

Metric ID : 2.2.4

**Student-Mentor ratio for the last completed academic year**

**2.2.4.1. Number of mentors in the Institution**

Finding of DVV :-

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

Response :-

- We have attached herewith relevant documents in Appendix I

## **Appendix -I**



Mehmuda Shikshan & Mahila Gramin Vikas Bahuddeshiya Sanstha's  
**CENTRAL INDIA WOMEN'S COLLEGE OF EDUCATION**

( AFFILIATED TO S. N. D. T. WOMEN'S UNIVERSITY, MUMBAI )

Behind Godhani Railway Station, Godhani - 441123, Nagpur (M.S.) Ph. / Fax : 9823045410  
website : [www.ciwcengp.org.in/site](http://www.ciwcengp.org.in/site), mail ID - [144centralindiawomenscollege@gmail.com](mailto:144centralindiawomenscollege@gmail.com)

Ref. No. \_\_\_\_\_

Date : \_\_\_\_\_

### NOTICE/CIRCULAR

All the faculty members are hereby informed to note that, mentees are allocated to the mentors section wise as per Teacher-Guardian Mentor: Mentee Scheme for Academic Year 2022-23.

All faculty members are directed to preserve all records related to mentoring in proper format.

List of Mentors and Mentee Class wise is attached with this circular.

Sr. No.	Name of the Full time teacher	Designation	Class	Roll. No.
1.	Dr. Seema Chikhale	Principal	B.Ed	1-15
2.	Dr. Shabana Anjum	Asst Prof	B.Ed	16-30
3.	Dr. Yogesh Pund	Asst Prof	B.Ed	31-45
4.	Assit.Prof. Sharda Thakre	Asst Prof	B.Ed	46-60
5.	Dr. Suhas Funde	Asst Prof	B.Ed	61-75
6.	Assit.Prof. Nandesh Tagde	Asst Prof	B.Ed	76-90
7.	Assit.Prof. Vidhya Avchar	Asst Prof	B.Ed	91-105
8.	Assit.Prof. Rekha Kale	Asst Prof	B.Ed	106-120
9.	Assit.Prof Vaishali Bansod	Asst Prof	B.Ed	121-135
10	Assit.Prof. Jayshree Shelgaonkar	Asst Prof	B.Ed	136-148



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Ref. No. \_\_\_\_\_

Date : \_\_\_\_\_

### Tutorial Groups for the Batch 2022-23

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

Sl. No	Name of the Mentor	Name of the Mentees	Programme* and Year of study
1	Dr. Seema D. Chikhale	RACHAEL MARTIN AGADE	B.Ed. I Year
		SAFIRA MUSHIR AHAMED	B.Ed. I Year
		ARJUMAND BANO NASEEM AHMAD	B.Ed. I Year
		ANSARI UMME AMMARA MEHMOOD UL HASAN	B.Ed. I Year
		ANAIDA RONALD ANTHONY	B.Ed. I Year
		MONICA LUCAS PAUL ANTHONY	B.Ed. I Year
		RACHEL RICHARD ANTHONY	B.Ed. I Year
		SAMENTHA RONALD ANTHONY	B.Ed. I Year
		SHABANA BEGUM	B.Ed. I Year
		KUDSIYA TAHRIN MUKHTAR BAIG	B.Ed. I Year
		SHAZMA AHMAD IRFAN AHMAD	B.Ed. II Year
		SWAIMA SARFARAZ AHMAD	B.Ed. II Year
		UZMA SADAF AKHTAR HUSAIN ANSARI	B.Ed. II Year
		PAYAL ASHOK BAISSWARE	B.Ed. II Year
		SHIVANI DEVIDAS BAISSWARE	B.Ed. II Year
		2	Dr. Shabana Anjum
BAIS NEHA SHAILESH	B.Ed. I Year		
SIMRAN SATISH BHATIA	B.Ed. I Year		
SWITI MADHUKAR BOKDE	B.Ed. I Year		
PRAJAKTA YUGESH CHAUDHARI	B.Ed. I Year		
PUNAM MAHADEORAO CHAUDHARI	B.Ed. I Year		
JASDEEP KAUR GURUBACHAN CHOUHARY	B.Ed. I Year		
TEJASHREE PRAKASHRAO DARODKAR	B.Ed. I Year		
NATALIA POLY DAVID DMELLO	B.Ed. I Year		
VARSHA GOVINDRAO DODKE	B.Ed. I Year		
ARADHITA AJIT SINGH BHALLA	B.Ed. II Year		



