

# RAHUL COLLEGE OF EDUCATION (ENGLISH MEDIUM)

(B.Ed., N.C.TE Regd No. WRC/5-6/89/2006 Dtd. 27/09/2006 Code No. APW03437/123403, NCTE Revised Order F. No. WRC / APW03437 / 123403/2015 / 152873 Dated. 19 Sept. 2015, Affiliated to The University of Mumbai Aff/Recog.1/1249 of Dtd. 28 Feb. 2007, Govt of Maharashtra, B.Ed. 2006/(503/06) MASHI - 1, Dtd. 7 Oct. 2006) (M.Ed. NCTE Regd No WRC/5-6/110/2008/46779, Dated 18/11/2008 Govt of Maharashtra No M.Ed. / 2008/(416/08) Mashi-2 Dated 15/07/2009, AFFILIATION NO. PG/2/3172 OF 2009 Dated 21/08/2009)

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## REPORT OF THE MENTOR MENTEE MEETINGS CONDUCTED FOR AY 2018 - 19

- Mentors were crucial in guiding, offering feedback, and providing practical experiences to enhance teaching strategies, classroom management skills, and lesson planning techniques.



- Throughout the academic year, mentors and mentees were required to meet a minimum of two times per week. With a mentor-to-mentee ratio of 1:8, this structure allowed for personalised attention and support for each mentee.
- Many mentees faced difficulties in adapting to evolving teaching methodologies and managing diverse classroom environments. Mentors played a pivotal role in helping mentees navigate these hurdles by providing them necessary links to various courses/youtube videos etc.
- Mentees also had a phobia for the examinations as the revised syllabus didn't offer much sample questions. Hence the faculty through motivation and doubt solving and

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remedial were able to resolve the issues of their mentees. The mentees were satisfied with their end semester results.

- Additionally, staying updated of educational trends and research posed a significant challenge for some mentees. Mentors served as beacons of knowledge, providing mentees with curated resources, to help them for their Action Research Projects.



- A critical aspect of the program's success was the professional relations formed between mentors and mentees. Mentors created spaces for open dialogue, where mentees felt comfortable sharing their concerns and seeking advice. Many students appreciated the accessibility and the openness of the mentors as personal issues causing hindrance for their learning were also resolved.

**Report Compiled and Submitted by: Mr Yigal S Banker, IQAC Coordinator.**

