues, told us to write an essay on what is the importance of education in our life. This added to our reading and helped us understand how to write to different interviewers.

Unit - 1

Engage with stories and narrative accounts.

The text selected from the fiction, folktales, vivid narrative stories / chapters, mines and conical strip stories.

* Suggested Activities.

- ① Reading for comprehension (individual plus group and discussion clarification).
- ② Narrates a relevant account from one's life experience in front of a small group.
- ③ Discusses characters and situations (share the hold and dichotomies in Mah. Horse).
- ④ Text-based writing - scene & scene explanation, story narration, situational changes dialogue (individual work).

Writing based on the text, summary of scene explanation of story converting a situation into a dialogue etc. (Individual Task)

Think outside of the box

In a small Italian town, hundreds of years ago, a small business owner owed a large sum of money to a loan shark. The loan shark was very old, unattractive looking guy that just so happened to fancy the business owner's daughter.

He decided to offer the business man a deal that would completely wipe out the debt he owed him. However, the catch was that he would only wipe out the debt if he could marry the business man's daughter. Needless to say, this proposal was met with a look of disgust.

The loan shark said that he would place two pebbles into a bag, one white and one black.

The daughter would then have to reach into the bag and pick out a pebble. If it was black, the debt would be wiped, but the loan shark would then marry her. If it was white, the debt would also be wiped, but she won't have to marry the loan shark.

Standing on a pebble-strewn path in the business man's garden, the loan shark bent over and picked up two ~~black~~ pebbles. Whilst he was picking them up, the daughter noticed that he'd picked up two pebbles and placed them both in the bag.

He then asked the daughter to reach into the bag and pick one.

The daughter naturally ~~had~~ had 3 choices as to what

could have done:

- 1) Refuse to pick a pebble from the bag.
- 2) Take both pebbles out of the bag and expose the loan shark for cheating
- 3) Pick a pebble from the bag fully well knowing it was black and sacrifice herself for her father's freedom.

She drew out a pebble from the bag, and before looking at it 'accidentally' dropped it into the midst of the other pebbles, she said to the loan shark.
'Oh, how much clumsy of me. Never mind, if you look into the bag for that is left. you will be able to tell which pebble I picked.'

The pebble left in the bag is obviously black, and seeing as the loan-shark didn't want to be exposed he had to play as if the pebble the daughter dropped out was white and clear her father's debt.

