



AMITY UNIVERSITY  
— R A J A S T H A N —

## Circular

# Mentor – Mentee System



**From:** gkaseri <gkaseri@jpr.amity.edu>

**Sent:** 19 July 2018 11:00

**To:** 'Dr. Deepa Chakrabarti - Head ASL' <dchakrabarti@jpr.amity.edu>; 'Mr. Abhishek Kumar - Head - ASH' <akumar2@jpr.amity.edu>; Mr. Ashish Kumar [Director - Directorate of Placement and Emp. & Dy. Director - ABS] <akumar3@jpr.amity.edu>; 'Prof. D D Shukla - Dir ASET' <ddshukla@jpr.amity.edu>; 'Prof. Deepshikha Bhargava - Dy.Dir & Head AIIT' <dbhargava1@jpr.amity.edu>; 'Prof. G K Aseri - Dir. AIMT & Dy. PVC' <gkaseri@jpr.amity.edu>; 'Prof. Jitendra Singh - Dir ASAP' <jsingh@jpr.amity.edu>; 'Prof. Manish Verma - Dir. ASCO' <mverma@jpr.amity.edu>; 'Prof. P V S Raju - COAST' <pvsraju@jpr.amity.edu>; 'Prof. Rajendra Prasad- Head ASAS' <rpasad@jpr.amity.edu>; 'Prof. Uma Joshi - Dir AIBAS' <ujoshi@jpr.amity.edu>; 'Prof. Vineeta Agarwal - Head ASFT' <vagrawal@jpr.amity.edu>; 'Re. Ad. H. Gupta - Dir. ALS' <hgupta1@jpr.amity.edu>; 'Prof. (Dr.) K. Balakrishnan' <kbalakrishnan@jpr.amity.edu>; gksinha@jpr.amity.edu; staterh@jpr.amity.edu; ajain2@jpr.amity.edu; anpathak@jpr.amity.edu; 'PROF. VINAY SHARMA' <vsharma4@jpr.amity.edu>; 'Brig. (Retd.) G. S. Rathore [Officer on Special Duty (OSD) - AUR]' <gsrathore@jpr.amity.edu>; 'Col. (Retd.) Prahlad Singh [Director Hostels & Security]' <psingh@jpr.amity.edu>; 'Gp. Capt. (Retd.) Ajoy Mudaliar [Director - Administration]' <amudaliar@jpr.amity.edu>; 'Mr. Suparno Ghosh [Controller of Examination]' <sgghosh@jpr.amity.edu>; 'Mr. Surendra Singh Grover [Director - CRC]' <ssgrover@jpr.amity.edu>; 'Mr. Swapnil Agrawal [Director- Market Promotions]' <sagrawal@jpr.amity.edu>; 'Ms. Rekha Singh [Director - Admissions]' <rsingh@jpr.amity.edu>; 'Pro Vice Chancellor [AUR, Jaipur]' <pvcaur@jpr.amity.edu>; 'Prof. (Dr.) R. S. Rathee [Director-HR & Professor-ABS]' <rsrathee@jpr.amity.edu>

**Cc:** 'Mr. Shailesh Kumar' <skumar2@jpr.amity.edu>; 'REGISTRAR AMITY UNIVERSITY RAJASTHAN' <registraraur@jpr.amity.edu>; 'Cdr. Vishwadeepak Singh' <vsingh6@jpr.amity.edu>; 'Dr. Nitin Bhardwaj [Dy. Registrar]' <nbhardwaj@jpr.amity.edu>; 'Prof. Arun Patil' <apatil@jpr.amity.edu>

**Subject:** MENTOR - MENTEE SYSTEM

Dear Sir / Madam

As practice & discussed in last IQAC meeting we have to focus on mentor- mentee system and strengthen students – faculty interactions.

- Maintain Hard Copy of the details for Each Mentee, as per the Format attached.
- Keep summary of your mentees for ready reference and any emergency or if required by Senior Officials.
- Submission of Hard Copy of the attached Format duly signed to respective HOI (**ANNEXURE-3**).
- **IQAC Cell or Senior Officials of the University would visit Faculty Members as well as discuss with students to ensure its effective implementation.**
- Request all Directors / HOI to guide faculty members for the same.

