



## Mentoring Policy

University life often signifies a transition away from family and home. For many students, this may be their first experience living independently, managing their own finances while still being financially dependent on their families. These factors contribute to significant changes in students' behavior. Additionally, students are introduced to a variety of technical and professional courses, which can sometimes lead to stress and anxiety. By addressing these challenges through effective mentoring, students can be guided to become well-rounded professionals who meet the demands of society.

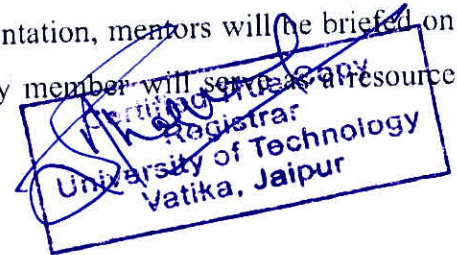
### Objectives:

- To provide students with a platform to share concerns related to both academic and non-academic matters.
- To monitor students' academic progress.
- To identify slow learners, advanced learners, and students needing extra support, and provide them with the necessary environment for growth and success.
- To offer timely intervention and assistance to support students in their academic and personal development.

### Procedure for Mentoring:

#### Step I: Orientation of Mentors

Before the start of each academic semester, faculty members will be oriented and made aware of the importance and objectives of the mentoring process. Faculty members will understand that mentoring is part of their professional duty. During the orientation, mentors will be briefed on the expectations, roles, and responsibilities. A senior faculty member will serve as a resource person and coordinate this orientation session.



## **Step II: Allocation of Students to Mentors**

The Head of the Institute will designate a senior faculty member as the Faculty Coordinator for the mentoring process. Each faculty member will be assigned a group of 20-25 students by the HoD/Section Head. Ideally, the same faculty member will continue to mentor the students throughout their time at the university.

## **Step III: Filling the Mentoring Form and First Mentoring Session**

Once students are assigned to mentors, a preliminary mentoring session will be scheduled during the first week of the semester. Students will be informed about the session via email and notice boards. During this initial session, mentors will build rapport with the students and have them fill out a mentoring form. The mentor will keep a record of these forms and make notes regarding each student's academic performance, behavior, attendance, and participation in extracurricular activities. Based on this information, the mentor will classify the students as slow learners, advanced learners, or in need of additional support, and guide them accordingly.

## **Step IV: Follow-Up Mentoring Session**

A second mentoring session will take place after the Mid-Semester Examination (MSE) or Sessional Examination results. The purpose of this session is to review the students' academic performance, attendance, and progress in various activities. Mentors will also observe any improvements in students following the initial mentoring session. At least two mentoring sessions are to be conducted each semester. For special cases requiring continuous monitoring, additional sessions can be arranged.

## **Step V: Documentation and Reporting**

Mentors will maintain individual files for each student, keeping updated records of all mentoring sessions. These records will be reported to the HoD at regular intervals, who will take appropriate actions as needed.

## **Step VI: Assessment of Mentors by Mentees**

At the end of each semester, students will provide feedback on their mentors using the Mentor Feedback Form. This feedback will help assess the effectiveness of the mentoring process and inform potential improvements.