Unit-2

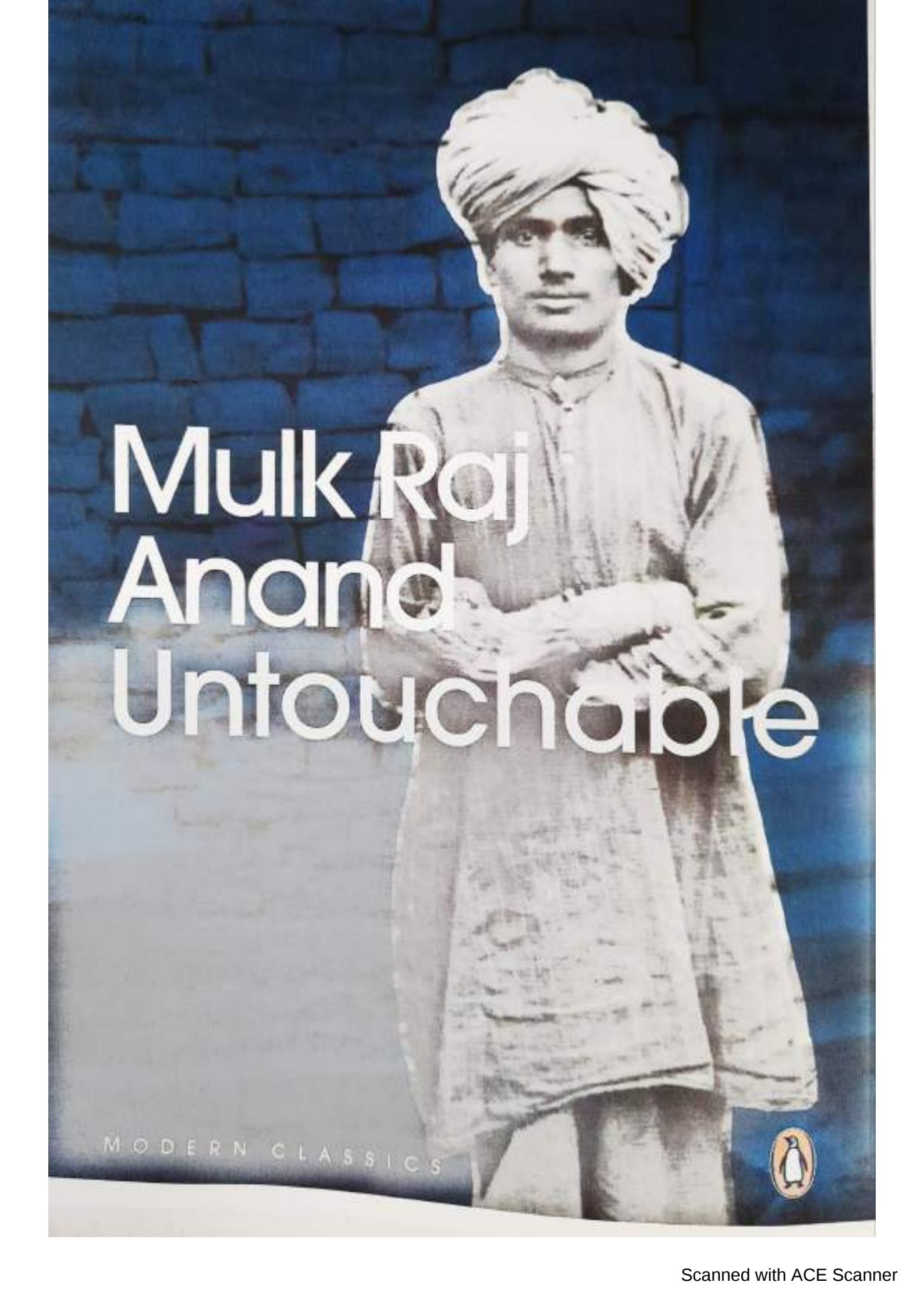
* Engage with popular topic based expository writing.

Selected texts may include - accounting, biographical writing, excerpts from popular non-fiction writing drawn from the student teacher's subject (Various sciences, mathematics, history, geography, literature)

* Suggested Activities

- 1) (Guided reading in pairs and simple note making) to extract overall meaning, information, knowledge of the topic.
- 2) The plan is to include and elaborate on key concepts and ideas making notes in a schematic form.
- 3) Form flow Diagram, Tree diagram, Mind and The (Guided working in Pairs).
- 4) Explaining a summary of a text topic to others (Class group)
- 5) Writing a review or summary of a text with notes and comments (individual work)





Mulk Raj Anand Untouchable

MODERN CLASSICS



Page No.
 Date
 Writing a review or a summary the text, with the opinion comments and opinions.

Name of the Book

Untouchables (Novel)
Mulk Raj Anand.

Untouchable is a novel written by Mulk Raj Anand. Published in 1935. It charts the path of one day in the life of a young man named Bakha. Bakha is a member of the Untouchables, a designation for people so far below even the lowest caste. In Indian society that they are considered outside of the system. His job is to sweep streets and latrines for the upper class, who are forbidden from cleaning or touching human waste. Because he was born as a untouchables, this will be Bakha's job for his entire life, unless there are reforms in India. The entire novel takes place on one day of Bakha's life, a day in which his tolerance for the mistreatment endure by the lower castes begins to erode.

As the novel begins, Bakha is reporting for another day of latrine cleaning at the behest of his father, an ill-tempered bully named Lakho. While cleaning the latrine of a famous street hockey player named Charat Singh, the man invites Bakha to visit him later in the day. He promises to give Bakha a hockey stick as a gift.

