

**BLDE A'S JSS COLLEGE OF EDUCATION
PG STUDIES IN EDUCATION AND RESEARCH CENTRE VIJAYAPUR**

Report on Mentoring

Objective:

To strengthen the diverse capabilities and build an interpersonal relationship between the teachers and students, the college conducts academic counseling as a part of the B.Ed. and M.Ed. Programme. The students are divided equally among the staff. This programme is conducted periodically i.e. weekly where the students are free to express about their individual circumstances related to any situation related to home or academics. All mentors keep a confidential data sheet about their students in a note book. These reports are periodically evaluated during the staff meetings where an analysis of the problems of students and strategies to empower them with the guidance, confidence and skills necessary to succeed are also discussed.

Reflection:

The Mentees were of the opinion that their mentors gave valuable information which helped them become familiar to the learning environment in the institution. They felt that their mentors gave them reassurance and emotional support whenever the mentees approached them for personal or academic problems. The mentors were available any time for assistance.

The Mentors expressed that the mentees were very supportive and accepted all the valid suggestions given and lot of improvement was shown from their behaviors.



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Report on Peer Feedback / Tutoring

Objective:


Peer feedback or tutoring involves students in their own learning process where this method initiates an active and self-directed learning process that includes social interaction and reciprocal teaching. The B.Ed and M.Ed students are constantly engaged in providing feedback positively by expressing their perceptions towards students learning, competencies and ways of enhancing the particular skill. Peer feedback is implemented during micro teaching, practice in teaching and during seminar presentations. The Tutoring strategy is used in situations like writing lesson plans, preparing study material, during internship and preparations for exams.

Reflection:

Students felt that peer assessment helped them improve their analytical skills, achieve the learning objectives planned and modify their teaching learning behavior. The teachers felt that the students need to have the training in given feedback to their companions so that they are able to give constructive suggestions and become effective teachers. The students were also happy on receiving suggestions on matters concerning their teaching, behavior, mannerisms and their whole personality.

The teachers were of the opinion that tutoring has definitely helped them to improve their writing skills and working efficiently on the cognitive, and psychomotor domains.


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Report on Remedial Learning Engagement

Objective:

The teachers identify students who have specific weaknesses in academics and who are in need of special assistance. The students are divided into small groups and the necessary remedial instructions by using various techniques required to improve the learning skill or rectify the particular learning areas in a student are provided. The teachers identify the students who need short term learning support by providing remedial teaching; diverse methods and materials are used in remedial teaching. With which the subject matter or concepts of difficulty can be learned easily. Each teacher monitors the progress of the student using various approaches.

While correcting lesson plans, the students are provided with ideas and suggestions to be incorporated in order to deliver effective lessons. The students are also assisted individually in the respective Perspective and Pedagogy courses.

Reflection:

The remedial engagement in the teaching learning process has the teachers to develop generic skill, improving their interpersonal relations, communication skills, and independent learners, creative in various academic and co-curricular activities.

The students felt that the remedial teaching resulted in making them lifelong learners, develop positive attitudes and boost self –confidence in them.



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Reporting on learning enhancement/ Enrichment inputs

Objective:

- a. Participation in seminars, workshop and classroom discussion. The students with diverse needs are given opportunities to attend seminars, workshop and participate in classroom discussions with the aim of exploring ideas or concepts independently and get hands on experience.
- b. Content enrichment inputs. The students are divided into their respective subjects and content with reference to secondary school syllabus is taught by experts and their respective teachers. The teachers guide the students specifically those weak in content knowledge so that they understand content knowledge deeply and are able to make connections with reference to different concepts, facts, principles and theories.
- c. Participation in the activities of various clubs. To stimulate active participation and initiative among students with diverse needs, the Science- Club, Electoral Club, and Language Club encourage individual and group activities by providing opportunities to explore their capabilities.
- d. Training in the use ICT tools. The core papers on ICT basic and ICT Applications provide support to all types of learners in developing common competencies and expertise in use of ICT tools. Teachers make sure all students have acquired the basic skill in the use of technology.
- e. Use of Language Lab. For the students who face difficulty in communicating in English language lab plays a pivotal role in enhancing the proficiency in English language.

