



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



NATIONAL MISSION FOR **MENTORING**

THE BLUEBOOK

NATIONAL COUNCIL FOR TEACHER EDUCATION
G-7, Sector-10, Dwarka, New Delhi-110075



The National Mission for Mentoring (NMM) logo signifies a collaborative agency of the Mentor and Mentee where the spirit of learning, reflection and sharing towards capacity building is being fostered for mutual professional development. In this logo, the colour orange reflects positivity, optimism, dynamism, enthusiasm and warmth and the royal blue colour signifies wisdom, trustworthiness, reliability, and responsibility. All these attributes are essential to mentoring.

Dharmendra Pradhan
Hon'ble Education Minister;
Skill Development and
Entrepreneurship
Government of India
Shastri Bhawan
New Delhi-110001



धर्मेन्द्र प्रधान
माननीय शिक्षा; कौशल विकास एवं
उद्यमशीलता मंत्री
भारत सरकार
शास्त्री भवन
नई दिल्ली-110001



Message

The National Education Policy (NEP) 2020 envisions a transformative educational system that empowers teachers to create an inclusive and equitable learning environment for every student. But this vision hinges on a vital element: empowered teachers.

The policy recognizes the critical role that teachers play in shaping the future of our nation. Aligning with this vision, the National Mission for Mentoring (NMM) aims to provide mentorship support to all school teachers in India and create a network of Mentors who will support and empower teachers to improve their teaching practices and enhance their overall professional growth and development. This mission is not merely about support; it's about unleashing potential. Through rigorous and sustained mentorship, teachers will be able to develop and refine their skills to meet the diverse learning needs of their students, and create a positive impact on their lives.

National Council for Teacher Education (NCTE) has developed the Bluebook on NMM. This comprehensive document is more than a manual; it's a roadmap to excellence, outlining clear objectives, effective strategies, and practical guidelines for both teachers and Mentors. It provides a structured framework for equipping our teachers with the 21st-century skills they need to nurture in their students, building a generation ready to not just survive, but thrive, in the dynamic world that awaits.

I would like to extend my heartfelt appreciation to NCTE for spearheading this initiative. I am confident that this document will serve as a valuable resource for teachers and Mentors alike, guiding them towards excellence in teaching and learning.

(Dharmendra Pradhan)



Message



(Annpurna Devi)

Hon'ble Minister of
State for Education,
Ministry of Education,
Government of India

The Bluebook on NMM meticulously designed by the National Council for Teacher Education (NCTE), mark innovative milestones. By recognising various professionals as Mentors for school teachers who serve as Mentees, the National Mission for Mentoring (NMM) introduces a transformative approach to education. Harnessing technology for dynamic Mentor-Mentee interactions, the mission emphasises the invaluable role teachers play in shaping one another's professional growth. This document provides comprehensive insights into this groundbreaking teacher-centric programme, reflecting the dedication of the NCTE team.

I commend their efforts and look forward to NMM empowering educators and fostering a future of enlightened education in our country.

Wishing you success.

Message



(Sanjay Kumar IAS)

Secretary
Department of School
Education & Literacy,
Ministry of Education,
Government of India

The National Education Policy (NEP), 2020 emphasises quality education by promoting flexibility, creativity and innovation in teaching-learning. The National Mission for Mentoring (NMM) for Teachers will provide platforms for professionals and experts where they can share knowledge, skills and expertise as a Mentor with Mentee teachers and help them in their journey to become effective teachers. The Bluebook on NMM provides a holistic understanding of mentoring right from the concept of mentoring to the implementation of the mentoring programme.

I congratulate NCTE for this collaborative exercise in conceptualising and coming forward with the Bluebook on NMM.

Best Wishes.



Message



(Prof. Yogesh Singh)

Chairperson,
NCTE, New Delhi

NEP 2020 emphasises the crucial role of effective teachers in fulfilling educational aspirations. Mentoring, recognising the power of relationships, supports educators and leaders for the demands of the 21st century. The National Mission for Mentoring (NMM) is committed to providing institutional support through structured mentoring relationships. The Bluebook on NMM empowers teachers to shape the future, fostering critical thinking and adaptability. I urge all teachers to seize this opportunity, actively participating in this mission.

I extend my sincere commendation to the NCTE team for their exemplary work in creating this document. Let us collaboratively create a culture of mentoring and support in our schools and the broader teaching community.

Message



(Kesang Y. Sherpa IRS)

Member Secretary,
NCTE, New Delhi

Recognising teachers as the cornerstone of the National Education Policy, (NEP) 2020, NCTE introduces the National Mission for Mentoring (NMM) a paradigm shift in teacher support. Utilising technology, NMM fosters seamless 'Mentor-Mentee' connections, transcending geographical boundaries and removing physical barriers. This digital bridge enables close and continuous mentorship tailored to individual needs. Experienced professionals as mentors guide Mentees through virtual consultations and collaborative platforms. The Bluebook on NMM offers comprehensive insights into the programme.

My gratitude to the supportive seniors, dedicated NCTE team and stakeholders for NMM empowering teachers and shaping a brighter future for Indian education.



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Executive Summary

Educational functionaries at various levels in India have felt the need for continuous learning and development for teachers to contribute effectively to the larger mission of student learning. The 'Bluebook on Mentoring' is an outcome of the efforts to address this ever-increasing need. 'Mentoring', a term used to refer to a structure of interaction between someone who is experienced at what they do (Mentor) and someone who wants to learn from that experience (Mentee), forms the core of this Bluebook. It attempts to serve as a guide to different stakeholders in the education landscape exploring 'mentoring' as a solution to leverage the expertise that is available within the system.

This Bluebook is divided into *seven different chapters*-

Chapter I sets the context with a brief on the status of education in India. It covers the successes of the government initiatives so far, highlighting some impact indicators and the aims of the ongoing nationwide policies and projects in education. It also highlights the emerging challenges in the education system along with the need for mentoring in alignment with NEP 2020.

Chapter II brings attention to the concept of mentoring. It highlights the principles on which the mentoring program will be visualised. This chapter also mentions common myths about mentoring.

Chapter III highlights the need for 'National Mission for Mentoring'. It identifies 'Mentors', 'Mentees' and the 'Administration' as the three key actors in a mentoring construct and talks about the interactions between them. Further, it suggests different stages that this mission can be constructed into to reach its goal.

Chapter IV delves into the various aspects like the selection of Mentors, attributes of Mentors and Mentees. It also focuses on the foundation of mentoring skills, type of mentoring and continuous professional development of Mentors. This section also highlights the important areas in which mentoring can be done.

Chapter V highlights the program design and planning, program management, roles and responsibilities of stakeholders, recommendation for operation of different phases of the mentoring program, program evaluation and impact of program on the school/institutions. It also highlights the institutionalisation and incentivisation of the program.

Chapter VI highlights the establishment of National Mentoring Infrastructure (NMI), its designing principles and technology components; it also mentions Unified Mentoring Interface (UMI).

Chapter VII draws attention to the journey of the NMM and the way forward.



Chapter
I

Education in India



CHAPTER-I: EDUCATION IN INDIA

1.1 Education in India: The Current State of Affairs

Education initiatives in India have been guided by much-deliberated principles to achieve outcomes that are crucial for progress. Many innovative education initiatives have been undertaken in the past and have contributed to positive shifts irrespective of the complexity of the implementation. The focus has essentially been on making education universally available while ensuring a strong foundation at the primary level. Designing child-friendly spaces which allow children to thrive and grow into well-adjusted, confident adults has been in practice. Structures that serve to help learners gauge their progress while looking at teachers as facilitators and creating a collaborative atmosphere prove to be effective.

The role of teachers has no doubt emerged as an essential factor that can transform the landscape of the education system around and energise the system to meet the challenges of balancing out quality, access and equity. According to the provisional data from the UDISE, India has approximately 95 lakhs teachers in its schools which include permanent, contractual and para teachers (Shiksha Mitra and Niyojit Shikshak). The competence and character of teachers play a crucial role in determining the quality of education and its contribution to national development. The NEP 2020 has emphasised on continuous professional development and training of teachers. This includes drafting of National Curriculum Framework for Teacher Education (NCFTE) to guide various aspects of teacher education programmes. The 'Enculturation of Teacher Empowerment' will also be given due importance which essentially entails giving teachers the right to participate in setting school goals and policies and to use their professional judgement over *what and how to teach*.

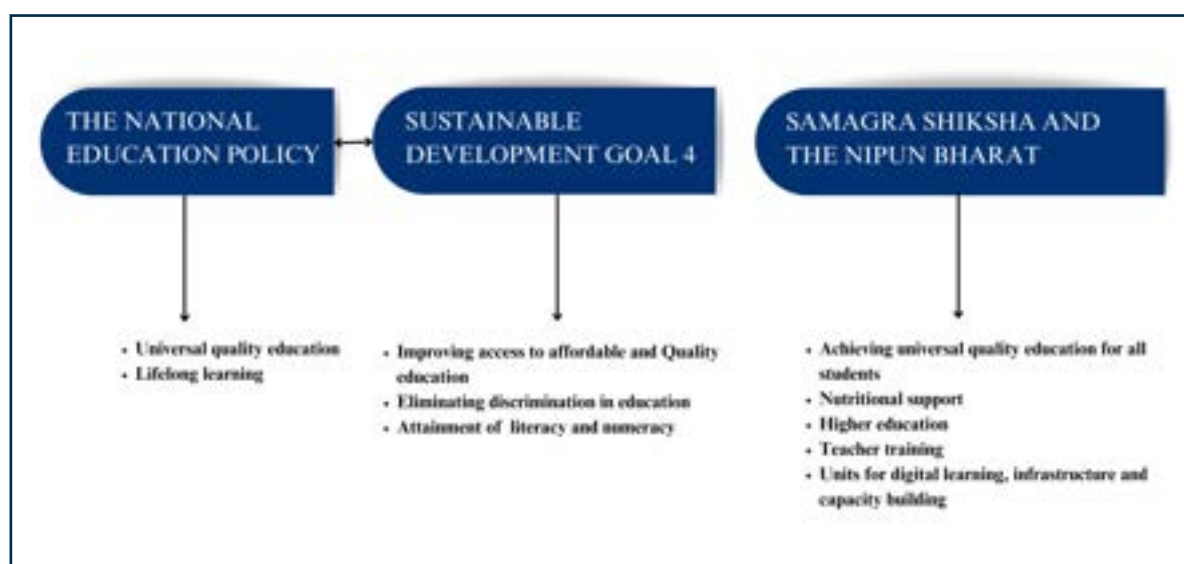


Figure 1.1: Education in India

The NEP 2020 and SDG 4 of the United Nations share the goals of universal quality education and lifelong learning. Further, SDG 4 focuses on improving access to affordable and quality education, eliminating discrimination in education and attainment of foundational literacy and numeracy. The flagship schemes of the Indian government, Samagra Shiksha and the NIPUN Bharat aim at achieving universal quality education for all students. Targeted schemes on nutritional support, higher education and teacher education complement this effort. Resources are being directed into setting up units for digital learning, infrastructure and capacity building to eliminate hurdles at the infrastructure level.

Digital resources were the educational lifeline during school closures and the pandemic forced the ecosystem to quickly adapt to teaching learning online. The potential provided by digital technologies went well beyond serving as a temporary solution during the pandemic. This enabled educators, leaders and the community as a whole to evolve their understanding of what, how, when and where people learn. The role of educators, from imparting knowledge to being as co-creators of knowledge, guides, mentors and evaluators, emerged.

1.2 Role of Teachers

With students at the center, the responsibility of achieving learning outcomes generally lies on teachers. They also play a crucial role in defining the cultural essence of their school or the schools in their geography. They have to continually shift their focus from a reactive to a more proactive strategic response to any challenges. The most commonly articulated expectation is to facilitate constructive change and effectively manage the shifts that result from bringing that change. Teachers play a crucial role in the teaching-learning process given the structures, policies, boards or practices followed in the school.



Figure 1.2: Role of Teacher

Experiences from challenges in the past reaffirm the need for continuous learning and skill-building. Several initiatives in the past have been launched that focus on capacity building and continuous professional development of teachers. Despite these multiple structures that enable the scope of continuous learning and development, there are still some challenges that our teachers continue facing that act as barriers to decentralised and contextual capacity building.

1.3. Complex and Emerging Challenges

Learning opportunities for teachers have been designed and prescribed as per the requirements that emerged over the period. However, very few times they get the opportunity to choose discussions, sessions or learning circles as part of their professional development. Expertise within communities has existed in silos which have made it difficult to leverage it in the best way.

The teachers who are interested in learning, belong to different and diverse contexts. Therefore, it has been difficult, even for those facing similar difficulties, to work together, discuss and develop their expertise to solve the problem. One feels isolated and demotivated when trying to handle difficult, novel and constantly evolving issues, which ultimately makes the situation more complicated. The pandemic has reinforced the importance of a vibrant community that consistently shares learnings, experiences, challenges and solutions to navigate common concerns. At times, teachers experience delays and lags in arriving at solutions for the challenges they face. These lags primarily occur because teachers are unaware of how to access platforms, technology or experts that might be able to provide specific support.

Teachers take up multiple responsibilities as part of their roles. Managing time for capacity and professional development while balancing tasks that their roles demand becomes extremely challenging, especially when their physical presence is required.

1.4. Relevance and Context

The need for professional development of teachers across geographies, roles and domains may vary based on their contexts, challenges and interests. Therefore, each teacher might seek a different mode of orientation and networking to resolve their problems. Some teachers prefer learning directly from peers while others connect with a large pool of community facing similar challenges. In some situations, expert opinion enables them to find the solution. Therefore, a platform is necessary for the same, where the teachers can receive professional support.

1.5. The National Education Policy (2020) Vision for Mentoring

The NEP 2020 proposes to revamp all aspects of the education structure in alignment with SDG 4 of quality education¹. It proposes mentoring as a solution at various levels to improve the quality of outcomes.

¹Ministry of Human Resource Development. (2020, July 29). National Education Policy 2020. Government of India.



1.5.1 For Students

In an effort to curtail school dropout rates and ensure access to education for all, school students will be mentored by alumni and community members, which will lead to enhanced learning outcomes and sustained interest.

1.5.2 For Teachers

The NEP 2020 has recognized the process of teacher preparation as requiring “*multidisciplinary perspectives and knowledge, formation of dispositions and values and development of practice under the best mentors*”². Therefore, it proposes mentoring as an accessory to teacher development across the board.

