

INSTITUTE'S BEST PRACTICE- 2

1. Title of the Practice: EFFECTIVE IMPLEMENTATION OF MENTOR -MENTEE SYSTEM

2. Objectives of the Practice:

It is the most critical area; the objective of the Mentor-Mentee system is to provide development-inducing feedback, is related to Faculty mentoring, includes the inculcation of ethical and moral values as well as respect for gender diversity, and encourages inclusivity in all spheres, All Senior Officials and Management representatives are always available for all the students to solve any problem or issue.

A separate girl's standard room is also available.

The Hostel In-Charges, Senior Administrative Staff, and Faculty Mentors are always available to help female students at all points of time if any difficulty or problem arises.

Faculty mentors and the respective heads of the department regularly review academic progress and counsel students to improve performance and ensure academic growth.

Special measures are taken to support advanced as well as slow learners

3. Contextual Features:

The Institute follows a universal principle that evaluation of any kind should follow the application of mind and natural justice, Transparency, ethics and equal opportunity to be made available to each student at RSR to attain grades. We have a process, and there is the process standardization across all programs and progressive and focus on ensuring, monitoring and maintaining the standards of Higher Education by NEP -2020.

4. The Practice

- Regular Meetings between Mentor and Mentee
- Mentor allocated a Maximum of 20 students
- Slow learners and Advanced learners are identified by the mentors and informed accordingly to the concerned HOD
- Fast Learners are encouraged to take up competitive examinations and given further coaching
- Slow learners are given more attention in the class

5. Evidence of Success and the Impact of the Practice

For 1495 students, we have 77 mentors for 1495 students with a mentor-mentee ratio of 1:20. Mentors have guided the students to participate in the value-added courses and CRT classes.

Table 5.1 Details of Students enrollment in Add-on Courses.

Year	2020-21	2019-20	2018-19	2017-18	2016-17
Students' enrollment in Add-on Courses	1089	1101	1017	1059	853

As evidence of success, the mentors achieved a maximum of 95% of the final year students to participate and successfully complete the value-added course and skill development sessions arranged by the institute through the professional bodies.

6. Problems encountered and resources required:

Capacity building the Mentors is cumbersome; continuous Monitoring leaves the students and staff busy throughout the semester, reducing the time for Personality development; the ability of the mentor to identify and classify is the main criteria which can be a success factor in the mentor-mentee system. Training of Mentors, rewards and recognition for Mentors and Mentees for outstanding performance in academics /games and sports and cultural events held from time to time at state, national as well as international levels.