When Bakha comes home, his sister Sohni leaves to get water for them. She travels to the

communal well. However, the Untouchables are not able to dip their own water - the upper caste Hindus believe that the touch of an undercaste will pollute the well, which would then have to be subjected to lengthy and expensive purification rituals. A priest named Kali Nath arrives and, taken with Sohini's beauty, agrees to pour water for her. He then invites her to temple courtyard later in the day so that she can clean it.

Bakha moves through the streets, sweeping. He accidentally brushes up against a Brahmin Hindu, who begins to shout that he has been polluted by Bakha. The man shouts at Bakha as a mob gathers, joining in the insults. The man slaps Bakha before a Muslim cart driver breaks up the fight and disperses the mob. The Muslim man does not care about the Hindu Caste, since he is also treated as an Untouchable.

Bakha goes to the temple and looks inside, which is forbidden to him. But before he is caught, Sohini appears, crying. The priest who invited her to clean the temple is there, accusing her of polluting him with her touch. Sohini claimed that he sexually harassed her by grabbing her breasts while she was cleaning the lavatory. It was only when she rejected him that he began shouting that she had touched him. Bakha tells her to go home and says he will take responsibility for gathering food.

He spends the rest of the afternoon begging for food, all while being subjected to various indignities and cruelties from the upper caste Hindus. He is increasingly disgusted with the mistreatment that he suffers, and when he gets home he tells his father the story about the man who hit him. His father

insists that the upper Hindu are good and kind, and reminds Bakha that when he was an infant, a Hindu doctor came to their home and saved Bakha's life when he had a fever.

Bakha attends the wedding of the sister of one of his friends. After he tells two of his friends the story of the man hitting him, one of them proposes that they take revenge on the man. Bakha considers it, but he understands that he will only get himself and his family into trouble if he retaliates. The Untouchables have no recourse of Justice.

After collecting his hockey stick from Charat Singh, Bakha joins a game of street hockey. During the game, a fight begins and the two teams throw rocks at each other. One of the rocks hits a little boy in the head. Bakha picks him up and carries him to his mother, who recognizes him as a street sweeper. Even though he is trying to help she screams that he has polluted her son.

At home, Bakha's father is furious that Bakha has been away all afternoon. He kicks Bakha out of the house. Bakha makes his way to a train station where he hears a rumour that Mahatma Gandhi is coming there to give a speech. Bakha stays until Gandhi arrives. Gandhi's speech condemns the caste system and urges the people to follow his example of non-violent protest. Bakha is enthused by the speech, but does not know enough to determine whether Gandhi's suggestions are naive.

After the speech, Bakha overhears two educated men, a poet and a lawyer, debating the merits of Gandhi's speech. The lawyer believes that Gandhi's aims are childish and irrational. Longstanding traditions are rarely

overturned, and he believes that the caste system will endure despite protests for reform. The poet believes that the barbarism of the caste system will be eliminated particularly in light of the fact that the flushing toilet is rumored to be coming to their town. Once the people have flushing toilets, there will be no need for the Untouchables to dispose of the town's refuse, which would require a rethinking of their role and duty to society.

The author's experience as an Indian, and the fact that *Untouchables* was written while the caste system was firmly in place, give the novel an authenticity and accuracy that make it easy to empathize with Bakha and his family. *Untouchables* is a unique opportunity for readers to experience the plight of the victims of the caste system. At the same time, the story identifies the complexities of Indian identity after the Great War as India emerges from postcolonialism to globalism.

Unit - 3

Texts selected will include current / magazine articles on contemporary topics (students may be grouped randomly for this component).

Suggested Activities

1) Using forest strategies, such as scanning, skimming and reading guidance. Individual work to extract relevant information for reading at the beginning of the article.

2) Analyzing the organization of the article. Identifying subheadings, key words, sequence of ideas, engaging in reference books related to the topic, charts or statistical presentations etc.

3) For this component, student teacher should do the wrong work with teachers to select a specific topic from their subject collection that they can research from a pool of available reference books.

Suggested Activities

1) Choosing a topic for research. Formulating some guiding questions.

2) Finding relevant reference.