- a. It suggests establishing a mentoring structure for ECCE teachers in Anganwadis/ Balvatikas by the Cluster Resource Centres of the School Education Department along with monthly meetings for continuous assessment. In a longer-term proposal for preparing professionally qualified ECCE educators, a combination of professional training, mentoring mechanisms and career mapping would be used.
- b. A suitable, robust mentoring arrangement would be put in place for in-service training teachers, in addition to practicum training and for in-service teachers aiming to enhance their qualifications.
- c. A National Mission for Mentoring would be established to provide long-term professional support to teachers, facilitated by a pool of outstanding professionals.

1.5.3 For School Leaders

It suggests mentoring structures for the capacity building of the educational leaders as pedagogical heads to manage the teaching-learning process, establish norms for continuous quality improvement, provide sustained support for teacher development and also create a collaborative learning organisation.

1.5.4 For Educational Leaders and Institutions

The NEP 2020 emphasises the need for mentoring across educational institutions by involving educational leadership. The primary focus of the NEP 2020 for higher educational institutions was their restructuring and consolidation through mentoring towards effective governance and better leadership.

²Ministry of Human Resource Development. (2020, July 29). National Education Policy 2020. Government of India.

- a. To promote a culture of empowerment and autonomous innovation within higher education institutions, a graded accreditation granting mechanism will be established, for which colleges will be mentored to level up on benchmarks. Each university will Mentor its affiliated colleges to help them develop capabilities in “academic and curricular matters, teaching and assessment; governance reforms; financial robustness; and administrative efficiency,” to eventually transition to autonomous degree-granting colleges.
- b. Additionally, one of the primary roles of the NRF will be to Mentor academic institutions to catalyse quality academic research in all fields.

In addition to the recommendations offered by the NEP 2020, there is immense scope for establishing mentoring structures for various purposes across the education ecosystem in India. The wealth of knowledge and expertise possessed by various stakeholders can be utilised to disseminate information and guidance effectively and efficiently across the different cadres of the education ecosystem.

Chapter
II

Introduction to Mentoring



CHAPTER-II: INTRODUCTION TO MENTORING

2.1. Concept of Mentoring

Mentoring - the word has long been used to describe an interaction between someone who is experienced at what they do and someone who wants to learn from that experience. It is believed to be a great way to achieve personal and professional growth for both the Mentor and the Mentee³. These interactions may involve responding to Mentees' queries, providing support, in-depth counselling, solving complex and challenging problems etc. The mentoring relationship is a prolonged, structured symbiotic relationship, grounded in customised interactions between professionals from similar fields that primarily leads to professional development toward the Mentees' goal.

Stories of Mentor-Mentee Relationship

Mentoring has its roots in ancient history all around the world. The first recorded evidence of the English word “Mentor” appeared in a Greek text. In the Mahabharata, Sri Krishna mentored Arjuna to follow the path of dharma and fairly perform his duties on a battleground. The Lotus Sutra in Buddhism considers the Mentor-Mentee relationship as fundamental, with a *“shared pledge to work together for the happiness of people and to free them from suffering.”*⁴

Mentoring has been presented as a shared dialogue between individuals, one of whom poses thought-provoking questions and the other engages by asking questions of their own, similar to the Socratic method of fostering critical thinking through discussion. It follows that mentoring has played an important role in education in Indian history through the gurukul system. The Mentor was the Guru and the Mentee was a Shishya. This system guided the Mentee through inspiration and motivation to help them get closer to realising their potential.⁵ The mentoring of Chandragupta Maurya by Chanakya for becoming the king of Patliputra and thereon a great emperor has been mentioned in various literary references.

Moving on from ancient history, all successful public figures in modern history have had Mentors play a prominent role in their lives - from Aristotle mentoring Alexander the Great, to Dr. Benjamin Elijah Mays mentoring Martin Luther King. Mentoring has now started re-emerging as an important and effective method to enhance learning and skill-building.⁶

³Together Platform. “Mentor Handbook.” Together Platform.

⁴Soka Gakkai. (2020). The Oneness of Mentor and Disciple. Soka Gakkai (Global).

⁵Kukreja, S., Arora, R., & Singh, T. (2020). Mentorship Program: Modern Outlook of Traditional Knowledge. International Journal of Applied & Basic Medical Research.

⁶Hansman, C. A. (2002). Critical Perspectives on Mentoring. Center on Education and Training for Employment, College of Education, The Ohio State University.



While mentoring may have its loose adaptations that have been used to suit individual personal and professional needs, it has been defined to be a structure *"to support and encourage people to manage their learning so that they may maximise their potential, develop skills, improve their performance and become the person they want to be."*⁷

2.2 Principles of Mentoring

While mentoring may be of different types suiting the needs of the participants during the interaction, some guiding principles may help to maintain the essence of the structure. The mentoring structure will be most successful when both the Mentor and Mentee are invested in the process. The following list of principles has been curated to be consistent with the adult-learning principles promoted by Knowles⁸, keeping in mind that they will promote the investment needed by the participants of a mentoring structure.

- a. Mentee-directed: Mentees should be involved in the process of planning, implementing as well as evaluating their learning. The Mentee should drive the relationship and be encouraged to take increasing responsibility for their development. Mentor agenda or coercion should not be the driving force of mentoring interactions. A Mentor should guide the Mentee to set their own goals, identify challenges and prioritise as per the Mentees' needs.
- b. Derivative: The Mentee's life experiences should be considered during the mentoring process. It should enable Mentees to reflect on their experiences.
- c. Application-oriented: The mentoring should help implement insights from the process into real-life problems and/or processes.
- d. Facilitated: The Mentors' focus should be to facilitate spaces that promote and support the conditions necessary for a self-directing, derivative and application-oriented mentoring experience.
- e. Safe: While the mentoring experience should be voluntary for all participants, continuous effort should be put in to make the spaces safe. The structure should allow for establishing trust, confidentiality, mutual respect and sensitivity. Mentors should start by agreeing on boundaries and ground rules with the Mentee to offset any power differentials between them.
- f. Symbiotic: The process of mentoring should focus on continuous development for both the Mentee and the Mentor. They may seek advice and/or assistance to further their mentoring interactions, whenever needed. Mentors will benefit from the interaction best by acknowledging that they will gain from the process.

⁷Parsloe, E., & Leedham, M. (2009). Coaching and mentoring: Practical conversations to improve learning. Kogan Page Publishers.

⁸Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy. Englewood Cliffs, NJ: Cambridge Adult Education.

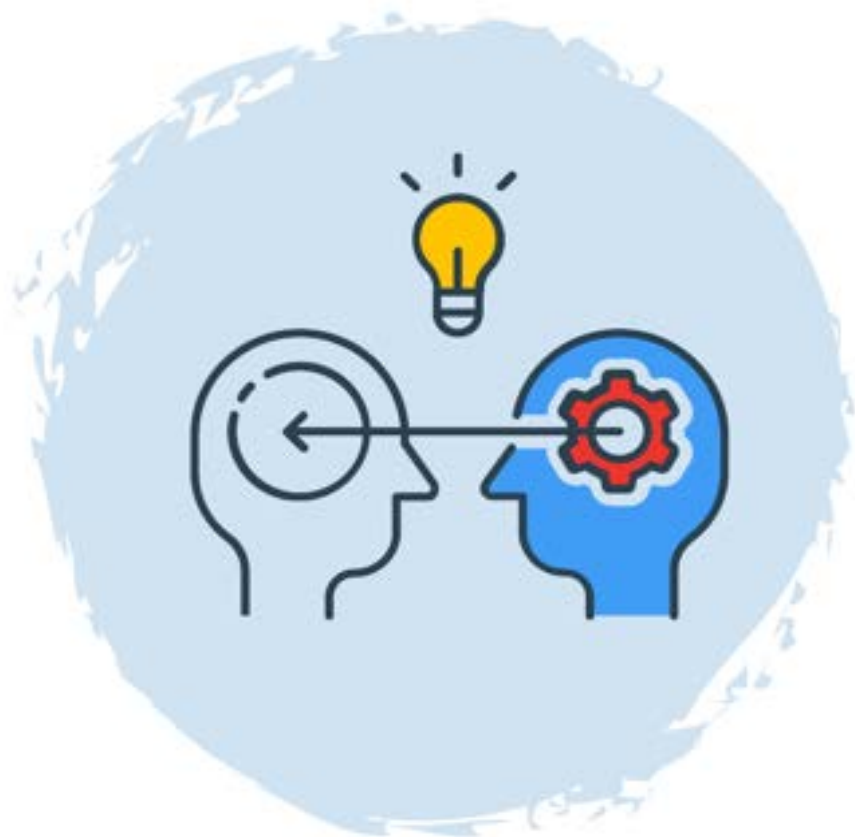
2.3. Common myths associated with mentoring

The following are the common myths associated with mentoring:

- a. **Only Mentees benefit from a mentoring relationship.** Mentoring is a symbiotic arrangement in which both the Mentor and the Mentee learn from each other, despite the seemingly more obvious benefits to a Mentee.
- b. **A mentoring relationship needs to be in person.** A face-to-face interaction for mentoring has its own benefits, however for establishing a mentoring relationship, asynchronous and online methods can also be used.
- c. **A Mentee may only have one Mentor at a time.** Different Mentors add their special knowledge and skills to a mentoring relationship and this can substantially improve a person's professional experience.
- d. **A mentoring relationship cannot be accessed as and when needed.** A mentoring relationship develops naturally and be accessed when required. A structured mentoring relationship that includes a predetermined frequency and a list of objectives to be completed at the end.
- e. **Mentors must be older than Mentees.** The ideal way to choose Mentors is to evaluate them based on their expertise, abilities, credentials and mindsets for learning together.
- f. **One can either be a Mentor or a Mentee.** To acquire the necessary skills for building fruitful mentoring relationships on their own, Mentors require their own Mentors. Mentors often have their own Mentors who helped them along the way in their professional development.

**Chapter
III**

Introduction to National Mission for Mentoring



CHAPTER-III: INTRODUCTION TO NATIONAL MISSION FOR MENTORING

A National Mission for Mentoring (NMM) to promote the structured sharing of ideas for mutual professional development would facilitate rapid development of the Indian education system leveraging existing resources. In line with this, NCTE proposes a nationwide mission for mentoring to improve the acquisition and sharing of knowledge, skills and values for school teachers.

3.1. Need for a National Mission for Mentoring

In today's unprecedented demands and challenges, teachers require new solutions. The community of educators in education in itself is rich with experts, who have the knowledge and skills to contribute towards problem-solving and capacity building of peers. Systems that are able to adapt to the continuously changing environment, can provide their citizens with the right mix of skills to enable them to lead fulfilling personal and professional lives. This leads to inclusive and sustainable economic growth. Therefore, a mentoring system provides a solution to address the existing gaps in a more decentralised manner. These are the gaps in accessing expertise, continuous professional development, connecting with peers from similar contexts and the absence of a platform to leverage cross-learning. Mentoring offers individuals the opportunity to engage in learning with an experienced professional. The different ways of engaging in Mentor-Mentee interactions can enable skill and capacity building for teachers. This provides opportunities to network with experts, engage in forums to exchange learnings and best practices and disseminate findings across various domains such as school leadership and management, curriculum, pedagogy, educational policies and assessments etc.

The hierarchical, unidirectional, top-down flow of information and learning, often designed as training events, have been prevalent woes in the current education system. Mentoring has an opportunity to soften the boundaries of hierarchies and bring a fundamental paradigm shift. It will make learning more peer and community-led. It will also make learning more personalised and continuous.

Mentoring gives rise to a collaborative agency for stakeholders where the community fosters the spirit of learning, reflection and sharing towards capacity building.

3.2 How will the mission be achieved?

This mission can be described as several actors interacting to achieve a common goal. It can be implemented at all levels of the education sector.

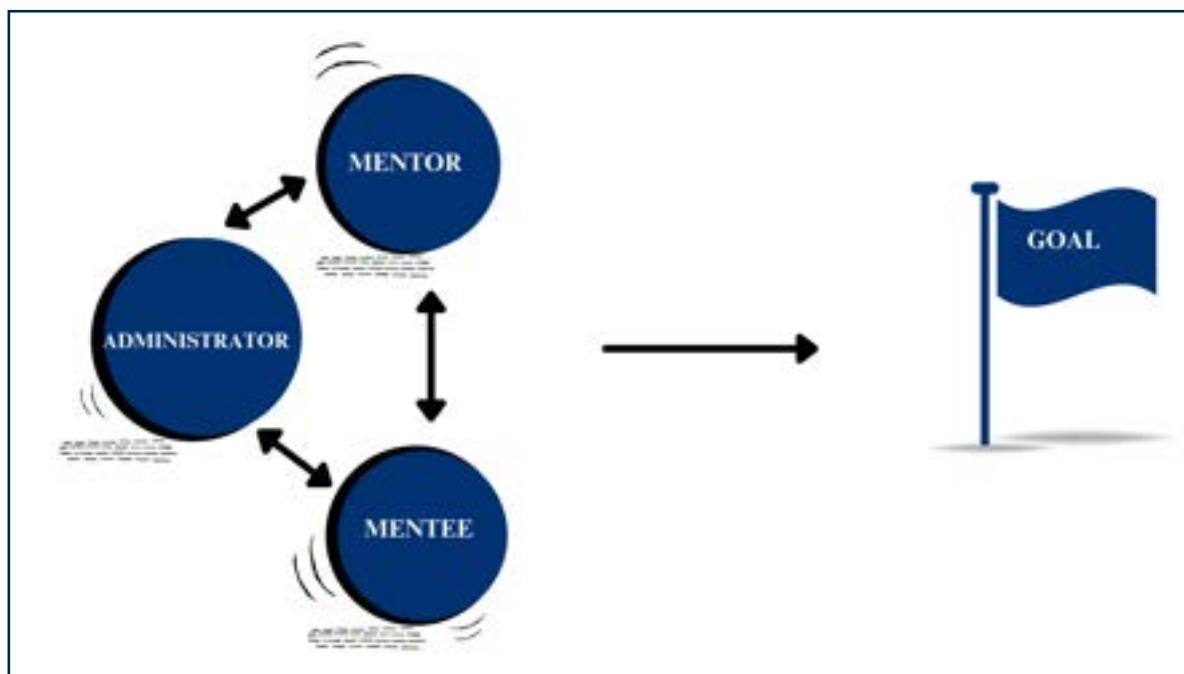


Figure 3.1: Actors engaging in interactions and progressing towards goal as a unit

Actors

The main actors at play for this mentoring mission are *Mentors* and *Mentees*. *Mentees* are individuals from a cadre of the education sector that are seeking professional development in a field. *Mentors* are individuals from the same cadre or above, who have been seeking professional development in the same field for a while and are adept at facilitating discussions and conversations suited to “*seeking*.”

