

DIMAPUR GOVERNMENT COLLEGE

Dimapur, Nagaland

NAAC ACCREDITED GRADE B+

Mentoring Committee

Mentoring Policy:

DGC mentorship programme incorporates the support of faculty members as mentors to the students of the college. Each student is assigned a teacher-mentor upon their admission to the college. The mentorship programme is a viable and dynamic mechanism to identify and provide appropriate guidance, support and impetus for success to students at the individual level.

Objectives:

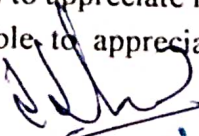
- To provide academic as well as pastoral guidance.
- To monitor academic performance, discipline and classroom attendance.
- To assist under-achieving students, identify and formulate goal-oriented efforts.
- To identify students from financially weak backgrounds or unstable situations.
- To discover latent abilities so that appropriate opportunities may be explored.
- To foster deeper teacher-student rapport beyond the classroom.
- To provide professional counseling referrals should the need arise.

Mentoring is a term generally used to describe a relationship between a less experienced individual, called a mentee, and a more experienced individual called a mentor. Traditionally, mentoring is viewed as a dyadic, face-to-face, long-term relationship between a supervisory adult and a novice student that fosters the mentee's professional, academic or personal development (Donaldson, Ensher, & Grant-Vallone, 2000).

As such, a mentor is a guide and resource who paves the way to success, and derives satisfaction from helping others succeed. A mentor's role is to inspire, encourage, and support their mentee, and to contribute to their professional and personal development. In consideration of the pivotal nature of mentoring, a mentor may keep in mind the following attributes of an effective mentor-

(a) Personal qualities:

- **Enthusiastic:** A mentor is generally interested in the learner and their concerns, needs, dreams and aspirations.
- **Motivating and encouraging:** A mentor should attempt to channel the learner's energy into constructive change, new challenges and overcoming difficulties.
- **Open:** They should be prepared to share his or her experience of similar issues, be honest about her/himself and honest with the learner.
- **Emphatic:** They should be able to appreciate how the learner feels and behaves.
- **Positive outlook:** They are able to appreciate the learner's point of view and see solutions


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- A good listener: They are able to focus on what the learner is saying without their personal thoughts crowding out the learner's words.

(b) Knowledge and experience:

A mentor draws on their personal experience of:

- Facing difficulties.
- Meeting new challenges.
- Being helped, being a learner.
- Working with others and contributing.
- Being responsible for their actions and reaction to others and situations.
- Trauma and setback.

(c) Abilities and skills:

A mentor is skilled at:

- Assessing the significance of the learner's history.
- Building rapport and trust.
- Telling relevant stories.
- Listening.
- Challenging.
- Supporting.
- Questioning.
- Relating.
- Showing empathy.

Mentors are expected to provide their mentee with at least one hour of support and interaction per month. As such, contact hours are incorporated into the class routine. A report of every official session is to be maintained in the proper format and to be submitted to the Mentoring Committee at the end of every semester. Other interaction may take place via e-mail and other web-related tools, such as instant messaging, WhatsApp groups or physical meetings, as required or appropriate. Mentors should work with their mentee to determine what kind of support will be most useful-specific feedback related to finding jobs, general career advice, information on higher studies, technical information, personal encouragement, and so on. Non-academic information exchanged during interactions is to be handled with discretion and confidentiality.

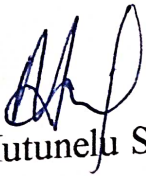
The role and responsibility of mentees-

1. A mentee is equally responsible for initiating contact with the mentor and should be prepared and punctual for the mentoring sessions.
2. A mentee is responsible for establishing the agenda for the conversation. The student might email/WhatsApp topics to the mentor ahead of time. At the beginning of each session, the mentee should provide a brief update on progress since the last conversation.
3. A mentee should share his/her ideas, concerns, and professional goals so that the mentor is able to place the situation in perspective.


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4. A mentee should establish a mutually agreeable plan for mentoring sessions. He/she should schedule the sessions on his/her calendar and build in enough time around the sessions to prepare. By ensuring that conversations start and end on time, the mentee will demonstrate respect and responsibility.
5. A mentee should focus on the relationship, rather than outcomes. Mentor's role is not to provide a job; it is to share valuable experience with the mentee.
6. A mentee should ask direct questions about what he/she most want to know and should not be shy about asking. They are responsible for ensuring that the conversation meets his/her needs.

The mentor-mentee commitment is for the duration of the mentee's study in the college. If the mentor leaves on retirement or transfer, another mentor with similar background is assigned in their place.



(Ms. Mutunelu Soho)
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Mentoring Committee


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