

**M.V.P. Samaj's**

**COMMERCE, MANAGEMENT  
AND COMPUTER SCIENCE  
(CMCS) COLLEGE, NASHIK**

**Udoji Maratha Boarding Campus, Gangapur Road, Nashik-422013**

**NAAC Accredited "B" Grade (CGPA 2.29)**



# STUDENTS MENTORING SYSTEM MANUAL



VERSION 1.0

“ACTION IS THE REAL MEASURE OF HAPPINESS”

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**Principal**

**Shri. A. K. Mogal**  
**IQAC Coordinator**



**Students Mentoring System Committee**

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## ABOUT MVP SAMAJ (THE PARENT INSTITUTE)

Maratha Vidya Prasarak Samaj is 100 years old renowned educational institute in Maharashtra, state established **in 1914**. It was one of the greatest milestones in the pre-independence history of Nashik. The great visionaries of MVP Samaj rightly laid the "**WELL BEING & HAPPINESS OF MASSES**" as the motto for the samaj. The founders of the MVP Samaj were inspired and driven by the great work of Mahatma Jyotiba Phule and Rajarshi Shahu Chhatrapati of Kolhapur. The pioneers, devoted and dedicated team of MVP Samaj includes the names of great social workers and educationalists as Karmaveer Raosaheb Thorat, Bahusaheb Hiray, Annasaheb Murkute, Ganpatilada More, Kirtiwanrao Nimbalkar, D.R.Bhosale, Vithoba Patil Jadhav, Adv. Baburao Thakare, Adv. Vitthalrao Hande, Dr. Vasantarao Pawar. The MVP Samaj, Nashik is the 2nd largest educational Institute in Maharashtra.

The spectrum of educational institution encompasses Maratha Vidya Prasarak Samaj, Nashik is as follows: 166 High Schools & 86 Primary Schools, 39 College including, Arts, Science & Commerce, Medical, Engineering, Architecture, Agriculture, Law, Education, Management and ITI etc. The institute is having 225 Acres land, 250000 students are perusing different types of education under the expert guidance of 10000 teaching and non-teaching staff. The students & professionals produced by the institutions of MVP Samaj forum the real backbone of modern society.





## ABOUT COLLEGE

Commerce, Management & Computer Science (CMCS) College was started by Maratha Vidya Prasarak (MVP) Samaj in September 2006. Since June 2009 the College has started functioning on its own campus. Inauguration of the new majestic and well planned college building with ground plus five floors was done on Saturday 7th April 2012 at the hands of Hon'ble. Sharad Pawar, Minister of Agriculture, and Government of India. Acoustically well-equipped AC auditorium can accommodate around 375 students. Four Computer Laboratories based on Microsoft Windows as well as Linux have connected using wired and wireless LAN. The CMCS campus is Wi-Fi enabled with Internet access for all the students. College is recognized by Government of Maharashtra and affiliated to Savitribai Phule Pune University. (College ID: PUMS/B.C.A./94/2006). In 2019-20, the college has accredited B Grade with CGPA 2.29.

Presently the college is running the following Savitribai Phule Pune University approved degree and post graduate programmes:

- Bachelor of Business Administrations (Computer Application) [B. B. A. (Computer Application)]
- Bachelor of Business Administrations [B. B. A.]
- Bachelor of Science (Computer Science) [B. Sc. (Comp. Sci.)]
- Bachelor of Science [B.Sc.]
- Bachelor of Commerce [B.Com.]
- Masters of Science (Computer Science) [M. Sc. (Comp. Sci.)]
- Masters of Commerce [M.Com.]



## FOREWORD

*We at CMCS College, create a safe social and physical environment that helps all our students learn and succeed. This is my firm conviction that you would carry the rich values and traditions imbibed here to greater heights. Our college has the privilege to have healthy and harmonious ambience and the credit goes to the blessing of our elite MVP Samaj's Directors and the diligence put in by learned teachers. We providing ample opportunities to all stakeholders that are one of the most fundamental obligations we owe to our students because in CMCS we are driven by the belief that every student deserves a high quality education.*

*Student Mentoring System provides an intersection of great challenge and great opportunity for the students and teachers to review their efforts and to analyze their achievements in development. Nurturing creativity and inspiring innovation are two of the key elements of a successful education, and this Students Mentoring System is the perfect amalgamation of both. It harnesses the creative energies of the academic community, and distills the essence of their inspired imagination in the most brilliant way possible. This Manual will definitely help on how they broaden their mental, psychological and intellectual horizons. I am sure that, Student Mentoring System Manual will help teachers and students to develop the skills they need to make the most of the mentoring relationship, whether formal or informal. Use it to plan their mentoring interactions. Although mentors can be sought for various spheres of one's life, this manual focuses on mentoring within an educational context.*


**Dr. S.N. Shinde**

**Principal**



## ACKNOWLEDGEMENT

*Students Mentoring System will open a window of opportunity to many people who will know that as an institution, we are destined to the bright future. This will also espouses the college spirit which is built up within the college through the collective actions, thoughts and aspirations. This manual Students Mentoring System is a milestone that marks our growth, unfolds our imaginations, and gives life to our thoughts and aspirations. This manual will show teachers how mentoring works, take them step-by-step through everything they need to know and do, and show how both parties can get the best from the relationship. It will help them feel fully confident in their ability to be a great mentor. It helps mentees to understand what mentoring really is and how it will help them to develop their personality. The rigorous guidelines given in this manual, when followed, will help to ensure quality mentoring.*



