

Metric 2.2.4 - Student-Mentor ratio for the last completed academic year

Clarification Asked-

Relevant documents of mentor-mentee activities with seal and signature of the principal

Response-

1. Document for mentor-mentee activities signed by principal is attached. **(Appendix-I)**

# Appendix-I

**2022-23**

***Mentor – Mentee Group***  
***Batch 2022-24***



Saket Gyanpeeth's

**SAKET COLLEGE OF EDUCATION**

(Affiliated to University of Mumbai)

Ref. No. SCF/2022-24

Date 12/01/2022

## **Mentoring Policy and Procedure**

**Batch 2022- 2024.**

### **INTRODUCTION**

Saket College of Education, Kalyan, hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

**There are two main functions of the mentoring relationship.**

The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

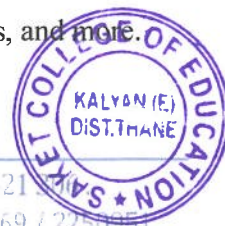
The second function is the 'psychosocial function', which focuses on how the mentoring relationship improves or strengthens the mentee's confidence and personal growth. Mentors can also support their mentees by offering acceptance, empathy, and encouragement and by demonstrating effective listening and questioning skills that support reflection.

The Mentor-Mentee program at our B.Ed. College is designed to foster a nurturing and supportive learning environment where experienced educators guide and empower aspiring teachers.

**The following are some common purposes of Mentor -Mentee policy**

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. Mentees can develop new skills or enhance existing ones under the guidance of their mentor.

This can include leadership skills, problem-solving abilities, communication skills, and more.



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**" G Y A N A M - A N A N T A M "**



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3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.
4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups. Mentors can offer guidance on navigating potential biases or challenges related to diversity in the workplace or other settings.

Overall, mentor-mentee programs aim to foster positive relationships, facilitate learning and growth, and contribute to the success and well-being of both mentors and mentees.

**The Mentoring program was designed to achieve the following objectives:**

- a) Foster a supportive and inclusive school culture.
- b) Improve student engagement and motivation.
- c) Enhance academic performance and achievement. Roles and responsibilities:
- d) Develop students' social-emotional skills.
- e) Encourage positive peer relationships and conflict resolution

**Duties and responsibilities of Mentor**

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.





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5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

### Duties / Responsibilities of Mentee

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.
2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices.
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

### Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.

  
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Dist. Thane (M S)



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Date 12/01/2022

**NOTICE**

**MENTORING PROCEDURE**

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2022-24) on 15<sup>th</sup> January 2022, at 4:00 pm. All teachers are asked to attend the meeting.

**I/C Principal  
Saket College of Education  
Saket Vidyanagari Marg,  
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Dist. Thane (M S)**



**Saket Gyanpeeth's**  
**Saket College of Education Kalyan**

**Agenda of the meeting: Mentoring procedure for batch 2022-24**


**Name of the members present:**

1. Mr. Vidyaprakash Maurya
2. Mrs. Renu Chaudhary
3. Mrs. Rasika Kulkarni
4. Mrs. Priti Chauhan
5. Mrs. Sunita Gautam
6. Mrs. Vandana Chaudhari
7. Mrs. Chhaya Shelke

**Summary:**

1. Discussion on mentoring policy was done.
2. Students were allotted to members.
3. Review of mentoring policy.
4. Roles and responsibilities of mentors were discussed.



  
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**Saket Gyanpeeth's**  
**Saket College of Education**  
**Mentoring Committee**  
**Academic Year 2022-24**

Sr. No.	Name of the Faculty	Designation
1	Mr. Vidyaprakash Maurya	I/C Principal
2	Mrs. Renu Chaudhary	Mentor
3	Mrs. Chhaya Shelke	Mentor
4	Mrs. Sunita Gautam	Mentor
5	Mrs. Vandana Chaudhari	Mentor
6	Mrs. Purnima Rajput	Mentor
7	Ms. Gokula Gopi	Mentor



**Saket Gyanpeeth's**  
**Saket College of Education**

**Mentor – Mentee List**

**Academic Year 2022-24**

**Mentor : Mrs. Chhaya Shelke**

Sr. No.	Name of the Mentee
1.	ALE SUNITA NETRA DHANMAYA
2.	ANSARI ANISA HAFIZ SALMA
3.	BARASKAR RUDRA RAVIKANT JAYSHREE
4.	BELOSE RAVINA CHANDRAKANT TEJAL
5.	BHARDWAJ SEEMA BALCHANDRA LILAWATIDEVI
6.	BHUTE YASHIKA AMARDEEP BABITA
7.	BINDA NAMRATA CHOTELAL SANDHYA
8.	CHATURVEDI MANSI JAYPRAKASH BARKHA
9.	CHAUDHARY MADHUKUMARI LAXMAN GEETA
10.	CHOUHAN JAHANGIR BILAL RAHISA
11.	CS RADHIKA SREEDHARAN RAMANI
12.	CUSHER ALISHA JOSEPH PHILOMEENA
13	DAS PUSHPANJALI LAXMINARAYAN MANJULATA
14	DUBEY ANURADHA BRIJESH CHANDA
15	DUBEY ANURAG SHIVASHANKAR SARITA

**Mentor: Mrs. Sunita Gautam**

Sr. No.	Name of the Mentee
1.	DUBEY ASHUTOSH SUBEDAR SEEMA
2.	DUBEY RUCHI SHASHIBHUSHAN INDU
3.	DUBEY SHALINI VIRENDRA NATH SUNITA
4.	GHADIGAONKAR PRASANNA PRAKASH PRIYANKA
5.	GHOLAP PRATIKSHA NILESH ANITA



6.	GONSALVES RUCHITA ROBIN SUNITA
7.	GOUDA RASHMI SANGOO KUNTI
8	JADHAV SANJAY SADASHIV SINDHU
9	JAISWAR JYOTI RAJENDRA SHRIMATI
10	JAISWAR POONAM MUNNALAL ASHA
11	JAISWAR PRITEE SUMANT VIDYAWATI DEVI
12	KANNOJIA BABY MUNNALAL KIRANDEVI
13	KARANDE SUNNY PRALHAD SAVITA

**Mentor: Mrs. Renu Chaudhary**

Sr. No.	Name of the Mentee
1.	KHAN MAJID ISTIYAK SEEMA
2.	KHAN SHAHEENA AKRAM NOORAIN
3.	KORI SANTOSHKUMAR GIRJASHANKAR CHADDADEVI
4.	KUMARI REKHA RAJENDRA MANTI DEVI
5.	LYAVI RUPALI LOKMANYA SHARDA
6.	MACWAN VIVEK SIMON PUSHPA
7.	MAJHI POOJA RAJKUMAR MUNNI DEVI
8	MANDHYANI POOJA HARESH KAMLA
9	MANI ANIKESH GANGESHWAR MAMTA
10	REENA MATHEW SUSAN
11	MAURYA AJAY SHIVRAM SHANTI
12	MIDDE SUSHILA NAGRAJ RATNABAI
13	MISHRA AKANKSHA SHASHI KANT SUDHA
14	MISHRA DEEPA KAMALKANT BHARATI
15	MISHRA KIRTI OM PRAKASH PRATIMA

**Mentor: Mrs. Vandana Chaudhari**

Sr. No.	Name of the Mentee
1.	MISHRA SHWETA SANJAY ANJU
2.	MUTHUKUMAR ANURADHA SAROJA



3.	NAIR RAJI SANTOSH VIJAYA
4.	PANDEY ARCHANA MAHATMA URMILA
5.	PANDEY KALPANA RAMDAS JYOTI
6.	PANDEY MADHURANI PRAMOD GEETA DEVI
7.	PANDEY MONIKA MANIK KUSUM
8	PARASAD BHARATRAM ANIRUDH SHANICHARI
9	PARDESHI KARISHMA VILAS SHEVANTA
10	PATHAK NIKITA SUNIL SARITA
11	PATHAK SHRAVANI MOHAN MOHINI
12	PIPALWA SHIVANI NANDKISHOR RAMA
13	RADIYE DHANASHREE ANANT APARNA
14	RAI NAMRATA SHANKAR KUSUM
15	REBELLO FLAVIA AUGUSTINE MONA

**Mentor: Mrs. Purnima Rajput**

Sr. No.	Name of the Mentee
1.	RODRIGUES CINDRELLA SEBASTIAN PRECILLA
2.	ROY CHAUDHURY MILLE MONOTOSH MUKTI
3.	SAHU AMBIKA SIMANCHAL ANJALI
4.	SANJU SOSAMMA KUNJAPPAN SUCY
5.	SAROJ POOJA SNATOSH MEENADEVI
6.	SAYED HAANIYAH TAJUDDIN LUBNA
7	SEEMAL RACHEL ANAND SALOMI
8	SHAIKH NEHA ZIYA FARHANA
9	SHAIKH SANA ZIYA FARHANA
10	SHARMA AASTHA RAJESH SUNITA
11	SHARMA ANKITA SANTOSH ANITA
12	SHIKH SANA MD TAHIR SHAJDA
13	SHINDE SHAMILI SHANKAR PRIYANKA
14	SHUKLA NILESH RAMESHCHANDRA DHARMAVATI
15	SHUKLA RAGINI DEVIPRASAD AARTIDEVI



**Mentor: Ms. Gokula Gopi**

<b>Sr. No.</b>	<b>Name of the Mentee</b>
1.	SHUKLA SEEMA SARVESH PANKAMARI
2.	SINGASANE SAUKHYATA VISHAL VISHAKHA
3.	SINGH KISAN HARIPAL INDU
4.	SINGH KM RINKI PRAVIN MALA
5.	SINGH SURABHI DINESH HEMLATA
6.	THAKUR KAJAL VIMAL ARCHANA
7.	TRIPATHI NEHA SHAILENDRA MADHURI
8	TRIPATHI RANJU RAJBANSHI ANNAPURNA
9	UPADHYAY LEKHA DHIRAJ SANTOSHI
10	UPADHYAY NEHAL BADRINARAYAN SARITA
11	VAZ ANKITA LUKE NIRMALA
12	WALI SAVITA BASAPPA BASAVANNI
13	YADAV KIRAN SURENDRA URMILA
14	YADAV MANISHA RAMNAYAK NIRMALA
15	YADAV RAMESHKUMAR INDERJEET PERBJAVTI
16	ZOMATE PRACHI VISHNU LATA