While the roles of a *Mentor* and *Mentee* might be enough to conduct small-scale mentoring activities, the mission involves a third element to facilitate and sustain mentoring structures at a much larger scale. *Administrators* (individual or unit) are responsible for continuously improving the quality and frequency of all interactions taking place between *Mentors* and *Mentees*. In addition, they ensure the continued development of the mentoring structure and its institutionalisation by the ecosystem. Since the scale of any mentoring program in the education ecosystem is likely to be vast, there is immense opportunity for other system partners to develop technology and online platforms to make mentoring a seamless experience for all actors.

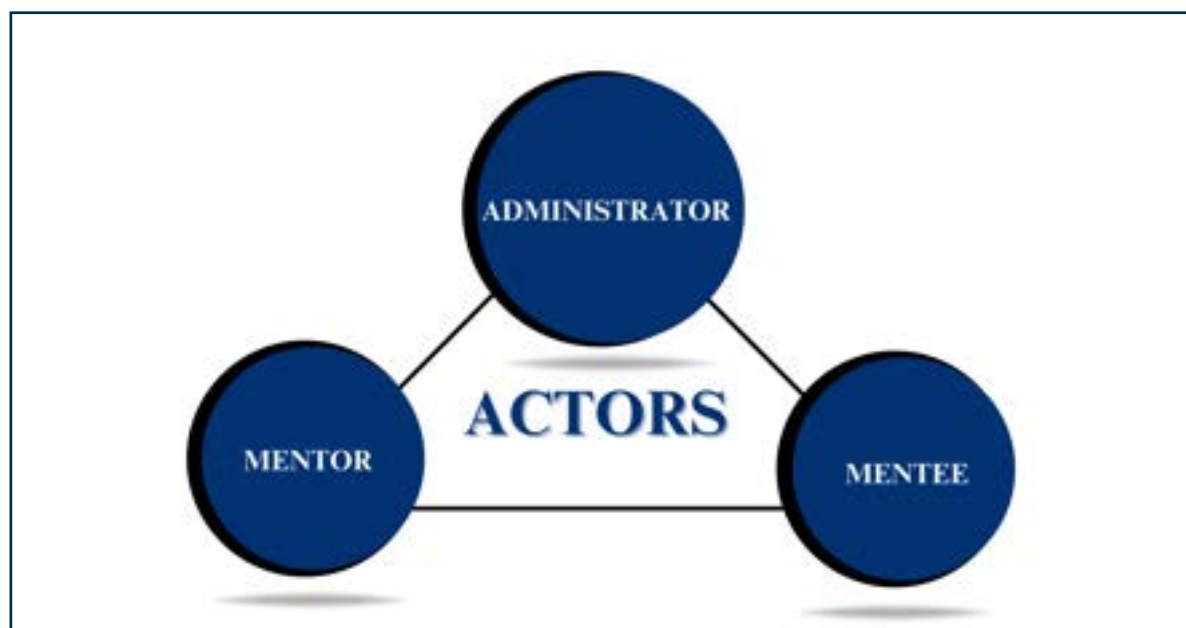


Figure 3.2: Actors of Mentoring

The interactions between these actors will primarily be centered around the sharing of knowledge, skills, values and best practices. For instance, a Mentor engages in conversation with a group of Mentees to facilitate a discussion about best practices for the orientation of new teachers; an administrator of the structure engages the Mentor in a skill-building session on how to facilitate a case-based discussion.

The effectiveness of the interaction is guided by four elements - namely the Assurance, Consensus, Structure and Tools.

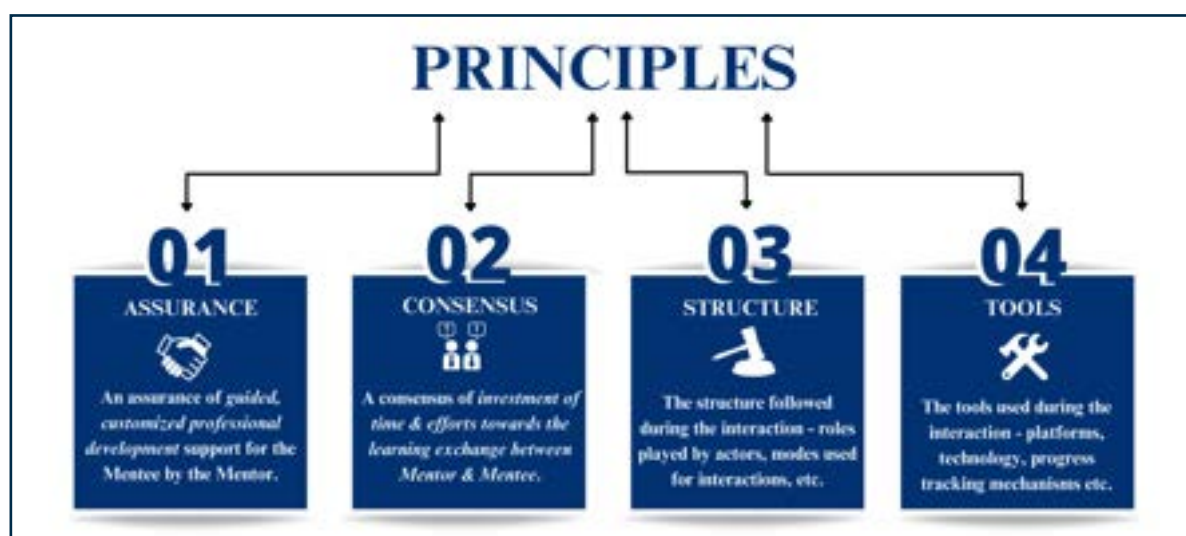


Figure 3.3: Principles of interactions among stakeholders

3.3 What are the expected results of the mission?

The actors interact with each other to achieve a common goal of improving the acquisition and transfer of knowledge, skills and values across the Indian education system. This will be achieved through the incorporation of large-scale, decentralised, technology-assisted mentoring structures across levels in the education ecosystem.

The ultimate goal is improvement in school education through enhanced, decentralised leadership in education. For instance, mentoring should be used to accelerate skill building among teachers to expand their knowledge base, develop their skills and prepare them better to address the challenges in a classroom, thereby improving the daily dissemination of education for a set of students; this may prove to be a fast and effective way for schools to grow into great learning institutions. The mission is also an opportunity to allow for a more decentralised approach to capacity building by allowing concerned stakeholders/institutions at the state or district levels to play a role in promoting mentorship. Further down the road, the mission can be extended to mentoring for school leaders and educational administrators as well. While achieving these goals is a continuous journey, there are some concrete stages of the mission that will indicate its progress.

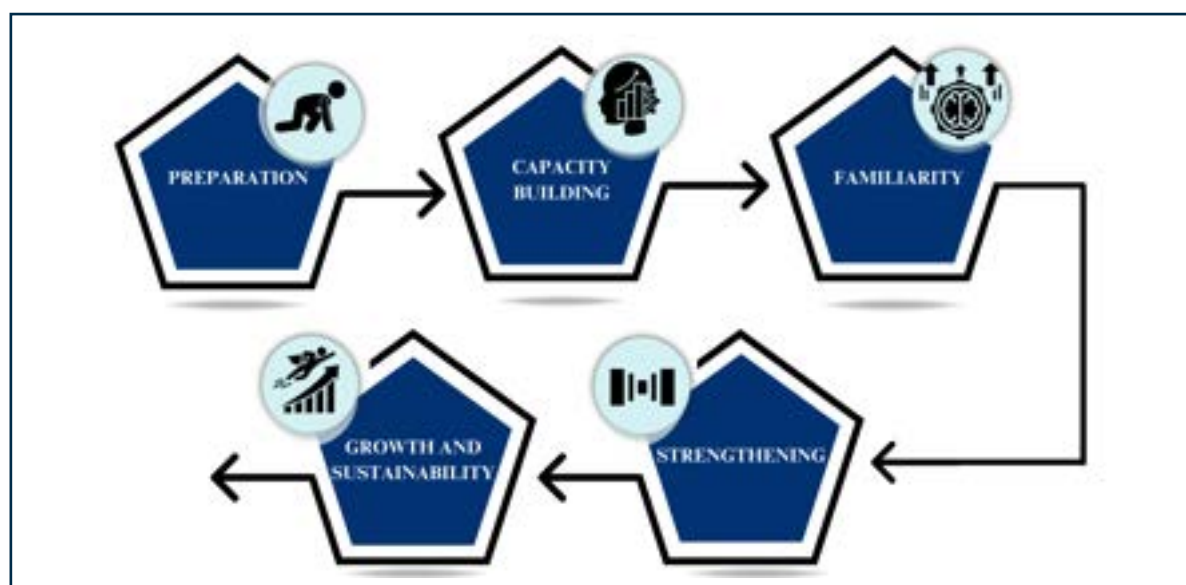


Figure 3.4: Key Stages of the Mission

Stage 1: Preparation

The stakeholders in a system may conduct a **needs assessment** for professional development and map the landscape for sufficient resources to implement a mentoring program to fulfil the needs. At this time, system actors may use resources, such as this Bluebook, to orient themselves towards the implementation of a large-scale mentoring system.

Stage 2: Capacity Building

Once the Mentors have been recruited, this stage allows for building their capacity in skills relevant to the field, along with essential mentoring skills and techniques.

Stage 3: Familiarity

During this stage, Mentors may practise the skills they learned during stage 2 in a controlled environment. The familiarity stage may also be used to refine the methodology used for capacity building in stage 2 based on feedback from Mentors and Mentees on the quality and value offered during mentoring interactions.

Stage 4: Strengthening

Once the actors are confidently implementing mentoring structures in controlled environments, Mentors start gaining experience in mentoring in their fields of expertise. This stage allows for the continuous development of the Mentors through ongoing capacity-building sessions. At this time, tracking metrics towards an end outcome of the mentoring relationship will help understand the effectiveness of the mentoring structure and re-align it to achieve the stipulated outcomes.

Outcomes should be aligned with the objectives intended for the mentoring program. For instance, in a program to enhance student learning outcomes in foundational literacy and numeracy through teachers' peer mentoring circles, an outcome to evaluate is the percent (%) increase in student performance in foundational literacy and numeracy assessments.

Stage 5: Growth and Sustainability

This stage shifts attention from testing the mentoring structure to building a community of practice in mentoring. The mentoring structure can now be scaled to ensure participation by all relevant stakeholders in the system and their continued interest in it. This can be achieved by introducing mechanisms to:

- a. trigger the need for participation by demonstrating value offers,
- b. institutionalise to enable participation by everyone and
- c. motivate actors for continued participation in the structures through relevant incentives.

The following sections illustrate some constructs to effectively increase the value of interactions between all actors in a mentoring system to carry out the aforementioned phased dissemination of the mission.

Chapter
IV

Solutions for Mentoring



CHAPTER-IV: SOLUTIONS FOR MENTORING

4.1 Mentor Selection

A mentoring construct requires designated Mentors and Mentees, apart from an administrator (individual or unit) to facilitate structures and sustain the process over long periods of time. This section covers ideas on what a Mentors' selection process could look like and the attributes of Mentors and Mentees that will enable a mentoring construct to succeed.

4.1.1 The Mentor Selection Process

The Mentor, in a mentoring relationship, needs to be trusted by the other stakeholders involved in the structure. The process adopted to select the Mentor plays a vital role in developing trust in Mentors and consequently in the way mentoring interactions are accessed. It is crucial that the Mentor selection process allows for:

- a. Nomination by peers and/or expression of interest by potential candidates
- b. Evaluation of the candidate's application through a Mentor selection criteria
- c. Orientation and capacity building of Mentors

Sociologists, psychologists and educationists from various fields/ disciplines may also be brought on board to help design an appropriate Mentor selection process. This may also help to contextualise the selection process depending on the needs of the system.

The Mentor selection process should be accessible to all intended candidates. For instance, there may be potential candidates who might not be comfortable with or have access to technology. Similarly, if the mentoring structure intends to select Mentors from other fields, such as All India/State Service Officers, the selection process should be visible to them to apply. The Mentor selection process should not be a barrier for potential candidates to apply.

4.2 The Attributes of Mentors

There are certain attributes that a Mentor and a Mentee would need to possess, prepare for and learn, before and during a mentoring relationship, to reap the most out of it. The Mentor should have aspirational qualities that have led to the desired learning outcomes of the program. There are some attributes that may be viewed as essential to being able to take on a role in a mentoring relationship, whereas some attributes can be developed along the way through Mentor training and continuous capacity-building programs.

Depending on the context of the mentoring setup, here is a list of attributes that may act as a starting point for Mentor selection and further, a reference for Mentor training.



- a. **Awareness of diversity:** In this context, being aware of diversity means being aware of the existence of various people, groups and opinions in a given environment during mentoring program intervention. It comprises being conscious of and individual differences related to socio-economic backgrounds, gender, age, culture, caste, religion and other facets of a variety of Mentors and Mentees.
- b. **Effective communication:** Effective communication is an important attribute of a Mentor. It comprises the capacity to communicate ideas, concepts, knowledge, thoughts and sentiments in a succinct and convincing manner. Also, active listening, comprehending and responding to others are equally important for Mentors. Therefore, effective communication is essential for successful program implementation.
- c. **Empathy:** Mentors should be empathetic towards their Mentees, understand and relate to their perspectives, feelings, thoughts and experiences. This allows Mentors to provide appropriate guidance and support.
- d. **Experience:** Experience matters in this situation since both Mentors and Mentees are important players in the programme intervention. Experience refers to the knowledge, skills and competence that Mentors have gathered throughout the course of their professional development. Mentors' rich experience in the same cadre as the Mentee is necessary to relate to situations and challenges being faced by the Mentee and to elicit and share examples of best practices.
- e. **Expertise:** Expertise is the term used to describe someone who has a high level of knowledge, skill or proficiency in a given subject, profession or area. For the Mentee to develop a deeper grasp of their area, the Mentor must be an expert in that respective area or domain and be able to offer insights and best practices.
- f. **Flexibility:** Having flexibility in mentoring approach is one of the important attributes of Mentors. During the mentorship program, Mentors must be able to adapt and modify the content and approach according to the needs of Mentees. She/he should have the ability to use multiple ways of representation to make content easily accessible to all Mentees. The flexibility in the process and approach both play an important role in the mentoring program.
- g. **Inspirational:** A successful Mentor must possess inspiring qualities. Mentors who inspire their Mentees help them attain their greatest potential by igniting a sense of passion, enthusiasm and drive. An inspiring Mentor pushes Mentees to strive for greatness and sets high expectations of performance. By exemplifying via their own actions and successes that great things are achievable, they inspire their Mentees to go past their comfort zones and pursue their objectives.

