

Gopal Narayan Singh University,

Jamuhar, Sasaram, Rohtas (Bihar)

A State Private University established under the Bihar Private University Act-2013



MEMBERS OF THE DRAFT COMMITTEE		
S. No.	Name & Designation	Signature
1.	Prof. (Dr.) Sudhanshu Verma, Prof., FMS	 27/02/2025
2.	Ms. Nikee Minz, Associate Professor, NNC	 27/02/25
3.	Mr. Simal Kumar Singh, Assistant Professor, NSL	 25/2/25
4.	Mr. Rahul Kumar, Assistant Professor, NIAS	 25/02/25
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MENTOR-MENTEE POLICY

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MENTOR-MENTEE POLICY

1. <u>SHORT TITLE AND COMMENCEMENT</u>	
1.1	This policy may be called MENTOR-MENTEE POLICY of Gopal Narayan Singh University, Jamuhar, Sasaram, Rohtas (Bihar). The Mentor-Mentee Policy Document will serve as detailed guidelines and will be useful to all the concern related to the same.
1.2	This Policy namely MENTOR-MENTEE POLICY , Gopal Narayan Singh University shall come into force on the date of their approval from the Board of the Management of the Gopal Narayan Singh University, Jamuhar.
1.3	This policy is prepared to ensure the better support to the students with academic competence and potentialities of high quality so that its alumni may be able to play their role in the process of national construction and social change in a meaningful manner and in touch with their mentors.
1.4	In the light of the objectives of the University as spelt out in the notification of ACT, steps have been taken to ensure that experts from outside the University and having expertise in the industries may incorporated to the University as the mentors of the students admitted in the University.
2. <u>ADMINISTRATION</u>	
2.1	The said policy shall function under overall supervision and administrative control of Registrar of the University or the Academics Director and supervised by the Dean Student Welfare.
2.2	There will be one in charge for each Institute. The nomination of the in charge will be made by the concern HOI.
3. <u>INTRODUCTION</u>	
3.1	The Mentor-Mentee system at Gopal Narayan Singh University, Bihar, is designed to adopt a supportive environment where students can excel academically and personally. This policy outlines the structure and guidelines for both Faculty Mentoring and Peer Mentoring programs.
3.2	It is the system in the University is for the purpose to expand our student's academic as well as personal qualities. A large number of students from diverse culture are studying and learning together under one roof and occasionally they may face adjustment and academic challenges.

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	3.3	The University will provide individual counselling to students so that they will not hesitate to share their problems with mentor. This is good exercise to make them feel more comfortable during entire tenure of the program. Mentoring system helps students to cope these challenges in a guided and supportive environment and make them enable to excel in their personal and academic stages of learning and growth.
	3.4	The Mentor-Mentee system at Gopal Narayan Singh University, Bihar, plays a vital role in supporting students' academic and personal growth by providing structured guidance and support, the university aims to empower students to overcome challenges and excel in their academic pursuits. This policy outlines the framework for implementing and evaluating the Mentor-Mentee system to ensure its effectiveness and relevance to the university community.
4. OBJECTIVES		
The objectives of the Mentor-Mentee system are as follows		
	4.1	Provide guidance and support to students in navigating academic and personal challenges.
	4.2	Foster a sense of belonging and community among students from diverse backgrounds.
	4.3	Facilitate the holistic development of students by addressing their individual needs.
	4.4	Enhance academic performance and student retention rates.
	4.5	To ensure that students are maximizing their potential and achieving optimal performance in their academic pursuits.
	4.6	To foster a research-oriented mindset among students and provide them with guidance and support to effectively conduct research and academic projects.
	4.7	To promote the holistic wellbeing of students by supporting their physical, social, and psychological needs.
	4.8	To recognize and support students who may require additional assistance in their learning process, understanding their needs, and providing tailored support to facilitate their academic growth.

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4.9	To inspire and motivate students to pursue higher education and career opportunities by providing guidance, resources, and encouragement.
4.10	Mentoring System is active at two different Levels: a. Faculty Mentoring b. Peer Mentoring
4.11	To make mentees emotionally strong enough to face the failures in life and to stand again for the further success stories
4.12	Mentor Mentee programme is a 2-way programme, which cannot be successful unless both the stakeholders (Mentor & Mentee) understand the intent of the programme. Following are some identified pillars that contributes towards success of the programme but only if rigorously understood and practiced by both stakeholders.

