SAHITHAM
Mentoring Portal

Know the child, support the child
& ensure the child's holistic development

HANDBOOK

KERALA INFRASTRUCTURE AND
TECHNOLOGY FOR EDUCATION

GOVERNMENT OF KERALA

SCERT KERALA

PREFACE

The Public Education Rejuvenation Mission Review Meeting, chaired by the Honourable Chief Minister, has decided to introduce a 'mentoring system' with the help of technology to ensure that school children receive more individual attention and support. The goal of the mentoring system is to help school children enhance their academic excellence and Social emotional competencies, address issues related to children with mental deviations, including those at home, and provide psychological empowerment to teachers. The overarching aim is to ensure that each child has achieved their maximum potential according to their abilities. To implement this, the Kerala Infrastructure and Technology for Education (KITE), with the academic support of SCERT, developed a mentoring portal titled 'Sahitham' under the Government Order number GO(Rt.) No.763/2020/GEDN dated 14.02.2020 and made it available to schools free of cost. Government also provided special training to teachers on how to use Sahitham Mentoring Portal. Honorable Minister for General Education inaugurated the 'Sahitham Mentoring Portal' on 7th June 2022. The Government requests the cooperation of all school Head teachers and the teaching community to effectively implement 'Sahitham Mentoring Portal' in all schools, which is essential for the holistic growth and development of all school children.
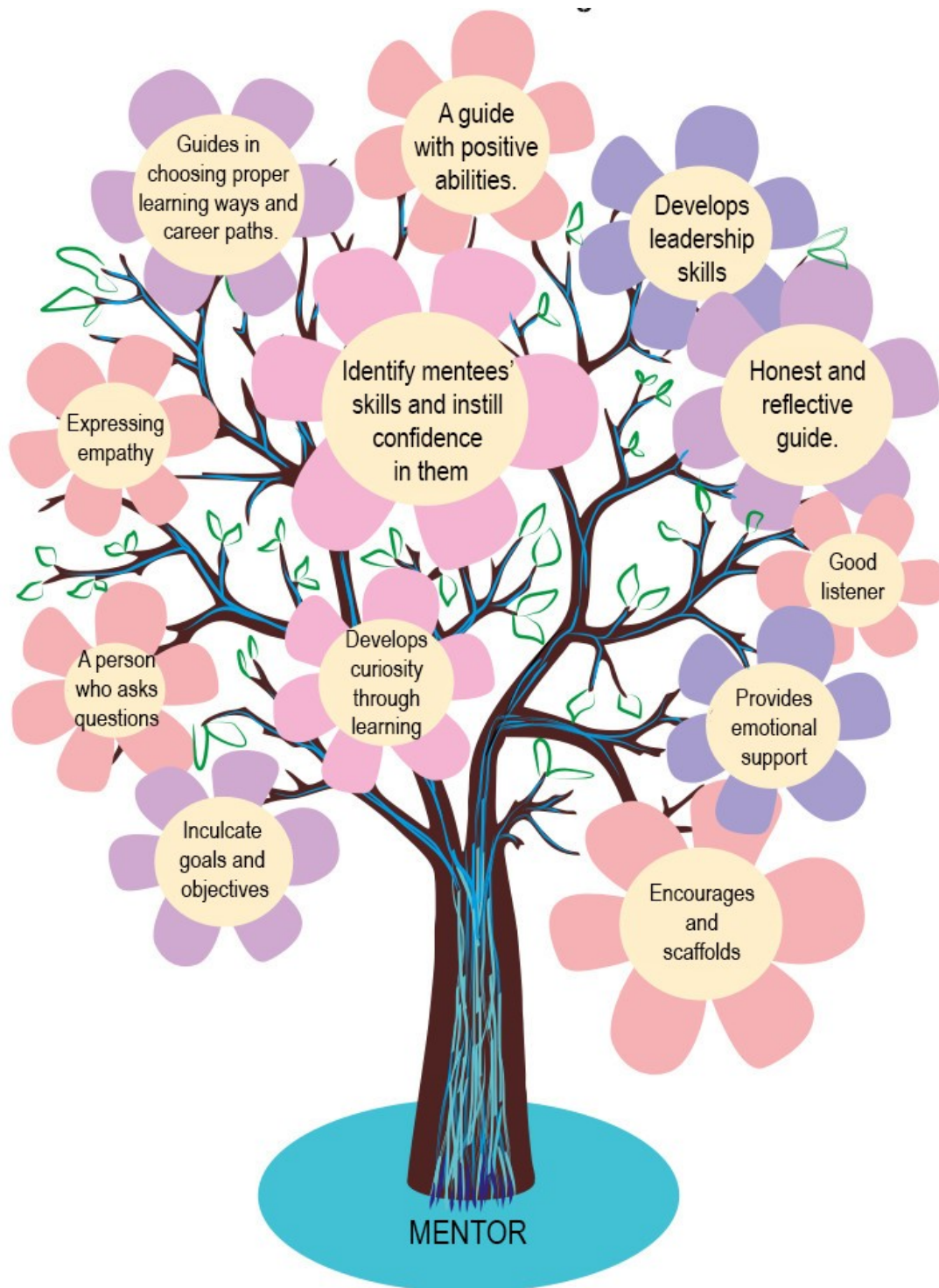
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INSTRUCTIONS IN THE GOVERNMENT ORDER
(GO(Rt.) No.763/2020/GEDN dated 14.02.2020)

