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1.3 University anti-poverty programmes

1.3.2 Bottom financial quintile student success.

Mentoring and councelling for students

1. The university has a mentor–mentee mechanism.

All the students are mentored by their mentees till they graduated.

Plate 1

2. Assessing the learning levels of students

SSU has a robust and dynamic mechanism for assessing the learning levels of its students. To get admission into various programs, the students undertake the SSU-CET, which assesses their English language proficiency, basic domain knowledge and general aptitude. This enables the institution to identify and address the difficulties of students from the start.

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Country : India
Web Address : www.srisriuniversity.edu.in

SDG 1:NO POVERTY

Since students from diverse backgrounds take the qualifying examination and are selected to get admission in various programs, the university devises methods to identify different groups of students with different strengths and interests.

Internal Quality Assurance Cell(IQAC) has designed a policy document to identify slow and advanced learners through various exams and levels of learning. A clear mechanism to identify them at the departmental level is available.

Special initiatives for slow learners

Students scoring less than 50% in the SSU-CET are classified as slow learners. A provision is available in the institutional LMS for faculty members to upload the required material for slow learners. Prompt follow up action is also taken in the form of additional classes, remedial classes, tutorials, and assignments. The choice-based credit system (CBCS) implemented at the university facilitates the students' ability to augment their learning. In this regard, the mentors play a very crucial role in guiding the students.

Special initiatives for advanced learners

Opportunities abound for students to complement and enhance their learning experience by opting for additional courses in diverse areas. Students who scored more than 75% in the SSU-CET are identified as advanced learners. With a view to boosting the already acquired talent of advanced learners, the faculty take up a number of initiatives, like offering leadership roles in a number of programs. Apart from this, seminars, guest lectures, aptitude and communication skills development, value-added programs, group discussions, and capacity enhancement programs are conducted from time to time at the university. This vibrant set of student clubs and chapters provides advanced learners with hands-on experience in various domains of their choice.

3. **Vivechana ~ The Counselling Space**
Catering to psychometric assessments and various indigenous forms of therapeutic inter-ventions,'Vivechana' will provide our students in-depth experiential opportunities to learn as well as administer psychological tools of evaluation and measurement over and apart to practicing counselling skills amidst real life situations.

University : Sri Sri University
Country : India
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4. **Regular Nav Chetna Shivirs (NCS)** are organised for the students. This is a dynamic program that consists of Yoga & meditation techniques that are specially designed for socially, economically, physically, or emotionally challenged sections of the society

Evidence(s)
THE-Impact Ranking

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LEARN LEAD SERVE

Sri Sri University
Mentor-Mentee Policy

Name of Policy	Mentor-Mentee Policy	Department responsible	All Deans
		Prepared by	Deputy Registrar
Process Owner	All Deans	Checked by	Director IQAC
Effective date	16/02/2022	Approved by	Executive Registrar
Number of pages	05	Reference number	Ref. No. ER/2022/045

The Education life of students in Colleges and Universities is changing very fast & frequently with pressures to achieve high academics, achieve placement with respectable earnings, build the careers of their choice, and integrate the learning of various skills with the curriculum to ensure job security and to accomplish with the information available on the social media.

All of this creates a lot of anxiety and uncertainties among students about their success during and post-college. It is a well-established fact that the turning point in the career of students is not the curriculum topics but the relationship with the mentors who may be their peers, teachers, or professionals. Students from all over India and abroad with diverse social, cultural, and economic backgrounds are being taken admission to Sri Sri University. Hence, there is a requirement for continuous mentoring of students for academic, social, personal, and career guidance. Looking at all these needs of students, a Mentor-Mentee system where a group of students (Mentees) are assigned to a faculty (Mentor) from the same Department is required.

Objective

Ensure the overall development of students through constant personal guidance and motivation. At the time of admission, a senior Faculty Member is to be nominated by the respective Dean as an Advisor for each programme who acts as the chief mentor of the programme for the entire duration. In addition to this, each student will be assigned by the respective Dean to a mentor faculty to provide individual attention.

