



Dated: 07.07.2017

MENTORING POLICY AND PROCEDURE

Policy Statement:

Satyam College of Education, NOIDA hereby declares and adopts 'Mentoring Policy' for the students studying in the institution with predefined specific objectives. The Policy and procedure of the mentoring scheme is defined hereby with the objectives of carrying out the activity in the structured form for attainment of the objectives cherished.

Purpose:

The purpose of the mentoring scheme is to provide the students mentoring support on academic and issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to curricular, co-curricular and extra-curricular with the motto of strategy based progress through setting and achieving personal and professional goals. The skills and expertise, knowledge, wisdom, experience of the mentor set the path of achieving the predefined objectives. It also includes ice breaking activities to reduce the gap between teacher and learner and aims at creating healthy and friendly relations among mentor and mentee in order to provide a platform for students to create self-awareness and open up with their academic, intrapersonal, interpersonal and employability skills. Student mentoring system provides mentoring for career awareness, planning and development, self-awareness, assertiveness, confidence, academic planning goal setting, communication, presentation skill set development, fear for study, involvement exposure, technical skills required for the field, social, cultural psychological issues, and study concentration issues.

Definitions:

To practice and practically implement Mentoring scheme at institutional level, Satyam College of Education, NOIDA has accepted following definitions and explanations for various sources for operational purpose.

Mentoring and connecting with faculty members is the most important part of induction. Hopefully, it would set up a healthy relationship between the students and the faculty. Mentoring takes place in the context and setting of universal human values. It gets the student to explore oneself and allows one to experience the joy of learning, stand up to peer pressure, make decisions with courage, be aware of relationships, be sensitive to others, understand the role of money in life, and feeling of prosperity, etc. Human values as enshrined in our constitution like justice, liberty, equality, fraternity, human dignity and the

unity and integrity of the Nation can also be part of this discussion. Focus should be on inculcating values of equality and responsibility towards one's fellow citizens of any caste, class or creed. During discussion issues and requirements of SC/ST/OBC students should be assessed and addressed. Mentor- mentee relationships can help students form a bond with faculty members which can be of great help during various tough times in courses.

Methodology of mentoring this content is extremely important. It must not be through do's and don'ts, but by getting students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real life activities rather than lecturing. The role of group discussions, however, with clarity of thought of the teachers cannot be over emphasized. It is essential for giving exposure, guiding thoughts, and realizing values.

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn. Interaction with an expert may also be necessary to gain proficiency with/in cultural tools. Mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégés and mentors engaged."

Scope :

- Addressing curricular, co-curricular and extra-curricular issues of the students.
- Identifying and setting personal goals.
- Choosing right career plans and help
- Focusing on academic growth and locating the related issues.
- Developing leadership skills.
- Setting learning directions.
- Addressing study and examination related issues.
- Helping hand to develop a higher level of performance for extraordinary results.
- Developing professional, social and life skills set.

Responsibilities:

Responsibilities of Mentor:

- Schedule meetings with mentees on a timely basis and give them time as promised.
- Take initiative for contacting their mentees
- Carefully listen and Understand expectations of mentee.
- Document all the exchanges between mentor and mentee.
- Providing authentic and latest guidance, suggestions and advice to mentees.
- Follow up on their progress.
- Maintain confidentiality of the information shared by mentees.

Responsibilities of Mentee:

- Seeking timely information about mentor allotted and awareness about mentoring policy of the institution.
- Discuss and compare expectations for both the mentor and mentee roles.
- Establish proper and clear communication with mentors.
- Sharing your goals and fears openly.
- Communicate clear expectations and provide authentic information.
- Practice your skills as a good listener.
- Discuss with your mentor how you can best measure the success and effectiveness of your Efforts.
- keep the mentor informed of academic progress, successes, challenges and other concerns.
- Make it a point to schedule conversations with your mentor, and keep those appointments faithfully.
- You value the mentor's support

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Structured action plan:

- Student mentoring system plan includes preparing schedule of mentoring in academic calendar of the year.
- Communication of Mentoring scheme and its policy, procedures to all the students.
- Notification of mentoring scheme of the year.
- Teacher wise distribution and allotment of classes/students to full time teachers.
- Display of allotment notification of mentee to the full time teachers for the year.
- Regular meetings of Mentoring Committees for review and modifications, if any with active involvement of IQAC in the process.

Periodical review:

- The progress and implementation of student mentoring system monitored by mentoring committee and IQAC and finally reported to the Institutional authorities and bodies.
- The issue reported, if any, be discussed and solutions be communicated.
- The institutional provision to review preplanned minimum three interactions between mentor and mentee during the academic year.

Record of mentoring session:

- Well designed mentor: mentee record form/sheet/diary.
- All necessary information filled in and records the details informed by the mentee and are documented.
- The mentee selects areas of priority for mentoring and provides details for SWOC analysis.
- The sessions/sittings are recorded along with issues and suggestions.
- Follow up and review the gradual progress of the mentee.


- The individual special cases of the students those needed to be guided for individual problems recommended for individual counseling cells run by the institute.

Measuring outcomes of mentoring:

- Using inputs provided by mentee, mentors provide suggestions and they are recorded.
- The students are selectively provided with a platform for self-exposure, developing various skills as mentioned/ reported in the forms and through the participation their progress be monitored.
- On the basis of mentor mentee interaction, there is a provision to recommend individual needy cases to expert counselors for further guidance counseling.

Confidentiality:

All meetings/sessions held between mentor and mentee will be confidential to those individuals and will not be shared with anyone except the authorities and members actually involved in the process.



IQAC Co-ordinator

Seal of the institution



Principal