



**Anekant Education Society's  
Anekant Institute of Management  
Studies (AIMS), Baramati**



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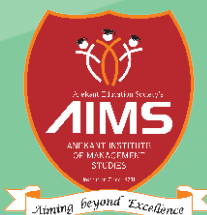
**On**

**“Innovative Practices for Quality Enhancement  
in Higher Education Institutions”  
(Online)**

**7<sup>th</sup> (Friday) & 8<sup>th</sup> (Saturday) October, 2022**

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## **Anekant Education Society**

Anekant Education Society is established in 1961 under the able guidance of Late Shri Fulchandji Gandhi, Education Minister of the Former Hyderabad State. The founder President of the Society Late Shriman Seth Lalchand Hirachand Doshi, founder President of Premier Automobiles Ltd., and Walchand Group of Industries was determined on attracting the best talent to institutions operating under the auspices of AES. The society has chosen the Jain concept of "Siddhirnekantat" and "Anekantvad" in the nomenclature of the Society. The Society started Undergraduate Programs in Baramati in the year 1962. The college eventually was renamed as Tuljaram Chaturchand College. In a span of about 5 decades of its presence, Anekant Education Society has touched upon the lives of almost every household in and surrounding areas of Baramati.

### **Anekant Institute of Management Studies (AIMS), Baramati**

Anekant Education Society has added another feather to its cap by starting AIMS to provide MBA course. AIMS is certainly working beyond excellence in all the accreditations, affiliations and Certifications of the nominated authorities. The initiative is to develop management professionals with a view to excel in the corporate world as well as take it to new heights. The need is to nurture the talents and hone their skills which are achieved only through AIMS. Since its inception, AIMS is providing quality education and in a period of few years the Institute has made its mark on academic, cultural and social environment of Baramati.

### **About the 11th National Conference**

The aim of proposed conference is to enhance the quality of HEI by adopting various innovative practices. The expected outcomes of this conference are as follows:

- i. Participants will be able to realize the importance of NAAC in the quality of HEI
- ii. Participants will be able to discuss the adopted innovative practices about the quality enhancement in the HEI
- iii. Participants will be able to share the ideas about quality sustenance in the HEI
- iv. Participants will be able to share the innovative practices adopted by HEIs to convert challenges into opportunities

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# ‘Mentor- Mentee Dyad: How leads to Holistic Development of Students at Higher Educational Institutions’

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**Abstract:** *Current educational scenario and impetus to change pose thorny challenges to institutional leaders. Often in higher education circles, quality is talked about. But very few give a thought to it. Students as primary customers (Pereira & Silva, 2003) are at receiving end if quality of an institution is not at par with industry. Students are lured with promises of being employable but are left jobless. It might be not wrong to say that, there are higher educational institutions [HEIs] that try to break this bubble of quality and provide good services. As they say, “Efforts are important than promises”, these institutions lead from forefront and set an example from the rest. The current paper focuses on the teaching learning, and evaluation, especially mentorship which becomes an indispensable part of it. How HEIs are crafting a mentorship program and how mentor- mentee dyad leads to holistic development of student in HEI are the crucial issues to discuss here. One reputed higher education management institute teaching MBA program are part of the study. Cross-sectional descriptive research led to collection of primary data from students of this institute thereby investigating the impact of mentorship program on their holistic development. Findings revealed that there is strong association between mentorship program and holistic development of students.*

**Keywords:** *HEI, Quality, Teaching, Learning and Evaluation, Mentorship and Holistic Development*

## INTRODUCTION

Mentorship is often conflated with coaching, advising, role modeling, and sponsorship (National Academies of Sciences et al., 2019). To some extent, the practice of mentorship in academic settings has focused on career support and development of mentees' skills. However, effective mentorship should also provide meaningful psychosocial support that addresses the ongoing emotional and social needs of mentees (Eby et al., 2013). Mentoring is a natural process, which blossoms from the desire of experienced veterans to give and the thirst of inexperienced novices to grow (National Academies of Sciences et al., 2019). Mentoring relationships provide developmental spaces in which students' skills are honed. It can be considered since mentorship can be so influential in shaping the future workforce, its existence should not lead to idiosyncratic implementation. This study was designed to evaluate the mechanism of mentorship

program at the institute and its effectiveness in holistic development of students.

## HISTORICAL PERSPECTIVE

The word “mentor” comes from the character Mentor in Homer's *Odyssey*. When Odysseus, king of Ithaca, went off to fight in the Trojan War, he asked his trusted friend Mentor to advise and teach his son, Telemachus. In time, the term mentor came to refer to someone who is a guide and educator, and a mentoring relationship was seen as a relationship between a teacher and student.

## OBJECTIVES OF STUDY

1. To evaluate the mechanism of mentorship program at the institute.
2. To study the association between mentorship program and holistic development of students.

## SCOPE

The study is confined to only one reputed HEMI in rural Maharashtra. The institute is permanently affiliated to SPPU, Pune. As the study covers only

one institute, students of both years viz MBA I & MBA II were included. The criteria-based assessment forms the backbone of A&A process of NAAC. The seven criteria represent the core functions and activities of a HEI. The seven Criteria to serve as basis for assessment of HEIs are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research, Innovations and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Under each Criterion a few Key Indicators are identified. These Key Indicators (KIs) are further delineated as Metrics which elicit responses from the HEIs.