**Students – Parents feedback is very important for university.**

Regards,

G.K.Aseri





## MENTORING : CONCEPT NOTE

### 1. Leadership at all Levels

Teachers of today are the classroom leaders. Those leaders are to assume the role of a mentor to produce the leader of tomorrow. This process commences the day a student enters the portals of the University and continues well beyond the graduation day. Students of 18-22 age group are likely to be undergoing both biological and psychological changes. It needs to be remembered that the college students of today are also under stress, which they may not show. The classroom leader leads these young students from darkness to light. Once in the bright and open environment, it is the faculty that models the personality of the young teenagers entering the adulthood, facilitating the transition from high school to college and contributing immensely towards their holistic development. Creating leadership at every level should be the hallmark of an organization. Accepting the central percept that serving the students is indeed the very purpose of the organization, the faculty role would transform from pure classroom teaching to the one in which they create cross discipline learning environment. Globalization in general and liberalization in education is rapidly changing the students' expectations. It is necessitating the faculty at all levels including academic administrators and every level of leadership to act and behave like owners. The term ownership deserves some elaboration. Ownership is not a matter of employees (Faculty & Staff) owning a part of the University/Department. It is all about treating every student as your own customer and not that of the institution concerned or the admission department alone. Ownership of a student is synonymous with ownership of the University. It is the spirit of commitment that one must try to bring in at all levels in the University and hence, the most important aspect of leadership at all levels.

### 2. Teachers as Mentors

An important & significant role of a teacher is to be a mentor of a given group of students. These students would be assigned to the respective mentors at the commencement of the programme who would remain mentors till the students pass out from the University. Their mentees would be carefully listening to each word they speak as mentors. Teachers are looked upto by hundred of eyes, therefore, they have to act as a role model for the students. Mentors would need to set a personal example of the highest order. For example, a faculty expecting good grooming and punctuality must set a personal example every day of the semester, whether inside the class or outside of it. True mentorship is about maximizing the strengths of others, not propagating your own.





### 3. Mentoring

Mentoring is the simplest & the most effective tool available to CRL to develop a student into a leader of tomorrow. What is mentoring? *Partnering* relationship than parenting relationship; blending humility with confidence, rapport creating, art of listening; offering advice are just a few connotations. **In the CRL scenario, mentors are leaders who engage in deliberate actions aimed at promoting learning.** The objective of mentoring is to help improve a student's self esteem and confidence; To provide opportunities to develop positive relationships; To recognize potential of the students and allow them to look beyond their present conditions and *envision* a promising future to fulfill the desired objectives. Mentor is also to create an enriching environment for learning. It is always a two way relationship. It is a partnership, which should last much beyond the college days. The excellence of a mentor is judged if the mentee surpasses his/her teacher, over a period of time. And at that point in time both mentor and the mentee should be proud of each other. Mentoring is an inspiring, creative and motivating experience, which aids the personal development of the mentor and the mentee. Being a mentor offers you the opportunity to first help others achieve their goals, develop coaching skills, acquire new perspective and then develop skills in others. New teachers need models of good instructions. Being a good teacher does not automatically mean that one would be a good mentor. Working with adults is not the same as working with children. It is imperative that those responsible for mentoring adults be fully aware of the special characteristics of adult learners. Adults would need to be self-directed learners. Their experience base is a rich resource of learning. Adult learning is linked to what they need to know or do in order to fulfill their role and responsibilities. Adult learners are problem centered rather than subject centered. Emphasis is always on enabling and empowering. Some of the qualities of a mentor are given at Annexure-I.

**Confidentiality:** - Care must be taken to observe the rights of mentee's privacy. A mentor does not talk to other students about the progress/developments. A mentor must understand his/her role with the mentee and respect the boundaries of confidentiality.

4. Creating leaders from the people around you is not a simple undertaking. However, it is critically important to the University. This would be particularly true as AUR grows and Amitians move all over the world. Just what does it take? At the outset, the mentor needs to know his/her mentee and what do they want? What it takes to excel in meeting the mentee's needs. The mentor would also need to do an introspection. A thorough understanding of oneself is essential before undertaking the role of a mentor. Be a leader first before





proceeding ahead with the onerous task of mentoring leaders of the future. Emphasise and leverage the strengths of the students. Focusing on their weakness will get in the way of the our mission. Always having three reasons why one student is the smartest person in the classroom and the only one who could possibly do things right is a dangerous trait for a teacher. It will create a negative spiral that may soon spin out of control. We would never be able to exploit the talent and build the leaders.

5. So, how do you avoid the negative trap? How do you create a world full of stars?

**Opportunity:** Provide mentees with the opportunity to demonstrate their strengths. Give them meaningful projects and tasks, exciting challenges and assignments that are suitable for lower level or less academically bright students. However, there must be a meaningful opportunity to contribute in a challenging way for the leader in training.

