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## NEP 2020: UNFOLDING ROLES AND RESPONSIBILITIES OF TEACHERS AS MENTORS AND STUDENTS' PERSPECTIVE

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### ABSTRACT

The role of teachers as mentors has explored various aspects of mentorship and its impact on both teachers and students. Student Success and Well-being is an important aspect. Research shows the importance of continuous professional development for teachers who take on mentoring roles. Teacher mentorship is recognized for providing students with crucial social and emotional support. This support is linked to increased student engagement, improved classroom behavior, and a positive learning environment. Teachers who participate in mentorship roles report feeling more supported and connected within their professional communities. Teacher-mentors influence classroom dynamics and the learning environment. Positive mentorship is often associated with improved communication, collaboration, and a sense of community among students. This includes examining one-on-one mentoring, group mentoring, and peer mentoring.

**Keywords:** Mentor, Role of Teacher, Teacher responsibilities, Students perspective and NEP2020.

### INTRODUCTION

A mentor can be considered “a trusted counselor” or “a guide”. The term’s origin is attributed to Homer, and binds to ancient Greek mythology, when talking about the character reminded of the Greek epic Trojan War, Odysseus Mentor was a friend to whom he entrusted his son Telemachus for support and guidance. Athena, the goddess of wisdom, got sometimes into the role of a Mentor and offered encouragement and support to Telemachus, for learning and enlightenment. From this story, the word “mentor” is derived and has come to mean a “father” or even a “mother figure” (according to the wisdom and advice of Athens) for youngsters. Later, being associated with the terms of a teacher or a counselor, the term “mentor” will be seen and used in the schools of Socrates and Plato, and Aristotle’s academy.

In other social and literary contexts, the term “mentor” can be seen as “advisor”, “instructor”, “teacher”, “guru”, “Sensei”, “or coach”. In some specific situations, the word mentor can be used for anyone who has a positive or a guiding influence on another person in his life. The definitions of the term “mentor” are manifold. Thus, as recorded by Wai-Packard “Mentoring is a term generally used to describe a relationship between a less experienced individual, called a mentee or protégé, and a more experienced individual known as a mentor.” A mentor is an experienced and knowledgeable individual who provides guidance, support, and advice to a less experienced person, often referred to as a mentee. The mentor-mentee relationship is typically characterized by the mentor's willingness to share their expertise, insights, and wisdom to help the mentee develop personally or professionally.



### KEY CHARACTERISTICS OF A MENTOR

**Experience:** Mentors usually have a wealth of experience and expertise in a particular field or aspect of life that is relevant to the mentee's goals.

**Guidance:** Mentors offer guidance and direction, helping mentees navigate challenges, make informed decisions, and develop their skills and knowledge.

**Support:** Mentors provide emotional support and encouragement, fostering a positive and constructive relationship. They often act as a source of inspiration and motivation.

**Networking:** Mentors may help mentees build valuable connections within their professional or personal networks, opening up opportunities for growth and development.

**Role Modeling:** Mentors often serve as role models, demonstrating qualities such as integrity, resilience, and effective leadership through their actions and behavior.

**Feedback:** Mentors offer constructive feedback to help mentees identify areas for improvement and encourage continuous learning.

The mentor-mentee relationship is dynamic, and its focus can vary based on the mentee's needs and goals. It is a supportive partnership aimed at facilitating the mentee's personal and professional development. The mentor's role is to empower the mentee to reach their full potential through guidance, advice, and shared experiences.

### ROLE OF A TEACHER AS A MENTOR

The role of a teacher as a mentor extends beyond traditional classroom instruction. When a teacher takes on the role of a mentor, they actively engage in guiding, supporting, and nurturing the holistic development of their students. Here are some key aspects of the teacher as a mentor:

**Academic Guidance:** A teacher-mentor provides academic support, helping students understand and excel in their coursework. This may involve explaining complex concepts, offering additional resources, and providing feedback on assignments.

**Personal Development:** Teachers as mentors are concerned with the overall personal development of their students. They help students set and achieve personal and academic goals, fostering a sense of responsibility and self-discipline.

