

St. Mira's College for Girls, Pune
Autonomous (Affiliated to Savitribai Phule Pune University)

MENTORING POLICY

Mentor-Mentee Programme

At St Mira's College for Girls the future of every student is valuable and one of the ways to ensure a bright future is to maintain a robust Mentor-Mentee Programme. Not only do we have great concern but we also have the highest aspirations for all of our students and want to help them achieve and surpass their own expectations and those of the people who teach and care for them. This policy aims to identify the strategies deployed to ensure outstanding levels of mentoring and guidance.

Student mentoring at St Mira's College for Girls (St Mira's) is defined as a one-to-one relationship between a student and the mentor that occurs over a prolonged period of time. The mentor provides consistent support, guidance and concrete help to a student to provide them with a positive role model.

The goal of student mentoring is to help all students involved in the mentoring program to gain the skills and confidence to be responsible for their own futures and develop to their full academic and personal potential. St Mira's ensures that all learners receive the care, guidance and support necessary to maintain and extend their personal development and academic progress.

Objectives:

- To ensure that every student in the college is assigned a mentor from the permanent teaching faculty to guide the student on all fronts be it academic, co-curricular, extra-curricular and progression.
- To ensure that every student has a single point contact in case of any of difficulties related to the above.
- To have a point of contact in terms personal and emotional difficulties so the mentor can connect the mentee to the college counsellor if required
- To enhance the social, cognitive and emotional competencies of the students
- To prepare for the new requirements of mentoring laid down by NEP

Guidance

- It is vital that all students receive regular and informed guidance, have a wide range of experiences and understand where to get further information and advice. This will be evident through a number of initiatives, including:

- Sanctuary classes
- Career guidance
- Further and Higher Education guidance
- Workplace learning experiences offered
- Regular internal communications with students
- 'Soft skill' reinforcement initiatives
- Community involvement opportunities
- Mental well being program initiatives
- In some cases the relationship between the mentor and the mentee may be the only stability student knows, and the only time anyone spends quality time with them. Therefore, the Institute stipulates that a student mentor spend a minimum of two hours every semester with their mentee.

Responsibilities of Mentor:

- Maintain Mentor-Mentee File/ Google Form
- Maintain batch wise student roll call list
- Keep contact details of students
- Record of Mentor-Student meeting
- Provide information about students to the each teacher whenever required
- Student guidance should be done whenever required
- Maintain data of students achievements
- Maintain discipline among students.

Important notes about conduct and support:

- Avoid making negative comments about instructors, assignments, or texts.
- Refrain from doing students' assignments or suggesting grades.
- Be clear about expectations for academic honesty and integrity.
- Draw a clear line between friendship and mentoring.
- Encourage students to communicate with professors and use campus services.

Peer Mentor

Peer mentors can be defined as; 'A body of students who have volunteered to undertake training so that they can offer support to other students experiencing problems particularly with respect to their academics'.

The actual role of these students will be agreed between the students and the member of staff who coordinates them but could include the following aims:

- To be part of the buddy system or SOUL- Social Outreach United Learning
- To be a 'port of call' for students with problems
- To act as an additional service to that provided by staff - complementing rather than competing with it
- To be accessible to pupils of any age and background
- Any adult in the Institute learning community who becomes a student mentor must be someone who will be a positive influence in a mentee's

life. The most crucial role for a student mentor is to be an adult who has time for a mentee person, who cares about them, who believes in them and is committed to a long term relationship with them.

Requirements to be a Peer Mentor

Peer Mentors will be selected and evaluated based on their responses to the questions in the registration form. Peer mentoring is a one on one process between selected students focusing on slower learners.

