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# Hutatma Rajguru Mahavidyalaya

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## **Internal Quality Assurance Cell**

### **Best Practice 2**

**1. Title of the Practice:** Student Mentoring System

**2. Objectives:** Higher Education Institutions (HEI) play a crucial role in the holistic development of students, not only to make them capable of sustaining society but also to contribute to the development of a strong nation. However, a large cohort of students with diverse backgrounds, thoughts, and levels of preparation face difficulties and challenges while pursuing higher education. These students may also struggle to recognize the goals of higher education. It is important for students to feel a sense of belonging and have an awareness of their rights and responsibilities. In response to this, HEIs have taken initiatives to provide mentoring facilities to students, with the following objectives:

1. To establish effective communication channels between each student and the institution, ensuring that every student is heard and their concerns are addressed promptly.
2. To create a sense of belongingness and inclusivity among students towards the institution and foster a positive campus culture.
3. To identify and mitigate psychological, societal, and other issues faced by students and provide them with support and guidance. Where necessary, refer them to experts for further assistance.
4. To help students become self-aware of their strengths and weaknesses and take necessary remedial action to improve their academic and personal growth.
5. To foster healthy relationships between students and teachers, encouraging open dialogue and constructive feedback.
6. To ensure academic and professional performance of the students by providing them with adequate support and resources.
7. To sensitize students towards various issues of social relevance, such as environmental sustainability, gender equality, and social justice.

8. To Inculcate the human values such as empathy, respect, and integrity among the students, which can positively impact their personal and professional growth.
9. To establish a learner -friendly and inclusive environment that encourages diversity and inclusivity, and supports the academic and personal growth of all students, regardless of their background or identity.

**3. Context:** Colleges aim to provide quality education to the needy and socioeconomically deprived masses, in order to contribute to the development of society. However, students at higher education institutions require support in various areas, such as exploring their potential, experiencing the joy of learning, standing up to peer pressure, making courageous decisions, and developing human values, among others. Unfortunately, students often face challenges such as difficulty in learning, financial constraints, peer pressure, health and well-being issues, lack of motivation, skills, and guidance.

To address these challenges, the Student Mentoring Cell (SMC) has been established with the sole purpose of building healthy relationships between staff and students, providing academic and professional development support, and inculcating universal human values. The institute has adopted a student-centric approach to ensure the all-round development of students, in all possible ways. By providing mentorship, the SMC aims to foster an environment where students feel supported and encouraged to achieve their full potential.

**4. The Practice:** The SMC holds regular meetings to plan the Student/Staff Induction Programme, mentor-mentee allotment, staff orientation, methodology review, and annual reports. A well-defined mentoring methodology is followed, with periodic reviews in accordance with policy mandates.

Periodical meetings are held between the mentors and their mentees to discuss any problems, such as academic, financial, psychological, etc. These open-ended discussions are thought-provoking, giving exposure to new ideas, guiding thoughts, and fostering the realization of values. The mentor teacher regularly reviews the student's progress in terms of attendance, academics, health, etc. and maintains detailed records of these mentoring sessions. Additionally, the mentor identifies poor learners and interacts with them to resolve their issues, with the active involvement of parents, head, and the principal in the development of the student.

**5. Evidence of Success:** With the implementation of mentoring at HEI, several targeted objectives have been achieved, including:

- a) Improved attendance and increased involvement in activities.

- b) Enhanced academic success, resulting in higher ranks, better progression, and more placements.
- c) Encouragement of advanced learners to excel and reach their full potential.
- d) Improved academic and professional development.
- e) Boosted moral and human values, leading to increased social commitments.
- f) Stronger teacher-student relationships, which have helped build a sense of community and belonging.

Overall, the introduction of mentoring has had a significant positive impact on the holistic development of students at HEI, leading to their success and growth as individuals, professionals, and members of society.

## **6. Problems Encountered and Resources Required:**

While the benefits of student mentoring systems are clear, there are also some challenges and resource requirements that need to be addressed for these systems to be effective. Some of the problems encountered in student mentoring systems include:

1. **Lack of Resources:** Adequate resources, including funding, staffing, and training, are essential for effective implementation of mentoring programs. Without adequate resources, it may be difficult to provide the necessary support and guidance to students.
2. **Lack of Time:** Mentors may find it challenging to balance their mentoring responsibilities with their other academic and professional commitments, which can lead to reduced effectiveness of the mentoring system.
3. **Diversity of Student Needs:** Different students may have different needs and require different levels of support, which can make it challenging for mentors to address everyone's needs effectively.
4. **Resistance to Mentoring:** Some students may be resistant to the idea of being mentored or may have negative perceptions about the program, which can hinder their engagement and progress.

To overcome these challenges, several resources are required, including:

1. **Trained Mentors:** Mentors should receive adequate training to develop the necessary skills and competencies required to support and guide students effectively.

2. Adequate Funding: Adequate funding is required to provide necessary resources, including materials, equipment, and personnel, to support mentoring activities.
3. Time Management: Mentors should be given adequate time to fulfill their mentoring responsibilities, including regular meetings with students.
4. Support from the Institution: The institution should support the mentoring program by providing necessary resources, including staff, training, and funding, and by promoting the benefits of the program to students.

Overall, the success of student mentoring systems depends on the effective management of resources and the commitment of mentors and institutions to supporting students' growth and development.