- h. Leadership skills:** In order to lead, influence and inspire others towards a common aim or objective, Mentors must possess leadership traits and behaviours. Leadership skills are crucial for Mentors for influencing mentoring relationships to encourage and guide their Mentees.
- i. Critical thinking:** For Mentors, it is important to analyse and evaluate ideas, thoughts, situations etc. on the basis of logic and reasons. Mentors should always solve problems logically and consider different perspectives rather than accepting the facts or information without seeking evidence. Critical thinking enables Mentors to support Mentees to navigate challenges and obstacles, evaluate their approaches, adapt and respond appropriately to the situation.
- j. Creativity:** Creativity equips Mentors to construct new ideas and generate innovative solutions to enable Mentees to overcome challenges. It is also important for Mentors to encourage Mentees to explore different viewpoints and experiment with new ideas, concepts and perspectives to come up with innovative solutions.
- k. Reflection:** Reflective skills enable Mentors to process their thoughts and ideas for self-reflection, evaluate mentoring sessions, actively seek feedback from Mentees and continuously grow as Mentors. It helps Mentors to refine their strategies, deepen their understanding of the needs of the Mentees and provide meaningful guidance and support. It is also important for Mentors to encourage Mentees to develop and cultivate reflective skills.

In addition to the aforementioned attributes, a Mentor must have a high emotional quotient to understand the challenges of their Mentees and support them adequately. Some examples of Mentor persona are given below:

Mentor Persona 1

Ms. Asmita Pant is the Principal at Kendriya Vidyalaya. She has been a school leader for the last 20 years across two schools and joined as a principal at Kendriya Vidyalaya 10 years ago. As a teacher, she developed expertise in pedagogy over time and wanted to use her knowledge and experience to explore whole-school improvement. She started by completing some leadership modules and improving her understanding of managing teams and institutions. She listened to the teachers and staff at her school and identified areas that needed improvement. While talking to teachers and staff about challenging areas, she would listen with an open mind, understanding that everyone has different strengths and areas of development. While offering feedback, she would make sure to identify and give evidence for both strengths and areas of development, focusing on constructive criticism. She would reflect upon her actions and their consequences frequently and use that reflection to alter her actions and break patterns that lead to

inefficiency and negative growth in her work. Always willing to learn more, she would also inspire others at her school to keep learning by holding workshops for her school staff to upskill and demonstrate examples of how improvement can happen if learning continues. She would go out of her way to make sure teachers are safe and comfortable and always had access to support when needed. Her public speaking skills would get everyone interested in what she had to say and motivated to take action. Now as a school leader with various years of experience in leading school improvement projects, she is interested in offering mentorship to school leaders across the country to learn more from their different contexts and be a partner in the school leaders' journeys towards better schools.

Mentor Persona 2

Mr. Amarpal Baleng is a teacher of Geography at CBSE affiliated School. He has been teaching for 20 years and has been a constant source of inspiration for other teachers at his school. In addition to his skills as a teacher, he often offers a listening ear to other teachers and supports new teachers in easing into the culture of the school. He has a knack for building and maintaining a supportive, safe space for all staff members at his institution and is widely regarded as an inspirational leader. He understands the importance and benefits of safety, professionalism and high standards for work ethics in a workplace and he makes it clear through his actions. He now wants to use his expertise to help other teachers feel supported, guided and eased into schools and be a partner in their journey towards fulfilling professional lives.

4.3 The Attributes of a Mentee

For a mentoring relationship to be successful, a Mentee should be goal-oriented, take Initiative, seek challenges, show enthusiasm to learn and accept responsibilities. They should participate actively, retain critical faculties, seek new capacities in addition to knowledge, own responsibilities and remain open to multiple influences for success.⁹ Some examples of Mentee persona are given below:

Mentee Persona 1

Mr. Selva Kumar is the teacher at Kendriya Vidyalaya. He has been a teacher at the school for 12 years. His inclination for learning more and growing in his role has led him to take a few courses on school education. He sees a lot of potential in the school to rise from mediocrity towards excellence and create a great experience for all students. Now he seeks guidance from Mentors towards his school improvement journey and is excited to learn along the way.

⁹National Institute of Technical Teachers Training and Research. (2020, September). Making Mentoring Relevant: NEP 2020 PERSPECTIVE.

Mentee Persona 2

Ms. Sangeeta Pradhan is a teacher of English at Jawahar Navodaya Vidyalaya. This is her first full-time job as a teacher after her professional training in teaching. As she started at the school, she took some time to learn to apply her training in the classroom. The challenges of working in her classroom of 7th and 8th-grade students were many, including addressing diverse learners. Ms. Pradhan decided to take the time to adjust and consciously reach out to other teachers at the school and in her network for support. She was keen to learn and seek mentorship and was able to navigate the difficulties in the classroom through her conversations with her peers, the workshops she attended and continued reflection.

4.4 Mentor Development

Mentors should be provided with the tools and opportunities to maximise and enable successful mentoring relationships. Mentor development should be a part of any mentoring program at two stages:

- a. Once Mentors are selected, a Mentor training program could help Mentors become better equipped to facilitate mentoring interactions.
- b. As the mentoring program goes on, a set of continuous professional development (CPD) opportunities can help Mentors feel supported and grow as Mentors.

4.4.1 Mentor Training Program

Mentors possess a range of professional skills such as expertise in the discipline, communication, empathy and emotional intelligence, problem-solving skills, time management and leadership skills. These professional skills enable them to give support or guidance to their Mentee during the mentorship program. A Mentor Training program should help a Mentor develop in two areas: Development of foundational mentoring skills and Orientation towards types of mentoring.

4.4.1.1 Foundations of Mentoring (core skills)

There are a few skills that this training could inculcate:

Table 4.1: Skills, Components & Description

Skills	Components	Description
Communication	Listening actively	The significance and key elements of active listening in mentoring, difficult conversations etc.

	Asking reflective and probing questions	Steering meaningful conversations by asking different types of questions for different situations
	Giving and taking feedback	Tips for taking and giving constructive feedback effectively
Leadership	Transition management	Ways to positively lead and motivate people through organisational change and communicating about it
	Setting vision and goals	Setting a meaningful vision and SMART goals for a mentoring relationship
	Building accountability	Building accountability successfully in teams and demonstrate skills in delegation, monitoring and feedback
	Developing a growth mindset	Articulating the need for a growth mindset and build collaborative strategies to enhance one's own and their Mentees' growth mindset
	Time management	Tips for managing and prioritising time and tasks
	Culture building	Recognise and implement avenues to build better team/Mentee group culture
Other emergent skills	Networking	Realising the importance of networking as a key enabler for purposeful problem solving
	Mentoring and its essence	Define mentoring and its significance, along with ways to Mentor

4.4.1.2 Types of Mentoring

Mentoring interaction can be conducted through both- virtual and physical mode either synchronous or asynchronous manner. Mentoring can be divided into the following types:

A mentorship experience becomes constructive for Mentors and Mentees when interactions catalyse four key actions; *Learn, Share, Solve and Connect* to restore Mentees' agency to solve problems in their respective contexts. This can be enabled through different types of mentoring, as illustrated below:

a. Individual Mentoring

Individual mentoring is a personalised, knowledge-sharing conversation that participants can have on a topic of their choice. It is a focused discussion between a Mentor and a Mentee. The Mentee gets the opportunity to choose to connect with a trusted individual (Mentor or peer) to share, learn and discuss. The Mentor helps Mentees to reinforce the skills and knowledge they have acquired and make them understand how to apply the knowledge and

skill sets to the challenges they face. Engaging through the mode of one-on-one mentoring becomes an insightful journey for Mentees as it supports them to grow personally as well as professionally while building a strong belief in their capabilities. It helps in advancing growth for the Mentees. For a Mentor, it serves as an opportunity to contribute to the community they belong to.

b. Group Mentoring

In Group Mentoring, a group of Mentees who are facing similar challenges, are involved. It is helpful for Mentees who want to learn from peers and build a network.

i. Discussion circles (Knowledge Transfer Mentoring)

Through discussion circles (mentoring circles), concepts (policies, schemes etc.) and best practices related to the needs of the community can be facilitated. These spaces can be open for experts who take up the role of Mentors to facilitate and share their knowledge, experiences and learnings. Mentoring circles combine the beauty of mentoring with elements of action learning. These circles can be leveraged to inspire Mentees to learn and progress collectively. It makes it easier for people facing similar challenges or those who seek to build collective knowledge to come together to explore and discuss while being mentored and guided by someone who has knowledge, experience and expertise in that particular concept: The opportunity to choose mentoring circles that they wish to be part of adds to Mentees' agency to choose what they wish to learn and from whom.

ii. Peer Mentoring

In this type, a group of professionals who have successfully navigated through specific challenges or have developed expertise in certain domains leads discussions and mentoring spaces for their peers. Peer mentoring sessions have the scope of enhancing supportive relationships between peers by sharing knowledge and experience from different perspectives. It offers Mentees trusted networks of people with similar contexts to share their best practices with while at the same time adding to their knowledge as well. Peer mentorship implies a two-way, mutually beneficial learning process. Due to the fact that both the Mentor and the Mentee share knowledge and experience, it is beneficial to both parties. As the peer Mentors guide and support the Mentee, Mentees find themselves putting effort to understand and apply the knowledge in different ways that help them to learn. This also acts as a forum for 'Best Practice Sharing'.

iii. Case-based discussions (Situational Mentoring)

In this type, Mentees reach out to a network/Mentor with a specific common struggle they would have been facing, in anticipation of finding solutions. This type serves as a great opportunity for collective problem-solving.



iv. Flash Mentoring

Flash mentoring is short-term mentoring that occurs in a brief and focussed period of time. It is typically used in situations where individuals need quick guidance and support on a specific issue or topic. It is a flexible and efficient way to gain valuable insights and support in a short period of time.

While the types identified above are meant to encourage interaction between Mentors and Mentees, additional ways to execute a mentoring interaction are possible. It could be through a combination of online and offline mediums, using synchronous or asynchronous methods, as shown in the following table:

Table 4.2: Methods of Mentoring

Methods→ Media↓	Synchronous	Asynchronous
Online	<p>All modes as described above, using online conferencing tools</p> <p><i>This might be the most useful combination for large-scale mentoring programs where in-person sessions might not be feasible because Mentors and Mentees may be at different physical locations.</i></p>	<p>Online tools to assign work and exchange feedback, such as reflective assignments, case studies with associated questions etc.</p> <p><i>This may be used in addition to an online-synchronous program to encourage self-reflection and self-learning time.</i></p>
Offline	<p>All modes as described above in an in-person setting</p> <p><i>This combination might be the most useful for smaller-scale programs and will enhance mentoring interactions by not limiting communication to online modes only.</i></p>	<p>Offline tools such as books, activity kits, experiential programs etc. may be assigned.</p> <p><i>This combination may be used in addition to a more customised online/offline - synchronous mentoring program to encourage self-learning.</i></p>

4.4.2 Continuous Professional Development for Mentors

Mentor training should be staggered and should advance as the Mentor engages with more mentoring interactions. For instance, Mentor training might take place over different levels to introduce Mentors to different skills and the subsequent component that may help with their ongoing capacity building:

Table 4.3: Level of Mentor training & skills

Level 1	Level 2	Level 3
Mentoring and its essence	Discussion circles	Building accountability
Setting the vision and goals	Culture building	Networking
Group facilitation	Individual mentoring	Peer mentoring
Case-based discussions	Asking probing questions	Transition
Synchronous facilitation	Giving and taking feedback	Growth mindset
Listening actively		Time management
Asynchronous facilitation		
Asking probing questions		

Additionally, Mentors should get opportunities to engage in the capacity building beyond what is offered by the administering institutions to broaden the horizons of their discussions with Mentees and bring in more perspectives. A structure to periodically engage Mentors in CPD is essential to Mentor development and may be accomplished through expert sessions, webinars, online courses for capacity building etc.

4.5 Areas for Mentoring

The above-mentioned types of mentoring can be utilised to base mentoring on different areas. Depending on the objectives of the mentoring program, the needs of the stakeholders and the context, mentoring can be offered in any area. The following areas (Table 4.4) can be used as examples to find the most relevant mentoring topics for the session. These identified areas are in line with NEP 2020, other emerging areas would be identified and included in continuation of the program.

Table 4.4: Areas of Mentoring and Definition

Areas of Mentoring	Definition
Pedagogical Content Knowledge (PCK) – Knowing and Understanding the content of school subjects/disciplines.	PCK is a phrase given to describe the subject and pedagogical knowledge of a teacher. Content knowledge refers to understanding facts, theories, principles and concepts related to specific subjects/disciplines e.g. Mathematics, Science, Social Science, Arts etc. On the other hand, pedagogical knowledge refers to methods and strategies a teacher employs to assist the learner during the teaching-learning process

Foundation literacy and numeracy	As stated in NEP 2020, achievement of universal foundational literacy and numeracy in primary school by 2025 is at the highest priority. By the time the student reaches Grade 3, she /he should be competent in doing meaningful reading and writing and developing a basic understanding related to numeracy. Foundational literacy and numeracy can be attained through the amalgamation of school as well as life outside their classrooms.
Equitable and inclusive education	NEP 2020 strongly emphasises equitable and inclusive education fostering the concept that all children should get access to quality education. It considered the challenges raised by disadvantaged groups. (Women, transgender groups, scheduled castes and tribes, OBCs, Divyang and other disadvantaged groups). The policy ensures to create an inclusive learning environment for all children.
Competency-based education	Competency-based education is an approach that focuses on developing attitude, knowledge and skills that can be observable and measurable rather than continuing through a firm curriculum and time-bound. Competency-based education aims to make sure that students possess the capacity to apply their knowledge in real-life scenarios.
Storytelling and toy-based pedagogy	NEP 2020 and The National Curriculum Framework for the Foundational Stage, 2022 highly recommend storytelling and toy-based pedagogy for children at the foundational stage of learning. The conceptual understanding acquired by the children at early stages can be strengthened by toy-based pedagogy. It will encourage the socioemotional growth, ingenuity and creativity of children.
Experiential learning	NEP 2020 suggests the adoption of experiential learning, “including integration of hands-on learning, arts-integrated and sports-integrated education and story-telling-based pedagogy, within the standard pedagogy of each subject”.
Indian Knowledge	Indian knowledge and thoughts always consider the hunt for knowledge, wisdom and truth as a part of education. The aim of education in Indian knowledge is the ultimate self-realisation and emancipation as well as the preparation of individuals for life. The elements of ancient Indian knowledge could be addressed in a scientific manner.
Action Research	Action research is a type of systematic inquiry that focuses on addressing specific issues in the classroom and school. It is conducted by educators to discover more about strategies and helps in decision-making in the teaching-learning environment.

