

Department of Education
Williamnagar Government College



Mentoring Report

Academic Year: 2023-24 Semester: Odd Semester

The Department of Education organized a mentoring program for students in the odd semester as part of its commitment to fostering academic excellence, personal growth, and professional readiness. The Department organized the programme with the objective of providing academic guidance to students and supporting the personal and emotional well-being of the students. The programme also aimed at assisting students in adapting to the academic environment and to improve the skill development for career readiness.

Each faculty member was assigned as mentor by the Head of the Department to a group of 15 to 20 number of students based on their academic year and specialization. Regarding the mentoring sessions, regular one-on-one and group mentoring sessions were conducted throughout the semester.

Issues Raised by Mentees During Mentoring Sessions

During the odd semester mentoring sessions, mentees raised several academic, personal, and career-related concerns. These issues were systematically documented to ensure they were addressed effectively. Below is a summary of the key issues raised:

- (1) **Difficulty in Understanding Concepts:** Some students expressed difficulties in grasping complex topics, like Statistics, micro-teaching, and topics concerning educational technology.
- (2) **Time Management:** Mentees reported difficulties in balancing coursework, assignments, self-study, and household works.
- (3) **Exam Preparation Anxiety:** Students were concerned about their ability to perform well in examinations due to a lack of preparation.
- (4) **Stress and Anxiety:** Many students mentioned feeling overwhelmed by academic pressure and personal responsibilities.
- (5) **Adaptation Issues:** Recently admitted students expressed adjustment issues in the college due to the change of environment from their school.
- (6) **Low Self-Confidence:** Some mentees expressed a lack of confidence in their abilities, particularly in public speaking and group discussions.
- (7) **Lack of Career Clarity:** Mentees raised questions about career prospects after completing their Undergraduate degree in Education.


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Issues resolved by Mentors:

With regards to the difficulty in understanding complex academic concepts, additional tutorial sessions were conducted by mentors to simplify and explain challenging topics.

Regarding the time management issue, mentors assisted mentees in creating personalized study plans and suggested them to follow the plan framed accordingly.

Career counseling sessions were conducted by experts in the educational institution.

Mentors have provided information on various career pathways, such as teaching, research, and administration.

Counseling sessions were arranged to provide emotional support and coping strategies.

Mentors encouraged students to maintain a healthy work-life balance and provided individualized guidance.

In order to enable students to adapt with the new environment, study groups were formed to encourage peer learning and knowledge sharing.

Peer mentoring initiatives were introduced to create a sense of community among students.

A Regular one-on-one interaction with mentors has been conducted to help students feel supported and valued

Conclusion

The mentoring program played a pivotal role in addressing students' concerns effectively. By offering tailored support and practical solutions, the program helped students achieve better academic performance, emotional well-being, and career readiness. Continuous monitoring and adaptation of mentoring strategies will further enhance the program's impact in subsequent semesters.

Name of Mentors

- (1) Dr Om Prakash Khadka, Head, Dept. of Education
- (2) Smt. Chonje Ch Marak, Assistant Professor in Education
- (3) Smt. Nokmera K. Sangma, Assistant Professor in Education
- (4) Smt. Preityna Marak, Assistant Professor in Education
- (5) Reviewlet Kharumnuid, Assistant Professor in Education


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