MUNDESHWARI COLLEGE FOR TEACHER EDUCATION

Sarari-Usri Road, Khagaul, Patna

Affiliated to Aryabhatta Knowledge University, Patna

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Description: Report with seal and signature of the Principal

Report of the Mentoring Activity

1. Monitoring/Academic Counselling

A structured mentoring system has been systematically implemented to address the diverse learning needs of students. Each student is paired with a mentor in the institution. The mentor is assigned a group of students for guidance. Regular meetings between mentors and mentees are held during tutorial hours to discuss various academic and personal issues faced by the students and to help them resolve these problems. The mentoring activities are conducted in three phases. In the first phase, mentors meet with their mentees and the personal information of the mentees is collected. In the second phase, rapport between the mentor and mentee is built, and they are provided opportunities to discuss their problems. In the third phase, the problems are analysed, and solutions or guidance are provided. During these meetings, students' progress in learning, participation in activities, and any challenges they face are discussed. Additionally, personal, educational, and vocational guidance is offered to students.

Academic counselling is systematically and regularly conducted in both online and offline modes. Beyond the standard teaching hours, various platforms and WhatsApp groups are utilized to offer academic support. Each teacher establishes a WhatsApp group for the courses they instruct. These groups, along with Google Classroom, are used to share notes, e-resources, videos, instructions for assignments, and suggested activities, facilitating continuous academic engagement and support for the students.

2. Peer Feedback/Tutoring

Constructive feedback from peers is an effective method for enhancing the learning outcomes and fostering the holistic development of students. Students are encouraged to provide and receive feedback from their peers in various settings such as:

- Microteaching sessions

- Peer observation during internships

- Seminar presentations

- Peer teaching

- Presentations in morning assemblies

- Group project presentations

Students are motivated to offer feedback to their peers, helping them to understand areas of improvement. The feedback collected is analysed to enhance micro teaching skills, observation skills, presentation skills, and communication skills. During peer interactions, constructive feedback aids students in refining their competencies and understanding the feedback process.

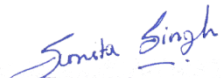### 3. Remedial Teaching Engagement

Our institution has established comprehensive action plans and programs designed to meet the diverse learning needs of students. The academic performance of students, as assessed through various methods such as open book examinations, , mid-term exams, and seminar presentations, is closely monitored. Students who perform poorly in internal assessments receive targeted remedial instruction. Remedial classes are organized for these students before and after the regular class schedules, focusing on enhancing their learning, problem-solving, and presentation skills. Special remedial sessions are held on after internal assessments during designated periods, incorporating various instructional tools such as:

- Concept maps

- Mind maps

- Recorded video classes

- Self-learning materials

- Peer teaching and group discussions

- Re-teaching sessions

- Academic counselling

The teaching staffs are committed to providing on-going support and follow-up with learners until they successfully complete their courses. Students who need additional assistance, particularly late bloomers, are given personalized counselling to address learning gaps, participate in doubt-clearing sessions, and prepare effectively for internal exams.

4. Learning Enhancement/Enrichment Inputs

High-achieving students are offered enrichment activities tailored to course. Specific topics are selected for these students, and advanced learning activities are provided. These activities include creating documentaries, compiling tips books, developing digital concept maps, working on activity worksheets. Additionally, students engage in digital interactive texts, debates, panel discussions, and social projects

5. Collaborative Tasks

Collaborative learning is an integral part of the teaching-learning process, aimed at improving higher-order learning outcomes for students. Through collaborative tasks, students work together to achieve common goals, engaging in activities such as brainstorming, team teaching, drama, debates, role plays, group discussions, and writing drama scripts. These activities not only enhance learning but also foster teamwork and critical thinking skills. preparation of learning materials, essay writing, internal seminars, peer discussion, group projects and house board decoration are given as collaborative tasks. Workshop on Dramatics is organized every year and the students write scripts, dialogues and enact the role on general and subject themes, Debate and role plays are organised to promote collaboration. A citizenship training camp is organised and students are divided into four houses and competitions are conducted to chance their team building skills and leadership qualities.

6. Multilingual interactions and input

Course transaction is done in bilingual method to cater to the needs of students from diverse background. Students are allowed to write lesson plan records in Hindi and English.

Moreover, question paper for model examinations and Internal examinations are prepared both in Hindi and English. Students are provided with the option to write answers in Hindi and English. Bilingual seminar presentation, Multilingual dramas and cultural programmes.

Sonita Singh.
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