Ethics, Morals and Constitutional Values	A good education system is guided by principles, morals and constitutional values that focus on empathy, respect for others, cleanliness, courtesy, the democratic spirit, respect for public property, scientific temper, liberty, responsibility, pluralism, equality and justice.
Digital Education Literacy	NEP 2020 acknowledges the importance of leveraging the advantages of technology for providing quality education to all. The digital platforms and ICT-based educational initiatives are essential and need to be boosted and expanded to address the challenges of the future educational landscape.
Vocational Exposure and Skills	NEP 2020 encourages the concept of no hard separation between vocational and academic education. Students especially will have the option of choosing a subject as per their interest, so that they can choose their own path in the future. Through internship possibilities, it exposes students to vocational experts from various fields, including carpenters, gardeners, potters and artists.
Art-integrated education	The incorporation of art- integrated education in pedagogies will create a happy and joyful learning environment for children. Integration of Indian art and Culture will hold Indian ethos and values in learning and further strengthen the bond between education and culture, which is the utmost important aspect of the education system of any country.
Sports-integrated education	NEP 2020 also suggests “sports-integrated pedagogical approach that utilises physical activities including indigenous sports. It will help students in developing skills such as collaboration, self-initiative, self-direction, self-discipline, teamwork and responsibility”.
Community engagement	Various studies have supported the engagement of the community in the education process of a child for effective learning. Meaningful involvement of the community in various ways will develop a sense of cultural respect and enhance socio-emotional learning in children. It will also help them to learn the dynamics of society outside the school.
21st Century Skills	It refers to the wide range of skills or abilities that has emerged as a need for individuals to thrive in the evolving society and world. These skills comprise creativity, digital literacy, problem-solving, communication, innovation and adaptability. With the advancement of new emerging technology, these skills are now crucial for individuals in becoming global citizens.
Creating and doing a 360-degree assessment (Holistic assessment)	NEP 2020 suggested the 360-degree multidimensional assessment for children. The assessment of children should be done in a holistic manner by teachers, parents, peers and through self-assessment. It will cover all aspects of cognitive, affective and psychomotor development.



Mental Health of Teachers	In the present educational scenario, teachers are playing a central role and their profession has become highly demanding. Emotional demands, work-life balance and performance pressure are some of the factors that affect the mental health of school teachers. Therefore, it is important to recognize the issue of the mental health of teachers for creating a supportive and healthy learning environment in schools.
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4.6 Mentoring interaction

Constructive mentoring interaction is a key to a successful mentoring relationship which benefits both Mentor and Mentee; however, the relationship between Mentor and Mentees evolves over a period of time. During the entire interaction, the relationship between Mentor and Mentees needs to be consistent and reliable and should ponder the reasons they chose to participate in a mentorship relationship. The goals of a mentoring program depend upon the interaction of both Mentor and Mentees. This interaction involves:

- a. Developing trust and rapport building
- b. Collaborative efforts for setting goals
- c. Frequent meetings of both Mentor and Mentees
- d. Praise and motivation for each other
- e. Personal and professional development
- f. Supporting guidance and feedback



**Chapter
V****Elements of Mentoring
Program**

CHAPTER-V: ELEMENTS OF MENTORING PROGRAM

A mentoring program is likely to be an intricate structure with many aspects to consider while designing. The following aspects can help in efficiently designing and implementing the mentoring program:

5.1 Program Design and Planning

- a. Target group (Mentees)
- b. Nature of the mentoring program
- c. Potential Mentors for onboarding
- d. Vision, goals and expected outcomes for all stakeholders involved (Mentors, Mentees, Administrator etc.)
- e. Duration and frequency of sessions
- f. Mode of mentoring interaction
- g. Dissemination of the program-related information
- h. Monitoring and evaluation
- i. Feedback and follow up

5.1.1 Progression of Mentor

A mentorship program consists not only of the relationship between Mentors and Mentees but also makes sure Mentors are being made available to the system continually, accounting for attrition. The mentoring system should be designed in a way to support sustainability and should not always rely on external sources to keep the system going. For instance, Mentors could train new Mentors after receiving a certain level of training themselves. An example of a four-step process is listed below.

The progression of a mentoring program should be designed keeping in mind the progression of a mentoring relationship.

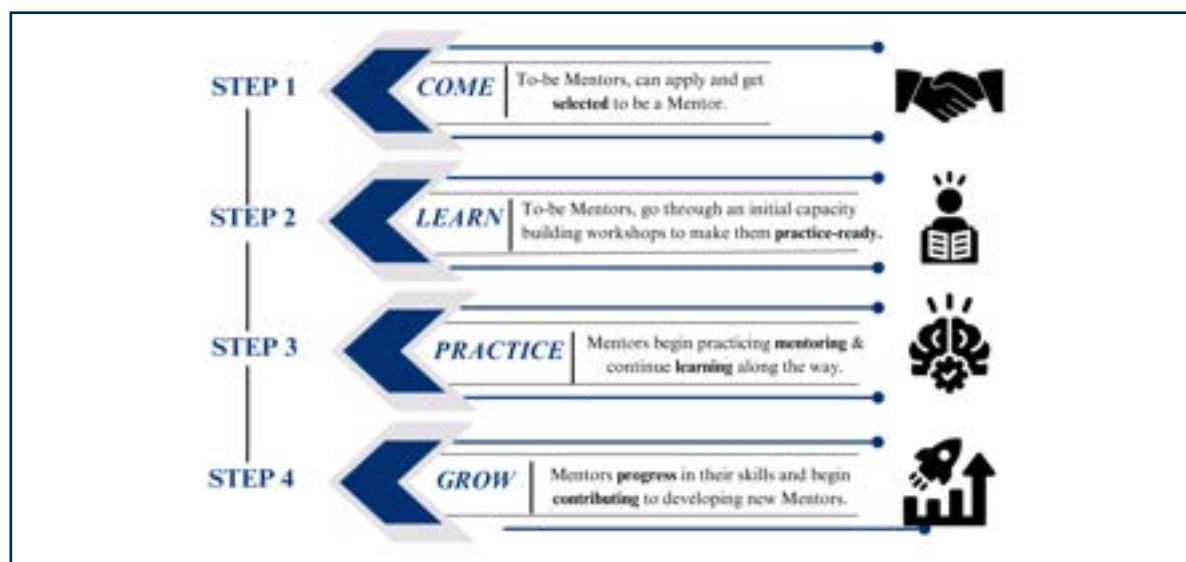


Figure 5.1: Mentor Progression

5.2 Program Management

For effective implementation of the mentoring program, a Program Management Unit (PMU) or team of administrators can be set up which can include the following elements:

- Setting up an advisory group
- A system for managing the program
- A development plans and resource design
- A system to monitor the program
- A feedback mechanism for stakeholders, institutions and the program
- Strategies for human resource development
- Effective public relations and communications efforts
- Budget allocation for implementation of the program

5.3 Program Operations

Operational functions to keep in mind are:

- Creating a pool of Mentors, Mentees, program staff and volunteers, if any
- Screening potential Mentors and validation of Mentees
- Providing orientation and training for Mentors, Mentees and program staff

- d. Mapping Mentors and Mentees
- e. Planning activities and sessions for Mentors and Mentees within established parameters.
- f. Supportive mechanism for monitoring mentoring program
- g. Recognising the contributions of participants throughout the program
- h. Facilitating Mentors and Mentees to achieve their goals

5.3.1 Roles and Responsibilities

Below are the suggestive roles and responsibilities of the different stakeholders of the mentoring program:

Table 5.1: Stakeholders & Responsibilities

Stakeholders	Responsibilities
Senior Officials/PMU	<ul style="list-style-type: none"> a. Design the program, roadmap and curriculum for Mentor training b. Select Mentors c. Build the capacity of Mentors d. Support Mentors with continuous capacity building e. Invite eminent speakers to record and share their thoughts on mentoring to keep morale high f. Ensure effective implementation and execution of the program g. Monitor and evaluate the program
Mentor	<ul style="list-style-type: none"> a. Complete Mentor certification program b. Organise and facilitate mentoring structures for other teachers c. Seek suggestions and feedback on their mentoring skills from Mentees. d. Attend training/ workshops to continuously build capacity
Mentee	<ul style="list-style-type: none"> a. Attend mentoring structures b. Learn, share, solve and connect towards continuous professional development

5.3.2 Recommendations for operations of different phases of the mentoring program

a. Program Roll-out

- i. Design a selection process for professionals across the Country/State/System to become Mentors
- ii. Release the criteria for enrolling as a Mentor
- iii. Release the criteria and selection timelines for the system stakeholders



b. Mentor Selection Process (Refer to Annexure II)

Following are the two stages of the Mentor selection process that can be implemented:

- i. Stage 1: An application form asking for demographic details and a case study assessing applicant's ability to solve challenges in the online learning setting. Selected applicants will proceed on to Stage 2.
- ii. Stage 2: An interaction/interview for assessing the communication skills, ability to inspire, domain knowledge etc. The interview process will be conducted by a committee of experts. The selected applicants will be onboarded as Mentors on the mentoring platform.

Renowned and outstanding professionals in a particular domain will be onboarded directly for NMM by NCTE.

c. Mentor Capacity Building

- i. Design workshops for Mentors that aim at building knowledge about concepts, skills and technology they need to Mentor effectively e.g. facilitation skills, asking probing questions, building a culture within a group of Mentees etc.
- ii. Workshops to be conducted before mentoring interactions start by inviting field experts for orienting/capacity building, through informational videos and activities planned etc.

d. Mentor Onboarding Process

- i. Prepare and share guidelines for onboarding Mentors onto a mentoring platform (NMM portal/Mobile Application)
- ii. Mentors will create their profiles and provide the requisite information

e. Mentee Onboarding Process

- i. Prepare and share guidelines for onboarding Mentees onto the mentoring platform
- ii. Maintain records to track the Mentee-onboarding process

f. Mentoring Interactions

- i. Mentors can schedule and host group mentoring sessions on the platform
- ii. Mentees can search for group mentoring sessions and Mentors on the platform and enrol to attend the sessions

- iii. Mentees can individually reach out to Mentors of the concerned domain, with their queries. The Mentor and Mentee can mutually decide the time and framework for the mentoring interaction
- iv. Mentees can give ratings and feedback to the Mentors

The IT team will support in resolving any technical glitch faced with respect to onboarding or mentoring interactions.

g. Monitoring & Analysis

- i. Track mentoring engagement on the platform and generate monthly/quarterly reports, as required
- ii. Track and compile all reports to analyse mentoring program and accordingly suggest enabling measures, as required

5.4 Program Evaluation

The following are needed for the evaluation of mentoring program for continuous quality improvement:

- a. A plan to measure the progress of the program
- b. A process for measuring the expected outcomes of the program
- c. A comprehensive report on evaluation, findings and dissemination of the program.

The success of the program can be measured by evaluating three metrics:

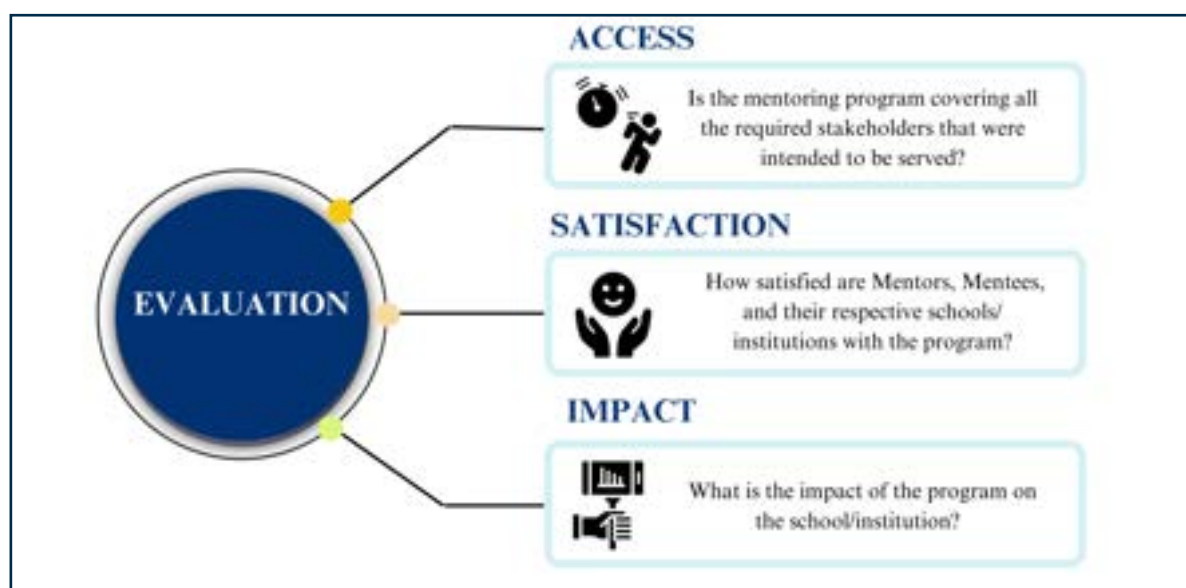


Figure 5.2: Evaluation metrics for mentoring



- a. Access:** Is the mentoring program covering all the required stakeholders that were intended to be served?

The program's accessibility is the most crucial aspect to take into account when evaluating it. All members of a cadre should have access to mentoring since it offers an opportunity to engage in customised and comprehensive professional development. This indicator should be assessed by looking up coverage in the stakeholders' existing databases. It should also include important elements like inclusivity, diversity, scalability, language and access that are necessary for successful implementation in a country with a range of contexts.

While the program might make mentoring an essential or opt-in opportunity for stakeholders, it will be important to ask the question - “are stakeholders who will benefit from mentoring the most accessing the program?” This calls for the mentoring program to be a combination of prescription and choice-based. It is challenging to incorporate new practices in any system and measures to ensure availability and access should be enforced as needed.

- b. Satisfaction:** How satisfied are Mentors, Mentees and their respective schools/institutions with the program?

This metric focuses on the quality of mentoring interactions. Satisfaction of all partaking stakeholders is essential in making sure the program continues and is sought after. The satisfaction of Mentors and Mentees may be measured using periodic surveys asking about the value this program adds to their professional lives and the returns they are getting on their invested time. The satisfaction of stakeholders can be measured using two separate metrics -

- i. The quality of the facilitated interactions - This is to ensure that Mentors and Mentees are enjoying the structure of mentoring conversations and that there is enough engagement from both sides to maximise the time spent on these activities.
- ii. The quality of the content delivered through the interactions - This is to ensure that the content delivered during these interactions adds value to the stakeholders' professional lives. It should be familiar enough for stakeholders to make connections with their existing knowledge base and understand well yet challenging enough to push their thinking in new directions.

- c. Impact:** What is the impact of the program on the school/institution?

