

2.3.3

Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

INDEX

S. No.	Supporting Documents
1.	Mentor-Mentee Policy

SRM UNIVERSITY DELHI-NCR, SONEPAT

Established under Haryana Private Universities Act 2006 as amended by Act no.8 of 2013 and recognized by
UGC u/s 2(f) of UGC Act, 1956

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Mentor-Mentee Policy

The University life of students is changing very fast with pressures to achieve high in academics, secure jobs with respectable earnings, build their careers of their choice, and integrate learning of various skills with curriculum to ensure job security and to cope up with the information available on the social media. At the same time, with the fast advancement in international relations and developments in science and the sudden onset of COVID like pandemic, higher education is becoming more and more complex and challenging. All of this creates a lot of anxiety and uncertainties among University students about their success during and afterwards. It is a well-established fact that the turning point in the career of students is not the curriculum topics but the relationship with the mentors who may be their peers or teachers or professionals. SRM University Delhi-NCR, Sonapat, admits students from all over India with diverse social, cultural and economic backgrounds. Hence, there is a requirement of continuous mentoring of students for academic, social, personal and career guidance. Looking at all these needs of students, the University created a Mentor-Mentee system where a group of students (Mentees) are assigned to a faculty (Mentor) from the same Department. The IQAC will hold sessions every year for faculty members on mentoring. The Following policy has been adopted by the University for its Mentorship Program.



1. Mentor-Mentee Mechanism

1. Faculty members (Mentors) will be assigned a group of 15 to 25 students from the same Department.
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. In case of Divyang students, specific Faculty Mentors will be allotted in addition to their Departmental mentors who will look after of their special needs.
5. Student Mentors will be assigned to slow learners in the format of a buddy system.
6. Peer or student mentors will be felicitated at a suitable platform and the number of hours spent by them will be considered towards completion of NSS program.

2. Responsibilities of Mentor

1. 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.
2. Assess mentee's background, knowledge, skill, motivation, experience, hobbies, etc.
3. Help to improve upon communication skills and shed hesitation.
4. Counsel, guide and advice mentee to accomplish their goal in academic and career development.



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5. Help them solve their concerns with appropriate support and referral available.
6. Encourage inquisitiveness and interest in academic, extracurricular and social works.
7. Conduct discussions on socio-cultural aspect of the country to make good citizen.
8. If situation demands contact parent/guardians and provide the information about the achievements of their wards.
9. Update them on various scholarships, fellowships, competitions, internships, research projects, job opportunities, etc.
10. Develop leadership quality, team work among mentee.
11. Develop a long term relationship and keep in contact to see the effects of mentoring and the progression of the mentee.
12. After completion of each session, submit the meeting records and a brief report to IQAC keeping the information and discussions with the mentees confidential.
13. Consult the college psychologist about the needs of any mentee and take necessary action.
14. Listen to the mentees, be flexible, be empathetic, be respectful and invest time and efforts
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. Reaching out to other colleagues to request to conduct special/remedial classes for slow learners in the group.



3. Responsibilities of Mentee

1. Attend meetings regularly
2. Be respectful towards everyone and the mentor
3. Share details of her/his performances in academic, extra-curricular activities, etc with mentors
4. Share his/her career plans and specific needs with mentor.
5. Focus on the guidance or advice provided by the mentor.

4. Expected Outcome of the Mentor-Mentee Mechanism

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

5. Faculty and college 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, and 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.

6. Faculty and college 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 COURSEERA 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. Honor 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.