**Emotional Support:** Teachers often serve as a source of emotional support for students. They create a positive and inclusive classroom environment, empathize with students' challenges, and provide encouragement during difficult times.

**Career Guidance:** In addition to academic guidance, teacher-mentors may offer insights into potential career paths, helping students explore their interests and develop the skills necessary for future success. This includes providing information about higher education and career options.

**Role Modeling:** Teachers act as role models, demonstrating qualities such as dedication, perseverance, and a passion for learning. By embodying these traits, they inspire students to adopt a positive attitude toward education and personal growth.



**Building Confidence:** A teacher-mentor helps students build confidence in their abilities. By recognizing and acknowledging students' achievements, offering constructive feedback, and creating a supportive environment, teachers contribute to the development of self-confidence and self-esteem.

**Providing Feedback:** Teachers as mentors offer constructive feedback on both academic and non-academic aspects. This feedback helps students understand their strengths and areas for improvement, fostering a culture of continuous learning.

**Encouraging Critical Thinking:** Mentor teachers encourage critical thinking and independent problem-solving skills. They create opportunities for students to analyze information, express their opinions, and develop a deeper understanding of the subjects they study.

**Communication and Relationship Building:** Effective communication is crucial in the mentor-mentee relationship. Teachers establish open lines of communication, actively listen to students, and build positive relationships that encourage trust and collaboration.

**Promoting Lifelong Learning:** A teacher-mentor instills a love for learning and promotes a mindset of lifelong learning. By fostering curiosity and a passion for knowledge, teachers inspire students to continue their education beyond the classroom.

In essence, the teacher as a mentor plays a pivotal role in shaping not only the academic success but also the character and well-being of their students. This mentorship goes beyond the confines of the classroom, influencing students' lives in various positive ways.

### NEP 2020 AND TEACHER AS MENTOR

The National Education Policy (NEP) 2020 was a comprehensive policy document introduced by the Government of India. It aimed to bring about significant reforms in the education system to make it more inclusive, flexible, and aligned with the needs of the 21st century.

The NEP 2020 emphasized the role of teachers in transforming the education landscape. Teachers were seen not only as disseminators of knowledge but also as facilitators of the learning process and mentors to students. The policy highlighted the importance of continuous professional development for teachers and encouraged a shift from a traditional, exam-centric approach to a more holistic and experiential form of education. In the context of teachers as mentors, the NEP 2020 stressed the need for a student-centric approach, focusing on the holistic development of learners. Teachers were encouraged to understand and cater to the unique needs and talents of each student, fostering a supportive and inclusive learning environment. The mentorship role involves guiding students not just academically but also in their personal and social development. The NEP 2020 also proposed the establishment of a National Mission on Mentoring to provide a platform for the professional development of teachers. This mission aimed to create a culture of mentoring and continuous learning among educators, ensuring that they stay updated with the latest pedagogical techniques and educational advancements.

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## **REVIEW OF RELATED LITERATURE**

Mentoring is a complex, interactive process that takes place between people with different levels of experience and expertise, in which the expert (mentor) gives support to his colleague to become more efficient in the work and to contribute to the achievement of the goals of the institution in which he works. The ultimate goal of this process is professional development and career advancement (According to Carmin, 1988, as cited in Hester and Setzer, 2013). The mentoring process is an integral part of every sphere of life and work. Through this process: the general and specific work competencies of the mentee are promoted, emotional support is given and the knowledge, skills, and experience of the mentor are transferred to the mentee, and this indirectly improves the quality of work in the institution itself. Mentoring as a process has always existed in the sphere of education, regardless of the form in which it came through time (formal or informal). In the educational sphere, the main participants in the mentoring process are the experienced teacher (teacher-mentor) and the beginner teacher – novice teacher, who mutually share knowledge, skills, and experience. Essentially, this type of targeted interaction helps beginner teachers to become successful in their profession and improve the results of their work in the long run (Ingersoll and Kralik, 2004). There is also research evidence that mentoring affects positively professional and vocational performance not only among novice teachers but also among experienced teachers (Washburn-Moses, 2010)

## **OBJECTIVES OF THE STUDY**

1. To find out the student's perspective about the role of teachers as mentors.
2. To identify the role and responsibilities of teachers as mentors as per NEP2020.