*Pleasure in the joy puts perfection in the work. With all the efforts and contributions put in by team members we truly hope that the pages that follow will make the implementation of the Students Mentoring System fruitful. We would be delighted to receive your valuable feedback for motivation and self-retrospection.*

*I profusely thank the Principal Dr. S.N. Shinde for giving support and encouragement and a free hand in this endeavor. My thanks are due to the Students Mentoring Committee members and IQAC members to have been of immense help in breathing life into these pages. Above all, thanks are to Almighty God for all the blessings, which will indeed give a life-long inheritance for the young generations from the college and beyond.*

*Thank you all!!*

**Amit K Mogal**

**Coordinator**

# STUDENTS MENTORING SYSTEM MANUAL

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**“BE A PERSON YOU WANT TO HAVE IN YOUR LIFE.”**





## **INTRODUCTION**

The goal of higher education is to shape the personality and character of the human being for their own betterment, and also making them capable of sustaining in the society and in nature and ultimately for the development of a nation. A large group of students is from rural and urban areas, with different socioeconomic backgrounds. The college environment is very new for them and they find various issues during their campus life. The student mentoring system helps to provide guidelines and support to the students in different avenues of academic and personal aspects. Under the Student Mentoring System, the college aims to improve the overall Personality Development of the students and to inculcate qualities like problem solving, decision making, stress management, self motivation and human values.

Teacher as mentors play a crucial role in mentoring students. Students and their mentors share responsibility for ensuring productive and rewarding mentoring relationships. Both parties have a role to play in the success of mentoring. For graduate students, a mentor is someone who serves as a guide throughout their institutional training. They provide both professional and personal advice to the students. They further give constructive feedback on writing, learning and other elements of career design. They can serve to help students balance professional goals with their personal lives or give emotional encouragement during challenging times.

The institute has followed the suggestion made by IQAC, to introduce the mentoring system. The importance of integrating the system for enhancing student's performance is a common resolution adopted by a meeting of the teaching faculty. The system was promptly and effectively put into practice after it was first resolved in 2021.



## **OBJECTIVES**

1. To develop healthy relationship between students and teacher.
2. To ensure academic and personal excellence of students.
3. To inculcate the human values among students.
4. To help the students understand the challenges and opportunities present in the college and develop a smooth transition to campus life.
5. To counsel academically weak students and to play an important role in helping troubled students cope with academic, extra-academic and personal problems.
6. To make the students be self-aware of their strengths and weakness and take necessary progressive action.
7. To create a sense of oneness among students with the institution.

## **OUTCOMES**

The institutional practice of Mentoring System has considerably enhanced the campus environment and brought about:

1. Enhanced contact hours between Mentors with their respective students.
2. Improvement in student's attendance records & academic performances.
3. Unnecessary burden on the students can be eliminated or minimized.
4. Students will be able to take right decisions in the challenging situations in their life.
5. This system will be fruitful for the future growth of both students and the college.
6. Student's holistic development is achieved.





## **WHAT IS MENTORING?**

**To help and support student to manage their own learning in order to maximize their potential, develop their skills, improve their performance, and become the person they want to be.**

Mentoring is giving your time, attention, insights, and advice. Mentoring is about helping a mentee develop social capital within an environment where they have the resources and support to develop technical and intellectual capital. Simply providing resources for a mentee to accomplish a study, attending lectures, participate in activities, completing a project (i.e. develop technical/intellectual capital) and completing degree is not mentoring. That is the minimum requirement to setup an appropriate learning environment. Mentoring takes place in the personal interactions with the mentee.

**"Mentoring is an alliance that creates a space for dialogue that results in reflection, action and learning"**

Mentoring is about more than giving advice, it's about motivating and empowering and helping the other person understand themselves and their aims and how they can get there. Mentoring is a relationship which supports student's learning & experimentation and helps individuals to develop their potential through guidance and support from someone more experienced.

**"Mentoring is developing insight to turn hindsight into foresight"**

The most valuable contribution a mentor can make is just time and attention. The combination of the mentor's accessibility and approachability is critical and even small actions can be impactful. Examples may include having discussion with a student and establishing an open-door policy, or in a class setting learning students' names and making a point of requesting student feedback on course material during class time.





A sound working definition was offered by Eric Parsloe: **'Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.'**

A mentorship is a relationship between two people where the individual with more experience, knowledge, and connections is able to pass along what they have learned to a more junior individual within a certain field. The more senior individual is the mentor, and the more junior individual is the mentee. It's also about helping each other resolve issues, whether directly or more often through advice and sharing experiences. A mentoring relationship is one where both mentor and mentee recognize the need for personal development.

