



# **MENTOR-MENTEE POLICY**

ITM, Gwalior (Sithouli Campus)



## INTRODUCTION

Student life at ITM Gwalior is undergoing rapid transformation as learners today face immense pressure—not only to excel academically and secure high-paying jobs but also to chase personal career goals and adapt to the fast-changing world influenced by social media. Adding to this complexity are global developments, scientific innovations, and unexpected challenges like the COVID-19 pandemic, which have made higher education more demanding. As a result, many students experience heightened stress and uncertainty about their future—both during college and in their professional lives thereafter.

It is widely acknowledged that a student's career trajectory is shaped not only by the formal curriculum but also by the meaningful relationships they develop with mentors—whether they are faculty, peers, or industry experts. At ITM Gwalior, we welcome students from across India and abroad, each bringing their own unique cultural, social, and economic perspectives. Therefore, it becomes crucial to provide continuous mentoring that supports students academically, personally, socially, and professionally.

To meet these evolving needs, ITM Gwalior has implemented a Mentor-Mentee system, where each faculty member is assigned a group of students from their department. To strengthen this initiative, the Internal Quality Assurance Cell (IQAC) organizes annual workshops to train faculty mentors with the skills and understanding necessary to effectively support their mentees.

Recognizing the diverse aspirations and challenges of our student community, ITM has formulated a dedicated mentorship policy to guide and support this initiative.

## APPLICABILITY

The provisions of the Guidelines for Mentor-Mentee will be applicable w.e.f the date of its approval by the Internal Quality Assurance Cell (IQAC) of the ITM Gwalior. These guidelines will be applicable to all the students enrolled in all the programmes of the ITMGwalior.

## OBJECTIVES OF THE STUDENT MENTORING POLICY ARE AS FOLLOWS:

- To provide personalized guidance to students on career planning as well as non-academic concerns.
- To inform students about preparatory programs such as skill development and bridge courses aimed at improving academic success.
- To motivate students toward achieving their learning objectives, enhancing academic performance, and nurturing a sense of curiosity and engagement in academics and institutional activities.
- To offer support and advice on various aspects of student life, including physical and mental health, emotional well-being, and to direct them toward appropriate resources.
- To support academically underperforming students, playing a vital role in helping them navigate academic and extracurricular challenges.
- To assist students in adapting to college life, helping them understand the challenges and opportunities they may face and ensuring a smoother transition.
- (Combined repeated point) To counsel academically weak and emotionally distressed students, providing support in coping with academic, extracurricular, and personal issues.
- To proactively identify general student concerns and ensure they are brought to the attention of relevant authorities for timely resolution.
- To promote discipline through regular counselling, encouraging punctuality and consistent attendance among students.

## ELEMENTS OF THE STUDENT MENTORING POLICY INCLUDE:

- Recognizing students who are struggling academically.
- Establishing structured support systems to assist these students in improving their performance.
- Assessing the effectiveness of mentoring by measuring outcomes and progress post-intervention.

## MENTOR-MENTEE MECHANISM

- Each faculty member (mentor) will be allotted a group of 15 to 25 students from the same academic school.
- Once a student is assigned to a mentor, the mentoring relationship will continue throughout the duration of the student's academic program.
- Each year, newly admitted first-year students will be added to mentors' groups to replace the outgoing graduating batch.
- To support slow learners, a buddy system will be implemented wherein student mentors will be assigned to guide and assist them

