

# SECTION 1 – MENTORING

## Role of the Mentor

22. The principal role of the Mentor is to guide, support and encourage the institutions in their development as they work to achieve the goals and targets set out in the Institutional Development Proposal and any institution strategic plan, and in alignment with the broad objectives of TEQIP-II. The project objectives for TEQIP-II are:

- Strengthening institutions to produce high quality engineers for better employability
- Scaling-up postgraduate education and demand-driven research, development and innovation
- Establishing Centres of Excellence for focused applicable research
- Training of faculty for effective teaching
- Enhancing institutional and system management effectiveness.

23. Institutions may request a Mentor to visit at any time. Therefore, there is no formal timetable for visits. While Mentors are expected to make a minimum of two visits a year to each institution they mentor, they can actually visit an institution whenever institutions would like their help. Mentors should also expect to work by remote, between visits, maintaining communication with institutions as requested by the institutions.

## What Makes a Good Mentor?

24. A good TEQIP-II Mentor is a ‘critical friend’ to an institution. Someone who is committed to supporting both the needs of those institutions to which they have been assigned, as well as the needs of the TEQIP project overall.

25. Good TEQIP-II Mentors are principal project representatives and ‘agents of change’ who keep up to date with initiatives and developments related to the institution and the project as a whole.

26. Good Mentors listen, understand, guide and advise - principally to support and assist institutions to stay focused on the goals and targets set by the institution in their Institutional Development Proposal and any institution strategic plan. This is important, because most TEQIP-II institutions are in transition – albeit at different stages – working

towards achieving effective academic, administrative and financial autonomy and accountability. Each institution will have different support and development needs, and Mentors can help them by giving an external view of institutional difficulties, or indeed the measure of their strengths, or where they should gather further opinions, knowledge and experience.

27. Mentors offer a professional ‘sounding board’ of external advice to institutions. It takes considerable patience and skill to see more talent and abilities in institutions than they see in themselves, and then to help them to utilise these in the best and most innovative ways possible and to exploring problems that can begin both inside and/or externally to the institution.
28. Mentors do not know all the answers to everyone’s problems, but they will not be afraid to discuss the problems and explore with an institution (at all levels) possible ways forward – to help institutions help themselves and to share experiences and good practices.
29. Good Mentors understand the need for institutions to feel ownership of their development. To do this well Mentors have to be good learners and good communicators themselves.
30. A good Mentor feeds back and explains to institutions what they find (good and bad practices) and bases their feedback on sound evidence. A good Mentor tries to leave an institution better than they found it.

### General Mentor Duties

31. Each mentor is expected to carry out the following duties:
  - a. To mentor TEQIP-II institutions assigned to them
  - b. To mentor each of their institutions at least twice in a year (or more as requested by the institution)
  - c. To devote at least 16 working hours (i.e. two days) to mentoring work during each of the two major visits to an institution
  - d. To guide and support institutions as they carry out the following institutional reforms:
    - Implementation of curricular reforms
    - Exercise academic, administrative, financial and managerial autonomies and accountabilities
    - Improve student performance and evaluation
    - Implement performance appraisal of faculty by students
    - Obtaining accreditation of eligible undergraduate and postgraduate programmes
    - Establishment of a corpus fund, faculty development fund, equipment replacement fund and maintenance fund (otherwise referred to as the ‘four funds’)
    - Generation, retention and utilisation of revenue generated through a variety of activities.

