

NIRMA UNIVERSITY

Student Mentoring Policy

1. PREAMBLE

'Mentoring' has long been used as an enabler to enhance outcome of teaching – learning process. Mentoring assists and supports the academic and professional development of the 'mentee' through timely interventions: formal or informal. The university life is commonly a first time move away from family and home, especially for undergraduate students resulting in significant changes in their behaviour. This presents them with a number of opportunities as well as challenges often adding to the stress and anxiety amongst students. If the available opportunities are utilized and challenges are mitigated, students may achieve their full potential upon completion of studies at Nirma University (NU) and emerge as high-quality professionals who reflect and demonstrate values that the NU stands for. It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, take decisions with courage, be aware of relationships, be sensitive to others, understand the role of money in life, and feeling of prosperity, etc.

2. DEFINITIONS:

The important terms used in the Nirma University Mentoring Policy carries the following meaning:

Mentor: a more experienced individual (mostly faculty but may include a senior student, alumnus or an industry expert) who mentors a mentee for academic and personal development.

Mentee: a student enrolled at NU for any programme.

Mentoring: a process that involves a trust-based relationship for overall development of the mentee. This involves periodic as well as need-based interactions to guide the mentee in areas in which the mentee needs support.

Institute level mentoring committee: The 'faculty' shall mean Institute level mentoring committee for this purpose and comprises Head of the Institute (HoI) and all faculty members.

University level mentoring committee: A committee comprising University and Institute level Coordinators, University Counsellor, Head of Students Welfare Board and any members nominated by the Director General.

3. OBJECTIVES:

This student mentoring policy has been designed to complement other policies and/or activities to ensure that NU students achieve their full potential. It reflects the institutional belief in the development of all students regardless of age, gender, disability, race or religion. This policy aims that mentoring shall be a formal, safe, non-judgemental relationship that facilitates a wide range of interaction between mentor (s) and mentee (s) to harness mentee's full potential in learning,

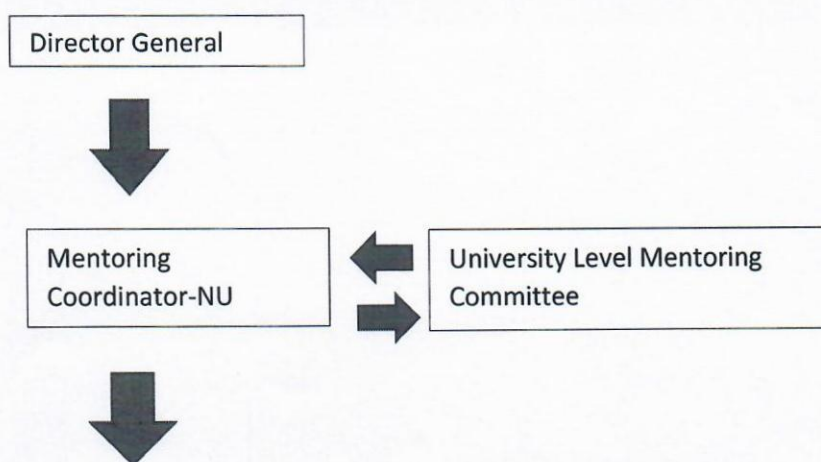
research and extension activities. The specific objectives of NU student mentoring policy are as follows:

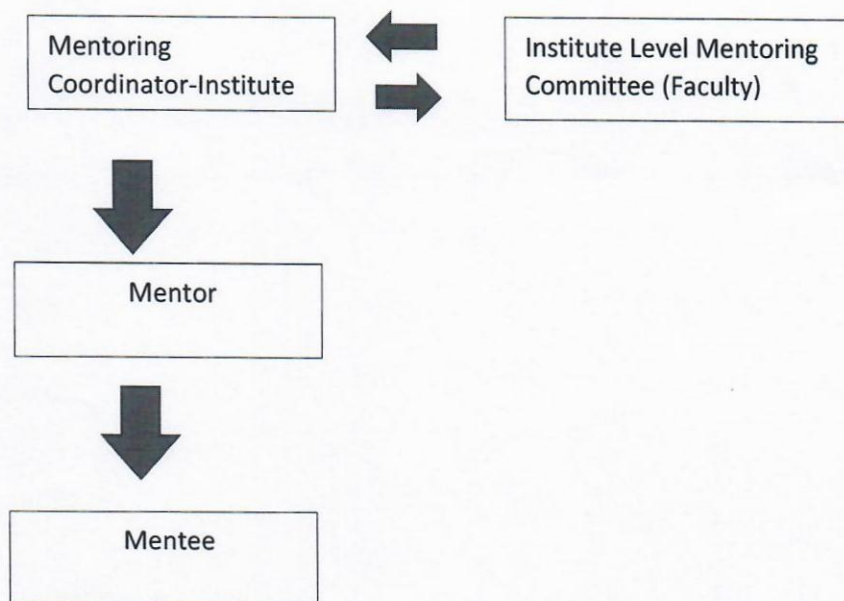
- i. To raise awareness among students about mentoring as well as roles and responsibilities of parties involved in mentoring process.
- ii. To provide mentees a platform for sharing their problems related to academic and non-academic matters.
- iii. To raise awareness among mentees about knowledge / skills and attributes required for their development and career growth.
- iv. To provide appropriate assistance and guidance to mentees to resolve the identified issues, weaknesses and challenges.
- v. To monitor academic progress of the mentees and identify slow or weak learners to provide them with enabling environment to grow and prosper.
- vi. To provide an enabling environment to all the mentees for their overall academic and personal development.
- vii. To inculcate higher degree of professional responsibilities and imbibe human values amongst mentees.

