



**MAHARASHTRA EDUCATIONAL SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION**

Oshiwara Jogeshwari (W), Mumbai-400102

NAAC ACCREDITED GRADE "B"

UNDER ACADEMIC COMMITTEE

COURSE: IC3 LANGUAGE ACROSS CURRICULUM

ROLE PLAY

THEME: INDIAN KNOWLEDGE SYSTEM

Multilingualism in the Indian context



**Date: 29th November
Time: 10am Onwards
Venue: 501, B.Ed Classroom**



**Course coordinator
Dr. Avani Kanakia**



**I/C Principal
Dr. Varsha Maru**

**"Let us strive for the wisdom that leads to the welfare of
all."**

**VISION: SHAPING THE PUPIL TEACHERS TO SHOULDER THE
RESPONSIBILITY OF SHAPING THE FUTURE YOUTH OF THE NATION.**

REPORT ON ROLE PLAY ACTIVITY

Course coordinator – DR. AVANI KANAKIA

I/C Principal – DR. VARSHA MARU

Venue – 501, B.ED CLASSROOM

Course: IC3 – Language across Curriculum

Topic: Multilingualism in Indian Classroom

Date & Time: 29 November 2025, 11:30 AM

A role play was conducted for the course **IC3 – Language Across Curriculum** on the topic **“Multilingualism in Indian Classroom.”** The activity aimed to highlight the linguistic diversity present in Indian classrooms and demonstrate how multilingualism can be used as a pedagogical strength rather than a barrier. The performance showcased real-life classroom situations where students come from varied linguistic backgrounds, reflecting India’s rich cultural fabric.

Participants

- **Aisha Kazi** – Narrator
- **Aiman Sayyed** – Student 1
- **Amal Behlim** – Teacher
- **Summaiya Shaikh** – Student 2
- **Sidrah Shaikh** – Student 3
- **Mehreen Khan** – Student 4

Summary of the Skit

The role play titled **“India Speaks in Many Voices”** opened with a classroom scene where the teacher initiated a discussion on multilingualism. Each student shared the different languages spoken at home—such as Urdu, Hindi, Marathi, Bengali, Tamil, Konkani, Odia, and English—showing the natural multilingualism of Indian learners.

A humorous misunderstanding between students speaking different regional languages further illustrated the communication challenges that arise due to linguistic diversity. The teacher then explained the concept of multilingualism, emphasizing India’s 22 scheduled languages and countless dialects.

An interactive activity on the concept of “Environment” demonstrated how one idea can be expressed beautifully in multiple languages. The skit also highlighted the common phenomenon of code-mixing used by Indian youth in daily communication.

Educational Message

The skit reinforced that:

- Children learn best in a language they understand.
- Multilingualism builds confidence and inclusivity in classrooms.
- It supports cultural identity and deepens conceptual understanding.
- Rather than treating language differences as obstacles, teachers should use them as bridges for meaningful learning.

The performance concluded with a unifying message celebrating India’s diversity and the power of multilingual education.

Conclusion

The role play effectively portrayed the essence of multilingual Indian classrooms. It helped participants and viewers understand that linguistic diversity is an asset that enriches learning experiences. The activity beautifully conveyed the message of **“Unity in Diversity,”** emphasizing that Indian education thrives when multiple languages are embraced and respected.

