



Mentor-Mentee Policy

Dr. Bhimrao Ambedkar University, Agra

Dr. Bhimrao Ambedkar University, Agra is committed to the continuous development of students. In this direction, a Mentor–mentee policy is framed with a vision to extend support and guidance to the students studying in various academic departments for the betterment of their academic and professional careers and thereby, be able to better contribute towards nation-building.

I. The Terminology:

A Mentor is a person with expertise, who can help develop the career of a mentee. He has the prime role of guiding and facilitating the mentee in achieving a higher level of performance as a learner, examiner, competitor, and quality performance.

The mentor often has two primary functions for the mentee. The career-related function establishes the mentor as a coach, who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to personality growth, professional development as well as general work-life balance.

The term Mentee is used to refer to the broad range of individual students studying at Dr. Bhimrao Ambedkar University, who may be in the role of "learner" in mentoring relationships, regardless of the age or position of the mentor and mentee.

The students may come across difficulties during the degree programmes and must face academic and adjustment challenges. To cope with such problems and to enable them to excel in academics and profession as per their potential, a Mentor-Mentee programme for the students of the institution must be developed in all the departments/faculties of Dr. Bhimrao Ambedkar University.

The process of mentoring involves the allocation of a set of mentees to a designated faculty in every department with the flexibility to opt for mentors of their choice in case of need. The mentoring process helps to keep track of the student's performance academically and in other co-curricular activities as well. A mentor has a pivotal role in guiding Slow and Advanced Learners as per the policy formulated for the purpose.

The departments/institutes of the university are advised to establish a Cell to coordinate the activities of Mentorship at the department level. Under this cell, the allocated/appointed

mentors will provide counselling and guidance sessions to the students through personal attention and regular dialogues during their stay on campus, on the telephone and in any other way as deemed fit by the Mentor. The students (Mentee) will be provided tips on studies, personal counselling, and guidance regarding their career choices, and will be counselled for better performance to success in the university examinations. The Mentees will be supported in the form of precise content on courses, library readings, use of ICT, creation of additional learning opportunities, admission process and scholarships, etc. This cell may be very instrumental in bridging the psychological gap between the teacher and the student. It may be instrumental in blending the harmonious relationships between the learner(s) and his/her family and the institution at large. It will create an atmosphere of trust and responsiveness between the mentor and the mentee.

II. Needs of Mentee:

- i) Guidance in a general or specific professional area.
- ii) Series of questions or issues.
- iii) Early career development.
- iv) Creation of broad career development pathways.
- v) Ethical and moral guidance.
- vi) Assistance in navigating professional settings, institutions, structures, and the system.
- vii) Professional identity development guidance.
- viii) Personal issues and problems of the mentee.

III. Aims and Objectives:

The mentor-mentee relationship is expected to create an environment of trust, friendliness and quality facilitation at all levels in the University. We aim to foster an environment where all students get rightly educated and take the right steps toward building their careers. The process has the following objectives:

- i) To bridge the gap between the mentor and the mentee.
- ii) To ensure the quality performance of the students in academics.
- iii) To deal with the related issues for the holistic development of the students.
- iv) To provide mutual support and a congenial learning environment.
- v) To inspire and motivate for higher studies and competitive examinations.
- vi) To discuss stress-related issues.
- vii) To regulate the academic involvement and assess the outcome.

IV. Programme Details:

- i) Mentees shall be assigned to the mentors right from the first year/first semester of the programme.
- ii) A mentor shall not be allotted more than 30 mentees at a time.
- iii) The mentees preferably be attached to the same mentor for the entire duration of the programme. However, the mentee may seek a change in their mentorship, if there is some genuine issue.
- iv) The mentor shall meet the mentees weekly in groups and record the outcome of the meeting in hard copy. The details about each mentee and his/her issues along with action taken for resolution will be recorded and periodically updated. However, a mentee may contact his/her mentor as per the need.
- v) The mentor shall identify the students performing exceptionally well in curricular or co-curricular activities and report to the head of the department (Convener) to provide further motivation to advanced/gifted learners.
- vi) The mentor shall also identify the students whose performance/attendance is below par. The mentor shall interact with the student and try to find out the cause of the problem or indifferent behaviour. If required, the mentor may involve the parents/head of the department for reforming the student.
- vii) Attendance: The mentor shall observe and monitor the attendance of the mentee. He/she shall advise and take necessary follow-up action about mentees who do not meet the attendance norms of the university/department.
- viii) Academic Matters: The mentor shall also keep track of the academic performance of mentees including continuous assessment, term and examination, fieldwork and practical and help the mentee through counselling or by arranging remedial teaching/tutorials, etc. as per the need.
- ix) The mentor should also pay attention to;
 - i) Behavioural and discipline matters.
 - ii) Health and physical well-being of mentees.
 - iii) Mentees' involvement for a higher level of achievements, use of talents and co-curricular activities.
 - iv) Stress-related issues.

V. Roles and Characteristics of Mentors:

- i) Acts as an experienced role model.
- ii) Provides acceptance, encouragement, and moral support to the mentees.

- iii) Provides advice, counselling and coaching.
- iv) Facilitates professional development of the mentees.
- v) Challenges and encourages appropriately to facilitate mentees' personality growth.
- vi) Provides nourishment, caring, and protection to mentees.
- vii) Integrates professional support with other areas such as faith, family, and community.
- viii) The mentor must refrain from discriminating against the mentees on any grounds. All must be treated as equals.

Evaluation of the progress and submit the Report to the Convener (Head/ Director) (The formats are attached). The Head of the Department will prepare a composite report for the department and send it to the Internal Quality Assurance Cell of the University with a copy endorsed to the Vice Chancellor. These reports will be used as feedback for monitoring the Mentor-Mentee process at every level. These reports will be used as feedback for monitoring the Mentor-Mentee process at every level. These records may also be shared with the parents of the Mentee if required. All the required formats will be developed, in due course, by the IQAC and the same are supposed to be used by different departments with the flexibility of certain modifications as per the specific needs of the department/programme.

VI. Expected Outcomes:

The Mentoring system, if implemented properly, will lead to significant improvement in the teacher-student relationship. The system may be useful in identifying slow learners and advanced learners. Based on the Mentor's report, the department may organise special programmes, such as remedial classes for slow learners.

Need-based interventions may be launched based on feedback obtained from the mentees, which would prove to be beneficial to the students in particular and the entire university system in general. The success of the proposed Mentoring System is supposed to be judged in terms of the considerably enhanced campus environment. It may be evident through:

- i) Enhanced contact hours between Mentors and Mentees;
- ii) Regularity and students and improvement in students' attendance records.
- iii) Minimized student drop-out rates;
- iv) Identification of slow learners for conducting Remedial Classes and other actions.
- v) Advanced learners were identified and encouraged with additional assignments and changes and the development of an incentive system for them.
- vi) Enhanced motivation and job involvement levels of the mentees (students);

- vii) Enhancement in the overall satisfaction levels of students and their parents with the courses/programmes offered and the overall pedagogical process in the university;
- viii) Overall quality improvement of service delivery at all levels leads to better organizational functioning and public image of the University.