Chief Mentor

The Chief Mentor shall take the meeting of the Mentor Faculty at regular intervals to review the activities of the mentors and address the issues. The Chief Mentor will prepare the necessary policy for the smooth operation of the Mentor-Mentee system and place it for the approval of the competent authority. Vice Chancellor will chair the meeting of all the Chief Mentors as and when required or at least twice in the academic Year.

1

University ： Sri Sri University
Country ： India
Web Address ： www.srisriuniversity.edu.in

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Mentor Faculty

A mentor can be in charge of 15 to 20 students to attend to their personal problems and provide guidance to solve the problems and improve their overall performance. Mentors are appointed by the respective Deans for each academic year. The ratio of Mentor to Mentee is decided by the Deans according to the number of faculty members and students in that department. Private records are maintained by the mentor regarding each of their mentee students. These records will include the details of the sessions with their mentees and the issues discussed. The mentor shall also maintain the private record/data of the student which is the most confidential. The Frequency of Mentor-Mentee meetings can be decided mutually by the faculty and the respective student. Mentoring provides an opportunity for students to discuss their various issues and get them solved through experienced mentors.

Mentor-Mentee Mechanism

- A Mentor Mentee Committee shall be constituted at the University level with the Chairmanship of the Vice Chancellor with all Deans, DSA, and senior faculty members nominated by the Vice Chancellor.
- Faculty members (Mentors) will be assigned a group of 15 to 25 studentsfrom the same Department or as decided by the Deans depending upon the students' strength.
- The Mentor Mentee Committee issue a circular on the allotment of Mentors and respective allotted Mentees in an Academic Year with details on contact number and email IDs. Further, an appointment letter is given to each Mentor regarding their allotted Mentees and the guidelines on Mentorship activities.
- The mentee once assigned to a mentor will continue with the samementor as decided by the respective Dean.
- Every Year, the First-Year students will be added to the mentors list.