3) Books scanning, skimming relevant information from books making notes and removal.

4) Planning a presentation with demonstration and oral component for the entire subject group.

✓ प्रकल्पात पाण्याचा ठणठणाट : शेतकरी हवालदिल, लोकप्रतिनिधीही चिडीचूप

Analysis of structure of the article, identifying sub-heading, key words, sequencing of ideas illustration or statistical representation etc.

Breaking News

The beginning of summer; But now the water has run out.

News

Congestion of water in the project: Farmers are heartbroken representatives of the people are also angry.

Key words :-

- 1) All the works of the Vasanolli project have been done according to the rules and with quality.
- 2) Five hundred acres of farm land on the project is benefiting from this.
- 3) The water is still being supplied.
- 4) So, it has not worked in wrong way.

Sequencing of Ideas -

- 1) It is doubtful the water conservation has competent evidence that the traffic took place from Umrogi.
- 2) There is also doubt about the use of stone from the quarry assumed in the estimate at Bidri (Tq. Kagal).

stone pitching.

3) There is a discussion about the use of stones from excavations from waste.

4) In actual pitching the weight of one stone should be about 35 kg. Actually only ten percent of such stones may have been used, there is doubt in this regard.

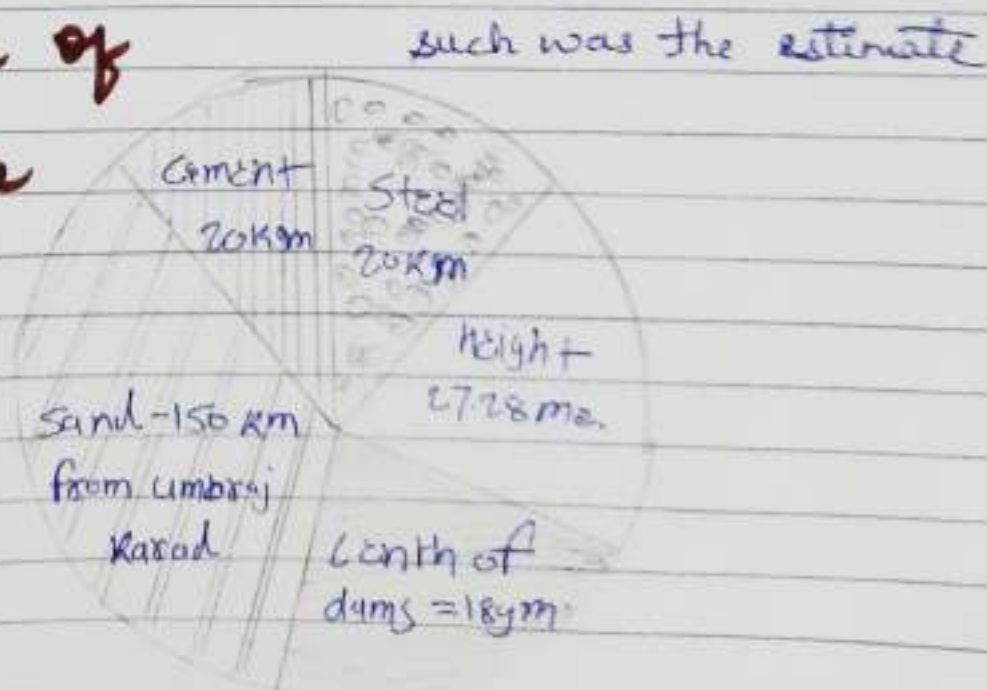
5) Overall, it would be bold to say that the project has been a project of the strength it was intended to be.

6) Therefore, to whom should the common people as for praise? This is the biggest question.

7) If the funds provided by the Govt has been fully utilized this project would have definitely been strong, people-friendly. However

8) However, even how people's expectations are disappointed appears to have occurred. (Concluded).

* Illustration of Statistical Representation



Unit - 4

Busy in Academic writing

Selected text should be drawn from a wide range of popular academic publications in the form of well-known written essays, or chapter by leading in education. (Guided reading individually/in pairs) analyse
① the structure of the argument (Small group etc in support).