1. It is to be ensured that as part of the mentoring through Sahitham portal, a specific number of students are systematically mentored by a teacher and they are guided in exploratory learning.

2. Through informal communication with students, home visits, continuous monitoring and the like, steps have to be taken to understand the social background of students and related activities.

3. The mentor will use the Sahitham Portal to track the child's progress and to provide them constructive feedback.

4. The responsibility for development of Sahitham portal and to provide technical support would vest with Kerala Infrastructure and Technology for Education (KITE) while State Council of Educational Research and Training (SCERT) will have the responsibility for academic, content development and academic monitoring. The administrative responsibility of implementing Sahitham Mentoring Portal in schools shall vest with the Director of General Education.

5. Teachers must constantly mentor the development of the child's learning. Through this, the changes that occur in children should be identified and the necessary learning activities should be planned and implemented to resolve the challenges. In addition, the change in the learning standard should be made available on the Sahitham Portal in a timely manner.

6. The strengths and limitations found in the assessment as part of school mentoring should be discussed in the district-level review meetings and necessary instructions should be formulated to improve the progress of the children.

The tree diagram illustrates the qualities of a MENTOR:
- Guides in choosing proper learning ways and career paths.
- A guide with positive abilities.
- Develops leadership skills
- Identify mentees' skills and instill confidence in them
- Honest and reflective guide.
- Expressing empathy
- Good listener
- A person who asks questions
- Develops curiosity through learning
- Provides emotional support
- Inculcate goals and objectives
- Encourages and scaffolds

Mentoring

The word "mentor" comes from the Greek epic poem Homer's Odyssey. Mentor was a friend and advisor to Odysseus, the king of Ithaca. When the Trojan War began, Odysseus left his son Telemachus with Mentor to participate in the war. Odysseus realized that Telemachus had become a perfect warrior

and was able to face challenges because of Mentor's fatherly protection and training. Thus, the word "mentor" evolved to mean a trusted advisor, friend, teacher, and wise man.

Mentoring is a fundamental form of human development in which one person invests time, energy, and personal knowledge to help another person grow and achieve their potential. History has shown many examples of such helpful guidance and relationships. Socrates, Plato, Aristotle, Alexander, Haydn, Beethoven, Freud, Jung, Gopalakrishna Gokhale, and Gandhiji are all renowned and exemplary models of the mentor-mentee relationship.

Sahitham Mentoring Portal

The National Education Policy of 2009 designates the teacher as a mentor. Mentoring has great relevance and significance in the context of holistic school development. Mentoring is the process of observing children with a continuous loving and warm relationship, understanding them continuously, and supporting them with accurate planning. It is the duty of the mentor to love children like a parent, identify and understand their strengths and challenges through observations, and provide the necessary support for their all-inclusive development.

The most important aspect of mentoring is the dedicated involvement of teachers. It is important for teachers to find time to be with the child's learning journey, to create supportive systems, to understand the child's social and cultural background, and to be able to help the child through it. The goal of the Sahitham mentoring portal is to help children by creating profiles of children with the help of technology and providing support to children through mentoring as a continuation of classroom learning activities.

The Sahitham mentoring portal is based on knowing the child, continuously observing the child's learning journey and other factors that facilitate it, helping with continuous learning, identifying learning difficulties, continuously improving the learning environment and providing scaffolding and guidance to the child. The vision of Sahitham is to help children become responsible learners by strengthening their inquisitiveness and related learning competencies through the observation of teachers

and the interventions that follow. The student profile, which includes information about the child, can be used effectively to address the child's limitations and nurture their abilities.

Sahitham Mentoring Portal- Objectives

- ✓ Establish an online system to document the assurance of all facilities in the school to all children in terms of justice, equality and quality, through infrastructural facilities in schools, hi-tech classrooms, digital learning resources, and student-centered classroom learning activities.

- ✓ Establish a system to include activities that implement learning activities with the full participation of children and continuously mentoring to promote the holistic development of children.

- ✓ Establish a place to document the transition from a learning method of listening, memorizing, and repeating to a learning method of inquiry, analysis, application, and presentation.

