



SGT UNIVERSITY

SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY
(UGC Approved)

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Ref. No.: SGTU/DAO/2024/18

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POLICY ON MENTOR AND MENTEE PROGRAMME

Mentoring in an educational institution is a supportive and developmental relationship in which a Faculty as Mentor provides guidance, advice, and support to Student/s as Mentee to help them grow, learn, and achieve their goals.

1. Policy Statement:

At Shree Guru Gobind Singh Tricentenary University, Gurugram, we recognize the profound impact that mentoring relationships can have on the academic, personal, and professional growth of our students. Guided by our commitment to excellence and holistic education, we have established this Mentor-Mentee Policy to formalize and facilitate the invaluable connections between mentors and mentees within our academic community.

We believe that mentorship is an integral component of this mission, as it provides a platform for sharing knowledge, fostering personal and professional growth, and contributing to the development of competent professionals and responsible global citizens.

Through this policy, we aspire to create an environment that encourages students to seek guidance, to challenge their boundaries, and to embrace opportunities for development. Our mentorship program aims to empower students to achieve their academic goals, to explore diverse career pathways, and to grow as ethical, confident, and socially responsible individuals.

We are committed to fostering mentorship relationships that are built on trust, respect, and open communication. We believe that these relationships have the power to enrich the educational experiences of our students, enhance their career prospects, and contribute to the advancement of our university's educational mission.

This Mentor-Mentee Policy reflects our dedication to promoting lifelong learning, personal growth, and the values that underpin our institution. We are excited about the potential for positive change that mentorship can bring to our students and our university community as a whole.

By implementing and upholding this policy, we affirm our commitment to nurturing the potential within each student, fostering a supportive and inclusive learning environment, and contributing to a peaceful and sustainable global civilization.

2. Purpose:

The purpose and scope of the mentor-mentee program outline the reasons for establishing the program and the intended outcomes or benefits it aims to achieve. The purpose and scope of the program is mentioned hereunder:

- A. **Professional Development:** The primary purpose of a mentor-mentee program is to foster the professional growth and development of mentees. Mentors provide guidance, advice, and insights that help mentees enhance their skills, knowledge, and capabilities.
- B. **Knowledge Transfer:** The program facilitates the transfer of knowledge and expertise from experienced mentors to less-experienced mentees. This helps to bridge skill gaps and accelerate learning.
- C. **Career Advancement:** A mentor-mentee program can support mentees in their career progression by offering insights into career pathways, advising on strategic decisions, and helping mentees set and achieve career goals.
- D. **Networking and Relationship Building:** The program encourages mentees to build valuable professional relationships and expand their network through their interactions with mentors.
- E. **Confidence Building:** By receiving guidance and feedback from mentors, mentees can develop greater self-confidence in their abilities and decisions.
- F. **Retention and Engagement:** Engaging in mentoring relationships can increase job satisfaction and engagement among employees, leading to higher retention rates.

3. Scope:

The scope of a mentor-mentee program of SGT University includes the academic, personal, and professional development areas. Here's a comprehensive list of scope:

- A. Academic Guidance:
 - Assistance with course selection and academic planning.
 - Support in understanding and meeting program requirements.
 - Guidance on effective study techniques and time management.

B. Career Development:

- Exploration of career options and industries.
- Help in setting career goals and creating a career development plan.
- Resume and interview preparation.
- Introduction to industry-specific networks and associations.

C. Personal Growth:

- Confidence-building and self-esteem enhancement.
- *Leadership development and soft skills training.*
- Personal goal setting and motivation.

D. Research and Scholarly Activities:

- Guidance on research projects, including selecting topics and methodologies.
- Assistance in preparing research proposals and seeking funding opportunities.
- Support in publishing research findings and presenting at conferences.

E. Networking and Connections:

- Introductions to faculty members, professionals, and alumni.
- Encouragement to attend workshops, seminars, and conferences.
- Facilitation of networking events and industry visits.