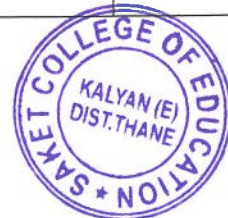







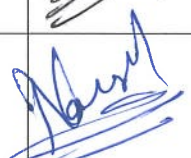

## Mentor: Mentee Meeting

Name of Mentor:- Mrs. Vandana Chaudhari Academic Year:-2022-2024

Class:- S.Y. B.ED. Number of Mentee:- 15

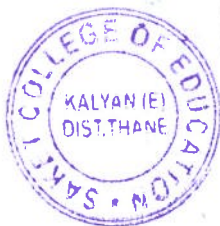
Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Mishra Shweta Sanjay Anju	29/9/2023	Too many distraction	Employing focus enhancing tool		<u>Shweta</u>
2.	Muthukumar Anuradha Saroja		None	—		<u>Anuradha</u>
3.	Nair Raji Santosh Vijaya		None	—		<u>Raji</u>
4.	Pandey Archana Mahatma Urmila	30/9/2023	Time management	Discuss about time management		<u>Archana</u>
5.	Pandey Kalpana Ramdas Jyoti	30/9/2023	Expressing low motivation	Share personal and other experience		<u>Kalpana</u>
6.	Pandey Madhurani Pramod Geeta Devi	31/10/2023	Too much responsibility	suggested for share and care in family		<u>Madhurani</u>
7.	Pandey Monika Manik Kusum	31/10/2023	Lack of interest	provided guidance for necessity of subject		<u>Monika</u>
8.	Prasad Bharatram Anirudh Shanichari	5/7/2023	Laziness	peer monitoring program		<u>Prasad</u>




9.	Pardeshi Karishma Vilas Shevanta	06/10/2023	Low confidence	Discussion and gave opportunity to express her self		
10.	Pathak Nikita Sunil Sarita		None			
11.	Pathak Shravani Mohan Mohini	27/10/2023	Lack of interpersonal communication skill	provided guidance for proper communication		
12.	Pipalwa Shivani Nandkishor Rama	12/10/2023	Loneliness	provided a lifeline to those drawing in isolation		
13.	Radiye Dhanashree Anant Aparna		None			
14.	Rai Namrata Shankar Kusum	8/10/2024	procrastination	Discussed about discipline		
15.	Rebello Flavia Augustine Mona	12/11/2024	Lack of interest	Discussed importance of subject		

MENTOR





  
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## Mentor: Mentee Meeting

Name of Mentor:- Mrs. Chhaya Shelke Academic Year:-2022-24

Class:- S.Y.B.ED. Number of Mentee:- 15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Ale Sunita Netra Dhanmaya	09/09/23	Experiencing low Motivation	Share Personal and others experience	Resolve	
2.	Ansari Anisa Hafiz Salma	05/09/23	To many distraction	Employing Focus enhancing tools	Resolve	
3.	Baraskar Rudra Ravikant Jayshree	08/09/23	Time Management Problem	Suggestion For time Management	Resolve	
4.	Belose Ravina Chandrakant Tejal		None	--	—	
5.	Bhardwaj Seema Balchandra Lilawatidevi	09/09/23	Lack of confidence	Discussion and gave opportunity to express her self	Resolve	
6.	Bhute Yashika Amardeep Babita		None	---	—	
7.	Binda Namrata Chotelal Sandhya	11/09/23	To many distraction	Suggested Focus one thing at a	Resolve	
8.	Chaturevedi Mansi Jayprakash Barkha	12/09/23	Lack of Concentration	Embraced mindfulness technique.	Resolve	




9.	Chaudhary Madhukumari Laxman Geeta	12/09/23	Lack of Concentration	Embraced mindfulness technique		
10.	Chouhan Jahangir Bilal Rahisa		None			
11.	CS Radhika Sreedharan Ramani	14/09/23	Low Confidence	Discussion and gave opportunity to express her self		
12.	Cusher Alisha Joseph Philomeena		None	---		
13.	Das Pushpanjali Laxminarayan Manjulata		None	---		
14.	Dubey Anuradha Brijesh Chanda	14/09/23	Dealing with home sickness	Discussed with affection show empathy		
15.	Dubey Anurag Shivashankar Sarita	15/09/23	Too many distraction	Employing focus enhancing tools		

For  


MENTOR



  
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## Mentor: Mentee Meeting

Name of Mentor:- Mrs. Purnima Rajput Academic Year:-2022-2024

Class:- E.Y. B.ED. Number of Mentee:- 15


Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Rodrigues Cindrella Sebastian Precilla		None	- - -		<i>Precilla</i>
2.	Roy Choudhry Mille Monotosh Mukti	5/9/23	Too much responsibilities in the family	Discuss to share responsibility in the family		<i>mille</i>
3.	Sahu Ambika Simanchal Anjali		None	- - -		<i>Sahu</i>
4.	Sanju sosamma Kunjappan Sucy		None	- - -		<i>sanju k</i>
5.	Saroj Pooja Santosh Meenadevi	2/11/23	Lack of consentation	Embraceeel minelfulness technique.		<i>Pooja</i>
6.	Sayed Haaniyah Tajuddin Lubna		None	- - -		<i>Lubna</i>
7.	Seemal Rachel Anand Salomi	6/11/2023	Lowliness	To gain courage to face the Problem		<i>S. Rachel</i>
8.	Shaikh Neha Ziya Farhana		None	-		<i>Neha</i>



9.	Shaikh Sana Ziaur Rehman Farhana		None	—	—	S-Shah
10.	Sharma Aastha Rajesh Sunita	← 9/11/2022	Too many distraction	Employing focus enhancing tools		Asha
11.	Sharma Ankita Santosh Anita		None	—	—	Anita
12.	Shaikh Sana MD Tahir Hussien Shajda		None	—	—	MD
13.	Shinde Shamili Shankar Priyanka		None	—	—	Shinde
14.	Shukla Nilesh Rameshchandra Dharmavati	—	No issue	—	—	Nilesh
15.	Shukla Ragini Deviprasad Aartidevi	5/12/23	Behavioral Problem	Taught how to talk with teachers and friend.	—	Ragini

  
MENTOR



  
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## Mentor: Mentee Meeting

Name of Mentor:- Mrs. Sunita Gautam Academic Year:-2022-24

Class:- S.Y. B.ED. Number of Mentee:- 13

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ashutosh Subedar Seema	13/09/2023	Lack of concentration	Embrace mindfulness technique		
2	Dubey Ruchi Shashibushan Indu	14/09/2023	None	—		
3	Dubey Shalini Virendranath Sunita	14/09/2023	Text Anxiety	Encouraging open conversations about mental health		
4	Ghadigaonkar Prasanna Prakash Priyanka	16/09/2023	Technology related problem	Guidance from it teacher		
5	Gholap Pratiksha Nilesh Anita	16/09/2023	Late comes	Provided Discipline orientation		
6	Gonsalves Ruchita Robin Sunita		None	—		
7	Gouda Rashmi Sangoo Kunti	25/09/2023	Lack of Interest	Provided guidance for necessity of subject.		



8	Jadhav Sanjay Sadashiv Sindhu		None	—		<u>Sanjay</u>
9	Jaiswar Jyoti Prasad Shrimati Devi	27/10/2023	Time management Problem	Discussed about time management		<u>Jyoti</u>
10	Jaiswar Poonam Munnalal Asha	7/10/2023	Remembering Problem	Discussed memory technique for recall		<u>Poonam</u>
11	Jaiswar Pritee Sumant Vidyawati Devi	3/11/2023	Test anxiety	Fostered a supportive environment		<u>Pritee</u>
12	Kanojia Baby Munnalal Kiran	11/11/2023	Lack of Interest	Provided Guidance for		<u>K. Baby</u>
13	Karande Sunny Pralhad Savita		None	—		<u>Sunny</u>

For Bheik  
MENTOR






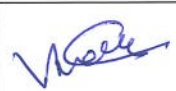

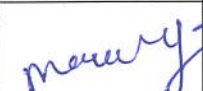



[Signature]  
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### Mentor: Mentee Meeting

**Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2023-2024**

**Class:- SY. B.ED. Number of Mentee:- 15**

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Khan Majid Istiyak Seema	29/9/23	Regarding Internal marks & paper	Explained in detail	Resolved	
2.	Khan Shaheena Khatoon Akram Noorain	29/9/23	Regarding attendance	Explained the attendance system	Resolved	
3.	Kori Santoshkumar Girjashankar Chandadevi	3/10/23	None	—	—	
4.	Kumari Rekha Rajendraprasad Manti Devi	3/10/23	None	—	—	
5.	Lyavi Rupali Lokmanya Sharda	9/10/23	Regarding community work	Explained in detail	Resolved	
6.	Macwan Vivek Simon Pushpa	10/10/23	No issue	—	—	
7.	Majhi Pooja Rajkumar Munni Devi	11/10/23	No issue	—	—	
8.	Mandhyani pooja Haresh Kamala	12/10/23	Regarding Expenditure	Explained	Resolved	
9.	Mani anikesh Gangeshwar Mamta	13/10/23	Regarding internship	Explained	Resolved	




### Mentor: Mentee Meeting

Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2023-2024

Class:- SY. B.ED. Number of Mentee:- 15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
10	Reena Mathew Susan	3/10/23	Regarding internship	Explained the details of internship	Resolved	<u>Reena Mathew</u>
11	Maurya Ajay Shivram Shanti	17/10/23	No issue	—	—	<u>Ajaya</u>
12	Midde Sushila Nagraj Ratnabai	18/10/23	No issue	—	—	<u>Sushila</u>
13	Mishra Akanksha Shashikanth Sudha	26/01/23	Regarding class Test and project	Explained & given guidance	Resolved	<u>Akanksha</u>
14	Mishra Deepa Kamalkant Bharati	3/10/23	No issue	—	—	<u>Deepa</u>
15	Mishra Kirti Omprakash Pratima	25/10/23	No issue	—	—	<u>Kirti</u>



  
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Dist. Thane (M S)







## Mentor: Mentee Meeting

Name of Mentor:- Mrs. Gokula Gopi Academic Year:- 2022-2024

Class:- S.Y. B.Ed. Number of Mentee:- 16

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Shukla Seema Sarvesh Pankamari	13/09/23	Lack of confidence	Encouraging open conversation about speaking	Solved	
2.	Singane Saukhyata Vishal Vishakha	16/9/23	Regarding books	explained book issue system	Solved	
3.	Singh Kisan Haripal Indu	16/9/23	No issue	—		
4.	Singh KM Rinki Pravin Mala	25/9/23	regarding syllabus	explained & guided about syllabus	Solved	
5.	Singh Surabhi Dinesh Hemlata	25/9/23	No issue	—	✓	
6.	Thakur Kajal Vimal Archana	25/9/23	No issue	—	✓	
7.	Tripathi Neha Shailendra Madhuri	25/9/23	Late comer	Provided discipline orientation	Solved	
8.	Tripathi Rajju Rajbanshi Annapurna	27/9/23	No issue	—	—	
9.	Upadhyay Lekha Dhiraj Santoshi	7/10/23	No issue	—	—	
10.	Upadhyay Nehal Badrinarayan Sarita	7/10/23	Lack of interest	provided guidance for necessary of subject	Solved	




11.	Vaz Ankita Luke Nirmala	<del>NO</del>	No issue	-	-	
12.	Wali Savita Basappa Basavanni	27/9/23	No issue	-	-	
13.	Yadav Kiran Surendra Urmila	27/9/23	No issue	-	-	
14.	Yadav Manisha Ramnayak Nirmala	7/10/23	Recombining memory Problem	memory activities taken	Solved	
15.	Yadav Rameshkumar Inderjeet Perbjavti	3/11/23	No issue	-	-	
16.	Zomate Prachi Vishnu Lata	11/11/23	No issue	-	-	

MENTOR

For  




  
I/C Principal  
Saket College of Education  
Saket Vidyanagari Marg,  
Chinchpada Road, Kalyan (E) 421 308.  
Dist. Thane (M S)



Saket Gyanpeeth's

**SAKET COLLEGE OF EDUCATION**

( Affiliated to University of Mumbai )

Ref. No. SCF/2022-24

Date 12/01/2022

## **Report on Mentor -Mentee**

**Batch 2022-24**

### **Semester-1**

#### **Need assessment:**

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

#### **Mentoring Aspects:**

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

#### **Micro teaching:**

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

#### **Core courses and co-curricular activities:**

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings



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Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

### Resources

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

### Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

### Semester-II

#### Need Assessment:

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.