**"Mentoring is a partnership between a less experienced mentee and the more experienced mentor, who uses their professional and life experience to help the mentee develop and advance their career."**

Successful mentoring is based upon trust and confidentiality. Many people will experience mentoring either personally or professionally and the impact it has can be significant. The role of a mentor is to encourage the personal and professional development of their mentee through the sharing of knowledge, expertise and experience. Being part of a mentoring relationship, as a mentor or mentee, can increase engagement at work. The college is committed to continuing personal development of all the stakeholders; and student mentoring system plays a key role in this.

**"Mentoring is a synergistic relationship between two or more people, engaged in a process that achieves more than each could alone"**



## **NEED OF MENTORING**

When the students enter the college, they get lost in the crowd with too many students in the same class coming from different backgrounds these students face stress of complex course, peer pressure, and emotional immaturity. Therefore, it is the need of the hour to intervene and introduce mentorship program to this vulnerable group. The Students Mentoring System is created to ensure mentees and mentors develop a mutual understanding of expectations from the beginning of their relationship. Additionally, it creates a series of identifiable benchmarks and goals to work towards and evaluate progress.

**All mentoring relationships are unique and as such, a mentor can provide support in a number of ways by acting as;**

- **An Adviser** - providing objective advice on a range of issues, including career opportunities.
- **A Challenger** - challenging assumptions & encouraging alternative thinking.
- **A Coach** - directly assisting the mentee to improve a specific skill.
- **A Counselor** - listening to fears and concerns.
- **An Expert** - providing a source of technical/professional knowledge.
- **A Facilitator** - highlighting potential opportunities, arranging introductions.
- **A Motivator** - encouraging the achievement of goals and boosting morale.
- **A Role Model** - promoting and encouraging positive behaviors in others.
- **A Sounding Board** - for testing ideas and suggestions.
- **A Source of Feedback** - providing constructive feedback.
- **A Source of Organizational Material** - explaining university policies, culture and values.



### **Research has shown that mentoring:**

- Increases student retention.
- Fosters both professional and personal development.
- Increases morale & Lowers stress.
- Fosters organizational change.

### **Why One May Need a Mentor**

- Receive academic help.
- Learn study skills.
- Get advice on issues like how to save money, reduce stress and be more efficient
- Improve social skills.
- Have the attention of another caring adult.
- Improve your strategy to better reach your goals.
- Discover new options and opportunities.
- Set goals for the future.
- Develop a new perspective towards life.
- Positive encouragement helps motivate you to keep trying your best, despite the challenges.

### **Become a Mentor - Serve as a role model to students**

- Share your valuable knowledge and experience.
- Improve your coaching, communication, and leadership skills.
- Choose how you want to communicate and how much time you can commit.
- Feel tremendous satisfaction with your current job and chosen career.





## **METHODOLOGY**

**(GOALS, DESIGN, HIERARCHY, IMPLEMENTATION GUIDELINES, AND BENEFITS)**

### **GOALS**

- To provide an opportunity for students to learn about career paths, professional fields, and educational options from teacher mentor.
- To provide an opportunity for teachers to become more involved with the College by sharing their knowledge and experience with students.
- The institutional practice of Mentoring System has been designed and implemented to be student-centric and to render equitable service to students of varied academic & financial backgrounds.
- To help students to accept that there are things they do not know and develop a toolkit of strategies and resources to help them to bridge the gap between what they do not yet know and all there is to know about themselves and their disciplines.

### **DESIGN**

The IQAC had taken the initiative of implementing the student mentoring system of students. Students are categorized based on the streams of studies and also according to their core subjects. They are divided into groups of 30-35 depending on the number of students. Each group is assigned a teacher-mentor who would perform mentoring duties. A Mentoring Format with Guidelines is prepared by the Students Mentoring Supervisory Committee to ensure uniformity. This Students Mentoring Supervisory Committee is the main monitoring entity of the whole mentoring system of the college. They must work in collaboration with IQAC for successful development, implementation and smooth working of the mentoring system.



