



2023

# Student Mentoring Guidelines

**Sharnabsava University, Kalaburagi**



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## 1. Student Mentoring Program

An essential component of the mission at the Sharnbasva University is to enhance the overall quality of the student experience. In alignment with this objective, interactions were held with students and their parents to understand their concerns and gather suggestions for improvement. Over the years, a recurring theme in student feedback has been the need for proper guidance and support. While various factors may contribute to the lack of adequate advisement, it is evident that students highly value meaningful mentorship. In this context, mentoring has emerged as a vital and indispensable aspect of academic advisement. It is increasingly recognized as a powerful tool for the personal and professional development of young women in engineering education.

### 1.1. What is Mentoring?

Mentoring is widely recognized as a process of providing guidance, instruction, and support, and has been a respected tradition across cultures since ancient times. The concept of a “mentor” appears prominently in the histories of various civilizations, often symbolizing wisdom and trusted counsel. In indigenous communities around the world, elders have traditionally served as mentors—offering life lessons and support to help younger generations navigate personal and communal challenges. Historically, mentorship has also taken the form of apprenticeships, where skills and knowledge were passed from masters to learners. At the core of all these traditions lies the most enduring form of mentoring: that of parents and guardians guiding, nurturing, educating, and challenging their children. Mentoring, therefore, is a timeless and essential element of personal and professional development.

### 1.2. Who is a Mentor?

A mentor is a supportive and trusted adult who dedicates time and attention to guiding a young individual. While mentors may take on various roles depending on the context, their core purpose remains the same: to help young people realize their potential and identify their strengths.

It is important to note that a mentor does not replace the role of a parent, guardian, or teacher. Nor is a mentor a disciplinarian or authority figure. Rather, a mentor reinforces the positive values, ethics, and cultural heritage instilled by the family and community. The primary role of a mentor is to assist the mentee in setting personal and professional goals and to support them in finding pathways to achieve those goals.



### 1.3. What the Program is?

The Mentoring Program at the Sharnbasva University, Kalaburagi (SUK) aims to provide students with valuable exposure to academic, professional, and career-related opportunities. The program facilitates close interaction between students and faculty members, creating a supportive environment that promotes overall development.

The program is built on three key objectives:

1. To nurture student interest in career planning and progression.
2. To enhance students' awareness of industry expectations and motivate them through continuous guidance.
3. To provide personal support and mentorship to help students overcome initial challenges such as emotional adjustment, identity concerns, and academic stress—especially during the transition into college life.

Under this initiative, each faculty member is assigned a group of 15–25 students to mentor. During the first year, students are guided by mentors from the First-Year faculty. From the second year onwards, mentoring is continued by faculty members from the students' respective departments. This structured mentoring system ensures personalized guidance, helping to build confidence, provide clarity, and foster a strong sense of belonging throughout the students' academic journey.

## 2. Program Guidelines

The Sharnbasva University recognizes that mentoring by faculty members is a vital component of the student experience. Faculty mentoring goes beyond academic advising or guiding students through course requirements. It is also distinct from formal classroom instruction and extends to fostering personal and professional growth. Effective mentoring is not limited to being a role model—it involves active engagement, support, and encouragement.

These guidelines aim to define the mentoring roles and establish a framework for meaningful faculty-student relationships. Faculty members serve as the primary mentors throughout a student's academic journey at SUK. It is essential for faculty to understand that their regular interactions with students carry a significant mentoring element and contribute to the students' overall development.

Equally, students share the responsibility of engaging sincerely in the mentoring process to ensure its success. Mentoring is not just an optional practice—it is a core responsibility and an integral part of every faculty member's professional role at SUK,



## 2.1. Mentor Objectives

The primary objective of the mentor is to support the mentee in achieving the goals of the mentoring program. This is accomplished by:

- Building a positive and trusting personal relationship.
- Guiding the mentee in developing meaningful and healthy relationships.
- Assisting the mentee in acquiring essential life skills.
- Enhancing the mentee's ability to engage effectively with diverse individuals, groups, and environments.

## 2.2. Qualities of a Good Mentor

A good mentor embodies the following qualities:

- A **caring teacher** who imparts knowledge with empathy.
- A **patient supporter** who provides consistent encouragement.
- A **positive role model** who exemplifies ethical and professional behavior.
- \An **encouraging coach** who motivates growth and confidence.
- A **dependable pacesetter** who sets a steady example for progress.
- A **trusted guide and friend** who offers genuine support.
- A **responsible individual** who expands the mentee's exposure to new opportunities, environments, and networks.

