



# National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

## KEY INDICATOR

### CRITERION 2-Teaching-learning and Evaluation

#### 2.3 TEACHING-LEARNING PROCESS

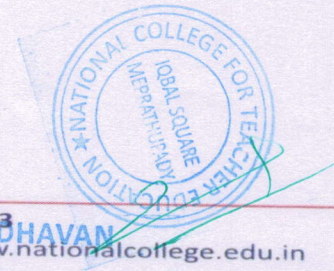
##### CONTINUAL MENTORING

##### METRIC 2.3.5.A

Documentary evidence in support of the claim

#### Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the Head of the institution of National College for Teacher Education, Vengola, Ernakulum, Kerala



Tel : 0484 2522583, 0484 2525603

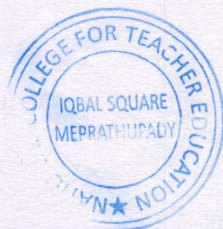
E-mail : nationalcollege09@gmail.com, Website : www.nationalcollege.edu.in

**Dr. N. SETHU MADHAVAN**  
PRINCIPAL  
NATIONAL COLLEGE FOR TEACHER EDUCATION  
IQBAL SQUARE, MEPRATHUPADY  
VENGOLA, PERUMBAAVOOR - 683 556

### Document 2.2.4 Mentor-Mentee Activities

The Mentor-mentee activities of the institution are associated with the competency profile of the programme. Effective strategies are adopted by the institution for attaining competency. The activities are flexible in nature. The common activities selected by the institution are given below:

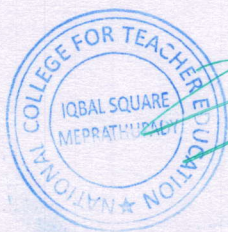
Competency Profile	Mentor-mentee activities
Knowledge management	<ul style="list-style-type: none"> <li>• Knowledge sharing sessions-mentor shares specific knowledge/experience with mentee.</li> <li>• Joint problem-solving-collaborative learning, real-world projects and hands-on experience.</li> <li>• Reverse mentoring-seminar sessions, implementation of new technologies, bidirectional learning etc.</li> <li>• Documentation and process mapping-creating all practicum works, concept maps, ICT related works and all practical works. Mentor addresses the gaps in the mentee planning and implementation process.</li> <li>• Shadowing-the mentee follows the mentor through the daily tasks to observe and learn.</li> <li>• Storytelling and case studies-the mentor adopts narrative techniques from past experiences, discusses challenges and solutions. Transfer of knowledge through real-life examples making it easier to remember and apply.</li> <li>• Collaborative research-mentor-mentee conduct research on relevant topics together, analyses the findings and discusses the implications.</li> <li>• Idea generation-mentor encourages the mentee to come up with new ideas.</li> <li>• Feedback and reflection-Mentor engages in reflective discussions with mentee and collects continuous feedback.</li> </ul>
Communication	<p>Mentor-mentee activities focus on improving communication skills. It is helpful both parties.</p> <p>The activities encouraged in the institution are as follows:</p> <ul style="list-style-type: none"> <li>• Role-playing scenarios-mentee practices verbal communication, active listening and enhanced emotional intelligence.</li> <li>• Feedback exchange-regular feedback sessions are arranged to provide constructive feedback from the mentor. It enhances the ability to give and receive feedback effectively.</li> <li>• Public speaking practice-the mentee prepares the anchoring speech and builds confidence in public speaking and articulation.</li> <li>• Active listening exercises where mentee speaks for a</li> </ul>



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		<p>few minutes about a topic, and mentor listens without interruption, and summarizes what has told. This improves listening skills.</p> <ul style="list-style-type: none"> <li>• Mentee engages in different communication styles-assertive, passive and aggressive and analyses the most effective styles in various situations. It increases awareness on different communication approaches.</li> <li>• Debate and discussion sessions are organized that focus on how arguments are presented and defined. It enhances persuasive communication and critical thinking skills.</li> </ul>
Instructional Designing		<p>The mentor-mentee activities are focused on instructional design.</p> <ul style="list-style-type: none"> <li>• Shadowing and observation-the mentee observes the mentor during instruction delivery and gets practical insights into real-world instructional design.</li> <li>• Co-designing module-mentee and mentor work together in designing lesson plns.The mentor guides the mentee in each step, from identifying learning objectives to selecting instructional strategies.</li> <li>• Portfolio review-the mentee presents the portfolio and sample lesson plans. The mentor provides constructive feedback. Here the mentees designing skills are enhanced.</li> <li>• Case study analysis-mentee develops problem-solving skills and applies theoretical knowledge to practical scenarios.</li> <li>• Design critique-the mentee presents the research designs, project designs and the mentor leads a critique session to encourage critical thinking and improve design quality through constructive criticism.</li> <li>• Research and discussion-mentor assigns the mentee to research a particular topic in instructional design (eg-microlesson plan, criticism lesson plan) that enhances the mentees knowledge of emerging trends and deepen their understanding of specific instructional design methods.</li> <li>• Peer review and collaboration-the mentor facilitates peer review sessions where the mentee reviews the work of others and receives feedback on their own work. This develops the ability to critically evaluate instructional materials and collaborate effectively with peers.</li> </ul>
Class room Management		<p>The following mentor-mentee activities focus on classroom management.</p> <ul style="list-style-type: none"> <li>• Classroom observation and feedback-the mentor observes the mentee's classroom management</li> </ul>



