



MNR UNIVERSITY

Mentor–Mentee Policy V-1.0

MNR Nagar, Fasalwadi-502294, Gr Hyderabad, Sangareddy District, Telangana

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Mentor – Mentee Policy V.1.0

In exercise of the powers conferred by Section 30 of the Telangana State Private Universities (Establishment and Regulation) Act 11 of 2018 and in accordance with the Regulations of the University Grants Commission, the Academic Council and the Board of Management hereby frame the following Policy to ensure holistic development, personalized academic guidance, and emotional support for students. The Governing Body in exercise of the powers conferred by Section 20(4)(d) of the above Act approved the Mentor-Mentee Policy through the Resolution No.5, dated 12.02.2026 for implementation in the University.

1. Policy Title: Mentor–Mentee Policy

(Applicable to all Schools, and Programs of MNR University)

2. Policy Statement

MNR University adopts a structured **Mentor–Mentee System** to ensure holistic development, personalized academic guidance, and emotional support for students. This system aims to create a nurturing academic ecosystem that connects every student with a faculty mentor who guides them through academic, personal, and professional growth, while aligning with institutional goals for accreditation and rankings.

3. Objectives

- To provide personalized mentoring and counselling support for every student to enhance teaching-learning processes (NAAC Criterion 2; NIRF TLR).
- To help students in academic progression, **career planning, research, professional certification, and personal development**, fostering graduation outcomes and employability (NIRF GO; QS Employability; ABET/AACSB Student Outcomes).
- To build a trust-based relationship that enhances student retention, engagement, and success, including support for diverse and underrepresented groups (NIRF OI; NAAC Criterion 5; QS Student Diversity).
- To identify early signs of academic or personal distress and take timely corrective measures, promoting continuous improvement (ABET Continuous Improvement; AACSB Assurance of Learning).
- To support the implementation of **Learning Outcome-Based Education (LOBE), SDG-linked learning, NEP 2020 goals, and the attainment of defined Student Outcomes (ABET/AACSB)**, with measurable linkages to research and innovation (THE Research Environment; NIRF RP).

- To collect structured feedback for continuous improvement and accreditation purposes, and ranking metrics (NAAC Criterion 1; QS Academic Development; THE Teaching Metrics).
- To assess the remedial and additional learning support for the needy students and align with Remedial and Additional Learning Support Policy of the University.

4. Scope

This policy is applicable to all undergraduate, postgraduate, and doctoral students across Schools and Centers of MNR University, including provisions for international and exchange students to support global engagement (QS Internationalization; THE International Outlook).

5. Structure of the Mentor–Mentee System

Each academic School shall constitute a **Mentorship Cell** under the supervision of the **Dean**. The cell will coordinate the allocation of mentors, scheduling of meetings, and review of outcomes, and integration with institutional data systems (e.g., ERP for real-time tracking). The cell will also facilitate annual mentor training on accreditation standards (NAAC, ABET, AACSB) and ranking indicators (QS, THE, NIRF), including workshops on data-driven mentoring and bias-free practices.

6. Roles and Responsibilities

Role of the Mentor (FIXED: Enhanced to meet Ranking/Accreditation Criteria)

Serve as the academic guide, personal counsellor, and professional resource for the assigned mentees.

A. Academic and Intervention Guidance (NAAC/NIRF TLR):

- Conduct at least **one mandatory meeting per month** (minimum 4 per semester) and record the discussion points in the digital log.
- Monitor academic performance (CGPA/backlogs). **Mandatorily initiate a follow-up action plan for any student whose CGPA falls below the pre-defined threshold (e.g., 6.5) or who has a history of low attendance (<75%),** including referrals to academic support services.
- Guide academically advanced students on applying for **competitive exams (GATE, GRE, UPSC)**, scholarships, research internships, and higher education, with tracking of application success rates for NIRF GO metrics.
- Encourage and guide students to enrol in **online certification courses (MOOC/NPTEL/SWAYAM)** to supplement their curriculum, aiming for at least 20% enrolment per mentee cohort annually.