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- To develop proficiency in lesson planning and teaching skills.

**Mentoring Aspects:**

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

**Core -Course and activities.:** The second semester also focuses on the theory part of the B.Ed curriculum .Mentoring involved preparing learning material ,referencing ,discussion on topics of theory papers. The respective course teachers provided to students teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

**Resources**

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

**Feedback:**

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.





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### Semester-III

#### Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

#### Mentoring Aspects

- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

**Internship:** The major focus of third semester is practice teaching during which student teachers must conduct an internship for 16 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period.

**Pedagogy of school subject:** The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

#### Resources

- E-books and learning material.
- Question Bank (Multiple -Choice Questions)
- Sample lesson plans.



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### **Feedback:**

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.


### **Semester-IV**

#### **Need Assessment:**

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills .

#### **Mentoring Aspects:**

- Core and elective courses: learning material ,drill and practice writing answers.

  
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**2021-22**

***Mentor – Mentee Group***  
***Batch 2021-23***



Ref. No. SCE/2021-23

Date 4/3/2022

## **Mentoring Policy and Procedure**

**Batch 2021-23**

### **INTRODUCTION**

Saket College of Education, Kalyan (E) hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

**There are two main functions of the mentoring relationship.**

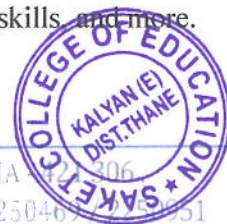
The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

The second function is the 'psychosocial function', which focuses on how the mentoring relationship improves or strengthens the mentee's confidence and personal growth. Mentors can also support their mentees by offering acceptance, empathy, and encouragement and by demonstrating effective listening and questioning skills that support reflection.

The Mentor-Mentee program at our B.Ed. College is designed to foster a nurturing and supportive learning environment where experienced educators guide and empower aspiring teachers.

**The following are some common purposes of Mentor -Mentee policy**

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. Mentees can develop new skills or enhance existing ones under the guidance of their mentor. This can include leadership skills, problem-solving abilities, communication skills, and more.





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3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.
4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups. Mentors can offer guidance on navigating potential biases or challenges related to diversity in the workplace or other settings.

Overall, mentor-mentee programs aim to foster positive relationships, facilitate learning and growth, and contribute to the success and well-being of both mentors and mentees.

### **The Mentoring program was designed to achieve the following objectives:**

- a) Foster a supportive and inclusive school culture.
- b) Improve student engagement and motivation.
- c) Enhance academic performance and achievement. Roles and responsibilities:
- d) Develop students' social-emotional skills.
- e) Encourage positive peer relationships and conflict resolution

### **Duties and responsibilities of Mentor**

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.



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5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

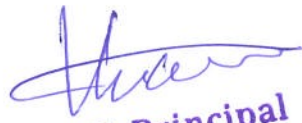
### Duties / Responsibilities of Mentee

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.
2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices.
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

### Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.



  
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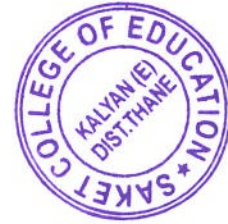
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**NOTICE**

**MENTORING PROCEDURE**

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2021-23) on 9<sup>th</sup> March 2022 at 3:00 pm.

**I/C Principal**  
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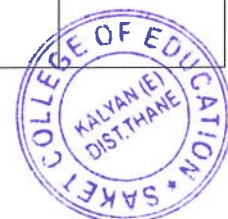
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Name of Mentor:- Mrs. Priti Chauhan Academic Year:- 2021-2023


Number of Mentee:-15

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Sayyed Almas Abdulkalim Zaibunnisa	5/04/22	Regarding Attendance	Explained the issues	Resolved	<u>Almas</u>
2.	Shaikh Mohdasif Aslam Nazma	9/04/22	About Feeeship	Explained about Feeeship	Resolved	<u>Shaikh</u>
3.	Sharma Bhavesh Lavlesh Parita	11/04/22	NO issues	-	-	<u>Bhavesh</u>
4.	Sharma Ekta Sanjay Reeta	8/04/22	Regarding Internal exam Assessment	Explained about the marks scored in Internal Assessment		<u>Ekta Sharma</u>
5.	Sharma Mukesh Ramprakash Phoolpati Devi	11/04/22	Regarding Subject Issues	Elaborate about subject understanding issues	Resolved	<u>Mukesh</u>
6.	Sharma Riya Rakesh Sweety	18/04/22	NO Issues	-	-	<u>Riyya</u>
7.	Sharma Sahil Pawankumar Sarema	18/04/22	NO Issues	-	-	<u>Sahil</u>



8	Shingade Kunal Kashiram Kalyani	Regarding Library Books	Explained about availability of Books	Regarding Library Books	Resolved	
9	Shingole Vaishali Pundalik Suman	<del>NO</del> 20/04/22	NO Issues	-	-	Vaishali
10	Shirgaonkar Akanksha Mahendra	23/04/22	NO Issues	-	-	<u>Shirgaonkar</u>
11	Shukla Swati Vinod Laxmi	19/04/22	NO Issues	-	-	<u>Swati</u>
12	Singh Ankita Ravindra Kumar Sadhana	25/04/22	Attendance is very less	Regarding 75% Attendance	Resolved	
13	Singh Jyoti Dhirendrapratap Renu	27/04/22	NO Issues	-	-	
14	Singh Madhavi Mohanpyare Malti	29/04/22	NO Issues	-	-	
15	Singh Nisha Omprakash Rita	27/04/22	NO Issues	-	-	



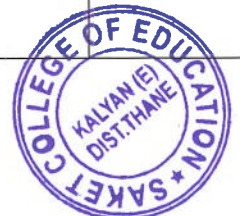
  
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## Mentor: Mentee Meeting

Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2021-2023

Number of Mentee:- 12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Ansari Rukhsarbegum Mansoor Alam Nasim Begum	07/04/22	Regarding Books.	Explained Books issuing system.	resolved.	<u>Rukhsar</u>
2.	Arangachery Shinsee Anthony	05/04/22	No issues.	—	—	<u>Shinsee</u>
3.	Bhadane Hrushikesh Sunil Jyoti	09/04/22	No issues.	—	—	<u>Bhadane</u>
4.	Bhangale Reshma Surendra Rajashree	18/04/22	About scholarship	Informed about scholarship	Resolved.	<u>R.S. Bhangale</u>
5.	Birari Neha Devidas Nalini	16/04/22	NO issues.	—	—	<u>Neha</u>
6.	Chaubey Shraddha Udaybhan Girijadevi	13/04/22	NO issues.	—	—	<u>Shraddha</u>



7.	<b>Chaurasiya Poonam Janardan Sangeeta</b>	20/04/22	Regarding Lib. Books.	Explained information about Books.	Resolved.	Poonam
8	<b>Choudhary Minakshi Baburam Shobha</b>	20/04/22	Regarding Internship	Explained & discuss about Internship	Resolved.	<u>Minakshi</u>
9	<b>Desai Prashant Vishnu Vijayshri</b>	23/04/22	NO issues.	—	—	<u>Desai</u>
10	<b>Dubey Akanksha Anil Poonam</b>	22/04/22	NO issues.	—	—	<u>Akanksha</u>
11	<b>Dubey Annu Ganesh Sunaina</b>	26/04/22	Regarding Syllabus.	Explained Syllabus	Resolved	<u>Annu</u>
12	<b>Dubey Aradhana Suryamani Bhonomati</b>	27/04/22	NO issues.	—	—	<u>Dubey</u>



*[Signature]*  
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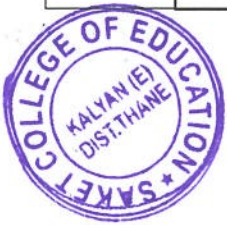
Name of Mentor:- Mrs. Taiseen Shaikh Academic Year:- 2021-23


Number of Mentee:-12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Kajal Indramani Meera	05.04.22	NO Issue			<u>Dubey</u>
2.	Dubey Sujata Gurunarayan Geeta Devi	05.04.22	regarding Syllabus	Explained syllabus in details	Resolved	<u>Sujata</u>
3.	Ghosale Smita Devram Meera	05.04.22	NO Issue			<u>Ghale</u>
4.	Gupta Ajay Bajinath	05.04.22	No Issue			<u>Gupta A</u>
5.	Gupta Soniya Rajendra Prasad Laxmi	05.04.22	Regarding subject	Discusse Explained	Resolved	<u>Soniya Gupta</u>
6.	Jadhav Poornima Balkrishna Savita	05-04-22	No Issue	—	—	<u>Jadhav</u>
7.	Jaiswar Neerajkumar Vijaykumar Nishadevi	05.04.22	Regarding internal Exam Rule	Explained	Resolved	<u>Neeraj</u>



8	Jasmin Jose Palayoor	19.05.22	No issue	—	—	<u>JASMIN</u>
9	Kadam Rupali Deepak Sangeeta	19.05.22	Question Paper Issue	Discuss	Resolve	<u>Rupali</u>
10	Khan Mahnaaz Bee Munir Mariyam	20.05.22	No issue	—	—	<u>M. Mahnaaz</u>
11	Khan Samad Habib Rukhsana	20.05.22	No issue	—	—	<u>Samad</u>
12	Kunju Supriya Sundaran Chandrika	20.05.22	No issue	—	—	<u>Supriya</u>



  
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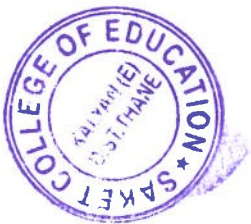
Name of Mentor:- Mrs. Smita Gajbhiye Academic Year:- 2021-2023