F. Transition Support:

- Orientation and support for new students in their adjustment to university life.
- Guidance for transfer students and those transitioning between academic programs.

G. *Personalized Support:*

- Tailored mentorship to meet individual mentee needs and goals.
- Assistance in addressing specific challenges or obstacles.

H. Cultural and Global Awareness:

- Encouragement of cross-cultural understanding and appreciation.
- Promotion of study abroad experiences and international collaborations.

I. Ethical Values and Social Responsibility:

- Emphasis on ethical conduct, integrity, and social responsibility.
- Encouragement of community service and volunteerism.



J. Evaluation and Improvement:

- Regular assessment of program effectiveness through feedback from both mentors and mentees.
- Continuous program improvement based on collected data.

K. Alumni Engagement:

- Involvement of successful alumni as mentors or guest speakers to provide real-world insights and advice.

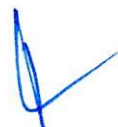
L. Personal and Professional Success:

- Ultimately, the program's scope aims to contribute to the personal and professional success of the mentees by providing comprehensive support and guidance throughout their academic journey.

4. Definition:

The primary definitions for the terms outlined in this policy are as follows:

- A. Mentor: A mentor is a faculty member, staff member, or an alumni volunteer, who provides guidance, support, and expertise to a less-experienced student, known as the mentee.
- B. Mentee: A mentee, also referred to as a student, who seeks guidance, advice, and support from a more experienced mentor to enhance their academic, personal, or professional development.
- C. Mentorship Program: The mentorship program is the structured framework within the institution that facilitates mentor-mentee relationships. It includes guidelines, goals, and processes for pairing mentors and mentees and outlines the program's objectives.
- D. Academic Mentorship: Academic mentorship is a specific aspect of the program that focuses on academic support, including assistance with course selection, study strategies, and academic planning.
- E. Career Mentorship: Career mentorship is a component of the program that emphasizes career development and guidance, such as exploring career options, setting career goals, and preparing for internships or job searches.
- F. Personal Development: Personal development refers to the mentee's growth in areas beyond academics and career, encompassing aspects such as self-confidence, leadership skills, and personal goal-setting.



- G. Professional Development: Professional development involves the mentee's growth in terms of professional skills, industry-specific knowledge, and networking within their chosen field.
- H. Mentorship Relationship: The mentorship relationship is the connection and interactions between the mentor and mentee, involving regular meetings, discussions, and support.
- I. Orientation: Orientation refers to the process by which new mentees are introduced to the mentorship program, its goals, and the expectations of the mentor-mentee relationship.
- J. Mentorship Coordinator: The mentorship coordinator is the individual or department responsible for overseeing the mentorship program, including mentor-mentee matching, program evaluation, and support.
- K. Feedback: Feedback involves the process of providing and receiving constructive comments and evaluations within the mentor-mentee relationship, intended to facilitate improvement and growth.
- L. Cross-cultural Awareness: Cross-cultural awareness is the understanding and appreciation of different cultures and backgrounds, often encouraged in mentor-mentee relationships that involve diverse participants.
- M. Ethical Conduct: Ethical conduct refers to the adherence to principles of integrity, honesty, and moral values within the mentorship program, emphasizing ethical behaviour and decision-making.

5. Objectives of Mentoring Policy

The objectives of a Mentoring Policy of SGT university outline the intended outcomes and benefits that the university aims to achieve through its mentoring program:

In this context, few objectives have been defined to achieve the desired result.

- A. Foster an environment that supports and enhances academic excellence by providing students with access to experienced mentors who can offer guidance on coursework, research, and study strategies.
- B. Promote the personal and professional growth of students by pairing them with mentors who can offer insights into career paths, skill development, and life experiences.
- C. Facilitate the transfer of knowledge, expertise, and experiences from seasoned faculty members to students, contributing to the enrichment of learning experiences.

