



लक्ष्मीबाई राष्ट्रीय शारीरिक शिक्षा संस्थान, ग्वालियर

**LAKSHMIBAI NATIONAL INSTITUTE OF
PHYSICAL EDUCATION**

(Deemed-to-be University)
Ministry of Youth Affairs & Sports, Government of India

STANDARD OPERATING PROCEDURE

**HANDBOOK OF MENTOR &
MENTEE**





LAKSHMIBAI NATIONAL INSTITUTE OF PHYSICAL EDUCATION, GWALIOR

(Deemed to be University under Section 3 of the UGC Act, 1956)
Ministry of Youth Affairs & Sports, Government of India

STANDARD OPERATING PROCEDURE (SOP) HANDBOOK OF MENTOR & MENTEE

FOREWORD

The journey of growth and success is rarely undertaken alone. Behind every accomplished individual stands a mentor-someone who guided, encouraged, and believed in them. Equally, every mentor finds renewed purpose and insight in the mentees they support. This dynamic relationship forms the backbone of personal development, leadership cultivation, and the passing on of wisdom across generations.

This mentor-mentee program was created with the intention of fostering meaningful connections that go beyond formal instruction. It is built on the foundation of trust, open communication, mutual respect, and a shared commitment to growth. Whether you're a mentor offering your time, experience, and guidance, or a mentee stepping into new opportunities for learning and exploration, your participation in this journey is both valuable and transformative.

As you engage with this program, we hope this guide will serve as a compass-providing clarity, structure, and inspiration. May it empower mentors to lead with empathy and integrity, and mentees to learn with curiosity and courage.

Let this be more than a program. Let it be the beginning of a lasting relationship, and a catalyst for change-not only in your own life, but in the lives of those you touch.

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1. VISION

To build a caring and supportive learning environment where every student feels heard, guided and motivated to grow- academically, personally, and professionally.

2. MISSION

To create meaningful connections between teachers and students through regular mentoring, helping students navigate their academic journey, face life's challenges, and make informed decisions about their future

3. OBJECTIVES

3.1 To Guide Students Academically:

Help students understand their subjects better, improve performance, and stay on track in their studies.

3.2 To Offer Emotional Support:

Provide a safe space where students can share their concerns and get help in managing stress, anxiety, or personal challenges.

3.3 To Help in Career Planning:

Support students in identifying their interests and guide them towards the right career path, internships, or further studies.

3.4 To Build Confidence and Values:

Encourage students to participate in sports, leadership, and co- curricular activities while also building discipline, honesty, and respect.

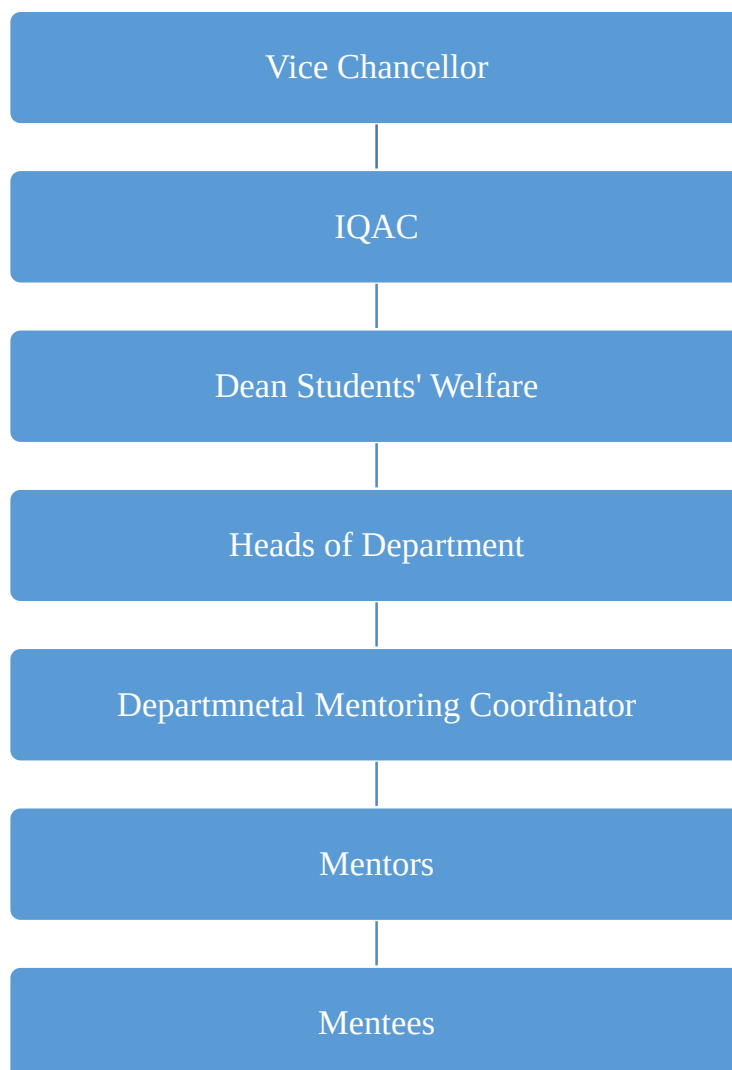
3.5 To Strengthen Student–Teacher Bonds:

Create a trusting relationship between faculty and students where guidance is ongoing, friendly, and non-judgmental.