- e. To guide and assist institutions as they carry out key project activities, such as:
- Obtaining Autonomous Institution status from the University Grants Commission within 2 years of joining the Project, and making all arrangements including building institutional and faculty capacity for exercising academic autonomy
  - Providing academic support to weak students to improve their learning outcomes and employability. (For example, Mentors could discuss institutional plans to organize and establish student support options)
  - Faculty development for improved competence (see various avenues for this in the PIP) including pedagogical training
  - Administrative and technical staff development through professional training
  - Enhanced Interaction with Industry
  - Institutional management capacity enhancement, and implementation of the TEQIP-II Good Governance Programme (for example, going through the project's good governance expectations for TEQIP-II approved institutions, and ensuring all Members of the Governing Body have received and act on the TEQIP Good Practice Guide for Governing Bodies).
- f. To guide and assist institutions in improving their performance in the following areas:
- Increased employability of students as measured by, for example, improvements in the placement rate and the average salary of placement packages
  - Improved learning among students as indicated by, for example, the share of the first year students that complete the full first year and transition successfully to second year (disaggregated by social group)
  - Overall Institutional progress<sup>1</sup> as measured through:
    - Increase in the overall student and faculty satisfaction
    - Number of registrants for Masters and Doctoral degrees (and number of Masters and Doctoral graduates)
    - Percentage of external revenue from research and development projects and consultancies in the total revenue of the institution
    - Increase in the number of publications in refereed, high impact index Journals
    - Increased collaboration with research institutions and Industry.
- g. To guide and assist institutions in establishing effective strategic planning mechanisms, updated as appropriate, and in delivering the timely achievement of targets for Key Performance Indicators based on those in the Institutional Development Proposal and any existing institution strategic plan.

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<sup>1</sup> PIP page 16.

- h. To attend national and regional TEQIP-II forums and conferences, as required both to learn about new initiatives, such as the Good Governance Programme, and to share experiences with other Mentors, the TEQIP Project team and other stakeholders.
- i. To contribute to the delivery of the TEQIP Good Governance initiative and ensure consistency of support, for example, in using the TEQIP Good Practice Guide for Governing Bodies and the Supplementary Resource Materials, and supporting the Good Governance Programme within the project time frame, including:
  - To provide support to institutions when they are completing their governance self-reviews, as required, and to encourage all the institutions to complete their self-reviews (in an honest, self-critical manner)
  - To provide support to institutions when they use their governance self-reviews to identify governance development needs (at the individual, institutional and systems levels), as required
  - To analyse institutional self-reviews and development plans, and prepare reports on these for the Governance Programme Group
  - To provide support to institutions when they prepare their Institutional Governance Guidelines
  - To analyse the Institutional Governance Guidelines and provide feedback to the institution (either in writing or in discussion, as required by the institution or considered appropriate by the Mentor). Copies of the feedback points made to institutions should be sent to the SPFU and NPIU so that these can be used in the review and assessment of the governance programme
  - Mentors are encouraged to consider that their advice on the three key governance elements that are outputs of the good governance programme (the self-review process, the identification of governance development needs and the Institutional Governance Guidelines) are fundamental to strengthening institutions and the TEQIP programme and can underpin all that the institution seeks to achieve (see Good Governance materials).
- j. To comment on revisions of the Institutional Development Proposal, associated actions plans and any institution strategic plan, as necessary, to respond to implementation progress experience and/or changes in the environment external to the institution.

## **Institutional Visits by Mentors**

### **Preparation for a Mentor's Visit**

- 32. For Mentors to work effectively with institutions good planning and clear arrangements need to be undertaken by all those involved - Mentors and institutions, alike. Mentors and institutions need to work in partnership in order to make the best use of their resources, especially time.

33. In preparation for a Mentor's visit each institution will be responsible for:
- Providing their Mentor with a copy of the Institutional Development Proposal [*as accepted for final selection by the National Selection Committee including the changes made in accordance with the improvements recommended by the National Evaluation Committee*], all the related action plans as developed initially and made or modified subsequently during the course of institutional project implementation, and any institution strategic plan
  - Arranging meetings, as desired by the Mentor, with: (a) students, faculty and staff; (b) senior management of the institution; (c) chairperson and members of the Board of Governors; and (d) alumni, employers and industry associations
  - Making directly and promptly all payments to the Mentors, in accordance with TEQIP regulations
  - Arranging local transport and also reasonable levels of accommodation and boarding for Mentors (according to TEQIP regulations) during each visit to the institution.
34. Mentors and institutions should ensure that they have negotiated a well-planned schedule for the visits well in advance. This will ensure that senior management and governing body members are available. They should also be up to date with all TEQIP documentation (See Mentors' Terms of Reference, Annex 2) including the TEQIP Good Practice Guide for Governing Bodies and the TEQIP-II Good Governance Programme document in order to best advise institutions about such programmes. Mentors should feel free to contact the National Project Implementation Unit or their local State Project Facilitation Unit contact for further information about any aspect of TEQIP-II.

