

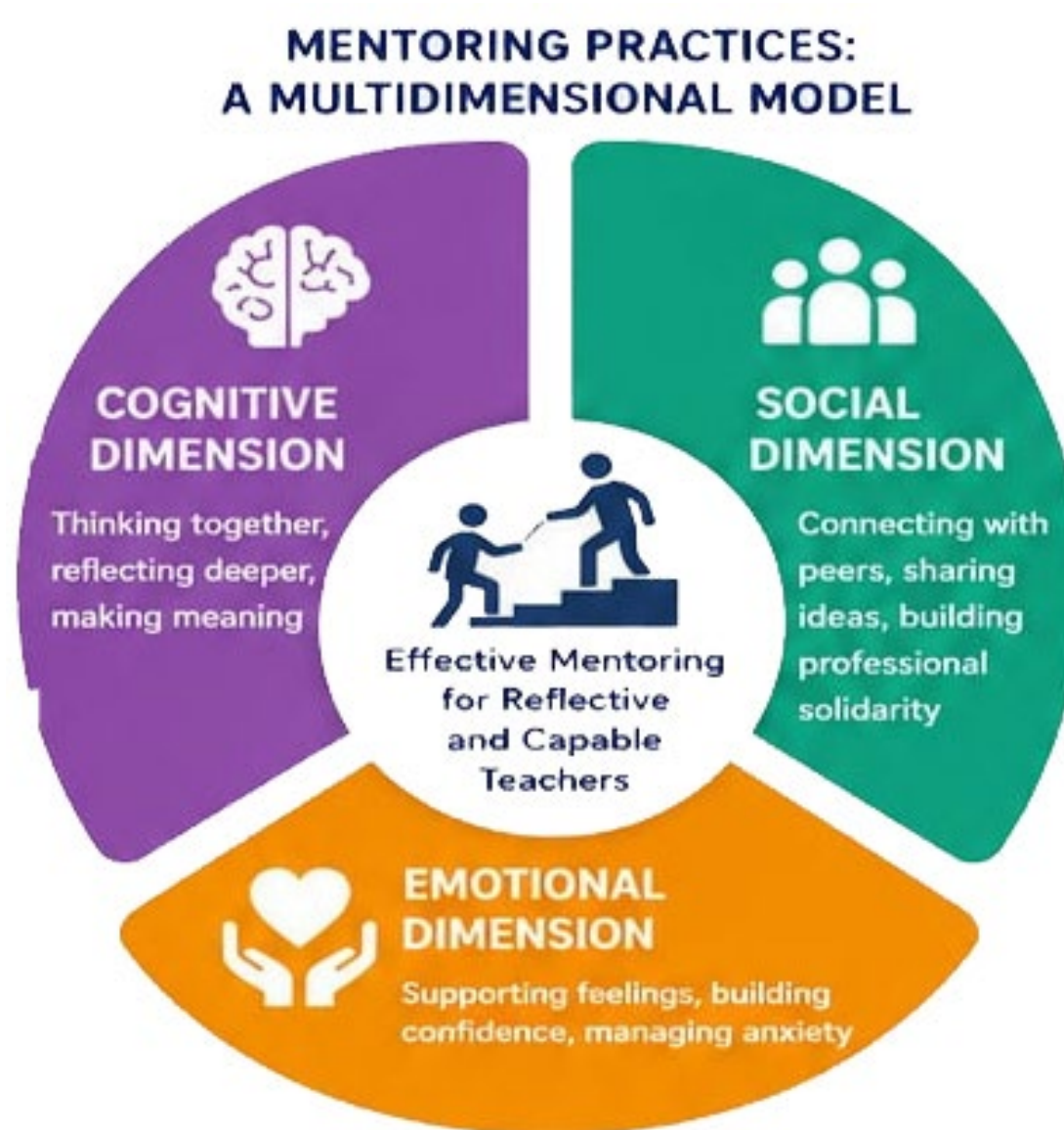
## Mentoring Practices of Pre-Service Teachers: An Exploration

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### INTRODUCTION & AIM

- Mentoring is Central to the Professional Growth and Identity Development of Pre- Service Teachers.
- NEP 2020 emphasizes reflective practices, school internship and competency- based preparation.
- Pre-service teachers face complex classroom realities that are cognitively, socially and emotionally challenging.



- This Study Explores mentoring practices as multidimensional process involving cognitive, social and emotional engagement.

### METHOD

- Qualitative research design
- Semi- structured interview with pre-service teachers enrolled in teacher education programs in India.
- Participants reflected on mentoring experiences during school internship ( peer support, lesson planning discussions, classroom management challenges, theory – practice integration).
- Data were analyzed using a hybrid deductive – inductive thematic approach organized around cognitive, social, and emotional dimensions.



### RESULTS & DISCUSSION

#### COGNITIVE PRACTICES

- Collaborative lesson planning.
- Questioning- driven reflective dialogue.
- contextual adaptation of pedagogical theories.
- Joint problem – solving related to classroom diversity and resources constraints.

#### SOCIAL PRACTICES

- Peer collaboration and knowledge sharing.
- Professional solidarity during internship.
- Collective Support in navigating school culture and expectations.
- Building a sense of belonging and community.

#### EMOTIONAL PRACTICES

- Empathetic conversations and active listening.
- Reassurance and encouragement.
- Confidence- building for classroom performance.
- Managing anxiety related to evaluation and feedback.

### CONCLUSION

- Mentoring Practices of per-service teachers in india are collaborative and context.
- These practice strengthen reflective thinking, pedagogical competence and professional identity formation.
- institutionalizing structured peer mentoring within B.Ed. and integrated teacher education programs can.



Enhance  
practicum  
experiences



Build confident  
and competent  
future teachers



Improve quality  
of schooling in  
diverse contexts

### FUTURE WORK / REFERENCES



Develop structured peer mentoring frameworks in teacher education institutions.



Provide training on reflective dialogue, empathy and collaborative problem-solving.



Recognize and support mentoring as a core component of practicum.



Strengthen school-teacher education partnerships for meaningful mentoring.