



**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 Student Orientation Program Semester IV (Batch 2023-2025)**

**Date:** 01/02/2025

**Venue:** Lecture Hall,201

**Time:** 10:30 AM onwards

The student orientation program for Semester IV was conducted on the 1st of February 2025, at 10:30 AM in the Principal's Cabin. The session aimed to provide detailed information regarding the curriculum and subjects for the upcoming semester. Below is a summary of the orientation:

**Overview of Curriculum**

Dr. Vinayak Shinde conducted the overall curriculum orientation, providing a breakdown of the various courses and their respective evaluation patterns. The courses covered in this semester are as follows:

1. **CC-5: Contemporary India and Education**
  - Total Marks: 100
  - Orientation was given by **Manisha Ma'am & Anita Ma'am**.
2. **Elective Courses (EC):**
  - **Guidance and Counselling**
    - Total Marks: 100
    - Orientation by **Principal Ma'am** and **Manisha Ma'am**.
3. **IC4: Creating Inclusive Schools**
  - Total Marks: 100
  - Orientation by **Sana Ma'am** and **Vinayak Sir**.
4. **AB2: Reading and Reflecting on Texts**
  - Total Marks: 50

**Project-Based Courses**

The following project-based courses were introduced:

1. **PC4: Internship (5 weeks including Community Work)**
  - Total Marks: 150
  - The evaluation criteria include:
    - **Learning Resource:** 10 Marks
    - **Action Research:** 25 Marks
    - **Lessons (5 lessons):** 50 Marks

- **Reflective Journal on Internship Activities:** 20 Marks
- **Community Work (Part II):** 20 Marks
- **Co-Teaching with Peers** (5 lessons): 25 Marks

## **Subject-Wise Orientation**

The subject-wise orientations for the Semester IV courses were conducted to provide students with an in-depth understanding of each course's objectives, structure, and evaluation criteria. Here is a detailed overview of each course's orientation session:

### **1. CC-5: Contemporary India and Education (100 Marks)**

**Conducted by:** Asst. Prof. Manisha Sonavane and Asst. Prof. Anita Yadav

This course focuses on understanding the socio-cultural, political, and educational dimensions of contemporary India. The orientation for this subject was delivered by **Manisha Ma'am** and **Anita Ma'am**, who provided insights into the following key areas:

- **Course Overview:**  
This course explores the major trends and challenges in the Indian educational system, including policy changes, reforms, and the role of education in shaping contemporary India. It also examines how education can address issues such as inequality, accessibility, and social justice.
- **Key Topics:**
  - Historical and current educational policies of India
  - The impact of globalization on Indian education
  - Social stratification, gender, and education
  - The role of education in promoting national integration and identity
- **Assessment and Evaluation:**  
Students will be assessed on their understanding of these contemporary issues through written assignments, discussions, and a final exam, which will contribute to the 100 marks. The exam will include essay-type questions, case studies, and application-based queries to test the depth of understanding.
- **Expected Learning Outcomes:**  
By the end of the course, students are expected to critically evaluate the Indian education system's response to various societal challenges and contribute to discourse on educational reforms.

### **2. Elective Course: Guidance and Counselling (100 Marks)**

**Conducted by:** Principal Ma'am and Asst. Prof. Manisha Sonavane

The elective course **Guidance and Counselling** offers a comprehensive introduction to the principles and practices of counselling in educational settings. This session, led by **Principal Ma'am** and **Manisha Ma'am**, highlighted the following aspects:

- **Course Overview:**  
The course aims to provide students with the necessary knowledge and skills to support students in their personal, academic, and career development. It covers psychological theories, counselling techniques, and ethical considerations that guide effective practice in the field of educational counselling.
- **Key Topics:**
  - Theories of counselling (psychodynamic, humanistic, cognitive-behavioral)
  - Tools and techniques for conducting individual and group counselling sessions
  - The role of a school counsellor in managing student issues such as stress, anxiety, and academic pressure
  - Ethical issues and professional standards in counselling
  - Career guidance and placement support
- **Assessment and Evaluation:**  
Students will be assessed based on case studies, counselling practice reports, and a written exam. Active participation in role-play sessions and peer-feedback activities will also contribute to the overall marks.
- **Expected Learning Outcomes:**  
Students will be equipped to provide counselling services in educational institutions, helping students with personal challenges and guiding them in their academic and career choices.

