



Pune District Education Association's
Annasaheb Waghire College of Arts, Science & Commerce
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MENTOR SYSTEM POLICY

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**Pune District Education Association’s
Annasaheb Waghire College of Arts Science & Commerce Otur, Pune**

MENTOR SYSTEM

1. Aim of mentor system:

1.1 Introduction

The College is emphasizing towards improving the institutional ambience to better serve the needs of an ever-changing and dynamic learning community. Mentoring is one of the most important aspect of a well-balanced education ecosystem. Effective mentoring begins with the faculty and depends on the healthy relationship between faculty and students.

“Mentoring relationship involves teachers acting as close, trusted, and experienced colleagues and guides. It is recognized that part of what is learned in College is not cognitive, it is socialization to the values, practices, and attitudes of a discipline and university, it transforms the student into a colleague.”

At the college level, mentors are needed to offer advice and guidance in academic matters. In addition, the mentor shall a valuable support person for the mentee. He or she will assist the mentee in finding university and other resources such as funding for research support, Scholarships and the mentor can help the mentee in becoming a legitimate member of the department.

Advice and support from mentors are among the most important objectives in determining the success of students’ education. Mentors assist students in choosing course work that meets their needs and interests without unnecessarily extending their programs. They are also engaged in encouraging students to participate in curricular, co-curricular and extracurricular activities.

The actual role of the mentor is nurturing and providing support for a student during the difficult transition period. The mentor also serves as a resource who will answer many

questions, trivial or complex, that the student might pose. Most important, the mentor serves as a positive role model.

1.2 Aim:

The aim of mentoring requires the faculty member to perform specific roles and exhibit given performances:

- ✓ To maximize student growth and development – academically, professionally, and otherwise.
- ✓ To create a nurturing process in which the faculty member serves as a role model, teacher, sponsor, encourager, counselor, and friend to the students with the end goal of promoting the latter’s professional and personal development.
- ✓ To carry out continuing, caring relationship between the mentor and mentee.

1.3 Mission Statement:

The mission of the Mentoring System is, **‘to empower the youth in the college to make positive life choices that enable them to maximize their personal potential’**

1.4 Vision Statement:

The Mentor system envisions an educational ecosystem in which every youth experiences nurturing one-to-one relationships and stakeholder support, which in turn allows each of them to develop into their full potential, capable of making informed, responsible decisions and turning out to be a good student leading to a good citizen.

1.5 Objectives of the system:

The scheme is adapted for the value additions to the students like –

- Bridging the gap between the teachers and students.
- Creation of a better environment in college, where students can approach teachers

for both educational and personal guidance.

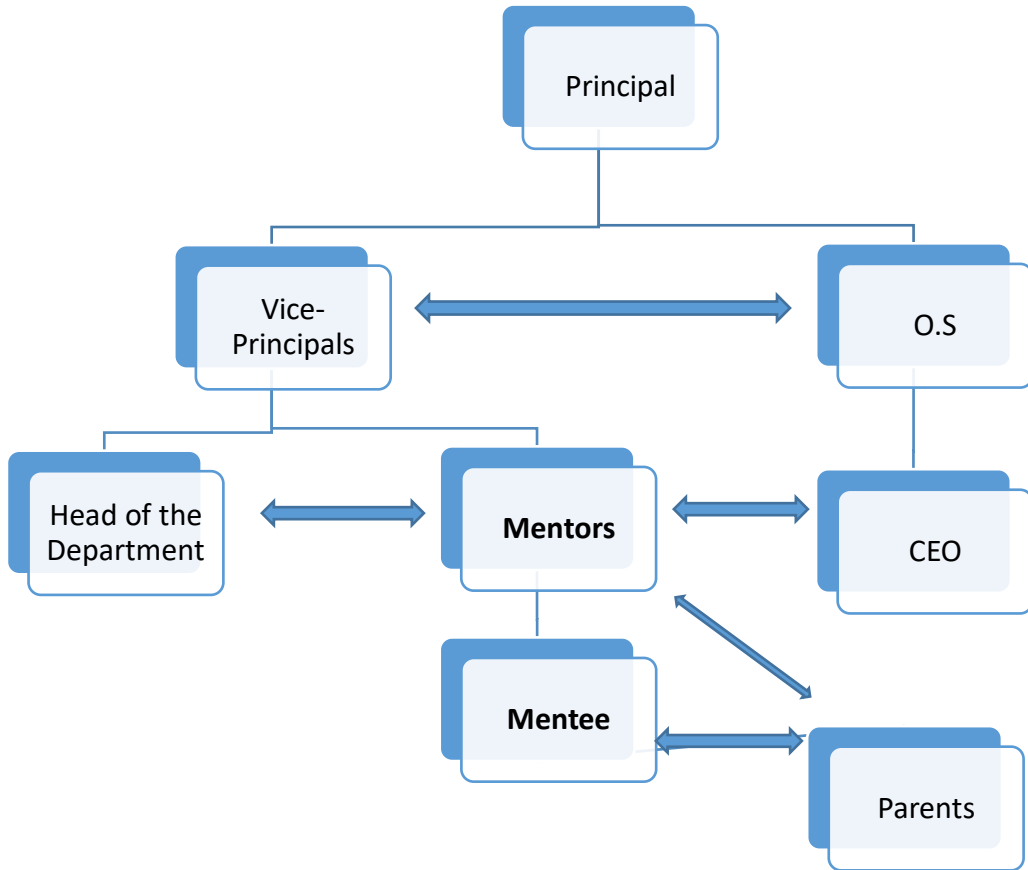
- Enhancement of knowledge base for both teachers and students alike, due to effective two-way communication.
- Awareness and support to students for GATE, GRE, ISRO, DRDO, BARC, and other Govt. examinations.
- Motivation for higher studies and entrepreneurship.
- Advice and support for improvement in academic performance.