## **RESEARCH QUESTIONS**

1. My mentor teacher treats me as a co-teacher while interacting.
2. My mentor teacher explained to me the classroom rules, routines, and structure very clearly.
3. My mentor teacher shares their planning and guidelines (curriculum map, unit map, etc.) with me on time.
4. My mentor teacher includes me in daily or weekly lesson planning and management of class conduct.
5. My mentor teacher has allowed me to lead small group and large group activities for my social development.
6. My mentor teacher includes me in the planning of my assignments.
7. My mentor teacher has communicated their expectations of me as a student teacher.
8. My mentor teacher put an effort into building a professional working relationship with me.
9. I can approach my mentor teacher with questions and concerns at any time.
10. My mentor teacher empowered me for my futuristic academic growth.

## POPULATION

In this study, all the students doing BED in the year 2023 in Pune city have been taken as the population. The sample of its population is 1.31% was taken in the present study.

## SAMPLE

A total of 362 students doing BED in the year 2023 in Pune City have been selected randomly.

## RESEARCH METHODOLOGY

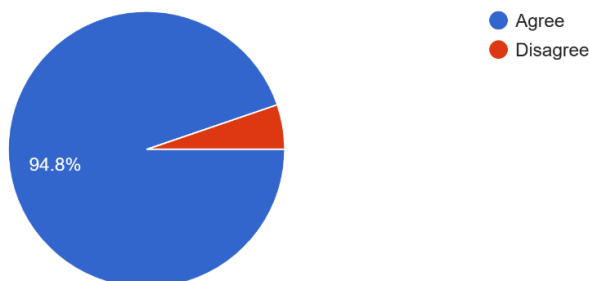
This is a purposive survey research where a questionnaire is used to collect data and a diagram is used for the analysis of data.

### Delimitation of Study:

1. This research study includes only BED college students.
2. This research study was conducted only in Pune city BED students.

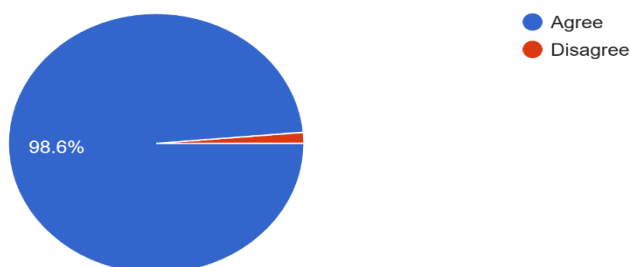
## ANALYSIS:

### 1. My mentor teacher treats me as a co-teacher while interacting.



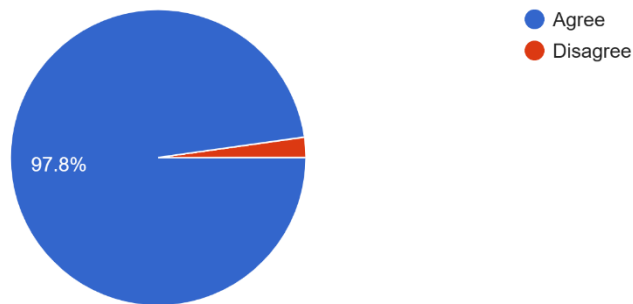
Of total Students out of 362 studying in BEd 94.8% agree that their mentor teacher treats them as a co-teacher while interacting.

### 2. My mentor teacher explained to me the classroom rules, routines, and structure very clearly.



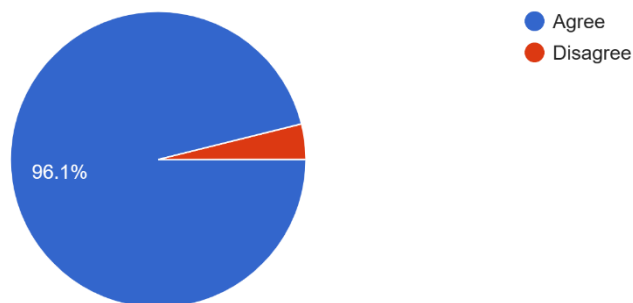
About 98.6% of students accept that the mentor teacher explained to them the classroom rules, routines, and structure very clearly.