**Accountability and Feedback:** Everyone actually wants to be accountable. They also want regular feedback. Tell the mentees what you expect? What do they do well? Explain what they can improve upon and always appreciate their efforts howsoever small these be. It is difficult to provide a constructive criticism. It takes time and effort. It requires thoughtfulness and discipline. However, it is the best way to mentor the students to step up to leadership positions.

**Reward and Advancement:** Everyone must be rewarded for a job done well. This does not necessarily require money. Often the most successful reward in terms of motivating mentee is a genuine “thank you” or “well done” or “good show”. However, a small investment in toffees and chocolates would not bust our monthly budget. Acknowledgement of meeting achievements keeps mentees invested. Increasingly more difficult and exciting projects, giving them additional responsibility or an independent assignment could be thought of as part of advancement. The good news is this advancement, (so long as the other important factors of relationship are in place), may be all that is necessary to continue to motivate the individuals. Building an enterprise of stars takes time. It requires a mentor to focus on their strengths, not dwell on their weaknesses. It seeks you to invest on your mentees. Help them learn – teach them everything you think you know. Holding back to maintain control or mask insecurities is common but disastrous. A mentor may even build the leaders who will fund your next great idea.

**That Extra Mile:** Mentor should be willing to share his/her experiences and help the mentees to reach their full potential. Emphasis would always be on enabling and empowering to do things for themselves.

6. At an institute of higher learning like ours, the focus should be on developing the ability of a mentee to flourish in a world that is fundamentally diverse and different. Besides,





education, today, is without borders. We must take into account the excellence and content of our education, if we are to adequately prepare out mentees for tomorrow. We need to go beyond multidisciplinary options towards an interdisciplinary approach. According to a survey by European University Association (EUA), the core transferable skills that a student should have, and these are quite independent of a field of knowledge, are listed at Annexure-II. The mentor would be charged with the responsibility of creating these skills for the future leaders. Additionally and more importantly, we as mentors have to be 'future ready' ourselves before we can produce leaders of tomorrow. To keep a reference point and progress of their respective wards, a suggested format for the mentors is given at Annexure-III. A mentor must know everything about a mentee. This is not done in the classroom style. Talking to mentee as an equal would not bring down the position & prestige of a mentor. A simple principle is to create an environment of "a home away from home". A first semester mentee who would miss his home after the very first month of his stay would need a different approach than a final semester student looking for a job and a career. An acid test of a mentor is when his/her mentee comes to meet without being asked to do so, and then shares his thoughts and anxieties. Mentor must probe in a friendly manner of the ongoings in his mind. Mentor must record a gist of every meeting to draw a larger picture and mentor him/her accordingly. The most important aspect is the confidentiality of all the meetings and the discussions thereof. This is not to become a tea room gossip if a boy expresses a feeling for girl to the mentor. This process would need to be monitored by the Heads of the Institutions regularly, say once in 6 to 8 weeks. Mentoring is a two way relationship. In classical terms, a mentor would be a friend, philosopher and a guide. A word of caution, however, friendliness must never border on familiarity. In the final analysis, it is not a solo performance. It is a combined effort of the mentor and the mentee and a result of their bonding that will produce the leaders of tomorrow.

7. Education today means bringing out the potentialities of the individual for self development. According to Dr. S. Radhakrishnan "The aim of education is not the acquisition of information, although important, or acquisition of technical skills, though essential in modern society, but the development of that bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens. The goal is commitment to knowledge and advancement of learning". Further education is the process of giving the individual knowledge and skills that he/she should apply in his/her life. Inculcating noble traditions, compassion and love in the individual in order to help him/her lead a full life should be the aim of a mentor.





QUALITIES OF A MENTOR

- |                      |   |   |
|----------------------|---|---|
| Good listener        | – | speaks less, listens more and carefully counsels the needs of the mentee.                                 |
| Genuinely interested | – | show empathy  |
| Reliable             | – | commitment given must be fulfilled  |
| Responsible          | – | responsible for all action of the metee   |
| Responsive           | – | do not hesitate saying “I do not know, but will find out”   |
| A guide              | – | avoid “you should do this, should not do that” <i>etc.</i>  |
| A trusted friend     | – | not be superficial  |
| Always available     | – | commits to spending time with mentee  |
| Patient              | – | respects the differences between himself and the mentee   |
| Knowledgeable        | – | familiar with the resources available in the University Campus and how the mentee can benefit from these. |
| Confidant            | – | reliable, self assured and conscientious when interacting with the mentee                                 |
| Inspiration          | – | sees the possibilities by bringing to life the qualities we aspire for ourselves                          |