1.6 Type of Mentoring:

- ✓ **Informal mentoring** relationships develop on their own, such as when a person approaches a possible mentor and that person agrees to form a mentoring relationship.
- ✓ **Formal mentoring** relationships refer to assigned relationships, in which the organization oversees and guides the mentoring program in order to promote employee development.
- ✓ Professional Guidance - regarding professional goals, selection of career, higher education.
- ✓ Career advancement - regarding self-employment opportunities, entrepreneurship development, morale, honesty and integrity required for career growth.
- ✓ Course work specific - regarding attendance and performance in present semester and overall performance in the previous semester.
- ✓ Lab specific - regarding Do's and Don'ts in the lab.
- ✓ Value based- Inculcating ethical values amongst the mentee.

2. Mentor Program Policies and Procedures:

2.1 Organizational Chart of the Mentor system:



2.2 Mentor program policies:

2.2.1. College, and Departmental Policies:

- Explaining the working dynamics of both formal and informal systems within the institution.

This can involve such “basics” as filling out application forms, registering for classes, getting permission to participate in various academic activities.

- Scheduling meetings, student receptions, or appointments with faculty and key administrators.

The purpose of scheduling these events is to introduce the mentee to individuals who may serve as resources during their stay on campus.

- Informing the mentee of perceptions about departmental culture and its development.

This sort of hard-won insight is often of great value to the student who is trying to manage a full load of classes in a new environment.

- Directing the mentee to actively participate in departmental and college activities.

This brings up a feeling of inclusiveness while providing opportunity to learn through such activities.

- Providing opportunities for informal discussions with department faculty.

This type of dialogue helps to decrease students’ feelings of isolation and to increase the assimilation of students into the department culture.

- Explaining the roles of the support staff (for instance, lab assistant, technicians, Cashier, library staff etc) and necessary procedures for routine and non-routine requests.

This makes easy working for students on the campus and save time in such activities.

- Do not assume that mentees understand office procedures and protocols.

2.2.2 Personal Issue Strategies:

- a. Serving as an advocate for the mentee, especially in resolving any difficulties or conflicts that may arise.
 - b. Providing an empathic ear to professional and/or personal problems and being ready with referrals to professional counselors, if needed.
 - c. Devising methods to sharpen the mentee's intellectual skills.
 - d. Discussing issues related to students' progress or dissertation/competition/seminar etc. topics or any other academic issues.
 - e. Suggesting articles or authors that can expand students' learning/research experience base.
 - f. Providing guidance, coaching, direction, and encouragement during the learning process.
- Discuss with parents of a particular mentee if required.
 - Monitor the progress of the student.
 - Keep a check on the attendance of the student and completion of all exam related formalities.
 - Maintain proper record of each mentee and keep their parents informed about the academic progress of their pupil.
 - Encourage participation of the mentee in curricular, co-curricular and extra-curricular activities.

2.2.3 Career Development Strategies:

- Helping students articulate and develop true career goals. These goals may be in flux as new opportunities or knowledge are revealed in classes.

- Providing feedback to the mentee regarding her or his self-assessment and long-range career goals as well as immediate needs and responsibilities.
- Explaining the necessity for attending professional meetings and conferences, and explaining the advantages of participation in academic activities.
- Recommending that the student attend seminars emphasizing recent trends in the subject.
- Emphasize that good writing skills are essential for obtaining career goals.
- Inviting the mentee to observe events related to academics, research and extension for their overall development.
- Advising the mentee on which jobs might be most advantageous to apply for, how to properly apply for jobs, and proper behavior during interviews.
- Encourage the mentee to enroll in the placement cell of the college and develop their resume for communication .

2.2.4 Functioning of Mentor:

- To conduct regular meetings between mentor and mentee.
- To maintain a report card for each student.
- The report card has both personal and academic data.
- To allow students to approach the mentor for both academic & personal problems.
- To provide personalized professional /career advice to the mentee.
- To submit term end and annual report of the mentee to Master Card of Mentorship.

