

Mentor – Mentee System

Policy Manual



GLOBAL INSTITUTE OF TECHNOLOGY

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“Mentoring is a brain to pick, an ear to listen, and a
push in the right direction.”

John C. Crosby

1. PREAMBLE

The Mentor–Mentee System at Global Institute of Technology (GIT), Jaipur is designed to support the academic, professional, and personal development of undergraduate engineering students. The system promotes a structured, continuous, and confidential engagement between faculty mentors and student mentees, aligned with the institution's vision of holistic technical education.

Mentoring at Global Institute of Technology ensures that every student receives guidance beyond the classroom, enabling them to develop academically, emotionally, socially, and professionally.

2. OBJECTIVES OF THE MENTOR–MENTEE SYSTEM

1. To provide continuous academic monitoring, guidance, and motivation.
2. To identify slow, average, and advanced learners and support them accordingly.
3. To help students in career planning, internships, placements, entrepreneurship, and professional development.
4. To address behavioural, attendance-related, and academic-performance concerns.
5. To create a supportive environment that encourages students to excel and become responsible professionals.
6. To strengthen communication between the institution, students, and parents.
7. To support students in overcoming personal or academic challenges.

3. SCOPE

This policy is applicable to all students enrolled at Global Institute of Technology. Each mentee must be assigned a dedicated faculty mentor, selected from the pool of full-time faculty members. Faculty may be exempted from mentoring responsibilities only if approved by the Principal or HoD due to administrative or other commitments.

STRUCTURE OF MENTORING SYSTEM

Mentor–Mentee Allocation

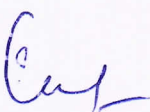
- One faculty mentor is allotted 15–20 students.
- Allocation is done at the beginning of the each semester of academic year.

Documentation

- Notice of Allocation of Mentor-Mentee

Frequency of Mentoring

- Mandatory one meeting every month
- Additional meetings may be scheduled as per need.
- Group mentoring may occur, but individual one-to-one mentoring is suggested if required.


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5. ROLES AND RESPONSIBILITIES

Responsibilities of Mentors

Mentors are expected to:

- Monitor Academic Progress
- Track attendance, assessment scores, course difficulties.
- Provide Personal & Emotional Guidance
- Encourage confidence-building and positive thinking.
- Refer cases requiring counselling to the higher authorities, if the situation demands.
- Career Guidance
- Advise students on certifications, internships, project work, placement preparation, higher studies, and entrepreneurship.
- Guide students regarding institute rules, discipline, code of conduct.
- Parent Interaction
- Communicate with parents periodically or when issues arise (attendance shortage, poor performance, misconduct).
- Keep discussions private unless an issue requires escalation.

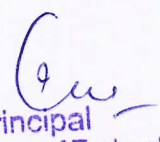
Documentation

Maintain mentoring sheets, minutes of meetings and progress reports.

