

VIGNAN'S FOUNDATION FOR SCIENCE, TECHNOLOGY AND RESEARCH
(Deemed to be University)

MENTOR–MENTEE POLICY

(Academic, Personal, Career and Holistic Development Framework)

Effective Date	As notified
Review Period	Every Three Years
Policy Coordinator	Dean – Student Affairs
Approving Authority	Executive Council

1. PREAMBLE

Vignan's Foundation for Science, Technology and Research (VFSTR) believes that mentoring is an integral component of student success and holistic development. The University recognizes that every student enters higher education with different academic backgrounds, aspirations, learning abilities, personal circumstances, and career goals. Effective mentoring provides students with continuous academic guidance, personal support, career counselling, and motivation throughout their programme of study.

The Mentor–Mentee System aims to establish a strong relationship between faculty members and students to facilitate academic progression, emotional well-being, professional development, ethical values, leadership qualities, and lifelong learning. Through regular interaction, mentors help students identify their strengths, overcome challenges, make informed career decisions, and effectively utilize the academic and student support services available at the University.

VFSTR is committed to providing a structured mentoring framework that supports students in achieving academic excellence, developing professional competencies, participating in research and innovation, strengthening employability, and becoming responsible global citizens.

2. OBJECTIVES

- Provide continuous academic, personal, and career guidance to students.
- Facilitate holistic development.
- Strengthen mentor–student relationships.
- Improve retention, progression, academic performance and employability.
- Identify students requiring academic, psychological, financial or social support.
- Encourage research, innovation, internships and extracurricular participation.
- Promote ethics, leadership, teamwork and lifelong learning.
- Support slow learners and advanced learners.

- Strengthen communication among students, faculty, parents and the University.
- Create a student-centric learning environment.

3. MENTOR–MENTEE MECHANISM

- Each Department shall assign faculty mentors at the beginning of every academic year.
- Normally one faculty mentor shall mentor 15–20 students.
- The same mentor shall normally continue throughout the programme.
- First-year students shall be allotted mentors immediately after admission.
- Students requiring additional support may be assigned co-mentors or referred to institutional support services.
- Peer Mentoring (Buddy System) may be implemented.
- Students with disabilities shall receive additional mentoring support.
- Mentoring shall normally be conducted at least once every month.
- Mentoring may be individual, group or online.
- Every interaction shall be documented.

4. RESPONSIBILITIES OF THE MENTOR

- Establish a positive mentor–mentee relationship.
- Conduct mentoring meetings and maintain records.
- Monitor academic performance, attendance and discipline.
- Guide curriculum planning and examinations.
- Encourage research, innovation and technical activities.
- Provide career guidance.
- Encourage MOOCs such as NPTEL, SWAYAM and Coursera.
- Identify slow and advanced learners.
- Recommend remedial and advanced learning opportunities.
- Counsel students on life skills and ethics.
- Maintain confidentiality.
- Interact with parents where required.
- Refer students to institutional support services.
- Submit mentoring reports to the Head of the Department.

5. RESPONSIBILITIES OF THE MENTEE

- Attend mentoring sessions regularly.
- Maintain communication with the mentor.
- Share academic progress and challenges honestly.
- Seek guidance whenever required.
- Follow agreed action plans.
- Maintain discipline and professionalism.

- Participate in academic and extracurricular activities.
- Inform the mentor regarding issues affecting performance.
- Respect confidentiality.
- Work towards academic and career goals.

6. EXPECTED OUTCOMES OF THE MENTOR–MENTEE SYSTEM

- Improve academic performance.
- Enhance retention and progression.
- Strengthen faculty–student interaction.
- Improve confidence and communication.
- Provide early support for weak students.
- Encourage research and innovation.
- Improve internships, placements and certifications.
- Strengthen leadership and ethics.
- Improve student satisfaction.
- Support Continuous Quality Improvement (CQI).

7. SUPPORT FOR SLOW LEARNERS

- Bridge Courses
- Remedial Classes
- Tutorial Sessions
- Peer Learning (Buddy System)
- Faculty Counselling
- Language and Communication Support
- Time Management Guidance
- Continuous Academic Monitoring
- Regular Parent Interaction (where necessary)

Departments shall periodically review the progress of slow learners and recommend suitable interventions.

8. SUPPORT FOR ADVANCED LEARNERS

- Research publications
- Patents and innovations
- Hackathons
- Industry internships
- NPTEL, SWAYAM, Coursera and other MOOCs
- Professional certifications
- Conference presentations
- Multidisciplinary projects

9. DOCUMENTATION

- Mentor–Mentee Allocation Register
- Student Profile Forms
- Monthly Mentoring Records
- Attendance of Mentoring Meetings
- Academic Progress Reports
- Parent Interaction Records
- Action Taken Reports
- Annual Mentoring Summary Report

All mentoring records shall be maintained confidentially by the respective Department.

10. MONITORING

- Participation in mentoring sessions
- Academic performance
- Attendance
- Retention and progression
- Placement and higher education statistics
- Internships and certifications
- Student satisfaction surveys
- Department mentoring reports
- Departmental review meetings

Corrective actions shall be implemented wherever necessary.

11. POLICY REVIEW

- Every three years.
- Following significant regulatory changes.
- Based on institutional quality review recommendations.
- Whenever considered necessary by the University.