Considering above description of quality indicator framework (QIF), key indicator teaching learning process (Criterion II) includes student centric methods for enhancing learning experiences, ICT enabled tools used by teachers for effective teaching-learning process, Mentoring and teachers' quality. The present study focuses only on mentorship program at the institute and the relation of it with the holistic development of students at the institute.

### **MENTORSHIP MECHANISM**

The institute under study has a strong and structured mentoring system in place to deal with students. The Institute practices mentoring to students to nurture their personalized and customized needs throughout the program tenure. The enrolled students are randomly divided into 12 groups and are allocated a faculty who serve as their mentors. Each group consists of 10 students. The allotment is done in the very first semester on the basis of experience of faculty. Each faculty is responsible for mentoring these allotted students. With their professional distinction, they serve as an example and role model for students to achieve in their life. Mentors allocated also serve as a Guide to students for their Summer Internship Projects. Mentors keep a track of the mentees' performance during the Summer Internship by continuous interaction with them. The Mentors

try to understand each individual student's difficulty in terms of their comfort level at the Institute, their understanding of subject, peer pressure if any or problems if any that they are facing in the Institute. These students are then accordingly guided and their problems are resolved. Apart from counseling students, the Mentors also keep a track of the student attendance & their performance in the Institute. In case of major absenteeism or poor academic performance by the students, the Mentors ensure that parents are timely informed about the same or engage in home visits by prior communication with the respective parent. These home visits are well appreciated by the parent fraternity as they come to know about their ward's progress and performance. Home visit as a part of mentoring certainly ensures and reflects high involvement of the Institute and faculty in the development of a student. As the case may be, if home visit is required, it is mentioned in the mentorship report of the mentor and necessary decision is taken. At the end of the semester, the mentor has to submit a comprehensive mentorship report thereby giving the detailed activities list along with the outcomes. This also includes a mentorship analysis report whereby a student's competency level is mapped and reported to the academic coordinator. Mapping of competency is based on different levels of competency [Competency Level 1- low order to Competency Level 5-high order] which are defined by 'Pivotal Education- Behavioral Specialist'- UK. For this, different activities are carried out by the mentors for their mentees. The mentorship report is indicative of the transformation that the student makes towards the advanced learning level. Mentoring system at the Institute pinpoints high level of involvement and desire of the Institute and faculty in making the student dynamic as an individual and industry ready.

### **METHODOLOGY**

The current study is related to HEI. The intake capacity of the institute under study is 120. The total number of students in the institute studying in both the years is 227. Students of both years viz. MBA I & II participated in the study by giving their



responses. The design adopted here is cross-sectional descriptive as the data collected is at one point of time. Primary data was collected from the students through questionnaire. The close ended questions were drafted in a google form and the same were emailed to the students enrolled in the institute. The number of responses received from the students were 31, making it the sample size of study.

## RESULTS

The gender distribution of the respondents per age group was studied. This is reflected in Table 1 & 2. The Fisher Exact test was applied as the sample size of the study was small. The tests revealed no significant gender disparities in the age distribution of the respondents.

**Table 1**  
**Gender \* Age Distribution**

Count	Age			Total
	20-22	22-24	24-26	
Gen F	17	4	1	22
der M	6	2	1	9
Total	23	6	2	31

**Table 2**  
**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	3.004 <sup>a</sup>	3	.391	.572
Likelihood Ratio	3.311	3	.346	.572
Fisher's Exact Test	2.910			.572
N of Valid Cases	31			

a. 6 cells (75.0%) have expected count less than 5.

The minimum expected count is .29.

Fisher exact test failed to show significant differences in the gender with respect to age

distribution of the participants ( $p$  value  $> 0.05$ ). Significant difference was not observed with respect to age distribution.

**Table 3**

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Mentorship	31	2	5	4.23	.990
Holistic Development	31	2	5	4.19	.833
Valid N (listwise)	31				

**Table 4**

### Correlations

		Mentorship	Holistic Development
Mentorship	Pearson Correlation	1	.753**
	Sig. (2-tailed)		.000
	N	31	31
Holistic Development	Pearson Correlation	.753**	1
	Sig. (2-tailed)	.000	
	N	31	31

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The relation between mentorship program and holistic development of students was studied using Pearson correlation coefficient- two tailed. It is found that all scale items are valid as the correlation is significant ( $p < 0.05$ ). Hence, we can say that there is positive association between mentorship program and holistic development of students.

## DISCUSSION

This analysis adds to the growing body of research around the influence of mentorship for HEMIs students and sheds light on the mechanism of mentorship at HEMI. The institute under study is engaged in 'home visits' which is rare to see in HEMIs. For mentoring to be effective, it is imperative to understand the psychology of student and his/her emotional quotient. Mere formal mentor-mentee dyad may not lead to the desired results; for some students see this kind of activity as a source of development, few students consider it futile. Nevertheless, it is evident from the analysis that mentorship program is acknowledged as an important tool for the development of students.

## CONCLUSION

The analysis highlights the importance of mentorship in the development of students. Further it also pinpoints the desire of the institute and the involvement of mentors in not only improving the academic performance of students but also their emotional quotient. The study reveals that, the mentor- mentee dyad leads to holistic development of student if the relationship is informal and more of working on the emotional quotient of the student. Hence, mentorship programs at the HEMIs can be

considered as one of the best ways for the development of students.

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