SKILLS FOR THE 21<sup>ST</sup> CENTURY

- Communication
- Acquiring and processing information
- Synthesizing knowledge
- Integrating knowledge from different disciplines
- Leadership : team management, dealing with uncertainty, conflict handling
- Failure management
- Commercial awareness (market, IPR)
- Research management
- Creative thinking (discovery, imaging solutions)
- Negotiation
- Understanding of business environment
- User requirement consciousness
- Coping with conflicting demands
- Analytical skills
- Methodological knowledge and skills
- Communication and presentation skills
- Management skills
- International, intercultural experience and competence working in such environments
- Language skills
- People and relationship management skills
- Computer science skills
- Hard science knowledge (to a certain degree), *e.g.* statistics
- Interdisciplinary skills and knowledge – broader picture and understanding of the world
- Entrepreneurship
- Social skills in different context (in different socio-economic environments)
- Creative thinking, innovation
- Ethics
- Problem solving





MENTEE RECORD CARD

Name of Mentor : \_\_\_\_\_  
 Designation/School : \_\_\_\_\_

1. Name of Mentee : \_\_\_\_\_ 2. Programme/Sem. \_\_\_\_\_  
 3. Date of Birth : \_\_\_\_\_ 4. Place of Birth: \_\_\_\_\_  
 5. Postal Address

Permanent	Present
_____	_____
_____	_____
Distt _____ State _____	Distt _____ State _____
Pin Code _____ Phone: _____	Pin Code _____ Phone: _____
Mobile: _____ Fax/E-mail: _____	Mobile: _____ Fax/E-mail: _____

6. Local Guardian's Name & Address \_\_\_\_\_  
 \_\_\_\_\_  
 Phone: \_\_\_\_\_ Mobile: \_\_\_\_\_ Fax/E-mail: \_\_\_\_\_

7. Education

Examination	Board/University	Year	Division	Remarks
High School				
Inter / 10+2				
BA/BSc/B Tech				
Other (Specify)				

**Day Scholar**

(7A) Residence Address \_\_\_\_\_  
 \_\_\_\_\_

**Staying with Name**

**Relation**

**Mobile No.**

(7B) **Hostellers**

Block No.: \_\_\_\_\_ Room No.: \_\_\_\_\_

Room Mate \_\_\_\_\_ Flat Mate \_\_\_\_\_

Mobile No----- Mobile No-----



8. Details of the family

S.No.	Name	Relationship	Age (years)	Qualification / Occupation
(a)		Father		
(b)		Mother		
(c)		Brother/Sister		
(d)		Brother/Sister		
(e)		Brother/Sister		

9. Hobbies and Interest \_\_\_\_\_

\_\_\_\_\_

10. Special Achievements \_\_\_\_\_

\_\_\_\_\_

11. Area of interest where his/her talent can be utilized at AMITY \_\_\_\_\_

\_\_\_\_\_

12. Additional Information \_\_\_\_\_

\_\_\_\_\_

13. Life Ambition and Aspirations \_\_\_\_\_

\_\_\_\_\_

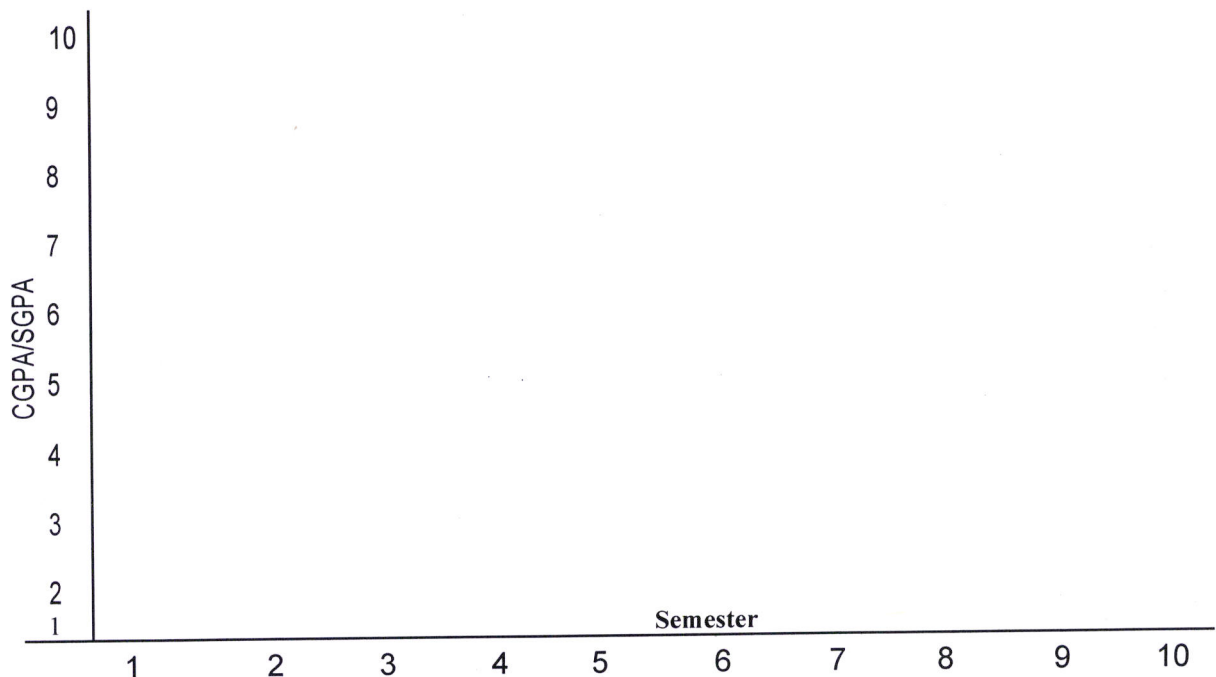
14. Details of Peer Group and Activities \_\_\_\_\_