Number of Mentee:- 12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Mishra Priya Surendra Sadhuri	06/04/22	About syllabus	Explained syllabus	Resolve	Priya
2.	Mishra Shubham Vedprakash Urmila	11/04/22	No issue	-	-	shubham
3.	Mishra Sonal Sushil Anjali	12/04/22	Internship	Explained	Resolve	M. Sonal
4.	Mulani Isha Hamjekhan Meenaz	18/04/22	Internship	Explained	Resolve	mulani
5.	Musale Charulata Janba Vandana	19/04/22	About Syllabus	Explained	Resolve	Charulata
6.	Nair Sarath Sasikumar Geetha	20/04/22	no issue	-	-	Sarath
7.	Neelam Kumari	21/04/22	No issue	-	-	Neelam



8	Ojha Jyoti Ashok Shashikala	27/4/22	No issue	—	—	<u>Jyoti</u>
9	Pal Khushbu Jokhairam Sushila	27/4/22	Community work	Explained	Resolved	<u>Khushbu</u>
10	Pal Pooja Kapildeo Sarita	28/4/22	Attendance	Explained	Resolved	<u>Pooja</u>
11	Pal Smita Umashankar Savitri	29/4/22	No issue	—	—	<u>Smita</u>
12	Pal Tanuja Vinod Urmila	30/4/22	No issues	—	—	<u>Tanuja</u>



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Name of Mentor:- Mrs. Vandana Chaudhari Academic Year:- 2021-2023

Number of Mentee:- 12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Upadhyay Divya Arvindkumar Rekha	07/04/22	No issue			<u>Divya</u>
2.	Vala Mayur Narshi Nirmala	07/04/22	No issue	—	—	<u>Mayur</u>
3.	Velges Serafine Thomas Delfine	11/04/22	About syllabus	Explained syllabus	Resolved	<u>Rajali</u>
4.	Vishwakarma Anjali Rajkumar Durga	18/04/22	No issue	—	—	<u>Bhavana</u>
5.	Yadav Bhavana Jaiprakash Umrai	20/04/22	No issue	—	—	<u>Dyadav</u>
6.	Yadav Dharmendra Ramprakash Leela	21/04/22	Regarding marks	Explained about marking system	Resolved	<u>Dipak</u>



7	Yadav Dipu Arjun Mewati	21/04/22	Question paper issue	Explained Criteria	Resolved	<u>Due</u>
8	Yadav Govind Dayaram Lalati	27/04/22	NO issue	—	—	<u>Good</u>
9	Yadav Priya Rakesh Usha	28/04/22	Regarding Intership	explained intership in detail	Resolved.	<u>Priya Yadav</u>
10	Yadav Rajesh Omprakash Pushpawati	29/04/22	NO issue	—	—	<u>Pushpawati</u>
11	Yadav Sarita Roopnarayan Samlawati	30/04/22	NO issue	—	—	<u>Sarita</u>
12	Yadav Swatantra Ashok Pramila	30/04/22	NO issue	—	—	<u>Ashok</u>



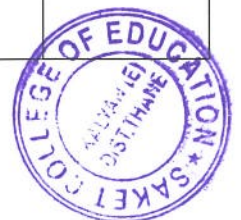
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After 1 month 4<sup>th</sup> 2022

Name of Mentor:- Mrs. Swapnali Shukla Academic Year:- 2021-2023

Number of Mentee:- 12







Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Prasad Surekha Rambaram Surekha	07-04-22	Regarding Syllabus	Expained	Resolved	<u>Surekha</u>
2.	Purohit Gayatri Shankar Sarla	09-04-22	No issue	-	-	<u>Gayatri</u>
3.	Rai Avinash Anil Premlata	11-04-22	Psychological Experi	Practice	Resolved	<u>Avinash</u>
4.	Rai Ritu Vinaykumar Rita	12-04-22	No Issue	-	-	<u>Ritu</u>
5.	Rajguru Pratiksha Devichand Vaishali	18-04-22	Assign. photo	Guidance	Resolved	<u>P</u>
6.	Rane Shilpa Sahadev Smita	19-04-22	Psy. Test	Give Proper Guidance	Resolved	<u>Rane</u>



After 1 month 2022

Name of Mentor:- Mrs. Rasika Kulkarni Academic Year:- 2021-2023


Number of Mentee:- 12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Singh Pooja Jitendra Asha	06-04-22	Lesson plan	Guidance	Resolved	
2.	Singh Prashant Shyam Ranjana	06-04-22	ICT	Practice	Resolved	
3.	Singh Priya Sheru Sushila	09-04-22	No Issue	—	—	
4.	Singh Sangeeta Yogesh Geeta	11-04-22	Content understanding	Remedial Teaching	Resolved	
5.	Singh Sonam Kamlesh Savitri	12-04-22	No Issue	—	—	
6.	Sulekha Kumari Bishnu Dev Roy Kiran Devi	18-04-22	No Issue	—	—	



7	Thakur Sonam Manoj Rani	19-04-22	Drama	Give Proper Guidance	Resolved	<u>Shanku</u>
8	Tiwari Amita Kanhaiyalal Shingarmati	20-04-22	No Issue	—	—	<u>Amita Tiwari</u>
9	Tiwari Anjali Kanhaiyalal Shingarmati	22-04-22	No Issue	—	—	<u>Anjali Tiwari</u>
10	Tiwari Jaya Anjanj Mamta	23-04-22	Reading & Reflecting	Explained PC	Resolved	<u>Jaya</u>
11	Tiwari Parmanand Omprakash Ramsavari	23-04-22	No Issue	—	—	<u>Pranav Tiwari</u>
12	Tripathi Alisha Brijesh Jyoti	25-04-22	No Issue	—	—	<u>Alisha</u>



  
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## SAKET COLLEGE OF EDUCATION

( Affiliated to University of Mumbai )

Ref. No. SCF/2021-23

Date 4/03/2022

### Report on Mentor -Mentee

#### Batch 2021-23

#### Semester-1

#### Need assessment:

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

#### Mentoring Aspects:

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

#### Micro teaching:

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

#### Core courses and co-curricular activities:

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings



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Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

### Resources

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

### Feedback:

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

### Semester-II

#### Need Assessment:

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.



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- To develop proficiency in lesson planning and teaching skills.

**Mentoring Aspects:**

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

**Core -Course and activities:** The second semester also focuses on the theory part of the B.Ed. curriculum .Mentoring involved preparing learning material referencing, discussion on topics of theory papers. The respective course teachers provided to student's teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

**Resources**

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

**Feedback:**

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.





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### Semester-III

#### Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

#### Mentoring Aspects

- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

**Internship:** The major focus of third semester is practice teaching during which student teachers must conduct an internship for 16 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period.

**Pedagogy of school subject:** The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

#### Resources

- E-books and learning material.
- Question Bank (Multiple -Choice Questions)
- Sample lesson plans.



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### **Feedback:**

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

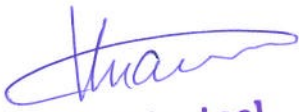
### **Semester-IV**

#### **Need Assessment:**

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills.

#### **Mentoring Aspects:**

- Core and elective courses: learning material, drill and practice writing answers.

  
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**2020-21**

***Mentor – Mentee Group***  
***Batch 2020-22***



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Date 05/03/2021

## **Mentoring Policy and Procedure**

### **Batch 2020-22**

### **INTRODUCTION**

Saket College of Education, Kalyan, hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

**There are two main functions of the mentoring relationship.**

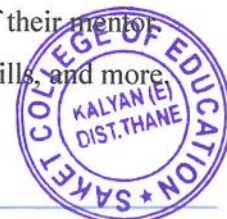
The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

The second function is the 'psychosocial function', which focuses on how the mentoring relationship improves or strengthens the mentee's confidence and personal growth. Mentors can also support their mentees by offering acceptance, empathy, and encouragement and by demonstrating effective listening and questioning skills that support reflection.

The Mentor-Mentee program at our B.Ed. College is designed to foster a nurturing and supportive learning environment where experienced educators guide and empower aspiring teachers.

**The following are some common purposes of Mentor -Mentee policy**

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. Mentees can develop new skills or enhance existing ones under the guidance of their mentor.  
This can include leadership skills, problem-solving abilities, communication skills, and more.



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3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.
4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups. Mentors can offer guidance on navigating potential biases or challenges related to diversity in the workplace or other settings.

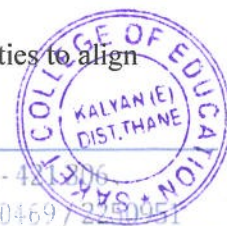
Overall, mentor-mentee programs aim to foster positive relationships, facilitate learning and growth, and contribute to the success and well-being of both mentors and mentees.

**The Mentoring program was designed to achieve the following objectives:**

- a) Foster a supportive and inclusive school culture.
- b) Improve student engagement and motivation.
- c) Enhance academic performance and achievement. Roles and responsibilities:
- d) Develop students' social-emotional skills.
- e) Encourage positive peer relationships and conflict resolution

**Duties and responsibilities of Mentor**

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.





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5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

### Duties / Responsibilities of Mentee

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.
2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices.
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

### Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.

  
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Date 05-03-2021

**NOTICE**

**MENTORING PROCEDURE**

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2020-22) on 8<sup>th</sup> March 2021 at 2:30 pm. All the teachers are requested to attend the meeting.

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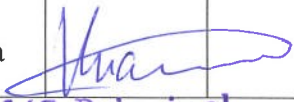


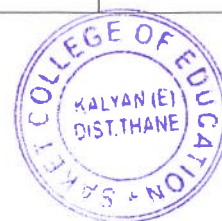
## Mentor: Mentee Meeting

**Name of Mentor:- Mrs. Renu Chaudhary Batch:- 2020-22**

**Number of Mentee:-06**

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Arya Shraddha Gyanprakash Mamta	20.07.2020	Regarding syllabus	Given guidance	Resolved	Present
2.	Chaturvedi Renu Mayank Rajkumari	20.07.2020	Regarding internship	Given guidance	Resolved	Present
3.	Chavan Vrushali Anil Alpna	20.07.2020	Regarding assignments	Given guidance	Resolved	Present
4.	Das Sanjana Dilip Mithu	20.07.2020	No Issue	_____	_____	Present
5.	Deepti Subramanian Kalaiselvi	20.07.2020	Content understanding	Given Remedial teaching	Resolved	Present
6.	Dsouza Silkina Joseph Phelomena	20.07.2020	No Issue	_____	_____	Present

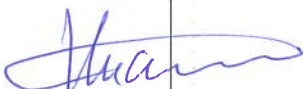
  
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**Name of Mentor:- Mrs. Smita Gaikwad Batch:- 2020-2022**

