



# OUR LADY COLLEGE OF EDUCATION

(A Christian Minority Institution)

(Approved by NCTE (1) M.Ed. - F.No.SRC / NCTE / TN / APSO6241 / M.Ed. / 392nd / 2020 / 121887

(2) B.Ed. - F.No. SRC / NCTE / TN / APSO 3023 / B.Ed. / 392nd / 2020 / 121878

NAAC Accredited with "B" Grade (CGPA of 2.89)

Our Lady Nagar, Maduravoyal, Chennai - 600 095. Phone. 044-2378 0899

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## Key Indicator

### 1.3 Curriculum Enrichment

#### Metric No. 1.3.3

*Describe the efforts made by the student in terms of understanding and consolidation*

#### Documentary Evidence

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## 1.3.3 Documentary Evidence

### THEORETICAL KNOWLEDGE

#### READING AND REFLECTING ON TEXTS

B214ERRT

Marks: 100

Credits: 3

#### Course Objectives

At the end of this course, the student teacher will be able to

- i) analyse the process of active reading techniques
- ii) develop an interest in reading various materials
- iii) develop the study skills and reference skills
- iv) enhance proficiency in constructive reading and responding to written texts
- v) critically examine the reading material and reflect on the ideas expressed in it.

#### UNIT I: Language Development

[12 hrs]

Multilingualism as a Resource in Indian Classrooms - Leveraging Language Skills in Learning - Language Proficiency and Subject Mastery - Acquisition of Language Skills-LSRW Skills.

**Task:** Engaging with Narrative and Descriptive Accounts.

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

#### UNIT II: Effective Reading Strategies

[14 hrs]

Reading: Meaning, Definition, Sub Skills of Reading, Types of Reading Techniques, Meta Cognitive Awareness and Reading Process- Developing Reading Skills-Importance, Nature, Scope and Levels of Reading Comprehension in the Context Areas- Explore the Problems of Reading and Provide Solutions.

**Task:** Engaging with Popular Subject-Based Expository Writing.

The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language). For this task, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

#### UNIT III: Study Skills and Reference Skills

[2 hrs]

Developing Study Skills: Drilling, Practising and Memorising - Using Reference Materials Including Thesaurus, Dictionary, Encyclopedia, Journals, Textbooks, Reference Books, Note

Making, Note Taking and Summarizing.

**Task:** Engaging with Subject-Related Reference Books

The student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this task is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

#### **UNIT IV: Text Comprehension**

**[10 hrs]**

Nature of Academic Texts: Expository, Narrative, Transactional, Reflexive, Factual, Persuasive Literary, Argumentative, Educational, Philosophical, Psychological, Sociological and Scientific Texts - Fiction and Non-Fiction: Short Stories, Novels, Biographies, Autobiographies, – Effective Comprehension Strategies.

**Task:** Engaging with Journalistic Writing.

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly for this task.

#### **UNIT V - Reflective Reading and Writing**

**[12 hrs]**

Reflective Thinking - Reflection Skills: Meaning and Purpose - Steps Involved in Reflective Reading - Key Elements and Main Features of Reflective Writing - Frameworks of Reflective Practices - Skill Development in Responding to Text.

**Task:** Engaging with Educational Writing

Selected texts here could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this task.

#### **References**

Agnihotri, R.K. (1995). *Multilingualism as a Classroom Resource*. Heinemann Educational Books.

Behrens, L, & Rosen, L. J. (1997). *Writing and Reading across Curriculum*. U. S: Longman

Corson, D. (1999). *Language Policies in Schools: A Resource Book for Teachers and Administrators*. Mahwah: Lawrence Erlbaum.

Eller, R.G. (1989). *Johnny Can'T Talk Either: The Perpetuation of the Deficit Theory in Classrooms. The Reading Teacher.* 670-74.

Fichera, V.M. & Straight, H.S. (Ed.). (1997). *Using Languages across the Curriculum: Diverse Disciplinary Perspectives.* Binghamton: Centre for Research in Translation Kecht.

M. & Kathrina. (2000). *Languages across the Curriculum: Interdisciplinary Structures and International Education.* Columbus: National East Asian Language Resource Centre.

Krueger, M. And Frank. R. (Ed.) (1993). *Language and Content: Discipline Based Approaches to Language Study.* Lexington: DC. Heath

Sreekanth., Y. (2021). *Reading and Reflecting on Texts.* Inter University Centre for Teacher Education.

Vallabi, J.E. (2015) *Methods and Techniques of Teaching English.* Hyderabad: Neelkamal Publications Pvt. Ltd.

