ONLINE STUDENT MENTORING SYSTEM

Abstract: Educational institutions frequently face challenges with ineffective mentorship systems due to out- dated methods that lack organization, accessibility, and effective communication tools. These problems hinder personalized guidance, complicate the tracking of student progress, and make it difficult to resolve queries, ultimately impacting both academic and personal development. This paper introduces an Online Student Mentoring System, a digital platform designed to enhance structured and interactive mentorship .This system promotes seamless communication among students, mentors, and administrators through features like real-time chat, progress tracking, mentorship posts, meetings, notifications,and academic records management. The platform accommodates various user roles, including Ad- min, Mentor and Mentee ensuring that each role has access to the necessary features .Built using Re- act.js for the frontend with Redux for state management, and Node.js with Express.js for the backend, the system employs MongoDB for data storage. REST APIs enable data communication, while Socket.io provides real-time chat and notifications. Security measures include JWT authentication and email verification. Notable features consist of dynamic form generation, updates on academic results, and management of hostel information .The proposed platform aims to create an efficient, structured, and accessible mentorship experience, effectively connecting students and mentors.Future improvements could involve AI–driven mentor recommendations and automated feedback mechanisms to enhance

Keywords: Student Mentoring, Real-Time Chat, React.js, Node.js, REST API, MongoDB, JWT

INTRODUCTION

Mentorship plays a crucial role in guiding students through academic, personal, and career development. In traditional educational settings, student mentoring is often conducted through face-to-face meetings, emails, or informal interactions, which can be unstructured, time-consuming, and difficult to track. Many institutions lack a centralized mentorship system, leading to poor communication, difficulty in monitoring mentee progress, and inefficient guidance.With

advancements in technology, digital mentoring platforms have emerged as a solution to these challenges, allowing mentors and mentees to interact efficiently.

However, many existing platforms are either too general, lack real-time interaction features, or fail to provide personalized mentorship experiences. There is a need for a dedicated, user-friendly, and interactive mentoring system that ensures structured guidance, progress tracking, and seamless communication.This project aims to develop an Online Student Mentoring System (OSMS) to bridge this gap. OSMS will provide a centralized platform where students, mentors, and administrators can interact effectively. Key features include real-time chat, progress tracking, meeting scheduling, automated notifications, and academic record management. These features will ensure timely support, effective guidance, and structured mentor-mentee relationships. This report discusses the problem statement, motivation behind the project, objectives, scope, and technical aspects of OSMS. Additionally, it outlines the technologies used, system architecture, and implementation details. The system is expected to improve mentorship efficiency, provide structured support, and ensure better student outcomes.

PROBLEM STATEMENT

Traditional student mentoring systems in educational institutions face significant challenges, including inefficient communication, lack of accessibility, and difficulty in tracking student progress. Many institutions still rely on manual methods such as emails, physical meetings, and paper-based documentation, making it difficult for students to receive timely guidance. As a result, students often struggle to find the right mentor, leading to delayed academic progress, career uncertainty, and lack of motivation. Similarly, mentors find it challenging to manage multiple mentees, monitor their progress, and provide structured feedback without a centralized system. Another major issue is the absence of real-time communication and structured goal tracking. Many existing mentorship programs lack an interactive platform where mentors, mentees, and administrators can effectively collaborate. Without proper tracking, students may miss important

