NEED OF IMPLEMENTATION OF 'STUDENT MENTORING SYSTEM' AS ONE OF THE BEST PRACTICES IN HIGHER EDUCATION INSTITUTIONS

S. R. RAUT

Mrs. Kesharbai Sonajirao Kshirsagar Alias Kaku Arts, Science & Commerce College, Beed. **(MS) INDIA**

DR. SATISH B. MAULAGE

Mrs. Kesharbai Sonajirao Kshirsagar Alias Kaku Arts, Science & Commerce College, Beed. **(MS) INDIA**

ABSTRACT

To survive in a new globally competitive world, today's students will need creativity, problem-solving abilities, passion for learning, a dedicated work ethic and lifelong learning opportunities. Students can develop these abilities through instruction based on Best Practices in teaching-learning strategies particularly by mentoring them in the right direction. Mentoring system establishes a healthy relationship between a student (mentee) and a teacher (mentor) in which mentee feels free to ask anything to get rid off his or her problems. The mentor must be more experienced and must have profound knowledge in his/her area of expertis-1. Mentoring system must leads to develop partnership between someone with more experience and someone who wants to learn from mentor. Communication with mentor is necessary to gain proficiency in the career-2. Relationship developed during mentoring affect the psychology of mentee, career guidance, role modeling, and communication that occurs in the mentoring system in which the mentees and mentors engaged-3. By keeping all these aspects in mind, we emphasized, in this paper, on the implementation procedure of Student Mentoring System, evidences of success and the problems encountered while implementing the Mentoring System.

Key words: Mentoring system, mentee, mentor, best practice etc.

INTRODUCTION

Mentoring has been formed in the year 2016-17 in our college. Students come from higher secondary school to College, where Class teacher is not there, only scheduled time table for teaching is followed. Somehow, student-teacher communication was lacking. Student

mentoring system was thought of as a good solution. It is to have attention of caring adult in College campus. It is to help students to guide for future opportunities. This support system is to help them to set future goals and newer options in a more realistic way. It is to aware student about his/her potential. It is for the progress of students in today's world of competition. Traditional joint family support is missing in most of the families so to assist adolescents in shaping their future, the system is supposed to work. Therefore the college has decided to entertain the hopes and aspirations of students irrespective of caste, sex, religion and financial background. Many of our students from rural areas lack proper academic background and financial back-up. Mentoring of students thus, is an essential feature to render equitable service to all our students having varied background.

Objectives of the Practice:

1. To demonstrates an understanding of campus resources and proactively seek support in resolving their academic problems.
2. To engages the students in teaching learning process through mentoring.
3. To connects students with faculty as mentors and advisors.
4. To improves the interaction between teachers and students on the campus through mentoring system.
5. To create a better environment in college, where students can approach teachers for both educational and personal guidance.
6. To enhance knowledge base for both teachers and students alike, due to effective two-way communication.

Implementation process of the mentoring system:

The IQAC has taken the initiative to introduce the mentoring system for students. The importance of integrating the mentoring system for enhancing students' performance is a common agenda to be followed by the teaching faculty. With a wide variation in the student population in regard to educational and economic background, the system promises to provide a better understanding of individual students and bring out their highest potential. It also appears to be the most effective method for mitigating cases of those students who are vulnerable to drop-out from studies. The mentoring system was promptly and effectively put into practice from the academic year 2016-17. Each member of the faculty of Arts, Science and Commerce streams is assigned the mentorship. Each teacher is allotted 45-50 students of their respective faculty and he/she will be mentor for all the three years of mentee's graduation. A format for mentee showing the detailed information of the mentee is designed and allotted to each mentor. Mentor helps his/her mentee in understanding of available resources at the campus. Mentor also guides them in choosing the course subjects for their

graduation. Mentor also pinpoints the strengths and weakness of the students and guides them accordingly. Mentees are allowed to meet their mentors regularly as per their requirements. For the overall development of the students constructive suggestions are given frequently.

The benefits acquired and evidences of success:

For Mentees-
- Student-Teacher strong bond is developed.
- It has helped to improve communication skills, social skills.
- Students felt connected and shared their difficulties.

For Mentor-
- Mentor is introduced to the important issues of students.
- Mentor as a caring adult has to improve communication skills.
- Mentors developed insight for student's problems and stress.
- Mentor experience the problems of mentees and get closer to students from different socio economic status.
- Mentors felt, it is an opportunity to cooperate adolescents to nurture career.

For College-
- Mentoring system has been highly appreciated by the mentee's parents.
- The discipline has been improved in the college campus.
- Involvement of knowledge source in the actual education process.
- It has developed of good support service.
- It is step ahead towards student-teacher communication.
- It served young students in a more responsible way in College campus
- College has indirectly set a role model as a mentor in front of students.

Problems Encountered and Resources required for the mentoring system:

1. Mentees and mentor may find problem of common free time for face to face dialogue. At the starting of academic year, this problem has been sorted out by mentors. Subject wise time-table of mentees was of help to decide meeting time of mentees. It was then matched with mentor time-table.

2. Since mobile phone is a boon of new technology, young generation enjoy it. Mentors use it for mentoring Sharing of cell number and thereby formation of whats app group is followed. But all students are not having mobile phones. Students possessing cell phone were having range problem. Many a times the message is not received by students as the number belongs

to elder family members. Sometimes, if it is a personal cell, students do change the company SIM card as per attractive offers and are not reachable.

3. As the mentor is a professor, mentees took more time to open up .Teacher do have knowledge of student psychology during their training programs, it is found to be useful.

4. Concept and ways of mentoring, responsibilities of mentor, enhancing service and reviewing progress etc. were discussed in detail during mentor orientation meeting.

CONCLUSION:

Most of the Arts, Science and Commerce Colleges in the backward region like Beed district find problems of either student admissions or their attendance in the classes. Thus, College faculty should work in this area, as a good support system for students to develop career environment, entrepreneurial skills and job seeking confidence. Such favorable situation will turn into reality if students are punctual and attentive. After implementing this system in our college, the students who were attending classes with no proper attitude, have started to attend the classes with appropriate attitude and started asking questions to the teachers which lead to the better communication among students and teachers. Implementation of this mentoring system has proven to be the best practice of the institution.

REFERENCES:

1. Farren Ph.D., Caela. "Eight Types of Mentor: Which Ones Do You Need?" (PDF). Mastery Works.
2. Rogoff, B (1990). "Apprenticeship in thinking: Cognitive development in social context." NY: Oxford University Press 137-150
3. Fagenson-Eland, Ellen A.; Marks, Michelle A.; Amendola, Karen L. (1997). "Perceptions of mentoring relationships". Journal of Vocational Behavior. **51** (1): 29–42.
4. Bhattacharya, I. & Sharma, K. (2007), 'India in the knowledge economy – an electronic paradigm', International Journal of Educational Management Vol.21 No. 6, Pp. 543-568.
5. ICT in Teacher **Education – A Planning Guide,UNESCO2002** Report.
6. Young, J. (2002). The 24-hour professor.The Chronicle of Higher Education,48(38), 31-33. Assam Tribune, Monday Jan 30, 2012.
7. UGC (2011). Annual Report 2009 – 10, New Delhi, UGC.