B. Professional and Career Development (ABET/AACSB/QS Employability NIRF GO; THE Industry Income):

- Guide the student in drafting a **clear 2/3/4/5-year career plan** (placement, entrepreneurship, or higher studies), reviewed annually with progress metrics.
 - Encourage the student to join and actively participate in at least **one professional/technical body (e.g., IEEE, CSI, SAE)** relevant to their discipline, with evidence of participation (e.g., event attendance logs).
 - Facilitate the selection of **project-based learning (PBL)** and real-time industry projects that align with their career goals and **ABET Student Outcomes**, Student Outcomes (a-k), including industry partnerships for THE Industry Income metrics.
 - Guide students on developing **soft skills** crucial for employment, such as communication, teamwork, and ethical professional conduct, through targeted workshops and self-assessments.
- C. Outreach and Inclusivity Support (NIRF OI/NAAC Criterion 5; QS Student Diversity):**
- Provide **targeted support and counsel** to students from **Economically and Socially Disadvantaged Students (ESDS)** categories and **women students** to improve retention and performance, with disaggregated data reporting for equity metric.
 - **Mandatorily guide Differently-Abled Persons (DAP)** to access all available institutional and governmental support facilities, including assistive technology and inclusive events.
 - Promote **international mobility** by discussing and encouraging applications for student exchange programs, foreign internships, and global career opportunities (improves **QS Internationalisation** metric; THE International Outlook), with at least 10% mentee participation target per cohort.
- D. Research and Innovation Guidance (THE Research Environment; NIRF RP; NAAC Criterion 3):**
- Mentor students on research opportunities, including undergraduate/ postgraduate projects, publications, and patent filings, with tracking of outputs (e.g., papers co-authored, grants applied).
 - Encourage SDG-aligned projects and social innovation initiatives, linking to ESG reporting for THE Impact Rankings.
- E. Documentation and Reporting:**
- **Mandate Parent / Guardian Communication:** Conduct a **mandatory communication (in-person, online, or telephonic)** with the parent/guardian of the mentee at least **once per academic year** or more frequently if a mentee is flagged for academic/emotional distress, with records of outcomes.
 - Maintain the Mentorship Logbook / Digital Record as outlined in outlined in Annexure-4, including quantitative metrics (e.g., meeting frequency, outcome attainment rates) for accreditation audits.

6.2 Role of the Mentee

- Actively participate in all mentoring sessions and provide timely responses to action items.
- Maintain discipline, punctuality, and openness during discussions, while tracking personal progress against career and academic goals.
- Share honest feedback on academic, personal, and institutional experiences, via anonymous surveys (biannual) to inform continuous improvement.
- Respect & Act upon the mentor's guidance and suggestions provided by the mentor in a timely manner, documenting self-reflections in the log.
- Maintain a record of meetings and self-assessment reflections, aligned with ABET/AACSB self-learning outcomes.

6.3 Role of the Parent/Guardian

- Attend at least one **Parent–Mentor–Dean meeting per academic year**, with optional virtual options for accessibility.
- Support the mentee's progress and collaborate with the mentor for resolving issues, including home-based reinforcement of guidance.
- Provide feedback to the institution on the student's experience and development, via structured formats, contributing to NIRF OI and NAAC feedback loops.

6.4 Role of the School (Dean and Mentorship Coordinator)

- Oversee implementation of the Mentor–Mentee Policy, including compliance audits.
- Ensure equitable distribution of mentees among mentors, with ratios not exceeding 1:30 for UG and 1:4 for PG/PhD.
- Conduct **bi-semester reviews** of the mentorship outcomes, using data analytics for trends (e.g., retention rates, employability scores).
- Facilitate mentor training and capacity-building workshops (minimum 8 hours annually) on accreditation standards, cultural competency, and digital tools.
- Prepare consolidated reports for Institutional Quality Assurance Cell (IQAC) and QS I-GAUGE submission, including benchmarking against peer institutions.
- Ensure data confidentiality and ethical handling of student information, compliant with GDPR/NEP data privacy guidelines.

7. Basis for Allocation of Mentees

- Allocation shall be done **Program-wise**, generally at the beginning of the academic year with consideration for gender balance, diversity (ESDS/DAP).
- Mentees will be allocated based on **batch and specialization alignment** to ensure domain expertise.

- Efforts shall be made to **retain the same mentor** for the student throughout the program for continuity, with exceptions approved by the Dean for conflict resolution.
- The **Mentorship Cell** will ensure balanced mentor–mentee ratios and annual reallocation reviews for optimal matching.

8. Tenure and Load of Mentorship

Parameter	Description
Tenure of Mentor Assignment	Generally, for the entire duration of the program (subject to review each academic year).
Minimum Mentees per Mentor	15 UG mentees or 2 PG/PhD mentees per faculty member
Maximum Mentees per Mentor	30 UG students or 4 PG/PhD mentees per faculty member adjustable based on workload (e.g., reduced for research-active faculty)

Note: Mentorship counts as 5% of faculty workload for appraisal.