- In the case of PwD students, specific Faculty Mentors will be allotted in addition to their Departmental mentors who will look after of their special needs.
- All the North East Students will have three types of mentors – Department Mentors, Faculty Mentors of North East Society, and Peer Mentors from North East or other states.
- Student Mentors will be assigned to slow learners in the format of a buddy system.
- Among various roles and responsibilities, mentors encourage advanced learners to take up short-term research projects and publish their research work. The teaching staff plays an important role in mentoring the above students. Mentors play an essential role in identifying the academic, social, and personal needs of slow learners.
- Besides playing the role of Mentor in academic progress, mentors look after other issues of mentees pertaining to the social, personal, language barriers, ragging, and emotional well-being, if any, at an individual level.
- Besides playing the role of Mentor in academic progress, mentors look after other issues of mentees pertaining to the social, personal, language barriers, ragging, and emotional well-being, if any, at an individual level.
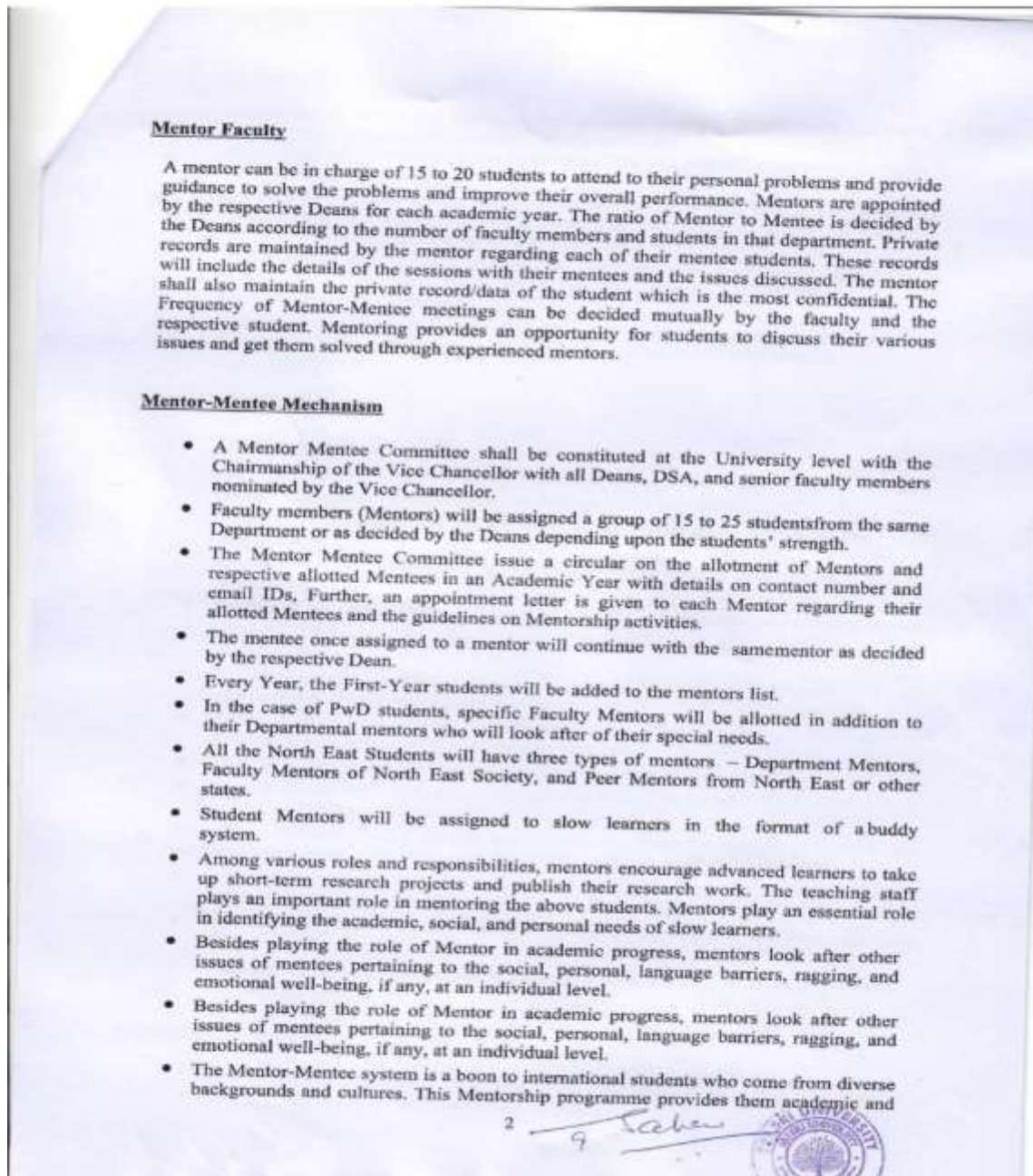- The Mentor-Mentee system is a boon to international students who come from diverse backgrounds and cultures. This Mentorship programme provides them academic and

2

University : Sri Sri University
Country : India
Web Address : www.srisriuniversity.edu.in

SDG 1:NO POVERTY

psychological support and addresses their personal as well as professional issues and guides them through various phases of academic and personal development during their stay at the University. It also helps them to have a smooth integration into a new culture and environment.

- A hard copy Mentorship Log Book is to be maintained by each Mentor that has details on the Name of Mentor, Name of Mentee, Reg. / Enrollment Number, Photographs, and contact details including information on parents and guardians.
- At the end of the Academic Year/duration of a program, a Mentorship Log Book is submitted to the Dean for a record purpose and maintained as per the laid rules/guidelines of the Institute.
- Peer or student mentors will be felicitated at a suitable platform and the number of hours spent by them will be considered towards completion of NSS program.