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		RUCHI HARSHAD BHATE	B.Ed. II Year
		VARSHA PRADEEP BHONSALE	B.Ed. II Year
		NEHA CHANDAK	B.Ed. II Year
		VANDANA KAMLAKAR CHIKATE	B.Ed. II Year
3	Dr. Yogesh Arun Pund	VAISHALI RAMDASPANT FARKADE	B.Ed. I Year
		ANWAAR FATEMA ANISUDDIN	B.Ed. I Year
		MRUNALI SURYADAS GEDAM	B.Ed. I Year
		LAURETTA BAZIL GOMES	B.Ed. I Year
		NEHA NIRAJ GUPTA	B.Ed. I Year
		SWATI DNYANESHWAR GURAO	B.Ed. I Year
		SADIYA MOHD. HANEEF SHEIKH	B.Ed. I Year
		BINAIFER SORAB HATHIRAM	B.Ed. I Year
		KALYANI ASHOK HATWAR	B.Ed. I Year
		NEHA CHARANDAS HATWAR	B.Ed. I Year
		SONAL MADHUKAR SAYRE	B.Ed. II Year
		NEHA PREMCHAND DHARANWAR	B.Ed. II Year
		DHOKE MONICA BHAGVANDAS	B.Ed. II Year
		ALISHA FIRDOUS MOHAMMAD ALEEM	B.Ed. II Year
		LAXMI PAWAN JAISWAL	B.Ed. II Year
4	Mrs. Sharda Shriram Thakre	MARILYN LAWRENCE JOHN	B.Ed. I Year
		BHAGYASHREE SANJAY JOSHI	B.Ed. I Year
		KRISHNA KISHOR KAITHWAS	B.Ed. I Year
		PRADNYA MOHAN KEWATKAR	B.Ed. I Year
		RUPALI TRYAMBAK KHADGI	B.Ed. I Year
		ANAM SAHAR SHAKIL AHMED KHAN	B.Ed. I Year
		ARSHAD NOOR KHAN	B.Ed. I Year
		KHAN FATEMA MUDASSIR MOHAMMAD AMEER	B.Ed. I Year
		NAHID TABASSUM WAHEED KHAN	B.Ed. I Year
		KHAN SADAF SAMAD	B.Ed. I Year
		CAROL LAWRENCE JOHN	B.Ed. II Year
		LINSA JOSE	B.Ed. II Year
		SHUBHANGI KAILAS KANDARE	B.Ed. II Year
		KANOJIYA SNEHA MANGALPRASAD	B.Ed. II Year
		SWATI VINAYAK KAPSE	B.Ed. II Year
5	Dr. Suhas Funde	POONAM VITTHALRAO KURVE	B.Ed. I Year
		PRIYA KRISHNA KUMAR KUSHRAM	B.Ed. I Year
		SHIRLEY VINCENT LEO	B.Ed. I Year
		CINDRELLA ROBERT MANUEL	B.Ed. I Year
		NEHA DILIP MANWATKAR	B.Ed. I Year