5. IMPORTANCE OF MENTOR-MENTEE POLICY

Having a Mentor-Mentee Policy in a university is important for several reasons:

5.1 Supporting Student Success:

A Mentor-Mentee Policy creates a structured framework for supporting students in their academic and personal development. It ensures that students have access to guidance, resources, and support systems that can help them navigate challenges and achieve their goals.

5.2 Promoting a Sense of Belonging:

Transitioning to university life can be daunting, especially for students from diverse backgrounds. A Mentor-Mentee Policy fosters a sense of belonging by providing students with mentors who can offer personalized support and guidance. It helps students feel connected to the university community and encourages them to actively engage in their academic journey.

5.3 Enhancing Academic Performance:

Mentors can provide valuable academic guidance and assistance to mentees, helping them improve their study habits, time management skills, and academic performance. By offering personalized support and encouragement, mentors can help mentees overcome academic challenges and excel in their studies.

5.4 Facilitating Personal Development:

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	In addition to academic support, mentors can also provide guidance on personal development, career exploration, and goal setting. Through mentorship relationships, students can gain valuable insights, advice, and encouragement that can help them grow personally and professionally.
5.5	Improving Retention Rates:
	Research has shown that mentorship programs can improve student retention rates by providing students with the support they need to overcome obstacles and persist in their studies. By fostering meaningful connections between mentors and mentees, universities can help ensure that students stay engaged and motivated to succeed.
5.6	Building Leadership Skills:
	Mentoring provides opportunities for both mentors and mentees to develop leadership skills, communication skills, and interpersonal skills. Mentors learn to effectively support and guide others, while mentees learn to seek help when needed and take ownership of their academic and personal growth.
5.7	A Peer Mentoring Mentor-Mentee Policy
	It is essential for creating a supportive and nurturing learning environment where students can thrive academically, personally, and professionally. It demonstrates a university's commitment to student success and provides a structured framework for fostering mentorship relationships that benefit both mentors and mentees.
5.8	Under mentoring programmers, certain important aspects have to be considered. They are as follows:
5.9	Identification of weak students.
5.10	Identification of mechanism to aid weak students.
5.11	Identification of issues faced by students in their personal and institutional life cycle.
5.12	Realization of desired outcomes post mentoring
5.13	The ability to give full attention when communicating
5.14	Engaging in good listening skills
5.15	Giving constructive feedback that includes both criticism and praise.
5.16	Clarifying mutual expectations for the relationship

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5.17	Being complete yet succinct in comments and explanations
6.	IMPLEMENTATION DETAILS OF THE MENTOR-MENTEE SYSTEM
6.1	New students are paired with faculty mentors at the outset of the program's commencement.
6.2	Mentors regularly meet with their mentees to fulfil program objectives, with dedicated time slots allocated in the timetable for these sessions.
6.3	Mentors document all mentor-mentee meetings in a Mentor-Mentee Log Sheet to track progress, outcomes, and to develop action plans for those requiring additional support.
6.4	Mentors assess key areas such as attendance, behaviour, discipline, health, academic performance, research and projects, extracurricular participation, achievements, and talents.
6.5	Faculty mentors, in collaboration with class teachers and the Head of Institution (HOI), identify the need for peer mentoring among students. Peer mentors are then assigned following mutual discussions to foster collaborative learning among peers.
6.6	The mentor shall be provided the basic data of the mentees through a list having Names, Roll No, Father Name, Batch etc. and mentor will enrich the data of mentees in due course of time.
6.7	The mentors shall be consulted/informed in case of disciplinary issues on code of conduct with a student.
7.	GUIDELINES FOR THE MENTOR-MENTEE POLICY IMPLEMENTATION
7.1	Program Oversight by Dean/Director:
	The Dean/Director of the institute will oversee the Mentor-Mentee program to ensure its successful implementation and achievement of goals.
7.2	Appointment of Mentors by Department Heads:
	Department Heads will appoint teachers of specific professional courses as mentors.
7.3	Mentor-Mentee Ratio:
	The mentor-mentee ratio will be maintained at 1:6
7.4	Monthly Mentor-Mentee Meetings:
	Mentors will meet with their mentees once a month to provide guidance, counselling, and motivation in both academic and personal matters.