- ✓ Establish a system to include the capabilities and challenges of children to support them in a planned manner to ensure their all-round development by knowing the children and nurturing their self-confidence.

- ✓ Establish and develop a detailed digital profile for each child. Provide a facility to ensure the holistic development of the child by analyzing the digital profile and conducting mentoring through learning and learning-related activities.

- ✓ Establish a system to add information in such a way that the student's Social-Emotional Learning Competencies, academic subject-related knowledge, interests, and aptitudes can be identified through student profiling and the learning paths and career paths can be shown.

- ✓ Establish a facility to document the improvement of the learning standards of children through continuous observations, loving mentoring, and planned academic support activities.

Sahitham- Activities to be undertaken at school-level

1. Each teacher in the school should be given a fixed number of children. If there are 30 or fewer children in a class, the class teachers should be given the responsibility.

2. If there are more than 30 children in a class, the Head Teacher should make arrangements to give mentoring responsibilities to teachers who do not have class charge.

3. The Mentor teacher should provide special attention and support to these children for consecutive years.

4. Teachers should check and ensure that the basic information of the children assigned to them is accurate. For this, information should be included in the portal from the 'Sampoorna' portal.

5. The portal should document the basic information of the children, social-economic-cultural background, special aptitudes, innate skills, and areas that need special support.

6. The child's mentor should enter the Mentor Review Remarks consisting of the child's special skills, interests, aptitudes and creative abilities of the child in different academic subjects.

7. Teachers should use their natural abilities along with qualitative indicators to assess the proficiency and competencies of the child.

8. The child's development and progress in the learning and learning-related areas should be evaluated on the basis of specific indicators as part of the learning.

9. Head Teachers should ensure that the records and reports of mentoring activities should be systematically maintained in their schools.

Informal communication with children, home visits, teacher interaction during lunch time, eating lunch with children, field trips, school fairs, day celebrations, annual celebrations, social activities related to the school, etc. All these different occasions both inside and outside the classroom should be effectively used by teachers to understand the child.

Information to be included in Sahitham portal

1. The basic information in 'Sampoorna' is included in the portal through the software itself. However, all the information of each child included should be checked to see if it is correct, and those not included should be added. If there is a child who is not included in the Sampoorna, it should be added separately.

2. Mentors should collect and document information such as social-economic-cultural background, special skills, aptitudes, and areas that need special support, in addition to the basic information of children.

3. Competencies such as Social Emotional Learning and proficiency in academic subjects should be documented using the indicators provided in the Sahitham Portal.

4. Mentors should add the proficiency level of children in the academic and Social Emotional Competencies to the profile of each child, in the appropriate level of **Level-1** (Able to do well), **Level-2** (Able to do satisfactorily), or **Level-3** (Needs support).

5. The mentor should continuously observe the various activities in which the children participate, both inside and outside the classroom. Based on the observation notes and records, and in consultation with co- teachers who teach the different subjects, the appropriate level (Level) should be selected and added to the child's profile.

6. The child's learning progress should be documented in the portal after the learning activities of each unit are completed, or at least once a month.

7. Based on the documentation, the child's level, limitations, and challenges should be identified, and learning activities should be planned and learning support should be provided to the child.

Student Digital Profile and Mentoring process

The student profile is a personal information document that is prepared in a way that is conducive to the child's holistic development, based on the indicators provided in the portal. Based on the documentation in the profile, the mentor should recommend the support systems needed for each child's all-inclusive development and plan and implement the activities for that. The profile should be updated with the learning changes that occur in the child, based on the support activities, and the profile should be changed to a personal information document that is continuously developing. The Sahitham Mentoring Portal is designed to help teachers to prepare the child's digital profile and to develop it continuously.

The Digital Profile Report

The digital personal information record is a record that is developed by continuously observing and documenting the child, based on qualitative indicators. The child's digital personal information report (Digital Profile Report), which is prepared by including the child's basic information and assessment using indicators in academic Subjects in the profile, is available to the mentor and the Head Teacher in the portal. Based on this report, teachers can provide the learning activities, mentoring and guidance that children need.

Mentor Review Comments

In addition to the indicators for different academic subjects, Social-Emotional qualities, etc., teachers can document their special observations and findings about the child in the child's profile. Here, the child's special skills, attitudes in the social-emotional competencies and in various subjects can be documented briefly with qualitative notes. For example, collecting poems and performing oral and visual representations after being introduced to a poem in Malayalam textbook can be documented in the Mentor Review Remarks as a special academic achievement.

How the Digital Profile Report can be used for mentoring

1. Each child can be provided with learning support, based on the digital profile.

2. The continuous and comprehensive assessments and findings conducted by teachers as part of the learning activities and after completing a unit of each subject can be added to the digital profile of each child. This can be used to provide feedback and scaffolding to the child.