Mentoring Research Paper

Louise Temple,Thomas Q. Sibley,Amy J. Orr

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   Mentoring Undergraduate Students Gloria Crisp,Vicki L. Baker,Kimberly A. Griffin,Laura Gail Lunsford,Meghan J. Pifer,2017-01-25 Take a critical look at the theory and recent empirical research specific to mentoring undergraduate students This monograph Explains how mentoring has been defined and conceptualized by scholars to date Considers how recent mentoring scholarship has begun to distinguish mentoring from other developmental relationships Synthesizes recent empirical findings Describes prevalent types of formalized programs under which mentoring relationships are situated and Reviews existing and emerging theoretical frameworks This monograph also identifies empirical and theoretical questions and presents research to better understand the role of mentoring in promoting social justice and equity Presenting recommendations for developing implementing and evaluating formal mentoring programs it concludes with an integrated conceptual framework to explain best practice conditions and characteristics for these programs This is the first issue of the 43rd volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication   **The SAGE Handbook of Mentoring** David A. Clutterbuck,Frances K. Kochan,Laura Lunsford,Nora Dominguez,Julie Haddock-Millar,2017-02-09 The SAGE Handbook of Mentoring provides a scholarly comprehensive and critical overview of mentoring theory research and practice across the world Internationally renowned authors map out the key historical and contemporary research before considering modern case study examples and future directions for the field The chapters are organised into four areas The Landscape of Mentoring The Practice of Mentoring The Context of Mentoring Case Studies of Mentoring Around the Globe This Handbook is a resource for mentoring academics students and practitioners across a range of disciplines including business and management education health psychology counselling and social work   **The Handbook of Mentoring at Work** Belle Rose Ragins,Kathy E. Kram,2007-10-09 This handbook is remarkable in that it provides a comprehensive and finely nuanced account of the diverse approaches that researchers theorists and practitioners have taken to mentoring by incorporating insights of someof the most widely known and respected researchers in careers and in mentoring This handbook is poised to become a classic in career and mentoring literature with its potential long term heuristic usefulness in generating new intersections among theory research and practice Rebecca L Weiler Suzy D Enbeau Patrice M Buzzanell Purdue UniversityThis handbook is poised to become a classic in career and mentoring literature with its potential long term heuristic usefulness in generating new intersections among theory research and practice it is encouraging that so much of the handbook establishes grounds for future communication research and relates directly to current trends in organizational and managerial communication MANAGEMENT COMMUNICATION QUARTERLYRagins and Kram both scholars whose work

ignited the field of mentoring some 20 years ago and has guided it ever since have teamed up to produce this lucid and accessible compendium of research and theory on mentoring relationships at work Bringing together an impressive group of scholars this volume offers a comprehensive assessment of the current state of knowledge about mentoring as well as an ambitious theory driven practice oriented agenda for future research This book is an essential resource and could not be more timely as organizational scholars and practitioners alike grapple with the challenges of developing an ever more diverse workforce to meet the needs of an ever more global and technologically sophisticated organizational world Robin Ely Harvard Business School The most complete reference in mentoring The most seminal thinkers and the most significant collection of essays in print A must read for everyone concerned with growth and learning Warren Bennis University of Southern California This book is extremely timely After two decades of research and debate it provides a definitive guide to the study and practice of mentoring In a world of looming talent shortages it will prove an invaluable resource to reflective practitioners and organizational scholars alike The authors should be congratulated for offering this tour de force of cutting edge research and practice on mentoring while also charting new territories for future investigation Herminia Ibarra INSEAD From two of the leading theorists in the field of mentoring comes an extraordinary volume Ragins and Kram have guided a stellar group of authors toward new heights in theory and practice The book covers all the bases and provides multiple perspectives some entirely new that promise to be generative of innovative research and practice No one interested in mentoring neither scholar nor practitioner can afford to ignore this remarkable book Lotte Bailyn MIT Sloan School of Management The explosion of interest in workplace mentoring today cries out for more robust research frameworks as well as new and better practical applications This superb Handbook closes that gap by bringing together leading scholars and practitioners for a comprehensive overview of this fast growing phenomenon Researchers students human resources professionals and practicing managers alike indeed anyone who has been a mentor or mentee will find this groundbreaking volume an indispensable companion John Alexander Former President and Senior Advisor Center for Creative Leadership The Handbook of Mentoring at Work Theory Research and Practice brings together the leading scholars in the field in order to craft the definitive reference book on workplace mentoring This state of the art guide connects existing knowledge to cutting edge theory research directions and practice strategies to generate the must have resource for mentoring theorists researchers and *Quality Mentoring for Novice Teachers* Sandra J. Odell,Leslie Huling,2004-11-10 This survey of best practices is extremely useful to those charged with setting up state and local mentoring programs and provides a logical framework to convince policy makers to support teacher induction programs Case studies and discussion questions make this a valuable textbook for teacher education courses and tool for faculty in the school setting **Mentoring in Nursing through Narrative Stories Across the World** Nancy Rollins Gantz,Thóra B. Hafsteinsdóttir,2023-07-15 The book explores how mentoring theoretical background of mentoring and how mentoring is used by nurses in all arenas where they work in