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7.5	Reporting to Institution/HOD:
	Mentors will report to the Head of the Institution/Head of Department once every three months to offer additional guidance and support to the mentees.
8.	DUTIES/RESPONSIBILITIES OF FACULTY MENTORS
8.1	Introduction and Relationship Building:
	Introduce the concept and significance of the mentoring system to assigned mentees, fostering rapport and trust.
8.2	Regular Meetings and Documentation:
	Conduct regular meetings with mentees and maintain comprehensive records of each session using a predefined form.
8.3	Needs Assessment and Planning:
	Identify mentees' specific requirements and preferences, discussing upcoming meeting agendas to ensure comprehensive support.
8.4	Data Management and Monitoring:
	Maintain mentee records, including attendance, behaviour, academic performance, and extracurricular involvement, using a centralized system such as Google Sheets.
8.5	Academic, Personal, and Professional Support:
	Provide holistic support to mentees across academic, personal, and professional domains, including offering remedial teaching when necessary.
8.6	Results Review Meetings:
	Conduct review meetings with mentees following the publication of results to assess progress and set future goals.
8.7	Feedback Collection:
	Gather feedback from mentees after the initial mentoring session to gauge understanding of mentoring objectives and record their feedback on the mentoring experience at the end of the semester.
8.8	Awareness Promotion:
	Educate mentees about the mentor-mentee system to enhance their understanding and engagement.
8.9	Logbook Management:

	Schedule meetings with all mentees as per the designated timetable and maintain essential details in the logbook.
8.10	Monitoring and Intervention:
	Monitor mentee attendance, academic performance, and behaviour, intervening as needed in collaboration with relevant departments
8.11	Emotional and Academic Support:
	Provide ongoing academic and emotional support to mentees, addressing their needs promptly and effectively.
8.12	Parental Communication:
	Contact parents to communicate mentees' progress when necessary, fostering transparency and collaboration in student support.
8.13	Progress Tracking and Intervention:
	Maintain records of mentees' progress and identify underperforming students, taking remedial actions as required.
8.14	Absence Reporting:
	Notify the Head of Institute (HOI) in case of frequent absences from class, ensuring timely intervention.
8.15	Monthly Mentoring Sessions:
	Meet with mentees once a month to provide guidance, counselling, and motivation across academic and personal spheres.
8.16	Share experiences and be open to sharing mistakes, failures and lessons learned.
8.17	Negotiate and document short-term & long-term goals and outcomes
9.	DUTIES/RESPONSIBILITIES OF MENTEES
9.1	Regular Attendance:
	Attend mentoring sessions consistently as scheduled.
9.2	Accurate Documentation:
	Ensure all details are accurately filled in the provided mentoring form.
9.3	Timely Information Sharing:
	Provide comprehensive and regular updates to the mentor regarding attendance, challenges, discipline, health issues, academic performance, and extracurricular involvement in the Mentee Performance Record Sheet by the last working day of each month.

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9.4	Seek Mentor Advice:
	Trust the mentor and seek their advice whenever necessary.
9.5	Active Meeting Participation:
	Participate actively in all scheduled meetings.
9.6	Provide Personal Information:
	Furnish personal information in the provided form upon joining the mentor-mentee system.
9.7	Prompt Information Submission
	Share details of attendance, Continuous Comprehensive Evaluation (CCE), End Semester examinations, and involvement in co-curricular and extra-curricular activities with the mentor as and when requested.
9.8	Trust and Guidance:
	Place trust in the mentor and seek their guidance whenever required.
10.	PEER MENTORING
	During mentoring sessions with mentors, several students were identified as potential candidates for peer mentoring, following specific criteria such as irregular attendance or issues related to academic performance as determined through result analysis. These students will be engaged in peer mentoring sessions to provide additional support and guidance in addressing their identified challenges. A peer mentoring log sheet has been developed to track their progress and ensure targeted assistance in their academic journey.
11.	DUTIES/RESPONSIBILITIES OF PEER MENTORS
11.1	Guided Mentoring Activities:
	Conduct all mentoring activities under the guidance of Faculty Mentors and Class Teachers to ensure consistency and alignment with program objectives.
11.2	Documentation in Approved Format:
	Record all mentoring activities in the pre-approved format provided, ensuring comprehensive documentation for tracking progress and outcomes.
11.3	Confidentiality Maintenance:
	Maintain the confidentiality of mentoring sessions and strictly refrain from discussing any issues outside of the designated sessions, respecting the privacy and trust of mentees.

