



BML Munjal University Gurugram (Haryana)

Mentor-Mentee Policy, 2019



MENTOR - MENTEE POLICY, 2019

1. SHORT TITLE AND COMMENCEMENT

The Policy shall be called the BML Munjal University “Mentor - Mentee Policy, 2019” and shall come into effect from the date of approval by the Academic Council of the University.

2. AIM

Aim of the policy is to provide guidelines for student mentoring program of the University;

3. APPLICABILITY

3.1 The Policy shall be applicable to all students who are enrolled in a full-time program of the University;

3.2 The University may, selectively make this policy applicable to part-time students as well.

4. DEFINITIONS

4.1 “University” means the BML Munjal University, Manesar, Haryana.

4.2 “School” means constituent unit of the University. A School may have two or more Departments for imparting instruction.

4.3 “Dean” means the Dean of a School of the University.

4.4 “Department” means a unit of a School or a Centre of the University for the delivery of academic programs; or is headed by a ‘Head of Department’ (HoD).

4.5 “Head of Department (HoD)” means the head of a Department under a School.

4.6 “Registrar” means the Registrar of BML Munjal University, Manesar, Haryana.

4.7 “Counselor” means a person trained to provide help and guidance to the students, parents and employees on personal or psychological issues.

4.8 “Faculty Mentor” means a faculty member of a Department or a Centre tasked with mentoring the students in order to maximize their learning potential.





- 4.9 “Mentee” means a student who is advised, trained or mentored by a mentor.
- 4.10 “Program” means a fixed educational study offered by the University leading to conferment of a degree.
- 4.11 “Mentoring Program Coordinator” means a faculty member of a Department designated as Mentoring Program Coordinator.

5. IMPORTANCE OF STUDENT MENTORING

- 5.1 Mentoring in BML Munjal University’s context is an endeavor to help students, especially the slow learners, to resolve their study related problems and improve academic performance through mentoring programs conducted by designated Faculty Mentors on a regular basis.
- 5.2 Student mentoring gives more importance for the following reasons:
- 5.2.1 Student diversity in terms of varying linguistic, socio-cultural, economic and geographical backgrounds.
 - 5.2.2 Diverse educational background and academic standards of the students enrolled.
 - 5.2.3 Students’ expectations and apprehensions of learning in a new environment and about their academic career at the university.
 - 5.2.4 To correctly right understand the University academic policies that the students are required to follow.
- 5.3 Considering above, it becomes essential that the students receive appropriate guidance and support to facilitate their adjustment to the campus life/ culture, teaching-learning process and to support their academic pursuits. In this context, the role of faculty mentors is not only crucial but manifold for the academic growth and to facilitate students to settle down and adjust for the well-being of in its new environment.
- 5.4 The type of mentoring support shall depend upon the level of the program pursued by the students.





5.4.1 Undergraduate students: To focus on students' academic progress and career development, resolving their personal problems, as also to encourage them to participate in co-curricular and extracurricular activities.

5.4.2 Postgraduate students: To focus on helping the students to develop interest in research and innovations and to provide overall guidance and grooming for choosing right career for themselves.

6. OBJECTIVES OF THE MENTORING PROGRAM

6.1 The mentoring program of the BML Munjal University is designed to serve the following objectives:

6.1.1 Help acclimatize students from diverse backgrounds on the education system and learning environment of the University.

6.1.2 Provide a free and neutral space to the students for sharing academic and personal challenges arising in a new environment.

6.1.3 Resolve specific teaching-learning related difficulties of mentees and help them to cope up with problems arising out of academic rigor or inadequacy of academic support.

6.1.4 Mentor and motivate slow learners in keeping pace with the academic activities, both within and outside the class.

6.1.5 Help students address reasons for shortfall in their academic performance and / or class participation, and render advice on low attendance.

6.1.6 Extend beyond the classroom support, whatever support is essential for improvement of the overall student experience and suggest specific interventions to facilitate successful completion of graduate program.

6.1.7 Facilitate to resolve day to day administrative problems that a student may generally face.

6.1.8 Help students improve their self-confidence and maximize their potential.



- 6.2 The mentoring program shall also help the University in getting constructive feedback on students' problems requiring attention and design a suitable mechanism to take corrective actions.

