

HIGHER AND TECHNICAL INSTITUTE, MIZORAM (HATIM)
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Affiliated to Mizoram University
UGC recognized 2(f) and 12(B) Institution
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2nd BEST PRACTICE

*Title of the Practice: **MENTOR-MENTEE SYSTEM***

OBJECTIVE OF THE PRACTICE:

- (i) To maintain academic record of students across semester
- (ii) To identify slow learners and Fast Learners
- (iii) To maintain constant contact hours with the stakeholders for their academic and personal development
- (iv) To be able to understand, help and guide students in improving and bringing out their highest potential.

THE CONTEXT:

Every student is an individual with distinct character and background, having different educational, social and economic background. For this same reason, the institution adopted '*Mentor-Mentee System*' to address the different needs of the student individually as well as a group. It also seeks to provide an understanding of the student's academic predicament so that a suitable guidance may be provided by to the students in developing themselves both academically and personally.

This Mentor Mentee System is an essential element for it conduits the gap between the faculties and students as well. Mentoring provides students emotional and instrumental support, guidance, encouragement and better environment for learning and growing in the college.

THE PRACTICE:

Mentor-Mentee System is an initiative of the IQAC where every student is assigned a mentor, a faculty according to their course. The students are equally divided among the faculty of each department and this method depends on respective department faculty as to the number of mentees they assigned to each faculty.

The faculty or the mentee is given the in charge and responsibility for maintaining their mentee academic records, a format for which is provided to every faculty from the IQAC. The Students' Academic records includes, the marks/grade obtained in Internal Assessment (2 Continuous Assessment Test) and the end semester final examination with a Comment Section. Apart from these two, the teacher is free to record their performances in class in terms of presentation and others. These performances recorded are either discussed among the faculty of the department either on a monthly basis or on a need basis. The IQAC has given the responsibility of assessment of students' performances to their respective assigned mentor. However, the IQAC expect each department and mentor (faculty) to engage in

offering guidance in any forms they can after identification of the problems and or challenges faced by the students.

These records are then submitted to the IQAC for analysis and for assurance of quality learning environment. Depending on the nature of comment entered by a mentor, actions are either taken or forwarded to principal by the IQAC in consultation with the mentor incharge.

General method structured and employed by departments in assignment of mentee to mentors:

Semester students are usually assigned mentors from their faculty members in the same department teaching the semester they belong to at present and when they move on to subsequent semester, they are assigned to a new mentor from faculty belonging to that particular Semester.

However, this is not made to be followed strictly by the IQAC because there are some departments who have a far lesser student comparatively. So, depending on the student-teacher ratio across departments, the departments engage in their own method of assigning a mentor to a student.

EVIDENCE OF SUCCESS:

Based on the requirement deduced by the mentor on his/her mentee, the mentee is provided guidance mostly in the form of counselling and remedial classes.

The method employed by the mentor involves

- (a) **Traditional One-on-one Mentoring** where the mentor addresses not only the academic performances but also leaves room for identification and addressing personal challenges that may prove to be a hindrance in the development of the student. This method allows the student to open up and build a stronger bond of trust between the mentor and mentee.

- (b) **Distance mentoring** which was mostly used during the pandemic from 2020-2021 when the classes were taken online. This was carried out by the mentor either by phone call, texts or video call during online classes as well as privately depending on the choices of the mentor and the mentee.
- (c) **Group Mentoring** where the mentor usually holds a session with the group of mentees under his/her cares depending on the similarity of requirement or on need basis.

The above mentioned proves to be most effective especially during the pandemic as it helps the mentor to keep in constant touch with the mentee and the allocation of students for mentorship has also led to the formation of parent groups chats which is still used to reach out to parents of their mentees and keep them updated with their performance. Mentoring groups are the primary means of disseminating all significant knowledge

PROBLEMS ENCOUNTERED AND RESOURCE REQUIRED:

While some students are open, there are still a larger number of students who are reserved and do not easily open up to anyone. This proves to be the most challenging situation for a mentor in aiding and rendering help.

Resources required do not include much except for stationary for keeping and maintaining the records of their mentees. What is required most is patience and understanding by the mentor and strive towards to building a trustworthy relationship between hem and the mentee.

Notes

The IQAC had resolved to organize a common faculty meet to address as to how this system can be used most effectively