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[Signature]

- D. Encourage students to build professional networks and connections within their academic field through interactions with mentors, potentially leading to opportunities for internships, research collaborations, and career prospects.
- E. Boost students' self-confidence and self-esteem by providing them with a supportive mentor who believes in their abilities and encourages them to reach their potential.
- F. Develop students' leadership skills, communication abilities, problem-solving skills, and other essential soft skills that are valuable both in their academic pursuits and future careers.
- G. Ease the transition of new students into the university environment by offering them guidance from experienced mentors who can help them navigate campus life, academic challenges, and social interactions.
- H. Promote diversity and inclusion by pairing students with mentors from diverse backgrounds, providing them with a broader perspective and fostering an inclusive learning environment.
- I. Encourage alumni involvement by inviting successful alumni to serve as mentors, allowing them to give back to the university community and share their insights with current students.
- J. *Collect feedback from both mentors and mentees to continuously assess the effectiveness of the program and make improvements as needed.*
- K. Encouraging students to develop entrepreneurial mind-set and give them wings to fly and meet their dreams.
- L. To inspire them to research and travel to some start-ups, incubators and accelerators.

6. Eligibility:

Below are the eligibility requirements for participation in the mentor-mentee program:

A. Mentors:

- a) Faculty Members: Eligible mentors are full-time faculty members who have demonstrated expertise in their field, a commitment to mentoring, and a willingness to contribute to student development.
- b) Staff Members: In exceptional cases, experienced staff members with specialized knowledge or skills relevant to the mentee's academic or career goals may be considered as mentors.
- c) Alumni: Accomplished alumni who have expressed an interest in mentoring and who have maintained a strong connection with the institution may also serve as mentors.



B. Mentees:

- a) Undergraduate Students: All enrolled undergraduate students are eligible to seek mentorship.
- b) Graduate Students: All enrolled graduate students, including master's and doctoral candidates, are eligible to participate in the mentorship program.
- c) Eligibility Priority: Priority for mentor assignment may be given to students in their early academic years, transfer students, or those seeking specific skill development or guidance.

C. Program-Specific Eligibility:

- a) Some mentorship programs within the university may have specific eligibility criteria based on academic departments, programs, or initiatives. These criteria will be communicated separately to eligible participants.

D. Application and Matching Process:

- a) Eligible mentees are required to complete a mentorship program application, providing information about their academic and career goals, areas of interest, and preferences for mentorship.
- b) The Mentorship Coordinator, in collaboration with the program administration, will use the provided information to facilitate the mentor-mentee matching process.
- c) Mentor-mentee matches will be made based on compatibility, expertise, and other relevant criteria, with the aim of creating productive and mutually beneficial relationships.

E. Confirmation of Participation:

- a) Both mentors and mentees must confirm their willingness to participate in the mentorship program once a match is made.
- b) Confirmation includes a commitment to engage actively in the mentorship relationship and adhere to the program's guidelines and expectations. **(Annexure.1. Undertaking by Mentee)**

F. Multiple Rounds of Participation:

- a) Mentors and mentees who have successfully completed one round of mentorship may be eligible to participate in subsequent rounds, subject to availability and program guidelines.

G. Termination of Participation:

- a) Participation in the mentorship program may be terminated by mutual agreement, at the end of the academic year, or in exceptional circumstances. The Mentorship Coordinator must be notified in advance.

7. Elements of Mentoring Policy

Under mentoring programmes, certain important aspects must be considered. They are as follows:

- A. Identification of weak students.
- B. Identification of mechanism to aid weak students.
- C. Identification of issues faced by students in their personal and institutional life cycle.
- D. Realization of desired outcomes post mentor mentee session.

8. Mentor-Mentee Process

- A. Eligible faculty members are assigned a group of 20 to 25 mentee students whom they serve as mentors.
- B. The mentee preferably, as far as possible, be assigned to the same mentor throughout the program.
- C. 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.
- D. Proper confidentiality shall be maintained by the department and respective mentors *to uphold the respect of individuals involved*.
- E. The mentors shall be consulted/informed in case of disciplinary issues on code of conduct with a student.

