



Best Practices: 2

1. Title of the Practice: Mentor-Mentee Programme

2. Duration (year of inception-year of discontinuation) Duration: 2019-2020

3. Objectives of the Practice: Effective mentoring seeks to offer motivation, rock-support, directive guidance and role modeling to mentees while they journey through the challenges of College education with English as the medium of instruction and peers from different social and educational backgrounds.

To effectuate the success of mentor-mentee relationship, the mentor should

- Be a consultant and counselor
- Be a trusted confidant to listen with compassion
- Be able to give constructive feedback
- Be knowledgeable and non-judgmental
- Value diversity of perspectives
- Help in setting goals and develop capabilities
- Provide pillar support to steer through challenges.

4. The Context : The transitional period between Secondary Education and Tertiary Education poses a host of problems like economic stress, lack of parents' diligent guidance, pressures from family and parents to conform to certain standard practices, social media affecting their mental and emotional well-being, challenge of making good friends and getting connected to others, disappointments in friendships, mental and physical health issues, issues with body image, inadequate knowledge of time and stress management and lack of positive role models. The new ambience, new acquaintances and new teachers leave them puzzled as to whom they could confide their problems. Not knowing whom to turn to for support and help and to deal with these pressures, the adult learners bottle up their problems which in turn lead to frustration, left-alone disheartenment and lack of emotional poise. Preparing the mentees not just for college life but for the journey of life becomes the mentor's priority.

5. The Practice: The college organizes a mentor mentee meet every year so that students (mentees) are being properly guided and are given personal attention. The meet focuses on targets to be set by the mentees for their academic performance and in also developing a mentor-mentee rapport. Mentees can share their thoughts about anything and discuss whatever they want in this safe zone. The mentees meet their respective mentors regularly for necessary, help, advice, guidance or just a listening ear. Mentors can also run interventions with their mentees or their teachers when needed.

- Teachers to students of their department Met at least once a week in college.
- All leave applications by students are submitted to the Principal by their respective teachers.

(1)



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(2)

- Students were assigned to a teacher and strengthened the sense of belonging and unity among everyone.

6. Evidence of Success: 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
- Continuous monitoring for technical and soft skill enhancement has increased the number of employable graduates
- Acceptance of others as they are and respecting their opinions are obviously exhibited in their behavior
- Number is allotted in all sections
- The help and guidance received becomes so embedded in their minds that they voluntarily give back to the society through extension activities.

7. Problems Encountered and Resources Required : The whole programme would be more successful if a student has the same mentor throughout the course but for some administrative reasons this could not be worked out. Mentoring is a two way process where if one side is showing less interest, it would collapse the healthy relationship. 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. If the mentees are allotted across the disciplines, they may feel free to share their problems and sometimes the familiarity of subject teachers makes them bottle up their difficulties.

8. 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 the program should be attributed primarily to the teaching staff who consciously and consistently maintain a good rapport with the students and are reciprocated by parents and wards alike in their journey of life outside the classroom. Caring and sharing that lessens the burden and doubles the happiness.



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