

Mentoring Program-

Mentoring in essence, is the process of overseeing effective realization of one's potential and beyond in terms of goals, skill set, practical knowledge, confidence, social and ethical attitude. It is Supportive relationship, in which the more experienced individual takes accounted interest of developing a less experienced one in progressing within and beyond their realizable potential. This one-to-one relationship interaction is intended to identify and address the issues of students (mentees) to enhance their academic and personal potential in the early career stage. In doing so, the faculty (Mentor) will also be wealthier in knowledge and learned experience.

Background-

In our college large numbers of students are from rural areas, with different backgrounds and preparation. The college environment is very new for them and they find the various difficulties in the course of their student life. The Student Mentorship Program (SMP) will help students (mentee) to improve his or her abilities and skills through observation, assessment and by providing counselling and guidance by the teacher (mentor).

The Initiative-

The IQAC has taken initiative of implementing the **Student Mentorship Program (SMP)** for establishing a better and effective relationship between student and teacher and also continuously monitor council and guide students in educational and personal matter. It is a **student centric** continuous and engaged activity promoted by the UGC in educational institutes. It begins with the admission of a student and doesn't end even after he/she graduates/post graduates. It is indeed a life-long commitment first as student then as an alumnus.

The aim of student mentorship is –

1. To enhance teacher –student relationship.
2. To enhance student's academic performance and attendance.
3. To minimize student's dropout ratio.
4. To monitor the student's regularity and discipline.
5. To nurture the overall growth and acceptance of the institutes by external stakeholders.

Students are divided into groups of 40-50 students and allotted to teachers. All teachers work as mentors for students allotted to them. The students must feel to confide in their mentors.

Mentors maintain and update the mentoring format after collecting all necessary information. Mentors are expected to offer guidance and counselling as and when they required.

It is the practice of mentors to meet students individually or in groups. In isolated cases parents are called for counselling and their special meeting with the principal/in-charge at the suggestion of the mentor.

If a student is identified as having weakness in particular subject, it is duty of mentor to apprise the concerned subject teacher.

The mentor also works for finding out hidden talent of the students in various aspects of academic, co – curricular, extra – curricular and extra mural activities so that they can be promoted to do various activities in the concerned area for their holistic development.

At least 3 to 4 meeting are arranged by mentors for their mentee in each semester. This is a continuous process till the end of academic career of student.

HOD/ In-charge will meet all mentors of his/her department at least once in a month to review proper implementation of the program and advice mentors wherever necessary.

The in-charges of mentorship program will prepare a report of the entire activities and issues regarding program and the program head will submit the same to IQAC at the end of the session.

Outcomes of the Program-

1. The attendance percentage of the students will increase to greater extend.
2. The number of dropout students will decrease consistently.
3. Due to direct communication between mentor and the student, student-teacher relationship will improve.
4. Student progression (placement & persuasion of higher studies) tracking will be easy.
5. Student enrollment in Add on courses/ Skill based courses will increase.
6. Alumni network of the college will strengthen.
7. Overall reputation of the institute will enhance.

Improvement chart/Progress Chart

Traits	1st year		2 nd year		3 rd year		Overall change
	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	
Uni. result							
Confidence							
Morale							
Communication skills							
Other skills							

Standard Operating Procedure (SoP) for Student Mentorship Program (SMP)

The Process:

- ✓ Every teacher is a mentor and is allotted with predefined no. of mentees (a batch of students).
- ✓ The batch of students are allotted in both odd and even semester.
- ✓ The mentors maintain documentary records of mentoring process carried out.
- ✓ Meetings are arranged and functions are elaborated to the mentees by respective mentors.
- ✓ As and when demanded by the concerned authority, mentor records are submitted.

Stages of mentoring:

Stage 1: Mentor need to know their mentees first

- ✓ What the mentee currently does in relation to work activities
- ✓ Explore education and career history and career aspirations
- ✓ Discuss motivation
- ✓ What does she/he want to get out of the mentoring relationship?
- ✓ Let mentee know about you
- ✓ Your current job and your career history
- ✓ What has motivated you? Have you always been clear about your chosen career path?
- ✓ Why you want to be a mentor and what you want to get out of the experience
- ✓ Your preferred working style – how she/he can get the best from you.

Stage 2: Cultivation

The mentor and mentee here enter in to mentoring relationship. Based on the understanding that the mentor would have gathered, he identifies key areas for improvement and together they lay out route map for effectively dealing with the issues. The mentor provides information on various schemes and topics that could eliminate the weaknesses and together they are actively involved in learning various aspects: mentor, learns about how best to see his mentee improve, and mentee, in all aspects suggested by the mentor.