9. Responsibility

Following are the responsibilities of Mentor and Mentee:

A. Mentor

A mentor should wear multiple hats. For effective mentoring, the mentor should embrace the ability and willingness to:

- a) Provide guidance, advice, and support to the mentee in their academic, personal, and professional development.
- b) Assist the mentee in setting clear academic and career goals and help them create a roadmap to achieve these objectives.
- c) Share knowledge, experiences, and insights relevant to the mentee's field of study or career aspirations.
- d) Introduce the mentee to professional networks, industry contacts, and relevant resources to help them build connections and opportunities.
- e) Offer constructive feedback on the mentee's progress, assignments, and activities to facilitate growth and improvement.
- f) Dedicate time for regular meetings with the mentee, maintaining a consistent and reliable schedule.
- g) Respect the confidentiality of information shared during the mentorship relationship, unless safety concerns or legal obligations dictate otherwise.

- h) Serve as a positive role model, demonstrating professionalism, ethics, and a commitment to continuous learning.
- i) Encourage the mentee's autonomy, independence, and self-confidence in decision-making and goal pursuit.
- j) Be adaptable and open to adjusting the mentorship approach to meet the evolving needs of the mentee.
- k) Counsel to enhance the mentee's self-esteem through supportive, nonjudgmental discussions.
- l) Communicate through active listening. Focus fully on the mentee and show active verbal and non-verbal signs of listening.
- m) Share experiences and be open to sharing mistakes, failures, and lessons learned.
- n) If at any time, the mentor feel that the mentees need special counselling, the mentor may encourage the students to seek counselling with the professional expert - the Student Counsellor.
- o) If any student needs special academic tutoring, the mentor may direct the mentees to an appropriate faculty and may even ask the faculty to help their mentees in a particular area.
- p) *Meet the group of students at least twice a month, through mentor mentee session.*
- q) Continuously monitor, counsel, guide and motivate the students in all academic matters.
- r) Contact parents/guardians if situation demands e.g., academic irregularities, negative behavioural changes and interpersonal relations, detrimental activities etc.
- s) Maintain contact with the students even after their graduation or pass out.
- t) Intimate HOD and suggest if any administrative action is called for.
- u) Maintain a detailed progressive record of the student.
- v) Maintain a brief but clear record of the notices and schedule of the meetings, that include discussions with students.

B. Mentee's

Mentee is responsible for initiating all contact with the mentor and should be prepared and punctual for the mentoring sessions.

- a) Take an active role in the mentorship relationship by initiating communication, asking questions, and seeking guidance.
- b) Clearly define academic and career goals and communicate these objectives to the mentor to guide the mentorship process effectively.
- c) Come prepared for mentorship meetings with specific questions, topics for discussion, or issues to address.
- d) Actively listen to the mentor's advice and feedback and be receptive to learning and personal growth.
- e) Maintain professionalism in all interactions with the mentor, respecting their time and expertise.

- f) Provide feedback to the mentor about the mentorship process, including what is working well and areas where improvements could be made.
- g) Show respect for the mentor's insights, experience, and guidance, even when there may be differences of opinion.
- h) Take initiative in pursuing opportunities, networking, and personal development as guided by the mentor.
- i) Commit to implementing advice and strategies discussed with the mentor, actively working towards academic and career goals.
- j) Express appreciation to the mentor for their time, support, and contributions to the mentee's development.
- k) Mentee should focus on the relationship, rather than outcomes. Mentor's role is not to provide a job; it is to share valuable experience with the mentee.
- l) Mentee should ask direct questions about what he/she most want to know and shouldn't be shy about asking. Mentee is responsible for ensuring, the conversation meets, his/her needs.

10. Duration and Frequency

A. Duration of Mentorship Relationships:

Mentorship relationships within SGT University are generally intended to last throughout the program.

