

Internal Quality Assurance Cell (IQAC)

Dr. B. R. Ambedkar University Delhi

Organised

Faculty Workshop Session on “Mentor-Mentee Relationship and Learning Outcomes: Educational and Psychological Dimensions”

Date and Venue: 19 September 2025, 2 pm, in Hybrid mode from Committee room-III K.G. Campus.

Participants: 60 faculty members of Dr. BRAUD in hybrid mode

Resource Persons:

1. Prof. Honey Oberoi Vahali, Director, Centre for Psychotherapy and Clinical Research (CPCR)
2. Dr. Gunjan Sharma, Associate Professor, School of Education Studies (SES)

Session Chair: Dr. Urfat Anjem Mir, Director IQAC.

The Internal Quality Assurance Cell (IQAC) organized a Faculty Training Workshop on the psychological and educational dimensions of the Mentor-Mentee relationship with emphasis on building trust, a space of mutual respect, and open communication for creating an enabling environment for learner-centric student support and guidance. The resource persons for the workshop were Prof. Honey Oberoi Vahali, Director, Centre for Psychotherapy and Clinical Research (CPCR), and Dr Gunjan Sharma, Associate Professor, School of Education Studies. Dr Urfat Anjem Mir, Director IQAC chaired the session.

The proceedings began with a welcome note by Dr. Urfat Anjem Mir, Director, IQAC, who spoke about the importance of formalising the mentorship arrangement at the university. He reiterated that learner-centric practices and student support mechanisms were the USP of AUD, and as the University has expanded, there is an imminent need to formalise the arrangements for mentorship. Close mentoring is critical in the contemporary context of mental health-related challenges faced by young adults. He highlighted that the new guidelines adopted by the University for formalising the Mentor-Mentee arrangement are important to be treated not merely as a regulatory requirement but as the cornerstone of student support and learner-centric academic practices.

Prof Honey Oberoi Vahali shared the spirit of mentoring practice to be compassionate and deep listening. Prof Vahali discussed how the everyday experiences of the classrooms are often marked by hierarchies—socio-economic, gender, linguistic, and

ethnicity, among others. Access to university has to be supported by responding meaningfully to challenges faced by the learners who come from diverse backgrounds and have diverse experiences in order to guarantee an equitable learning environment. She shared anecdotes and reflective voices of teachers sharing dilemmas, marking the efforts to support learners in and beyond classrooms.

Prof Vahali emphasised the need to envisage mentorship as a collective endeavour, where the teacher is imagined as a co-traveller and facilitator, and the mentorship group as a space of mutual trust and belonging. She emphasized that any mentoring scheme/programme should aim to enable a space for creating a social bond beyond the classroom and academics, nurturing spaces for reflection and bonding over everyday lived experiences. Prof Vahali shared more on the power of active and deep listening and how enabling “being listened to” is for people in general and young people in particular. She emphasized the importance of the framework of “listening as pedagogy”. Meaningful sharing in a mentorship arrangement remains anchored on sharing and coming together, facilitating the experience of being seen and heard, and learning to see and listen with compassion. Being part of such a collective can facilitate healing and nurturing circles of trust, critical to the well- “being” of the learner. Prof Vahali drew upon AUD teachers’ autobiographical anecdotes to draw attention to the challenges that work on and with “selves” of the teacher and learners entails. Prof Vahali concluded her presentation by highlighting the need to support teachers through a process where they become comfortable with opening up communication with students.

Dr. Gunjan Sharma, in her presentation, addressed the “Mentor-mentee arrangement and learning outcomes”. Dr Sharma discussed why mentoring matters in higher education from the students’ perspective, the faculty perspective, and for institutional quality imperative. She discussed theoretical underpinnings of the student mentoring system, highlighting relational-cultural perspectives, feminist and critical pedagogy perspectives, and best practices followed in different universities abroad. The relational and critical perspectives emphasize how personal growth is facilitated through nurturance of mutual reciprocity, dialogue, and empathetic connections, and space for questioning hierarchies and positions of privilege. Dr Sharma highlighted in particular the positive role that peer mentoring can have on student well-being. Some salient examples were shared, such as that of Newcastle University, UK, where peer-peer mentoring is practiced and senior students mentor newcomers around cultural integration and academic/social adjustments. This practice was found to have a positive impact/outcome in terms of improved first-year exam pass rates and students reporting feeling more integrated and supported. Dr Sharma further shared examples of peer mentoring at the Edge Hill University (peer mentoring for well-being and community building); Bournemouth University (peer-to-peer employability coaching and mentoring); and Harvard Graduate School of Education (Student-Alumni Mentoring Initiative). Dr Sharma further described and discussed the salient features of the new Mentorship scheme notified by the university.

After the presentation of the speakers, the question-and-answer session followed. Finally, the session concluded with a vote of thanks by the Director IQAC, who

reiterated that implementation of the Mentorship scheme is essential to the learner-centric vision and mission of Dr. B. R. Ambedkar University Delhi. The objective of the new structure for facilitating the mentorship process is to strengthen the dialogic and empathetic collective spaces within the university.