



MAHENDRA COLLEGE of ENGINEERING
Salem-Campus, Minnampalli, Salem - 636 106.



1. Title of the Practice

MENTORING JUNIOR STUDENTS BY SENIOR STUDENTS

2. Goal:

The aim of this practice is to empower the advanced learners in senior classes and encourage their mentoring skills. It also helps senior students in bringing a sense of responsibility and developing their own personality. While mentoring, the senior students understand the reality of life and when they face the same situation in their life, it becomes easier for them to find a solution. It is not only mentoring, but also teaching the subjects in which the junior students have backlogs. By this, the subject knowledge of the mentor is also developing.

3. The Context:

The first task before implementing this practice is to identify the advanced learners in the senior classes (those who are in the third and final year classes) and explaining to them about this practice. Selecting student mentors is a challenging task, because some students may be advanced learners, but they may not be good mentors. Other way, good learners (not advanced learners) may be good mentors. Hence, it is very important to identify among the senior students, who are good learners as well as good mentors. The role of Class Advisors (Class Counsellors) is very crucial in this preliminary task.

Next task is to assigning junior students (selected based on their abnormal behavior, having many backlogs, having problems in personal life etc.,) to the mentors. Here also proper allocation of junior students to a particular mentor is very important. Preferably not more than 5 junior students to a mentor are ideal.

4. The Practice:

After completing the preliminary tasks specified in the context, the implementation part includes allocating time for the mentor and mentee to discuss. This is normally done during the evening after class hours and Saturdays. If both mentor and mentee are from hostel, they may spend more time in mentoring.

Initially, the Class Advisor and Head of the Department discuss with the Senior Students (one at a time) with the list of mentees in their hand. They give a introduction about the behavior, academic performance and other details of each mentee to the mentor and tell them the way of approaching each mentee. This introduction session gives a clear picture of mentee to the mentors.

The mentors carry out the counseling of mentee one at a time, one mentee each day for about half an hour or more, if required. This arrangement facilitates an open discussion between the two. Depending upon the nature and gravity of the problem, the mentor may suggest some solutions for the problems faced by the mentee. If the problem is related to the backlog or lesser understanding ability of a particular subject in the academics, the mentor may teach the subject in a way the mentee can understand better.

This process is continued for the entire duration (about 15 weeks) of the semester. Proper implementation of this process is monitored by the Class Advisor and Faculty members assigned by the HoD. One faculty member for every two or three mentors is deputed by the HoD. The faculty members will be appraising the progress to the HoD during Department review meetings.

Uniqueness of this Practice:

When a student speaks to another student, the discussion will be more open and problems can be easily identified. This may not happen, in some cases, when a teacher speaks to a student. The intimacy created between both mentor and mentee is largely helpful in finding a solution to the problems faced by the mentee. When

both are residing in hostels, it will still be more beneficial to both. They can spend more time together and the junior student feels comfortable with the support provided by the senior student.

Constraints or limitations:

The system is totally dependent on the proper judgment regarding the mentoring skill of a student. A student may be an advanced learner, but not necessarily a good mentor and vice-versa. Hence, the Class Advisor and HoD must be well aware of the ability of senior students.

Allocation of mentor and mentee is gender specific. Except in rare cases, allocation of Different gender of mentor and mentee may not be advisable.

5. Evidence of Success

This practice was implemented in the previous two semesters of academic year 2018-19 in all the eight departments of the Institution at the undergraduate level. The review meetings conducted with each department by the Principal concluded that the practice is fairly successful in achieving its mission.

HoDs, Class advisors and Faculty members provided the feedback that there was a noticeable change in the behavior and academic performance of the mentees who were mentored by the senior students. There may be few exceptions, but overall result of the practice is encouraging. All the faculty members and HoDs suggested for continuing the practice for the forthcoming semesters with improvements.

Mentors have given a feedback that they are highly satisfied by the way they can improve the performance of their juniors. All the mentors were given certificates of appreciation for their wonderful gesture.

6. Problems Encountered and Resources Required:

Problems encountered:

The approach of the mentor towards the mentee should be more of empathy and cordial. When this is not followed and the moment the mentor talks authoritative and dictating terms, the problems arise. In one such incident, the mentee is affected and informed the class advisor. Immediately the class advisor and HoD replaced the Mentor with another one. The mentor was counseled and educated about the way the mentee is to be taken care. Hence it is very important that all the mentors should be given proper directions and guidance in the beginning of this practice itself.

Resources required:

Since this practice is more of psychological issues and related mentoring, not much physical resources are required. Mentoring can happen anywhere in the campus. It may be classroom, laboratory, hostel room or in a landscaped lawn under a tree shade.

7. Contact Details

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