## ROLE AND RESPONSIBILITIES OF THE MENTOR

- A mentor should adopt multiple roles, demonstrating flexibility and commitment to effectively support students.
- Offer coaching and guidance to help mentees achieve their academic and personal goals.
- Conduct at least one meeting (online or offline) per month, ensuring a minimum of 8 hours of interaction with mentees each semester.
- Assess each mentee's background, skills, interests, motivation, and experience to personalize support.
- Assist students in improving communication skills, overcoming hesitation, and addressing concerns with the help of appropriate resources or referrals.
- Provide meaningful exposure to new learning opportunities and experiences beyond the classroom.
- Create learning opportunities that spark curiosity, and encourage participation in academics, extracurriculars, and community activities. Help develop leadership and teamwork skills.
- Offer supportive and non-judgmental counselling that builds self-esteem and guides mentees toward academic and career success.
- Practice active listening—focusing fully on the mentee and responding with attentive verbal and non-verbal cues.
- Share personal experiences, including setbacks and lessons learned, to inspire openness and learning.
- Maintain strict confidentiality of all discussions. When appropriate, communicate with parents/guardians about the mentee's achievements.
- Serve as a role model by consistently demonstrating the values and behaviors expected of successful individuals.
- Refer mentees to the college's Student Counsellor for professional help when emotional or psychological support is needed.
- Direct mentees requiring academic assistance to relevant faculty members and facilitate subject-specific guidance if necessary.
- Keep mentees informed about scholarships, fellowships, internships, competitions, research opportunities, and job openings.
- Identify individual learning needs and recommend appropriate programs to IQAC, such as skill-building workshops, career counselling, or entrance exam preparation.
- Build a lasting mentor-mentee relationship and continue to track their growth and development over time.
- After each mentoring session, submit a summary report to IQAC while keeping the contents of discussions confidential.
- Seek guidance from the college psychologist when required, and

approach all mentee interactions with empathy, respect, flexibility, and dedicated time.

## MENTEE'S ROLES AND RESPONSIBILITIES

- The mentee is expected to take the initiative in reaching out to the mentor and must attend all sessions punctually and well-prepared. Courtesy and respect should be shown to both the mentor and others involved.
- The mentee should set the agenda for each session, ideally by sharing discussion topics with the mentor in advance via email. At the beginning of every session, a brief update on progress since the last meeting should be provided.
- Mentees are encouraged to openly discuss their thoughts, concerns, and career aspirations to help the mentor understand their context better.
- A mutually convenient schedule for mentoring sessions should be agreed upon. The mentee must mark these on their calendar and allocate sufficient time for preparation before and after each session. Starting and ending on time reflects the mentee's commitment and respect.
- The mentee should focus on building a meaningful relationship rather than expecting immediate outcomes. A mentor's role is to provide insights and share experiences—not to offer employment. Students should keep their mentor informed of their academic and extracurricular progress.
- Mentees should not hesitate to ask specific and direct questions relevant to their goals. It is the mentee's responsibility to ensure the conversation addresses their concerns. They should share their career goals clearly and remain attentive to the mentor's advice and suggestions.

## OUTCOME OF THE MENTOR-MENTEE PROGRAM

- To empower students through imparting skills for self-awareness, self-management, social awareness and relationship management.
- Identification of the learning abilities of the students and requirements of special needs.
- Identification of slow and advanced learners and take appropriate steps.
- Proposal for augmenting curriculum as per the requirement of the students.
- Initiating new courses for career advancement of students based on student requirements.
- Modifications in the Teaching-learning pedagogies

## RESPONSIBILITY TOWARDS SLOW LEARNERS

- Slow learners should not be equated with poor performers or individuals with learning disabilities. Their slower pace of learning may stem from factors such as socio-economic background, limited exposure, lack of academic resources, language barriers, hesitation in classroom interactions, or differences in previous curricula (especially among students from various state boards). Mentors play a critical role in identifying and addressing these challenges through appropriate strategies. Some effective methods faculty can adopt to support and motivate slow learners include:
- Providing simplified lecture notes and accessible study materials to facilitate better understanding.
- Recording classroom lectures and sharing them with students, allowing them to revisit and learn the content at their own pace.
- Organizing remedial or special classes tailored to address specific academic gaps.
- Implementing peer education models such as buddy systems or assigning peer mentors to offer additional guidance.