B. Meeting Frequency:

- a) Mentors and mentees are encouraged to meet on a regular basis to ensure the effectiveness of the mentorship relationship.
- b) It is recommended that mentor-mentee pairs meet at least once in 15 days, although the specific frequency may be adjusted based on mutual agreement and the evolving needs of the mentee.
- c) Meetings can take various forms, including in-person, virtual (e.g., video conferences), phone calls, or email exchanges, depending on the convenience of both parties.

C. Flexibility:

- a) If the mentor or mentee encounters scheduling conflicts or other challenges that affect meeting frequency, they should communicate openly and make necessary adjustments.
- b) The mentorship program coordinators are available to provide support and guidance if scheduling conflicts cannot be resolved directly between the mentor and mentee.

D. Progress Evaluation:

- a) The Mentorship Coordinator or program administrators may conduct periodic check-ins with mentors and mentees to assess the progress of the mentorship relationship.

- b) These evaluations are intended to ensure that the mentorship relationship remains beneficial and to identify any potential issues that may need addressing.

11. Communication Channel

A. Primary Communication Channels:

- a) In-Person Meetings: Whenever possible, mentors and mentees are encouraged to meet in person. These meetings can take place on-campus or at an agreed-upon *location convenient for both parties*.
- b) Virtual Meetings: In cases where in-person meetings are not feasible, mentors and mentees may use virtual communication platforms, such as video conferencing or webinars, for their discussions.
- c) Email: Email can serve as a primary communication method for sharing documents, scheduling meetings, and exchanging non-urgent information.

B. Regular Communication:

- a) To maintain an active and productive mentorship relationship, mentors and mentees should establish a regular schedule for communication. This schedule may include weekly or bi-weekly check-ins.
- b) Both mentors and mentees should be responsive to communication and make a concerted effort to promptly reply to emails and messages.

C. Mentorship Program Coordinator:

- a) The Mentorship Coordinator or program administrators are available as points of contact for mentors and mentees.
- b) If mentors or mentees encounter challenges or have questions related to the *mentorship program*, they are encouraged to reach out to the Mentorship Coordinator for guidance and support.

D. Emergency Contact Information:

- a) In case of emergencies or urgent matters related to the mentorship relationship, mentors and mentees should exchange emergency contact information.
- b) Emergency contact information may include phone numbers and alternative methods of communication for use in critical situations.

E. Confidentiality and Privacy:

- a) Both mentors and mentees are expected to maintain the confidentiality of any personal or sensitive information shared during their communication.
- b) It is essential to respect each other's privacy and use secure channels for sharing confidential data.

F. Record Keeping:

- a) Mentors and mentees are encouraged to maintain records of their meetings and communication for reference and future discussions.
- b) These records can help track progress, identify goals, and document any important insights or advice.

G. Flexibility:

- a) Communication methods and frequency may be adjusted based on the preferences and convenience of both mentors and mentees.
- b) Flexibility in communication allows for effective engagement and ensures that communication aligns with the evolving needs of the mentorship relationship.

12. Conflict Resolution

Conflict resolution provides a structured approach for addressing conflicts and issues within mentorship relationships, emphasizing open communication, privacy, and the involvement of program coordinators or administrators when needed. It ensures that conflicts are addressed in a fair and respectful manner, ultimately supporting the success of the mentorship program.

A. Open Communication:

- a) Mentors and mentees are encouraged to maintain open and honest communication throughout their mentorship relationship.
- b) If any conflict or issue arises, both parties should strive to address it promptly and directly with respect and professionalism.

B. Informal Resolution:

- a) In many cases, conflicts or issues can be resolved through informal discussions between the mentor and mentee.
- b) It is recommended that the involved parties attempt to resolve the conflict by discussing their concerns and exploring potential solutions.

C. Involvement of Mentorship Coordinator:

- a) If a conflict persists or if the mentor and mentee are unable to reach a resolution through informal means, either party may contact the Mentorship Coordinator.
- b) The Mentorship Coordinator will act as a neutral third party and facilitate communication between the mentor and mentee.

