



MLRIT

Raising Engineers

MLR INSTITUTE OF TECHNOLOGY

UNIFIED MENTORSHIP GOVERNANCE AND EXCELLENCE

(UMGE)



Strong
Connections



Continuous
Learning



Empowered
Futures



MLR INSTITUTE OF TECHNOLOGY

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Unified Mentorship Governance and Excellence (UMGE)



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Engineering Ideas, Engineering Careers



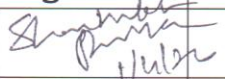
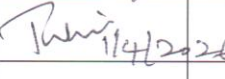
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Unified Mentorship Governance and Excellence (UMGE)

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Document Control

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Introduction

The **MLRIT** Mentoring Policy is a structured institutional framework designed to support the holistic development of students through continuous academic guidance, personal support, and professional mentoring. It establishes a systematic approach to foster meaningful mentor-mentee relationships that contribute to student success and well-being.

This policy aims to create an inclusive and supportive learning environment by enabling faculty members to monitor student progress, identify individual needs, and provide timely interventions. It also aligns with quality standards and best practices recommended by regulatory bodies, ensuring accountability, transparency, and effectiveness in student support systems.

By integrating mentoring into the academic ecosystem, the institution seeks to enhance student engagement, improve academic outcomes, and promote overall personality development. The mentoring process plays a crucial role in nurturing responsible, competent, and career-ready graduates.

Overall, the **MLRIT** Mentoring Policy reflects the institution's commitment to excellence in education by ensuring that every student receives personalized guidance and opportunities for growth.

1. PREAMBLE

The **MLRIT** is committed to fostering a supportive and inclusive academic environment that promotes the overall development of students. Recognizing that each student has unique academic, personal, and career-related needs, the institution adopts a structured Mentoring Policy to provide continuous guidance and support.

Mentoring is considered an essential component of the teaching–learning process, enabling meaningful interaction between faculty and students. It helps in identifying individual strengths and challenges, facilitating academic progress, and nurturing personal growth. Through a systematic mentor–mentee framework, the institution ensures that students receive timely assistance, encouragement, and direction.

This policy is designed in alignment with the quality standards and guidelines of higher education regulatory bodies such as UGC and AICTE, aiming to enhance student engagement, improve retention, and promote excellence in education.

By implementing this Mentoring Policy, the institution reaffirms its commitment to developing competent, responsible, and well-rounded individuals prepared to meet academic, professional, and societal challenges.

2. Core Governing Principles of Mentoring Policy

The Mentoring Policy is guided by the following core principles to ensure effectiveness, fairness, and quality in student support:

2. 1. Student-Centric Approach

Mentoring focuses on the individual needs, interests, and well-being of each student, ensuring personalized guidance and support.

2.2 Holistic Development

The mentoring process promotes not only academic success but also personal, emotional, and professional growth of students.

2.3. Confidentiality and Trust

All interactions between mentor and mentee must be treated with confidentiality to build trust and encourage open communication.

2.4. Inclusiveness and Equality

Every student is given equal opportunity for mentoring support, without discrimination based on background, gender, or ability.

2.5. Continuous Monitoring and Support

Mentoring is a continuous process involving regular meetings, progress tracking, and timely interventions when required.

2.6. Accountability and Responsibility

Mentors are responsible for guiding students effectively, while mentees are expected to actively participate in the mentoring process.

2.7. Professional Ethics

Mentors must maintain professionalism, integrity, and ethical standards in all mentoring interactions.

2.8. Outcome-Oriented Approach

The mentoring system should lead to measurable improvements in academic performance, attendance, behavior, and overall student development.