health care education research policy politics and academia in supporting nurses with their professional and career development Over 300 mentors and mentees from a wide range of countries across all continents share their stories of mentoring reflecting on their development in leadership clinical practice education research and politics The book describes various types of mentoring including more traditional types of mentoring as well as virtual online and peer mentoring During the mentorship trajectories the nurses address an inclusive collection of issues that they are faced with and share supporting strategies The book highlights the importance of mentoring for nurses to support their personal and professional leadership development Also it emphasizes the importance of mentoring for when nurses engaged in variety of projects that could entail or encompass evidence based clinical practice development within education research in the clinical arena policy formation political affairs or cultural inclusion that present significant impact in patient care and healthcare outcomes within and across countries With The Future of Nursing 2020 2030 Charting a Path to Achieve Health Equity report from the National Academies of Sciences published in 2021 the role of nursing will become ever more dynamic and therefore the profession of nursing must be visible in improving and securing the future for patients families and communities across the globe Mentoring practices to build the profession s leaders are forever essential acute and imperative This book shows how mentoring can support nurses in further developing nursing as a profession and scientific discipline across countries to support clinical application of evidence based practice and nursing education and research dissemination Accordingly this book shares essential diverse and pioneering expertise through wide range of narrative stories that will benefit nurses at all years of experience from early career nurses emerging leaders nurse educators leaders policy makers and nurse scientists around the globe The nursing profession must magnify its position in health care and nurses need to proliferate their contributions throughout the globe They can accomplish that through mentoring and growing and nurturing other nurses to advance and thrive in today s world   Towards Learning and Instruction in Web 3.0 Pedro Isaias,Dirk Ifenthaler,Kinshuk,Demetrios G. Sampson,J. Michael Spector,2011-12-16 Towards Learning and instruction in Web 3 0 which includes selected expanded papers from CELDA Cognition and Exploratory Learning in the Digital Age 2010 http www celda conf org addresses the main issues concerned with evolving learning processes innovative pedagogies and technology based educational applications in the digital age The convergence of these two disciplines continues to increase and in turn affects the academic and professional spheres in numerous ways Towards Learning and Instruction in Web 3 0 addresses paradigms such as just in time learning constructivism student centered learning and collaborative approaches which have emerged and are being supported by technological advancements such as simulations virtual reality and multi agents systems This volume touches on both technological as well as psychological and pedagogical issues related to the developments of Web 3 0

Excellence in Mentoring Undergraduate Research Maureen Vandermaas-Peeler,Paul C. Miller,Jessie L. Moore,2018-11-01 This cross disciplinary volume incorporates diverse perspectives on mentoring undergraduate research