**The most effective mentoring programs incorporate eight essential elements:**

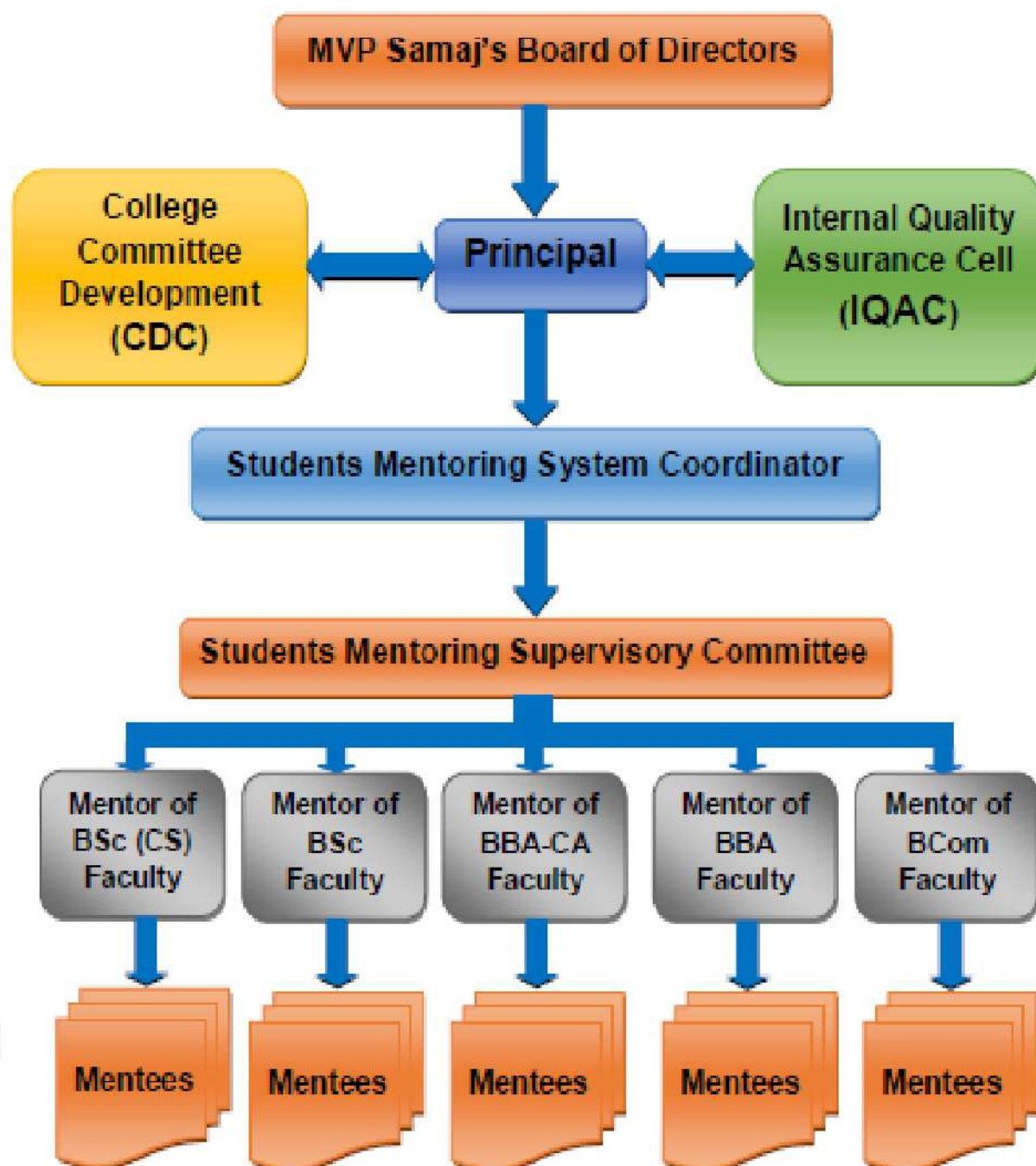
1. Appropriate preparation through research and planning.
2. Resource development.
3. Attention to how participants will be assigned to mentors.
4. Determination of the bases and processes for matching participants in mentoring relationships.
5. Provision of training to assist both mentors and mentee's in building effective mentoring relationships.
6. Provision of "coaching" or program facilitation which provides ongoing communication for students with teachers.
7. Processes for extending mentoring at appropriate times.
8. Processes for evaluation of both the individual relationships and of the program as a whole.





## HIERARCHY

### Hierarchy of Student Mentoring System







## **IMPLEMENTATION GUIDELINES**

All the Teachers are involved in the process of mentoring. Each faculty member is the mentor of a group of 30 to 35 students allocated to him/her by Student Mentoring Supervisory Committee. Those faculties will continue to be the mentors for the same group of students till their graduation or masters.

The teacher mentor collects personal information from the student or mentee without touching sensitive issues or forcing any information out of the student and then provides the needed counseling to the mentee. Critical issues are brought to be noted towards finding solution over the period of time. A documented record of the mentoring process is maintained by the mentor teacher and at the department for reference purposes.

The mentor has a chalked-out responsibilities to take care of all the mentees such as to provide them career counseling, to provide them personal counseling, to support them for any kind of difficulty in their curriculum, to make provision of remedial coaching for them and to always support them as and when required.

The mentor also works for finding out hidden talent of the student in various aspects of academic, co-curricular, extra-curricular and extra mural activities. So they must organised meetings periodically so that they can be promoted to do various activities in the concerned area for their holistic development. The mentor may also contacts and meets the parents of his/her mentees to discuss their progress and / or any other matter, as and when required.

## **CONSTRAINTS**

- With the introduction of continuous assessment under the Semester System, time factor could be a constraint for Mentors.
- Will to Do.