3. Objectives

The Mentoring Policy aims to achieve the following objectives with clear and measurable outcomes:

3.1. Improve Academic Performance

- Enhance student pass percentage by **10–15% annually**
- Reduce the number of failures and backlogs
- Improve internal assessment scores

3.2. Increase Student Retention

- Reduce dropout rates by **at least 5–10%**
- Ensure continuous student engagement throughout the course

3.3. Enhance Attendance

- Maintain a minimum **75% attendance** for all students
- Identify and support students with low attendance

3.4. Provide Personalized Student Support

- Ensure **100% student allocation** to mentors
- Conduct at least **2–3 mentoring sessions per month**

3.5. Identify and Support Diverse Learners

- Identify **slow learners and advanced learners** early
- Provide **remedial classes** for slow learners
- Offer **enrichment programs** for advanced learners

3.6. Promote Holistic Development

- Encourage participation in **co-curricular and extracurricular activities**
- Improve student involvement in events by **20% annually**

3.7. Strengthen Career Guidance

- Provide career counseling sessions for **all final-year students**
- Increase placement/higher education progression by **10–20%**

3.8. Improve Student Satisfaction

- Achieve at least **80–90% positive feedback** on mentoring effectiveness

- Address student grievances within a defined time frame

3.9. Strengthen Mentor–Mentee Relationship

- Ensure regular interaction and effective communication
- Build trust and confidence among students

3.10. Ensure Documentation and Quality Compliance

- Maintain **100% mentoring records and reports**
- Support NBA/**NAAC/AICTE accreditation requirements**

4. Guiding Principles of Mentoring Policy

The mentoring system is built on the following guiding principles to ensure it is effective, ethical, and student-focused:

4.1. Student-Centeredness

Mentoring should focus on the needs, interests, and overall development of each student, providing personalized guidance.

4.2. Holistic Development

The process should support academic, personal, emotional, and career growth, ensuring well-rounded development.

4.3. Trust and Confidentiality

A safe and secure environment must be maintained where students feel comfortable sharing their concerns, with all information kept confidential.

4.4. Inclusiveness and Equality

Mentoring should be accessible to all students without any discrimination, ensuring equal support for everyone.

4.5. Continuous Engagement

Mentoring must be a regular and ongoing process, with consistent interaction and follow-up.

4.6. Early Identification and Intervention

Mentors should identify academic or personal issues at an early stage and provide timely support and solutions.

4.7. Accountability

Both mentors and mentees share responsibility—mentors guide effectively, and mentees actively participate.

4.8. Professionalism and Ethics

Mentors should maintain integrity, respect, and professional conduct in all interactions.

4.9. Outcome-Oriented Approach

The mentoring system should lead to measurable improvements in academic performance, attendance, behavior, and student satisfaction.

4.10. Continuous Improvement

The mentoring process should be regularly reviewed and improved based on feedback and outcomes.

5. Scope & Applicability

5.1. Scope

The Mentoring Policy covers all aspects of student development within the institution. It includes:

- **Academic Support:** Guidance on studies, performance improvement, and examination preparation
- **Personal Support:** Addressing personal, emotional, and behavioral concerns of students
- **Career Guidance:** Assistance in career planning, higher education, and placement opportunities
- **Skill Development:** Encouraging participation in co-curricular and extracurricular activities
- **Monitoring & Intervention:** Identifying slow and advanced learners and providing necessary support
- **Student Engagement:** Promoting active involvement in academic and institutional activities

5.2. Applicability

This policy is applicable to:

- **All Students:** Undergraduate, postgraduate, and diploma students enrolled in the institution
- **All Faculty Members:** Teaching staff assigned as mentors
- **All Departments:** Across the institution for uniform implementation
- **Entire Academic Duration:** From admission to completion of the course

5.3. Institutional Coverage

- The mentoring system shall be implemented **department-wise** under the supervision of the Head of the Department (HoD)
- The overall monitoring will be carried out at the **institutional level** by the Principal/Academic Committee

5.4. Mandatory Implementation

- Mentor-mentee allocation is **compulsory for all students**
- Regular mentoring sessions and documentation are **mandatory**
- Compliance with this policy is required for **quality assurance and accreditation (NBA/NAAC/AICTE)**

5.5. Review and Updates

The scope and applicability of this policy will be reviewed periodically and updated based on institutional needs and regulatory guidelines.

6. Process of Mentoring

The mentoring process is a systematic and continuous cycle designed to support students throughout their academic journey.