D. Mediation:

- a) If necessary, the Mentorship Coordinator may suggest mediation, which involves a structured process facilitated by a trained mediator to help resolve the conflict.

- b) Mediation is designed to create a safe and supportive environment for both parties to express their concerns and work toward a mutually agreeable resolution.
- E. Involvement of Program Administrators:
 - a) If conflicts persist or if mediation is unsuccessful, the matter may be escalated to program administrators or relevant institutional authorities for further assistance and guidance.
 - b) Program administrators will conduct a thorough review and may recommend actions to resolve the conflict.
- F. Privacy and Confidentiality:
 - a) All discussions related to conflict resolution, whether informal or formal, will be handled with strict confidentiality.
 - b) Information shared during the resolution process will not be disclosed without the consent of the involved parties, except when required by law or institutional policy.
- G. Timely Resolution:
 - a) *Every effort will be made to resolve conflicts promptly to minimize disruption to the mentorship relationship and the overall mentorship program.*
- H. Resolution Records:
 - a) Documentation of conflict resolution efforts, including meeting minutes, agreements, and outcomes, will be maintained for reference and accountability purposes.
- I. Resumption of Mentorship:
 - a) Following successful resolution of a conflict, mentors and mentees may choose to resume their mentorship relationship.
 - b) If both parties agree, the Mentorship Coordinator will support the continuation of the mentorship.

13. Reporting and Accountability

This section of a Mentor-Mentee Policy outlines the processes for reporting on the mentorship program's progress, impact, and outcomes. This section emphasizes transparency, accountability, and the mechanisms for assessing the program's effectiveness.

A. Program Assessment:

- a) The Mentorship Coordinator or program coordinator will regularly assess the overall effectiveness and impact of the mentorship program.

- b) Program assessments may include data collection, surveys, feedback sessions, and evaluations from both mentors and mentees.

B. Participant Feedback:

- a) Mentors and mentees are encouraged to provide feedback on their mentorship experiences, including suggestions for program improvements and testimonials highlighting successes.
- b) Feedback may be submitted through surveys, interviews, focus groups, or other designated channels.

C. Quarterly Report:

- a) A quarterly report summarizing the mentorship program's activities, achievements, and areas for improvement will be prepared and made available to relevant institutional stakeholders.
- b) The report will include data on participant demographics, retention rates, program impact, and testimonials.

D. Accountability Measures:

- a) The Mentorship Coordinator and program administrators are responsible for ensuring that the mentorship program adheres to its stated objectives, policies, and guidelines.
- b) Any identified deviations from program standards will be addressed promptly and with transparency.

E. Continuous Improvement:

- a) Data and feedback collected through assessments and reporting will be used to drive continuous improvement efforts within the mentorship program.
- b) Program administrators will actively seek opportunities to enhance the program's quality and relevance.

F. Institutional Support:

- a) SGT University is committed to providing the necessary resources and support to maintain the accountability and effectiveness of the mentorship program.
- b) The institution will allocate appropriate personnel, funding, and infrastructure to ensure the program's success.

G. Transparency:

- a) Information regarding the mentorship program's activities, achievements, and annual report will be made accessible to all relevant stakeholders, including mentors, mentees, faculty, and administrators.



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H. Feedback Incorporation:

- a) Program administrators will incorporate constructive feedback from mentors, mentees, and stakeholders into program planning and decision-making.

I. External Evaluation:

- a) SGT University may engage external evaluators or experts periodically to conduct independent assessments of the mentorship program's effectiveness.

J. Communication of Outcomes:

- a) Positive outcomes, success stories, and the impact of the mentorship program will be communicated to mentors, mentees, and relevant institutional stakeholders to celebrate achievements and encourage program participation.

K. Accountability for Misconduct:

- a) In cases of misconduct or violations of the mentorship policy, the institution reserves the right to take appropriate actions, including the removal of mentors or mentees from the program.