This metric assesses the mentoring system for impact and maybe the hardest to measure. Depending on the objective of the mentoring program, one may have to assess for impact

on students, shifts in school culture etc. While this is a longer-term metric to measure and might not be feasible in the initial stages of the program, feedback on the impact on everyday practices could help to tweak the program to stay on track with achieving objectives.

In the long term, the success of the program and the decisions to continue with it should be based on the impact created by the program. Although this can be measured only after a certain period of time spent in the mentoring program, this is the most important indicator of the success of the program. Measuring impact like school improvement, transition readiness for a new working culture, improved learning outcomes etc. needs to be done using the right success indicators and frequently enough to tweak the program. Here are some examples:

Table 5.2: Objective and Impact Indicator

Objective of the mentoring program	Impact indicators that may be used
To ease the transition of pre-service teachers into the workforce, pre-service teachers will be mentored by in-service teachers.	a) Percent increase in teacher satisfaction as they join the workforce b) Percent increase in new teachers' students' learning outcomes c) Percent increase in new teachers' students' satisfaction levels d) Percent increase in performance indicators for in-service teacher-Mentors
To enhance student learning outcomes in foundational literacy and numeracy, teachers in a cluster create peer-mentoring circles	a) Percent increase in student performance in foundational literacy and numeracy assessments b) Percent increase in the use of appropriate teaching-learning materials and performance recorded during classroom observations c) Percent increase in teacher satisfaction and feeling a sense of community

The NMM, although inspired by the SDG 4 (Quality Education), is not limited to the timeline of SDG implementation. The mission is being introduced with the purpose of creating ongoing and continuous processes for mentoring within the system. The impact indicators listed above would be helpful to conduct timely revisions to the objectives and intended goals of a mentoring program.

In an effort to use positive reinforcement to drive change, all stakeholders' work leading to positive impact should be rewarded and encouraged. This will ensure a continued focus on the change and positive impact that is brought about by the mentoring program, in addition to the other benefits of it. Ultimately, a mentoring program should be evaluated by its ability to bring positive changes to education in India.



5.5 Institutionalisation

Mentoring is a great way to achieve institutional, organisational and individual professional goals. It leverages existing resources in an ecosystem to improve the collective value offering of the system and should be perceived as an essential activity across levels of the education system. This essential activity should be an ongoing process that is sustainably incorporated into everyday practices for all stakeholders.

A mentoring program may yield a lot of satisfaction among stakeholders in the beginning because of a sense of camaraderie among its beneficiaries. However, executing a mentoring program, for the Mentor, Mentee and administration takes a lot of time and effort. In order for such a program to continue, the mentoring program would need to be institutionalised.

Institutionalisation is the act of establishing something as a convention or norm in an organisation or culture. All structures in the mentoring program should be linked to institutional practices and benefits to make it work sustainably, at significant scale. There are two ways to successfully institutionalise mentoring across any level.

5.6 Incentivisation

The program employs non-monetary incentives for participation that help Mentors, Mentees and their associated institutions thrive in existing structures in the education system.

Here are a few examples of how Mentors or Mentees could be incentivised:

Table 5.3: Types of Incentives

Example No.	Type of Incentive	Details
Example 1	Exposure for mentors	a) The opportunity for the best-performing mentors to access an exclusive leadership development course from a premier institution. b) NMM will be linked with National Professional Standards for Teachers (NPST).
Example 2	Recognizing best-performing mentors	a) Certificates of appreciation b) Spotlights e.g. featuring on the website, highlighting the best-performing mentors' stories etc. c) Opportunity to demonstrate best practices in the year-end seminar on NMM

Outstanding performance from the Mentees will also be recognised and provided with a certificate of appreciation.

5.7. Challenges to mentoring programs

A mentoring program is not free from barriers. Designing and implementing a mentoring program may pose its own set of challenges. However, if we are aware of these challenges, they can be addressed in simple ways.

5.7.1 Mismatched expectations

An essential element in any mentorship construct is setting goals and clear expectations for all stakeholders involved. Setting goals and aligning expectations can become a challenge especially when the Mentor or Mentee is unclear about what they wish to accomplish within the mentorship.

To avoid this barrier entirely, it becomes essential to continuously communicate expectations throughout the mentoring program and introduce spot checks to ensure that everyone is aligned.

5.7.2 Disinvested Mentees

While it is crucial that Mentees participate in and make the most of mentorship programmes, it is also important to encourage them to stay in the relationship. There might be several underlying reasons that might lead to the disinvestment of Mentees. This affects the quality of Mentor-Mentee engagement and disregards efforts put in by different actors. Such disinvested Mentees should be motivated and encouraged by the Mentor to gain maximum benefits from the mentoring programme.

5.7.3 Lack of motivation in Mentors

Selecting the appropriate number of Mentors for the programme is one of the most common challenges. While that challenge is important, the motivations and expertise of the Mentors are just as important. Lack of motivation will make Mentors less engaged and effective. This leads to an unsuccessful mentoring relationship and poor outcomes for Mentees.

Selecting the appropriate Mentors at the beginning of the program, therefore, becomes important. Along with this, it becomes crucial to provide Mentors with proper training and interact with them throughout the relationship.



5.7.4 Excess or Insufficient Structure

It is important to recognize the individual needs of Mentees. Some mentees and Mentors will appreciate having access to a variety of tools and resources while others may feel pressured, if pushed to use them. The key is to find a way to balance program design in such a way that Mentors/Mentees can access resources as per their requirements and convenience.

5.7.5 Ignored Checkpoints

A mentoring program's clear checkpoints provide guidance to Mentors and Mentees regarding a well-defined beginning, middle and end of the program. It adds satisfaction for both the Mentor and Mentee. For example, not having an effective closure to a mentoring relationship can leave Mentors and Mentees dissatisfied afterwards, feeling confused and unsure of how to carry forward with the learnings.

5.7.6 Misconceptions around Mentoring

Some common misconceptions around mentoring can create barriers. Some widespread myths about mentoring can put up obstacles and discourage participants from getting the most out of the experience. Several common myths include:

- “Mentoring is a time-consuming process”
- “Mentoring has no value to careers or personal lives”
- “Mentoring benefits only Mentees and not Mentors”

Setting clear expectations at the beginning of the program with well-defined roles, responsibilities and outcomes help to address these misconceptions. A mentorship programme with proper planning and support may continue for a long time and make an impact that lasts. Once the program has gained momentum, a culture of mentoring is instilled and informal mentoring often flourishes alongside formal programs.

5.7.7 Inaccessible mentoring

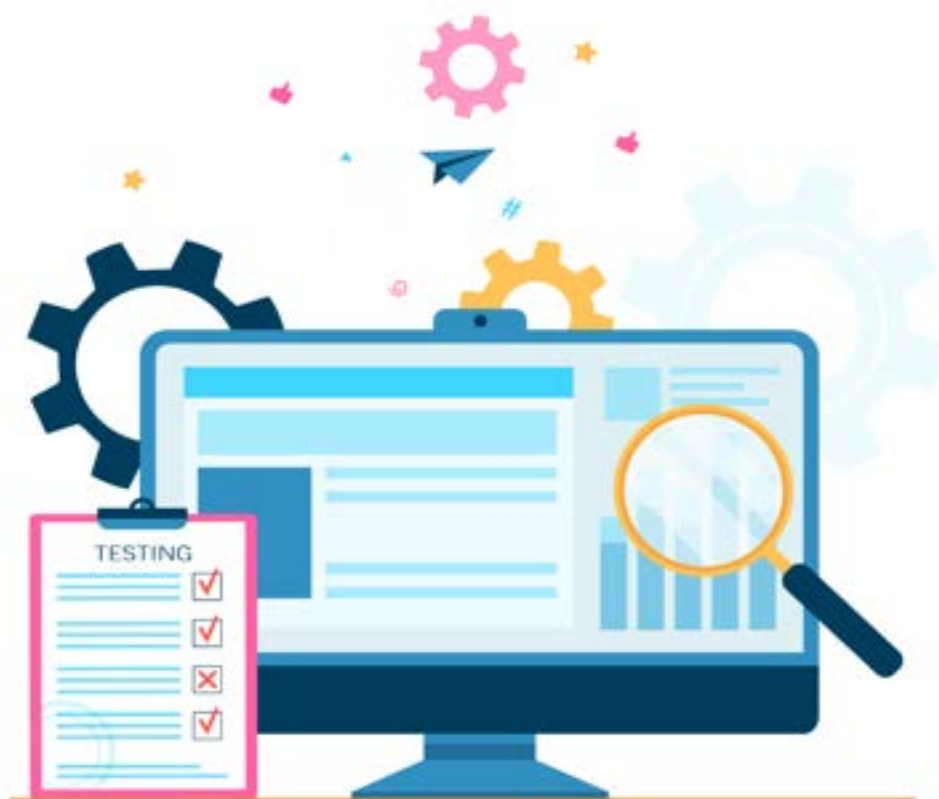
Any mentoring structure must be designed in consideration with the accessibility of mentoring interactions. For instance, mentoring within a school can happen in-person and at a set frequency so that it is easily accessible to all Mentors and Mentees. However, a nationwide mentoring program may require a larger infrastructure to meet the objectives, such as a technological platform. Mentoring can be made more accessible by employing a multidisciplinary approach while designing modes and media.

5.8 Grievance Redressal Mechanism

The Grievance Redressal Committee will be formed by NCTE to manage and redress grievances regarding NMM with greater transparency. It will help in initiating proper interventions to address the issues faced by the Mentor/Mentee. This will provide an opportunity to Mentees/Mentors to share their concerns and suggestions to make the mentoring system more responsive to their needs.

Chapter
VI

National Mentoring Infrastructure



CHAPTER-VI: NATIONAL MENTORING INFRASTRUCTURE

6.1 Introduction

NMM aims to successfully establish mentoring at scale and enabling this technology is extremely pivotal. The National Mentoring Infrastructure (NMI) has been envisioned as a set of open-source modular building blocks that are NDEAR Compliant and built for scalability and reliability. There are several disconnected and fragmented mentoring solutions as there are currently no open protocols defined for the delivery of mentoring solutions/systems. Mentees have been using different solutions or systems to discover Mentors. The NMI aims to overcome this shortcoming by defining and enabling the Unified Mentoring Interface (UMI) - Implemented on the Beckn DSEP Protocol. UMI aims at enabling interoperability of diverse Mentoring Services and Solutions, thereby opening up the discovery of Mentors and mentoring programs across diverse services through a set of open protocols/specifications and an interface. Energising the ecosystem is necessary to bring innovation, diversity and contextualisation. The UMI will enable the creation of a Unified Mentoring Network (UMN), where different ecosystem stakeholders can use and create solutions and extend their solutions/services for mentoring use cases.

The NMI aims at ensuring ease in the adoption of Mentoring Services and Solutions across varying contexts of both Mentors and Mentees. These features are reinforced at each step of its design including its principles and technology components.

6.2 Design Principles

In this section, the focus has been given on the digital infrastructural aspects of NMI by outlining the fundamental design principles and best practices:

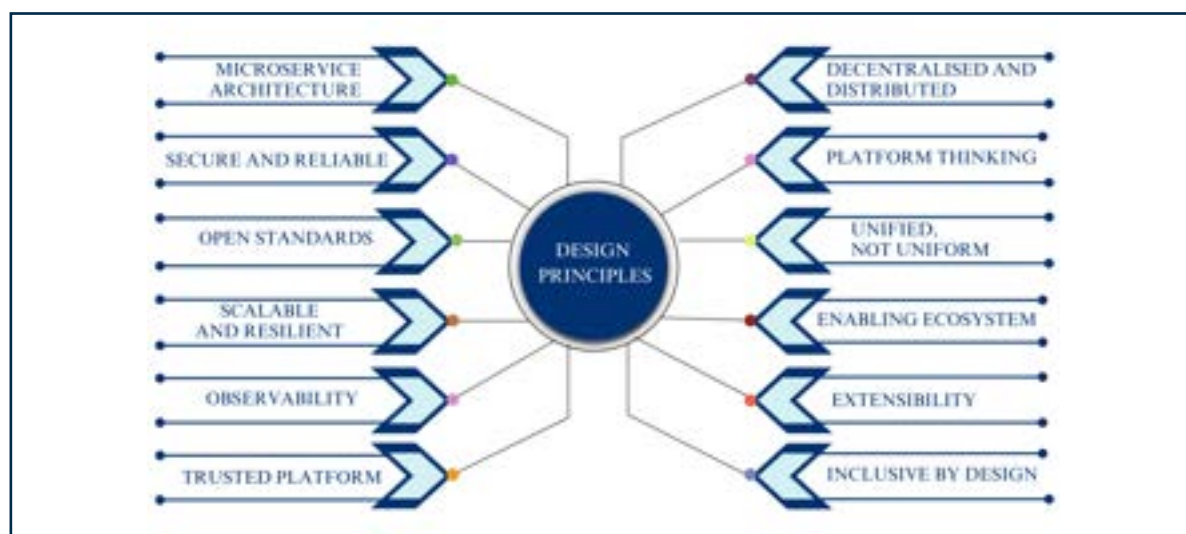


Figure 6.1: Design Principles of National Mentoring Infrastructure



- a. **Microservice Architecture:** To resolve scale and diversity, modular Services can be bundled and unbundled as per the need. This enables the evolution of functionality as per changing needs and context through loosely coupled microservices.
- b. **Secure and Reliable:** Managing security and privacy is important and thus, it forms a critical part of the design. The infrastructure is designed to provide data enablement while ensuring data security and privacy for its users.
- c. **Open Standards:** Open standards and interoperability are essential for the design of the infrastructure to ensure that it supports varying use cases. The NMI is built using open protocols and APIs that ensure interoperability with no affinity to specific platforms, network technologies, or languages. This is based on standards to provide interoperability. Open APIs will, therefore, support a wide range of diverse mentoring solutions built on heterogeneous technologies to work together.
- d. **Scalable and Resilient:** To be able to scale for a large number of users in the ecosystem, scalability of operations will be ensured by Standardisation and Horizontal scaling.
- e. **Observability:** Observability of valuable information exchanged around mentoring interaction in the infrastructure will be realised through Telemetry. This is designed to capture all the events around Mentee / Mentors and make them available for consumption and Analytics.
- f. **Trusted Platform:** The infrastructure aims at being a trusted platform to facilitate insightful as well as purposeful mentoring experiences for both parties- Mentors and Mentees. This is done by ensuring authenticated and verified Mentors on the platform by leveraging credible registries and due diligence towards the onboarding of mentors.
- g. **Decentralised and Distributed:** The infrastructure is designed to enable applications and solutions to access and exchange data from distributed trusted entities/repositories which are part of the network.
- h. **Platform Thinking:** The infrastructure allows the ecosystem of stakeholders (solution providers) to create and extend their solutions/services to work at a National Level.
- i. **Unified and not Uniform:** The infrastructure is based on open standards which facilitate unified working and enables diverse solutions to work together.
- j. **Enabling Ecosystem:** The UMI enables an Ecosystem of Mentoring Solutions/applications to work together leveraging data across repositories and providing the user with a single window of accessibility.
- k. **Extensibility:** The infrastructure is built in such a way that new capabilities/entities can be included to participate in the network with ease. Compliance with the specification

will allow the new entities to leverage the existing capabilities and advantages of the network.