Responsibilities of Mentor

- Conduct at least one meeting (online/offline) in a month.
- Assess mentee's background, knowledge, skill, motivation, experience,hobbies, etc.
- Help to improve upon communication skills and shed hesitation.
- Counsel, guide, and advice mentee to accomplish their goal in academic and career development.
- Help them solve their concerns with appropriate support and recommendations available.
- Encourage inquisitiveness and interest in academic, extracurricular and social works.
- Conduct discussions on the socio-cultural aspect of the country to make a good citizen.
- If the situation demands contact parents/guardians and provide the information about the achievements of their wards.
- Update them on various scholarships, fellowships, competitions, internships, research projects, job opportunities, etc.
- Develop leadership quality, and teamwork among mentees.
- Develop a long-term relationship and keep in contact to see the effects of mentoring and the progression of the mentee.
- After completion of each session, submit the meeting records and a brief report to the Dean keeping the information and discussions with the mentees confidential.
- Consult the University psychologist about the needs of any mentee and take necessary action.
- Listen to the mentees, be flexible, be empathetic, be respectful, and invest time and efforts
- Reaching out to other colleagues to request to conduct special/remedial classes for slow learners in the group.

Responsibilities of Mentee

- Attend meetings regularly
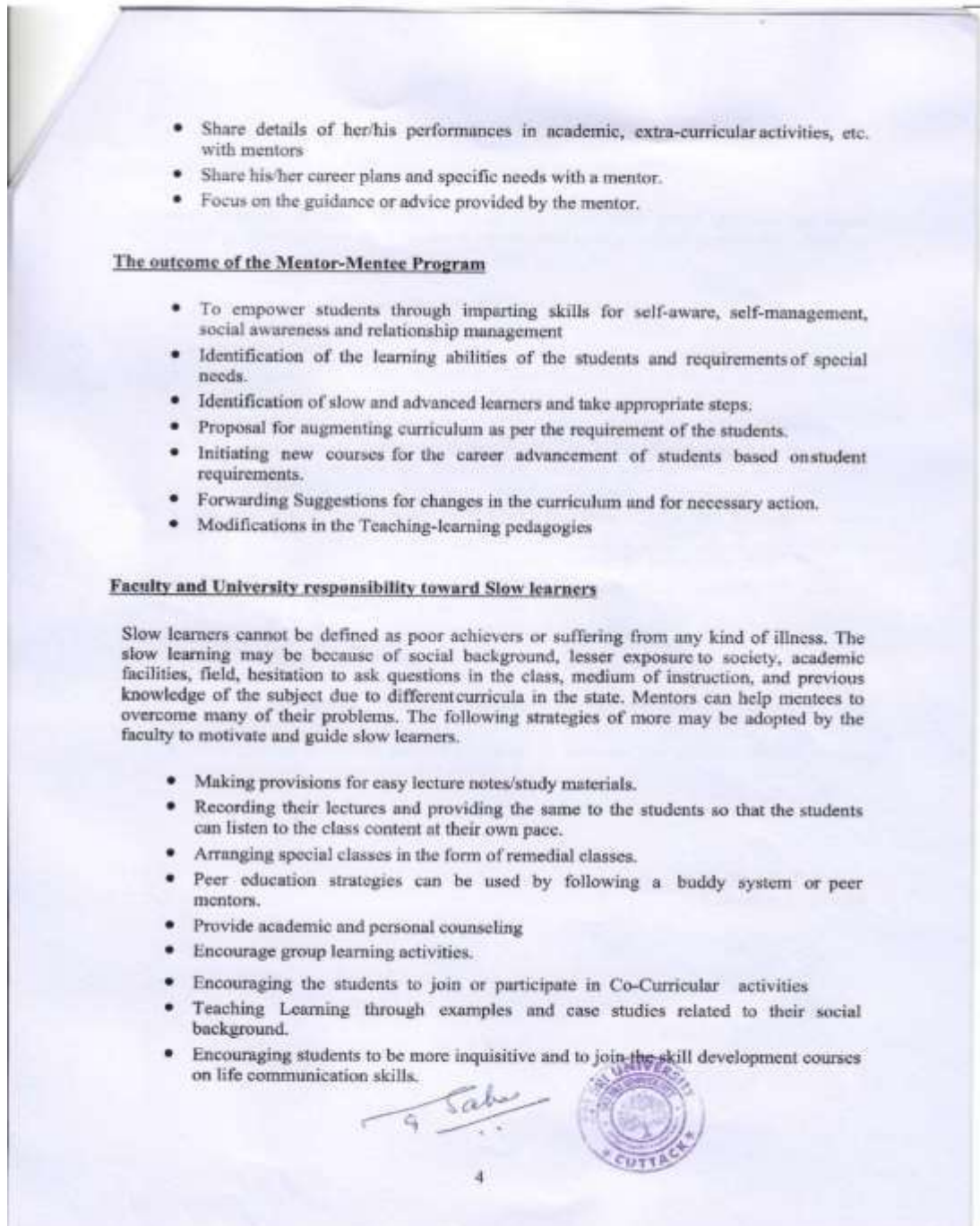- Be respectful towards everyone and the mentor