\_\_\_\_\_

Date:

Signature of Mentee

15. Academic Progress





16. Participation in Co-curricular and extra curricular activities

Semester	Activity (ies)	Achievement, if any

**IN CASE OF EMERGENCY**

Person to be contacted	Location	Tel. No.
(a) _____	_____ (Local)	_____
(b) _____	_____ (Outstation)	_____

Date:

Signature of Mentor

**RECORD OF MENTOR/MENTEE MEETINGS**

S.No.	Date	Remarks of the Mentor	Initial of the Mentor



**From:** Mr. Sachin Kumar Sain <sksain@jpr.amity.edu>

**Sent:** Wednesday, December 9, 2020 2:55 PM

**To:** Sudhanshu Singh <ssingh3@jpr.amity.edu>; Sangeeta Shekhawat <sshekhawat@jpr.amity.edu>; pankaj sharma <psharma3@jpr.amity.edu>; Deepak Kachhot <dkachhot@jpr.amity.edu>; Vinod Kumar Sharma <vksharma1@jpr.amity.edu>; Dr. Nitesh Singh Rajput <nsrajput@jpr.amity.edu>

**Cc:** Prof. Rajesh Shardanand Prasad <rsprasad@jpr.amity.edu>; Dr. Pankaj Kumar Pandey <pkpandey@jpr.amity.edu>; B.Suresh Kumar <bskumar@jpr.amity.edu>; Dr. Sunil Pathak <spathak@jpr.amity.edu>

**Subject:** Allotment of Mentor Mentee-ASET

Respected all,

Please find attached herewith the allotment of Mentor Mentee (Batch 2020) and re-allotment of Mentor-Mentee (Batch 2017 & 2020) (Revised).

Coordinators are requested to inform the students for the same.

Regards,

Sachin Kumar Sain-ASET



**From:** Suresh Chandra Sharma <scsharma@jpr.amity.edu>  
**Sent:** Friday, December 31, 2021 1:02 PM  
**To:** Raj Kumar Gupta <rkgupta1@jpr.amity.edu>; Vinod Kumar Sharma <vksharma1@jpr.amity.edu>; Ronak Parikh <rparikh@jpr.amity.edu>; Sanjay Jain <sjain@jpr.amity.edu>; Dr. Cheruku Sandesh Kumar <cskumar@jpr.amity.edu>; Pushpa Gothwal <pgothwal@jpr.amity.edu>; Dr. Amit Kumar Gupta <akgupta@jpr.amity.edu>; Dr. Ashwani Kumar Yadav <akyadav@jpr.amity.edu>; Amit Sharma <asharma5@jpr.amity.edu>; Dr. Nitesh Singh Rajput <nsrajput@jpr.amity.edu>; Dr. Manu Banga <mbanga@jpr.amity.edu>  
**Cc:** Dr. Pankaj Kumar Pandey <pkpandey@jpr.amity.edu>; Keshav Singh <ksingh1@jpr.amity.edu>  
**Subject:** updated Mentor-Mentee List 2021-2025

Respected All,

Please find attached herewith mentor-mentee list for your necessary action.

This is for your information.

Thanking you

*With Regards,*

**SURESH CHANDRA SHARMA**  
**Office Assistant**  
**ASET,AUR**  
**Mob.-9799776049**