## **PHASES OF IMPLEMENTATION**

**Phase 0:** Workshop for Teacher about Student Mentoring System.

**Phase 1:** Selecting mentors from college teachers.

**Phase 2:** Allotment of students to the mentors.

**Phase 3:** Orientation for students about Mentoring.

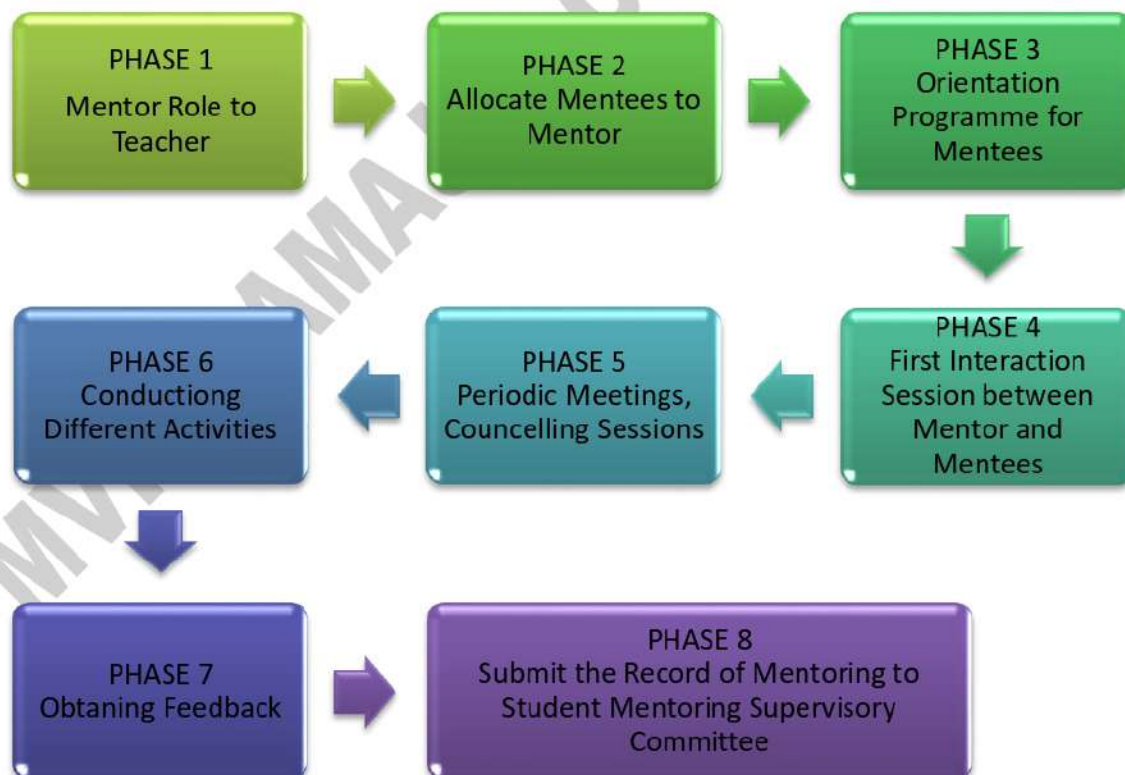
**Phase 4:** Interaction of students (mentees) with the mentors

**Phase 5:** Periodic meeting of the mentees with the mentors, some counseling and training activities for students to take up higher skills.

**Phase 6:** Conduct activities for mentee's holistic development.

**Phase 7:** Obtaining feedback from students at the end of the year.

**Phase 8:** Submit Record of Mentoring to Students Mentoring Supervisory Committee and one copy at department level.





## **BENEFITS OF STUDENT MENTORING SYSTEM**

### **Benefits for mentee:**

1. Students get access to a support system during the crucial stages of their academic, professional and intellectual development.
2. Enhances the students' confidence and challenges faced by them for setting higher goals, take risks and achieve at higher levels.
3. Offers psychosocial support and advice on leveraging strengths and development opportunities.
4. Helping the students to develop the interpersonal skill.
5. Mentees get a direct access to powerful resources of the institution.
6. Offers the foundation for the students to reach greater heights in their personal lives.
7. Learn from the experiences of others and gain practical advice, individual recognition, encouragement and support.
8. Increase your social and academic confidence.
9. Become more empowered to make decisions, get exposure to new ideas and ways of thinking.
10. Develop your communication, study and personal skills.
11. Develop strategies for dealing with both personal and academic issues
12. Identify goals, develop action plans and establish a sense of direction.
13. Gain valuable insight into the next stage of your educational career.
14. Make new friends across year groups.
15. Provides role modeling for professional leadership and facilitates the development of increased competencies and stronger interpersonal skills.
16. Access to a support system during critical stages of your academic and career development.





**Benefits for mentor:**

1. Being encouraged and empowered in personal development.
2. Being helped to identify and achieve career goals.
3. Being helped to identify and correct gaps in generic skills and knowledge.
4. Increasing your confidence and motivation.
5. Developing and maintaining a broader perspective on career options and opportunities.
6. Increased opportunities and a likelihood of staying at the institution
7. Increased productivity and better time management.
8. Personal and professional development, including increased job-related wellbeing, self-esteem and confidence, and better work-life balance.
9. Developed networking skills.
10. Improve communication, personal skills, develop leadership and management qualities.
11. Reinforce your own study skills and knowledge of different subject(s)
12. Increase your confidence and motivation.
13. Gain recognition for your skills and experience and improves peer recognition.
14. Support and foster the next generation, leaving their legacy.
15. Exposure to the emerging talent pool and chance to practice interpersonal skills.
16. Professional distinction as someone who can serve as an example and role model for others.
17. Opportunity for self reflection, personal fulfillment and personal satisfaction from seeing students progress.



18. Career rejuvenation and exposure to fresh perspectives, ideas and approaches.
19. An opportunity to 'give back' and help others - using experience gained and making it available to a new person.
20. Not only give a better understanding of the organization and the way it works but also opportunities to reflect on your own goals and practices.