4. BENEFITS OF MENTORING

Mentoring and connecting with faculty members is important as it would set up a healthy relationship between the students and the faculty. Mentoring is a mutually beneficial relationship. It provides mentors an opportunity to engage the curiosities and energies of fresh minds. It avails them an opportunity of professional satisfaction inherent in mentoring process of preparing the next generation of intellectual leaders. It is beneficial to mentees as it prepares them to deal more confidently with the challenges of intellectual work. It also helps them learn techniques of collaboration and networking for academic and professional growth.

5. NU MENTORING ORGANOGRAM





6. ROLES AND RESPONSIBILITIES

6.1 Responsibilities of University Level Coordinator

- a) Monitor the overall implementation of the mentoring policy through the institute coordinators.
- b) Oversee scheduling and conduct of mentoring sessions.
- c) Provide support and guidance to institute level coordinators.
- d) Ensure proper documentation and report to university authorities.
- e) Update mentoring policy as may be required.

6.2 Responsibilities of Institute Level Coordinator

- a) To organize the orientation session and sensitize the faculty members on their roles and responsibilities before the commencement of the academic semester.
- b) Schedule mentoring activities on the time table and inform students accordingly
- c) Ensure that mentoring sessions take place as per schedule.
- d) Compile mentoring summary report, conduct periodic analysis and present findings to faculty meeting.
- e) Provide support /guidance to mentors as may be required.
- f) Refer matters to University Counsellor as may be required.

6.3 Responsibilities of a Mentor:

Mentor has the prime responsibility to ensure that mentoring is effectively implemented. Her role includes but is not limited to the following-

- a) Inform mentees about mentoring sessions (day, date, time, venue etc)
- b) Establish trust-based relationship and raise awareness among the mentees.
- c) Monitor academic progress of the students and provide them appropriate guidance for improvement.
- d) Assist students in understanding and availing growth and development opportunities.
- e) Keep track of employment or further study status of mentees after graduation.
- f) Refer the exceptional matters to Institute level coordinator/ HoI for appropriate interventions.

6.4 Responsibilities of a Mentee:

The mentees are expected of the following-

- a) Attend mentoring sessions as per the schedule and submit the desired information /documents.
- b) Share the academic challenges/ difficulties faced with the respective mentors.
- c) To put efforts in improving the academic performance or participate in other activities as guided by the mentor.
- d) Treat all members of the mentoring process with respect.

7. IMPLEMENTATION OF MENTORING POLICY

7.1 Appointment of Mentoring Coordinators:

For effective implementation of the NU Mentoring policy, a coordinator at University level shall be appointed. Similarly, there will be a coordinator at each institute to ensure effective implementation of the mentoring policy across the University. The Director General shall appoint University coordinator for mentoring process, while, the Head of the Institute or Head of the Department (as may be applicable) will appoint a senior faculty member of concerned institute as Institute Coordinator for mentoring process.

7.2 Appointment of mentors and their orientation

All faculty members shall be appointed as mentors. Prior to the commencement of the mentoring process, the faculty members will be oriented and sensitized regarding the importance and objectives of the mentoring process as well as their role in the process. They need to recognise that mentoring of students is an integral part of their professional duty. Institute level coordinator, who is usually a senior faculty member, will act as resource persons for this orientation session, which ideally shall be of 2 to 3 hours duration.

A brief module shall be developed to equip mentors with necessary traits to effectively carry out the mentoring process. The orientation process shall also highlight the documentation required for mentoring process.

7.3 Frequency of mentoring sessions:

Though the mentoring is an ongoing process, it is proposed to have at least 4 formal mentoring sessions per year for first two years and at least two formal sessions for third and fourth year as may be applicable. The formal sessions shall be complimented by more formal and / or informal sessions as the need may be. Some of the sessions, specially the first one, shall be a group session. The formal meetings shall be part of the time table of the respective institute / department.