Characteristics of a good Student Mentor

- A good student mentor is someone who engages in a positive relationship with the student and gives them attention.
- The mentor needs to have positive self-esteem, react well to stressful situations and tolerate frustrating situations.
- They need to listen well and communicate on a level that the student can understand and not be judgmental.
- The mentor needs to provide leadership and guidance and be a positive role model, nurturing a relationship that respects the student's dignity.
- The mentor must always show up on time for sessions, be committed and accept their responsibilities.
- A good mentor will reinforce the student's successes and challenge them to do better and be willing to give them a fresh start if there are any lapses.
- They will not break the trust they have established.

Benefits of a Student Mentoring Programme

- Students benefit by receiving the support and guidance of a caring adult or supportive peer and also receiving assistance with their academic studies.
- Students will experience greater self-esteem and be motivated to succeed.
- They will also receive encouragement to stay in education and progress to further and/or higher education and receive assistance in choosing a career path.
- Student will also improve interpersonal relationships, such as with Institute the teaching staff and the student's family.

Benefits to peer mentors

- Adults who volunteer to mentor students increase their involvement in the learning community and recognise they can make a difference.
- They will gain new experience and knowledge about young people and the Institute community and contribute to the wider aims of community cohesion and regeneration

Eligibility:

All students who take admission at St Mira's College for Girls are entitled to mentoring. Every permanent teaching faculty is eligible to take on the role of a mentor. Any student who volunteers and fits the criteria may be a peer mentor.

Process:

GENERAL INTERACTION PROCEDURE

- Take attendance
- First 10 minutes Mentor introduces the designated topic
- Open it up for discussion
- After that request 10 students (approx.) to wait back to discuss strengths and weaknesses and enter details on the forms.
- Inform students that you are available for one on one mentoring. Assign designated time when available once a week.

Additional General Guidelines:

St Mira's adopts a layered approach to mentoring. On the designated dates there will be no lectures after 11 am to ensure that mentoring happens simultaneously on record for all students in all classes. This is a minimum requirement. Mentors may meet their mentees more often if they wish or if it is required either as a group or personally.

I] FY- meets thrice

1) during the induction programme

2) in September

3) in January

1) FY Mentoring process during Induction Programme

- Each teacher must maintain a file containing:
the forms of each class along with
attendance sheets of every contact with the students.
- Get students to fill up the forms + break into your groups
- Introduce yourself, explain what mentoring is and why?
- Clarify doubts and explain you are their point of contact
- Talk about Moodle, extra curriculars and relevant credit courses etc
- Attendance
- Counselling cell

2) FY mentoring in Sept

- Counsel students with low attendance

3) FY Mentoring in Jan

- Discuss problems with the results
- Counsel regarding electives/ specials
- Stress importance of filling all online feedback forms
- Stress attendance

II] SY & TY (Specials) –

- meet them all together
- 2 times/ semester ie totally 4 days

- c) no lectures after 11am
- d) classrooms will be allocated

SEMESTER I

1. Interaction 1
 - a) Discuss credit courses, extra curricular activities, competitions,
 - b) concerns, queries
 - c) stress attendance
 - d) Scholarships
 - e) Address questions
 - f) Meet first batch of 10 students
2. Interaction 2
 - a) Academic concerns – establish in group buddy system- student mentoring student- peer mentoring programme, SOUL
 - b) Opportunities for internships, jobs, career counselling,
 - c) Address questions
 - d) Meet second batch of 10 students

SEMESTER II

3. Interaction 3
 - a) Importance of feedback during online exams
 - b) Result analysis – explore academic problems
 - c) Address questions
 - d) Meet third batch of 10 students
4. Interaction 4.
 - a) Low attendance cases
 - b) Student progression- inform them they must keep in touch.
 - c) Join the alumni association- what are the benefits of networking and giving back to their college and students of the college.
 - d) Address questions
 - e) Meet fourth batch of 10 students

Benefits of Mentoring to the Institute

- Students will be more motivated and aspirational which will improve morale amongst the learning community.
- Mentoring will maximise the achievements of individual students and groups of students who are at risk of underperforming and remove barriers to achievement for vulnerable groups of students.
- Mentoring enhances the skills of staff and students, improves student attendance and increases student retention.



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