



DAYANANDA SAGAR COLLEGE OF ARTS SCIENCE & COMMERCE



Affiliated to Bangalore University

Shavige Malleshwara Hills, Kumaraswamy Layout, Bangalore, Karnataka, India, Pin Code : 560111

Phone : +91 8042161762 / 26661104 Fax: 26660789,

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Best Practices – 2

2020-21

1. Title of the Practice: Virtual Mentoring and Supervision during COVID-19 Pandemic

2. Goal

Mentoring is a safe connection that encourages learning and experimenting while also assisting individuals in realizing their full potential. A mentoring relationship exists when both the mentor and the mentee recognize the importance of personal growth. To ensure physical distancing does not mean social disconnection, the institute initiated virtual mentoring and supervision amongst students during the covid – 19 Pandemic period. The Virtual Mentoring Platform is considered a secure and controlled mentoring platform that allows mentors (faculties) and mentees (students) to keep their connections going while separated by COVID-19. The goal of this practice is to improve the students experience and mental health, during the COVID – 19 pandemic. This practice would ensure continuous improvement in their performance as per the quality policy to achieve the Vision and Mission of the institute.

3. The Context

Learning was dominated by in-person, institution-organized meetings prior to COVID-19. Learning became virtual after the lockdown and was mostly reliant on commercial internet platforms. As a result of this, students faced exceptional challenges during the 2020-21 academic year. The Institute in this view, introduced a virtual mentoring and supervision practice to aid in the holistic development of the pupils. Mentoring comprises being supportive of the student and assisting the learner in any way that he or she may desire for assistance. Each class has a mentor, whose function is to be supportive of the student and to serve as a link between the student and the department, the subject teachers and the students, the parents and the students, and the students themselves. They play an important role in the entire development of the students in their care and specially during the time of a crises, where the mental and emotional state of being is affected.



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4. The Practice

Mentoring activities for all students are conducted by a separate cell “Aapthamitra” within the College. During the covid – 19 lockdown, the institute implemented virtual mentoring and supervision among students to guarantee that physical separation did not equal social isolation. Towards this initiative, virtual mentoring was conducted through Phone calls and Zoom Meeting by respective class mentors to help the students and identify their mental and emotional well-being during the pandemic. The virtual mentoring and online supervision not only benefitted the mentees (students) but also the Class Counsellors (mentors) who learned about the challenges being faced by the students.

Benefits for Faculty:

- Better understanding about students
- Support and foster the next generation, leaving their legacy.
- Contributes to the mentors own personal and professional growth.
- Ignite a spark.
- Increase resiliency
- Enhance communication skills
- Boost self-confidence

Benefits for students:

- Psychosocial support
- Gain practical advice, encouragement and support
- Learn from the experiences of others
- Increase social and academic confidence
- Become more empowered to make decisions
- Develop communication, study and personal skills
- Develop strategies for dealing with both personal and academic issues
- Identify goals and establish a sense of direction
- Gain valuable insight into the next stage of their university career



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Benefits for Organization:

- Improved productivity
- Ability to grow future leaders
- Enhances professional development
- Improve student engagement Reinforcing Faculty's commitment to learning and development

5. Evidence of Success

The Virtual Mentoring and student supervision practice, has enhanced confidence among faculties and students. It has rendered a psychosocial support among the students at the time of crises. Advice on balancing range of personal, academic and professional responsibilities were rendered to the students. Access to a support system during critical stages of their academic and career development has improved the performance and also their emotional and mental well – being.

Weblink for Virtual Mentoring and Supervision in COVID'19

<https://www.dscasc.edu.in/images/news-bba-bcomm/pdf/Impact.pdf>



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6. Problems Encountered and Resources Required

- Virtual communication is limiting to communication cues such as body language and facial expressions
- Mentees and mentors were not able to interact in person, experienced an inability to establish chemistry in the mentorship. This posed a problem for engagement in the relationship and overall success of the program.
- Technology failures



A. Gnath

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-PRINCIPAL