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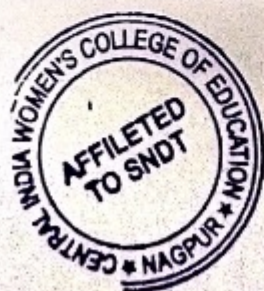
		SWITI RAJENDRA MASKE	B.Ed. I Year
		ANKITA VIMALPRAKASHI MISHRA	B.Ed. I Year
		SHRADDHA MISHRA	B.Ed. I Year
		SUCHETA SANJAY MISRA	B.Ed. I Year
		HEENA KAUSAR MOHAMMAD SHAFIQUE	B.Ed. I Year
		PITAMBARI DAMODHAR KARANDE	B.Ed. II Year
		ATSHA RASHID KHAN	B.Ed. II Year
		GULAFSHA NAIM KHAN	B.Ed. II Year
		HEENA KHAN	B.Ed. II Year
		SAMREEN EJAZ GAZALA KHAN	B.Ed. II Year
6	Mr. Nandesh Mahadeorao Tugde	SANA AMREEN MOHAMMAD ILYAS	B.Ed. I Year
		UZMA MOHAMMAD ARIF	B.Ed. I Year
		NICKOLA RONALD MORRIS	B.Ed. I Year
		NEHA SHAMRAO NAGPURE	B.Ed. I Year
		CHRISTINA JOHN NAIDU	B.Ed. I Year
		DARSHANA PAGARE	B.Ed. I Year
		ARCHANA SURYBHAN PAKHIDDE	B.Ed. I Year
		PRITEE RAMJI PAL	B.Ed. I Year
		KANCHAN SHYAM PAMNANI	B.Ed. I Year
		SHRADDHA BRIJESH PATHAK	B.Ed. I Year
		ZAIN KHAN	B.Ed. II Year
		PRATIBHA VINCENT LEO	B.Ed. II Year
		JOYNA SHIMON MALI	B.Ed. II Year
		ANAMTA MINHAI FAROOQUI	B.Ed. II Year
		POONAM RAVISHANKAR MISHRA	B.Ed. II Year
7	Ms. Vidhya Avchar	ANJALI ARICKSWAMY PETER	B.Ed. I Year
		JULIET JAMES PETER	B.Ed. I Year
		MARTINA KUMARSWAMY PILLEY	B.Ed. I Year
		ALEMA AZIZUR REHMAN QURESHI	B.Ed. I Year
		ZEENAT FARZANA SAMIUR RAHMAN	B.Ed. I Year
		MANSI RANJAN	B.Ed. I Year
		NEELAM RAO	B.Ed. I Year
		SNEHAL DNYANESHWARRAO RINKE	B.Ed. I Year
		YASHASHREE DILIP RODE	B.Ed. I Year
		NEHA PRAMOD ROKDE	B.Ed. I Year
		ALINA PARVEEN MOHAMMAD AIJAZ	B.Ed. II Year
		SULAGNA NARAYAN MUKHERJEE	B.Ed. II Year
		ANKITA SUNIL NAGPAL	B.Ed. II Year
		HARIPRIYA GIRIKUMAR	B.Ed. II Year