6.1. Mentor–Mentee Allocation

- At the beginning of the academic year, students are assigned to faculty mentors
- Each mentor is allotted a group of **15–25 students**
- The same mentor preferably continues for the entire course duration

6.2. Student Profiling

- Collect basic details such as academic background, personal information, and career interests
- Identify categories like **slow learners** and **advanced learners**

6.3. Initial Interaction

- Conduct the first meeting to build rapport
- Explain the purpose and benefits of mentoring
- Understand student expectations and concerns

6.4. Regular Mentoring Sessions

- Conduct **2–3 meetings per month** (individual/group)
- Discuss academic progress, attendance, and personal issues
- Encourage participation in activities

6.5. Monitoring and Tracking

- Review student performance (internal marks, attendance)
- Maintain mentoring records/logbook
- Identify issues such as low performance or absenteeism

6.6. Guidance and Support

- Provide academic support (remedial classes, study plans)
- Offer personal counseling and motivation
- Give career guidance and skill development suggestions

6.7. Intervention Mechanism

- Take corrective actions for identified problems
- Refer serious issues to HoD/Principal or counseling cell if required
- Communicate with parents when necessary

6.8. Documentation

- Maintain proper records of:
 - Meetings conducted
 - Issues identified

- Actions taken
- Student progress

6.9. Feedback Collection

- Collect feedback from students on mentoring effectiveness
- Identify areas for improvement

6.10. Review and Evaluation

- Periodic review by HoD/Institution
- Measure outcomes like:
 - Improvement in results
 - Better attendance
 - Reduced dropout rates

6.11. Continuous Improvement

- Update mentoring practices based on feedback and outcomes
- Ensure alignment with NBA/**NAAC/AICTE quality standards**

7. Responsibilities of the Mentor:

- ✓ Maintain Mentor-Mentee Booklet.
- ✓ Keep contact details of students & parents
- ✓ Record of Mentor-Mentee meeting
- ✓ Student counseling should be done whenever required (**Min 2 per Month**).
- ✓ Maintain record of mentees appeared to be disinterested in academic/Non-Academic progress
- ✓ To have regular communication with the parents of the Mentees
- ✓ To submit a comprehensive Yearly Report on issues handled and resolved by the Mentor.
- ✓ Maintain data of students' achievements
- ✓ Maintain discipline among students.

8. Responsibilities of the Mentee:

- ✓ Maintain Mentor-Mentee Booklet safe and updated one.
- ✓ Give contact details of students & parents to the Mentor
- ✓ Meet the mentor as per schedule/whenever required (**Min 2 per Month**).
- ✓ Update and Share your Career Plan & Goals both academic/Non-Academic Activities
- ✓ Get the observation and feedback from your mentor
- ✓ To submit the data of your achievements

9. Benefits to the Institution

A student mentorship program promotes positive community ties and advances regional and local economic growth objectives. A more aspirational and motivated student body will boost morale within the learning environment.

Through mentoring, impediments to accomplishment for vulnerable groups of students will be removed, maximizing the achievements of individual students and groups of students who are at danger of underperforming. Mentoring raises student retention, boosts student attendance, and improves staff and student skills.

9.1. Improved Student Retention and Progression

- Helps reduce dropouts and absenteeism by offering academic and personal support.
- Ensures timely intervention for at-risk students.

9.2. Academic Performance Enhancement

- Continuous monitoring and motivation improve student academic outcomes.
- Identifies slow and advanced learners and provides appropriate guidance.

9.3. Stronger Institutional Support System

- Builds a positive, caring campus culture.
- Strengthens communication between students, faculty, and administration.

9.4. Better Accreditation Scores (e.g., NAAC, NBA, NIRF)

- Demonstrates effective student support and progression mechanisms.
- Contributes to metrics under Student Support & Progression, Governance, and Teaching-Learning.

9.5. Career Readiness and Placement Improvement

- Mentoring on resume building, internships, soft skills, and goal setting enhances employability.
- Increases placement rates and career satisfaction.

9.6. Parental and Community Engagement

- Parent involvement through mentor feedback builds trust and improves transparency.
- Strengthens university image in the community.

9.7. Data for Strategic Planning

- Provides student progress reports and mentor logs for decision-making and academic planning.
- Useful for annual reports and academic audits.

9.8. Faculty Development

- Encourages faculty to take a holistic role beyond academics, enhancing mentorship and leadership skills.