3.6 To Detect and Support Struggling Students Early:

Identify those facing academic or personal difficulties and connect them to the right help—whether academic counselling, peer support, or professional care.

4. COMPOSITION / ORGANOGRAM AND RATIO



(Support Flow/ Coordination from below units)



- **Mentor:** A faculty member from the department; Alumni Member; Industrial Member.
- **Mentees:** Students assigned to the mentor (UGC recommends a ratio of **1:10 to 1:15**).

EXPLANATION OF FLOW:

- VC provides over all leadership and direction.
- IQAC ensures quality monitoring, documentation, and review of the mentoring

process.

- Dean Students' Welfare coordinates student-related affairs and mentoring policy.
- HoDs implement and monitor the process within departments.
- Departmental Mentoring Coordinator compiles the data received from the mentors within the department.
- Faculty Mentors interact directly with students (mentees), guiding and supporting them.
- Mentees are under graduate /post graduate students.
- The Placement Cell, Counselling Cell, and Health Centre feed information, referrals, and specialized support into the mentoring framework as per the needs identified by mentors.

5. ROLES & RESPONSIBILITIES

5.1 Mentor Responsibilities

- 5.1.1 Meet mentees at least once a month.
- 5.1.2 Maintain a confidential digital / physical record of interactions.
- 5.1.3 Identify academic or personal challenges faced by mentees.
- 5.1.4 Refer serious cases to the Counselling Cell / Dean Student Welfare.
- 5.1.5 Encourage participation in sports, co-curricular, and extension activities.
- 5.1.6 Provide career and higher education guidance.
- 5.1.7 Promote ethical behavior, discipline and constitutional values.
- 5.1.8 Academic regulations: classes, attendance, initial encouragement.
- 5.1.9 Required info to the parent as required.

5.2 Mentee Responsibilities

- 5.2.1 Actively participate in mentor meetings.
- 5.2.2 Be open and honest during discussions.
- 5.2.3 Maintain punctuality and discipline.
- 5.2.4 Take initiative in seeking support for academic or personal issues.
- 5.2.5 Respect and maintain regular communication with the mentor.

6. FREQUENCY OF INTERACTION

Interaction Type	Frequency
One-on-one mentor-mentee meet	Monthly (minimum)
Group mentor-mentee meet	Once per semester

Feedback collection in IQAC	Once per semester
Emergency meetings	As required

7. DOCUMENTATION AND REPORTING

- 7.1 Mentor Diary / Logbook / e-format: Record of each interaction (template to be issued by DSW).
- 7.2 Confidential Mentee Profile: Including academic record, co-curricular involvement, and challenges.
- 7.3 Progress Report: Submitted to Head of Department every semester.
- 7.4 Annual Consolidated Report: Compiled and submitted to IQAC and Dean Students' Welfare.

8. INSTITUTIONAL SUPPORT STRUCTURE

Vice Chancellor | Dean Academic Affairs & Dean Students' Welfare |
Heads of Departments | Departmental Mentoring Coordinator |
Faculty Mentors | Students (Mentees)

- 8.1 Mentoring Cell to be setup under DSW for periodic review.
- 8.2 A Training Session for all mentors to be held at the beginning of the academic year.

9. TYPES OF MENTORING AT LNIPE

- 9.1 Academic Mentoring: Subject guidance, performance monitoring.
- 9.2 Career Mentoring: Internship, job, and higher education advice.
- 9.3 Personal Mentoring: Time / stress management, adjustment issues.
- 9.4 Value-Based Mentoring: Sportsmanship, discipline, ethics, gender sensitivity.

10. AWARENESS & COMMUNICATION

- 10.1 Orientation on the Mentor-Mentee Programme during student induction program / Diksharambh.
- 10.2 Posters and information on LNIPE website / Department notice boards/ Hostels.
- 10.3 Digital platforms (Google Classroom, LMS, etc.) for communication and scheduling

11. REVIEW AND FEEDBACK

- 11.1 Anonymous student feedback to be taken via Google Forms.
- 11.2 Quarterly mentor review meetings with in departments.
- 11.3 IQAC to analyze feedback and submit improvement suggestions to the Vice Chancellor and Academic Council.