9. Frequency and Type of Meetings

Type of Meeting	Participants	Frequency	Purpose
Mentor–Mentee Meeting	Mentor & Mentees	Once every 15 days	Academic, personal, and career discussion
Group Mentoring Session	Mentor & Batch Group	Once in a Month	Awareness sessions, peer learning
Parent–Mentor Meeting	Mentor, Parent, Mentee	Once in 2 Months	Holistic progress review
Institutional Review by Dean	Dean, Mentors	Twice a semester	Policy review and performance mapping

Note: Minimum **4 meetings per semester** (or 8 per academic year). Additional meetings shall be held as required, especially for students identified as **“Needs Attention.”** (e.g., monthly for low performers), with escalation to counseling services if needed. All meetings must align with OBE assessment cycles.

10. Review and Monitoring

Review and Monitoring Each mentor submits a Mentor–Mentee Summary Report to the Dean at semester-end, including quantitative KPIs (e.g., % mentees meeting CGPA thresholds, certification completions). The **Mentorship Cell will review** all logs quarterly, using dashboards for real-time analytics (e.g., retention dashboards for NIRF). The Dean must review and sign off on all logs for students flagged as **“Needs Attention”**, with intervention plans. The Dean consolidates data and submits it to the IQAC, including

disaggregated metrics for diversity and outcomes. IQAC reviews effectiveness biannually using indicators such as:

- Student performance trends (CGPA, attendance, retention rates >95% target).
- Feedback from mentees and parents (satisfaction >85% via Likert-scale surveys).
- Mentor performance indicators (timeliness >90%, documentation completeness, outcomes attainment).
- Employability and research outputs (e.g., placement rates, publications per mentee). Recommendations for improvement (e.g., targeted training) are integrated into the next cycle, with external audits for ABET/AACSB compliance. Benchmarking against QS/THE/NIRF peers ensures progressive enhancement.

11. Confidentiality and Ethics

All mentoring interactions shall be confidential, with data stored securely in encrypted digital platforms. Mentors must uphold professional ethics, undergo annual ethics training, and avoid any conflict of interest, bias, or undue influence. Breaches are reported to the Ethics Committee, with sanctions per institutional policy. Integration with quality metrics via anonymized aggregates supports accreditation without compromising privacy.

12. Recognition

Outstanding mentors and mentees shall be recognized annually through awards by the University (e.g., cash prizes, certificates) to promote best practices. Metrics for selection include mentee outcomes (e.g., >90% goal attainment), innovation in mentoring (e.g., digital tools adoption), and contributions to accreditation/ranking data.

Annexures

Annexure – I: Mentor–Mentee Meeting Format (Individual/Group)

Annexure – II: Parent–Mentor Review Format

Annexure – III: Semester-End Mentor Report

Annexure – IV: Mentor Log Record

Annexures

Annexure – I: Mentor–Mentee Meeting Format (Individual/Group)

Mentor Name		School Name	
Number of Mentees		Program & Acad. Year	
Semester		Date	

Discussion Points	Action Plan / Guidance	Follow-up Date	Remarks
Attendance issues			
Participation in Activities			
Continuous Internal Evaluation Performance			
Semester End Exam Performance, # of Backlogs if any			
Remedial Class Attended			
Career guidance			
Emotional/ personal issues			
Research/ Project progress			

Mentor Signature: _____

Mentee Signature: _____

Annexure – II: Parent–Mentor Review Format

Mentor Name		School Name	
Number of Mentees		Program & Acad. Year	
Semester		Date	

Area of Discussion	Observations	Parent Feedback	Action Agreed
Academic progress			
Behaviour and discipline			
Participation in activities			
Career and higher education plan			
Support required			

Parent Signature: _____ **Mentor Signature:** _____ **Dean Signature:** _____

Annexure – III: Semester-End Mentor Report

Mentor Name		School Name	
Number of Mentees		Program & Acad. Year	
Semester		Date	
Parameter	Indicator / Summary		
No. of meetings held			
Average attendance of mentees			
Common issues identified			
Actions taken			
Improvements observed			
Suggestions for next semester			

Mentor Signature: _____

Dean Signature: _____

C. Mentee Profile Sheet (one per student)

Field	Details
Mentee Name	
Enrolment Number	
Program / Year / Section	
Date of Birth	
Contact Number / Email	
Parent Name & Contact	
Address	
Academic Advisor (if separate)	
Mentor Assigned	
Date of Allocation	
Student Goals (Short / Long Term)	
Mentor Observations (Initial)	