**3. My mentor teacher shares their planning and guidelines (curriculum map, unit map, etc.) with me on time**



A total of 97.8% of students agree that mentor teacher shares their planning and guidelines (curriculum map, unit map, etc.) with them on time.

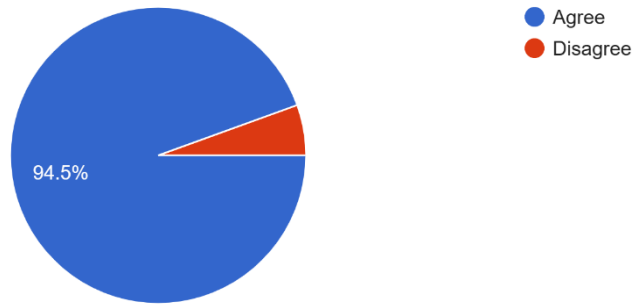
**4. My mentor teacher includes me in daily or weekly lesson planning and management of class conduct.**



A total of 96% of students agreed that the mentor teacher includes them in daily or weekly lesson planning and management of class conduct.

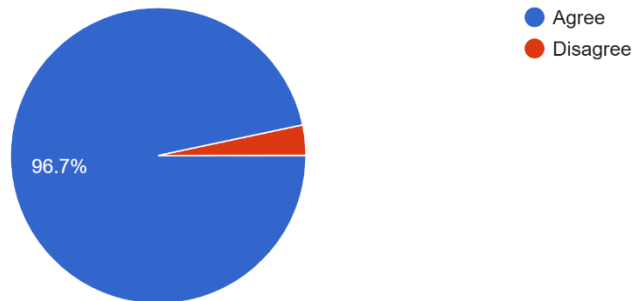
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**5. My mentor teacher has allowed me to lead small group and large group activities for my social development.**



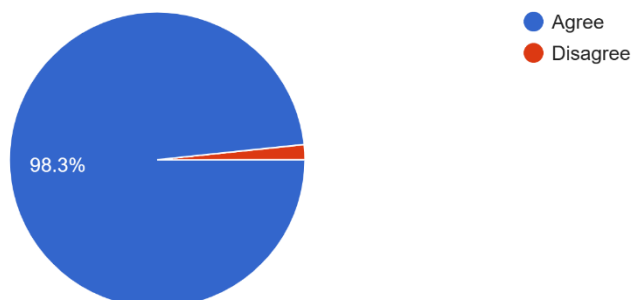
A total of 95% of students agreed that their mentor teacher has allowed me to lead small group and large group activities for my social development.

**6. My mentor teacher includes me in the planning of my assignments.**



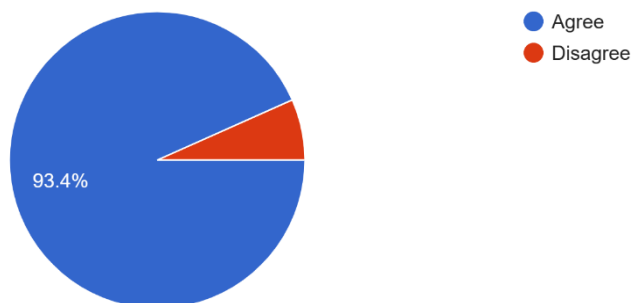
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**7. My mentor teacher has communicated their expectations of me as a student teacher.**



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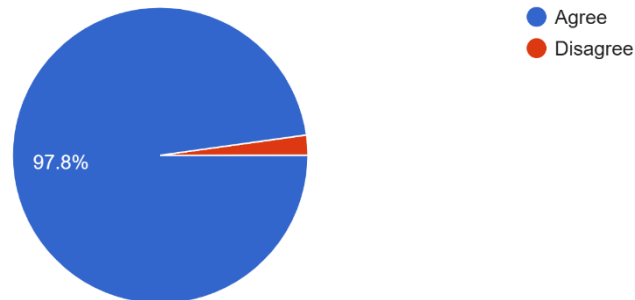
**8. My mentor teacher put an effort into building a professional working relationship with me.**



A total of 93% of students agreed that the mentor teacher put an effort into building a professional working relationship with them.