including work from scholars at many different types of academic institutions in Australia Canada the United Kingdom and the United States It strives to extend the conversation on mentoring undergraduate research to enable scholars in all disciplines and a variety of institutional contexts to critically examine mentoring practices and the role of mentored undergraduate research in higher education   Aspirations and Mentoring in an Academic Environment Mary Niles Maack,Joanne Passet,1994-03-23 This is the first booklength study of women in library education The authors set out to examine the dynamic social processes and significant relationships such as mentioning that have shaped the aspirations and career goals of women faculty in library and information science Employing a intergenerational sample the authors construct a unique view of the changes in opportunities and gender role expectations in the field In addition Maack and Passet apply management models of mentoring and support relationships to the university environment This leads to an analysis of the kinds of mentoring and peer support relationships that best enable women to succeed and the authors conclude with recommendatons for ways to foster positive mentoring relationships Written from a feminist perspective the volume draws from the work of scholars in women s studies sociology psychology management anthropology and higher education Not only will the volume be of interest to those in or aspiring to a career in academia it will be of use to scholars and students in the above disciplines as well   *The Impact of Mentoring on the Undergraduate Careers of Mexican Americans* Laura Corral Romero,1995   Journal of Vocational Behavior ,1997   **Does Mentoring Reduce Turnover and Improve Skills of New Employees? Evidence from Teachers in New York City** Jonah E. Rockoff,2011 Mentoring has become an extremely popular policy for improving the retention and performance of new teachers but we know little about its effects on teacher and student outcomes I study the impact of mentoring in New York City which adopted a nationally recognized mentoring program in 2004 I use detailed program data to examine the relationship between teacher and student outcomes and measures of mentoring quality such as hours of mentoring received and the characteristics of mentors Although assignment of teachers to mentors was non random I use instrumental variables and school fixed effects to address potential sources of bias I find strong relationships between measures of mentoring quality and teachers claims regarding the impact of mentors on their success in the classroom but weaker evidence of effects on teacher absences retention and student achievement The most consistent finding is that retention within a particular school is higher when a mentor has previous experience working in that school suggesting that an important part of mentoring may be the provision of school specific knowledge I also find evidence that student achievement in both reading and math were higher among teachers that received more hours of mentoring supporting the notion that time spent working with a mentor does improve teaching skills   **A Retrospective Study of how New Faculty Report the Use of Mentoring Relationships to Make Sense of Their Multiple Roles** Jonathan David Rohrer,1997   Instructing and Mentoring the African American College Student Louis B. Gallien,Marshalita Sims Peterson,2005 Instructing and Mentoring The African American College Student Strategies for Success in Higher

Education focuses on the types of academic environments and classroom strategies that are conducive to the achievement levels of African American college students particularly in the areas of effective classroom pedagogy models of successful campus retention and mentoring techniques that have proven to be advantageous for black students across the country Reflecting on experiences predominately from professors administrators and staff of two prestigious historically black colleges this book offers specific strategies on maximizing student success in the context of African American student culture The first section of the book deals with the historical contemporary and cultural contexts for the education of African American students The second section Voices from the Field focuses on proven classroom and administrative strategies that promote academic achievement among black students from professionals at Spelman College and Morehouse College Both institutions are members of Phi Beta Kappa and have graduated such significant twentieth century historical figures as Martin Luther King Jr Julian Bond Alice Walker and Marian Wright Edelman Louis B Gallien Jr is Professor of Urban Education at Regent University Previously he taught at Spelman College and held adjunct positions at Morehouse College and Emory University His areas of speciality are in African American pedagogy culture and urban education His monograph on African American males attitudes towards education entitled LostVoices Reflections on Education From An Imperlied Generation an examinaton of five distinct high school cultures was considered to be a ground breaking study in 1990 and widely reported in the Boston Globe Jackson Clarion Ledger Lexington Herald Essence Ebony and journals across the country Since that time he has written articles essays and monographs on hip hop culture and the framing of values among African American College students the pedagogical ramifications of W E B DuBois collected works on black college students and curricular impact of CORE Knowledge on the academic achievement levels of African American middle grade students Dr Marshalita Sims Peterson Ph D is chair and assistant professor in the Education Department at Spelman College in Atlanta Georgia Her research includes curriculum development and implementation as it relates to culturally responsive pedagogy oral communication skills in higher education and instructional strategies for all children Her action research facilitated the opening of a charter school in the Atlanta metropolitan area As an advocate for ensuring that students reach their full potential Dr Peterson has presented nationally and internationally on quality education student achievement and innovative instruction for all students She seeks to provide a culture of learning that will enhance educational opportunities through effective academic programming   Contemporary Issues in Mentoring ,1999   Working Paper ,1987   **Best Papers Proceedings ... Annual Meeting of the Academy of Management** Academy of Management,1995   **Education, Research and Perspectives** ,2003   **How to Mentor Undergraduate Researchers** Louise Temple,Thomas Q. Sibley,Amy J. Orr,2019-06-01 How to Mentor Undergraduate Researchers is written for faculty members and other researchers who mentor undergraduates It provides a concise description of the mentoring process including the opportunities and rewards for both students and mentors of the mentoring experience   Leadership Mentoring Steven J.

Gross,2006 Leadership Mentioring will help school districts face the task of developing new leaders with greater confidence
<u>Journal of Career Development</u> ,2003

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