

2.2.1 The institution recognizes multiple intelligences of students and creates policies and programs for all kinds of learners. The institution assesses the learning levels of the students and organises special Programmes /policies for different levels of learners (200 words)

Response:

The college admits students from across the state, each with varying learning abilities and intelligences. To support every student to the best of their potential, the college has implemented a range of policies and programs.

One such initiative is the *mentor-mentee program*, where each teacher serves as a mentor and counselor for the students in their class. Mentors assist students with academic challenges, provide personal counseling, offer career guidance, support co-curricular activities, coordinate welfare programs, engage with parents, encourage student involvement in the college's mission and objectives, and foster a healthy, cooperative, and academic environment. Mentors meet with their students at least once a month to evaluate their progress and assess their abilities and competencies.

For students who are identified as slow learners, particularly those performing below 40%, extra time is allocated in the timetable for problem-solving and revision sessions, known as '*tutorials*'. These sessions aim to bridge the gap between slower learners and their peers by offering personal attention and counseling. Some Online Programs were made mandatory to the students such as Coursera for subjects such as '*Public Interest Litigation*', '*Human Rights*', '*Intellectual Property Rights*' and '*English*'.



Deonqar
Principal
KLE College of Law
Kalamboli, Navi Mumbai-410218



K. L. E. Society's

KLE COLLEGE OF LAW

(Affiliated to University of Mumbai & Bar Council of India)

4th Floor, Plot No. 29, Sector-1, Kalamboli, Navi Mumbai-410218.

Ph. : 022-2742 2210 Web : <http://www.klemumbailawcollege.com> E-mail : klemumbailawcollege@gmail.com

REF. No./KLEK/LAW/ 182/2018-19/22

Date 20/02/2018

MENTOR- MENTEE POLICY

The college life of students is changing very fast with pressures to achieve high in academics, secure jobs with respectable earnings, build their careers of their choice, and integrate learning of various skills with curriculum to ensure job security and to cope up with the information available on the social media. At the same time, with the fast advancement in international relations and developments in science and the sudden onset of COVID like pandemic, higher education is becoming more and more complex and challenging. All of this creates a lot of anxiety and uncertainties among college students about their success during and post-college. It is a well-established fact that the turning point in the career of students is not the curriculum topics but the relationship with the mentors who may be their peers or teachers or professionals.

In the context of higher education in the KLE College of Law, mentoring may be recognized as a strategy required by the students to achieve learning goals with emotional and instrumental support. Thus, the student mentorship programme will incorporate the support of faculty members as "Mentors" to all the students in the college. Each student shall be assigned a "Mentor" to overcome their hurdles to achieve the goals desired by them in their academic career.

NEED FOR THE PROGRAM

After joining the Professional course, students feel alienated; as they are entering into totally new environment plus they have academic pressure. This can lead to a feeling of loss and stresses mount up. There is increasing academic competition, peer pressure, unique adolescent problems, mounting career demand, etc. among the student community. The place where they reach out of their comfort zones has a vast cross cultural, neo-ethnic convergence Mentorship program is support system which will help them overcome all the problems and keep the students focussed on their goal.



Deangav
Principal
KLE College of Law
Kalamboli, Navi Mumbai - 410218.



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A teacher acts as Local Mentor and counsellor to an allocated group of students. Each teacher helps the students to cope up academically, give personal Counselling, extend career guidance, support co-curricular activities, co-ordinate welfare activities, interact with their parents, seek student's involvement in pursuit of college vision and objectives and establish healthy, co-operative and academic ambience in the College.

A mentor is an individual with expertise who can help develop the career of a mentee. A mentor often has two primary functions for the mentee. The career-related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work-life balance.

MENTOR MENTEE MECHANISM

- Faculty members (Mentors) will be assigned a group of 15 to 25 students from the same Department.
- The mentee once assigned to a mentor will continue with the same mentor till the end of the program of study.
- Every Year, First Year students will be added to the mentors list in place of graduating students.

