



Matrix:7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

I. Best Practice-I

A. Title of the Practice:

LEAD (Learning, Empowerment & Academic Development) Mentorship Programme

B. Objectives of the Practice:

- a. To provide Mentee (student) an opportunity to associate with an experienced professional from his/her chosen profession and career
- b. To provide guidance in learning process so as to make best use of facilities and resources made available to Mentee by the Institute
- c. To provide personal counselling to improve the performance and reduce the stress of the students
- d. To provide personal support to the Mentee through ups & downs of academia to reinforce a sense of resilience
- e. To help mentee through academic, personal, professional as well as emotional support

C. The Context:

The students at MVP Samaj's KBT COE Nashik come from diverse socio-economic, cultural and regional backgrounds. Most of the students experience professional college life for the first time. Such situations may create a lot of stress especially among the hostelite students who are away from their family for the first time. Simultaneously, the students undergo various issues such as selection of specialisation (Career Option), adjusting into the new environment etc. resulting in stress that could hamper not only their personal and academic growth but also their physical and mental health. Students from educationally and financially weak backgrounds feel

alienated and hesitant in the class and unable to perform well. Considering the student – teacher ratio in the classroom, it becomes difficult at times to provide personal attention. The Institute has come with the LEAD (Learning, Empowerment & Academic Development) Mentorship Programme as a solution to these challenges.

D. The Practice:

- Each Teaching Faculty (Mentor) is assigned with 7 – 10 students (Mentee) for the duration of the entire Academic Year. They meet at least once a month to discuss, clarify and share problems and issues.
- The Institute has systematically defined the outline of the LEAD Mentorship Programme into 06-Phases for every year of engineering education. The Mentors also keep in touch with the parents of Mentees. Periodic interaction and discussions over various issues and problems are carried out in phase-wise manner as follows:

First Year Engineering:

- **1st Phase** – Expectations from the Institute, Induction Program and Feedback
- **2nd Phase** – Friend Circle, Interests, Attendance, Classroom Experiences
- **3rd Phase** – Syllabus, Course Outcomes, Library Experience, Other Challenges
- **4th Phase** – Course Work, Semester Plan, Challenging Areas
- **5th Phase** – Most difficult things during the semester, Enjoyment & Hobbies, Resources
- **6th Phase** – Academic Goals for the Semester and their attainment, Adjustment with the new environment.

Second Year Engineering:

- **1st Phase** – Selection of specialization, Career Opportunities, Interests, Hobbies, Passion
- **2nd Phase** – Difficulties during last semester, Sports Interests, Stress, Social Media, Yoga, Meditation, Exam Results, Study Plan
- **3rd Phase** – Values, Ethics, E-Learning Resources, Other Problems
- **4th Phase** – Weekly Schedule, Academics & Challenges, Motivations, Anger, Patience Envy etc.

- **5th Phase** – Extra Curricular Reading, Informatic Platforms, Skill Development through Lab Experiments
- **6th Phase** – Research Journals, Paper Publications, Soft Skills and Diagnostic Skills, Internships

Third Year Engineering:

- **1st Phase** – Attendance, Academics, Anti-Ragging, Syllabus, Attendance, e-learning, Semester Plan, National Service Scheme
- **2nd Phase** – Weekly Plans, Make-Up Classes, Exercise, Yoga, Meditation, Extra Curricular Activities, Expert Talks
- **3rd Phase** – Internship Training, Mini Projects, Seminars, Library, Lab Equipment, Value Added Courses, Collaborative Activities
- **4th Phase** – Future Advancement Activities (GATE, GRE-TOFEL etc), SWOT Analysis, Skill Development, Preparation of CV, Career Opportunities
- **5th Phase** – Professional Networking, Participation in Professional Events, Placements, Higher Studies, Entrepreneurship, Aptitude & Communication Skills
- **6th Phase** – Project team Building, Competitive Examinations, Sponsored Projects, Current Trends

Fourth Year Engineering:

- **1st Phase** – Feedback & Experience of previous 03-years, Internship Experience, Future Career Plan, Learnings, IPRs, Patents, Copyrights etc.
- **2nd Phase** – Leadership Skills, Trainings, Workshops Seminars etc, Membership of Professional Organizations, Self-Learning Platforms
- **3rd Phase** – Academic Planning & Projects, Placements, Short Term useful Courses, Group Discussions over various issues
- **4th Phase** – Inspirations & Role-Model, Effectiveness of Mentor-Mentee Model, Industry Readiness, Team Spirit, Other Challenges
- **5th Phase** – Placement Assistance, Research Paper Publication, Employability Skills, Practicality of Classroom Teaching
- **6th Phase** – Academic and Personal Development during the last 04-Years of Engineering, Suggestions for Improvement, Any Confessions etc.

E. Evidence of Success:

The evidence of success of this LEAD Mentorship Programme can be easily observed through following events:

- a. Better examination results, Students securing highest marks and university ranks
- b. Improved attendance of the students, better involvement in classroom activities
- c. Lesser and lesser dropouts
- d. Increased participation in co-curricular & extra-curricular activities
- e. Respectful relationship among Teacher – Students
- f. Better discipline and healthy (harmonious & friendly) relationship among students
- g. Better quality Internship Projects, Research Paper Publications from Students
- h. Better placement record, Increased number students opting for higher studies, competitive exams and entrepreneurship
- i. Development of strong Alumni Network
- j. Increased number of students opting for higher education, competitive exams etc.
- k. Improved number of students opting for e-learning & self-learning platforms even during COVID-19 period

These results indicate the development of a long-lasting relationship between staff and students. Through this initiative, the Institute ensured an overall development in students and improved commitment among the staff members.

F. Problems Encountered & Resources Required:

The successful implementation of LEAD Mentorship Programme requires the committed teaching staff who have a dire desire to help students over and above their teaching hours. As the Institute has just the same quality of staff members, the programme has been smoothly implemented. At first, some of the students don't open up and used to have a reserved nature, however as the time passes the staff members build a relation of mutual trust and care. Thus, the students feel free to share their issues and views to the mentor. As the programme is built to provide personalized attention to individual students, regular meets and a well-maintained documentation system was also a requirement for the success of this programme. The programme

faced challenges during COVID-19 lockdown period. However, these challenges were successfully tackled through online meets and record keeping on Google-sheets. Every Mentor has a separate file that contains a detailed account of individual Mentee and the discussion during the mentorship meeting.

G. Other Relevant Information:

Glimpses of Mentorship Sessions during Pandemic Period

