

YENEPOYA INSTITUTE OF TECHNOLOGY

(Affiliated to Visvesvaraya Technological University, Belagavi
Approved by AICTE, New Delhi & Recognized by Government of Karnataka)



STUDENT MENTORING MANUAL

FROM AUGUST- 2020 ONWARDS

NH-13, Thodar - 574 225
Moodbidri, Dakshina Kannada,
Karnataka, India.

VISION STATEMENT

Yenepoya Institute of Technology will set the standard for engineering sciences education in the twenty first century. We are committed to creating new milestones and standard for student to experience an unparalleled educational journey that is intellectually, socially and personally transformative.

MISSION STATEMENT

Yenepoya Institute of Technology will endeavor to educate and transform the student community by instilling in them pride in their gifts and talents, nurturing them and guiding them in how best to utilize it for human welfare and progress.

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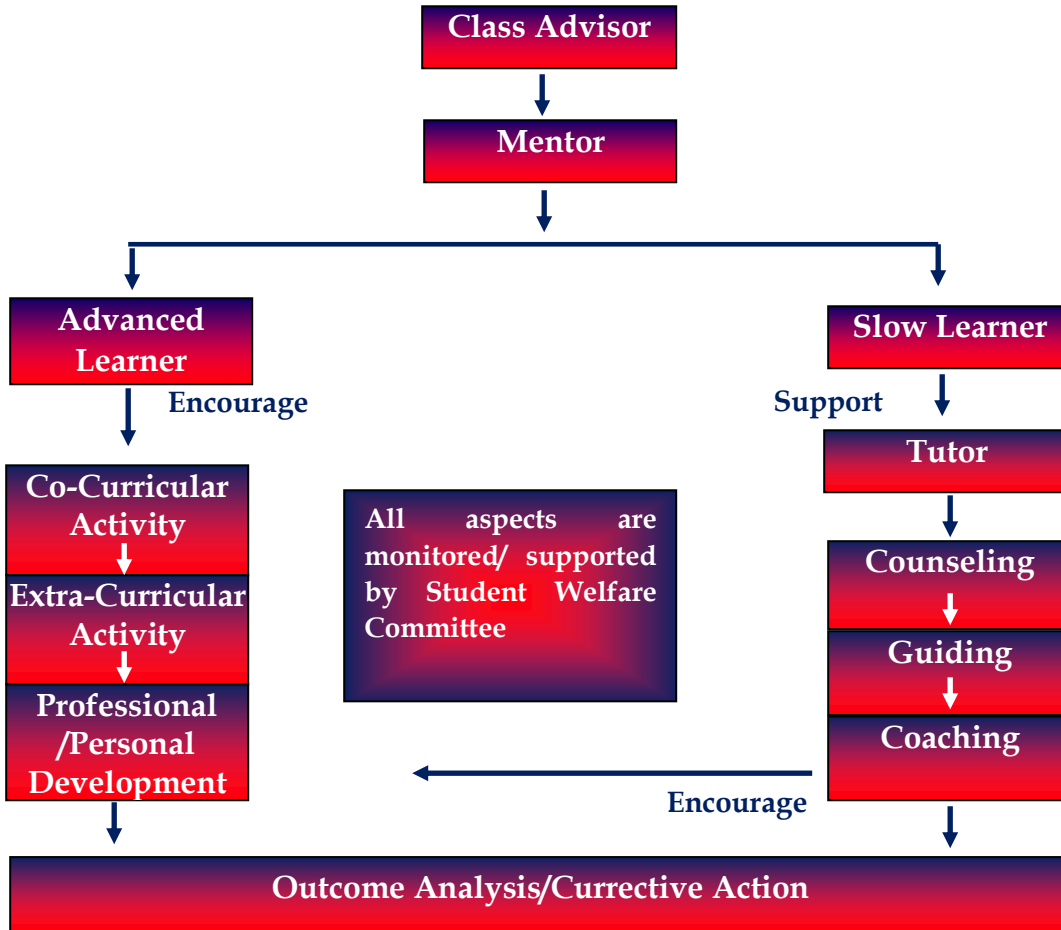
1. MENTORING OBJECTIVES