University level mentoring committee shall meet twice a year, preferably at the end of each semester to take note of progress of mentoring activities and address issues which may need its attention and propose changes in the policy and or approach if any.

Institute level coordinators shall present summary of mentoring sessions to 'Faculty Meeting' after each round of formal mentoring sessions. The summary of mentoring sessions shall be discussed at IQAC meetings and at least 2 summary reports shall be submitted to 'faculty meeting' every year. The meeting shall discuss the progress of mentoring and the issues identified by individual mentors which may require higher level of intervention / support.

7.4 Allocation of students to the mentors

The concerned HOI / HOD shall assign a group of about 20 students to an individual faculty member. Preferably, the same faculty member shall remain as the mentor for the same group of mentees till the completion of programme of study. Additional mentors / guest mentors (industry experts) / student mentors shall be appointed / invited in specific cases to handle specific issues. Industry experts shall be invited as guest faculty during mentoring sessions to address specific issues as the need may be. A preliminary allocation of mentees to a mentor shall be disclosed at the time of induction of first year students. Their contact details shall be shared with both the students and parents. An introductory session about mentoring at NU shall be part of the induction programme which parents may also attend. There shall be a provision for reallocating students to other mentors if required by the circumstances.

7.5 First Phase (round) of Mentoring

After allocation, the mentor will plan for a preliminary round of mentoring. This round shall preferably be organised within the first two weeks of the semester. All the students will be informed about the mentoring session (day, date, time and venue etc.) through e-mail. The mentor shall explain the roles and responsibilities of both the mentor and mentee as well as highlight the importance of the mentoring process. The mentees would be required to complete the mentoring agreement form (MAF) online, highlight their career aspirations and academic areas where they need help.

The mentor shall try to create a bonding, based on trust so that students open up and share their concerns. The mentor shall make necessary remarks online. The form shall be accessible by the

mentor, mentee and the institute level coordinators. In the interim, the completed forms will be collected and kept on a file by the mentor for use during subsequent meetings. Mentor shall also create a what's app group for communication amongst the group members.

7.6 Follow up mentoring sessions and actions:

After primary briefing and form filling, the mentor will interact with each individual student and will make necessary remarks in form MAF.

At the time of second meeting, mentees shall complete details such as their academic progress, behavioural issues, peer pressure, attendance related issues and participation in other activities. They shall highlight challenges faced during this period and areas they need help in. Based on all details submitted on the form MAF, mentor shall engage the mentee further and come up with strategies / actions to help mentees with identified weak areas/ challenges. In the process, the mentor will identify the academic category of the mentee i.e. slow learner, advanced learner or weak in studies. Mentor shall also identify, if there are any challenges which needs an intervention at higher level such as institute level or referring the matter to University counsellor. The mentees identified as slow / weak, shall be provided with opportunities to improve in studies. Those identified as fast learners, shall be guided to excel in studies and career paths. All interventions shall be recorded for future reference and remedial actions. The focus of mentoring during first two years (during first year for two year programmes), shall be on academic challenges and issues on campus, while third year onwards the focus shall be more on careers guidance and further study opportunities. The mentors shall also keep track of employment or further study status of mentees after graduation.

Among other issues, the second meeting shall discuss academic progress based on CEE, attendance and also orient them for SEE. The third meeting shall discuss the overall performance of the mentee during odd semester including SEE results. Towards the end of academic year, during the first two years (during the first year only for two-year programmes), the evaluation of mentors (by mentee) shall be conducted to allow feedback and implement changes, if required. Informal meetings shall be convened when a mentee requests for any help or such meetings.

7.7 Closing round of meeting

The final round of mentoring shall be arranged during the last semester of a programme. This final round shall also include orientation of mentees to become an active alumnus and become voluntary mentors.

7.8 Documentation (online)

The mentoring agreement form (MAF) as well as mentor evaluation form (MEF) shall be online. The MAF shall be accessible to the mentor, mentee and institute level coordinator. The mentor shall ensure that all the details are updated in a timely manner for all the mentees assigned to him / her. The mentor shall report the outcome to HoD/ HoI regularly through institute level coordinators. Any cases requiring attention of higher offices / University counsellor shall be reported immediately to the institute level coordinators for further action.

7.9 Analysis

The summary of mentoring sessions shall be submitted to the concerned Area Chair/ HOD / HoI., who will take necessary actions, wherever required and may inform the University coordinator/ Counsellor as may be appropriate.

8. EVALUATION OF MENTORS BY MENTEES

The evaluation of mentors will be conducted at the end of every year for first two years (at the end of first year only for two-year programmes). The mentor feedback form is attached as Form -MEF.