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	11.4	Progress Reporting:
		Provide regular progress updates to faculty mentors regarding mentees' development and achievements, facilitating ongoing support and guidance.
12.	SUPPORTING SLOW LEARNERS: FACULTY RESPONSIBILITIES	
	<p>A. Slow learners are not necessarily poor achievers or individuals suffering from illnesses; rather, their challenges may stem from various factors such as social background, limited exposure to society, academic resources, field-specific knowledge, and hesitation to ask questions in class.</p> <p>B. Additionally, differences in the medium of instruction and previous exposure to subject matter due to varying state board curricula can contribute to their learning difficulties. Faculty mentors play a crucial role in helping slow learners overcome these obstacles.</p> <p>C. To effectively support and guide slow learners, faculty members can adopt various strategies:</p>	
12.1	Supporting Slow Learners: Faculty Responsibilities	
	12.1.1	Accessible Learning Materials:
		Provide easy-to-understand lecture notes and study materials to accommodate diverse learning needs.
	12.1.2	Flexible Learning Options:
		Record lectures and provide access to recorded content, allowing slow learners to review material at their own pace.
	12.1.3	Remedial Classes:
		Arrange special classes tailored to the needs of slow learners to address gaps in understanding and reinforce key concepts.
	12.1.4	Peer Education Strategies:
		Implement peer mentoring or buddy systems to facilitate peer-to-peer support and learning among students.
	12.1.5	Individualized Support:
		Offer academic and personal counselling to address specific challenges and provide tailored guidance.
	12.1.6	Collaborative Learning Opportunities:
		Foster group learning activities to encourage collaboration and mutual support among students.

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	12.1.7	Engagement in Co-Curricular Activities:
		Encourage participation in co-curricular activities to enhance social skills, confidence, and overall well-being.
	12.1.8	Contextualized Teaching Methods:
		Utilize examples and case studies relevant to students' social backgrounds to enhance understanding and engagement.
	12.1.9	Promotion of Inquiry and Skill Development:
		Encourage curiosity and participation in skill development courses, particularly in communication skills, to empower students in their learning journey.
13.	Supporting Advanced Learners: Faculty Responsibilities	
	Advanced learners are characterized by higher intelligence quotient and a rapid grasp of subject matter. These students possess the capacity to excel beyond the confines of the standard curriculum and require specialized attention to fully explore their potential. Faculty members play a crucial role in nurturing advanced learners by providing opportunities for intellectual enrichment and academic challenge. To effectively support and guide advanced learners, faculty should:	
	13.1	Supporting Advanced Learners: Strategies and Initiatives
	13.1.1	Tailored Academic Resources:
		Provide advanced learners with specialized academic resources and facilities customized to meet their distinct learning needs, fostering their professional advancement.
	13.1.2	Research Engagement:
		Encourage active involvement in university-sponsored research projects to cultivate a research-oriented mindset and develop practical research skills.
	13.1.3	Publication Support:
		Mentor advanced learners in writing and publishing research papers, review articles, or book chapters under faculty guidance, facilitating their scholarly contributions.
	13.1.4	Presentation Proficiency:

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		Develop presentation skills by encouraging advanced learners to deliver presentations and discuss research findings with peers, refining their communication prowess.
	13.1.5	Participation in Academic Forums:
		Motivate participation in national and international conferences, seminars, and workshops, providing platforms to showcase research findings and interact with leading scholars.
	13.1.6	Recognition and Incentives:
		Recognize the accomplishments of advanced learners through scholarships and awards, motivating sustained excellence and growth.
	13.1.7	Access to Online Learning:
		Facilitate access to online courses offered by platforms like Swayam or Coursera to broaden knowledge horizons and augment learning experiences.
	13.1.8	Intellectual Challenge:
		Offer intellectually stimulating texts and questions to provoke critical thinking and foster deeper conceptual understanding among advanced learners.
	13.1.9	Support for Innovation:
		Cultivate an environment that honors and nurtures innovative thinking, empowering advanced learners to explore and develop their creative ideas into tangible solutions or products.
	13.1.10	Adherence to Teaching Principles:
		Adopt principles of exploration, creativity, envisioning, support, improvement, and exhibition in teaching and learning practices to create a dynamic and enriching educational environment conducive to the growth and success of advanced learners.
14.	Mentor-Mentee Meetings:	
	14.1	Mentor-mentee meetings will be scheduled at the beginning of each semester and as needed throughout the academic year.
	14.2	Meetings may take place in person, virtually, or through other communication channels.