7. MENTORING POLICY OF THE UNIVERSITY

- 7.1 As a policy, mentoring facility shall be extended to all students of the University. However, attendance in the mentoring sessions shall be need based.
- 7.2 Every student shall be assigned a faculty mentor on day one of enrollment. A mentor may be allocated up to 20 student mentees.
- 7.3 The faculty mentors shall meet the assigned mentees during the Orientation Session for formal introduction. Thereafter, the mentor shall hold a familiarization meeting with assigned mentees to know about their previous educational experiences, their decision to join this university and what they hope to achieve.
- 7.4 The mentor shall meet the mentees individually or in groups, as the situation demands, at least once in a month for their first year in the University and thereafter at least once in two months. The mentoring sessions can be requirement based, when the students' progress to the final year of the program or as decided by the concerned Dean.
However, in case needed, it shall be open for a mentee to approach and seek mentoring support at any other time at the convenience of the mentor.
- 7.5 The mentoring shall be held during the office hours and the mentees shall be informed by faculty mentors shall intimate through LMS, about the schedule of mentoring meetings along with the time and place. The faculty mentors should be flexible and approachable especially for student hailing from other states/ countries with different cultural backgrounds.
- 7.6 The mentees shall primarily be responsible to contact the faculty mentors. However, the mentor can also take steps to contact his/her mentees initially.





- 7.7 The mentoring shall cover academic issues, personality problems (shyness in classroom/ communication problems, etc), psycho-social problems (feelings of isolation), or other situations faced by the mentees. For personality and psycho-social problems, the faculty mentors shall arrange counseling with the University Counselor.
- 7.8 Besides stressing the importance of attending the mentoring sessions, the mentors shall encourage the students to use their time effectively and productively,
- 7.9 The mentors should encourage the mentees both during the times of disappointment as well as success, He/she should be mindful of signs of emotional and physical stress. If necessary, such mentees should be referred to the University Counselor for counseling.
- 7.10 The mentors shall assess the progress of assigned mentees quarterly by reviewing the attendance/grades and any other available information.
- 7.11 Issues like students facing bullying, etc. shall be brought to the notice of the Head of Department and Dean and, if necessary, referred to the University Counselor for counseling. Cases of serious nature should be reported immediately without delay to the Registrar/Vice Chancellor for appropriate action.
- 7.12 The mentors shall record mentor-mentee interactions on 'Feedback Forms' specifically designed for the purpose. Such records may also be uploaded on a 'Mentoring Portal' every time the student approaches the mentor for the purpose of mentoring.

8. MENTORING PROGRAM FORMAT

- 8.1 The mentoring program of a Department shall be overseen by a 'Mentoring Program Coordinator' who, in tandem with the Head of the Department, shall facilitate the smooth functioning and effectiveness of the program at the Department level.





- 8.2 The Mentoring Program Feedback Formats shall be suitably designed by the Mentoring Program Coordinator, in consultation with the Head of the Department/Dean.
- 8.3 At the end of a semester, each Head of the Department shall forward mentoring feedback of his/her Department to the Dean for detailed analysis and appropriate action.
- 8.4 The University shall create an online portal to help faculty mentors document concerns of mentees and schedule further sessions with mentees depending on mentees' needs.

9.1 ROLE OF MENTORING PROGRAM COORDINATOR

- 9.1 The Mentoring Program Coordinator at the Department level shall oversee and coordinate the functioning of the Faculty Mentors of the respective Department.
- 9.2 The Mentoring Program Coordinator shall be appointed by the Dean of a School in consultation with the concerned Head of the Department.
- 9.3 The tenure of the Mentoring Program Coordinator shall be two years and can be extended or cut short depending upon his/her performance.
- 9.4 The role of the Mentoring Program Coordinator shall be to:
 - 9.4.1 Disseminate and help understand the aims and objectives of the mentoring program to the faculty mentors and share the context and common student concerns.
 - 9.4.2 Plan and coordinate the mentoring activity with the faculty coordinators of the Department.
 - 9.4.3 Arrange training programs for faculty mentors at the commencement of the Academic Year to ensure uniformity in mentoring program delivery across all Schools/ Departments.
 - 9.4.4 To be a single point of contact for overall information concerning the mentoring program at the Department level.





- 9.4.5 Make timely faculty mentee allocation and monitor the mentoring program effectiveness.
- 9.4.6 Maintain mentor-mentee lists and submit the Department level mentoring reports to the Head of the Department every month for preparation of Annual Mentoring Report of the Department.
- 9.4.7 Convene interactive sessions with faculty mentors to understand the challenges faced by them and address their concerns.
- 9.4.8 Analyze the feedback received from mentees and recommend action to the Head of the Department/Dean;
- 9.4.9 Keep regular checks on the online portal and encourage/remind mentors to participate actively and report technical issues in the online mentoring portal, if any.
- 9.4.10 Facilitate technical support by coordinating with the IT Support team in case of technical glitches, if any.
- 9.4.11 Review the delivery of mentoring program, whenever required, to improve mentoring practices/process and general effectiveness of mentoring.
- 9.4.12 Attend monthly co-ordination meetings with Wellness Centre for exchange of inputs concerning resolution of problems faced by students, both academic and non-academic in nature.