## 2.3. Mentoring Program: Do's and Don'ts

### ✓ Do's

- Be flexible and patient in your approach.
- Set realistic expectations and know your limitations.
- Understand that mentoring relationships may have ups and downs.
- Value both the similarities and differences between you and your mentee.
- Use real-life situations as teaching moments to discuss behavior, consequences, and alternatives.
- Notify the program coordinator if you need to discontinue the mentoring relationship.

### ✗ Don'ts

- Never use physical discipline or the "silent treatment" as a corrective measure.
- Avoid making inappropriate, embarrassing, or hurtful comments.
- Do not share personal information about your mentee with other students or mentees.
- Do not dismiss or minimize the mentee's emotions or concerns.



## 2.4. Benefits of Mentoring:

Through mentoring, students gain the following advantages:

- **Professional Guidance:** Enables students to excel academically and develop professionally.
- **Career Advancement:** Assists students in making informed career decisions.
- **Academic Progress:** Monitors aspects such as academic performance, backlogs, and attendance.
- **Holistic Development:** Provides personal and psychological counseling as needed.

**Frequency of Meetings:** Mentor-mentee meetings are held twice in every semester or on a need basis.

**Phases of Mentoring:** The following phases are used to encourage and develop the proper mentoring system in the department:

- The Mentor will look after the wellbeing of all mentees at SUK.
- The Mentor speaks to mentee's parent and updates about their ward's progress.
- The Mentor counsel the mentees as and when needed for their better progress.

## 3. General Guidelines for Mentors

These indicative (not exhaustive) suggestions are intended to support faculty members in their role as mentors:

### 1. Practice Active Listening

- Pay close attention to body language – facial expressions, tone, gestures, and posture.
- Allow mentees to express frustration or joy without judgment.

### 2. Boost Mentee's Confidence

- Celebrate achievements and learning progress.
- Provide honest and timely feedback.
- Offer guidance and ideas when requested.
- Maintain an empowering, supportive relationship.

### 3. Cultivate Conflict Resolution Skills

- Stay open-minded and objective.



- Ask open-ended questions to help mentees explore solutions.
- Identify both visible and underlying issues.
- Share personal experiences and insights to support their journey.
- Schedule consistent communication – preferably weekly.
- Offer opportunities for mentees to observe real-world settings where applicable.
- Be sincere in providing feedback and critique.

#### **4. Engage Beyond the Classroom**

- Arrange informal sessions to foster better connection.
- Support career development (e.g., mock interviews, resume reviews).
- Discuss industry trends and encourage publishing or presenting work.
- Guide on professional networking and academic resources.

### **3.1. Mentor Responsibilities**

The Mentor must develop a cordial relation with all his mentees. He must be patient enough to listen to mentees problem and must solve at the earliest. The Mentor must communicate to mentee parent regularly and update their ward progress. The Mentor must help mentees in making academic decisions and also encourage for mentees participation in co-curricular activities.

For maintaining better mentor system, the mentor holds the following responsibilities:

- Keeps the records of student's profile in the prescribed format
- Maintains the records of absenteeism, problems/issues. Explains to students the academic rules and regulation
- Acquires the results of each student for Internal Assessment-1, Internal Assessment-2 and Semester End Exam of each semester.
- Observe and keep record of the attendance of each student for all courses.
- Examines the results of the students and counsel for poor results within a week after the results is published.
- Communicates with parents of students to discuss students' performance, any attendance issues as and when required (at least every fortnight) and future plan at least twice in a semester.
- Gives specific guidance to students in selecting elective courses for registration.
- Gives guidance and information to plan for industry internship.
- Ensures to provide guidance for advanced courses/studies.
- Gives guidance to students for selecting project topic, project guide and even counsel them on back papers.
- Maintain the mentoring diary and keep records of co-curricular, extra-curricular, sports, cultural, research, internship and placement activities.

The unresolved issues of students are brought to the notice of Chairperson and if further attention is needed, it is taken to the attention of higher authorities.