12. MONITORING & EVALUATION

- 12.1 Evaluation of mentoring effectiveness through.
- 12.2 Academic progress.
- 12.3 Reduction in student drop-out.
- 12.4 Enhanced participation in institute activities.
- 12.5 Mental health and wellbeing indicators.



LNIPE MENTOR LOG BOOK

Mentor Name : _____

Department : _____

Academic Year : _____

Date	Student Name	Roll No.	Mode of Interaction (In-person/Online)	Key Issues Discussed	Action Taken	Follow-Update	Sign.

NOTE: To be updated after every session. Maintain a digital or hard copy log.

MENTEE PROFILE FORM

Name	:	_____
RollNumber	:	_____
Programme & Semester	:	_____
Department	:	_____
Match Practice	:	_____
Hostel	:	_____
Warden	:	_____
ContactNumber	:	_____
EmailID	:	_____
Aadhar Card No./ Passport No.	:	_____
Permanent Address	:	_____
Local Guardian (if any)	:	_____
Academic Background (10+2 / UG marks)	:	_____
Areas of Interest	:	_____
Career Aspirations	:	_____
Extra-curricular Activities	:	_____
Blood Group	:	_____
Medical / Emotional Concerns (if any)	:	_____
Anyotherinformation	:	_____

NOTE: To be filled during first mentor-mentee meeting and updated every year.

MENTEE FEEDBACK FORM

MENTEE FEEDBACK ON MENTOR

(Submit anonymously at the end of each semester)

Rate the following statements from **1 (Strongly Disagree)** to **5 (Strongly Agree)**

Statement	Rating
My mentor is approachable and supportive.	☐
I am comfortable discussing personal and academic issues.	☐
The mentor helps me set academic/career goals.	☐
My mentor meets me regularly and on time.	☐
The guidance received has positively impacted my progress.	☐

Suggestions / Comments (optional):

MENTOR FEEDBACK FORM

MENTOR FEEDBACK ON MENTEE PROGRAMME

(To be submitted at the end of the semester year)

Aspect	Rating(1–5)	Suggestions
Effectiveness of the mentoring structure		
Student participation and cooperation		
Departmental coordination		
Institutional support		
Overall impact on student development		

Suggestions / Comments (optional):

COMPLIED DEPARTMENT REPORTING FORMAT

DEPARTMENT OF _____

Compiled Departmental Mentoring Report – [Semester]

Submitted by: _____ Date: _____

Parameter	Details
Number of Mentors Assigned	
Number of Mentees Registered	
Mentor-Mentee Ratio	
No. of Individual Meetings Held	
No. of Group Mentoring Sessions	
Common Issues Identified	
Referrals to Counsellor / DSW	
Special Initiatives (if any)	
Suggestions for Improvement	

Comments / Remarks (if any):

Common Issues Identified During Mentoring as per the data provided by mentors (Academic / Personal / Others, whichever is applicable as per their class)

A. Academic Issues

- Difficulty understanding course content
- Poor time management and study habits
- Low attendance or absenteeism
- Under performance in internal / external exams
- Language or communication barriers
- Lack of motivation or academic interest
- Poor note-taking or assignment submission discipline
- Struggles in adapting to digital learning or LMS platforms
- Inadequate foundational knowledge in subjects
- Lack of awareness about internships/research opportunities

B. Personal / Psychological Issues

- Home sickness or adjustment problems
- Anxiety, depression, or stress (exam-related/personal/peer pressure)
- Low self-esteem or low confidence/overconfidence
- Difficulty in making friends or socializing
- Sleep disturbances or fatigue
- Eating disorders or substance use concerns
- Lack of emotional regulation /Anger management issues
- Personal loss or family-related trauma
- Relationship or peer conflict
- Gender identity or sensitivity issues

C. Career and Professional Development Issues

- Uncertainty about career goals
- Lack of awareness about higher education opportunities
- Limited exposure to career pathways in physical education / sports / professional domain.
- Inadequate resume / interview preparation.
- No / lack of participation in co-curricular/extra-curricular or leadership activities.
- Difficulty in balancing sports and academics.

D. Institutional / Administrative Issues

- Hostel accommodation or food concerns
- Scholarship or fee-related grievances

- Delay in document processing or results declaration
- Issues related to campus infrastructure (sports facilities, library, internet, etc.)
- Harassment or discrimination complaints
- Concerns about classroom teaching methods

E. Others (Miscellaneous)

- Digital divide/lack of access to gadgets or internet
- Family pressure (career, marriage, etc.)
- Unclear understanding of institutional rules/regulations
- Confusion in academic calendar or examination procedures
- Climate-related health issues for students from different regions