L. Data Privacy and Confidentiality:

- a) All data collected for assessment and reporting purposes will be handled in accordance with applicable data privacy laws and institutional policies.

14. Changes and Updates

This section of a Mentor-Mentee Policy in a higher education institution outlines the procedures for reviewing and revising the policy to ensure its continued relevance and effectiveness.

A. Policy Review:

- a) The Mentor-Mentee Policy is subjected to periodic review to assess its alignment with institutional goals and evolving needs.
- b) The initial review will take place every two years from the date of policy implementation.

B. Revision Process:

- a) The policy review process will be led by the Central Mentor-Mentee Coordinator.
- b) Input will be sought from mentors, mentees, and other relevant stakeholders, including faculty and program participants.
- c) Proposed revisions may be discussed in focus groups, committee meetings, or other forums designed to gather feedback and suggestions.



C. Stakeholder Input:

- a) Mentors, mentees, and other program participants are encouraged to provide input and recommendations for policy improvements.
- b) Feedback may be submitted through meetings, or written submissions during the revision process.

D. Transparent Communication:

- a) Any proposed changes to the Mentor-Mentee Policy will be communicated transparently to all stakeholders.
- b) Communication may include email notifications, program announcements, or dedicated webpages for policy updates.

E. Implementation of Revisions:

- a) Once revisions have been approved by the university authority/board, the updated policy will be implemented and communicated to all program participants.
- b) The revised policy will take effect from the upcoming academic year.

F. Grandfathering:

- a) In some cases, revised policies may include new eligibility criteria or guidelines. Existing mentors and mentees who were admitted under previous criteria may be "grandfathered" into the program unless they opt to transition to the updated policy.

G. Retroactive Changes:

- a) Policy revisions will not have retroactive effects on ongoing mentorship relationships. Existing mentorship relationships will continue under the terms of the policy in effect at the time of the match.

H. Notification Period:

- a) Stakeholders will be provided with a notification period during which they can familiarize themselves with the updated policy and seek clarification or address concerns.

I. Continuous Feedback:

- a) Following the implementation of policy revisions, ongoing feedback will be sought to assess the effectiveness of the changes and address any emerging issues.

J. Record Keeping:

- a) Records of policy revisions, stakeholder feedback, and implementation plans will be maintained for reference and accountability under the custody of Central Mentor Mentee Coordinator.



15. Awards:

The **Best Mentor Award** at Shree Guru Gobind Singh Tricentenary University is bestowed upon individuals who exemplify outstanding mentorship qualities, evaluated based on criteria encompassing effectiveness, commitment, innovation, and impact. Mentors would undergo scrutiny for their ability to positively shape the development of their mentee(s), employing dedicated mentorship practices, innovative approaches, and achieving tangible outcomes through their guidance.

In the Nomination and Evaluation Process, mentees, colleagues, or supervisors can submit nominations, providing specific instances of the mentor's excellence. An internal committee, comprising representatives from relevant university departments, meticulously reviews the nominations against established criteria, seeking additional input when necessary to ensure a thorough and fair assessment.

The Award Recognition is a moment of celebration, as the recipient of the Best Mentor Award is publicly announced at a university-wide event. The awardee receives a symbolic token of appreciation, such as a trophy or certificate, with the possibility of additional incentives. This approach fosters a culture of mentorship excellence and encourages *ongoing professional development among the university's academic community.*

With an annual Frequency, the Best Mentor Award is presented, showcasing the university's steadfast commitment to recognizing and encouraging outstanding mentorship within its vibrant academic community.

An Appeals Process ensures fairness and accountability by providing an open and transparent mechanism to address any disputes or concerns related to the award selection.

In a commitment to Continuous Improvement, Shree Guru Gobind Singh Tricentenary University will regularly review and refine the Best Mentor Award criteria and process. This dedication ensures the award's continued relevance and effectiveness in promoting a culture of mentorship excellence among the university's esteemed faculty and staff.



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Annexure.1.