- Offering personalized academic and emotional counselling to address both academic and personal challenges.
- Promoting collaborative learning through structured group activities to enhance engagement and peer support.
- Motivating students to participate in co-curricular activities, helping boost confidence and all-round development.
- Using relatable examples and real-life case studies from students' own social contexts to enhance comprehension and relevance.
- Encouraging curiosity-driven learning and enrolling students in life skill or communication skill development courses to build confidence and improve overall competence.

## RESPONSIBILITY TOWARDS ADVANCED LEARNERS

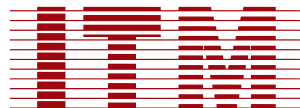
- Advanced learners are students with higher intellectual capabilities and a quicker grasp of academic content. These students benefit from opportunities that go beyond the prescribed curriculum in order to fully explore and realize their potential.
- Provide additional academic resources and enrichment opportunities to support their career advancement.
- Encourage participation in institutional research projects to cultivate a strong research mindset.
- Motivate students to write and publish research articles, review papers, popular science pieces, or book chapters under faculty supervision.
- Promote critical reading of scholarly literature and facilitate student-led presentations to enhance analytical and communication skills.
- Inspire participation in national and international conferences, seminars, and workshops to foster academic networking and exposure.
- Recognize and reward excellence through scholarships, awards, and certificates to reinforce high performance.
- Support enrollment in online learning platforms such as SWAYAM, COURSEERA, or similar, for expanding subject knowledge and interdisciplinary learning.
- Recommend challenging reading materials that go beyond the standard curriculum to stimulate deeper intellectual engagement.
- Pose higher-order questions that transition from factual recall to conceptual analysis and critical thinking.
- Encourage and support creative, out-of-the-box thinking; help students transform their innovative ideas into functional models or prototypes.
- Adopt and promote a teaching-learning framework grounded in the principles of Explore, Create, Envision, Support, Improve, and Exhibit, which aligns with nurturing the potential of advanced learners.

## RESPONSIBILITIES OF HODS

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

## OUTCOMES

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



INSTITUTE OF TECHNOLOGY  
& MANAGEMENT  
GWALIOR • MP • INDIA  
“THINK BIG... THINK BEYOND”

## Annexure – A

### **REGISTRATION FORM**

#### **Personal Record Of Student:**

Semester :..... Branch :..... Jan-June...../July-Dec ..... Date:.....

Name of Student.....Father's Name.....College Roll No.....

Address : (i) Local..... Mobile No.....

Name of Local Guardian.....

(ii) Permanent.....

Phone No..... Mobile No.....

(iii) E-mail.....

Name of Teacher **Guardian/Mentor**.....

Photograph  
(Student)

#### **Details of Fee Deposited:**

Receipt no.: ..... Date : ..... Amount Rs.: .....  
GATE/CAT/GRE/TOEFL Details

#### **Letter Dispatch detail in case of short attendance.**

Date of Dispatch: - ..... Letter Reference ID:- .....

### **UNDERTAKING**

#### **I hereby declare that –**

- (i) I shall attend all the classes as per time table first after registration failing which I will bear all the consequences as levied on me by Institute Authority.
- (ii) I shall be regular, attentive and serious towards my studies during the whole semester.
- (iii) Under no circumstances my attendance in theory and practical classes (Separately) shall fall below 75% as per requirement of RGPV. In case my attendance falls below the requisite attendance, I shall comply with the decision taken by college authorities and may even be debarred from appearing semester exam of R.G.P.V., Bhopal. **I may also be deprived of the opportunity to avail campus placement if I fail to have requisite attendance.**
- (iv) I shall obey the rules & regulations as laid down by the college from time to time and shall maintain proper discipline.
- (v) In the situation when I am unable to attend the classes due to illness, I shall inform the college authorities within three days and shall submit the medical certificate within seven days, from a registered practitioner duly endorsed by the college doctor.

**Date:**

**Signature of the student**

**Date of registration**

Name & Counter signed: by the Mentor .....

By HOD: .....