### 3. IC4: Creating Inclusive Schools (100 Marks)

**Conducted by:** Asst. Prof. Sana Sana Shaikh and Dr. Vinayak Shinde

This course focuses on fostering inclusive education environments that cater to the diverse needs of all students, especially those with disabilities. **Sana Ma'am** and **Vinayak Sir** led the orientation for this course, focusing on the following topics:

- **Course Overview:**  
**IC4: Creating Inclusive Schools** is designed to prepare students to develop inclusive educational practices that accommodate children with various disabilities. The course emphasizes the importance of creating classrooms that are accessible, supportive, and nurturing for all students, regardless of their physical, emotional, or learning challenges.
- **Key Topics:**
  - Understanding different types of disabilities (physical, sensory, intellectual, etc.)
  - Laws and policies related to inclusive education (e.g., the Rights of Persons with Disabilities Act)
  - Strategies for differentiating instruction and assessment to support diverse learners
  - Collaboration between teachers, parents, and community resources for inclusive practices
  - The role of technology and assistive devices in facilitating inclusive education
- **Assessment and Evaluation:**  
Students will be assessed on assignments that demonstrate their ability to design inclusive lesson plans, case studies, and the development of support structures for inclusive

classrooms. The final assessment will test students' understanding through a combination of theoretical and practical applications of inclusive teaching methods.

- **Expected Learning Outcomes:**

By the end of the course, students will be able to apply inclusive teaching strategies in their future classrooms, ensuring that all students, regardless of their needs, can learn and participate effectively in the educational process.

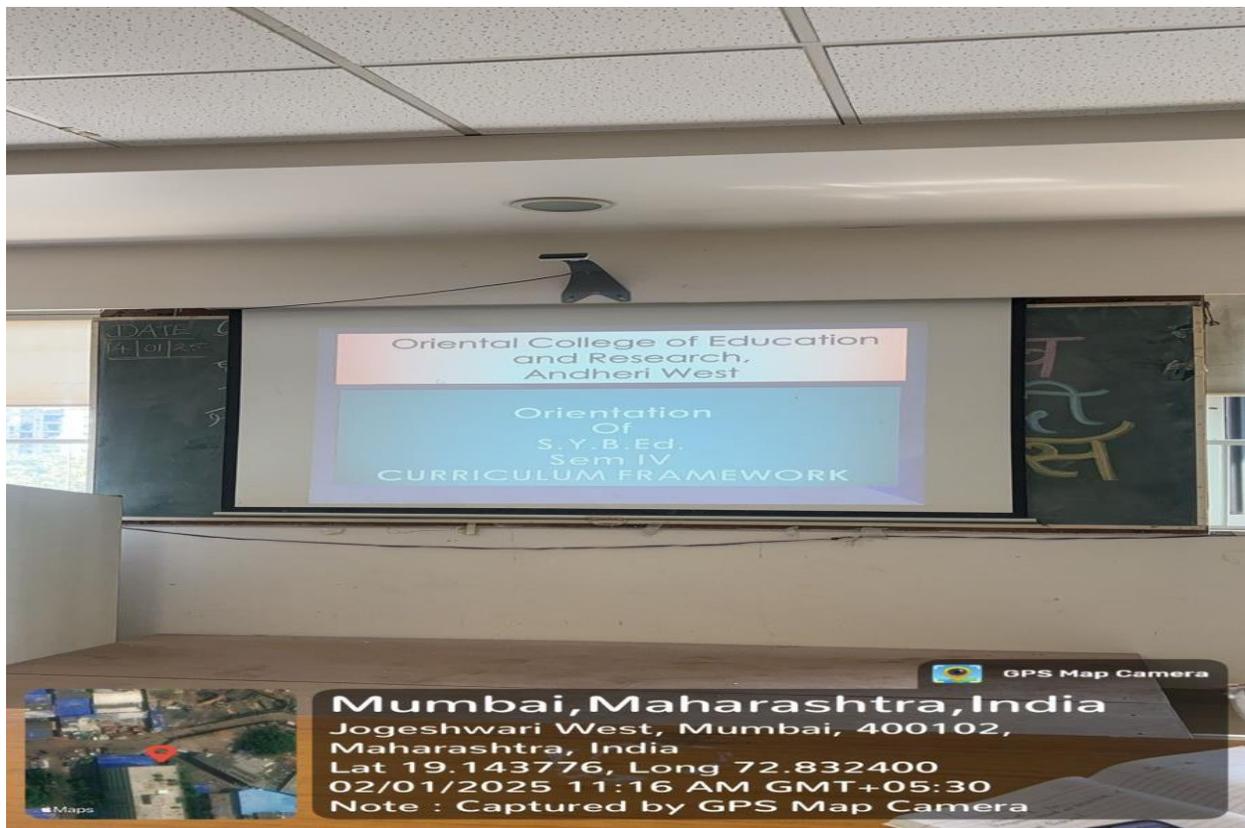
The session concluded with a Q&A segment, where students clarified their doubts and received additional guidance on managing their coursework and internships. This orientation session successfully introduced students to the important subjects and requirements of the upcoming semester, ensuring they are well-prepared for the challenges ahead.