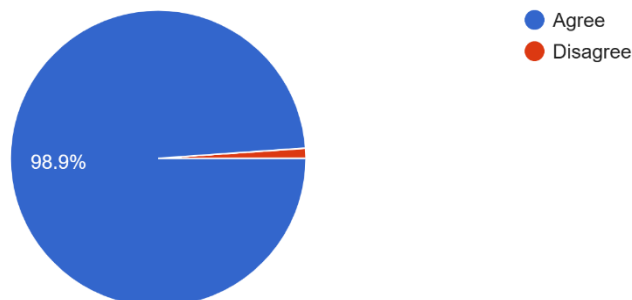


### 9. I can approach my mentor teacher with questions and concerns at any time.



A total of 98% of students agreed that they could approach my mentor teacher with questions and concerns at any time.

### 10. My mentor teacher empowered me for my futuristic academic growth.



A total of 99% of students agreed that their mentor teacher empowered me for my futuristic academic growth.

## CONCLUSION

Students out of 362 studying in BEd 94.8% agree that their mentor teacher treats them as a co-teacher while interacting. About 98.6% of students accept that the mentor teacher explained to them the classroom rules, routines, and structure very clearly. A total of 97.8% of students agree that mentor teacher shares their planning and guidelines (curriculum map, unit map, etc.) with them on time. A total of 96% of students agreed that the mentor teacher includes them in daily or weekly lesson planning and management of class conduct. A total of 95% of students

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### FINDINGS

The role of teachers as mentors has explored various aspects of mentorship and its impact on both teachers and students. Here are some common themes and findings from existing research:

**1. Student Success and Well-being:** Studies have suggested that students who have a supportive teacher-mentor tend to perform better academically and exhibit positive social and emotional well-being.

**2. Teacher Professional Development:** Research often emphasizes the importance of continuous professional development for teachers who take on mentoring roles. Effective mentorship programs contribute to the growth and effectiveness of teachers as educators.

**3. Social and Emotional Support:** Teacher mentorship is recognized for providing students with crucial social and emotional support. This support is linked to increased student engagement, improved classroom behavior, and a positive learning environment.

**4. Teacher Retention and Job Satisfaction:** Mentoring programs have been associated with higher teacher retention rates and increased job satisfaction. Teachers who participate in mentorship roles report feeling more supported and connected within their professional communities.

**5. Impact on Classroom Dynamics:** Research explores how teacher-mentors influence classroom dynamics and the learning environment. Positive mentorship is often associated with improved communication, collaboration, and a sense of community among students.

**6. Gender and Cultural Influences:** Some research delves into the potential impact of the mentor's gender and cultural background on the effectiveness of mentorship. Understanding these influences can contribute to more culturally responsive mentoring practices.

**7. Mentorship Models and Approaches:** Studies may compare different mentorship models and approaches to identify best practices. This includes examining one-on-one mentoring, group mentoring, and peer mentoring programs.

**8. Technology and Remote Mentorship:** With the rise of technology, some research explores the effectiveness of remote mentorship and the use of digital tools to support mentor-mentee relationships.



### **EDUCATIONAL IMPLICATIONS**

1. This study shows the light in the path of mentoring as a teacher.
2. The responsibility of being a mentor is not just for day one or two but this is the responsibility of a lifetime.
3. We can identify the basic components of mentoring with the help of this study.
4. The study shows the awareness of teachers about their responsibilities as mentors.
5. NEP2020 is playing a very vital role in defining mentoring responsibility

### **SUGGESTIONS FOR FURTHER RESEARCH**

Further research can be conducted in the field of -

1. Preparation of mentoring programs in different levels like schools' education and higher education.
2. A survey study can be conducted to find out the relevance of mentoring to students.
3. A correlational study can be done on guidance, counseling, and mentoring.

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