### **Benefits to the college**

1. Improving academic performance through staff development.
2. Improving communication between individuals/groups/units.
3. Reinforcing your faculty's commitment to learning and development.
4. Creating a breeding ground for fresh ideas and innovations.
5. Enhancing your faculty's reputation through improved career destinations of its research staff.
6. Demonstrating to funding bodies that we already have an active and successful mentoring programme in place.
7. Broadens employee perspective and give new avenues to learn and contribute.
8. Communication to employees must demonstrate commitment to their growth and development and convey investment in their career satisfaction.
9. Develops a diverse, high-performing workforce and Builds &, reinforces a culture of learning.
10. Improves organizational communication and reaffirms value of building effective relationships.



## **THE STUDENTS MENTORING SUPERVISORY COMMITTEE**

- Every mentor has the power to halt any activity that involves students. Such activities include, but are not limited to: introduction sessions conducted by senior students, either personal or relating to extracurricular activities.
- In matters pertaining to academics, which require preventive or curative action to be taken in the interest of the students, the mentor has the responsibility and the right to bring the case to notice of the concerned authority Students Mentoring Supervisory Committee member or Mentoring System Coordinator, who would in turn take the necessary action.
- In matters that affect the students, and can only be resolved at the institute level, the Mentors have the right to bring the problem to the notice of the Principal, and demand prompt action for the same. It is however desired that the mentor works in harmony with the other faculty mentors and college committees.
- In case of students who need additional help, Mentor shall co-ordinate with Students Mentoring Supervisory Committee as well as Students Mentoring System Coordinator. Student Mentor will also receive inputs/guidance from other Faculty Mentor.
- Within the College Students Mentoring System, each Mentor will work in partnership with Students Mentoring Supervisory Committee and Student Mentoring System coordinator.
- The Student Mentoring System coordinator will be a member of the college staff who understands the Student Mentoring System and who has taken part in Mentoring workshop.
- The Students Mentoring Supervisory Committee is responsible for providing training, advice and on-going guidance to all the Mentors.





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- The Students Mentoring Supervisory Committee and all Mentors will meet as a group twice every year to discuss development ideas and to look at upcoming events and possible pressure points which their mentees might be facing.
- Mentors will meet with the Students Mentoring System coordinator once per term to review the progress of the mentoring scheme and to consider further opportunities for personal development.
- Regular meetings are for sharing experiences.
  - The Students Mentoring Supervisory Committee and the Mentors might discuss any issues that they have dealt with – but they will not disclose any confidential information about their Mentees.
  - They might ask for advice on networking and share any useful contacts they have made.
  - Mentors might identify specific areas where they would like more training.
  - Additional meetings - The Students Mentoring Supervisory Committee should be available to respond to request for additional meetings.
  - Where a Mentor has a cause for concern which will not wait for the next meeting, they will contact Student Mentoring System coordinator.
- The Students Mentoring System coordinator IS the nominated person responsible for student Protection issues. In this case they will be available to be contacted at very short notice if a crisis occurs.(Whether or not the Coordinator has this role, there should be a clear line of communication to member of Students Mentoring Supervisory Committee who can respond immediately to any serious student Protection issues).



## **ROLES AND RESPONSIBILITIES OF MENTEE**

### **ROLES OF A MENTEE**

As a mentee, you will play many different roles during the course of your mentoring relationship. The following are some important roles for you to keep in mind:

#### **Development Planner**

- Develop and maintain the mentoring action plan and work with your mentor to set up goals, developmental activities, and time frames.

#### **Resource Partner**

- Work with your mentor to seek resources for learning;
- Identify people and information that might be helpful.

#### **Teacher**

- Look for opportunities to give back to your mentor; share any information that you think might be valuable.

#### **Continuous Learner**

- Take full advantage of this opportunity to learn.
- Do Learn, Unlearn and Relearn.

#### **Driver of Relationship**

- Identify the skills, knowledge, and/or goals that you want to achieve and communicate them to your mentor.
- Bring up new topics that are important to you at any point and give feedback to your mentor.

#### **Creative Action Taker**

- Take active part in mentoring activities.
- Do participate, involve and creative in doing the things.



## **RESPONSIBILITIES OF A MENTEE**

- It's helpful if you use the first session to get to know the mentor. Share your ideas, concerns and professional goals. Your mentor will then be able to put your situation in perspective.
- Be prepared and punctual for your mentoring sessions. You are responsible for establishing the agenda for the conversation.
- You must be proactive to take part in all activities conducted by mentors.
- Establish a mutually agreeable plan for mentoring sessions. Schedule the sessions on your calendar and build in enough time around the sessions to prepare. Your mentor is a volunteer whose extra time is scarce. By ensuring that conversations start and end on time, you will demonstrate respect and responsibility.
- Focus on the personal development, rather than outcomes. Your mentor's role is not to get you a job; it is to share valuable experience with you.
- Ask direct questions about what you most want to know. You are responsible for ensuring the conversation meets your needs.
- Be curious and ask questions. Don't be shy about asking. Any doubt, queries or questions in your mind.
- Take notes. Capture ideas and insights from the session and in between sessions. Include the commitments you and your mentor make to each other so you are able to follow up. It is discouraging for the mentor if you make commitments you don't act upon.
- Respect your mentor's boundaries. Outside of the session, most mentors have very limited time to engage with mentees. Be careful not to overwhelm your mentor with emails or phone calls.





