

## Annexure III (A)

### 7.3 Two Best Practices of the Institute

<b>1. Mentoring</b>	
<p>The college has a unique admission policy whereby all Govt. Higher Secondary Schools pass-outs from the rural areas of the district are admitted in toto, irrespective of marks obtained in their last exam. 80% of the seats are normally filled up by this category of students. Most of the students from this category belong to economically poor and illiterate backgrounds, some even from dysfunctional homes. The college felt the urgent need to start a systemic mentoring programme and it was initiated in 2012 with the certain aims and objectives. Perceiving the valuable strategy and positive impact this programme has had on the students, the college continued to adopt Mentoring as one of the best practice.</p>	
<b>Key Aspects</b>	<b>Assessment Indicators</b>
<p>1. To help students maintain a balance between academic excellence and personal growth.</p>	<p>1. The priority of the college is to make students academically and socially integrated. The guidance and support to mentees have nurtured the social, emotional and psychological development, especially from unstable homes, helping them cope with the home situation in a more matured manner. This programme has had a visible in their personal growth as it reduced the likelihood of students engaging in risky behavior-poor attendance in class, drug and alcohol use. The overall outcome has been a positive balance, making them academically more focused and motivated towards achieving learning goals and personally aided them in cultivating confidence, self esteem and social skills.</p>
<p>2. To retain students by meaningful involvement.</p>	<p>2. Mentoring has helped students feel connected and engaged on campus. As a part of mentoring programme, Orientation Classes are conducted for</p>

3. To help them make good future plans by assisting them in planning for educational and vocational choices.

4. To encourage increased participation in co-curricular activities.

the first two days at the onset of every new semester, with the objective of providing guidance, information and encouragement. This has helped students in their intent to persist in their commitment to earn a college degree. Drop-out rate has decreased visibly. Attendance percentage has improved remarkably over the years since the introduction of mentoring programme in the college.

3. Mentoring provide support for goal setting and future planning by advising them on how to make successful transition to their next level after graduation. This has helped them to make wise and realistic vocational choices suitable to their inherent ability and financial means.

4. Owing to the admission policy wherein bulk of the students were pass-outs from interior rural areas with economically deprived family backgrounds, there was a noticeable common trait of sense of inhibition and lack of confidence among the students. Mentoring has helped them shed their reserve and self consciousness and making them open up and vivacious. They enthusiastically participate in the thriving co-curricular activities in the college. This in turn has tapped hidden talents and leadership qualities. Mentoring programme can take the credit of the many laurels brought to the state in general and the college in particular in the field of sports, singing, NCC and other activities. State and National sportsperson have emerged

<p>5. To strengthen student-teacher relationship.</p> <p>6. To encourage that every student has a faculty to fall back on.</p>	<p>from the college in cricket, boxing, archery, football and taekwondo. Two NCC cadets of the college piloted the Vice President of India and the CM of Delhi in the Republic Day Parade 2016 in New Delhi. A girl student of the 3<sup>rd</sup> semester won the State premier singing competition Naga Orpheous Hunt 2015.</p> <p>5. One on one mentoring has promoted relationship and strengthened the bond between student-teacher. Chat groups are formed through social media for easy access between student-teacher even beyond college hours. These steps have engendered in them a sense of belonging and worth. This relationship is maintained even after students pass out of the college.</p> <p>6. Aggressive mentoring session is conducted with students of 1<sup>st</sup> semester. Thereafter, close monitoring is done by mentors in matters academic as well as other co-curricular activities, till they pass out of their college. During their stay in college as well as after graduation, easy accessibility is maintain through social network facilities like WhatsApp chatgroups, Facebook etc.</p>
--	--

## **6. The Practice:**

Formal mentoring is done soon after students enroll in the college to help them prepare for comfortable settling down in the college. Various strategies are developed to provide them with emotional and psychological support as well as information, guidance and encouragement.

The total number of students of 1<sup>st</sup> semester students, which is usually 600 or above, varying from year to year, is divided among the 50 plus faculty, thereby each mentor is assigned 13/14 mentees.

Mentoring is done on a one –on-one basis to maintain strict confidentiality, Saturdays and free days are utilised for the purpose. The mentoring session last throughout the end of first semester lasting for 5 months.

The formal mentoring during this period is intensive. Close contact is maintained even after the conclusion of the formal mentoring session, by way of personal contact during college hours and through social media chat-groups after college hours.

When the mentees reach the final semester, it is mandatory for them to fill up a form furnishing all contact details. This mechanism has helped mentor-mentee relationship even after they pass out of the college. Social networking tools like Facebook and WhatsApp has proved effective for this purpose.

The Mentoring Cell is linked with the Grievance Redressal Cell. Problematic mentees needing special attention are referred to the Grievance Redressal Cell. Also, two of our faculty members have undergone mental health awareness -cum- training for teachers. They have been assigned to counsel problematic students. And, if necessary, provision for dealing with severe cases are taken up by the Counselling Cell which has a tie-up with a noted Govt. employee Psychiatrist.