Stage 3: Assessment and avenues

The progress of mentee in terms of learning, overall performance and progressive transformations are looked in to by the mentor. Through the assessment, recorded in suitable documents, the mentor mentee interaction using cause and effect technique are used to arrive at future course of actions for aspects that have not yet been accomplished.

Roles and responsibility of mentor:

- ✓ Listen actively and show empathy
- ✓ Use different questioning techniques
- ✓ Give constructive feedback that can be acted upon
- ✓ Have the ability to suspend your judgment and prejudices
- ✓ Help to define the mentee's objectives
- ✓ Motivate the mentee to take up the challenges for learning and development
- ✓ Be willing, when appropriate, to share your own work experiences, skills and networks
- ✓ Have the ability to discern when boundaries are being approached/crossed e.g. personal issues, departmental politics, conflict of interest regarding job applications etc.
- ✓ Make time for the meetings and any preparation beforehand
- ✓ Commit to the full period of the programme
- ✓ Use the opportunity to develop yourself positively
- ✓ Maintain Absolute confidentiality about every student's weaknesses.
- ✓ Extend encouragement for development of self-confidence and self-esteem
- ✓ Provide reliable and constructive advice and feedback for mentee
- ✓ Celebrate landmark and attainments with mentee
- ✓ Act as a treasure of information about careers
- ✓ Inform and educate workstation demand to mentee for preparation.
- ✓ Acts as an expertise teacher and become role model to mentee
- ✓ Provides recognition, inspiration, and moral support to his/her students
- ✓ Facilitates to float wisdom, suggestion and counsel
- ✓ Support to integrate professionally with other areas

Developmental support offered by mentor

Qualitative relationship between mentor and mentee is vital for the success of mentoring program. Since this supportive relationship is intangible and hence difficult to measure. Based on clear understanding of need and expectation of the mentee is of greater essence to establish a sensible connection. Defining a clear route map, moving path and boundaries in a constructive manner based on the understanding has to be done empathetically so that the relationship can thrive. Mutual respect, sensitivity, and equanimity can always serve the mentor and mentee well.

Mentor Dos

- ✓ Do showcase openness to mentee.
- ✓ Be available and accessible.
- ✓ Maintain professional boundaries.
- ✓ Concise expectations clearly.
- ✓ Deal with mentee in an ethical and professional manner.
- ✓ Be considerate about the mentee's feelings and emotions.
- ✓ Restrict the mentorship only to mentors area of expertise.
- ✓ If the progress through mentor- mentee relationship is not yielding expected success, then redirect the mentee to mentors known resource personnel.
- ✓ Demonstrate 'model professional attitude' in mentoring.

Mentor Don'ts

- ✓ Efficiently manageable number of mentees is relative. Don't add more than manageable justifiably.
- ✓ Human dignity is to be upheld at all times. Don't treat your mentees otherwise.
- ✓ Stick to the core purpose of mentoring. Don't use mentee for personal favours of any kind.
- ✓ Mentor –mentee relation is respectful and deemed confidential. Don't in filter it with gossip of any kind.
- ✓ Restrict the influence only on progressive and positive aspects through counselling. Don't end up in 'fault- finding'.

Role and responsibility of mentee (student):

- ✓ Listen intently to the suggestions and guidelines of the mentor, could note down too, but consider that time is of much value.
- ✓ Speak clearly to the point, without confusion.
- ✓ Have clear cut objectives before meeting with the mentor. Only then the mentoring could be effective.
- ✓ Discuss and elaborate while chalking out strategies and plans. Stick to the ones arrived at.
- ✓ Be transparent in both your talk and mind. Your mentor needs to know you better to guide you better.
- ✓ Mentor has taken up the task to help and make you better in all aspects. Be not defensive. It becomes a barrier.
- ✓ Showcase progress and be courteous of the effort that mentor is investing on you.
- ✓ Positive or neutral comments on your mentor are expected to serve better the relation.
- ✓ You cannot agree on everything with your mentor and hence express your opinions. This is beneficial for the both.
- ✓ Seek knowledge and motivation to become better. Mentor has more to share and hence, ask for it. It is difficult to value if given free.
- ✓ Schedule contact hours and weigh the benefits of active participation.
- ✓ List and communicate strengths, learning needs, development potential, values and goals, both long and short term.
- ✓ Inference on feedback of mentor on the mentee is essential for further course of action. Hence get coached better as well making most of the opportunity.

