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GWALIOR • MP • INDIA

"CELEBRATING DREAMS"

MENTOR-MENTEE POLICY

MENTOR



MENTOR-MENTEE POLICY

INTRODUCTION

The University life of students is undergoing rapid changes, as they face immense pressure to excel academically, secure well-paying jobs, pursue their desired careers, and acquire various skills to adapt to the ever-evolving world of social media. Simultaneously, with the advancements in international relations, scientific developments, and the unexpected emergence of pandemics like COVID-19, higher education has become increasingly complex and challenging. Consequently, students experience heightened levels of anxiety and uncertainty regarding their success both during and after college.

It is widely acknowledged that the pivotal factor in students' career trajectories is not solely the curriculum they study, but rather the relationships they cultivate with their mentors, who can be their peers, teachers, or professionals. At ITM University, we welcome students from diverse backgrounds, both from India and abroad, encompassing a wide range of social, cultural, and economic experiences. Therefore, it is imperative to provide continuous mentoring to our students, addressing their academic, social, personal, and career-related needs.

To cater to these requirements, our college has implemented a Mentor-Mentee system, wherein a group of students (Mentees) is assigned to a faculty member (Mentor) from the same department. In order to ensure the effectiveness of this program, the IQAC (Internal Quality Assurance Cell) will conduct annual mentoring sessions for faculty members. These sessions will equip them with the necessary skills and knowledge to effectively guide and support their mentees.

The university has adopted the following policy for its mentorship program, taking into account the unique needs and aspirations of our students.

APPLICABILITY

The provisions of the Guidelines for Mentor-Mentee will be applicable w.e.f the date of its approval by the Academic Council and Board of Management of the University. These guidelines will be applicable to all the students enrolled in all the programmes of the University.

OBJECTIVES OF THE STUDENT MENTORING

POLICY ARE AS FOLLOWS:

1. To provide students with career and non-academic counselling.
2. To offer information on preparatory courses like skill courses and bridge courses to enhance academic success.
3. To focus on motivating students to reach their learning goals and improve academic performance and foster curiosity and interest in academics and institutional activities among students.
4. To guide, encourage, and advise students on student life, health, mental and emotional well-being, and provide support and resources to address their concerns.
5. To counsel academically weak students and to play an important role in helping troubled students cope-up with academic, extra-academic
6. To help students understand the challenges and opportunities present in the University and develop a smooth transition to campus life.
7. To counsel academically weak students and to play an important role in helping troubled students cope-up with academic, extra-academic and personal problems.
8. To proactively try to identify problems of the general students and to bring them to the notice of the concerned authorities.
9. Ensuring regularity and punctuality of students through counselling sessions

ELEMENTS OF THE STUDENT MENTORING POLICY INCLUDE:

1. Identifying underachieving students.
2. Implementing mechanisms to support underachieving students.
3. Evaluating the desired outcomes following mentoring sessions.

MENTOR-MENTEE MECHANISM

1. Faculty members (Mentors) will be assigned a group of 15 to 25 students from the same school.
2. The mentee once assigned to a mentor will continue with the same mentor till the end of the program of study.
3. Every Year, First Year students will be added to the mentors list in place of graduating students.
4. Student Mentors will be assigned to slow learners in the format of a buddy system.

ROLE AND RESPONSIBILITIES OF THE MENTOR

A mentor should wear multiple hats. For effective mentoring, the mentor should embrace the ability and willingness to

1. Coach to advise the mentees on how to accomplish their goals
2. Conduct at least one meeting (online/offline) in a month. In total each mentor will spend at least 8 hours with mentees in a semester.
3. Assess mentee's background, knowledge, skill, motivation, experience, hobbies, etc.
4. Help to improve upon communication skills and shed hesitation, Help them solve their concerns with appropriate support and referral available.
5. Provide guidance and help to increase the mentee's exposure to new experiences.
6. Teach to provide learning opportunities. Encourage inquisitiveness and interest in academic, extracurricular and social works. Develop leadership quality, team work among mentee.
7. Counsel to enhance the mentee's self-esteem through supportive, non-judgmental discussions guide and advice mentee to accomplish their goal in academic and career development.
8. Communicate through active listening. Focus fully on the mentee and show active verbal and non-verbal signs of listening.
9. Share experiences and be open to sharing mistakes, failures and lessons learned.
10. Maintain strict confidentiality of the information shared by the mentee. If situation demands contact parent/guardians and provide the information about the achievements of their wards.
11. Be a role model to walk the talk and exhibit the behaviours essential for success.
12. If at any time, the mentor feel that the mentees need special counselling, the mentor may encourage the students to seek counselling with the professional expert - the Student Counsellor.
13. If any student needs special academic tutoring, the mentor may direct the mentees to an appropriate faculty and may even ask the faculty to help their mentees in a particular area.
14. Update them on various scholarships, fellowships, competitions, internships, research projects, job opportunities, etc.
15. Identify the learning abilities of their mentees and suggest necessary action programs to the IQAC e.g. requirements

of any skill development programs, career counselling sessions from professionals, preparation for various entrance examinations, etc.

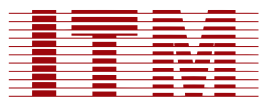
16. Develop a long-term relationship and keep in contact to see the effects of mentoring and the progression of the mentee.
17. After completion of each session, submit the meeting records and a brief report to IQAC keeping the information and discussions with the mentees confidential.
18. Consult the college psychologist about the needs of any mentee and take necessary action. Listen to the mentees, be flexible, be empathetic, be respectful and invest time and efforts.

