

Best Practice of the Institution

Mentorship

1. Title of the Practice: Mentorship

The word “mentor” derives from Greek mythology which means to serve. It is a one-to-one reciprocal relationship between a more experienced and knowledgeable faculty member (the mentor) and a less experienced one (the mentee). The relationship is characterized by regular/consistent interaction over a period of time to facilitate mentee’s development. Mentors can help mentees to achieve, succeed in school, or prepare for the workforce through a one-on-one relationship that is non-threatening and nonjudgmental. Typically, the mentor provides guidance, facilitates the transition from school to work, serves as a role model, counsels on different topics of concern, or offers insights and perspective on the world, relationships or any topic of interest to the mentee.

Duration:

(Year of Inception- Year of Discontinuation): Year of Inception: 2018

Year of Discontinuation: Still continue

2. Goals:

- To accelerate the personal and professional development of mentees.
- To provide counseling to the students for their educational, personal, psychological, vocational, emotional problems.
- To help develop key talent through career development, education and learning, and boosting engagement.

3. Context:

The institution has admitted students from different geographical backgrounds that require unbiased guidance and opportunities. B.Ed. programme is different from degree courses. Nature of subjects taught also varies from the subjects which are previously taught to the

learners. At the initial stage, students encounter with the issue of subject matter, number and options of papers as well. Selection of subject combination is also a big issue before the students. Moreover, during the Teaching Internship Programme a mentor teacher is needed to supervise the Lesson Planning and Teaching of the student interns. To resolve all these problems students require a guide, a mentor and a teacher who can help them throughout the course. The institution has decided to provide a mentor to the students who will assist them to solve their academic and personal conflicts.

4. Practice:

The college begins its academic year with mentorship days. On the assigned day, every new student is allocated a teacher mentor, which remains steady for the whole course (Two Years). The students are divided into four houses named: Sahibzada Ajit Singh Ji House, Sahibzada Jujhar Singh Ji House, Sahibzada Jorawar Singh Ji House, Sahibzada Fateh Singh Ji House. Each House is allotted four mentor teachers who organize House meetings to celebrate important days in the Morning Assembly. Moreover, each teacher in charge is allotted ten students and she is responsible for the development, counseling, and resolving of the problems of the mentees. She has to make herself available for consultation and advice on all matters of academic and social nature. The criteria of allotment of the students is fix as it follows the seniority order of the teachers and roll numbers of the students. During the Internship Programme a mentor teacher is deputed 10 students and the teacher supervise him throughout the semester by helping them providing help in preparation of lesson plans, teaching aids and conducting curricular and co- curricular activities in their teaching internship school. There is a provision of house wise CCE lecture in time table in which tutors meet their tutees at least once a week on the college premises. All leave applications by the students are submitted through their respective tutors to the Principal.

5. Evidence of success:

It has been observed that the genuine interest shown by the Mentor has developed a sense of confidence, support and security that they become balanced to face personal and academic challenges. Consistent caring and guiding acts as a morale booster in improving regular

attendance and contributes to personal and educational growth of the students. In the Teaching practice students are connected with their mentor too to discuss their teaching related queries. Improvement in their Teaching Skills is also reported. 6.

6. Problems encountered and resources required:

- This is a time-intensive activity and puts up a constraint in scaling up the program. To address this challenge, the college is considering expansion of the program by enrolling select senior students also as mentors for juniors.
- Besides, addressing the primary challenge of creating more time for the mentees, it is expected to make the mentor-mentee relations more engaging due to them being of similar age-groups.
- Sometimes students preferring a particular teacher as the mentor cannot be accommodated given the large student strength.
- The faculty in spite of their busy academic and administrative preoccupations, extend their genuine support but there is a possibility of not extending adequate quality time to their mentees at times

7. Notes (Optional)

The Institution started with the vision of empowering girl students of the rural agricultural community, by choice, admitted more first generation learners and willingly took up the greater responsibility of providing additional care for the overall development of the students. The success of this programme has to be mainly attributed to the faculty who consciously and consistently maintain a good contact with the parents and it is reciprocated in the same vein by parents and wards even beyond the classroom into the journey of life, for the spectacular reason of caring and sharing which reduces burden and doubles happiness.