1. Inclusive by Design:

i. User Base

The infrastructure enables solutions to be designed to cater to the contextual and diverse needs of the users e.g., across different platforms - phones, web, different languages etc.

ii. Systems & Processes

The infrastructure is designed to connect and leverage varied systems and processes including the applications, solutions and content that exist today.

6.3 Enabling the Mentor-Mentee Interactions

One of the core objectives of the NMI is to enable seamless synchronous and asynchronous mentoring interactions between Mentors and Mentees. Interactions are enabled by universal discoverability and trust and are feedback-driven. The following 6 key verbs will get enabled on the technology infrastructure -

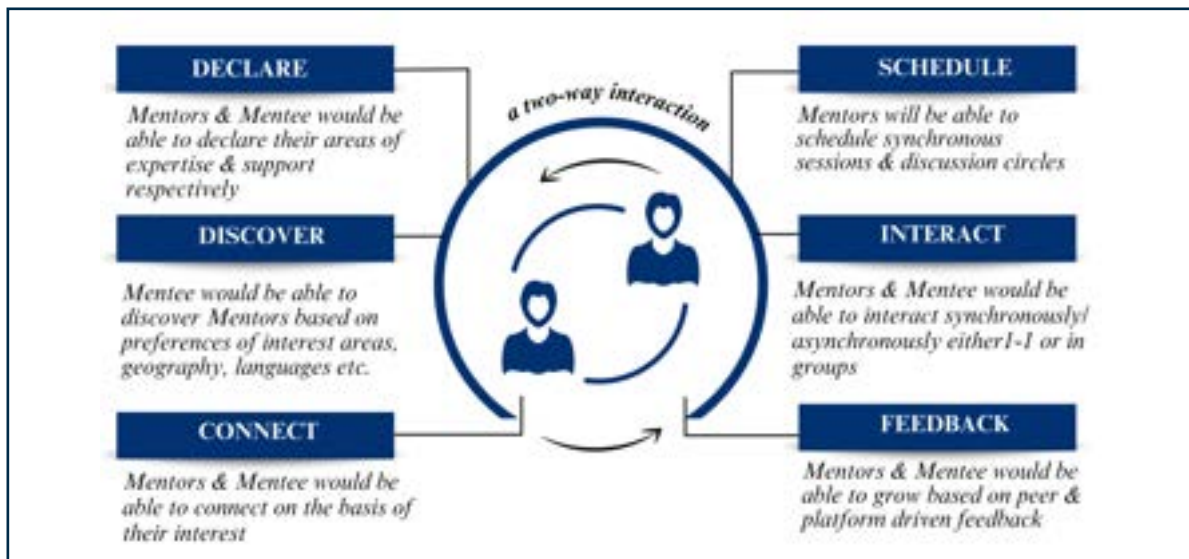


Figure 6.2: Key verbs enabled on the technology infrastructure

6.4 Technology Components

In keeping with the design principles, NMI offers different technology components that enable multiple mentoring solutions for its users.

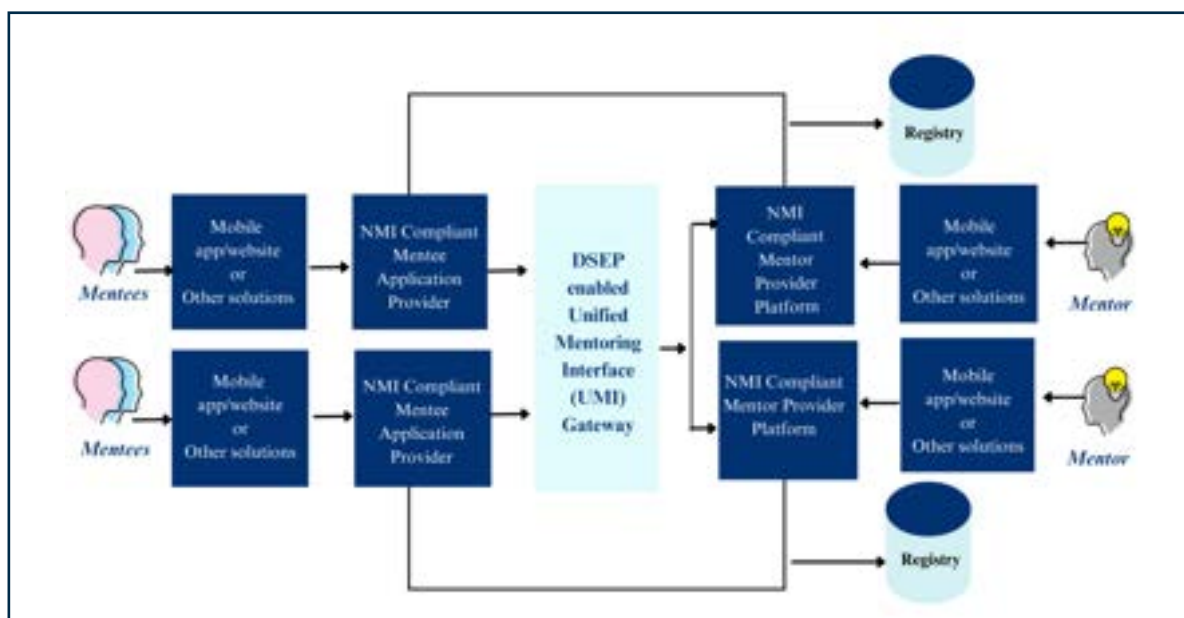


Figure 6.3: Unified Mentoring Network (UMW)- Component Level View

- a. Mentee Interface (App/Website/Other Solutions):** Mentees can use this interface to discover Mentors and sessions based on their interests and needs. They can enrol in mentoring programs that interest them.
- b. Mentor Interface (App/Website/Other Solutions):** Mentors use this interface to plan their interactions/sessions with Mentees. They can also get insights and analyses of the various interactions done over time.
- c. Mentoring Taxonomy:** A national mentoring taxonomy will be developed and embedded as part of the national infrastructure. This taxonomy will cover key aspects such as Mentor characteristics, areas of mentoring and interaction mediums.
- d. Unified Mentoring Interface (UMI) Gateway:** The UMI would enable interoperability of diverse Mentoring Services/solutions thereby opening up the discovery of Mentors/programs across diverse services. UMI aims to streamline Learning/Mentoring services by creating an open network built on open protocols.
- e. App Registry:** This includes a registry of all mobile apps, web portals and other solutions which use the Interface.
- f. Service Registry:** This includes a registry of mentoring systems (applications) which are subscribed to the gateway.
- g. External Registry:** This includes different decentralised trusted registries (from academic bodies, state departments and CSOs) of verified Mentors in the ecosystem.

- h. Mentoring Service:** The microservice on the infrastructure would enable Mentors to plan their sessions and enable key interactions between Mentor and Mentee.

6.5 Unified Mentoring Interface

The UMI is a network interface built on the Beckn DSEP Specifications. This network allows different Providers and Consumers to interact seamlessly.

6.5.1 Discoverability

All Mentors (experienced resource persons/ retired professors/teachers etc.) will be visible and accessible on a single interface irrespective of which mentoring application they have installed on their devices. This will allow users to access a bigger pool of Mentors on a single platform rather than installing several applications to connect with resources.

6.5.2 Trust

Effective mentoring interactions take place only when trust is established between all the actors engaging on the platform. Trust would be enabled through registries of trusted Mentors by different academic institutions and state departments. Verifiable credentialing will be enabled to all those trusted Mentor profiles on the platform.

6.6 Unified Mentoring Network

An ecosystem approach will be taken into consideration towards continuous development, usage and improvement of the NMI. Energising the ecosystem is necessary to bring innovation, diversity and contextualisation. The UMN will be an effort to catalyse different ecosystem actors to leverage and contribute to the NMI. Such infrastructure will allow the ecosystem of stakeholders to use, create solutions on top and extend their solutions/services for mentoring use cases. This comes from the core mindset shifts to ensure that the platform is not built as an all-encompassing, uniform, monolithic solution.

Efforts will be taken regularly with all relevant stakeholders in creating and sustaining this network. The tech design of the infrastructure which entails building blocks and open protocols will ensure that the network keeps growing.

6.7 Platform Governance

A mentoring program leveraging NMI would need impactful governance to ensure the desired outcomes are achieved. For good governance, the following criteria and questions would need to be addressed.

**Table 6.1: Criteria and Questions**

Criteria	Questions
Appropriateness	<ul style="list-style-type: none"> • How do you ensure that the technological infrastructure is appropriate and compatible with the local and socio-economic conditions of the users? • How do you ensure that the platform interactions build on constructive interactions? • How do you ensure the appropriate feedback mechanisms are established by program owners leveraging the infrastructure?
Sustainability	<ul style="list-style-type: none"> • Who owns the platform, data etc.? • How do you ensure the platform is effectively utilised and appropriate feedback is considered? This would include training programs and feedback mechanisms.
Evolvability	<ul style="list-style-type: none"> • How do you enable multiple actors to contribute assets (e.g., data, software, content etc.)? • How do you enable the discovery and consumption of services? • How do you enable the extension of the platform?



Chapter
VII

Journey and Way Forward



CHAPTER-VII: JOURNEY AND WAY FORWARD

7.1 NMM Journey

The NMM was announced in the Union Budget for the year 2021-22 as a mandate of the Ministry of Education (MoE), Government of India (GoI). MoE further assigned the responsibility of carrying out this task to NCTE. A series of researches were conducted for developing modalities of NMM. A preliminary draft of Bluebook on Mentoring was put up on NCTE website and MyGov portal in November 2021 for inviting suggestions/feedback from various stakeholders. Thereafter, 15 Open House Discussions with academicians, educational administrators, Schools, Universities, teacher educators, SCERTs, DIETs, Principals, Teachers, NGOs and other Stakeholders were conducted across the country to gather inputs/ideas for preparing the Bluebook on Mentoring with bottom-up approach (Ref. Annexure-IV).

NCTE launched NMM in pilot mode on 29th July 2022, in 30 centrally owned schools (15 KVs, 10 JNVs and 5 CBSE) across the country. A 2-day orientation program on NMM was conducted with 30 School Principals and Nodal Officers. NCTE has onboarded 60 Mentors from various domains. A 2-day capacity building workshop was conducted for 60 selected Mentors. The NMM Web Portal (Ref. Annexure-V) was launched which serves as an interface for conducting effective mentoring sessions that are based on discovery, trust and constructive feedback. Various modules have been developed to aid Mentors in effectively and efficiently facilitating the mentoring interactions.

The Bluebook on NMM has been finalized after incorporating the feedback/suggestions received as a result of the above-mentioned in-house consultations, 15 Open House Discussions, inputs received from pilot, other stakeholders' discussions and outreach programmes. National Centre for Teacher Quality (NCTQ), a digital platform, has been set up in NCTE to facilitate implementation, monitoring and analysis of NMM. UMI will be operated from NCTQ.

7.2 Way Forward

NMM is an invaluable initiative for teachers' professional growth and development. The role of Mentors is to provide guidance, support and expertise to their Mentees. It is a platform for knowledge sharing, collaboration and reflection. The implementation plan for NMM has been conceptualised as follows:

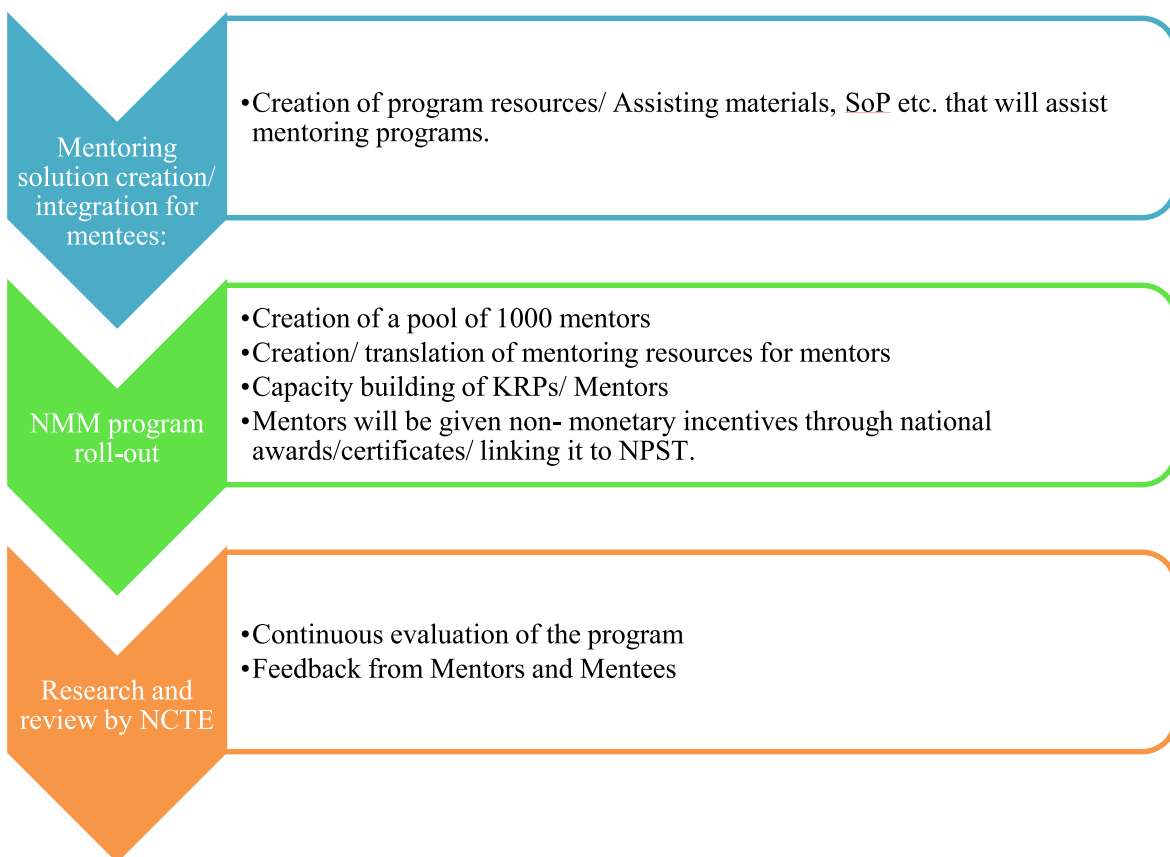


Figure 7.1: Way forward

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ANNEXURES

I. Structural design for Mentor Selection:

Recommended design for mentor selection process.

