

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students

Mentoring that is ongoing for the development of professional qualities any institution that teaches teachers has a responsibility to develop the necessary professional qualities, not just to teach academic material. Therefore, Nirmala Memorial College of Education seeks to foster the same through a variety of extracurricular activities and coursework. The accompanying professor serves as the tutor and makes every effort to clarify the essential qualities of a teacher through conversations. The student's counsellors' interactions with them in private help to develop this process as well. After a student has finished the University-mandated syllabus, their education in the institution is not over. Every minute spent on campus is transformed into a teaching moment.

Working in teams

To encourage more interaction, listening, leadership, and cooperating among the trainees in groups, the institution expands the opportunities for group activities. The development of team spirit is adequately attested to by initiatives like college assemblies, English cultural Saturdays, social projects, science exhibitions, microteaching, peer teaching, internships, village camps, short film production, etc. Teamwork is attracted by the activities of the topic club, the student government, intramural cultural and athletic organizations, and other joyful occasions. All of the student activities require teamwork. A group of pupils are forced to share chores each day during the morning assembly. The teaching and learning process offers lots of opportunity for teamwork. On numerous times, the university hosts cultural events to stand

Dealing with student's diversity

The trainees are exposed to a variety of programs designed to improve student understanding, attitude, and behaviour. For instance, meeting different types of pupils is possible at evening study centres, homes for the mentally impaired, and special schools. In line with the curriculum, three UG and PG courses are available that discuss the traits of typical and exceptional kids. In addition to the aforementioned, the trainees are required to create two records on the varied demands of students and a case study based on their internship experiences. The teachers who use inclusive methods in the classroom every day teach the student teachers about them. They have a chance to practice inclusion thanks to the variety of group settings that arise during the teaching and learning process. In addition to these, unique initiatives

Conduct of self with colleagues and authorities

Regular instructions and encouraging challenges from the faculty and management have produced the fruits of discipline, which are visible in the trainees' entry and leave behaviours. The discipline committee continuously monitors this mentoring of behaviours procedure. The Principal gives the trainees an orientation on how to act in front of students, instructors, and management before they leave on an internship and visit specific schools and centers.

The trainee educators are prepared to approach their work in a professional manner. When working in a group, our teachers stress the importance of courteous communication, protecting other people's self-esteem, showing patience, and taking responsibility for

mistakes. The institution also arranges particular workshops emphasizing teacher professionalism.

Balancing home and work stress

From time to time, stress management and home and work balance become a topic of discussion in the classroom. Psychiatrists and counsellors are invited to teach students about these topics. The accumulation of stress from various sources in the family and in the institution will ruin the teacher personality. Hence, the institution organises seminars on stress management and family life education as well as soft skills development. The programme titled 'Teacher of the month' invites senior or retired teachers to tell the trainees about their teaching successes and challenges. This refreshes the young prospective teachers so that they can face the life with purpose.

Updating with recent developments

Students are kept up to date with the latest trends that will help them succeed in their personal and professional lives. Invited talks on the latest trends that help teachers prepare are held regularly. The value of films in education is recognized. Movies that teach students about technology and related concepts are screened. Trainees are motivated to keep up with the latest trends and the update is reflected in the contribution to subject club notice boards. Students are quizzed in assembly. Listen to AIR news bulletin every day. Gives them a chance to introspect themselves through personality development programme. Host guest lectures, seminars, and workshops on the latest trends. Purchase new books in library.

Upload

- **Documentary evidence in support of the claim**



NIRMALA MEMORIAL FOUNDATION
COLLEGE OF EDUCATION
AFFILIATED TO UNIVERSITY OF MUMBAI

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Students mentoring programme

Policy

Introduction:

The student is the heart and soul of our educational system. To help students face global challenges, meet local needs and develop their abilities, skills, the college has created a competent mentoring system. Mentoring policy strengthens the relationship between teacher and students to make the teaching and learning process more dynamic and fruitful. Mentoring system focuses on identifying and honing each student's potential and uniqueness and taking them to the right career path. Mentor-mentee system allows the faculty to understand and keep track of specific family issues, personal, educational and financial problems of students as well as to provide them with a helping hand as needed. IQAC coordinator coordinates and supervises the entire mentoring process. The mentoring process is carried out in three different aspects: pre-mentorship, regular mentorship and post mentorship. IQAC has created a well-structured mentoring programme for students as follows.