MENTEE'S ROLES AND RESPONSIBILITIES

1. Mentee is responsible for initiating all contact with the mentor and should be prepared and punctual for the mentoring sessions, Be respectful towards everyone and the mentor
2. Mentee is responsible for establishing the agenda for the conversation. The student might even email topics to the mentor ahead of time. At the beginning of each session, the mentee should provide a brief update on progress since the last conversation.
3. Mentee should share his/her ideas, concerns, and professional goals so that the mentor is able to place the situation in perspective.
4. Mentee should establish a mutually agreeable plan for mentoring sessions. He/she should schedule the sessions on his/her calendar and build in enough time around the sessions to prepare. By ensuring that conversations start and end on time, the mentee will demonstrate respect and responsibility.
5. Mentee should focus on the relationship, rather than outcomes. Mentor's role is not to provide a job; it is to share valuable experience with the mentee. Share details of her/his performances in academic, extra-curricular activities, etc with mentors
6. Mentee should ask direct questions about what he/she most want to know and shouldn't be shy about asking. Mentee is responsible for ensuring, the conversation meets, his/her needs. Share his/her career plans and specific needs with mentor and Focus on the guidance or advice provided by the mentor.

OUTCOME OF THE MENTOR-MENTEE PROGRAM

1. To empower students through imparting skills for self-awareness, selfmanagement, social awareness and relationship management



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2. Identification of the learning abilities of the students and requirements of special needs.
3. Identification of slow and advanced learners and take appropriate steps.
4. Proposal for augmenting curriculum as per the requirement of the students.
5. Initiating new courses for career advancement of students based on student requirements.
6. Forwarding Suggestions for changes in the curriculum to University for necessary action.
7. Modifications in the Teaching-learning pedagogies

FACULTY AND SCHOOL RESPONSIBILITY TOWARDS SLOW LEARNERS

Slow learners cannot be defined as poor achievers or suffering from any kind of illness. The slow learning may be because of social background, lesser exposure to society, academic facilities, field, hesitation to ask questions in the class, medium of instruction, previous knowledge of the subject due to different curriculum in state boards, etc. mentors can help mentees to overcome many of their problems. The following strategies of more may be adopted by the faculty to motivate and guide slow learners.

1. Making provisions of easy lecture notes/study materials.
2. Recording their lectures and providing the same to the students so that the students can listen to the class content at their pace.
3. Arranging special classes in the form of remedial classes.
4. Peer education strategies can be used by following buddy system or peer mentors.
5. Provide academic and personal counselling
6. Encourage group learning activities.
7. Encouraging the students to join or participate in Co-Curricular activities
8. Teaching Learning through examples and case studies related to their social background.
9. Encouraging students to be more inquisitive and to join the skill development courses on life communication skills.

FACULTY AND SCHOOL RESPONSIBILITY TOWARDS ADVANCED LEARNERS

Advanced learners are those students who have better Intelligence Quotient and faster understanding of the subject. Such students require to be groomed beyond curriculum to explore their full potential.

1. Providing extra facilities and academic input for better career growth.
2. Encouragement to join research projects run by the college to inculcate research orientation.
3. Encouragement to write and publish research/popular/review papers or book chapters under the guidance of faculty members.
4. Encourage to read research papers and make presentations before the class.
5. Encourage to participate in National/International Conferences, Seminar and workshop so that they can present their works as well as interact with renowned academicians.
6. Provide scholarships/Awards to acknowledge their efforts and to enhance their performance.
7. Encourage to join Online Courses offered by Swayam or COURSEA or other platforms for enhancing the knowledge horizon.
8. Offer a range of texts with more difficult books than the peer
9. Offer deeper questions with moving from factual to conceptual thoughts.
10. Honour and support innovative thinking. Help nurture their innovative ideas into products or models.
11. Consider the following general principles of teaching and learning of explore, create, envision, support, improve and exhibit.

RESPONSIBILITIES OF DEAN/HOD

1. Periodic meets with all mentor of his/her department at least once a month to review proper implementation of the system.
2. Initiate administrative action on a student when necessary.
3. Informing the head of the institution whenever needed.

OUTCOMES

1. Encourages cooperation and cohesiveness for the mentees.
2. Contributes to the general stability and overall development of the institution by developing a bond between teacher as mentor and mentees.
3. Enables the faculty to develop their additional skills.
4. Initiates the leadership among the faculties and students.
5. Helps to identify the personal interests of the students and to motivate them in particular area.
6. Encourages the weak students to perform well by the special care towards them.



ANNEXURE A
STUDENT PROFILE FORM / MENTEE INFORMATION FORM
(Batch : 20__-20__)

Programme : Branch :

Enrolment No.: (To be filled up by the office)

Student's Name (in Capital letters).....

Father's Name (in Capital letters).....

Mother's Name: (in Capital letters).....

Category (Gen/SC/ST/OBC/NRI/Foreign/Others).....

Physically Handicapped: (Yes / No) Mnority : (Yes / No) Sex (Male/Female) :

Date of Birth : (DD / MM / YYYY) Mail ID :

Aadhar No :

Present Address:.....

.....

Tel.(Res.) : Mobile No.

Permanent Address :

Tel. (Res.) : Student's Mobile No.:

Date ://20

Signature of Student

ANNEXURE B
MENTOR-MENTEE MEETING RECORD

Faculty :

Department :

Name:.....

Enrolment No. :

S.NO	NAME	DATE OF MEETING	OVERALL ATTENDANCE	ACADEMIC PERFORMANCE	PROBLEMS ENCOUNTERED	MEASURE

Please rate overall attendance and academic performance according to the rating scale given above.

RATING SCALE

VERY POOR 1

POOR 2

SATISFACTORY 3

GOOD 4

VERY GOOD 5

Signature of the Mentor