- Say thank you! Remember to thank your mentor after each session and convey your appreciation for specific insights or examples that helped you. This information will let your mentor know more about what you value and how he or she is making a difference for you.
- Prepare a list of your career goals and objectives to share with your mentor.
- Commit to meeting with mentor on a regular basis. Establish how and when those meetings will take place. Tell your mentor how you prefer to get feedback.
- Complete progress reports and regularly re-assess needs.
- Be proactive in requesting feedback from mentor.
- Read and listen to your mentor's comments carefully and be open to different perspectives.
- remain open-minded and want to learn, you will learn and become a better professional as a result.
- Be prepared for your meetings with your mentor
- Your mentor will be better able to help you if you are open and honest about who you are and what you want professionally and personally from your life.
- Talk to your mentor about where you are presently but focus your energy on building for the future. Define your goals for the semester, year, graduation or early-career.



## **ROLES AND RESPONSIBILITIES OF MENTOR**

The primary role of mentor is to provide guidance and support to your mentee based on his or her unique developmental needs. At different points in the relationship, you will take on some or all of the following roles:

### **Coach/Advisor**

- Give advice and guidance, share ideas, and provide feedback.
- Share information on "unwritten rules for success" within Environment/Organization.
- Provide input to the mentoring action plan.
- To advise the mentees on how to accomplish their goals.

### **Champion**

- Serve as advocate for mentee whenever opportunity presents itself.
- Seek opportunities for increased visibility for mentee.
- To provide guidance and help increase the mentee's exposure to new experiences.

### **Devil's Advocate**

- When appropriate, play devil's advocate to help mentee think through important decisions and strategies.
- Act within an agreed range of confidentiality and will ensure they have the best interests of the young learner in mind at all times.

### **Teacher**

- To provide learning opportunities.
- To act on behalf of the college to support a young learner who is enrolled on a course of study and has great influence over the student's learning experience.



### **Resource Person**

- Identify resources to help mentee enhance personal development and career growth.
- Help with exploring careers, setting goals, developing network of contacts, and identifying resources.
- To enhance the mentee's self-esteem through supportive, non-judgmental discussions.

### **Source of Encouragement and Support**

- Act as sounding board for ideas/concerns about school/career choices; provide insights into possible opportunities.
- Provide support on personal issues, if appropriate.
- To provide a safe environment in which the mentee can make mistakes without losing credibility.

### **A Role Model**

- To walk the talk and demonstrate the behaviors necessary for success
- Mentor Teachers are models of teaching who support and monitor students as they begin an intensive and sustained period of learning to teach in a context of practice.

### **Counselor**

- To counsel the students with difficulty in adjusting to the environment.
- Making mentee independent & self-reliant.
- Spoon-feeding is strict no-no.
- Establishes consistent communication with the students and counsels them wherever necessary and closely monitors the growth of the students.





## **RESPONSIBILITIES OF MENTOR**

- The responsibility of each mentor extends to the entire three years for the batch.
- The Mentor should see to it that he/she meets them at certain critical junctures of the first year such as the first few weeks of the semester, well before end semester exams and at the time of results.
- Mentors are expected to play their role as responsible person using their own discretion.
- Prioritize the mentoring session - Mentees invest time preparing for these sessions; therefore, try to prevent other demands from bumping the session from your calendar schedule.
- Set aside time and space - Ensure that you will be uninterrupted during the mentoring session.
- Prepare for the session - Review any email correspondence and notes you may have from previous sessions.
- Give full attention to the mentee - Let go of other urgencies and stresses, clear your mind and focus on helping the mentee during the session.
- Communicate through active listening - Focus fully on the mentee and show active verbal and non-verbal signs of listening.
- Share resources - Consider and collect any resources that might be useful to the mentee.
- Share experiences - Be open to sharing mistakes, failures and lessons learned.



**The strategies to help faculty members stay in tune with the needs of student:**

- Identify strengths and weaknesses in all fields of the student mentees by using SWOT analysis.
- Identify hobbies and fields of their interests.
- Guide and motivate to improve their results.
- Know their academic and psychological needs and guiding them accordingly
- Encouragement and Orientation provided in developing enthusiasm to participate in multi-skilled activities such as curricular, co-curricular and extra-curricular
- Collect feedback to strengthen the feedback system and achieve desired results on different aspects.
- Taking feedback at the end on this Student Mentor system.
- The mentor focuses on the need of the students and regularly updates about the student progress.
- It is the practice of Mentors to meet students individually or in groups.
- Encourage your student to ask questions and reflect on your practice.
- Provide ongoing opportunities for the student to feel comfortable discussing practice and soliciting advice.
- If a student is identified as having weakness in particular subject, it is the duty of the Mentor to apprise the concerned subject teacher.
- Discuss unique and relevant characteristics of individual students, including effective strategies for mediating behavior problems and/or differentiating instruction to meet the needs of these students.