Reflection:

The students expressed that the enrichment activities helped them promote critical thinking and problem solving skills, increased their ability to become creative learners and make learning a joyous process. The activities conducted by the institution were innovative and students showed much engagement in the tasks.



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Report on Collaborative Tasks

Objective:

The institution facilitates students to actively work together on various occasions.

Micro Teaching, Simulation Lessons and ICT lessons: The student teachers are divided into small groups and are expected to practice their teaching skills to the peer groups thus enhancing confidence, self-esteem and bringing about improvement in their teaching skills.

Teaching Practice: During the second semester, the students are sent for teaching practice in two blocks to different schools. The cooperative schools provide full support and provisions for the student teachers to practice their lessons. The head of the cooperative school and cooperative teachers share their views, concerns and feedback which prove beneficial in improving their teaching competencies.

The Internship programme is of great significance as it ensures the professional preparation of prospective teachers. Students go for internship in the fourth semester to a particular school in their locality for a minimum period of 50 days. This gives a practical opportunity to develop true understanding of the teaching profession and prospects of working condition in that profession.

Organizing various programmes in the College

The students are involved in the organizing of programmes such as women's day, Independence day, celebration of Gandhi Jayanthi, Valmiki Jayanthi, Kannad Rajyotsav and many more. Students share equal responsibilities in groups and develop a sense of leadership, cooperation and abilities in conducting individual programmes.

Planning Group Assignments

The teachers give assignments or group tasks related to Perspective, Pedagogy and Optional courses either individually or in small groups. The teachers instruct the students about the tasks and strategies to be followed while working collaboratively. Students present their seminars through Individual and Team teaching to the whole class and thus develop strong communication skills, refine understanding through discussion and explanation and time management skills.

Reflection:

The various forms of collaborative tasks facilitated the students to improve their critical thinking and problem solving abilities. It was a challenging task for the students to work in groups on various occasions. These tasks boosted self-esteem and increased the retention level of the students. They were able to shoulder responsibilities, undertake various tasks and synthesize the learning into a comprehensive whole.



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Report on Assistive and adaptive structures

Objective:

The College has adaptive tools to improve the functional capabilities for students with different needs.

- There is flexible seating arrangement for the students who write in the left hand.
- There is provision for Audio players and recorders for students who have partial listening defects.
- Provisions of Visual Times are made available to motivate students to complete their assigned tasks.
- In certain situations the teachers act as Reading Guides to assist students who have difficulty in comprehension.
- Provision of ramps, crutches and wheelchairs is also made by the institution to assist students when need arises.

Reflection:

The provision of assistive devices and adaptive structures was an encouragement for students with different needs. The students writing using left hand were appreciable of the arrangement as it was comfortable to sit and write exams and study material in the classrooms. Students also appreciated to sit and write exam and study material in the classrooms. Students also appreciated about the other facilities provided by the college in support of the needs of differently abled children.



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Report on Multilingual Interactions and inputs

Objective:

In order to break language barriers and transact information in different languages among students especially for global thinking, the teachers make an attempt to include multilingual interactions during content delivery and involvement in other activities. For the students who are either weak in analyzing the content or have difficulty in comprehending the subject matter, students meet separately in a group and the respective teachers explain the content and consolidate any difficult points in languages such as Kannada or English. These practices in learning process create teamwork, cultural awareness, appreciation of local languages, inculcates values and strengthens cooperation in the group.

Reflection:

The multilingual interaction has installed in the students effective literacy skills. They are able to understand and comprehend the subject matter in a better in a better manner. The students who faced difficulties in analyzing the content were able to prepare learning material based on the guidance given by the respective teachers in different languages.



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