

STUDENT MENTORING POLICY

In the context of higher education, mentoring may be recognized as a strategy required by the students to achieve learning goals with emotional and instrumental support. Our institution has put into effect a unique mentor program, wherein the mentees are guided and motivated by experienced faculty mentors. The mentor monitors the academic progress and attendance of his/her mentees. Every faculty mentor is allotted a specific number of students under this program. The mentors are encouraged to meet their mentees twice a month during working hours.

A review meeting of all faculty mentors is conducted once every month to discuss the progress of the students and their issues. The meeting is presided by the Principal, Director of UG studies, Associate Dean (Academics) and associate dean clinics.

OBJECTIVES OF STUDENT MENTORING POLICY

The target of this Mentoring Programme is to identify fundamental mechanisms that will

1. Provide students with career and non-academic counselling.
2. Provide students with information on preparatory courses such as skill courses, bridge courses etc. for their academic prosperity.
3. Focus and motivate students to achieve learning goals and thereby improve their academic performance.
4. Guide, encourage, and advise the students about their upcoming student life, student health, mental and emotional well-being and listen to their issues with patience and help them solve their concerns with appropriate resources, support and referral available.
5. Generate curiosity and interest in academics and other institutional activities amongst the students.

ELEMENTS OF STUDENT MENTORING POLICY

The Student Mentoring programme will help

- Identify slow learners
- The mechanism to aid slow learner students.
- Realization of desired outcome post mentoring.

i) Identification of slow learners:

This can be done on the basis of-

- Marks obtained by students for learner level identification tests, monthly tests and internal exams.

ii) Identification of mechanism to aid weak students:

- a) Appointment of mentor teacher for a group of 10 students.
- b) Tracking students' performance by conducting tests / remedial exams on a regular basis.
- c) Formation of Peer learning group of 10 to 12 students each both of academically strong and weak, who learn together.

iii) Realization of desired outcome of mentoring programme:

It can be checked by:

- Comparing the performance of students in remedial exam with that of previously concluded internal exam.
- Checking the performance of students in university exams so that the success of mentoring programme can be identified on passing of exam by the students.

SCHEDULE OF MEETINGS

Mentors and student mentees will meet according to a pre-arranged calendar, as well as per need of the student. They will be introduced to each other in the first few weeks after admission. Mentors and mentees meet twice in a month. They are encouraged to meet socially periodically to build rapport within the team. Mentees are encouraged to initiate meetings with mentors.

ROLE AND RESPONSIBILITIES OF THE MENTOR

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. Provide guidance and help to increase the mentee's exposure to new experiences.
3. Teach to provide learning opportunities.
4. Counsel to enhance the mentee's self-esteem through supportive, non-judgmental discussions.
5. Communicate through active listening. Focus fully on the mentee and show active verbal and non-verbal signs of listening.
6. Share experiences and be open to sharing mistakes, failures and lessons learned.
7. Maintain strict confidentiality of the information shared by the mentee.
8. Be a role model to walk the talk and exhibit the behaviours essential for success.
9. If at any time, the mentor feels that the mentees need special counselling, the mentor may encourage the students to seek counselling with the professional expert - the Student Counsellor.
10. Mentors can contact parents of their mentees in case of chronic absentees or persistent slow learner.
11. 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.

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.
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.
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.

Principal