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		<p>techniques. Mentor identifies strengths and areas of improvement. Follow-up sessions are arranged.</p> <ul style="list-style-type: none"> <li>• Classroom setup and organization-mentee understands the seating arrangements, displays and materials and reviews the effectiveness of the set up.</li> <li>• Behavior management strategy development-here mentee develops a list of proactive behavior management strategies. Periodical review is done.</li> <li>• Video analysis-Mentor and mentee watch and analyses the recorded lessons with a focus on classroom management.</li> <li>• Behavior intervention plan-mentor and mentee collaboratively create behavior intervention plans for students with ongoing challenges. Mentor monitors the effectiveness of the intervention and makes adjustments.</li> <li>• Study classroom management-Mentor assigns and discusses reading on classroom management and strategies to discuss on suitable theories that can be applied in the mentees classroom.</li> </ul>
Instructional Management		<p>Mentor-mentee activities are focused on following instructional management.</p> <ul style="list-style-type: none"> <li>• Lesson plan review-the mentor reviews the mentee's lesson plans, providing feedback on structure, content alignment, and differentiation strategies.</li> <li>• Classroom observation-the mentor observes the mentee's classroom management to offer constructive feedback on teaching practices, student engagement, and classroom management.</li> <li>• Instructional resource sharing-the mentor shares resources, such as articles, books or tools that can help the mentee improve the instructional practices.</li> <li>• Action Research -the mentee undertakes small scale action research project on specific instructional issue, with guidance from the mentor.</li> <li>• Professional development planning-the mentor assists the mentee in creating a professional development plan focused on improving instructional management skills.</li> </ul>
Student Assessment		<p>The mentor -mentee activities for student assessments are designed to help mentors monitor the progress ,skills and development of the mentees through:</p> <ul style="list-style-type: none"> <li>• Goal-setting-mentee evaluates the clarity, relevance and feasibility of the goals. Discusses the action plan.</li> <li>• Reflective journaling-weekly or bi-weekly journal reflecting on the academic progress, challenges and learning experiences.</li> <li>• Peer teaching-mentee evaluates the understanding of the</li> </ul>



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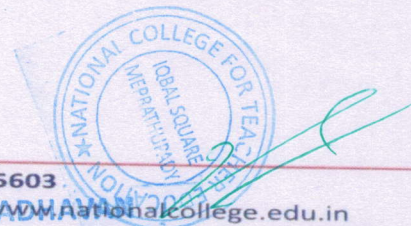
##### CONTINUAL MENTORING

##### METRIC 2.3.5.B

Any additional information

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Tel : 0484 2522583, 0484 2525603

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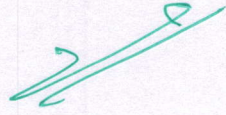
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## MENTEE-MENTOR REPORT

Sl. No	Name of Mentor	Name of Student	Activities
1.	Dr. Smitha Kunjappan	Afa Abdul Azeed V M	ILP, Modular Instruction
2.		Anusri G C	ILP, Modular Instruction
3.		Dayadas T P	ILP, Modular Instruction
4.		Fathima K H	ILP, Modular Instruction
5.		Keerthika K P	ILP, Modular Instruction
6.		Krishnaja Monoj	ILP, Modular Instruction
7.		Laila Mol K S	ILP, Modular Instruction
8.		Mohamed Shalikh	ILP, Modular Instruction
9.		Munavir Ahammed A C	ILP, Modular Instruction
10.		Rahul A R	ILP, Modular Instruction
11.		Sanjana K R	ILP, Modular Instruction
12.		Sulaika Iqbal	ILP, Modular Instruction
13.		Suvaibathul Hasna P T	ILP, Modular Instruction
14.	Ms. Saranya Devi K S	Adnan C T	ILP, Modular Instruction
15.		Dana Nazer K	ILP, Modular Instruction
16.		Nafsiya C B	ILP, Modular Instruction
17.		Reshma A S	ILP, Modular Instruction
18.	Ms. SREEJA V	Anamika N S	ILP, Modular Instruction
19.		Anisha Sebastian	ILP, Modular Instruction
20.		Arya K	ILP, Modular Instruction
21.		Ashina V P	ILP, Modular Instruction
22.		Bismitha Basheer	ILP, Modular



			Instruction
46.	Mr. Jayakrishnan P V	Anu Jacob	ILP, Modular Instruction
47.		Divya Anna John	ILP, Modular Instruction
48.		Seethal Vijayan	ILP, Modular Instruction
49.		Smera Thomas	ILP, Modular Instruction
50.		Vismaya V P	ILP, Modular Instruction



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