3. The support of parents is essential for the full realization of the child's cognitive and socio-emotional development, which is the goal of mentoring. Therefore, the digital profile of each child may be shared with the parents.

4. General discussions can be held in the class PTA based on the consolidated report of the information in the digital profile.

5. It will be helpful for the child and parents to know the use of the Sahitham Portal when discussing the digital profile system of children in the class PTA.

Providing scaffolding and learning support to students

Student-centered learning activities can help in observing children, identify their proficiency levels, limitations, and challenges. When children actively participate in learning activities, teachers can observe and identify what knowledge and skills they can acquire and what concepts they can form through the process of knowledge construction. Based on this, children can be identified as those who have achieved excellent learning outcomes, those who have achieved average levels, and those who need a lot of learning support. Scaffolding and learning support activities can be provided to children according to their learning levels. Children who have achieved excellent learning outcomes need learning activities in innovative areas. Average-level children need learning activities and support to help them reach excellent levels. Children who are below average level need continuous mentoring and support from teachers. Learning activities for these children should be provided continuously as part of classroom teaching-learning process.

<u>Sahitham Portal-Indicators for Social-Emotional Learning Competencies</u>

In Sahitham Portal, in addition to the indicators for different academic subjects, the indicators for Social Emotional Learning (SEL) competencies are also provided. They are detailed below:

The indicators for Social Emotional Learning (SEL) competencies of children at Primary school level have 5 sub areas.

Social - Emotional Competencies (Primary)

Area	Level – I Able to do well	Level – II Able to do satisfatorily	Level – III Needs support
Self - Awareness	• Child can always recognize basic emotions like happiness, sadness, anger etc. that he/she experiences. • Able to convey the basic emotions to others.	• On certain occasions, he/she can recognize basic emotions like happiness, sadness, anger that he/she experiences. • Sometimes, able to convey the basic emotions to others.	• Child needs help in recognizing basic emotions such as happiness, sadness and anger that he/she experiences.
Self - Management	• An understanding has been formed that one should engage in learning activities with an objective. • Acquired the ability to explain the various steps involved in setting goals and achieving them.	• The notion that one should engage in learning activities with an objective is expressed on certain occasions. • Successful on some occasions in defining the objectives and explaining the actions towards achieving them.	• Help is needed to form an understanding that one should engage in learning activities with an objective.

Social Awareness	• The ability to recognize the feelings and thoughts of others based on their style of speech, body language and situations, is showed in all contexts.	• In some specific situations, the ability to recognize the feelings and thoughts of others is expressed.	• Requires special help for recognizing the feelings and thoughts of others.
Relationship Skills	• The methods to establish and maintain friendships are well-defined.	• Successful in establishing friendships on certain occasions.	• Special help is needed in establishing and maintaining friendships.
Responsible Decision Making	• Able to explain the appropriateness and logic behind the decisions taken on various occasions at school.	• The child is able to share with others, the appropriateness of some decisions taken at school.	• The child needs help in rationalizing the decisions takes at school.

Social - Emotional Competencies (Upper Primary)

Area	Level – I Doing well	Level – II Doing satisfactorily	Level – III Needs help
Self Awareness	• One can always recognize the basic emotions like happiness, sadness, anger, etc… • Accurately perceives the external pressures that trigger basic emotions.	• In some cases, he/she can recognize the basic emotions like happiness, sadness, anger, etc… • At least in some situations, the child can explain external pressures that trigger basic emotions.	• The child needs help in recognizing the basic emotions such as happiness, sadness and anger.
Self Management	• It is always possible to cope with stress and control impulses. • Achieve the ability to set a short-term personal or academic goal, and develop a plan to achieve it.	• It is possible to cope with stress and control impulses on certain occasions. • Sometimes, it is possible to set short-term goals and plan to achieve them.	• Help is needed in coping with stress and setting short-term goals and making plans to achieve them.
Social Awareness	• It is always possible to understand the feelings and thoughts of others. • It is possible to predict the feelings and attitudes of others according to the occasion. • Shows willingness to accept those who have different point of view.	• It is possible to understand and sometimes predict the emotions of others. • On some occasions, shows willingness to accept those with a different point of view.	• Help is needed to understand the feelings and thoughts of others.

Relationship Skills	• Able to form good friendships and thereby engage in group activities. • Always achieve goals by ensuring cooperation and team work in group activities.	• Forms good friendships and occasionally engages in group activities. • On certain occasions, able to ensure the cooperation of others in group Activities to achieve goals.	• Help is needed in forming good friendships and organizing group activities.
Responsible Decision Making	• Always possible to resist peer pressure to engage in unsafe or immoral activities and make appropriate decisions.	• On certain occasions, able to resist peer pressure to engage in unsafe or immoral activities and make decisions.	• Needs help in making decisions not to engage in unsafe or immoral activities.