

2.2.4. Student - Mentor ratio for the last completed year

2.2.4.1. Number of mentors in the institutions

Mentor-Mentee Activities

I. Internship

• Mentor activities:

- Facilitates mentees in designing and executing lessons in each pedagogy.
 - Guides to develop the skills of observation and evaluating teaching of mentees' peers
- Insitution provides mentees with the field experience of getting attached to a school for a long duration and develop professional skills of teaching, participate in various day to day functions of schools, and in organizing various activities.

•Mentees activities

The mentees will

- plan and teach minimum 3 lessons in each pedagogy
- observe minimum 5 lessons of their peers in each pedagogy
- participate in the mentoring sessions to plan lessons under the guidance of mentors.
- The Mentees will teach 20 lessons (excluding lesson given during pre-internship) at secondary level in each pedagogy.
- The Mentees will organize various activities- co-curricular and extended subject based in the school.
 - The Mentees will participate in various academic and administrative activities including monitoring and supervising students in school conducted tests and examinations.
 - The Mentees will diagnose the learning difficulties of students and provide remedial instruction.
 - The Mentees will conduct CCE and unit tests and prepare evaluation records
 - During Post internship mentees will have the activity of submission of internship records - evaluation records, activity record, observation records, reflective diary
 - PPT Presentation of reflections

II. School Attachment Programmes

School Attachment Programme 1

• Mentor activities:

- To familiarize the mentees to the school environment, its structure, functions and processes.
 - To provide field experience of assessment practices including record maintenance and report cards followed in schools at elementary and secondary levels.

•Mentees activities

- The mentees will visit the neighbourhood schools for two weeks to get acquainted with the school environment and its functions and processes and submit the report.
- The mentees will familiarize themselves with school structure and administration.

- The mentees will visit schools and interact with teachers to know about the assessment practices like CCE, grading patterns and reporting the performance of students and submit the report

- Students will analyse the assessment records and the report cards to study the models of assessment and procedures followed in reporting students' performance.

The students will attend the PTA meetings where feedback about students' performance is given by the teachers and submit the report.

School Attachment Programme 2

• Mentor activities:

To familiarize mentees with classroom processes and skills employed in teaching-learning process

- To familiarize the mentees with different types of schools existing in the community.

•Mentees activities

The mentees will observe minimum 3 classes of regular teachers for understanding the skills and strategies used in teaching by them.

- The mentees will visit different types of schools such as Government, Government aided and private schools to study their governing norms, regulations and participation in the community.

- The mentees will visit the schools run by community/NGO or other organizations like minority run schools, schools in SC/ST dominated areas, schools in slum areas, special and inclusive schools and submit the report.

School Attachment Programme 3

• Mentor activities:

- Mentors will guide / facilitate / give feedback and suggestions to the mentees in the following activities.

Mentees activities

The mentees will perform the activities listed below and prepare reflective diary and the reports on the tasks performed separately level wise. They will present their reports in the seminar organized after the completion of school attachment programme.

During this phase mentees are expected to begin developing their own understanding about facilities available in school, learners and their learning context, curriculum transactions in school. mentees gain understanding being into actual school environment by observation, gathering information and interaction with students, teachers and school Head.

The following tasks centered on school, learner contexts and teacher context are suggested to be carried out by mentees in this phase.

- Analyze how the curriculum proposed at the national /state levels are translated into class room practices by observing teacher's classes of any one subject

- Identify the resources and facilities used by the teacher for teaching a lesson and interact with teacher to identify the resource mobilization.

- Study of the availability of facilities and resources catering to curriculum transaction at upper primary and secondary levels - labs, library, activity rooms, learning resources, art and craft resources and resources for physical education and yoga
- Study of the facilities and scope for inclusiveness in school environment
- Observation of classes to understand the learning processes ; Study the learners coming from diverse back grounds and their interaction in classrooms - social context of learners; Individual differences; learning facilities for Inclusive children
- Observation of learners in various contexts (participation in school activities, play ground, lunch time, participatory role in school functioning, maintenance of class room and school surroundings, responsibilities taken in various club activities etc.)

School Attachment Programme 4

• Mentor activities:

- Mentors will guide / facilitate / give feedback and suggestions to the mentees in the following activities.

•Mentees activities

The mentees will perform the activities listed below and prepare reflective diary and the reports on the tasks performed separately. They will present their reports in the seminar organized after the completion of school attachment programme.

During this phase mentees are expected to begin developing their own understanding about classroom dynamics, diversity in learning, role of planning, preparation, execution by adopting various strategies and approaches along relevant assessment strategies. mentees gain understanding being into actual classroom transaction by observation, gathering information and interaction with students, teachers and school Head.

The following tasks centered on classroom transactions are suggested to be carried out by mentees in this phase.

Understand the dynamics of classroom processes and multiple roles of teacher & learners.

- Understand the Classroom management strategies employed by the teacher.
- Interact with teachers to understand how unit and lesson planning are done in their subjects
- Understand school policies and practices to address student learning difficulties remediation, extra study hours etc. - at macro level- across subjects and at micro level within the class room.
 - Develop 2 lessons (one lesson in each pedagogy) with the use of learning materials/teaching aids and one unit plan.
 - Analyze test- question papers in subjects to understand what is assessed; types of questions/items used; and with reference to the objectives of the unit/lesson
- Reflect on the processes employed in CCE and the observed outcomes.

III. Dissertation

• Mentor activities:

Mentoring starts from II semester till IV semester of M.Ed. Programme. Mentors guide the mentees in the following activities.

•Mentees activities

- Identification and listing of objects/issues/variables of education --Preparation of list and their nature; Either preparation of Table or listing them in sentences (in 500 words)
- Listing the area of research of one's own interest and mentioning the reasons. Which of the above falls within the expressed area of interest
- Identifying one study for each of the 'object'/issues/variables of study listed above; (as many and as diverse as possible) Review report writing and presentation
- Statement of the Problem Spelling out effect/relation/interaction between the variables
- Write up on conceptual/theoretical basis for the above stated problem (1000 words)
- Finalization of the Objectives
- Finalization of the Research Questions/Hypotheses
- i. Identifying appropriate method of study for one's research
- ii. Identifying appropriate tools and techniques for one's research.
- Identifying Sample, sampling technique along with rationale
- Written Proposal and its Presentation
- Mention the tools required and their preparation/adaptation process and the rationale
- Write up on chapterization along with rationale for the proposed chapterization
- Identifying and Mentioning the procedure in written mode along with rationale for the proposed data analysis procedure.

प्राचार्य / Principal
क्षेत्रीय शिक्षा संस्थान / Regional Institute of Education
(एन सी ई आर टी) / (NCERT)
मैसूरु - ५७०००६ / Mysuru - 570006