9. SYSTEM REQUIREMENTS / INTEGRATION

To allow better communication between various parties involved and easy access to information, the mentoring session shall be included on the time table through the University Information System. The IT / Exam department shall provide an interface so that the relevant forms can be maintained online and mentors can access details regarding attendance, academic performance etc. of their mentees, which will help them in conducting effective mentoring sessions.

10. REVISION OF THE POLICY:

The policy will be reviewed every three years or earlier if the need may be.

11. DATE OF PUBLICATION:

The publication date of this policy is August 2021 and the implementation date is with immediate effect.

***** End of the document*****

NIRMA UNIVERSITY
MENTOR EVALUATION FORM (MEF)

(To be filled by the mentee)

Date	
Name of the Mentee:	
Programme Name:	
Roll Number:	
Semester	
Name of the Mentor:	

Instructions: Evaluate designated mentor and mentoring process on a scale of 0 to 4 where:

4 – Significantly; 3 – Very Well; 2 – Moderately; 1 – Marginally; 0 – Not at all

Mentor Availability and Treatment					
1. Your mentor makes himself /herself available to you.	4	3	2	1	0
2. Your mentor always addresses your concerns.	4	3	2	1	0
3. Your mentor treats you respectfully.	4	3	2	1	0
Cognitive, Social and Emotional Growth					
4. The guidance of your mentor promotes cognitive, social and emotional growth	4	3	2	1	0
Academic and Personal Growth					
5. Your mentor does a regular follow-up pertaining to your progress in academic life.	4	3	2	1	0
6. Your mentor solves your academic concerns, if any	4	3	2	1	0
Strengths and Weaknesses					
7. Your mentor identifies your strengths and encourages you with providing right level of guidance to fully utilise them.	4	3	2	1	0
8. Your mentor identifies your weaknesses and provides you with right level of guidance to overcome them.	4	3	2	1	0
Extra-Curricular Activities					
9. Your mentor encourages you to participate in extracurricular activities by sharing details of available opportunities based on your competence.	4	3	2	1	0
Peer Pressure					

10. Your mentor guides you about how to deal with the peer pressure.	4	3	2	1	0
Soft Skills and Employability Skills					
11. Your mentor guides you about inculcating soft and employability skills to make you ready for work.	4	3	2	1	0
Potential Recognition, Career Goals					
12. Your mentor helps you in recognising your potential and achieving career goals	4	3	2	1	0
Social Responsibility					
13. Your mentor inculcates how to be a socially responsible individual.	4	3	2	1	0

Nirma University Mentoring Agreement Form (MAF)	Paste your Photograph
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Purpose: This mentoring form is created to ensure that mentor and mentee develop a mutual understanding of expectations from the beginning of their relationship. This will help both mentor and mentee to establish trust-based relationship, identify goals and other skills areas to be enhanced or improved.

A	BASIC INFORMATION OF MENTEE (to be completed during first meeting)	
1	Full Name	
2	Gender	
3	Roll Number	
4	Programme of Study	
5	E-mail	
6	What's app number	
7	Phone Number (Parents / Guardian)	
8	Home Language	
9	Career goals	
10	Areas for improvement	

Declaration by Mentee:

As a 'mentee' I agree to do the following:

- ✓ Meet as scheduled with my mentor and maintain communication
- ✓ Follow the professional advice / suggestions given by the mentor
- ✓ Review my progress and look for opportunities to enhance my performance

Signature _____

Date _____

Declaration by Mentor:

As a mentor, I agree to do the following:

- ✓ Serve as a mentor for _____ and provide guidance and encouragement for her / his academic progress.
- ✓ Conduct mentoring sessions as scheduled
- ✓ Provide feedback to the mentee
- ✓ Submit summary of mentoring session to the mentoring coordinator
- ✓ Report issues that may require interventions from higher offices

Name _____

Signature _____

Date _____

B	ACADEMIC RECORD (For use during 2 nd meeting onwards) (to be modified to suit programme needs)								
1	Semester / Term- wise attendance (%)								
	I	II	III	IV	V	VI	VII	VIII	IX
2	Semester/ Term- wise Failure / NT in No. of Courses								
	I	II	III	IV	V	VI	VII	VIII	IX
2	Semester/ Term- wise PPI/ CGPA								
	I	II	III	IV	V	VI	VII	VIII	IX

C: Issues / difficulties for discussion

This page should be printed and used every time when a mentoring meeting takes place (2nd meeting onwards)

Number of meeting _____		Date of Meeting _____
1.	Academic issues / difficulties	
2.	Career related issues	
3.	Personal issues / difficulties	
4.	Discussion	
5.	Suggestions / Action proposed by mentor	

Signature of Mentor :

Signature of Mentee :