### 3.2. Mentee Roles and Expectations

- Be honest and transparent – share interests, challenges, and aspirations.
- Ask questions freely and seek clarification.
- Listen attentively and remain receptive to feedback.
- Communicate preferred meeting times and availability.
- Set learning goals and share them with the mentor.
- Maintain respectful communication.
- Resolve misunderstandings early.
- Appreciate the mentor's commitments and time constraints.
- Keep consistent communication – initiate when necessary.
- Prepare for meetings with specific questions or topics.
- Discuss long-term goals and strategies for achieving them.
- **Participate wholeheartedly in the mentoring process.**

### 3.3. Handling Sensitive Issues: A Guide for Mentors

#### 1. Creating a Safe Space

- Remain calm and attentive.
- Use empathetic body language.
- Avoid accusatory language or assumptions.
- Affirm confidentiality and trust.
- Let the mentee speak at their pace; avoid prying.

#### 2. Empowering the Mentee

- Focus on feelings and needs before offering solutions.
- Ask: "What would you like to do?" or "How can I support you?"
- If suggestions are not feasible, offer alternatives gently.
- Promote critical thinking and reflection.

### 3.4. Problem-Solving and Offering Support

- Understand the boundaries of your mentoring role.
- Disclose when confidentiality must be broken (e.g., safety issues).
- Suggest speaking with faculty or higher authorities when needed.
- Brainstorm and co-create solutions.
- Be a partner in decision-making, not just an advisor.

### 3.5. Best Mentoring Practices: SUK Faculty Perspective

#### Faculty Roles

Faculty mentors at SUK are expected to:

- Support intellectual and personal development of students.
- Offer insights into academic and industry trends.



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- Inspire independent, critical, and creative thinking.
- Provide guidance on accessing study materials and resources.
- Help students navigate academic requirements and timelines.
- Address student challenges and direct them to institutional support.
- Recognize the unique backgrounds and strengths of each student.
- Encourage peer mentoring within departments.
- Share opportunities for research, funding, and conferences.
- Promote ethical academic conduct and professionalism.
- Set clear academic expectations and monitor progress.
- Offer constructive and motivating feedback.
- Assist with career planning and post-graduation readiness.

### 3.6. Student Responsibilities

**Students are expected to:**

- Be proactive in seeking guidance and meeting program milestones.
- Learn how to build and maintain productive mentoring relationships.
- Take responsibility for academic performance and career growth.
- Respect the time and commitments of faculty members.
- Adhere to ethical standards within their field.
- Understand university rules, deadlines, and graduation requirements.

## 4. Mentoring Program at SUK

### 4.1. Program Structure

- All students and faculty of SUK are enrolled in the mentoring program via a structured registration process.
- Students are matched with faculty mentors based on academic interests whenever possible.
- Each year, the program undergoes review, and students may either continue with the same mentor or be reassigned for broader exposure.

### 4.2. Mentor-Mentee Engagement

- Students may be assigned up to two mentors, depending on their needs.
- Weekly communication through meetings, calls, or messages is encouraged.
- Flexibility in scheduling activities is essential to accommodate academic loads.

### 4.3. End-of-Year Feedback

- Both mentors and mentees complete a program evaluation form at the end of each academic year to provide feedback and suggestions for improvement.



#### 4.4. Mentoring Operations at SUK

1. Orientation: Principal/Senior Faculty will brief all students and mentors about program objectives.
2. Allotment: Mentees are allotted to mentors; departmental and mentor-specific WhatsApp groups are created for easy communication.
3. Documentation: Mentors maintain a “Mentor Diary” to record meetings, challenges, and outcomes.
4. Parent Communication: Mentors initiate contact with mentees' parents to build trust and partnership.
5. Regular Monitoring: Mentors track attendance, test performance, and initiate remedial support if needed.
6. Awareness: Mentors update students and parents about rules, academic guidelines, and disciplinary measures.
7. Discipline: First-level indiscipline is addressed through mentor-parent discussion; severe issues are escalated to the Dean.
8. Talent Identification: Mentors help uncover and nurture students' passions and strengths.
9. Comprehensive Evaluation: At semester-end, the mentor's diary and mentee feedback are used to assess the mentoring program's effectiveness.

#### 4.5. Expected Outcomes of Mentoring:

Effective mentoring leads to significant student benefits, such as:

- Improved mental well-being and enhanced academic performance.
- Encouragement to participate in co-curricular and extracurricular activities such as hackathons, project development, and sports.
- Better placement outcomes, contributing to the satisfaction of both students and their parents.
- A lasting bond with the institution, fostering a sense of pride in being an alumna of SUK.

#### 4.6. Documentation:

All relevant mentoring records must be maintained for reference and further counselling purposes.

#### **Annexure 01: Mentor-Mentee Handbook**