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		TANVI AMIT PAWNIKAR	B.Ed. II Year
8	Ms. Rekha Yashvrao Kale	STEFFI SUNIL ROZARIO	B.Ed. I Year
		PRIYA KHUSHAL SARVEY	B.Ed. I Year
		SANGITA SHANTARAM SELOKAR	B.Ed. I Year
		MEENAZ GULMOHAMMAD SHAIKH	B.Ed. I Year
		RESHMA PARVEEN SHAIKH JALALUDDIN	B.Ed. I Year
		SHAHIN BAND SHAIKH RAFIQUE SHAIKH	B.Ed. I Year
		SARA NIGHAT YUSUF SHARIF	B.Ed. I Year
		ARIBA AIMAN MOHAMMAD AFSAR SHEIKH	B.Ed. I Year
		ARSHI ANJUM MOHD SHAHID SHEIKH	B.Ed. I Year
		JASMINE BEGUM YASIN SHEIKH	B.Ed. I Year
		FATHIMA ANTHONY PHILIP	B.Ed. II Year
		MEGHA INDRAKISHORE PRASAD	B.Ed. II Year
		KIRAN SUBHASH PURI	B.Ed. II Year
		BHARTI BUDHARU SATNAMI	B.Ed. II Year
		SHAHEEN PARVEEN HUSSAIN SHAIKH	B.Ed. II Year
9	Ms. Vaishali Manohar Bansod	SIMRAN MOHIT SHEIKH	B.Ed. I Year
		SIMRAN AFSHAN SHEIKH SHABBIR	B.Ed. I Year
		AAFRIN SHIEKH	B.Ed. I Year
		SIDDIQUI YASMEEN SAJUDDIN	B.Ed. I Year
		SIMRANJEET KAUR	B.Ed. I Year
		ANGELA BALRAM SONI	B.Ed. I Year
		NEHA VASANTRAO THAKARE	B.Ed. I Year
		URVASHI THAKKAR	B.Ed. I Year
		MRUNALI SUBHASH THAKRE	B.Ed. I Year
		KRITIKA RAJENDRA TIWARI	B.Ed. I Year
		SHEIKH SHABANA BEGUM ABDUL HAFIZ	B.Ed. II Year
		ROSHNI KRISHNAKUMAR SHUKLA	B.Ed. II Year
		SADIYA KAUSAR SYED ASHFAQUE ALI	B.Ed. II Year
		SHABNAM PARVEEN SYED SAIFUDDIN	B.Ed. II Year
		PRARTHANA RAVI TAMBE	B.Ed. II Year
10	Ms. Jayshree Shelgaonkar	ROHINI DIWAKARRAO UMALE	B.Ed. I Year
		NEHA RAJKUMAR UPADHAYAY	B.Ed. I Year
		ANJALI SHIVBADAN VISHWAKARMA	B.Ed. I Year
		SWARALI VISHWESHWAR WANDHARE	B.Ed. I Year
		YOGITA MILIND WARKAR	B.Ed. I Year
		KHUSHBOO MUKUNDLAL YADAV	B.Ed. I Year
		PALLAVI LAKSHMAN YADAV	B.Ed. I Year
		SANIYA GOPAL YADAV	B.Ed. I Year



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	PRIYANKA YASHWANT THAKUR	B.Ed. II Year
	MONIKA RAMESH TOHE	B.Ed. II Year
	SANDHYA NAGSEN VELLOR	B.Ed. II Year
	AYUSHI NITIKESH WAGHCHOURE	B.Ed. II Year
	GLORY GLADWIN YAKUB	B.Ed. II Year

\* Provide data programme wise and year-wise from the list below:

B.Ed I Yr, B.Ed II Yr



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## Report on Mentor-Mentee

Batch 2022-2023

First Year

### Need Assessment:

1. To help in academic enrichment for the First Year.
2. To help in developing teaching skill.
3. To help in understanding use of ICT.
4. To develop better understanding of Core Theory papers.
5. To develop proficiency in using ICT tools in teaching learning.
6. To develop proficiency in lesson planning and teaching skills.

### Mentoring Aspects:

- Core courses-Learning Material, drill and practice writing answers.
- Micro-teaching skills. Lesson planning, teaching aids.
- Reading and reflection-on Texts, Preparation for constructivist teaching -learning ,Learning to use computer, Understanding the Self, Assignments. Reference
- Participation in Co-curricular activities.
- Practice Teaching activities
- Assessment tools of achievement
- Teaching aids using ICT

### Micro-Teaching:

The First Year focuses on core papers of the B.Ed. curriculum and Micro-Teaching. 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 develops confidence. The mentors motivated and supported the mentees in planning the lesson and rectified mistakes during practice.



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**Pedagogy of School Subject:** The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc. They practiced solving multiple choice questions

#### **Core courses and activities:**

The respective course teachers provided guidance and mentors gave additional assistance to mentee. 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. Through discussion and teaching of reference material they were able to write their assignments better. They also proceed solving multiple choice questions, based on the question bank or previous year's papers which helped them in better preparation from the exam point of view. In this way the mentors helped the student teachers.

