

Metric 2.2.4 - Student-Mentor ratio for the last completed academic year

Clarification Asked-

Relevant documents of mentor-mentee activities with seal and signature of the principal

Response-

1. Document for mentor-mentee activities signed by principal is attached. (Appendix-I)

Appendix-I

Indian Youth & Women's Development Society's
PRAJASATTAK B.Ed. COLLEGE, PARDI, NAGPUR

Report on Mentor-Mentee Batch 2021-2022

Semester-1

Need of Assessment:

- To help in academic enrichment for the First Semester
- To help in developing teaching skills
- To help in understanding use of ICT in teaching

Mentoring Aspects:

- Core Course: Learning Material, drill and practice writing answers.
- Micro-teaching – teaching skills, lesson planning, teaching aids.
- Reading and Reflection – Discussion, assignments, Reference.
- Participation in Co-curricular activities.

Micro-Teaching:

The first semester focuses on the theory part of the B.Ed. curriculum and Micro-Teaching as a practical part of training technique for learning teaching skills and also participation in curricular activities. The mentoring process paves the way for better teamwork and easing the apprehensions of the student teacher regarding the requirements of the curriculum. In hard times of pandemic, the mentor helped the student teacher in acquiring various micro-teaching skills and develop confidence. The mentors motivated and supported the mentees in planning the lesson and rectified mistakes during practice. The micro-teaching was conducted on online platform. The continuous guidance was provided by mentor for micro-teaching.

Core Courses and co-curricular activities:

The mentor, mentee pairing also helped in better understanding of the academic activities. They prepared and shared learning materials online and discussed the topics done in class during online tutorials to gain better understanding. The respective course teachers provided guidance and mentors gave additional assistance to mentee. Through discussion and sharing of reference material they were able to write their assignments better. They also practiced solving multiple choice questions, based on the question bank or previous years papers which helped them in better preparation from the exam point of view. The mentors helped the student teachers

who were hesitant in participation to come forward and take part in various activities on online platform.

Resources:

- Question Paper
- Previous years examination papers
- Videos and photos for cultural activities

Feedback:

The mentoring process was appreciated by the student as it helped both the mentor and the mentee. The student teachers were at ease with each other and were comfortable in learning with each other. The mentors learnt how to help others and develop team spirit and learnt their content. The mentees overcame their inhibitions in participating and tried to improve their study habits. The mentees acquire micro teaching skills and learnt to provide feedback to their fellow classmates. They were also enthusiastically participating in all online activities of the institution.

Semester-II

Need of Assessment:

- To develop better understanding of compulsory Theory papers.
- To develop accuracy in using ICT tools in teaching & learning
- To develop proficiency in teaching skills and lesson planning.

Mentoring Aspects:

- Core Courses-Practice in writing answers, drill and Learning material.
- Various Activities in Internship
- Assessment tools of student achievement
- Use of ICT and teaching aids

Activities and Core-Courses: The second semester focuses on the theory of the B.Ed. curriculum. Online classes were conducted during pandemic, hence mentors has given guidance and additional assistance to mentee. The mentoring included learning material, reference material, discussion on topics of theory papers. The e-learning material was provided to student teacher for compulsory papers. The mentors has given practice of solving Multiple Choice Questions to mentee. They also discussed about the activities and teaching aids that would lead to more effective teaching learning experience. Throughout the online session, mentors has guided the mentees regarding the various activities that need to be conducted during second semester.

Resources:

- Question Bank of Multiple Choice Questions.
- Power Point Presentations

Feedback:

The mentor and mentee both got benefitted from this process as they interacted with each other. Mentors gained clarity over their content knowledge and used online platforms like Zoom, Google Meet to reach to their students. Various e-resources were also provided for learning to students so that they may not lag behind in challenging circumstances of pandemic.

