

## Student Mentoring System

Because of various factors, it is our policy to entertain the hopes and aspirations of students from all over the State - irrespective of caste, sex, religion and financial background. Many of our students from rural areas lack proper academic background and financial back-up.

Mentoring of students thus, is an essential feature to render equitable service to all our students having varied background. Student-mentorship has the following aims:

- To enhance teacher-student contact hours
- To enhance students' academic performance and attendance
- To minimize student drop-out rates
- To identify and understand the status of slow learners and encourage advanced learners
- To render equitable service to students
- To monitor the students regularity & discipline
- To enable the parents to know about the performance & regularity of their wards.
- To improve of teacher-student relationship
- To counsel students for solving their problems and provide confidence
- To improve their quality of life.
- To guide students to choose right career path for job, higher studies, Entrepreneurship, etc.

The institute has followed the suggestion made by QAC, Higher & Technical Education Dept., (Govt. of W.B.) to introduce the mentoring system. The importance of integrating the system for enhancing students' performance is a common resolution adopted by a meeting of the teaching faculty.

With a wide variation in the student population in regard to educational and economic background, the system promises to provide a better understanding of individual students and bring out their highest potential. It also appears to be the most effective method/weapon for mitigating cases of those students who are vulnerable to drop-out from studies.

**Design & Implementation:** The IQAC had taken the initiative of implementing the mentoring of students. Students are categorized based on the streams of studies and also according to their core subjects. They are divided into groups of 10-15 depending on the number of students. Each group is assigned a teacher-mentor who would perform mentoring duties. A Mentoring Format with Guidelines is prepared by the IQAC to ensure uniformity.

- Mentors maintain and update the Mentoring Format which contains space for entering particulars and performance of students (class tests, monthly attendance records, etc.)
- After collecting all necessary information, Mentors are expected to offer guidance and counselling, as and when required.
- It is the practice of Mentors to meet students individually or in groups.
- In isolated cases parents are called for counseling/special meetings with the Principal at the suggestion of the Mentor.
- If a student is identified as having weakness in particular subject, it is the duty of the Mentor to apprise the concerned subject teacher.

**Uniqueness:** The institutional practice of Mentoring System has been designed and implemented –

- to be student-centric
- to render equitable service to students of varied academic & financial backgrounds

**Constraints:** With the introduction of continuous assessment under the Semester System, time factor could be a constraint for Mentors.

### **Evidence of Success**

Though the system has only been implemented in the last few years, significant improvement in the teacher-student relationship can be found.

The system has been useful in identifying slow learners and advanced learners. Based on the requirement deduced through a careful examination of each Mentor's report, the College has organized several Remedial Classes in the identified topics/subjects for slow learners.

### **Targets achieved**

The Remedial Classes have been institutionalized after the implementation of the Mentoring System. Need-Based remedial classes have proved to be beneficial to the students in particular and the entire college in general. The institutional practice of Mentoring System has considerably enhanced the campus environment and brought about:

1. Enhanced contact hours between Mentors with their respective students
2. Improvement in students' attendance records
3. Minimized student drop-out rates (apparently due to Mentors' intervention before a student falls short of attendance or has been regularly abstaining from classes)
4. Identification of slow learners for conducting Remedial Classes
5. Advanced learners identified and encouraged with incentive prizes

The institute has followed the suggestion made by QAC, Higher & Technical Education Dept., (Govt. of Mizoram) to introduce the mentoring system. The importance of integrating the system for enhancing students' performance is a common resolution adopted by a meeting of the teaching faculty. The system was promptly and effectively put into practice after it was first resolved in 2012.

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