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Dated: the September, 2025**NOTIFICATION**

In light of provisions laid down in the National Education Policy, 2020, the Competent Authority is pleased to approve the guidelines for Mentor-Mentee Scheme as an essential part of the University System. The scheme will work as a facilitative mechanism for students and help them to:-

- i) Deal with psychological and social stressors
- ii) Deal with the professional and developmental challenges
- iii) Cherish their interests and hobbies
- iv) Mitigate risk behavior and enhance resilience
- v) Sustain empathetic and caring relationships with their peers and teachers
- vi) Make informed decisions about their career choices.

2. The NEP coordinators in each school will be nominated as the Coordinator of this scheme. The detailed proposed guidelines at Annexure-I are being circulated to all the concerned for compliance.

This issues with the approval of the Competent Authority.


Prof. Kartik Dave
Dean Planning

Copy to:

- i) Office of the Vice Chancellor for kind information of Hon'ble Vice Chancellor, Dr.B.R.Ambedkar University Delhi
- ii) Office of the Registrar for kind information of Registrar, Dr.B.R.Ambedkar University Delhi
- iii) Deans/Directors of All Schools/Centres of Dr.B.R.Ambedkar University Delhi
- iv) Director, IQAC Cell, Dr.B.R.Ambedkar University Delhi
- v) Librarian, Dr.B.R.Ambedkar University Delhi
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- vii) IT Services for uploading the Notification on University Website/Intranet.
- viii) Guard File



Proposed guidelines for the Mentor-mentee scheme

Introduction

The National Education Policy (NEP) 2020 emphasizes the importance of mentor-mentee programs as an essential part of any Higher Education Institution. A mentoring program is a positive intervention for individuals' personal and social well-being. It helps individuals to master developmental challenges, such as dealing with socio-emotional aspects, exploring career opportunities, and unfolding personal interests, successfully. Within an institutional set up, mentoring helps in creating a positive environment where teachers and students share mutual and reciprocal relationships. At an operational level, it represents an interaction between an experienced and a less-experienced person, or between an older and younger person where the first scaffolds the second to deal with developmental and professional challenges and support him/her to lead towards well being.

Mentoring Program@AUD

Though there are various elements of informal mentoring in the academic and co-curricular activities of AUD, the proposed program aims at institutionalizing mentoring as a separate and unique element of our academic activities where a support system will be provided to the learners for smooth adaptation to new learning environments and developing a social support network for smooth transition of their academic and personal journeys. In AUD, the proposed mentoring program will create a learning partnership between faculty and students where mentors (faculty) and mentees (students) will learn from each other. Especially, mentors will help the mentee to deal with the following questions: how to achieve a goal or accomplish a task; how to interact and engage with the academic and institutional environment; and how to deal with psycho-social pressures effectively. Additionally, the students will receive support in addressing their

developmental challenges of emerging adulthood or post-adolescence. They will be scaffolded for devising their own trajectories for achieving economic and emotional independence. Thus, the proposed mentoring program will support students at three levels:

- It will motivate, inspire, and empower students for learning and charting their independent professional trajectories.
- It will provide developmental support i.e. role modeling, inculcating positive emotions and developing an inclusive worldview.
- It will develop a caring institutional ethos where empathetic understanding, careful listening and reciprocal relationships will flourish.

Objectives:

The program will

- Help students to adjust and become familiar with the university's learning ecology
- Help students identify and plan their career development trajectories
- Help in personal development, especially in the domain of socio-emotional learning
- Support in developing an academic network with a diverse base of knowledge, skills, and abilities
- Foster resilience for meeting real-life challenges
- Create opportunities to unfold their diverse interests and hobbies
- Create a culture of care with peers and teachers.

Role of Mentors:

In the program the mentor's role will not be limited to academic supervision or providing counseling whenever required. Rather, it will be a more proactive role as a learning partner. This will help mentees (students) to-

- Develop their understanding of the learning ecology of the university
- Assist them in dealing effectively with courses and managing their learning load
- Guide them to set their self-goals, identify challenges and design an action plan to overcome them
- Help students to explore various career paths and to arrive at an informed decision
- Facilitate students to explore their interests and hobbies and actualize them in the university's academic environment
- Offer socio-emotional support in dealing with psychological stressors
- Introduce them to various professional and social networks for future career opportunities.

- 3
- Guide mentees regarding the importance of training programs, internships, industry visits, students' committees at the institute, club activities, seminars, workshops, conferences, examination norms, general structure of the scheme, MOOC courses etc.

Role of Peer Mentor

1. To help the buddy-mentees in their holistic development and growth.
2. To act as a bridge between faculty mentors and mentees.
3. To actively engage with their respective buddy mentees in various activities at the University and provide hand-holding to find internships and career opportunities.
4. To suggest new ways/ideas to engage with buddy-mentees in their new roles and contribute to developing an effective Mentor-Mentee Scheme by suggesting.

Outcomes:

After going through the program, the students will be able to-

- Deal with psychological and social stressors
- Deal with the professional and developmental challenges
- Cherish their interests and hobbies
- Mitigate risk behavior and enhance resilience
- Sustain empathetic and caring relationships with their peers and teachers
- Make informed decisions about their career choices.

Thus, the mentoring program will enhance their self-esteem and well-being. It will create a cohesive and conducive environment for learning values, skills, and norms adopted and promoted by the university.

The execution plan:

1. All faculty members will be assigned students who will be mentored till completion of their course at AUD. One faculty member can be assigned to 4-6 students. The number can vary with reference to the pupil-teacher ratio in schools/programs.
2. After the allotment of mentees, every faculty mentor will collect the information in a set format.

- 4
2. The mentors will act as the first point of contact for the mentees, with regard to any challenges they may face – both academic and non-academic.
 3. Mentor-mentee meetings will be held **once a month** at a time agreed upon between the mentor and the respective mentees. Sign-up sheets will be circulated at each meeting.
 4. It is mandatory for mentees to attend and participate in the meetings.
 5. Mandate of the mentor during and after the mentor-mentee meetings is as follows:
 - Keeping track of students' engagement with and progress in academic activities, interest areas and aptitude, challenges faced, or need for positive reinforcement, if any;
 - Informal and peer counselling for problems that the mentees may face over and above academics;
 - Activities for enhancing group cohesion, which could include a celebration of students' birthdays / other achievements or landmarks in the students' lives; and
 - Communication with concerned course instructors and the Dean, where required.
 6. In addition to the mentee meetings, any mentee may approach the mentor for a one-on-one meeting with prior appointment. All such meetings will be held during office hours (10 am to 4 pm, Monday to Friday) and within the university premises. It may be done in online mode, if required.
 7. If the mentor feels the need, he/she may request the presence of another faculty member in addition, at such one-on-one meetings.
 8. Mentors will observe principles of confidentiality and professionalism in their interactions with mentees.
 9. Each mentor will keep a record of the group and individual meetings held with mentees.

5

10. Where need arises, a mentor may refer a mentee to support services provided by the university's Student Services or other external agencies, in consultation with the Dean.

11. These rules are subject to review and amendment after completion of the first cycle.

12. UG I year students/mentees will be assigned peer mentors from II and III year undergraduate programs and a faculty mentor.

13. Buddy Scheme: Peer mentors will be allotted to newly admitted students. These peer mentors will help new students to acclimate themselves in the ecosystem of the university.