Those students who were hesitant to participate in various activities also come forward and take part in various activities on online platform.

#### **Core courses:**

The First Year also focuses on the theory part of the B.Ed. curriculum during the pandemic online classes were conducted hence, the respective course teachers provided guidance and mentors gave additional assistance to mentee. The mentoring in all preparing. Learning material, referencing, discussion on topics of theory papers. The e-learning material was provided to student teacher for core courses. They practiced solving Multiple Choice Questions.

#### **Practice Teaching :**

During Second year student teacher has one week internship in which they have to observe various school activities and conduct micro teaching and simulated teaching. Due to pandemic student teacher conducted simulated and micro teaching under the guidance of mentors. The student teacher learnt to observe the lessons and give feedback to each other to improve. They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience. The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second Year.

#### **Resources:**

- E-books for references
- Question paper
- Previous years examination papers
- You Tube videos for cultural activities.

#### **Feedback:**

The mentoring process was appreciated by the student teachers as it helped both the mentor and the mentee. It gives confidence to student teachers as they were apprehensive about online classes. 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.



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Date : \_\_\_\_\_

Second Year:

Need Assessment:

- To develop better understanding of Pedagogy of School Subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education.
- To develop better understanding of Core course.
- To develop better understanding of Elective papers.
- To develop proficiency in research skills.

Mentoring Aspects

- Pedagogy of school subjects-common topics in all the methods
- Lesson preparation-teaching skills, activities, teaching aids, reference material
- Internship activities, Portfolio
- Community work activities.
- Research Project- Discussion, collaboration, reference

**Core Courses :** The second Year hence the mentor and mentee got an opportunity to interact face to face. The respective course teachers provided guidance and mentors gave additional assistance to mentee. The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

**Research Project:**

The mentor helped the mentee to select the topic for research project to be conducted as a part of the University Assessment. Once the topic was decided the blue print was framed together by mentor mentee. The mentee collected data from the school/ colleges. Later the Mentor and mentee analyzed the received data and submitted it for the approval from the research guide/mentor. The chapter vice work was done by the mentor-mentee together and final submission was made.



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### Internship:

The major focus of second Year is practice teaching during which student teachers have to conduct an internship for 20 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. During this period the mentors helped the mentees to practice their teaching skills. They also discussed the appropriate activities and teaching aids that would lead to more effective teaching learning experience. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period. Community work activities were undertaken during the period of internship. The mentor-mentee decided the community activities that have to be conducted in community center.

**Core and Elective course:** During the Second Year the student teachers along with their theory are involved in conducting research project. The respective course teachers provided guidance and mentors gave additional assistance to mentee. The mentor helped the mentees with discussion on running lecture notes and references based on available learning resources and books from the library. The mentors helped mentees in writing answer papers. The mentors also helped the mentees according to their selected elective papers. They collaborated on preparation and planning of learning resources and research project activities.

### Resources:

- Reference books from library.
- Question Bank
- Previous years question papers
- Online references for teaching activities etc.
- Sample lesson plans
- Online references

### Feedback:

The Mentor mentee interaction and support strengthened the team spirit among the student teachers. The students were enthusiastically participating in the classroom activities. The whole process leads to a win-win situation for all involved as both the mentor and the mentee gained immensely and improved their skills and abilities through the interaction.



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Date : \_\_\_\_\_

### Report on Mentor-Mentee

Batch 2020-2022

First Year

Need Assessment:

7. To help in academic enrichment for the First Year.
8. To help in developing teaching skill.
9. To help in understanding use of ICT.
10. To develop better understanding of Core Theory papers.
11. To develop proficiency in using ICT tools in teaching learning.
12. To develop proficiency in lesson planning and teaching skills.