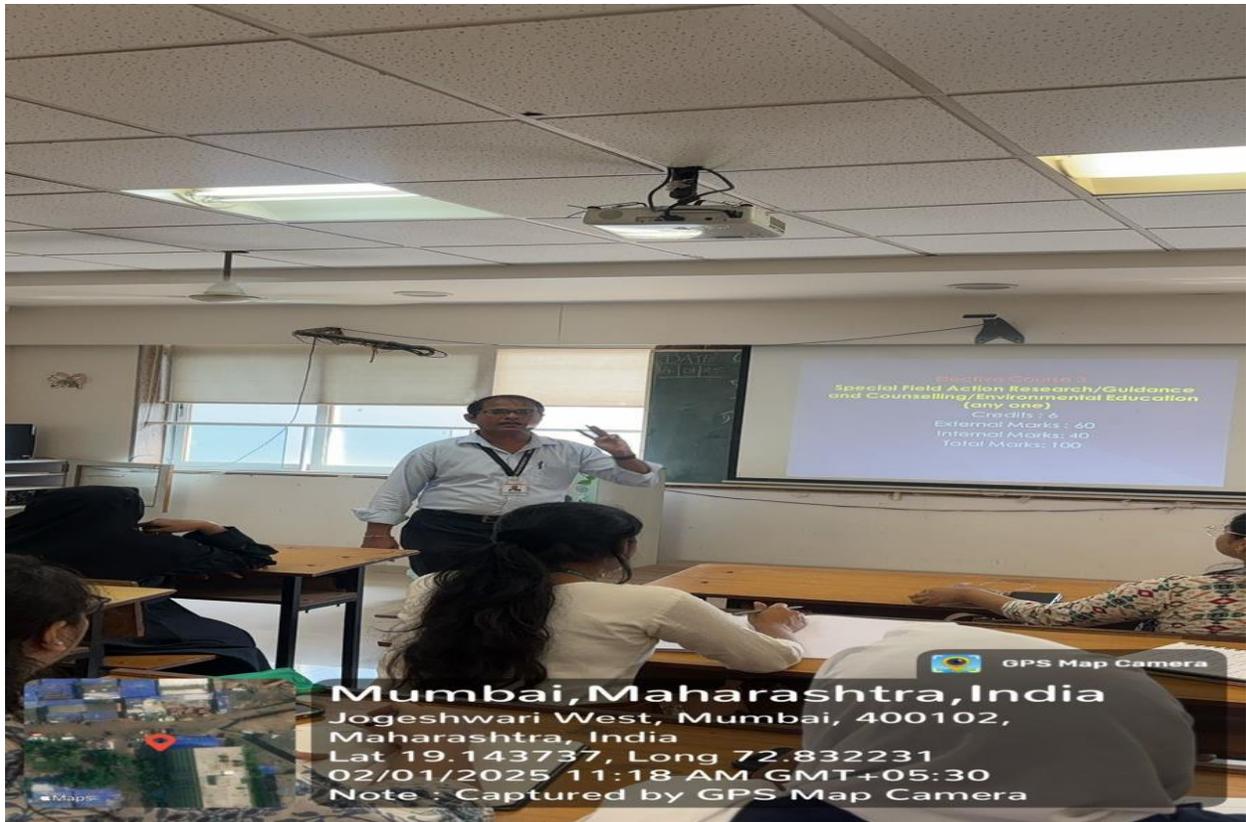


Prepared by: Dr. Vinayak Shinde  
Asst. Prof. OCER



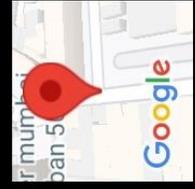
Approved by: Dr. Priyanka Pandey  
I/C Principal OCER







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