A) To understand the theme and argument of the essay.

B) Discussion of sharing responses and point of view (Small group discussion).

C) Presentation of Response Paper L1C (Individual) and Selected Papers report and make a final presentation.

D) Reflects on all experiences during the programme in the form of a *suggested activities.

E) Describe your own life experience and turn the situation into dialogue.

F) Review of (at least 2) research articles on social issues in journals.

G) Seminar on 'Changing Role of Teacher'.

H) Prepare a presentation on any topic from your subject.

Engaging with Educational Writing

The Life and Achievements of Ashoka

The Great Ashoka :-

Devanampriya Priyadarshi Asoka ascended the throne of Magadha in 273 B.C.

He was the grandson of Chandragupta Maurya and son of Bindusara.

He was one of the greatest monarch of history. We are furnished with a lot of information about him from his inscriptions and Buddhist literature. According to Buddhist tradition, Bindusara had 101 sons. Susima was the eldest son while Asoka was the second son. His mother's name was Subhadrangi.

He was the Governor of Taxila and Ujjain during his father's reign. Ashoka sat on throne around 265 B.C. after successfully defeating his brothers. There was an interval of four years between Asoka's accession to the throne (273 B.C.) and his actual (269 B.C.) Therefore, it appears from the available evidence that there was a struggle for the throne after Bindusara's death.

War With Kalinga :-

Ashoka conquered Kalinga in the 8th year of his reign. Kalinga was modern Odisha. Asoka decided to attack Kalinga due to its strategic location. Kalinga was a horrifying event as it was mentioned in 13th Rock Edict of Ashoka. Approximately, hundred

and fifty thousand people were wounded while hundred thousand people were killed in the course of the war. This horrific event deeply impacted Ashoka and led to a change of his heart. He vowed to never fight a war. He preferred non-violence over Digvijay.

Ashoka's Dhamma or Law of piety contained the following fundamental principles:

- 1) Mastery of senses or Samyam.
- 2) Purity of thoughts Bhavasuddhi
- 3) Gratitude or Kriyajnata
- 4) Steadfastness of devotion or Daidh Bhakti
- 5) Kindness or Daya
- 6) Charity or Dana
- 7) Purity or Saucha
- 8) Truthful or Satya
- 9) Service or Sushrusa
- 10) Reverence - Apichiti.

The inscription of Asoka give us a clear idea about his religion.

Missionary Activities of Ashoka:

The missionary activities of Ashoka started from the tenth year of his reign. The minor Rock Edict I records his success as a missionary. He exerted himself strenuously to propagate the religion in which he found solace and comfort of his life. Ashoka adopted several measures for the spread of Buddhism. He went on tour to preach Buddhism.

Ashoka adopted the most novel means to make the people realise the doctrine of Buddha, was

to engrave them on rocks, pillars and caves throughout his vast dominions. Fourteen Rock Edicts are to be found at Shahbazgarhi.

Map of Maurya during Ashoka 265 BCE.



Self Experience

Peth Vadgaon, College of education (B.Ed) under Shivaji university enhances professional Competence in our college on behalf of. Capacities have been demonstrated. In the demonstration, we all the students teachers told the historical story and its meaning in the unit body yesterday. Summarize a book we read in the unit. Two. In unit three we learned how to classify a news item like wise in unit 4 we have write a topic which we like the most.

To complete this demonstration of one watch. our inspiration is Principal Mr. Nirmale R.L. guided by Prof. Mrs. Sawant, Prof. Mr. Sorte. S.K. At the same time Prof. Kharankar J.S. & I am thankful to Prof. Shirode man for his valuable guidance.

Conclusion

In our college of Education (B.Ed) W.Peth. Vadgaon, under Shivaji University Kolhapur. Capacity building was demonstrated. To complete this demonstration & Principal Mrs. Nirmal R.L. for being our inspiration. Guide Prof. Sozte S.K., Prof. Shirode madam and at the same time Prof. Charankar J.S. I thank all of them for their valuable guidance. Thank you very much.

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