



Institutional Best Practice on Teaching-Learning Process

1. Title of the Practice: Mentor-Mentee Scheme (MMS) for Interactive Group Learning.

2. Objectives of the Practice

- To foster human values, friendship and healthy relationship among the students.
- To enhance students' educational, social and personal growth through learning from the experience of mentors.
- To enhance aspirations of students and increase their confidence through interactions and conduction of various activities.
- To provide platform for open and unrestricted communication between senior and junior students that is not only about academics but also about different aspects of student's life.
- To impart wisdom and advice, to mentees with the freedom to make own decisions.
- To provide an objective person of the same age to discuss problems/concerns.

3. The Context

The following observations were instrumental in the implementation of Mentor-Mentee scheme.

- Most of the students in the institute are from rural background therefore they were quite slow in accommodating themselves into the culture/ambience of a technical institute.
- The fresher and second year students were quite shy in interacting with the staff and students which had an adverse impact not only on their academic performance but also on their overall personality development.
- It was realized that interaction among students is more effective (due to same age group) compared to the interaction between staff and students.

4. The Practice

For the practice to be carried out, the students from each class and each branch are divided into small groups of 15 to 20 students. For each group of first year students a separate group of fourth year student has been assigned. Similarly, for each group of second year students a separate group of third year student is assigned. Thus, the first year students are mentees and fourth year students are acting as mentors to them, similarly the second year students are mentees and third year students are playing role of mentors for them. A separate weekly slot is provided for this session. A faculty member is assigned as an observer for each mentor-mentee group and a separate location is provided for each group to carry out the MMS session smoothly.

Through mentor-mentee activity, mentor shares information regarding what to study, how to study, projects to take up, internship opportunities, co-curricular, extracurricular activities etc. On the other hand, mentee brings in new questions, ideas and enthusiasm to the mentor. Group discussions, aptitude test, technical vocabulary, technical games and quizzes etc. are also conducted. Consequently, the mentor-mentee session becomes a mutually beneficial process for both the mentor and mentee students.

5. Evidence of Success

- Due to interactions during Mentor-Mentee sessions healthy relationship among students has been established without any senior or junior complexes.
- No ragging incident happened in the campus.
- The overall academic performance of students improved.
- Due to bridging of the gap between the students, participation of students in various activities improved which is evident in the smooth and successful organizations of various events particularly a two day Mega Techno-Cultural event 'IGNITE'.

6. Problems Encountered and Resources Required

As the sessions are planned every week, a separate dedicated slot was needed to be assigned in time table without hampering the curriculum which was a major problem. Apart from this, changing the mindset of students by motivating and encouraging them to take active participation in the activity was a difficult task.

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