



Annasaheb Dange College of Engineering and Technology,

Ashta, Tal. Walwa, Dist. Sangli, MS, 416301

**An empowered autonomous institute affiliated with Shivaji University, Kolhapur.
[Accredited by NAAC with A++, Cycle Second]**

Mentor- Mentee Policy

Policy Owner: Dean, Faculty and Student Development

Approval Authority: Director, ADCET, Ashta

Effective From: 01/06/2025

Review Cycle: Annual

1. Vision & Objective

The Mentor-Mentee Scheme at ADCET, Ashta is established to build a strong, supportive bridge between the students (Mentees), the faculty (Mentors), and their parents. By offering personalized academic, professional, and emotional guidance, this policy aims to ensure holistic development, improve student retention, and boost career readiness across all branches.

2. General Guidelines & Structure

- **Allocation:** Every faculty member (Mentor) will be assigned a group of **15 to 20 students** (Mentees) from their respective department for the entire duration of their degree program.
- **Frequency of Meetings:** Mentors must conduct a minimum of **5 to 6 meetings per semester**.
 - *Scheduled Meetings:* At least 4 structured group/individual meetings mapped to critical academic milestones.
 - *Unscheduled Meetings:* 1 to 2 informal check-ins, or as-needed emergency sessions (e.g., post-exam review, personal crises).
- **Documentation:** Mentors must maintain a **Mentor-Mentee cards/ Digital Record on ERP** for each student, detailing attendance, academic performance, meeting minutes, and action plans.



3. Semester-Wise Meeting Schedule & Agenda

To ensure systematic progress, meetings should be conducted according to the following general timeline:

Meeting No.	Timeline	Core Focus Areas	Key Discussion Points
Meeting 1	Week 1 - 2	Onboarding & Goal Setting	Academic registration, setting SGPA targets, resolving initial timetable/hostel issues, and updating parent contact details. Promoting NPTEL/MOOC course registrations.
Meeting 2	Week 3-4	Attendance & Academic Check-in	Reviewing attendance (alerting if below 75%), study habits, resource availability, and early feedback on difficult courses.
Meeting 3	Week 5-7	Mid-Term Review & Skill Enhancement	Analyzing Mid-Semester Exam (MSE) results, and encouraging skill-development pathways.
Meeting 4	Week 8-10	Extracurriculars, Projects & Placement	Participation in college fests, technical events, project competitions, resume building, and placement/internship readiness.
Meeting 5	Week 11-12	Exam Readiness & Feedback	Final syllabus coverage, preparation for End Semester Exams (ESE), stress management, and gathering institutional feedback.
Meeting 6	Week 13 / Post-ESE	Semester Wrap-up & Parents' Connect	Evaluation of overall semester performance, discussion on vacation plans (internships/projects), and sharing progress reports with parents.

4. Focused Intervention Strategies

A. Support for Academically Weak Students

- **Diagnostic Counseling:** Identify root causes of poor performance (e.g., poor study habits, conceptual gaps, personal or mental health struggles).



- **Academic Action Plans:** Coordinate remedial classes, peer-to-peer learning groups, and simplified study materials.
- **Mental & Emotional Support:** Offer a non-judgmental space to discuss exam anxiety or personal problems. Mentees facing severe emotional distress must be referred to the institute's professional counselor.

B. Skill Upgradation for Bright/Advanced Students

- **Challenging Benchmarks:** Motivate students to target top-tier SGPA's and seek high-package placements.
- **Research & Development:** Guide them to participate in national-level project competitions (e.g., Smart India Hackathon), publish research papers, or work on innovative prototype development.
- **Value-Added Credentials:** Push for advanced NPTEL certifications, industry-vetted skill courses, and competitive exam preparation (GATE, CAT, GRE).

C. Placement, Internships, & Industry Preparedness

- **Skill Mapping:** Ensure students enroll in essential skill enhancement courses starting from the second year.
- **Internships:** Actively guide students in securing quality winter/summer internships via AICTE portals, local industries, or through ADCET's Training & Placement (T&P) cell.
- **Mock Preparation:** Run mentees through basic mock interviews, group discussions, and review their resumes to identify gaps.

5. Parent-Institute Interaction

A core pillar of ADCET's mentoring policy is keeping parents actively involved in their child's educational journey

- **Regular Contact:** Mentors must contact parents telephonically at least **twice a semester** to share updates on attendance and mid-term progress.
- **Urgent Alerts:** Immediate communication must be sent if a student's attendance falls below **75%** or if they perform poorly in internal exams.
- **Parent-Teacher Meets (PTM):** Mentors will coordinate and facilitate department-level PTMs once a semester to discuss academic growth, career prospects, and bridge any communication gaps between parents and the institute.



The Faculty Mentor:

- Act as a reliable first point of contact for any academic or personal grievances.
- Keep student data strictly confidential.
- Escalates critical mental health or behavioral concerns to the HOD/Principal.

The Student Mentee:

- Attend all scheduled mentor-mentee meetings without fail.
- Share honest academic, financial, or personal details impacting campus life.
- Actively work on the feedback and action plans laid out by the mentor.


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Dean, Faculty and Student Development


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