### Mentors' Activities During a Visit

35. In order to best understand institutional developments, Mentors will wish to hold a number of meetings with undergraduate and postgraduate students, faculty, staff, senior management, the Chair and Members of the Governing Body, representatives of alumni, industry and industry associations, and the Head of the Institution. Meeting these stakeholder groups should take place at least twice a year. For any additional visits the mentor might not meet all groups on each occasion, since this will depend on the reason for the visit.
36. Mentors' meetings will cover a range of interests, such as:
- a. With **a cross-section of undergraduate students** to elicit their views with regard to:
    - Desired improvements in student performance evaluation
    - Curricular reforms including improvement in teaching-learning processes
    - Exposure to industry
    - Responsiveness of the institution to suggestions from stakeholders (implementation of academic autonomy)

- Increasing effectiveness of academic support to weak students to improve their learning outcomes, and support to all students to improve their employability
  - Improving student satisfaction with the academic and administrative functioning of the institution
  - Student contribution to management and governance.
- b. With **a cross-section of postgraduate students** to elicit their views with regard to:
- All of the above
  - Facilitating placement
  - Working on industry-related projects
  - Participation in research and development projects, consultancies and publications.
- c. With **faculty** to elicit their views and suggestions with regard to range of matters set out in the Institutional Development Proposals and any institution strategic plan:
- Improving responsiveness to student performance evaluation
  - Effectiveness of curricular reforms carried out, including improvement in teaching-learning processes
  - Effective implementation of academic autonomy
  - Increasing effectiveness of academic support to weak students to improve their learning outcomes, and support to all students to improve their employability
  - Increasing admissions to Masters and Doctoral programmes
  - Improving Faculty Development for improved competence including pedagogical training
  - Improving research facilities and research environment in the institution
  - Satisfaction with incentives for continuing education, consultancy, research and development
  - Ways and means for increasing exchange of knowledge through conferences, etc. and increasing both quality and quantity of publications (research papers, books, monographs, etc.)
  - Increasing collaboration with industry for securing research and development projects and consultancy assignments, and for increased flow of industrial expertise to support curricula improvement, research and development activities
  - Improving faculty satisfaction with the academic matters, leadership, management and governance of the institution.
- d. With administrative and technical **staff** to elicit their views and suggestions with regard to:
- Their role in improving project implementation
  - Improving their effectiveness and performance through professional training.

- e. With **senior management** to elicit their views and suggestions with regard to:
- The development of any institution strategic plan
  - Preparations for obtaining Autonomous Institution status, if not yet obtained
  - Ensuring all programmes are accredited
  - Capacity building for exercising academic autonomy once the autonomous status is obtained
  - Improving learning outcomes and employability
  - Organization and conduct of Finishing School
  - Increasing admissions to Masters and Doctoral programmes
  - Implementation of curricular reforms
  - Increasing the number of accredited programmes
  - Making effective use of the findings from the students' evaluation of teachers
  - Increasing collaboration with industry
  - Improving institutional management capacity of senior faculty, Head of Departments, Deans and Head of Institution
  - Strengthening the institution by improving institutional management and governance, and the institutional response to the TEQIP-II Good Governance Programme.
- f. With **Chairperson and members of governing body** to: (i) orient them to, and assist them in, pursuing the recommendations made in the 'TEQIP Good Practice Guide For Governing Bodies' and fulfilling the requirements of the TEQIP-II Good Governance Programme (namely development of a governance self-review, identification of governance development needs and the preparation of institutional governance guidelines; and (ii) to solicit their guidance and help for timely and effective action by the Institution, for example, on the following:
- Fulfilling all the requirements for obtaining Autonomous Institution status, if not yet obtained
  - Making all the academic and administrative preparations for exercising academic autonomy as accorded under autonomous institution status
  - Exercise of administrative and financial autonomies as accorded by the sponsoring government/Trust/Society
  - Delegation of decision making powers to senior functionaries with accountability
  - Reviewing the institution's strategies and plans for filling up teaching and staff vacancies
  - Reviewing the institution's incentives to faculty for continuing education, consultancy, research and development
  - Reviewing the institution's strategies and plans for increasing the number of accredited programmes