2.2.5 Mentoring Procedure:

- ✓ Considering the importance of a functional mentor system the college has adopted the following procedure for the effective mentor-mentee system on the campus.
- ✓ Each faculty will be the mentor of a group of 20 to 40 students.
- ✓ First year students will have mentors from the department of Arts, Science and Commerce.

- ✓ Second and third, year students will have mentors from the parent department. Departmental faculties will continue to be mentors for the same group of students till their graduation.
- ✓ The vice-Principals will allot the students to each mentor considering the class strength.
- ✓ The student details of the mentee are shared with the respective mentors by the Vice-Principals.
- ✓ Each mentor then forms a group on Gmail and contact students on email and verify their email Ids.
- ✓ Feedback from students will be collected by mentor through email as well as by personal interactions with students.
- ✓ The CEO communicates the exam calendar and related activity details to all mentors.
- ✓ There is an evaluation process headed by the Principal for assessing the effectiveness of mentors and mentoring program.

3. Resources used for mentoring system:

Proper functioning of the mentor system relies on the variety of resources used, this makes the system more effective.

- Each mentor has access to computer to plan his work and for the routine executions.
- Access to the SMS service and telephone service is provided by the college.
- Clerical support for implementation of the decisions is provided by the college.
- Facilities like '**earn and learn**' made available for students on mentor request.
- Resources through Student development council is available to carry out activities for the students.
- Information from placement cell is readily available.
- Financial help can be obtained from the college alumni.
- Printed material for the mentors is supplied by the college.

4. Responsibilities:

Three activities contribute to the academic mentoring relationship.

First, academic mentors educate their mentee in a particular subject or skill, serving as masters to developing learners.

Second, academic mentors, as role models, orient their mentee to the ethics, values, and protocols of a given profession or discipline.

Third, academic mentors provide psychological support for their mentee, recognizing the rigors of graduate study and applauding success while building self-esteem and confidence.

A mentor can always do more for the benefit of the students.

4.1 Responsibilities – Mentor:

- Meet with your mentee and/or engage in mentoring activities in-person (or on the telephone as a backup)
- Meet the group of students at least twice a month.
- Advise students regarding choice of electives, project, summer training etc.
- Willingly share your experience and professional success in the organization
- Explain how the organization is structured
- Support the organization's mission, vision, and goals
- Look for experiences that will stretch the mentee (i.e., shadowing during meetings, suggested readings, etc.)
- Stay accessible, committed, and engaged during the length of the program
- Listen well
- Provide open and honest feedback
- Offer encouragement through genuine positive reinforcement.
- Be a positive role model

- Share “lessons learned” from their own experiences
- Be a resource and a sounding board
- Keep your conversations confidential
- Contact parents/guardians if situation demands e.g. academic irregularities, negative behavioral changes and interpersonal relations, detrimental activities etc.
- Intimate HOD and suggest if any administrative action is called for.
- Let the Mentoring authorities know as soon as possible if you are having a problem connecting with your mentee.
- Keep contact with the students even after their graduation.

4.2 Responsibilities – Mentee:

- Meet with your mentor each month and/or engage in mentoring activities in person (or on the telephone as a backup)
- Be proactive about contacting your mentor and scheduling meetings
- Commit to self- development
- Assume responsibility for acquiring or improving skills and knowledge
- Discuss individual development planning with the mentor
- Be open and honest on goals, expectations, challenges, and concerns so others can help you
- Prepare for meetings and come with an agenda
- Actively listen and ask questions
- Seek advice, opinion, feedback, and direction from the mentor
- Be receptive to constructive criticism/feedback and ask for it
- Keep your conversations confidential
- Respect the mentor’s time and resources
- Stay accessible, committed, and engaged during the length of the program
- Comfortably give feedback to the mentor on what is working or not working in the mentoring relationship
- Let the Mentoring authorities know as soon as possible if you are having a problem connecting with your mentor.

- To maximize the outcome of this experience and ensure that mentors derive value from the time they dedicate to mentee career development, we recommend mentees devote a minimum of 5 hours per month to program activities.

4.3 Responsibilities -HOD:

The HOD will,

- Meet all mentor of his/her department at least once a month to review proper implementation of the system
- Advice mentors wherever necessary.
- Initiate administrative action on a student when necessary.
- Keep the head of the institute informed.
- Maintain a detail progressive record of the student.
- Maintain a brief but clear record of all discussions with mentors.

4.4 Responsibilities- Academic committee

- Institute's academic committee will discuss mentoring related issues at least twice in a semester during its meetings and revise/upgrade the system if necessary.
- Plan for activities recommended by the mentors through the HOD.
- Take an overview of the feedback on this system.
- Provide the resources to the mentors as and when required.

