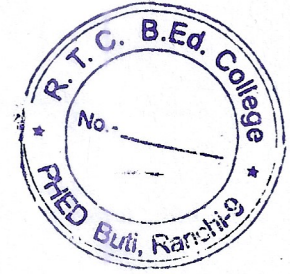




R.T.C. B.ED. COLLEGE

P.H.E.D., BUTI, RANCHI



Mentoring Policy

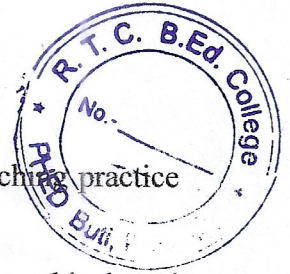
Mentoring policies of our institute focus on holistic development, combining academic guidance with personal, emotional, and social counselling. These policies aim to bridge the gap between theoretical knowledge and practical teaching skills through guidance from experienced faculty members or in-service teachers. These programs feature dedicated faculty mentors, regular meeting schedules, and peer mentoring to foster professionalism, pedagogical skills, and ethical values.

Objectives:

- **Professional Development:** Nurturing teaching skills, classroom management, and lesson planning.
- **Psychosocial Support:** Reducing anxiety and stress related to teaching practice.
- **Academic Guidance:** Assisting with course requirements, research projects, and navigating institutional culture.
- **Skill Development:** Providing guidance on lesson planning, classroom management, and effective pedagogical techniques
- **Guidance & Mentoring:** Helping student-teachers adapt to school environments, understand school routines, and handle challenges.
- **Personalized Guidance:** Guiding students on career choices, higher education, and personal issues.

Structure of the Mentoring System

- **Mentor-Mentee Allocation:** Typically, a group of 15–20 students is assigned to one faculty member (mentor).
- **Duration:** The mentor often stays with the student for the entire duration of the program.
- **Frequency:** Regular meetings (e.g., monthly/Quarterly/yearly) are mandated.
- **Records Maintenance:** Mentors maintain a mentor diary or log to record student progress, attendance, and issues discussed.



Role of Mentors

- **Observation & Feedback:** Mentors observe student-teachers during teaching practice and provide constructive feedback on classroom techniques.
- **Professional Role Model:** Acting as a guide, coach, and model for ethical and professional conduct.
- **Identifying Student Needs:** Identifying slow learners for remedial action and advanced learners for enrichment activities.
- **Confidentiality:** Maintaining a trusted and confidential relationship, though serious behavioural or academic issues may be escalated to the counselling cell or IQAC.

Responsibilities of Mentees


- **Proactive Engagement:** Actively initiating contact with the mentor for meetings.
- **Receptiveness:** Accepting feedback and acting on the guidance provided to improve teaching skills.
- **Attendance:** Ensuring attendance at scheduled meetings.

Mentorship Procedure:

- **For Faculty Mentors:**
 - Schedule and conduct regular meetings (often at least once a month or as per the timetable).
 - Maintain a confidential "Mentor Diary" or data sheet to record interactions and progress.
 - Act as a bridge between the student and college administration/parents for welfare and academic issues.
 - Identify "Slow Learners" for remedial support and "Advanced Learners" for enrichment opportunities.

Training and Monitoring

- **Mentor Training:** Institutions often conduct orientation sessions or training for mentors on how to effectively guide trainees.
- **Review Process:** The effectiveness of the mentoring program is evaluated by the Internal Quality Assurance Cell (IQAC).
- **Feedback:** Feedback is regularly collected from mentees regarding the quality of mentoring.


Principal
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