**Number of Mentee:-07**

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ankita Sudhakar	21.07.2020	Regarding internship	Given guidance	Resolved	Present
2.	Dubey Sarita Saurabh Kumar Rajkumari	21.07.2020	Regarding Academics	Given guidance	Resolved	Present
3.	Gaikwad Mishkil Ashok Sheetal	21.07.2020	No Issue	_____	_____	Present
4.	Gupta Smita Vijay Tulsa	21.07.2020	Content understanding	Remedial teaching	Resolved	Present
5.	Hilloona Dilshad Jehangir Tanaz	21.07.2020	No Issue	_____	_____	Present
6.	Jha Neha Nikhilesh Suman	21.07.2020	Regarding community work	Explained community work and its importance in. Ed curriculum		Present

  
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7.	Maurya Priyanka Ram Bahadur Amaravati Devi	21.07.2020	No Issue	_____	_____	Present
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10/10/2020  
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**Name of Mentor:- Mrs. Smita Gajbiye Batch :- 2020-2022**

**Class Number of Mentee:- 07**

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ankita Sudhakar	22.07.2020	Regarding syllabus of B. Ed	Explained the B.Ed. syllabus	Resolved	Present
2.	Dubey Sarita Saurabh Kumar Rajkumari	22.07.2020	Regarding syllabus of B. Ed	Given guidance	Resolved	Present
3.	Gaikwad Mishkil Ashok Sheetal	22.07.2020	Regarding syllabus of B. Ed	Given guidance	Resolved	Present
4.	Gupta Smita Vijay Tulsa	22.07.2020	Regarding syllabus of B. Ed	_____	_____	Present
5.	Hilloona Dilshad Jehangir Tanaz	22.07.2020	Regarding syllabus of B. Ed	Given guidance	Resolved	Present
6.	Jha Neha Nikhilesh Suman	22.07.2020	Regarding syllabus of B. Ed	_____	_____	Present
7.	Maurya Priyanka Ram Bahadur Amaravati Devi	22.07.2020	Regarding syllabus of B. Ed	Explained detail B.Ed. syllabus	Resolved	Present

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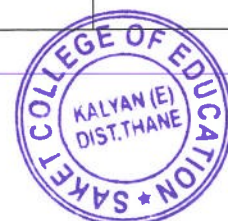


**Name of Mentor:- Jitendrakumar Gupta Batch :- 2020-22**

**Number of Mentee:-15**

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ankita Sudhakar	23.07.2020	Regarding syllabus	Given guidance	Resolved	Present
2.	Dubey Sarita Saurabh Kumar Rajkumari	23.07.2020	Regarding internship	Given guidance	Resolved	Present
3.	Gaikwad Mishkil Ashok Sheetal	23.07.2020	Regarding assignments	Given guidance	Resolved	Present
4.	Gupta Smita Vijay Tulsa	23.07.2020	No Issue	_____	_____	Present
5.	Hilloona Dilshad Jehangir Tanaz	23.07.2020	Content understanding	Given guidance	Resolved	Present
6.	Jha Neha Nikhilesh Suman	23.07.2020	No Issue	_____	_____	Present
7.	Maurya Priyanka Ram Bahadur Amaravati Devi	23.07.2020	No Issue	_____	_____	Present

*[Signature]*  
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**Name of Mentor : - Mrs. Sakshi Gole Batch:- 2020-22**

**Number of Mentee:-07**

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Dubey Ankita Sudhakar	24.07.2020	Regarding syllabus	Given guidance	Resolved	Present
2.	Dubey Sarita Saurabh Kumar Rajkumari	24.07.2020	Regarding internship	Given guidance	Resolved	Present
3.	Gaikwad Mishkil Ashok Sheetal	24.07.2020	No Issue	_____	_____	Present
4.	Gupta Smita Vijay Tulsa	24.07.2020	No Issue	_____	_____	Present
5.	Hilloona Dilshad Jehangir Tanaz	24.07.2020	Content understanding	Given guidance	Resolved	Present
6.	Jha Neha Nikhilesh Suman	24.07.2020	No Issue	_____	_____	Present
7.	Maurya Priyanka Ram Bahadur Amaravati Devi	24.07.2020	No Issue	_____	_____	Present


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**Name of Mentor:- Mrs. Varsha Ganachari Batch:- 2020-2022**

**Number of Mentee:- 06**

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	Tripathi Khushboo Mahesh Aruna	25.07.2020	Regarding syllabus	Explained B.Ed. Syllabus	Resolved	Present
2.	Tripathi Khyati Mahesh Aruna	25.07.2020	Regarding internship	Given guidance	Resolved	Present
3.	Upadhyay Aanchal Gyandhar Neelam	25.07.2020	No Issue	_____	_____	Present
4.	Vaswani Deepa Dhanraj Laxmi	25.07.2020	No Issue	_____	_____	Present
5.	Verma Manjudevi Shivpujan Kamleshdevi	25.07.2020	Regarding assignments	Given guidance	Resolved	Present
6.	Yadav Pritee Lalbahadur	25.07.2020	No Issue	_____	_____	Present

  
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Date 05/03/2021

## **Report on Mentor -Mentee**

**Batch 2020-22**

### **Semester-1**

#### **Need assessment:**

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

#### **Mentoring Aspects:**

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

#### **Micro teaching:**

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

#### **Core courses and co-curricular activities:**

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings





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Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

#### **Resources**

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

#### **Feedback:**

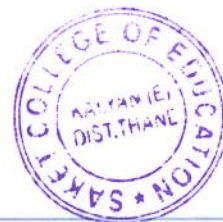
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Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

#### **Semester-II**

##### **Need Assessment:**

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.





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- To develop proficiency in lesson planning and teaching skills.

**Mentoring Aspects:**

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

**Core -Course and activities:** The second semester also focuses on the theory part of the B.Ed. curriculum .Mentoring involved preparing learning material referencing, discussion on topics of theory papers. The respective course teachers provided to student's teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

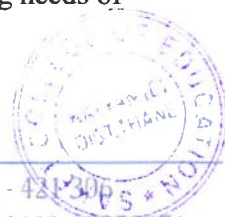
**Resources**

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

**Feedback:**

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.





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Ref. No. SCF/2020-22

Date 05/03/2021

### Semester-III

#### Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

#### Mentoring Aspects

- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

**Internship:** The major focus of third semester is practice teaching during which student teachers must conduct an internship for 16 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period.

**Pedagogy of school subject:** The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

#### Resources

- E-books and learning material.
- Question Bank (Multiple -Choice Questions)
- Sample lesson plans.



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Ref. No. \_\_\_\_\_

Date \_\_\_\_\_

### **Feedback:**

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.


### **Semester-IV**

#### **Need Assessment:**

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills.

#### **Mentoring Aspects:**

- Core and elective courses: learning material, drill and practice writing answers.

  
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**2019-20**

***Mentor – Mentee Group***  
***Batch 2019-21***



Ref. No. SCF/2019-21

Date 8/11/2019

## **Mentoring Policy and Procedure**

### **Academic Year 2019-21**

#### **INTRODUCTION**

Saket College of Education, Kalyan, hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

**There are two main functions of the mentoring relationship.**

The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

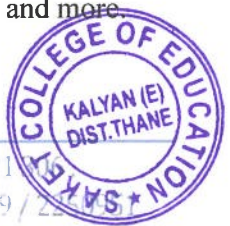
The second function is the 'psychosocial function', which focuses on how the mentoring relationship improves or strengthens the mentee's confidence and personal growth. Mentors can also support their mentees by offering acceptance, empathy, and encouragement and by demonstrating effective listening and questioning skills that support reflection.

The Mentor-Mentee program at our B.Ed. College is designed to foster a nurturing and supportive learning environment where experienced educators guide and empower aspiring teachers.

**The following are some common purposes of Mentor -Mentee policy**

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. Mentees can develop new skills or enhance existing ones under the guidance of their mentor.

This can include leadership skills, problem-solving abilities, communication skills, and more.





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Date 8/11/2019

3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.
4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups. Mentors can offer guidance on navigating potential biases or challenges related to diversity in the workplace or other settings.

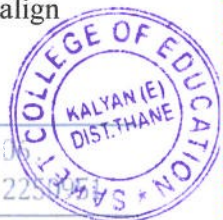
Overall, mentor-mentee programs aim to foster positive relationships, facilitate learning and growth, and contribute to the success and well-being of both mentors and mentees.

**The Mentoring program was designed to achieve the following objectives:**

- a) Foster a supportive and inclusive school culture.
- b) Improve student engagement and motivation.
- c) Enhance academic performance and achievement. Roles and responsibilities:
- d) Develop students' social-emotional skills.
- e) Encourage positive peer relationships and conflict resolution

**Duties and responsibilities of Mentor**

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.





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5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

### Duties / Responsibilities of Mentee

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.
2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

### Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.

  
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**SAKET COLLEGE OF EDUCATION**

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Ref. No. SCF/2019-21

Date 8/11/2019

**NOTICE**

**MENTORING PROCEDURE**

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2019-21) on 12<sup>th</sup> November 2019 at 2:00 pm. All the teachers are requested to attend the meeting.

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**“ G Y A N A M - A N A N T A M ”**

## Mentor: Mentee Meeting

Name of Mentor:- Mrs. Smita Gaikwad Academic Year:- 2019-21

Number of Mentee:- 08

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	ANSARI JAIFUN NAZIR HUSSAIN	2/12/19	NO ISSUE	----	—	<u>Jaifun</u>
2.	ASH LISA MONTU	3/12/19	Regarding Attendance	Discuss	<sup>Re</sup> solved	<u>Lisa</u>
3.	BHANDOLI TRIVENI VIJAY	5/12/19	NO ISSUE	—	—	<u>Beni</u>
4.	CHATTERJEE SUBHOSHREE	5/12/19	Regarding Subject	Explained	<sup>Re</sup> solved	<u>Subh</u>
5.	CHAUDHARY VASIULLAH HAQIQUILLAH	6/12/19	NO ISSUE	—	—	<u>Vasire</u>
6.	CUTLERIWALA ALIFIYA MURTAZA	9/12/19	NO ISSUE	—	—	<u>Alfiya</u>
7.	DEVRE MAMTA RAMESH	10/12/19	Regarding Issues	Explained	<sup>Re</sup> solved	<u>Mamta</u>
8.	DHAMANSKAR ANUJA UMESH	11/12/19	NO ISSUE	—	—	<u>Anuja</u>



Smita Gaikwad  
I/C Principal  
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Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2019-21

Number of Mentee:-10

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	GADA ABHISHEK VIJAY	3/12/19	Regarding Attendance	Discuss	Resolved	<u>Abhishek</u>
2.	GEHANI ANUKRITI	4/12/19	Regarding Attendance	Discuss	Resolved	<u>Anu</u>
3.	GHOSH SWARNALI	4/12/19	No Issue	—	—	<u>Swarnali</u>
4.	GOSAVI SNEHA SIDDHESH	5/12/19	Explained Syllabus	Discuss	Resolved	<u>Sneha</u>
5.	HANEY FRANCIS	5/12/19	No Issue	—	—	<u>Honey</u>
6	JEBA MARY MUTHAPPA	6/12/19	No Issue	—	—	<u>Mary</u>
8	JETHE VIVEK JAIRAM	6/12/19	Explained Syllabus	Discuss	Resolved	<u>Vivek</u>
9	JOYCE THANKAM JOSEPH	6/12/19	No Issue	—	—	<u>Joy</u>
10	KANOJIYA VINOD PATIRAM	9/12/19	No Issue	—	—	<u>Vinod</u>