Semester – III**Need of Assessment:**

- To develop better understanding of Pedagogy of School Subjects
- To develop interpersonal skills and confidence during practice teaching
- To develop proficiency in teaching skills and in lesson planning
- To develop better understanding of Physical Education and Fine Arts Education

Mentoring Aspects:

- Pedagogy of school subjects-common topics in all the methods
- Lesson preparation- Activities, teaching skills, teaching aids. Reference material
- Internship Activities

Internship: The major focus of third semester is practice teaching during which student teacher have to conduct an Internship-II for 16 weeks in practice teaching schools. They have to prepare lesson plans and to present it in practice teaching schools. But due to Covid-19 it was not possible to conduct Internship in schools. Hence, simulated teaching was conducted for student teachers at college level. During this period the mentors helped the mentees to practice their teaching skills through online simulated teaching to gain more confidence while giving lessons in the classroom. They also discussed about the proper activities and teaching aids that would lead to more effective teaching learning experience. Mentors also guided the mentees regarding the various activities that need to be conducted during the Internship period.

Pedagogy of School Subject: Mentor and mentee worked together on topics that were common in their pedagogy of school subject. Mentors gave additional assistance to mentee. They prepared learning material, discussed on topic such as methods of teaching, characteristics of textbooks, correlation with school subjects,

qualities of good teacher, etc. They have done practice of solving Multiple Choice Questions as due to Covid-19, online examination was taken based on Multiple Choice Question.

Resources:

- Question Bank (Multiple Choice Questions)
- E-books and learning material
- Online references for teaching activities etc.
- Sample lesson plans

Feedback:

Mentor and mentee both are benefited from this process as they helped and interacted with each other. This interaction enabled the mentors to develop their leadership skill, build team spirit, strengthen their content knowledge. Mentees gained confidence to carry out their practice teaching activities through simulated teaching which are as essential aspect of the B.Ed. Curriculum, improve their content knowledge and learn interpersonal skill.

Semester IV

Need of Assessment:

- To develop better understanding of compulsory courses
- To develop better understanding of elective papers
- To develop proficiency in research skills

Mentoring Aspects:

- Core courses and Elective Courses- Learning Material, drill and practice of writing answers
- Community work activities
- Action Research-Discussion, collaboration, references

Core and Elective Course:

During the fourth semester, the student teachers are involved in conducting Action Research. The respective course teachers provided guidance and mentors gave additional assistance to mentee. Mentors helped mentees by discussion on running lecture notes and references based on available learning resources and books from the library. Mentors also helped mentees according to their selected elective papers. They collaborated on preparation and planning of learning resources and action research activities.

Action Research:

Mentor helped the mentee to select the topic for action research to be conducted as a part of the assessment of University. Once the topic was decided, the synopsis was framed together by mentor and mentee. The mentee collected data from school and colleges. Later mentor and mentee has done the analysis of received data and submitted it for the approval of research guide. The work was done by the mentor-mentee together and final submission was made.

Resources:

- Question Bank
- Online references
- Books from library on research
- Question papers of previous years

Feedback:

The interaction and support between mentor and mentee strengthened the team spirit among the student teachers. The students enthusiastically participated in the classroom activities. The whole process leads to achievement situation as both mentor and mentee gained immensely and improved their skills and abilities through the interaction.


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Report on Feedback/Tutoring

To provide various learning experiences to students Peer Feedback or Tutoring is adopted in Prajasattak B.Ed. college. Peer feedback enables students to do better self-assessment themselves as well as to expose them to different ways of doing a task. Levels of understanding of students are different as they are from different backgrounds. To cater the diversity among the student's interaction is made possible in different ways.

Objectives:

- To provide complete learning environment for students.
- To create attitude of belongingness within supportive peer group.
- To enhance communication skills and confidence within peer group.
- To reinforce self-paced learning.
- To develop positive peer influence and opportunities which help students to develop positive self-concept, self-acceptance and high self-esteem.

Nature of Activities

To provide peer feedback and peer tutoring different types of online activities are planned in the institution.

1) Micro-Teaching – Teachers planned microteaching session in small groups to enhance peer feedback and peer tutoring. Students taught each other and present content with the help of different skills.

2) Classroom Teaching – peer tutoring is organized in the classes to address the student diversities.

