



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

2.2.2 Reports with seal and signature of the principal

Mentoring & Counselling


Mentoring is a process in the teacher education to develop goals and skills through a series of time-limited, confidential, one-to-one conversations and other learning activities. A group of 10-13 students are allotted for each mentor every year. Mentors support in bridging the skill gaps and offer their knowledge towards the advancement of their mentee. Mentoring helps to build a dynamic, skilled, and focused professional abilities. Mentors provide valuable feedback and direction towards becoming more organized and disciplined in the teaching learning process.

Feedback & Tutoring

Feedback enables a peer reviewer to comment on both positive and negative things about one's performance during a peer feedback session. Some of these comments may be problems that we had not noticed before, but when addressed through effective feedback, they can be fixed easily. Through peer feedback student teachers are able to identify their mistakes and make corrections and improve their teaching.

Remedial & Learning Engagement

The Knowledge, Aptitude and Skill Performance of students are identified in the beginning through the entry level test and diagnostic test. Slow learners are identified based on the marks obtained for the internal test given for the Perspective Courses, Pedagogy Courses, courses for Enhancing Professional Capacities. Appropriate remedial learning methods, strategies, techniques are practiced and relevant study materials are referred to the students.


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Enrichment & Input

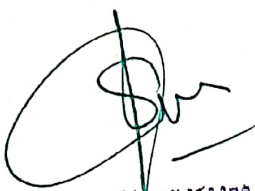
Annual citizenship camp conducted every year provides training to help in the development of the student teacher personality, character, and enables them to realize their full potential. The college conducts sports which improve self-esteem, leadership abilities, emotional fitness, discipline, teamwork, and cooperation among student teachers. Hands on experience is given to student teachers by conducting sessions on Socially Useful Productive Work (SUPW). It permits student teachers environmental and communal experiences to comprehend with society's social, cultural, and economic demands.

Collaborative & Tasks

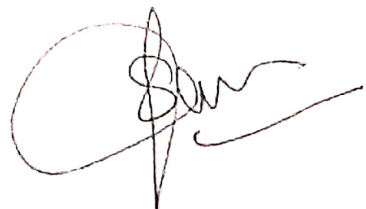
The college encourages the students to work in small groups to their learning. Teacher educators create many forms of collaborative activities in their classroom instruction, such as art-integrated learning, SUPW, camp activities, and extension activities. While participating in cooperative activities, student teachers gain time management skill and problem-solving ability. With the help of NGOs like Network for Chennai persons living with AIDS, Bhumi, MACT and Little Drops, the students take part in extension activities such as visiting villages AIDS patients, tobacco awareness, health and hygiene programmes.

Multilingual Interaction & Inputs

The curriculum is taught in the classroom through a variety of ways. The bilingual educational approach is applied in a multicultural setting. Although English and Tamil are the official languages of instruction, both languages are frequently utilized in classes to promote academic success. Teachers find it easier to comprehend students' needs, abilities, and difficulties when they speak with them in their own language. Teacher educators increase their support and aid student teachers in acquiring useful new skills. During the teaching and learning process, improved linguistic awareness and comprehension of a person's native language are promoted to strengthen their capacity to apply concepts in novel settings.



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