[Signature]  
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Name of Mentor, Mr. Jitendra Gupta Academic Year:- 2019-21

Number of Mentee:- 08

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	NERLEKAR JULI VILAS	9/12/19	No issue	---	---	
2.	OJHA KUMARI NEHA PARMANAND	9/12/19	No issue	---	---	Neha Jha
3.	PANDEY ARUNA DEVPRAKASH	10/12/19	Explained	Explained	Resolved	
4.	PANDEY SAPNA HAUSILAPRASAD	11/12/19	No issue	---	---	
5.	PANDEY SHUBHA ANAND	11/12/19	Situation	Discuss	Resolved	
6.	RACHNA KUMARI KAILASH	12/12/19	No issue	---	---	
7.	RAMYA HARIDASAN	12/12/19	Explained	Discuss	Resolved	
8.	SAHA PRABHAT RAJKUMAR	13/12/19	Explained	Discuss	Resolved	




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Name of Mentor:- Mrs. Swapnali Shukla Academic Year:- 2019-21

Number of Mentee:-08

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	KATRE SWATI RAJENDRA	16/12/19	No issue	----	—	<u>Swati</u>
2.	KHANOLKAR MANASI KIRAN	16/12/19	No issue	—	—	<u>Manasi</u>
3.	MANDAL KRISHNAKUMAR GANESH	17/12/19	id card	Explain	Resolved	<u>Krishna</u>
4.	MASAND RUCHI RAMESHCHAND	17/12/19	No issue	—	—	<u>Ruchi</u>
5.	MAURYA ANITA RAMACHAL	17/12/19	Silabus	Discuss	Resolved	<u>Anita</u>
6	MISHRA JYOTI AKHILESH	18/12/19	Questions on silabus	Explain	Resolved	<u>Jyoti</u>
7	MISHRA SHIVA NAND	18/12/19	No issue	—	—	<u>Shivnand</u>
8	NAIR SHEEJA CHANDRASHEKHAR	18/12/19	No issue	—	—	<u>Sheeja</u>



  
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Name of Mentor: Mrs. Kanchan Pathak Academic Year:- 2019-21

Number of Mentee:-07

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	SINGH AMAN DHEERENDRA PRATAP	15/12/19	None	----	—	Aman Singh
2.	SINGH RUPALI INDRABAHADUR	15/12/19	None	—	—	Rupali
3.	SOLOMY JEMINA MUTHAPPA	16/12/19	None	—	—	Jemina
4.	TALUKDAR ZAHRA FATIMA ASHABUDDIN AHMED	16/12/19	Library Books	Explam	Resolve	Zahra
5.	UPADHYAY PRATIBHA SATISH	17/12/19	Silabus	Explam	Resolve	Pratibha
6	YADAV KRISHNA KUMAR PYARELAL	17/12/19	None	—	—	K.P. Yadav
7	YADAV POOJA SHIVSHANKAR	17/12/19	None	—	—	Pooja



*[Signature]*  
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Saket Gyanpeeth's

## SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. SCE/2019021

Date 8-11-2019

### Report on Mentor -Mentee

**Batch 2019-21**

#### Semester-1

##### Need assessment:

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

##### Mentoring Aspects:

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

##### Micro teaching:

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

##### Core courses and co-curricular activities:

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings

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Date 8-11-2019

Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

### Resources

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

### Feedback:

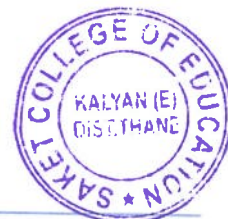
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Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

### Semester-II

#### Need Assessment:

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.





Ref. No. SCR/2019-21

Date: 08-11-2019

- To develop proficiency in lesson planning and teaching skills.

**Mentoring Aspects:**

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

**Core -Course and activities:** The second semester also focuses on the theory part of the B.Ed. curriculum .Mentoring involved preparing learning material referencing, discussion on topics of theory papers. The respective course teachers provided to student's teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

**Resources**

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

**Feedback:**

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## SAKET COLLEGE OF EDUCATION

( Affiliated to University of Mumbai )

Ref. No. SCF/2019-21

Date 8-11-2019

### Semester-III

#### Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

#### Mentoring Aspects

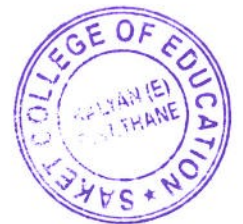
- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

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**Pedagogy of school subject:** The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

#### Resources

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Ref. No. SCK/2019-21

Date 8-11-21

### Feedback:

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Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

### Semester-IV

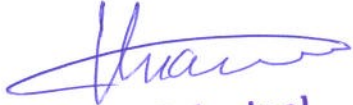
#### Need Assessment:

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills.

#### Mentoring Aspects:

- Core and elective courses: learning material, drill and practice writing answers.



  
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**2018-19**

***Mentor – Mentee Group***  
***Batch 2018-20***



Ref. No. SCF/2018-20

Date: 5/11/2018

## **Mentoring Policy and Procedure**

**Batch 2018-20**

### **INTRODUCTION**

Saket College of Education, Kalyan (E) hereby declares and adopt mentor policy for the students studying in the institution with predefined specific objectives.

Mentoring is a process where an experienced and knowledgeable person guides and supports as experienced person to help them achieve their personal and professional goals. The mentor provides guidance, advice, and support to the mentee helping them to develop their skills and knowledge in a particular area.

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The first is the 'career function', which helps mentees learn their craft and prepare for career progress. The mentor provides this function through the different ways of offering advice and guidance. The mentor also acts as a role model and source of inspiration for the mentee.

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### **The following are some common purposes of Mentor -Mentee policy**

1. Mentors pass on their expertise, knowledge, and experience to mentees.
2. This can include leadership skills, problem-solving abilities, communication skills, and more.
3. Mentors can provide guidance on career advancement, goal setting, and navigating professional challenges. Mentees may receive advice on career paths, job opportunities, networking, and personal branding.





Ref. No. SCF/2018-20

Date 5/11/2018

4. Mentors often serve as role models, offering support and encouragement to mentees as they navigate personal and professional challenges.
5. Mentor-mentee programs can help promote diversity and inclusion by providing support and opportunities for individuals from underrepresented groups.

### **Objectives:**

- a) Foster a supportive and inclusive school culture.
- b) Improve student engagement and motivation.
- c) Enhance academic performance and achievement. Roles and responsibilities:
- d) Develop students' social-emotional skills.
- e) Encourage positive peer relationships and conflict resolution

### **Duties and responsibilities of Mentor**

1. Mentors provide guidance and support to teacher candidates throughout their B.Ed. program. It includes assisting them in understanding coursework, fieldwork requirements, and navigating the challenges of teacher education.
2. Mentors serve as role models for teacher candidates, showcasing best practices in pedagogy, classroom management, assessment, and instructional strategies.
3. Mentors observe teacher candidates' teaching practice sessions, either in simulated classroom environments or during fieldwork placements in real schools.
4. Mentors may participate in meetings, workshops, and other collaborative activities to align their efforts with the goals of the teacher education program.
5. Mentors provide input on candidate progress, participate in evaluation meetings, and assist in determining candidates' readiness for graduation and certification.

### **Duties / Responsibilities of Mentee**

1. Mentees should be open to receiving feedback from their mentors, faculty members, and peers.





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## SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

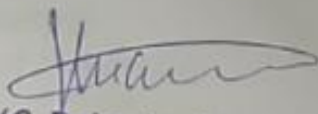
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Date 5/11/2018

2. Mentees should engage in reflective practice, critically examining their experiences, beliefs, and teaching practices.
3. Mentees should demonstrate a strong commitment to their own learning and professional development.
4. Mentees should collaborate effectively with their mentors, peers, and colleagues in both academic and fieldwork settings.
5. Mentees should adhere to ethical principles and professional standards in their teaching practice and interactions with students.

### Measuring outcomes of mentoring

1. Assess whether mentored students are more engaged in campus activities, such as clubs, organizations, or volunteer work.
2. Evaluate the impact of the mentoring experience on the peer mentors themselves, including their leadership skills, empathy, and ability to work with diverse populations.

  
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“ GYANAM - ANANTAM ”



Saket Gyanpeeth's

**SAKET COLLEGE OF EDUCATION**

( Affiliated to University of Mumbai )

Ref. No. SCE/2018-20

Date 05/11/2018

**NOTICE**

**MENTORING PROCEDURE**

This is to inform to all faculty members of Saket College of Education, that a meeting is scheduled regarding mentoring procedure to be followed for B.Ed. Batch (2018-20) on 9<sup>th</sup> November 2018 at 1:30 pm. All the teachers are requested to attend the meeting.

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**“ G Y A N A M - A N A N T A M ”**

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**Saket College of Education**

**Agenda of the meeting: Mentoring procedure for batch 2018-2020**


**Name of the members present.**

1. Mr. Vidyaprakash Maurya
2. Mrs. Renu Chaudhary
3. Ms. Madhuri Malkhede
4. Mrs. Sakshi Gole
5. Mrs. Smita Gaikwad
6. Mrs. Smita Gajbhiye
7. Mrs. Chhaya Shelke
8. Mr. Jitendra Gupta

**Summary:**

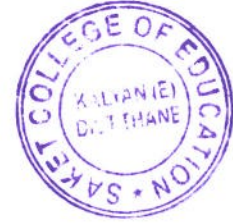
1. Discussion on mentoring policy was done.
2. Students were allotted to members.
3. Review of mentoring policy.
4. Roles and responsibilities of mentors were discussed.