The purpose of the program is to:

- Provide personalized attention to the issues that the students face.
- Help students feel at home on campus.
- Monitor students' academic performance and overall performance.
- Help students enhance their study abilities.
- Help students select and work toward their career objectives

Pre – mentoring:

1. Educate faculty members on the purpose, goals and scope of such a successful mentee programme
2. Educate students about the mentee programme and its role
3. Educate students on how to take advantage of the mentee programme for overall growth and development
4. Streamline the smooth working of mentoring form preparation
5. Allocate mentee to the concerned faculty members

Mentoring:

For group mentoring, the students have been individually groomed by organising workshops, seminars, etc. immediately after being admitted to First Year for all courses. To understand the needs of specific groups of students and therefore the inclination of mentee groups. One to one communication between mentors and each mentee.

Post – mentoring:

After mentoring,

1. The IQAC takes the students' grievances collected by the mentor seriously and attempts to address the institutional grievances through various committees such as the internal complaint committee.
2. The gathered experiences of the mentoring process have been understood and analysed by the IQAC, and communicated to the relevant department / committee for improvement.
3. The integrated outcome report of the mentoring programme for each batch has been prepared.

Methodology:

- a. Data on the mentee and mentor were collected through offline/online mode from students after allocating mentors.
- b. The mentor organises a group/individual meeting with the mentee at least twice a semester.
- c. Students can contact their respective mentor at any time.
- d. Student progress was tracked accordingly.
- e. For emotional problems, the mentor should connect the student with a Psychologist.
- f. Mentees are expected to be prepared for facing the challenges and opportunities in developing world.

This is why mentees are trained to navigate the complexities and opportunities of the developing world.



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List of Mentor and Mentees

A.Y 2021-22

S.Y.B.Ed.

SR No	Name of the Mentor	Name of the Mentees			
		Roll No.	S.Y. Students, AY 2021-22		
1	Dr. Tandra Bandyopadhyay	A-12	AnsweetaD'siiva		
		A-19	Esperance Fernandes		
		B-10	Fiona Rebello		
		A-13	Jacinta T Dsilva		
		B-15	Jinal Shah		
		B-16	Preeti Shah		
		B-12	Saswati Roy		
		A-42	Steveena Lopes		
		B-13	MitsuRuparel		
		A-14	Chris D'souza		
		A-35	Supriya Kadyan		
		A-15	AlexinhaD'souza		
		2	Ms. Shubham Patil	A-18	Falcao Namrata
				B-11	LatikaRewale
B-21	Madhu Singh				
A-27	Maya Ishwar				
A-45	Rubina Miranda				
A-02	Agrawal Babita				
B-22	Shikha Singh				
B-32	Alka Yadav				
A-09	Avis Dcunha				
A-41	DeepikaLohar				
A-32	Janice Lusbo				

3	Ms. Glany Gonsalves	B-36	Seema Yadav
		B-19	Shalini Edward
		A-10	Shweta Dcunha
		B-17	Urvi Shah
		A-46	Vijaya More
		B-27	Trivedi Nayana
		A-36	Zeal kanani
		A-43	Sandesh Mali
		A-20	Leonora Fernandes
		A-06	ChaurasiyaPriya
		A-01	Agarwal Divya
4	Ms. Damanjit Rihal	A-40	Shweta Kudtarkar
		A-04	SimranBhate
		B-34	Jyoti Yadav
		B-30	GunjaVishwakarma
		B-02	Patil Ankit
		B-26	Anjali Tiwari
		A-22	BhagyashreeGhanekar
		A-16	Gaurav Dubey
		B-09	HarshikaRathi
		B-38	NamrataYeole
		A-49	Pooja Pandey

5	Ms. Celine Rodrigues	A-37	Rakhi Kansara		
		A-30	Jessica Jhaveri		
		B-28	Pournima Ramachandran		
		A-25	Pooja Gupta		
		B-37	Sonam Yadav		
		B-14	Mansi Sarma		
		B-04	Pawar Rutika		
		B-05	PawarVrushali		
		B-20	Upasana Rajendrakumar Shedha		
		B-33	Gudiya Yadav		
		B-24	Swati.M.Sriskandaraja		
		6	Dr. Sushmita Patro	A-47	MulgundAshna
				A-29	Ritika Jain
A-07	RavinaChetry				
B-35	Priyanka Yadav				
A-24	Annapurna Gudise				
B-06	Shalina Pereira				
A-23	JenissaGonsalves				
B-01	Annie Pathre				
A-28	Pratibha Jain				
B-23	Singh Sweta				
	Name of the Mentor	Roll No.	F.Y. Students, AY 2021-22		

