



SRI DASARI NARAYANA RAO
GOVERNMENT DEGREE COLLEGE FOR WOMEN
(Affiliated to Adikavi Nanayya University, Rajahmundry)



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Best Practice-1

MENTOR-MENTEE SYSTEM

Many of our students belongs to marginalized sections of the society with a family background of socio economic poor conditions.

Mentoring of students is an essential feature to render equitable service to all our students having varied background. For this we introduced the system of Mentor mentee system for a closing monetering of each student.

Mentor Details

Academic Year	Number of Faculty Mentors	Number of students per mentor	Frequency of meeting
2021 - 22	18	15-20	Every 30 days
2020- 21	18	15-20	Every 30 days
2019 - 20	18	15-20	Every 30 days
2018 – 19	18	15-20	Every 30 days
2017 – 18	18	15-20	Every 30 days

Type of Mentoring:

- To enhance teacher-student contact hours
- To enhance students academic performance and attendance
- To minimize student drop-out rates
- To identify and understand the status of slow learners and encourage advanced learners
- To render equitable service to students
- To make student fit for competing global competition with rural background.

The institute has followed the suggestion made by IQAC, Higher Education Dept., (Govt. of Andhra Pradesh) to introduce the mentoring system. The importance of integrating the system for enhancing students' 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 2017.

With a wide variation in the student population with 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/weapon for mitigating cases of those students who are vulnerable to drop-out from studies.

Design & Implementation: The IQAC had taken the initiative of implementing the mentoring of students. Students are categorized based on the streams of studies and also according to their core subjects. They are divided into groups of 15-20 depending on the number of students. Each group is assigned a teacher-mentor who would perform mentoring duties. A Mentoring Format with Job chart and Guidelines is prepared by the IQAC to ensure uniformity.

- a) Mentors maintain and update the Mentoring Format which contains space for entering particulars and performance of students (class tests, monthly attendance records, etc.)
- b) After collecting all necessary information, Mentors are expected to offer guidance and counseling, as and when required.
- c) It is the practice of Mentors to meet students individually or in groups.
- d) In isolated cases parents are called for counseling/special meetings with the Principal at the suggestion of the Mentor.
- e) If a student is identified as having weakness in particular subject, it is the duty of the Mentor to apprise the concerned subject teacher.
- f) Career progress

- g) To create awareness among early marriage of student to make student to stand on her own in financial position.

Uniqueness: The institutional practice of Mentoring System has been designed and implemented

- a) to be student-centric
- b) to render equitable service to students of varied academic & financial backgrounds

Constraints: With the introduction of continuous assessment under the Semester System, time factor could be a constraint for Mentors.

Evidence of Success

Though the system has only been implemented in the last few years, significant improvement in the teacher-student relationship can be seen.

The system has been useful in identifying slow learners and advanced learners. Based on the requirement deduced through a careful examination of each Mentor's report, the College has organized several Remedial Classes in the identified topics/subjects for slow learners.

Targets achieved

The Remedial Classes have been institutionalized after the implementation of the Mentoring System. Need-Based remedial classes have proved to be beneficial to the students in particular and the entire college in general. The institutional practice of Mentoring System has considerably enhanced the campus environment and brought about:

- a) Enhanced contact hours between Mentors with their respective students
- b) Improvement in students' attendance.
- c) Minimized student drop-out rates (apparently due to Mentors' intervention before a student falls short of attendance or has been regularly abstaining from classes)

Identification of slow learners for conducting Remedial Classes

- d) Advanced learners identified and encouraged with incentives,