  
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**Saket Gyanpeeth's**  
**Saket College of Education**  
**Mentoring Committee**  
**Academic Year 2018-20**

Sr. No.	Name of the Faculty	Designation
1.	Mr. Vidyaprakash Maurya	I/C Principal
2.	Mrs. Renu Chaudhary	Mentor
3.	Ms. Madhuri Malkhede	Mentor
4	Mrs. Sakshi Gole	Mentor
5	Mrs. Smita Gaikwad	Mentor
6.	Mrs. Smita Gajbhiye	Mentor
7.	Mrs. Chhaya Shelke	Mentor
8.	Mr. Jitendra Gupta	Mentor



**Saket Gyanpeeth's**  
**Saket College of Education**

**Mentor – Mentee List**

**Academic Year 2018-20**

**Mentor: Mrs. Renu Chaudhary**

Sr. No.	Name of the Mentee
1.	ANJANA RAMACHANDRAN
2.	AYYER GAYATRI PARSHURAM
3.	BANERJEE NILANJANA AMIT
4.	BERA RAKHEE ANILKUMAR
5.	BHADEKAR PRIYA MOHAN MANISHA
6	BHATTACHARJEE ANJANA TAPAN
7	BOUDH SNEHA SURENDRA KUMAR
8	CHATURVEDI SONAL SANTOSH
9	CHAUDHARY YOGITA DATARAM
10	CHAUHAN AMITKUMAR PARASNATH
11	CHOUDHARY VANDITA HANSRAJ
12	DALVI ANNANYA MANGESH

**Mentor: Ms. Madhuri Malkhede**

Sr. No.	Name of the Mentee
1.	DAVDA RAJ PRAVIN
2.	DESAI ARCHANA ASHOK
3.	DUBEY ANJANA NAYELAL
4.	DUBEY MAHESHWARI PRASAD SHRIKRISHNA
5.	DUBEY POOJA ASHOK
6	DUBEY VINAY KUMAR KRIPASHANKAR
7	DUBEY NEHA ASHOK
8	GIRI SONI RAJKUMAR
9	GUPTA NIDHI AMAR NATH
10	GUPTA SACHIN VIKRAMPRASAD
11	GUPTA BRIJESH SURPHEK
12	GUPTA RANJANADEVI HARILAL
13	JADHAV KIRTI DAYANAND



**Mentor: Mrs. Sakshi Gole**

Sr. No.	Name of the Mentee
1.	JAISWAR SUJEET INDRAMANI
2.	JALUI VICKY ABHAY
3.	JOHN LINCY LILLY
4.	JOSHIR MANOJ GANESHAN
5.	KAGINKAR SUJATA ARUN
6	KAMBLE POOJA BABAN
7	KHAN NEHA SALIM
8	KHAN ZEBAR PARVEEN NASIR HUSSAIN
9	KUMAVAT PRIYANKA PRAVIN
10	LAKHWANI GEETA SURESHKUMAR
11	MAHADIK SMITA SURESH
12	MARU DHVANI KIRAN
13	MAURYA ANITA TILAKRAM
14	MAURYA SHILPA SHITALAPRASAD

**Mentor: Mrs. Smita Gaikwad**

Sr. No.	Name of the Mentee
1.	MAURYA SUNITA RAMNARESH
2.	METHWANI RAVINA CHANDERLAL
3.	MISHRA PRAVEEN KUMAR DINANATH
4.	MISHRA MINTI ARUN
5.	MOHAMMAD QURESH WAHI DALI
6	MOMIN UMME KULSUM KAMARUZZAMAN
7	NADAR PUSHPA JOTHI JAYAPALRAJ
8	NADAR PLEASY BELSIYA HENSON
9	NATH SAUMYABRATA
10	NEELAM MADHURI ROOPSINGH
11	PAI VISHAL PRAKASH
12	PANDEY PRAVESH DURGA PRASAD
13	PANDEY VIVEK NANHE LAL
14	PANDEY PRATIBHA DAYASHANKAR



**Mentor: Mrs. Smita Gajbhiye**

Sr. No.	Name of the Mentee
1.	PANDYA NIKHIL TARUNKUMAR
2.	PANIGRAHI SAPANA SOMNATH
3.	PARAB MRUGAJA ARVIND
4.	PATEL PRATIBHA ANILKUMAR
5.	PATIL TEJAS SANJAY
6	POOBAL RAYER PRATHIMA ANTHONY EDISON
7	PRAJAPATI PARESHKUMAR DALPATBHAI
8	PUSHPAKAR PANKAJ MOOLCHAND
9	RAJANI KUMARI
10	RAWAL POOJA DEVANAND
11	RECHODE PRATIMA ASHOK
12	ROY ALIK BUNAMALI
13	SALUNKHE AISHWARYA AJIT


**Mentor: Mrs. Chhaya Shelke**

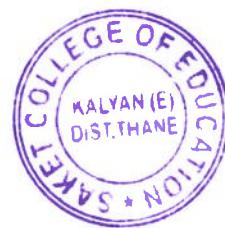
Sr. No.	Name of the Mentee
1.	SANGEETA KUMARI YOGINDER KUMAR
2.	SATRA HARSHA DEEPAK
3.	SHAH ZILL RAJESH
4.	SHAIKH SABAH ABDUL KADER
5.	SHAIKH SIDDIQUA RAHMAN SAIFUR RAHMAN
6	SHARMA ABHISHEK RAMAWADHA
7	SIDDIQUE SHAGUFTA NADIM
8	SINGH BABALEE SHIVAJI
9	SINGH KAMINI SHYAMSUNDER
10	TARACHANDANI NAINA KISHORE
11	THAKUR MANISH RAMASHANKAR
12	THOMAS SALLY BENJAMIN
13	TINNA BHAVIKA AMARLAL



**Mentor: Mr. Jitendra Gupta**

Sr. No.	Name of the Mentee
1	TIWARI REETUDEVI JOGESH
2	UPADHYAY SARVESH OMPRAKASH
3	VARUDKAR SHREYA VIJAY
4	VISHWAKARMA PINKY MAHESH
5	WANKHEDE SACHIN SAHEBRAO
6	YADAV KANCHAN MANIKCHAND
7	YADAV SHIVKUMAR PYARELAL

  
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## Mentor: Mentee Meeting

Name of Mentor:- Mrs. Renu Chaudhary Academic Year:- 2018-20

Number of Mentee:-12

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	ANJANA RAMACHANDRAN	7/01/19	Regarding syllabus	To give detailed information	Resolved	Renu
2.	AYYER GAYATRI PARSHURAM	8/01/19	No issues	—	—	Ag
3.	BANERJEE NILANJANA AMIT	10/01/19	No issues	—	—	Nilam
4.	BERA RAKHEE ANILKUMAR	15/01/19	—	—	—	Rakhe
5.	BHADEKAR PRIYA MOHAN MANISHA	09/01/19	Personal issue related subject	Solving with notices	Solved	Priya
6.	BHATTACHARJEE ANJANA TAPAN	3/01/19	No issues	—	—	Anjana
7.	BOUDH SNEHA SURENDRA KUMAR	4/01/19	No issues	—	—	Sneha
8.	CHATURVEDI SONAL SANTOSH	11/01/19	No issues	—	—	Sonal
9.	CHAUDHARY YOGITA DATARAM	23/01/19	About Scholarship	Informed about scholarship	Resolved	Chaudhary
10.	CHAUHAN AMITKUMAR PARASNATH	21/01/19	No issues	—	—	Amit
11.	CHOUDHARY VANDITA HANSRAJ	15/01/19	No issues	—	—	Choudhary
12.	DALVI ANNANYA MANGESH	25/01/19	About Scholarship	Informed about scholarship	Resolved	Annanya



  
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Name of Mentor:- Ms. Madhuri Malkhede Academic Year:- 2018-20

Class Number of Mentee:-13

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	DAVDA RAJ PRAVIN	31/1/2019	No issues	----	—	<u>RD</u>
2.	DESAI ARCHANA ASHOK	7/1/2019	No issues	—	—	<u>Archana</u>
3.	DUBEY ANJANA NAYELAL	22/1/2019	No issues	—	—	<u>Anjana</u>
4.	DUBEY MAHESHWARI PRASAD SHRIKRISHNA	16/1/2019	Regarding Internship	Explained Internship	Resolved	<u>Maheshwari</u>
5.	DUBEY POOJA ASHOK	18/1/2019	Regarding books	Explained publications	Resolved	<u>Pooja</u>
6.	DUBEY VINAY KUMAR KRIPASHANKAR	15/1/2019	Regarding community work	Explained community work	Resolved	<u>Vinay</u>
7.	DUBEY NEHA ASHOK	9/1/2019	—	—	—	<u>Neha</u>
8.	GIRI SONI RAJKUMAR	24/1/2019	No issues	—	—	<u>Soni</u>
9.	GUPTA NIDHI AMAR NATH	24/1/2019	Regarding CCA	Explained CCA	Resolved	<u>Nidhi</u>
10.	GUPTA SACHIN VIKRAMPRASAD	28/1/2019	Regarding books	Explained information abt books	Resolved	<u>Sachin</u>
11.	GUPTA BRIJESH SURPHEK	18/1/2019	No issues	—	—	<u>Brijesh</u>
12.	GUPTA RANJANADEV HARILAL	25/1/2019	Regarding Academics	Explained Syllabus & Internship	Resolved	<u>Ranjan</u>
13.	JADHAV KIRTI DAYANAND	25/1/2019	—	—	—	<u>Kirti</u>



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Name of Mentor: Mrs. Sakshi Gole Academic Year:- 2018-20

Number of Mentee:- 14

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	JAISWAR SUJEET INDRAMANI	11/2/2019	None	----	—	Sujeet
2.	JALUI VICKY ABHAY	4/2/2019	Regarding Project work	Explained Project	Resolved	Vicky
3.	JOHN LINCY LILLY	5/2/2019	Regarding community work	Explained community work	Resolved	John
4.	JOSHIR MANOJ GANESHAN	7/2/2019	No issues	—	—	Manoj
5.	KAGINKAR SUJATA ARUN	8/2/2019	No issues	—	—	Sujata
6.	KAMBLE POOJA BABAN	18/2/2019	Regarding notes	Explained Academic notes	Resolved	Pooja
7.	KHAN NEHA SALIM	5/2/2019	No issues	—	—	Neha
8.	KHAN ZEBE PARVEEN NASIR HUSSAIN	6/2/2019	No issues	—	—	Kizeba
9.	KUMAVAT PRIYANKA PRAVIN	11/2/2019	Regarding attendance	Explained attendance procedure	Resolved	Priyanka
10.	LAKHWANI GEETA SURESHKUMAR	3/2/2019	No issues	—	—	Geeta Lakshmi
11.	MAHADIK SMITA SURESH	7/2/2019	Regarding Pedagogy	Explained syllabus	Resolved	Smita
12.	MARU DHVANI KIRAN	9/2/2019	No issues	No -	—	Dhruva
13.	MAURYA ANITA TILAKRAM	11/11/2019	No issues	—	—	Anita
14.	MAURYA SHILPA SHITALAPRASAD	16/11/2019	No issues	—	—	Shilpa



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Name of Mentor Academic Year:- Smita Gaikwad 2018-20