SCHEDULE OF MEETINGS

Mentors and student mentees will meet according to a pre-arranged calendar, as well as per need of the student or the moment. They will be introduced to each other in the first few weeks after admission. Mentors and mentees should meet initially at least once a month. They are encouraged to meet socially periodically to build rapport within the team. Mentees are encouraged to initiate meetings with mentors.



Deangav
Principal
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GOAL OF STUDENT MENTORING

To help all students involved in the mentoring program to gain the skills and confidence to be responsible for their own futures and develop to their full academic and personal potential. Mentor to work with students to support their smooth transition to the campus life.

RESPONSIBILITIES OF MENTOR

- Conduct at least one meeting (online/offline) in a month. In total each mentor will spend at least 8 hours with mentees in a semester.
- Assess mentee's background, knowledge, skill, motivation, experience, hobbies, etc.
- Help to improve upon communication skills and shed hesitation.
- Counsel, guide and advice mentee to accomplish their goal in academic and career development.
- Help them solve their concerns with appropriate support and referral available.
- Encourage inquisitiveness and interest in academic, extracurricular and social works.
- Conduct discussions on socio-cultural aspect of the country to make good citizen.
- If situation demands contact parent/guardians and provide the information about the achievements of their wards.
- Update them on various scholarships, fellowships, competitions, internships, research projects, job opportunities, etc.
- Develop leadership quality, team work among mentee.
- Develop a long term relationship and keep in contact to see the effects of mentoring and the progression of the mentee.
- After completion of each session, submit the meeting records and a brief report to IQAC keeping the information and discussions with the mentees confidential.



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- Consult the college psychologist about the needs of any mentee and take necessary action.
- Listen to the mentees, be flexible, be empathetic, be respectful and invest time and efforts.
- Identify the learning abilities of their mentees and suggest necessary action programs to the IQAC e.g. requirements of any skill development programs, career counselling sessions from professionals, preparation for various entrance examinations, etc.
- Reaching out to other colleagues to request to conduct special/remedial classes for slow learners in the group.

RESPONSIBILITIES OF MENTEE

- Attend meetings regularly
- Be respectful towards everyone and the mentor
- Share details of her/his performances in academic, extra-curricular activities, etc with mentors
- Share his/her career plans and specific needs with mentor.
- Focus on the guidance or advice provided by the mentor.

IMPORTANCE AND BENEFITS: With the advancements of fast faceted life styles of society at large, the focused system of guidance that existed in the household hierarchy and its effectiveness has been diminishing.

In this view greater responsibility and importance now lays in the system of 3 mentoring that potentially could re-orient the younger generation and propel them towards career growth and personal development. Beneficially, successful mentoring, can address career and personality aspects as well establish life- long conducive relationship between mentee with the mentor and in turn the university. In addition, specifically, potential benefits to various participants are as follows:



De angal
Principal
KLE College of Law
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OUTCOME OF THE MENTOR-MENTEE PROGRAM

- To empower students through imparting skills for self-awareness, self-management, social awareness and relationship management.
- Identification of the learning abilities of the students and requirements of special needs.
- Identification of slow and advanced learners and take appropriate steps.
- Proposal for augmenting curriculum as per the requirement of the students.
- Initiating new courses for career advancement of students based on student requirements.
- Forwarding Suggestions for changes in the curriculum to University for necessary action.
- Modifications in the Teaching-learning pedagogies Faculty and college responsibility towards slow learners

Slow learners cannot be defined as poor achievers or suffering from any kind of illness. The slow learning may be because of social background, lesser exposure to society, academic facilities, field, hesitation to ask questions in the class, medium of instruction, previous knowledge of the subject due to different curriculum in state boards, etc. mentors can help mentees to overcome many of their problems. The following strategies of more may be adopted by the faculty to motivate and guide slow learners.