10. ROLE OF FACULTY MENTORS

- 10.1 The faculty mentors at the Department shall be responsible for actual mentoring of the mentees assigned under the direction of the Mentoring Program Coordinators of the respective Department.
- 10.2 The faculty mentors shall be identified by the Heads of the Departments and appointed by the Deans of respective Schools for a tenure of two years, which can be extended or cut short depending upon their performance.



- 10.3 The faculty mentors shall have the most crucial role as they would directly interact with and engage with the mentees assigned to them. The roles of the mentor shall be to:
- 10.3.1 Help newly admitted students with a supportive environment and help them adjust to the University academic policies.
 - 10.3.2 Be familiar about the socio-cultural backgrounds of mentees under their charge and help them to overcome challenges arising from a multicultural classroom environment.
 - 10.3.3 Establish a sustained connect with the mentees, be helpful and encourage them to come up with their problems.
 - 10.3.4 Conduct interactive mentoring sessions to engage with the mentees to identify and understand their strengths and areas of improvement. Also identify their short term, medium term and long-term goals and guide them towards the same. The sessions can be one-on-one or in a group depending upon the situation.
 - 10.3.5 Be available to the mentees beyond the classroom and keep them informed if for some unforeseen reason they are unavailable for a scheduled mentoring session.
 - 10.3.6 Be empathetic, unbiased and good listeners.
 - 10.3.7 Maintain regular feedback on mentees attendance regularity, academic performance, conduct, etc. and advise/mentor on short fall, if any.
 - 10.3.8 Positively communicate to the concerned teacher/official, mentees concern about a particular course or other matters.
 - 10.3.9 Keep the Mentoring Program Coordinator informed of the issues that require attention.
 - 10.3.10 Identify mentees with attitudinal problems requiring psychological counseling and refer them to the University Counselor.





- 10.3.11 To maintain strict confidentiality on mentees' concerns that are of personal/ sensitive nature.
- 10.3.12 Regularly submit mentoring feedback forms with their assessment to the Mentoring Program Coordinator for carrying out detailed analysis.

11. MENTEES RESPONSIBILITY

- 11.1 The primary aim of the mentoring program is to facilitate the learning efforts of the students and providing an enabling campus environment. The mentee should, in their own interest, make use of the same in the best possible manner.
- 11.2 All mentees are, therefore, expected to:
 - 11.2.1 Take maximum advantage of the mentoring program of the University and meet designated faculty mentors on a regular basis to resolve their academic/ other issues.
 - 11.2.2 Follow the instructions of the Mentoring Program Coordinators and the Faculty Mentors to resolve issues.
 - 11.2.3 Have a sense of responsibility and commitment towards their learning pursuits.
 - 11.2.4 Take the feedback provided by the Faculty Mentors positively and make serious efforts to act upon and improve.
 - 11.2.5 Be open and receptive to the new methods of teaching-learning and seek help, whenever required.
 - 11.2.6 Be focused on achieving desired results.
 - 11.2.7 Be disciplined and focused and make best use of the University's facilities and experience for maximizing their potential, developing skills/ competencies and improve their learning experience.



12. FEEDBACK ANALYSIS AND FOLLOW UP

- 12.1 The mentees feedback shall be carefully studied and compiled by the Faculty Mentors and forwarded to the Mentoring Program Coordinator of the Department on monthly basis.
- 12.2 The Mentoring Program Coordinator shall carry out a detailed analysis of the nature of the problems frequently faced by the mentees and steps taken at the Faculty Mentors level to address those.
- 12.3 After carrying out the analysis, the Mentoring Program Coordinator shall submit a detailed report with his assessment to the Head of the Department, suggesting what all corrective actions required to be taken to address major concerns of the mentees.
- 12.4 The Head of the Department, after carefully examining the report and the recommendations made therein, shall initiate suitable action on mentees' problems those remain to be addressed and submit a quarterly report to the Dean.
- 12.5 The Dean shall take up the quarterly report with the concerned faculty members, academic support staff and other administrative departments for resolution of the problems/concerns raised by the mentees and submit a compliance report. The Dean shall also share the compliance report with the mentees.
- 12.6 It will be the responsibility of the Heads of Departments and the Deans to ensure that the provisions of the Mentor-Mentee Policy are being followed and put into practice.



Registrar

Note- This policy supersedes the clause 4.2 of the Academic Regulations, 2014 of BML Munjal University.