7	Ms. Nitisha Jha	A/22	Gupta Bablookumar Ashokkumar		
		B/40	Vhane Megha Appasaheb		
		B/41	Vidhi Ashok Gedia		
		B/12	Samant Zenia Krishnakumar		
		A/50	Pal Nisha Nandlal		
		B/13	Samnani Sunena Shabuddin		
		B/44	Yadav Mahima Lalbahadur		
		A/11	Damaniya Upasana Umesh		
		B/28	Sumita Maulik Vyas		
		B/30	Swami Sheetal Shekhar		
		A/29	Jain Monika Dharmendra Chandrakala		
		B/02	Patel Hasti Mahendra		
		B/42	Yadav Kajal Dindayal		
		B/25	Singh Aanchal Dhirendra		
		B/14	Sarita Harendra Gupta		
		8	Ms. Usha Iyer	B/43	Yadav Krupal Narshibhai Jyoti
				A/33	Kamble Priyanka Sambhaji
A/37	Malviya Vimla Devaram				
B/07	Radhika Rajendra Yadav				
A/35	Km Priya Pandey				
A/45	Ncetoo Singh				
A/24	Gurav Madhurita Vijay				
A/47	Nikita Bhikubhai Prajapati				
A/30	Jha Anitakumari Chandrashekhar				
A/39	Maurya Pooja Lalbali				
A/18	Ghelani Vidhi Ajay				
A/43	Naomi Gerad Christopher Dsouza				
B/22	Shukla Subhi Anil				

9	Ms. Navita Sood	A/02	Aditya Kirti Bhai Ajmera
		A/09	Chauhan Reshma Ravisen
		A/10	Chindarkar Aparna Arvind
		A/15	Flavia Furtado
		A/31	Jha Bhavesh Kumar Sarvanarayan
		B/01	Patel Harshada Kishor
		B/08	Rajashree Vineet Mhatre
		B/17	Khan Ainam Bano Shahaalam
		B/31	Tejasvi Pramod Pawar
		B/37	Vaibhav Karia
		A/34	Kamble Snehal Sadanand
		A/12	Devmane Dhananjay Rajesh
		A/21	Gowda Chaitra Bhoja
		A/41	Mehta Heta Uresh
		A/44	Navarkar Sharvari Prabhakar
		B/06	Priyanka Hasmukhbhai Parmar
		B/16	Shah Minal Gopal
10	Ms. Sweety Singh	B/19	Shobha Umesh Bhandarkar
		B/45	Yadav Priya Swaminath
		B/50	Kavita Bohra
		A/16	Furtado Venissa Marshal
		A/38	Mansi Arvindbhai Mandaliya
		A/42	Mishra Meenakshi Anil Kumar
		A/40	Maurya Ritu Ajay
		A/05	Apoorva Ramesh Golait
		B/32	Tiwari Priyanka Sushil
		B/26	Sujata Muna Panda
		A/20	Gonsalves Alisha Suhas
B/39	Vartak Parnavi Rajan		

REPORT ON MENTOR-MENTEE ACTIVITIES

A.Y 2021-22

Nirmala Memorial College of Education is known for its mentor-mentee relationships. This activity was carried out under the auspices of the Tutor-Ward System. Depending on the availability of staff members (Mentors), all students (Mentees) were separated into small groups. They meet at least twice a semester to discuss academic and non-academic activities, challenges, and opportunities. All students were given a tutor-ward record, which included information such as personal profile, family profile, academic profile, social profile, aspiration and interest, as well as student evaluation and mentor notes from their meeting.

1. Identifying and recommending economically disadvantaged candidates for institutional scholarships
2. 24 hour aid with personal, educational, and vocational guidance
3. Interaction with parents during each semester and distribution of grade reports
4. Developing a friendly relationship with the parents
5. Examining students' intellectual development.

Working in Team

Tutor Ward Programme





Work Together At Community Centre



Morning Assembly



Dealing with student's diversity