- Making provisions of easy lecture notes/study materials.
- Recording their lectures and providing the same to the students so that the students can listen to the class content at their pace.
- Arranging special classes in the form of remedial classes.
- Peer education strategies can be used by following buddy system or peer mentors.
- Provide academic and personal counselling
- Encourage group learning activities.



Deenaqav
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- Encouraging the students to join or participate in Co-Curricular activities
- Teaching Learning through examples and case studies related to their social background.
- Encouraging students to be more inquisitive and to join the skill development courses on life communication skills.

ETHICAL PRINCIPLES

- Mentor's role is to help the mentee become better individual. Care must be exercised not to harm them in any way.
- Both the mentor and mentee should maintain fidelity and responsibility.
- Mentor must maintain Integrity, fairness and Justice.
- Mentor must uphold the need for continuous learning in terms of accuracy, honesty and truthfulness in supportive relationship system.
- Stealing, cheating or engaging in frauds, deception or intentional misrepresentation of facts are unethical.
- Potential biases, scope of mentor's competencies and limitations must not lead to or condone unfair practices.
- Human dignity and worth of people must be respected. Basic professional rights of privacy, confidentiality and self-determination must be up held.
- Respect cultural, individual, and role differences, including those based on age, gender, ethnicity, culture, national origin, religion, sex, disability, language, and socio-economic status.
- Discrimination should be avoided.
- Mentor and mentee should never indulge in any kind of sexual harassment.



Deangov
Principal
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Plagiarism-do not allow any student to copy contents from any source. Even if a matter or concept is taken for explanation, the reference to authors must be in place. Mentors have this major task, in a mentees life. Showing Publication Credit is a must. Mentor should take responsibility of guiding the students about this.

FACULTY AND COLLEGE RESPONSIBILITY TOWARDS ADVANCED LEARNERS

Advanced learners are those students who have better Intelligence Quotient and faster understanding of the subject. Such students require to be groomed beyond curriculum to explore their full potential.

- Providing extra facilities and academic input for better career growth.
- Encouragement to join research projects run by the college to inculcate research orientation.
- Encouragement to write and publish research/popular/review papers or book chapters under the guidance of faculty members.

Mentee is responsible for initiating all contact with the mentor and should be prepared and punctual for the mentoring sessions. Mentee is responsible for establishing the agenda for the conversation. The student might even email topics to the mentor ahead of time. At the beginning of each session, the mentee should provide a brief update on progress since the last conversation. Mentee should share his/her ideas, concerns, and professional goals so that the mentor is able to place the situation in perspective. Mentee should establish a mutually agreeable plan for mentoring sessions. He/she should schedule the sessions on his/her calendar and build in enough time around the sessions to prepare. Mentee should focus on the relationship, rather than outcomes. Mentor's role is not to provide a job; it is to share valuable experience with the mentee.



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Mentee should ask direct questions about what he/she most want to know and shouldn't be shy about asking. Mentee is responsible for ensuring, the conversation meets, his/her needs.

FACULTY AND COLLEGE RESPONSIBILITY TOWARDS SLOW LEARNERS

- Provision of extra time in time table for problem solving sessions/ revision session in form of 'tutorials'
- Teachers' make up classes and demonstration classes for practical courses with the help of advanced learners
- Assignments in the form of solving previous years' examination paper
- Supply of question bank for their practice
- Personal attention and counselling for providing special hints and problem solving techniques

OUTCOMES

- Encourages cooperation and cohesiveness for the mentees.
- Contributes to the general stability and overall development of the institution by developing a bond between teacher as mentor and mentees.
- Enables the faculty to develop their additional skills.
- Initiates the leadership among the faculties and students.
- Helps to identify the personal interests of the students and to motivate them in particular area.
- Encourages the weak students to perform well by the special care towards them.



SIGNATURE OF HEAD OF THE INSTITUTION

Deangay
Principal
KLE College of Law
Kalamboli, Navi Mumbai - 410218.

