



Oriental Education Society's
Oriental College of Education & Research
UGC NCTE Approved, Affiliated to University of Mumbai,
(NCTE Code- 123016)
Adarsh Nagar, Andheri (W)
NAAC Accreditation 'B' Grade

Report on Faculty Orientation Program for Semester IV

Date: 25/01/2025

Venue: Principal Cabin

Time: 2:00 PM onwards

The Principal of OCER conducted an informative orientation session for the faculty regarding the Semester IV curriculum. Held on 25th January 2025, the Faculty Orientation Program successfully introduced faculty members to the structure of the curriculum, assessment strategies, and teaching methodologies for the upcoming semester. The program covered various aspects of the Semester IV syllabus, focusing on core courses, elective subjects, and project-based learning.

Core Courses

CC-5 Contemporary India and Education (100 Marks)

- Understanding the educational landscape in India
- Current policies and reforms
- Challenges and opportunities in the education sector

Elective Course (EC)

Guidance and Counselling (100 Marks)

- Basics of educational and career counselling
- Psychological principles in student support
- Practical approaches to counseling

IC4 - Creating Inclusive Schools (100 Marks)

- Strategies for inclusive education
- Addressing diverse learning needs
- Role of teachers in fostering inclusivity

AB2 - Reading and Reflecting on Texts (50 Marks)

- Developing critical reading skills
- Reflective engagement with academic texts
- Enhancing comprehension and interpretation

Project-Based Courses (PC4)

- **Internship Program (5 Weeks including Community Work) - Total 150 Marks**
 - Learning Resource: **10 Marks**
 - Action Research: **25 Marks**
 - Teaching Lessons: **5 Lessons × 10 Marks = 50 Marks**

- Reflective Journal on Internship Activities: **20 Marks**
 - Community Work (Part II): **20 Marks**
 - Co-Teaching with Peers: **5 Lessons × 5 Marks = 25 Marks**
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- Faculty were encouraged to implement interactive and student-focused teaching strategies.
 - The importance of reflective practices in improving teaching effectiveness and learning outcomes was highlighted.
 - Clear guidelines were shared for structuring project-based courses, internships, and community engagement.
 - Effective assessment strategies were discussed to ensure comprehensive evaluation of student performance across disciplines. The orientation session was an insightful and productive event, equipping faculty members with essential knowledge and strategies for an effective Semester IV teaching experience.

Conclusion

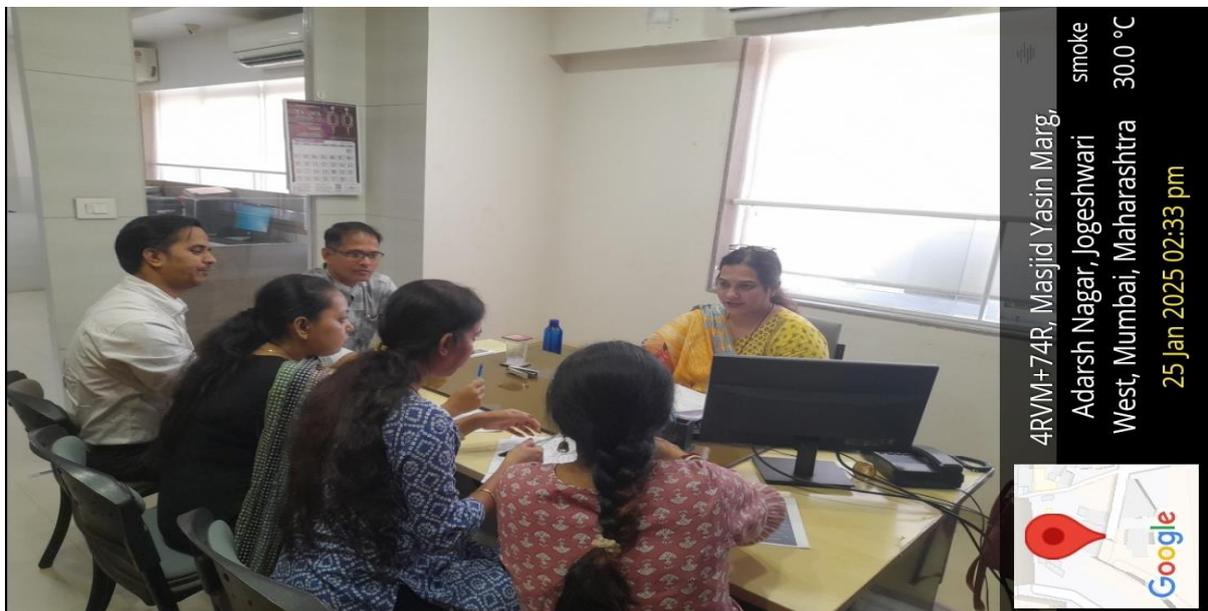
The session provided valuable insights into enhancing teaching methodologies through interactive and student-centered approaches. By integrating reflective practices, faculty can continuously refine their teaching strategies to improve learning outcomes. The structured guidelines for project-based courses, internships, and community engagement ensure a more organized and impactful learning experience. Additionally, the discussion on assessment strategies equips educators with effective tools to evaluate student performance holistically. Overall, the session emphasized the importance of continuous improvement in teaching and assessment to foster a more engaging and effective educational environment.



Prepared by: Dr. Vinayak Shinde
Asst. Prof. OCER

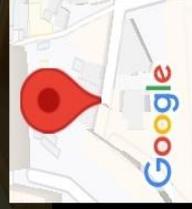


Approved by: Dr. Priyanka Pandey
I/C Principal OCER





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West, Mumbai, Maharashtra
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