- Share information about the curriculum, available instructional materials, and your planning and pacing.
- Discuss long-range development plans with the student, and review copies of texts, manuals, and media resources.
- Mentor can select a student coordinator in the group.
- Mentor should maintain a record of all the details of their mentees
- The interactions and meeting should be recorded.
- The mentor should identify the learners who are in need or in problem and interact with them to resolve their problem.
- The mentor can involve the Parents or The Principal of the institution or Other Faculty Members for reforming of the student issues.

**The Mentor might:**

- Help new learners to settle into the college and their course
- Help to establish good communication between new learners and college staff and other learners
- Provide support for individuals who might be isolated or lack support and self- confidence
- Provide support in getting to know rapidly changing environments and the use of new technologies
- Help new learners see the way ahead – progression opportunities and career pathways
- Give and receive constructive feedback
- Help mentees to manage time, plan and priorities work, set goals and action plan, gain a better understanding of their work





### **Mentor Values:**

1. **Credibility:** The better we are at what we do the better mentors we will be.
2. **Confidence:** Many students start with little but can become outstanding when properly encouraged and appreciated.
3. **Intolerance of harassment:** Although many institutions have programs for diminishing sexual harassment, it still exists. Be sensitive to potentially embarrassing or dangerous situations and do not accept inappropriate behavior from colleagues towards your students. Institutions should have a zero tolerance policy towards any mentors who abuse their position.
4. **Cooperation:** Discourage aggressive competition among students. Encourage cooperative efforts and openness.
5. **Professional Activity:** Send students to conferences, seminars and workshops to attend and give talks. Rehearse them extensively. Introduce them to colleagues. Get them plugged in. After graduation, recommend them for program committees, technical committees, reviewing chores.
6. **Integrity:** It is not enough to talk about integrity, one must live the example. Many students do not take it seriously. Mentors must.
7. **Chores and citizenship:** Engage students in professional responsibilities: reviewing, writing, presentations, mentoring. Give them the opportunity to learn all of the skills they will need later in their career and in life.
8. **Credit:** Give credit generously to students. It helps them, boosts their motivation and makes you look good.
9. **Communication skills:** Brilliant research is of little use if not clearly understood. Correct English with good style is critically important. Practice writing and speaking skills constantly.



**Lists characteristics of effective mentoring to include "the ability and willingness to**

- Value the mentee as a person.
- Respect your mentee's time as much as your own.
- Develop mutual trust and respect.
- Maintain confidentiality.
- Listen both to what is being said and how it is being said.
- Help the mentee solve his or her own problem, rather than give direction.
- Keep the door open for your mentee to contact you in the future - if that is your wish.
- Focus on the mentee's development and resist the urge to produce "a clone."

**The mentor will not:**

- Do the young learners work for them.
- Give advice based on personal opinions.
- Report to the head of department and other teachers on everything discussed.
- Take advantage of the student anyway.
- Avoid discussion of inappropriate subjects and forcing your solutions in conflicts.
- Don't be overcritical of mistakes.
- Make your mentee guess or learn by trial and error, about the ground rules for your meetings.
- Don't inhibit your mentee's capacity to think for them only.



## **ACTIVITIES TO BE CONDUCTED BY MENTOR**

Good mentoring acknowledges that mentees are unique individuals who seek to assess skill levels and provide training and orientation where needed in order to equalize a diverse peer group and give everyone a good start. Mentors must do any 10 of the following activities (but not limited too) for enhancing skills of the mentees.

- 1. Value-Added Programs**
- 2. Self Discovery**
- 3. CV Making**
- 4. Role Play Activity**
- 5. Interview Skills**
- 6. Presentation Making**
- 7. Drawing Activity**
- 8. Social Enrichment Activity**
- 9. Playing Games**
- 10. Solving Puzzles**
- 11. Play Games**
- 12. Fun Activity**
- 13. Team Work Activity**
- 14. Group Discussion**
- 15. Debate among the peer mentee group**
- 16. Speech Preparation**
- 17. Anchoring Skills**
- 18. Goal Setting Activity**
- 19. SWOT analysis of self(students)**
- 20. Essay or Article Writing Activity**





## **CONCLUSION**

Mentoring programs are far more successful when they follow verified effective mentoring practices and strategies. This comprehensive Students Mentoring System Manual includes all the information for implementing and adhering to the mentoring put into practice, these rigorous course of action that, when followed, will help to ensure quality mentoring. Whether you are new to mentoring or an old hand, this manual will save you time and effort, because it contains resources and information you need to start or maintain a quality mentoring program.

The desire for continuous improvement is the hallmark of every successful endeavor. The manual is designed so that you don't need to go through the entire mentoring process for help in improving a specific aspect of it. This manual places at your fingertips a single source of mentoring best practices and tools that you can implement from the start. By carrying out the guidelines detailed in this manual, you can be confident that your activities and process is offering the best mentoring possible. At the same time, we recognize that the procedure outlined in the manual are vast and detailed (this is to ensure the best mentoring possible for our youth).

We hope you will use the manual with great success. For further assistance, we encourage you to reach out to any of the students mentoring committee member. And, as always, we very much welcome your feedback.

**“BE THE BEST VERSION OF YOU”**