D. Mentor–Mentee Interaction Record

Meeting No.	Date	Mode (In-person / Online)	Agenda / Purpose	Key Discussion Points	Action / Advice Given	Feedback and Challenges	Follow-up Date	Outcome
1								
2								
3								

Discussion Points, Actions, and Feedback

Item	Code
Discussion Points (Key Issues Discussed)	D00
Academic Challenges	D01
Personal / Emotional Issues	D02
Career / Higher Education Plans	D03
Extra-curricular / Co-curricular Activities	D04
Action Taken (Mentor's Guidance/Steps)	A00
Academic Interventions	A01
Counselling / Referral to Professional Counsellor	A02
Career Guidance Provided	A03
Feedback and Challenges	F00
General Feedback for the Mentee	F01
Challenges Faced	F02
Suggestions to Dean / IQAC	F03

E. Academic Performance Tracker

Semester	Course Name	Credits	Grade / CGPA	Attendance %	Remarks by Mentor
I					
II					

F. Behavioural & Emotional Well-Being Record

Area	Observations by Mentor	Intervention / Referral (if any)	Status / Improvement
Attendance & Punctuality			
Discipline & Conduct			
Peer Interaction			
Emotional Stability			
Family / Financial Issues			
Counseling Support Required			

G. Career Guidance & Development Record

Aspect	Discussion Summary	Action Plan	Timeline	Follow-up Status
Internship / Industrial Training				
Research / Projects				
Higher Education Plan				
Entrepreneurship / Startup Interest				
Placement Preparation				

H. Parent Interaction Record

Date	Parent Name	Mode (In-person/Online)	Feedback Provided	Action Taken / Follow-up	Signatures (Mentor/Parent)

I. Mentor Review Summary (End of Semester)

Parameter	Indicator / Data	Remarks / Evidence
Total Meetings Conducted		
Attendance Rate of Mentees		
Average Academic Improvement (Δ CGPA)		
Counseling / Referrals Made		
Parental Involvement		
Key Achievements by Mentees		
Challenges Faced		
Suggestions to Dean / IQAC		

Mentor Signature: _____ **Dean's Signature:** _____

Date: _____

J. Digital Record (Spreadsheet / Portal Template)

If implemented in a **Digital Platform / Google Sheet / ERP**, use the following **core data fields**:

Column Name	Field Type	Description
Mentor_ID	Text	Unique faculty code
Mentee_ID	Text	Roll number
Program / Year	Dropdown	Select program & year
Meeting_No	Number	Meeting serial number
Meeting_Date	Date	Date of interaction
Key_Discussion_Points	Long text	Meeting summary
Academic_Intervention	Boolean	Mark "Yes" if CGPA/Attendance intervention was required (NIRF TLR)
Professional_Body_Y/N	Boolean	Student registered with a professional body? (ABET/AACSB)
Certification_MOOC_Y/N	Boolean	Student enrolled in or completed a course? (QS Employability)
Targeted_Support_Area	Dropdown	ESDS / Women / DAP / None (NIRF OI)
International_Disc_Y/N	Boolean	Discussed study/internship abroad? (QS International)
Parent_Meeting_Y/N	Boolean	Mark "Yes/No"
Academic Status	Text	CGPA or remarks
Emotional Status	Dropdown	Normal / Needs Attention
Outcome Score (1-5)	Numeric	Mentor rating on progress
Reviewed By Dean	Boolean	Marked by Dean
Review Date	Date	Review date

K. Integration with Quality Metrics

The Mentor Logbook / Digital Record feeds into:

- **IQAC Dashboards** – Student retention, performance & satisfaction data.
 - **QS I-GAUGE Criteria** – *Student Diversity & Employability Indicators*, and Academic Development (AD).
 - **NIRF Metrics** – Teaching, Learning & Resources (TLR), Outreach and Inclusivity (OI), and Graduation Outcomes (GO).
 - **NAAC Criteria** – Criterion 3 (Research) and Criterion 5 (Student Support and Progression).
 - **ABET/AACSB** – Evidence of fostering Student Outcomes (A-K) and supporting the development of impact-ready graduates.
 - **Faculty Appraisal Metrics** – Mentorship engagement as part of annual review (weighted based on engagement with targeted groups).
 - **SDG / ESG Mapping** – Student projects and social initiatives guided by mentors.
 - **THE Metrics** – Teaching quality via student feedback; Research via mentee outputs; International Outlook via mobility tracking.
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