3

University   ： Sri Sri University
Country   ： India
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- Share details of her/his performances in academic, extra-curricular activities, etc. with mentors
- Share his/her career plans and specific needs with a mentor.
- Focus on the guidance or advice provided by the mentor.

The outcome of the Mentor-Mentee Program

- To empower students through imparting skills for self-aware, self-management, social awareness and relationship management
- Identification of the learning abilities of the students and requirements of special needs.
- Identification of slow and advanced learners and take appropriate steps.
- Proposal for augmenting curriculum as per the requirement of the students.
- Initiating new courses for the career advancement of students based on student requirements.
- Forwarding Suggestions for changes in the curriculum and for necessary action.
- Modifications in the Teaching-learning pedagogies

Faculty and University responsibility toward Slow learners

Slow learners cannot be defined as poor achievers or suffering from any kind of illness. The slow learning may be because of social background, lesser exposure to society, academic facilities, field, hesitation to ask questions in the class, medium of instruction, and previous knowledge of the subject due to different curricula in the state. Mentors can help mentees to overcome many of their problems. The following strategies of more may be adopted by the faculty to motivate and guide slow learners.

- Making provisions for easy lecture notes/study materials.
- Recording their lectures and providing the same to the students so that the students can listen to the class content at their own pace.
- Arranging special classes in the form of remedial classes.
- Peer education strategies can be used by following a buddy system or peer mentors.
- Provide academic and personal counseling
- Encourage group learning activities.
- Encouraging the students to join or participate in Co-Curricular activities
- Teaching Learning through examples and case studies related to their social background.
- Encouraging students to be more inquisitive and to join the skill development courses on life communication skills.

4

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Country : India
Web Address : www.srisriuniversity.edu.in

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Faculty and college responsibility towards advanced learners

Advanced learners are those students who have a better Intelligence Quotient and faster understanding of the subject. Such students are required to be groomed beyond the curriculum to explore their full potential.

- Providing extra facilities and academic input for better career growth.
- Encouragement to join research projects run by the college to inculcate research orientation.
- Encouragement to write and publish research/popular/review papers or book chapters under the guidance of faculty members.
- Encourage them to read research papers and make presentations before the class.
- Encourage them to participate in National/International Conferences, seminars, and workshops so that they can present their works as well as interact with renowned academicians.
- Provide scholarships/Awards to acknowledge their efforts and to enhance their performance.
- May allow them to take the class at the junior level of the programme.
- Encourage to join Online Courses offered by Swayam or COURSERA or other platforms for enhancing the knowledge horizon.
- Offer a range of texts with more difficult books than the peer
- Offer deeper questions by moving from factual to conceptual thoughts.
- Honour and support innovative thinking. Help nurture their innovative ideas into products or models.
- Consider the following general principles of teaching and learning explore, create, envision, support, improve, and exhibit.

16/2/22

Prof. (Dr.) D. P. Sahoo
Executive Registrar

5