3) Practice Teaching – Peer feedback is given more importance to achieve expertise in teaching skills. Student teacher gives feedback to each other. They learn many things from each other while they observe each other.

Outcomes

Exposure to real life situations are provided to students of different abilities which help them to understand the concept in better way. They feel enthusiastic and motivated after getting knowledge from each other. They participate actively in the different activities related to peer tutoring and peer checking organized for them.

Documents

Records of activities are maintained in the register.


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Report on Remedial Learning Engagement

In our college remedial learning engagement is conducted regularly for the slow learners. The focus of it is to develop basic concepts and better study habits and also develop confidence in students for respective subject. It also helps to bridge the gap between what a student knows and what he expected to know. Remedial classes provide support and assistance to the students so that they do not fall behind the peers.

Objectives:

- To give support to slow learners
- To bridge the learning gap
- To motivate slow learners for learning
- To develop teaching strategies for the learner as per the individual needs.
- To help students to consolidate their basic knowledge in different subjects.

Nature of activities

To provide remedial teaching to weak students, different types of online activities are planned in the Institute. Different methods used in remedial class are:

1) Different Teaching Methods: Teacher adopts various teaching strategies like drill method, assignment discussion method, narration method for the slow learner as per their need.

2) Doubt Clearing Session: Students facing problem in comprehension of the content can discuss the content with teacher. They are provided the time by the teacher.

3) Notes Giving: Teachers provide notes to students. Content from different books is also provided in remedial classes to help the students with the special time by teacher. In remedial classes, different books is also provided to help students.

Outcomes

To help to understand the concepts in better way, slow learners are provided with the remedial classes. They feel enthusiastic and motivated after getting special knowledge from teachers. They got encouraged to participate actively in the remedial classes organized for them.

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Report on Multilingual Interaction

To fulfill the needs of the students from different linguistic backgrounds Prajasattak B.Ed. college provides multilingual Interaction. The multilingual interaction focused on using different languages for interaction with the students.

Objectives

- To give better understanding towards the content with the help of multilingual teaching approach.
- To Correlate different subject areas
- To do the integration of language learning in personal development
- To give access to knowledge and skill to all without barrier of language.

Nature of Activities

In the Institution, different types of online activities are planned to promote the multilingual interaction with students.

- **Explanation:** for better understanding of language, teachers explain the content in different languages. Teachers use Marathi, Hindi and English language. Student diversity is known by their profile. Use of all the three languages are done based on their needs.
- **Doubt Clearing Session:** Doubt clearing session is organized for the students who faced problem in the content regarding medium of instruction. The teachers give special time and attention to students who are in need.
- **Notes Giving:** Students have been provided notes in Hindi, Marathi and English languages. Material from different books in all three languages is provided to students.

Outcomes

Students who face problem regarding language comprehension can be cleared through doubt clearing session and notes giving.

Documents

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Report on Collaborative tasks

Prajasattak B.Ed. college engages students in collaborative tasks. It involves two or more individuals coming together to understand a common learning concept and complete a common task. To fulfill the task, they share upon each other's resources, expertise and skills. They work independently on different parameters and evaluate each other's work to improve the quality of output.

Objectives:

- To share and exchange ideas
- To develop communication skills
- To increase the productivity towards the common goal
- To boost self-esteem and confidence
- To develop problem solving skills

Nature of activities

Different types of online activities are planned in the institution to promote the collaborative tasks.

- **Group Discussions:** A small group of diverse students is formed and involved in group discussion so that learners can gain a new perspective from their peers. Students also get values of their classmates and learn to acknowledge differences without being critical.
- **Peer Tutoring:** Peer tutoring is organized so that students who are facing problem in content can discuss with each other and share ideas and solve their problems. Students' interaction with peers helps to develop communication skill.
- **Seminars:** students are motivated for presenting seminars on different topics of subjects so that they work independently on different parameters and evaluate each other's work to improve the quality of output.

Outcomes

Students engaged in collaborative strategies understands that individual goals fit in well within a larger set up and can be enhanced through collaboration and engagement.

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