- Enhancing interaction and collaboration with industry
  - Promoting management capacity building of senior functionaries
  - Increasing revenue from research and development projects and consultancies
  - Reviewing research strategies, plans and key performance indicators such as increased number of research publications in refereed Journals
  - Achievement of goals and targets for Key Performance Indicators as given in the Institutional Development Proposal and any institution strategic plan
  - Increasing transparency and openness of the governance process and discussion of issues that prevent further improvement of governance principles and practice.
- g. With **representatives of industries and industry associations** to promote effective action, for example, in the following:
- Industry participation in curricula revision and development of new curricula, in the reform of teaching and learning processes to increase the employability of graduate and post-graduates
  - Increasing exposure of student and faculty to industrial practices
  - Increasing industry sponsored and joint research and development and consultancies
  - Increasing enrolment of industry employees in Masters and Doctoral programmes
  - Increasing expert lectures from industry, and securing adjunct faculty from industry.
- h. Meet the **Head of Institution and Project Coordinator** during each visit to discuss:
- Progress in implementation of various aspects of the project
  - Shortfalls in progress, if any, and the steps that could be taken to increase the pace of implementation and achievement of targets
  - Issues arising out of meetings with students, faculty, staff and senior functionaries, the recommendations made and progress in their compliance
  - Problems faced in exercising autonomies, and how these could be overcome.
37. At the end of a visit a Mentor will always meet with the Head of the Institution to provide an oral feedback of their findings, and will note the key outcomes of the discussion.
38. Wherever possible Mentors should meet the Head of the Institution and Chair of the Governing Body on their two major visits in the year.



## Mentors' Deliverables Following their Visits

39. Mentors are required to prepare a report in the specified format (See Annex 3) following each mentoring visit reporting what they find, and giving constructive critical feedback to help institutions understand deficiencies with clear examples and evidence. They should also provide electronic copies of the same report to the Head of Institution, State Project Facilitation Units and the National Project Implementation Unit **within 10 days of completion of each visit**. If there is an unavoidable delay in finalising the report, Mentors should report this to the SPFU concerned. Avoidable delays are not acceptable given the professional standards expected of Mentors. (Electronic copies of the forms will be made available by NPIU.)
40. **Mentors do not grade institutions and their reports are not made public** as they are part of an on-going dialogue of support to institutions. However, mentors' reports are reviewed by State Project Facilitation Units and National Project Implementation Unit as well as by the Government of India/World Bank Project Team and are a valuable contribution to the overall monitoring of TEQIP-II, as well as a key output of the work of Mentors.
41. Mentors may contact their State Project Facilitation Units or the National Project Implementation Unit at any time if they have concerns or queries.
42. Mentors are also encouraged to use the Mentor network and Mentor Forums to discuss issues, share good practices and benchmark institutional progress/concerns. Some State Project Facilitation Units are arranging regular (monthly/bi-monthly) meetings between Mentors and the State Project Facilitation Unit officials to provide a vehicle for information exchange and support.
43. Feedback on the mentoring process should be encouraged in order for improvements to the work of Mentors to be made. Any complaints about the work of Mentors should be made in writing to the State Project Facilitation Units concerned that will, in turn, send a copy to the National Project Implementation Unit. Should institutions wish to change their mentor, they should contact their State Project Facilitation Unit to assign another mentor. Mentors who wish to be assigned to a different institution should contact the relevant State Project Facilitation Unit and the National Project Implementation Unit.
44. Mentors who are unable to complete their duties, for whatever reason, should notify the National Project Implementation Unit and State Project Facilitation Units accordingly, and as soon as is possible.
45. Finally, Mentors who fail to comply with these guidelines, or do not perform their duties to an acceptable standard, will face the possibility that they will be removed from the Mentor Register.