

BEST PRACTICES

1. Mentoring

Aims and objectives - To motivate the students in enhancing their academic performance and support their personal growth. It aims to shape students into confident and employable graduates with good leadership, communication, critical thinking, professionalism and other skills. All teachers are assigned mentees from willing students. The mentor-mentee relationship follows strict professional guidelines prepared by the Mentoring Cell of IQAC.

Outcome – The mentees followed up their mentees and majority has reported of improvement in their class attendance and academic performance

Limitations –Lack of motivation from some mentors and limited interest from mentees.

2. Internship programme

Aims and objectives - Internship has been a regular practice of the Department of Psychology, carried out in various agencies (governmental and NGOs) working with substance abuse, vulnerable children, psychological problems and persons with disability. The main aim of the practice is to enhance knowledge to widen their perspectives and to have the chance for hands-on practice under professional guidance. It also aims to enhance the employability.

- Outcome –Students have benefitted tremendously with the programmes by understanding about the grassroot reality and hardships of various issues, increased their interests and understanding of psychological problems.

ACTIVITY REPORT OF MENTORING CELL 2023-2024

Despite efforts to follow the Action Plan put forth by the Cell, certain adjustments had to be made due to the Covid pandemic. Meetings between Mentee and Mentor have been restricted, as well as between Mentor and their Supervisors. However, online surveys were conducted to assess the needs of the students, and actions were taken accordingly. Perceived Peer and Faculty Support of the 2nd Semester students and Beliefs in Educational Success of the 6th Semester students were conducted through **online mode**. The results of the survey are given below:

2nd Semester - Perceived Peer Support:

1. I have met with classmates outside of class to study for an exam –

Untrue	75 %
Equally True and Untrue	12 %
True	13 %

2. If I miss class, I know students who I could get notes from –

Untrue	25 %
Equally True and Untrue	21 %
True	54 %

3. I discuss events which happened outside of class with my classmates -

Untrue	29 %
Equally True and Untrue	20 %
True	51 %

4. I have discussed personal matters with students who I met in class

Untrue	36 %
Equally True and Untrue	11 %
True	53 %

5. I could contact another student from class if I had a question about an assignment

Untrue	10 %
Equally True and Untrue	11 %
True	79 %

6. Other students are helpful in reminding me when assignments are due or when tests are approaching

Untrue	29 %
Equally True and Untrue	20 %
True	61 %

7. I have developed personal relationships with other students in class

Untrue	17 %
Equally True and Untrue	20 %
True	63 %

8. I invite people I know from class to do things socially

Untrue	64 %
Equally True and Untrue	17 %
True	19 %

2nd Semester - Perceived Faculty Support:

1. I feel comfortable talking about a problem with faculty

Untrue	62 %
Equally True and Untrue	24 %
True	14 %

2. I feel comfortable asking a teacher for help if I do not understand course-related material

Untrue	37 %
Equally True and Untrue	33 %
True	30 %

3. I feel that a faculty member would be sensitive to my difficulties if I shared them

Untrue	8 %
Equally True and Untrue	17 %
True	75 %

4. I feel comfortable socializing with a faculty member outside of class

Untrue	43 %
Equally True and Untrue	31 %
True	26 %

5. I feel that a faculty member would be sympathetic if I was upset

Untrue	34 %
Equally True and Untrue	34 %
True	32 %

6. I feel that a faculty member would take the time to talk to me if I needed help

Untrue	6 %
Equally True and Untrue	13 %
True	81 %

7. If I had a reason, I would feel comfortable seeking help from a faculty member outside of class time (office hours etc.)

Untrue	38 %
Equally True and Untrue	29 %
True	33 %

8. I feel that a faculty member really tried to understand my problem when I talked about it

Untrue	8 %
Equally True and Untrue	27 %
True	64 %

9. I feel comfortable asking a teacher for help with a personal problem

Untrue	66 %
Equally True and Untrue	16 %
True	18 %

6th Semester - Beliefs in Educational Success:

1. How confident are you that you will do well in future courses?

Not at all confident	7 %
Unsure	57 %
Most confident	36 %

2. How confident are you in your ability to learn new information?

Not at all confident	19 %
Unsure	3 %
Most confident	78 %

3. How confident are you in completing your homework assignments?

Not at all confident	12 %
Unsure	2 %
Most confident	86 %

4. How confident are you in understanding reading assignments?

Not at all confident	66 %
Unsure	9 %
Most confident	25 %

5. How confident are you in your ability to study notes?

Not at all confident	5 %
Unsure	56 %
Most confident	39 %

6. How confident are you that you will pass your course(s)?

Not at all confident	5 %
Unsure	39 %
Most confident	56 %

7. How confident are you that you will complete all required coursework for your degree/program?

Not at all confident	3 %
Unsure	25 %
Most confident	72 %

8. How confident are you in your ability to work with others on class projects?

Not at all confident	3 %
Unsure	59 %
Most confident	38 %

9. How confident are you to seek your professors' help during office hours?

Not at all confident	5 %
Unsure	25 %
Most confident	70 %

10. How confident are you that you are in control of your education?

Not at all confident	17 %
Unsure	76 %
Most confident	7 %

Students identified as needing help and guidance were approached individually and arrangements were made to address their needs as far as possible.



(H.LALVULLIANA)

Chairman

Mentoring Cell



(Dr. LALREM RUATI PACHUAU)

Co Ordinator

Mentoring Cell