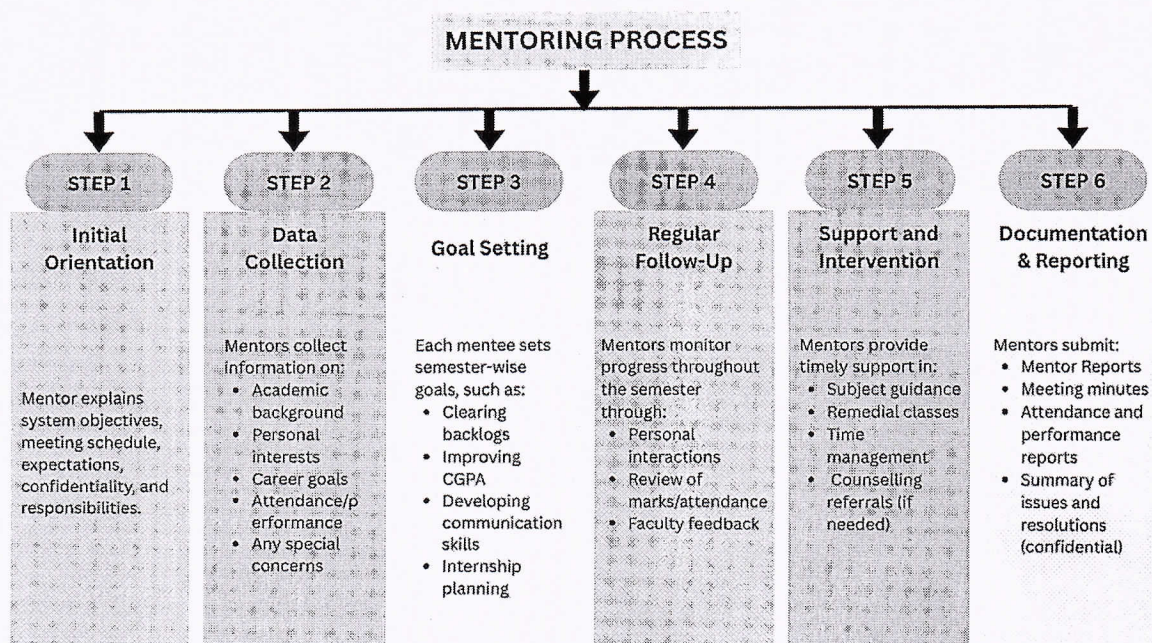
Responsibilities of Mentees

Each mentee must:

- Attend all scheduled mentoring meetings.
- Share genuine academic/personal concerns with mentors.
- Set academic and career goals with mentor guidance.
- Maintain discipline and follow institutional rules.
- Respect confidentiality and trust between mentor and mentee.
- Actively participate in discussions and provide honest feedback during mentoring sessions.
- Maintain regular communication with the mentor and inform them of any major academic or personal issues.
- Seek timely support when facing difficulties that may hinder academic or personal growth.


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6. MENTORING PROCESS



Step 1: Initial Orientation

- Mentor explains system objectives, meeting schedule, expectations, confidentiality, and responsibilities.

Step 2: Data Collection

Mentors collect information on:

- Academic background
- Personal interests
- Career goals
- Attendance/performance
- Any special concerns

Step 3: Goal Setting

Each mentee sets semester-wise goals, such as:

- Clearing backlogs
- Improving CGPA
- Developing communication skills
- Internship planning

Step 4: Regular Follow-Up

Mentors monitor progress throughout the semester through:

- Personal interactions
- Review of marks/attendance


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- Faculty feedback

Step 5: Support and Intervention

Mentors provide timely support in:

- Subject guidance
- Remedial classes
- Time management
- Counselling referrals (if needed)

Step 6: Documentation & Reporting

Mentors submit:

- Mentor Reports
- Meeting minutes
- Attendance and performance reports
- Summary of issues and resolutions (confidential)

7. CONFIDENTIALITY POLICY

- Mentor–mentee discussions are strictly confidential.
- Information is shared with HoD/Administration only when student welfare or disciplinary action requires it.

8. PARENT COMMUNICATION FRAMEWORK

- Minimum one parent interaction per semester.
- Mandatory parent communication for:
- Low attendance
- Backlogs
- Disciplinary issues

Communication modes

Phone calls, emails, PTMs

9. EVALUATION OF MENTORING SYSTEM

The effectiveness of the system is assessed through:

- Mentor progress reports.
- Academic performance trends.
- Monitoring by HoD.


10. GUIDELINES FOR MENTORS & MENTEES

Mentors are advised to :

- Maintain professionalism and impartiality
- Respect mentee identity, gender, background
- Avoid personal bias and discrimination

Mentees are advised to:

- Respect mentor guidance


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- Maintain discipline and punctuality
- Use mentorship for development, not complaints or misuse

12. EXPECTED OUTCOMES

- Improved academic performance and reduced backlogs
- Better attendance and discipline
- Enhanced placement readiness
- Stronger teacher–student bonding
- Holistic development of students
- Increased student retention and satisfaction

13. POLICY REVIEW

The policy is reviewed annually to ensure alignment with evolving academic, regulatory, and industry requirements.


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