Wallace, M. J. (1998). *Study Skills in English.* Cambridge: Cambridge University Press.

### **Web Resources**

Critical Reading and Reading Strategy. (2020). (©. 2.-2. SkillsYouNeed.com, Producer) Retrieved December 03, 2020, from [www.skillsyouneed.com](http://www.skillsyouneed.com):

<https://www.skillsyouneed.com/learn/criticalre.html>

The Air Force School. (2020). Note Making and Summary Writing.

Retrieved December 17, 2020

, from [www.tafssp.com](http://www.tafssp.com):

[https://www.tafssp.com/media/contentpage\\_105\\_157\\_64.pdf](https://www.tafssp.com/media/contentpage_105_157_64.pdf)

Tierney, & Shannahan. (1991). Children's reading and writing abilities develop together.

Retrieved December 18, 2020,

from [www2.ed.gov](http://www2.ed.gov):

<https://www2.ed.gov/pubs/StateArt/Read/idea9.htm>.

## PRACTICAL KNOWLEDGE

### INTERNSHIP

Student Teachers were allotted classes. Each Student Teacher had four to five classes a day and classes for substitution were also allotted during leisure hours. Classroom teaching allowed the Student Teachers to gain teaching and classroom management skills.



### MENTORING

The Student Teachers strongly believed that mentoring can help the students grow as a person to become better individuals. So, the Student Teachers took initiatives to mentor a group of students during free hours. Group mentoring technique was used here. The mentoring session took place twice a month.



## ASSESSMENT OF LEARNING

Achievement test was conducted to the students to test their level of understanding. Home assignments were given at the end of every week and tests were conducted at the end of every chapter.



## ORGANISING CULTURAL EVENTS

Student teachers organized many cultural and academic events. Also, they gained experience on organizing important days and conducting competitions.



# LIFE SKILL EDUCATION

## LIFE SKILLS EDUCATION

B214VLSE

Marks: 30

Credits: 2

### Course Objectives

At the end of the course, the student teacher will be able to

- i) orient the students towards goal setting in their life
- ii) enable the students to practice emotional intelligence in everyday life
- iii) offer inputs on the importance of communication skills
- iv) identify their potential in socialising with the society
- v) provide exposure on the career skills and team skills towards professional growth

### UNIT 1: Introduction to Life Skill and Self-Management [6 hrs]

Life Skill: Introduction and 21<sup>st</sup> Century Life Skills of UNESCO - Meaning of Self-management – Relationship between self-management and Goals – Goals: Long term and short term, purpose of Goals - Qualities for Goal setting and qualities of effective Goals – Different Types of Goals – Action Plan to overcome hurdles and achieve Goals.

### UNIT II: Empathy and Emotional Intelligence [6 hrs]

Empathy: Meaning, types and its role in everyday life – Emotions: Meaning and means to control in everyday life – Need for Emotional intelligence - Emotional Quotient and its benefits – Main abilities of Emotional Intelligence.

### UNIT III: Communication Skills [6 hrs]

LSRW skills in communication – Digital Literacy – Effective use of social media – Verbal and Non-Verbal Communication – Body language – Basic workplace Etiquette.

### UNIT IV: Inter-Personal Skills [6 hrs]

Inter-Personal Behaviour and its types – Need for inter-personal relationship – Barriers to inter-personal behaviour – Developing Trust, Co-operation and Competition – Myer's Briggs Type Indicator.

### UNIT V: Professional Skills [6 hrs]

Career Skills: Resume Skills, Interview Skills, Group Discussion skills and exploring career opportunities – Team Skills: Presentation Skills, Trust and Collaboration, Leadership Skills and Managerial Skills.

## References

- Prasadsaha, R. (2021) *Life Skills Education*. Rita Books Agency
- Dudhade, B.A. (2021) *Life Skills Education*. Bookman Publishers
- Rao, U. (2014). *Life Skills*. Himalaya Publishing House
- Verma, S. (2013) *Development of Life Skills and Professional Practice*. VikasPublishing House

## Web Resources

- UNESCO's 21<sup>st</sup> Century Life Skills  
<https://bit.ly/33QBnjK>
- Self -Management Skills  
<https://bit.ly/311K3OI>
- Empathy and Emotional Intelligence  
<https://bit.ly/3sQORGK>
- Communication skills  
<https://indeedhi.re/3EPplE8>
- Inter-Personal Skills  
<https://indeedhi.re/34hKCdf>
- Professional Skills  
<https://indeedhi.re/3FSMrer>