Mentoring Aspects:

- Core courses-Learning Material, drill and practice writing answers.
- Micro-teaching skills. Lesson planning, teaching aids.
- Reading and reflection-on Texts, Preparation for constructivist teaching -learning ,Learning to use computer, Understanding the Self, Assignments. Reference
- Participation in Co-curricular activities.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT

Micro-Teaching:

The First Year focuses on core papers of the B.Ed. curriculum and Micro-Teaching. 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 develops confidence. The mentors motivated and supported the mentees in planning the lesson and rectified mistakes during practice.

**Pedagogy of School Subject:** The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective coused teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc. They practiced solving multiple choice questions



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### Core courses and activities:

The respective course teachers provided guidance and mentors gave additional assistance to mentee. 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. Through discussion and teaching of reference material they were able to write their assignments better. They also proceed solving multiple choice questions, based on the question bank or previous year's papers which helped them in better preparation from the exam point of view. In this way the mentors helped the student teachers.

Those students who were hesitant to participate in various activities also come forward and take part in various activities on online platform.

### Core courses:

The First Year also focuses on the theory part of the B.Ed. curriculum during the pandemic online classes were conducted hence, the respective course teachers provided guidance and mentors gave additional assistance to mentee. The mentoring in all preparing. Learning material, referencing, discussion on topics of theory papers. The e-learning material was provided to student teacher for core courses. They practiced solving Multiple Choice Questions.

### Practice Teaching :

During Second year student teacher has one week internship in which they have to observe various school activities and conduct micro teaching and simulated teaching. Due to pandemic student teacher conducted simulated and micro teaching under the guidance of mentors. The student teacher learnt to observe the lessons and give feedback to each other to improvise. They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience. The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second Year.

### Resources:

- E-books for references
- Question paper
- Previous years examination papers
- You Tube videos for cultural activities.

### Feedback:

The mentoring process was appreciated by the student teachers as it helped both the mentor and the mentee. It gives confidence to student teachers as they were apprehensive about online classes. 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.



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Date : \_\_\_\_\_

• Second Year:

Need Assessment:

- To develop better understanding of Pedagogy of School Subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education.
- To develop better understanding of Core course.
- To develop better understanding of Elective papers.
- To develop proficiency in research skills.

Mentoring Aspects

- Pedagogy of school subjects-common topics in all the methods
- Lesson preparation-teaching skills, activities, teaching aids, reference material
- Internship activities, Portfolio
- Community work activities.
- Research Project- Discussion, collaboration, reference

**Core Courses :** The second Year hence the mentor and mentee got an opportunity to interact face to face. The respective course teachers provided guidance and mentors gave additional assistance to mentee. The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

Research Project:

The mentor helped the mentee to select the topic for research project to be conducted as a part of the University Assessment. Once the topic was decided the blue print was framed together by mentor mentee. The mentee collected data from the school/ colleges. Later the Mentor and mentee analyzed the received data and submitted it for the approval from the research guide/mentor. The chapter vice work was done by the mentor-mentee together and final submission was made.



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### Internship:

The major focus of second Year is practice teaching during which student teachers have to conduct an internship for 20 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. During this period the mentors helped the mentees to practice their teaching skills. They also discussed the appropriate activities and teaching aids that would lead to more effective teaching learning experience. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period. Community work activities were undertaken during the period of internship. The mentor-mentee decided the community activities that have to be conducted in community center.

**Core and Elective course:** During the Second Year the student teachers along with their theory are involved in conducting research project. The respective course teachers provided guidance and mentors gave additional assistance to mentee. The mentor helped the mentees with discussion on running lecture notes and references based on available learning resources and books from the library. The mentors helped mentees in writing answer papers. The mentors also helped the mentees according to their selected elective papers. They collaborated on preparation and planning of learning resources and research project activities.

### Resources:

- Reference books from library.
- Question Bank
- Previous years question papers
- Online references for teaching activities etc.
- Sample lesson plans
- Online references

### Feedback:

The Mentor mentee interaction and support strengthened the team spirit among the student teachers. The students were enthusiastically participating in the classroom activities. The whole process leads to a win-win situation for all involved as both the mentor and the mentee gained immensely and improved their skills and abilities through the interaction.



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