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14.3	Mentees are encouraged to actively participate in meetings and seek guidance on academic and personal issues.
14.4	Mentors will keep records of mentor-mentee meetings and progress discussions.
15. Monitoring and Evaluation:	
15.1	The Mentor-Mentee system will be periodically evaluated to assess its effectiveness and identify areas for improvement.
15.2	Feedback will be solicited from both mentors and mentees to judge their satisfaction with the program.
15.3	The university administration will review the Mentor-Mentee policy annually and make necessary revisions based on feedback and evolving needs.
16. Student Support Committee/Cell:	
	The mentor mentee cell should define that the cell will look into the student's activities with reference to the ^{relevant} following Cell/Committee. 1) Any committee established as per UGC for student under Gns University.

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**Gopal Narayan Singh
University**



**गोपाल नारायण सिंह
विश्वविद्यालय**

ESTABLISHED UNDER THE BIHAR PRIVATE UNIVERSITY ACT 2013 [Act No. 20 of 2013]

STUDENT COUNSELLING FORM

Date: .../.../20...

Name of the Institute:			
Name of the Program and Batch Year:			
Name of the Student:			
Roll Number:		Contact Number:	
Date of Birth & Age:		Email ID:	
Academic Year:		Gender:	Blood Group:
Name of the Parents / Gurdian:			
Relationship with Student: Father / Mother / Gurdian / Relatives:			
Contact Number of Parents / Guardians:		Email ID of Parents / Guardians:	
Address			
Permanent		Communication	
Family Background:		Social Background	
Type of Family	Total Members in Family	Relation with family members	Relation to friends
Hobbies		Life Goal	
History of Student (Past Records):		SSC	HSC
Any Health Problem		Menstrual History	
Other Problem (IF any):			
Future Planning:			
Student Signature:		Parent / Gurdian Signature:	
Name, & Designation of Counsellor:		Signature of Counsellor:	

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**Gopal Narayan Singh
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ESTABLISHED UNDER THE BIHAR PRIVATE UNIVERSITY ACT 2013 [Act No. 20 of 2013]

ASSESSMENT OF MENTEE BY MENTOR

DATE: ... /... /20....

Name of the Institute:			
Name of the Program and Batch Year:			
Name of the Mentee/Student:			
Roll Number:		Academic Year:	
Name & Designation of the Mentor:			
Date & Time of the Meeting of Mentor-Mentee:			

Assessment Criteria for Mentees by Mentors

S. No.	Aspects /Particulars	Below Average	Average	Above Average
1	Attendance and Engagement (Evaluate mentees' regularity and active participation in both classroom sessions and laboratory activities.)			
2	Involvement in Extracurricular and Co-curricular Activities (Assessments engagement in extracurricular and co-curricular pursuits to gauge their holistic development and involvement in campus life.)			
3	Academic Performance (Review mentees' academic performance, including their grasp of study material, Progress in assignments, and performance in assessments.)			
4	Physical Well-being (Consider mentees' physical health status and well-being to ensure their overall welfare and ability to engage effectively in academic and extracurricular activities.)			
5	Behavioral Conduct (Evaluate mentees' behavior towards teachers and peers, including their communication skills, respectfulness, and ability to collaborate effectively within the academic community.)			
6	Assessment Performance (Review mentees' performance in both internal assessments and external examinations to gauge their understanding of course material and readiness for academic progression.)			
7	Additional Points (Consider any other relevant factors such as personal challenges, socio-economic background, or special circumstances that may impact mentees' academic progress and overall well-being.)			
Suggestions / Remark by Mentor:				
Signature of Mentor:		Signature of Mentee:		