

Mentorship Programme – 2019-2020

Objective:

- To create a more fluid relationship between the students and teachers.
- To create a healthy atmosphere and a safe space where the students are able to share their differences and problems with their mentors, both inside and outside their curriculum.
- To inculcate a genuine interest for knowledge amongst the students.
- To streamline result oriented approach to Teacher-Student relation

The context that required the initiation of the practice

It had been observed that a visible gap appears to hinder the creation of an ideal teaching learning situation in the college. Many of the students find themselves at a loss while pursuing their goals in the midst of thousands of students and numerous teachers. In many cases they become defensive and non-responsive in front of their teachers for various reasons. In order to ensure attendance and attention of the students, the college decided to implement a mentorship programme in the departmental level in the year 2018. Each professor has to mentor a selected group of students of their departments, thereby creating a safe space where the students are comfortable enough to share their problems. This practice was continued in the year 2019-2020.

The Practice:

The students in each department were divided into groups (depending on the student-teacher ratio of the said department), with a professor assigned as the mentor of that particular group. In times of need, the students were expected to go to their mentors and seek for advice or help, whichever necessary. Apart from the classroom, the students now have another platform to discuss their doubts, opinions and issues regarding their lessons. The mentor is expected keep track of the activities and achievements of the mentees assigned. That is, the mentor will act as the guardian of the student in the college premises. Best performing mentors, that is, faculty members whose mentees display remarkable performance will be rewarded by the college authority every year.

Obstacles faced (if any) and strategies adopted to overcome them: This practice faced several

obstacles in the year 2019-2020. Especially when the college had to shut down due to the nation wide lock down imposed in the wake of COVID – 19. Teaching learning has to be conducted through online mode only and as a result the students suffered a lot.

Impact of the Practice:

In the year 2019-2020, mentoring had to play a major role. Since the students were asked to attend online classes regularly, many students failed to do so due to several reasons. The mentors had to swing into action to supervise individual students as to how to attend online classes and enjoy maximum benefit of this new system of learning. Moreover, their role was immense in providing mental support in the days of crisis.

Resources required:

The active participation of the professors of the college and their ability to engage the students in conversations related to both inside and outside the world of their academic lives was the most important and foundational resource to make this mentor-mentee relationship a success. The role of the college administration, especially that of the principal was highly appreciated for channelizing the energy and enthusiasm of the faculty members in continuing this much needed service to the students.

The Institution:

- i. Name of the Institution: Lakhimpur Girls' College
- ii. Year of Accreditation: 2014
- iii. Address: Khelmati, North Lakhimpur, Assam-787031
- iv. Grade awarded by NAAC: A
- v. Contact person for further details: Dr. Bhupen Chutia
- vi. Website: lgcollege.ac.in


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