Scope of mentoring Needs

- ✓ General or professional spectrum of areas.
- ✓ Issues, professional or personal within defined boundaries.
- ✓ Career launch, growth and stabilization.
- ✓ Ethical and moral guidance.

Mentee Dos

- ✓ Goals and expectations must be realistic.
- ✓ Communicate appropriately the expectations.

- ✓ Maintain the relation within the set decorum.
- ✓ Keep all relevant information updated to the mentor.
- ✓ Exhibit improvement in professional interaction with mentor.
- ✓ Be considerate of mentor's time and space.

Mentee Don'ts

- ✓ Decision making is eventually yours. Don't think that alone the mentor do it for you.
- ✓ Be independent to the extent of managing yourself in all aspects. Don't keep the rate of dependence on the mentor as same.
- ✓ Mentor is supposed to be helping you become a better professional in all aspects. Don't uses or make amends for unethical personal and professional gains.
- ✓ Mentor –mentee relation is respectful and deemed confidential. Don't in filter it with gossip of any kind.

The Team

- ✓ The mentorship program head must be a senior teacher.
- ✓ There should be at least one teacher from BA/ B Sc / B Com as mentorship in-charge.
- ✓ Self-oriented person should be preferred as mentorship in-charges.

स्टूडेंट मेंटरशिप प्रोग्राम

पृष्ठभूमि—

हमारे कॉलेज में बड़ी संख्या में छात्र ग्रामीण क्षेत्रों से हैं, जिनकी पृष्ठभूमि और तैयारी अलग-अलग है। कॉलेज का माहौल उनके लिए बहुत नया होता है और उन्हें अपने छात्र जीवन के दौरान विभिन्न कठिनाइयों का सामना करना पड़ता है। स्टूडेंट मेंटरशिप प्रोग्राम (एसएमपी) छात्रों (मेंटर) को अवलोकन, मूल्यांकन और शिक्षक (संरक्षक) द्वारा परामर्श और मार्गदर्शन प्रदान करके अपनी क्षमताओं और कौशल में सुधार करने में मदद करेगा।

पहल—

आईक्यूएसी ने छात्र और शिक्षक के बीच बेहतर और प्रभावी संबंध स्थापित करने के लिए स्टूडेंट मेंटरशिप प्रोग्राम (एसएमपी) को लागू करने की पहल की है और शैक्षिक और व्यक्तिगत मामलों में काउंसिल की लगातार निगरानी और छात्रों का मार्गदर्शन भी करता है। यह शैक्षणिक संस्थानों में यूजीसी द्वारा अनुशंसित एक छात्र केंद्रित सतत और संलग्न गतिविधि है। यह एक छात्र के प्रवेश से शुरू होता है और उसके स्नातक/स्नातकोत्तर के बाद भी समाप्त नहीं होता है। यह वास्तव में एक छात्र के रूप में फिर एक पूर्व छात्र के रूप में जीवन भर की प्रतिबद्धता है।

छात्र परामर्श का उद्देश्य है —

1. शिक्षक-छात्र संबंध को बढ़ाना।
2. छात्र के शैक्षणिक प्रदर्शन और उपस्थिति को बढ़ाना।
3. छात्रों के स्कूल छोड़ने के अनुपात को कम करना।
4. विद्यार्थी की नियमितता एवं अनुशासन पर निगरानी रखना।
5. बाहरी हितधारकों द्वारा संस्थानों के समग्र विकास और स्वीकृति को बढ़ावा देना।

कार्यक्रम के परिणाम—

1. छात्रों की उपस्थिति प्रतिशत में और अधिक वृद्धि होगी।
2. ड्रॉपआउट विद्यार्थियों की संख्या में लगातार कमी आएगी।
3. गुरु और छात्र के बीच सीधा संवाद होने से छात्र-शिक्षक संबंध बेहतर होंगे।
4. छात्र प्रगति (उच्च अध्ययन के लिए प्लेसमेंट और अनुनय) पर नजर रखना आसान होगा।
5. ऐड ऑन कोर्स/कौशल आधारित पाठ्यक्रमों में छात्रों का नामांकन बढ़ेगा।
6. कॉलेज का पूर्व छात्र नेटवर्क मजबूत होगा।
7. संस्थान की समग्र प्रतिष्ठा बढ़ेगी।