II. Mentor Roles and Responsibilities:

A sample tool to consult while preparing a list of roles and responsibilities of a Mentor for a mentoring program.

III. 15 Open House Discussions for NMM

IV. NMM Web Portal

Annexure - I

Structural Design for Mentor Selection

Mentor Selection

for a Mentoring Program

Objective: To design and execute a screening process to select mentors for a mentoring program.

designed for:



Program
Designer



Program
Manager

There are certain attributes that an ideal mentor possesses so that both Mentors and Mentees can reap the most benefit out of the relationship.

Attributes of Mentors



Awareness of
Diversity



Effective
Communication



Empathy



Experience



Flexibility



Inspirational



Leadership
Skills



Expertise



Reflection



Critical
Thinking



Creativity

Prospective Mentors should be tested for the attributes using a screening process. The screening process should be designed keeping in mind the scale at which the program needs to be executed. Depending on the resources available and the size of the applicant pool, a selection process may need to be a combination of technology assisted data-collection methods and in-person activities and interviews.

Mentor Selection

for a Mentoring Program

Application Form



An initial application form should be used to collect information on demographics, previous experiences, evidences of expertise etc.

The application form can also include case study to assess Mentors' approach/ability to solve the challenges in the online learning setting. This form may be the only tool used to assess applicants (large-scale programs; low resources availability) or could be used in combination with an interview (small-scale programs; high resource availability).

Interaction/Interview



An interview may help to understand the applicant more subjectively and analyse certain skills that are hard to test for on an application form. It could consist of questions that test for the applicants' interactive attributes, such as attentiveness, proactivity, analytical reasoning etc.

Tools like online forms, associated database management systems, video conferencing tools etc. can be used to host, assess and analyse the applications.

Mentor Selection

for a Mentoring Program

Demographics

- Name
- Contact Information (Phone/Address/Email)
- Language Proficiency
- Affiliated Institution (Name, City, State, Country)

Experience

- Current Role/Designation
- Experience working in the field
- Experience working in the current role)

Knowledge and Expertise

- Questionnaire based on the stipulated content of the mentoring program to test for proficiency
- Evidence of past-experience in engaging with the content of the mentoring program - through teaching or learning
- Relevant awards, honours, accomplishments in the field

Proactivity

Essay/interview questions asking for articulation about why they want to be a mentor:

- What is their purpose of applying to the program?
- What will they bring to the program?
- How will they benefit from the program?
- How do they think the education system will benefit from the program?

Attentiveness and Thoughtfulness

Case studies highlighting relevant problems intended to be solved through the mentoring program.

The follow-up questions could be multiple-choice or subjective, in an application form or asked in-person, testing for their ability to:

- identify challenges,
- design appropriate support,
- frame suggestions and feedback,
- solve problems,
- understand different leadership styles,
- handle disagreement and inaction and
- handle not knowing answers.

Inspirational and catalysing

Video prompt/interview questions asking for articulation about how they inspire their team towards continuous learning and improvement. The response should be tested for the applicant's abilities in:

- Clear speech
- Appropriate use of body language
- Sufficient description answering the question
- Demonstrated reflective thinking
- Energised oration
- Inspiring storytelling

Annexure - II

Mentors' Roles and Responsibilities

Mentor Roles and Responsibilities

for a Mentoring Program

Objective: To identify the roles and responsibilities of a mentor towards a successful mentoring relationship

The Role

Mentors provide guidance, advice, feedback and support to the mentee, depending on the specific goals and objectives negotiated with the mentee.

The Responsibilities



Prepare



Support



Grow

- Commitment to meeting with the mentee(s) on a regular basis and fostering the relationship until the agreed upon time for the mentoring to end
- Building a trustful relationship with mentee(s) by creating a safe and supportive space that maintains confidentiality and respects the mentees' and mentor's boundaries
- Creating a space for a mentee-driven relationship, where the mentee takes responsibility for their growth, development and career planning
- Maintaining clear communication with mentee(s) and the supervisor(s) of mentoring activities



Prepare



Support



Grow

- Establishing, with the mentee, the mentee's explicit goals and objectives for the relationship and guiding them towards an action plan based on the vision
- Reflecting on their own journey and articulating relevant examples for their mentee(s) to share expertise

Mentor Roles and Responsibilities

for a Mentoring Program

- Effectively facilitating mentoring sessions for groups of Mentees by encouraging thoughtful conversations around the problem
- Understanding and appreciating the diversity in perspectives of their different Mentees
- Recognizing and working through conflicts in caring ways, inviting discussion on differences with the Mentee
- Asking probing questions (open ended "how" and "what" questions) to clarify their understanding of the problem
- Actively listening to the mentee and making Mentees feel heard
- Investing mentees towards improvement by offering comfortable challenges to the mentee and empowering them to resolve current issues as well as develop coping strategies for the future
- Differentiating support for mentees based on the mentees' needs
- Providing honest, open, positive and constructive feedback
- Assisting mentee(s) in identifying professional development activities, connecting and networking with appropriate resources and other mentors as needed
- Holding mentee(s) accountable towards their co-created action plan and reviewing the action plan at regular intervals



Prepare



Support



Grow

- Managing time effectively between their job and their mentoring responsibilities
- Engaging in professional development to build and improve on mentoring skills through trainings, feedback cycles etc.



Annexure - III
15 Open House Discussions for NMM


List of Open House Discussions on NMM

S. No.	Name of the Institution/University	Mode of Discussion	Date	States/UTs covered
1.	Cotton University Guwahati, Assam	Physical	16.11.2021	Assam, West Bengal, Arunachal Pradesh
2.	SCERT Gangtok, Sikkim	Blended	10.12.2021	Sikkim, Mizoram
3.	SCERT Jammu & Kashmir	Blended	13.12.2021	Jammu & Kashmir and Ladakh
4.	SCERT Patna, Bihar	Blended	15.12.2021	Bihar, Jharkhand
5.	University of Delhi	Physical	16.12.2021	Delhi, Haryana
6.	Banasthali Vidyapith, Rajasthan	Blended	17.12.2021	Rajasthan
7.	Osmania University, Hyderabad	Blended	18.12.2021	Telangana, Andhra Pradesh
8.	SCERT Pune, Maharashtra	Blended	28.12.2021	Maharashtra, Goa
9.	Indian Institute of Teacher Education, Gandhinagar, Gujarat	Physical	30.12.2021	Gujarat
10.	Banaras Hindu University Varanasi, Uttar Pradesh	Blended	12.01.2022	Uttar Pradesh
11.	SCERT Bhopal, Madhya Pradesh	Blended	17.01.2022	Madhya Pradesh
12.	SCERT Himachal Pradesh	Blended	20.01.2022	Himachal Pradesh
13.	SCERT Punjab	Blended	24.01.2022	Punjab
14.	Central University of Haryana	Blended	04.03.2022	Haryana and Chandigarh
15.	Directorate of School Education Puducherry	Physical	07.03.2022	Puducherry



WEB PORTAL FOR NMM
For Mentor

1. Login



National Mission for Mentoring

Sign In

Email

Password

[Forgot Password?](#)

[FAQs](#)


[About NMM](#)

Login

**If you are not Registered,
Please Click here**

2. My Profile





Sangita Pradhan

★★★★★

Language(s) Known				
Sr. No.	Language	Speak	Read	Write
1.	Hindi	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.	Marathi	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3.	English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Registration No.	MTR000064
Full Name	Sangita Pradhan
Email	sangita*****@gmail.com
Contact Number	954*****
Gender	Female
Address	Ganganagar, Rajasthan
Languages	English
Role	Teacher (Primary)
Area of Mentoring	Instructional Leadership Skills - Social Science
Professional Experience (in years)	15+

About Yourself

Credited with extensive experience and professionalism having numerous key responsibilities in the field of education. Around 20 years of experience as an art educator. Always been passionate about teaching, focussed on vigorous planning & implementation at both State and National levels in various capacities. [More..](#)

Current Work Status

Working

Name of the organisation/school
(If retired, please mention the name of the school/organisation last worked at)


Kendriya Vidyalaya, Ganganagar

[Click Here to Update your Profile](#)



WEB PORTAL FOR NMM For Mentee

1. Mentee Registration



National Mission for Mentoring

☐ Mentor

☒ Mentee

First Name*

First Name

Last Name

Last Name

Gender*

Select

Mobile No*

Enter your Mobile No

Email ID*

Enter your Email

State*

Select

District/ City*

Experience in years*

Select

Organization Type*

Select

School Name*

Send OTP

Cancel

2. Mentee Profile

Mentee Profile

Basic Information **Language Proficiency** **Mentoring Required For**

Registration No.	4			
First Name*	Somit	Last Name	Mishra	
Gender*	Male	Email ID*	ncte.mentee@gmail.com	
Mobile Number *	8888888888	State*	ASSAM	
District / City*	GUWAHATI	Pin Code*	781022	
Organisation Type*	Central Board of Secondary Education (CBSE)	Name of the School/Institutions*	Kendriya Vidyalaya, Khanapar	
Your Experience in years*	6-8			
Language*	English x Dogri x + Add			
Stage*	Primary x Select			
Role*	Teacher (Primary) x Teacher (Upper Primary) x Teacher (Secondary) x + Add			

Update

3. Feedback for Mentors



Somit Mishra ▾

Feedback for Mentor: Sangeeta Pradhan (Instructional Leadership Skills-Social Science)

On a Scale of I to V, V being the highest

Sr. No.	Questions	V	VI	III	II	I
1.	How effective was the mentor in providing guidance and support during your interactions?	0	0	0	0	0
2.	How much did the mentor challenge you to think critically and independently?	0	0	0	0	0
3.	How effective was the mentor in providing guidance and support during your interactions?	0	0	0	0	0
4.	To what extent was the mentor able to create a comfortable and safe environment for open communication and learning?	0	0	0	0	0
5.	Refrain from encouraging mentees to ask questions during the discussion	0	0	0	0	0

Other Remarks (If any)

It was an insightful learning experience. The mentor was supportive throughout the session.

राष्ट्रीय अध्यापक शिक्षा परिषद्
(भारत सरकार का एक सांविधिक निकाय)



National Council for Teacher Education
(A Statutory Body of the Government of India)

By e-mail / Hand / Speed Post / Fax

File No. NCTE-Acad013/3/2021-Academic Section-HQ

20th September 2021

OFFICE ORDER

In supersession to office order of even number dated 31st August 2021, a Committee is constituted to work out the modalities for the creation of a national document and an online platform for Mentoring in Teacher Education at National Council for Teacher Education (NCTE) under National Mission for Mentoring. The details of the committee are given below:

S. No.	Name and Organization	Designation
1.	Prof. S.C. Roy, North Eastern Regional Institute of Education, Shillong	Chairperson
2.	Dr. Ashok Pandey, Director, Ahlcon International School, Mayur Vihar Phase 1 Delhi	Member
3.	Prof. Sharad Sinha, NCERT	Member
4.	Ms. Kalpana Kapoor Educationist, Mentor and Leadership Coach	Member
5.	Shri Sushant Tharappan Head, Infosys Leadership Institute	Member
6.	Shri Jagdish Babu, Chief Operating Officer, Ekstep Foundation.	Member
7.	Shri Sanjay Purohit, Chief Curator, Societal Platform	Member
8.	Dr. Amina Charania, Associate Professor, Tata Institute of Social Sciences, Mumbai	Member
9.	Ms. Khushboo Awasthi Chief Operating Officer, ShikshaLokam.	Member
10.	Shri Sushil Bhardwaj State co-ordinator, Punjab	Member
11.	Shri Abhimanyu Yadav, Section Officer, National Council of Teacher Education, New Delhi	Convener

Cont. 2/-

जी-7, सेक्टर-10, द्वारका, नई दिल्ली - 110075
G-7, Sector-10, Dwarka, New Delhi - 110075

Phone : +91-11-20893266, Fax : +91-11-20893270 Email : ms@ncte-india.org

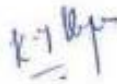
Website : www.ncte.gov.in

12.	Ms. Monika Mishra Academic Consultant, NCTE	Co-convener
13.	Ms. Shailla Draboo Academic Consultant, NCTE	Co-convener

2. The Terms of Reference (ToR):

- i. Various sub-committees may be formed from among these members by the chairperson of the committee as per need.
- ii. Identification of the focus areas and structured planning for mentoring including formulation of programmatic norms for the effective implementation of the mission as per the directive of NEP 2020.
- iii. Formulation of norms for cross linking of experts from school to college.
- iv. Review of data and membership received through digital consultation /institutional consultation.
- v. Development of the manual on National Mission on Mentoring (NMM) containing guidelines for the prospective mentors and mentees which may be adapted/ adopted by the states /UTs in their own chapters of State Mentoring Mission.
- vi. Setting up of Data Strategy Center for the NMM, at the national and regional levels in the headquarters of the National Council for Teachers Education (NCTE).
- vii. Preparation of the short term and long-term mentoring manual on Indian languages and subjects specifically for underrepresented population targets groups etc.
- viii. Formulation of guidelines for tapping up the potential of senior experienced and retired teachers and also include experts drawn from different sections of societies including professionals from different sectors such as engineering, medical, subject expert teachers, defense personnel, craft persons, trade persons music and dance practitioners etc.
- ix. Developing and designing of platform for mentoring including matching of mentor and mentees, agreement and certainty matrix.
- x. Chalking out the strategies for reaching out to the target audience of NMM, monitoring and their communication process.
- xi. The detailed plan of Action on pilot run of NMM and development of the framework for the national level pool of mentors and mentees.
- xii. The Chairperson of the Committee may co-opt other experts to the committee as per need.

2. The committee is expected to submit the complete report along with a plan of Action within a period of 3 months from 31st August 2021.



Cont. 3/-



-3-

3. The NCTE shall provide secretarial assistance for holding of virtual and face to face meetings of the committee and arrangements for payments of TA /DA /Sitting charges as per NCTE norms.

This has the approval of the competent authority.

(Kesang Y. Sherpa, IRS)
Member Secretary, NCTE

Copy to:

1. PS/SO to CP/MS for information please.
2. Deputy Secretary /Under Secretary GA/Academics/Accounts, NCTE
3. Copy to all members etc.
4. Guard /Office file.



Para 15.11, NEP 2020

A National Mission for Mentoring shall be established with a large pool of outstanding professionals who would be willing to provide short and long-term mentoring/ professional support to school teachers.



राष्ट्रीय अध्यापक शिक्षा परिषद

(भारत सरकार का एक सांविधिक निकाय)

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