Number of Mentee:- 14

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	MAURYA SUNITA RAMNARESH	2/2/2019	<del>None</del> NO issues	----	—	<u>Smita</u>
2.	METHWANI RAVINA CHANDERLAL	5/1/2019	No issues	—	—	<u>Ravina</u>
3.	MISHRA PRAVEEN KUMAR DINANATH	8/1/2019	No issues	—	—	<u>Mr</u>
4.	MISHRA MINTI ARUN	16/1/2019	Regarding Attendance	Information given regarding attendance.	Resolved	<u>Minti</u>
5.	MOHAMMAD QURESH WAHI DALI	5/1/2019	No issues	—	—	<u>Quresh</u>
6.	MOMIN UMME KULSUM KAMARUZZAMAN	18/1/2019	Regarding Academics	Explained syllabus	Resolved	<u>Umm</u>
7.	NADAR PUSHPA JOTHI JAYAPALRAJ	14/1/2019	Regarding Internship	Explained Internship	Resolved	<u>Puspa</u>
8.	NADAR PLEASY BELSIYA HENSON	11/2/2019	Regarding Community	Explained Community	Resolved	<u>Nadar</u>
9.	NATH SAUMYABRATA	14/12/2019	No issues	—	—	<u>Saumyabrata</u>
10.	NEELAM MADHURI ROOPSINGH	20/12/2019	Regarding syllabus	Explained syllabus	—	<u>Neelam</u>
11.	PAI VISHAL PRAKASH	13/12/2019	No issues	—	—	<u>Vishal</u>
12.	PANDEY PRAVESH DURGA PRASAD	7/12/2019	No issues	—	—	<u>Pravesh</u>
13.	PANDEY VIVEK NANHE LAL	21/2/2019	No issues	—	—	<u>Vivek</u>
14.	PANDEY PRATIBHA DAYASHANKAR	8/2/2019	No issues	—	—	<u>Pratibha</u>




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Name of Mentor:- Mrs. Smita Gajbhiye Academic Year:- 2018-20

Number of Mentee:-14

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	PANDYA NIKHIL TARUNKUMAR	10/11/2019	Issues regarding hygiene	Explained in detail	Resolved	Pandya
2.	PANIGRAHI SAPANA SOMNATH	12/11/2019	None	—	—	Sapana
3.	PARAB MRUGAJA ARVIND	11/11/2019	None	—	—	MR
4.	PATEL PRATIBHA ANILKUMAR	20/12/2019	Regarding community work	Explained	Resolved	Pate/Pratibha
5.	PATIL TEJAS SANJAY	18/12/2019	None	—	—	Tejas
7	POOBAL RAYER PRATHIMA ANTHONY EDISON	15/12/2019	None	—	—	Rayer
8	PRAJAPATI PARESHKUMAR DALPATBHAI	20/12/2019	Regarding syllabus	Explained syllabus	Resolved	Prajapati
9	PUSHPAKAR PANKAJ MOOLCHAND	22/12/2019	Regarding books & publication	Explained Publications	Resolved	Pem
10	RAJANI KUMARI	23/12/2019	None	—	—	Rajani Kumari
11	RAWAL POOJA DEVANAND	11/12/2019	Regarding time table	Explained B.Ed syllabus	Resolved	Pooja Rawal
12	RECHODE PRATIMA ASHOK	5/12/2019	None	—	—	Rechode
13	ROY ALIK BUNAMALI	18/12/2019	Nothing	—	—	Roy
14	SALUNKHE AISHWARYA AJIT	19/12/2019				Aishwarya



  
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**Name of Mentor: Mrs. Chhaya Shelke Academic Year: 2018-20**

**Number of Mentee:- 13**

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	SANGEETA KUMARI YOGINDER KUMAR	21/12/2019	Regarding college timing	Explained time table.	Resolved	Sangeeta Kumar
2.	SATRA HARSHA DEEPAK	31/12/2019	Regarding library books	Explained books.	Resolved	H. Harsha
3.	SHAH ZILL RAJESH	7/1/2020	None	-	-	Zill
4.	SHAIKH SABAH ABDUL KADER	8/1/2020	None	-	-	Sabah
5.	SHAIKH SIDDIQUA RAHMAN SAIFUR RAHMAN	15/1/2020	None	-	-	Siddiqua
6.	SHARMA ABHISHEK RAMAWADHA	30/1/2020	None	-	-	Abhishek
7.	SIDDIQUE SHAGUFTA NADIM	18/1/2020	None	-	-	Siddique
8.	SINGH BABALEE SHIVAJI	17/1/2020	None	-	-	Babalee
9.	SINGH KAMINI SHYAMSUNDER	25/1/2020	Nothing	-	-	Kamini
10.	TARACHANDANI NAINA KISHORE	18/1/2020	Regarding internship syllabus	Explained internship community.	-	Naina
11.	THAKUR MANISH RAMASHANKAR	24/1/2020	No issue	-	-	Manish
12.	THOMAS SALLY BENJAMIN	11/1/2020	-	-	-	Thomas
13.	TINNA BHAVIKA AMARLAL	25/1/2020	No issue	-	-	Bhavika



*[Signature]*  
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**Name of Mentor:- Mr. Jitendra Gupta\_ Academic Year:- 2018-20**

**Number of Mentee:-07**

Sr. No.	Name of the Student	Date	Issue/ Concern	Resolution/ Discussion	Remark	Sign of Student
1.	TIWARI REETUDEVI JOGESH	31/1/2019	About Syllabus	Explained syllabus	Resolved	Reetudevi
2.	UPADHYAY SARVESH OMPRAKASH	5/1/2019	Concern regarding question paper	Guided about Q.P.	Resolved	Sarvesh
3.	VARUDKAR SHREYA VIJAY	8/1/2019	Nothing	—	—	Shreya
4.	VISHWAKARMA PINKY MAHESH	22/1/2019	Regarding Marks	Guided about marks	Resolved	Pinky
5.	WANKHEDE SACHIN SAHEBRAO	25/1/2019	No issues	—	—	Sachin
6.	YADAV KANCHAN MANIKCHAND	29/1/2019	Nothing	—	—	Kanchan
7.	YADAV SHIVKUMAR PYARELAL	15/1/2019	No issues	—	—	S.P. Yadav



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Date \_\_\_\_\_

## **Report on Mentor -Mentee**

### **Batch 2018-20**

#### **Semester-1**

##### **Need assessment:**

- To help in academic enrichment for the First Semester.
- To help in developing teaching skills.
- To help understanding use of ICT in teaching.

##### **Mentoring Aspects:**

- Core Course: Learning Material, drill and practice writing answers.
- Micro -teaching -teaching skills, lesson planning teaching aids.
- Reading and reflection -Discussion. assignments, reference
- Participation in co-curricular activities

##### **Micro teaching:**

Microteaching, a teacher training technique currently practiced worldwide, provides teachers an opportunity to perk up their teaching skills by improving the various simple tasks called teaching skills. With the proven success among the novice and seniors, microteaching helps to promote real-time teaching experiences.

Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching.

##### **Core courses and co-curricular activities:**

In core courses like Teaching Practicum or Classroom Management, mentorship plays a vital role. Mentors, often experienced teachers or faculty members, guide mentees (B.Ed. students) through their practical teaching experiences. Mentors provide feedback, advice, and support to help mentees develop their teaching skills and confidence in real classroom settings





Ref. No. \_\_\_\_\_

Date : \_\_\_\_\_

Mentorship can extend beyond formal coursework into co-curricular activities. For example, in community service projects or workshops, experienced educators can serve as mentors, offering insights and guidance to students as they engage in activities outside the traditional classroom. This mentorship enhances students' learning experiences and encourages them to apply their knowledge and skills in different contexts.

Understanding the dynamics of mentor-mentee relationships can be beneficial in this course. Students learn about human development, motivation, and learning theories, which can inform their interactions as mentors or mentees. They also explore how mentors can support mentees' cognitive and socio-emotional development.

### **Resources**

- E-books for reference
- Question paper.
- Previous year examination papers
- YouTube videos for cultural activities.

### **Feedback:**

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.

### **Semester-II**

#### **Need Assessment:**

- To develop better understanding of core theory papers.
- To develop proficiency in using ICT tools in teaching learning.





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- To develop proficiency in lesson planning and teaching skills.

**Mentoring Aspects:**

- Core courses -Learning Material, drill and practice writing answers.
- Internship activities
- Assessment tools of achievement
- Teaching aids using ICT.

**Core -Course and activities:** The second semester also focuses on the theory part of the B.Ed. curriculum .Mentoring involved preparing learning material referencing, discussion on topics of theory papers. The respective course teachers provided to student's teacher for core teachers gave additional assistance to mentee. They practiced solving Multiple Choice Questions .They also discussed the appropriate activities and teaching aids would lead to more effective teaching learning experience .The mentors also throughout the online session guided the mentees regarding the various activities that need to be conducted during second semester .

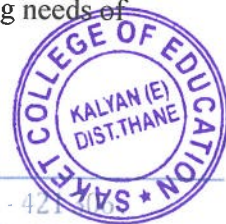
**Resources**

- E-books for reference
- Question Bank of Multiple -Choice Questions
- Power Point Presentations

**Feedback:**

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.





Saket Gyanpeeth's

## SAKET COLLEGE OF EDUCATION

( Affiliated to University of Mumbai )

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Date \_\_\_\_\_

### Semester-III

#### Need Assessment:

- To develop better understanding of Pedagogy of school subjects
- To develop confidence, interpersonal skills during practice teaching.
- To develop proficiency in lesson planning, teaching skills.
- To develop better understanding for Physical Education and Fine Arts Education

#### Mentoring Aspects

- Pedagogy of school subjects -common topics in all the methods
- Lesson preparation -teaching skills, activities, teaching aids, reference material
- Internship activities

**Internship:** The major focus of third semester is practice teaching during which student teachers must conduct an internship for 16 weeks in their practice teaching schools. They had to prepare and present lessons in their pedagogy and conduct all the required internship activities. The mentors also throughout guided the mentees regarding the various activities that need to be conducted during the internship period.

**Pedagogy of school subject:** The mentor mentee student teachers worked together on topics that were common in their pedagogy of school subject. The respective course teachers provided guidance and mentors gave additional assistance to mentee. They prepared learning material, discussion on topics such as methods of teaching, characteristics of textbooks, correlation with school subjects, qualities of a teacher etc.

#### Resources

- E-books and learning material.
- Question Bank (Multiple -Choice Questions)
- Sample lesson plans.



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“ G Y A N A M - A N A N T A M ”



Saket Gyanpeeth's

## SAKET COLLEGE OF EDUCATION

(Affiliated to University of Mumbai)

Ref. No. \_\_\_\_\_

Date: \_\_\_\_\_

### **Feedback:**

Assess whether the objectives of the mentor-mentee program align with the goals of the B.Ed. curriculum and the needs of the students. Feedback should focus on whether these objectives are clearly communicated to both mentors and mentees.

Feedback for a mentor-mentee program in a B.Ed. college should be constructive, actionable, and focused on improving the mentoring experience for all participants. By soliciting feedback from mentors, mentees, and other stakeholders, the program can evolve to meet the changing needs of students and support their development as future educators.


### **Semester-IV**

#### **Need Assessment:**

- To develop better understanding of Pedagogy of core courses
- To develop better understanding of elective papers.
- To develop proficiency in research skills.

#### **Mentoring Aspects:**

- Core and elective courses: learning material, drill and practice writing answers.

  
**I/C Principal**  
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