Undertaking by Mentee for Mentor Mentee Program

I _____, Registration No. _____, Program _____,
Faculty _____ of Shree Guru Gobind Singh Tricentenary
University, Gurugram, Haryana undersigned hereby declare and undertake the following:

1. Commitment to Learning:

I am committed to actively participating in this mentor-mentee relationship, demonstrating a willingness to learn, and applying the knowledge and skills acquired from our interactions.

2. Open Communication:

I pledge to maintain open and honest communication with you, sharing my goals, challenges, and progress regularly. I understand that effective communication is crucial for a successful mentor-mentee relationship.

3. Respect and Professionalism:

I will treat our mentor-mentee relationship with respect and professionalism. I understand the importance of valuing your time and expertise, and I will strive to make the most of our interactions.

4. Goal Setting:

Together, we will establish clear and achievable goals for my professional and personal development. I am committed to working towards these goals and utilizing your guidance to overcome obstacles.

5. Confidentiality:

I acknowledge and respect the confidentiality of our discussions. I will not disclose any sensitive or private information shared during our mentorship without your explicit consent.

6. Feedback and Improvement:

I am open to receiving constructive feedback and will use it as an opportunity for improvement. I recognize that feedback is a valuable aspect of the mentor-mentee relationship.

7. Time Management:

I will be punctual and respectful of your time commitments. I understand that efficient time management is essential for the success of our mentorship.

8. Duration of the Relationship:

This mentor-mentee relationship is established for a duration of [specify duration, e.g., six months]. We will review our progress periodically and assess the continuation of the relationship beyond the initial period.

I am excited about the prospect of working with you and am confident that this mentorship will contribute significantly to my growth. I am committed to making the most of this opportunity and look forward to our collaboration.

Sincerely,

Signature of Mentee with Date



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Annexure.2.

Best Mentor Award Assessment Form

Please rate the mentor on a scale of 1 to 5, where 1 is the lowest and 5 is the highest.

Mentor Information:

- Mentor's Name: _____
- Department/Faculty: _____
- Number of Years in Mentorship Role: _____

Sl. No.	Criteria – The Mentor is	Scale (1-5)				
1.	easily approachable and available for mentoring sessions.	5	4	3	2	1
2.	Communicates effectively, both verbally and in writing.					
3.	Listens actively and encourages open dialogue.					
4.	Provides guidance and support to mentees in academic and personal matters.					
5.	Shows empathy towards the challenges and concerns of mentees.					
6.	Demonstrates a commitment to the success and well-being of mentees.					
7.	Assists mentees in building professional networks and connections.					
8.	Provides constructive feedback on academic work and performance.					
9.	Conducts regular evaluations to assess mentee progress.					
10.	Adapts mentoring style to suit the individual needs and learning preferences of mentees.					
11.	Encourages mentees to set and achieve academic and career goals					
12.	Advocates for mentees within the academic community and beyond.					
13.	Demonstrates ethical behaviour and integrity in all interactions.					
14.	Encourages mentees to pursue continuous learning and professional development.					
15.	Respects and values diversity, demonstrating cultural competence.					
16.	Effectively manages time to accommodate mentees without compromising other responsibilities.					

17.	Effectively manages time to accommodate mentees without compromising other responsibilities.					
18.	Encourages innovative thinking and problem-solving.					
19.	Inspires and motivates mentees to excel academically and professionally.					
20.	Respects and maintains confidentiality regarding mentee concerns and issues.					
21.	Collaborates with other mentors and faculty to enhance the overall mentoring program.					
22.	Participates in university and community events to support mentees.					
23.	Has received recognition or awards for mentorship or contributions to the academic community.					
24.	Demonstrates a commitment to self-improvement and staying current in their field.					
25.	Has mentees who have achieved notable success in their academic and professional endeavours.					

Overall Recommendation by Head of the Institution/Department:

• Overall Rating (1-5): _____

• Comments (if any):


Reg. strar
SGT University
Budhera, Gurugram