Objectives of the Mentoring System

- To have academic and personal level monitoring of the students during their entire engineering program and also to coordinate with both parents and faculty in addressing any student problems, especially at the initial stages.
- To find out slow learners and support them with specific roadmap/action to get confidence, to improve their academic performance along with professional development.
- To have specific roadmap/action for advanced learners to encourage and facilitate them to participate in both co-curricular and extracurricular activities. Further, to guide them for holistic development.
- To have one to one interactions, whenever situation demands, with students along with their parents to solve any kind of problems that hinders student's holistic growth.

2. STANDARD MENTORING PROCESS

i. Mentoring Process Flow Chart



Mentoring Process Flow Chart

ii. Guidelines of the Mentoring Process

1. Respective department head shall assign **CLASS ADVISOR** to each class. HoD along with class advisor shall allot faculty **MENTORS** to each class and also see that number of students per mentor may not go beyond 20 or to a manageable numbers. Class advisor can also take mentoring responsibility **(Template 1)**

2. By considering previous semester academic performance (such as SGPA, CGPA and back papers) along with current semester performance in first internal assessment test and attendance, Mentors must segregate the students as **ADVANCED LEARNERS** and **SLOW LEARNERS** and must report the same to the concerned. Principle/HoDs/concerned can set the criteria to select minimum numbers of slow learners per section or per mentor.
3. Respective department head shall assign faculty **TUTOR** for slow learner. A mentor can also be a Tutor or any senior staff can be a Tutor.
4. For advanced learners, mentor shall encourage the students for both co-curricular and extracurricular activities to achieve academic, personal and professional development. For slow learners, tutor shall support the students with counseling, guiding and arranging coaching classes to see that slow learning students to join advanced learner category.
5. Mentor and Tutor shall follow the guidelines/nature of mentoring system meant for advanced and slow learner, respectively.
6. Each mentor/tutor shall maintain "**Student Performance and Mentoring Record**" (**Yellow Booklet**). Tutor shall maintain separate meeting record for slow learner ((**Template 2**),
7. Mentor should meet advanced learners after every internals assessment (IA) tests or whenever required.
8. Tutor should meet slow learners at least once in a week or whenever required.
9. Mentor/tutor should send the 1st **IA test marks and attendance** along with previous semester result, in the prescribed format (**Template 3**), to parents/guardians. It is mandatory to send the 2nd IA marks along with attendance to parents but sending 3rd IA test details is optional and performance to be discussed at department level.

10. Each department head should arrange for **Parent-Teachers (PT)** meeting at least once in a semester, mainly after 1st IA test to have one to one interaction with parents and discuss about current as well as previous academic performance along with other relevant issues of the student. All department head needs to confirm that the PT meeting information reaches all the parents in advance so that all parents can attend the meeting. It is mandatory for all parents to participate in the PT meeting in a semester. In certain cases individual parent visits to meet mentor, any time, are also scheduled.

General procedures need to be followed for PT meeting

- In advance, PT meeting date should be shared to parents through students, email, and phone call or by letter.
 - Each mentor/tutor needs to maintain the prescribed documents with parent's/student's signature wherever required.
 - Brief report of the PT meeting must be submitted to HoD
11. Mentor can contact/share information with students/parents by following mode
 - Face-to-face meeting
 - Email
 - Phone/Whats app/SMS
 - Creative contact - Inviting parents to any departmental/institutional programs
 12. If parents are not responding/not attending the PT meeting, then all the academic information (marks, attendance etc.) of the ward need to be sent through registered post, in the prescribed format (**Template 4**)

13. Mentor needs to take signature of the student and parents in the prescribed undertaking format, if student's performance is very poor and not improved after 2nd IA test (**Template 5**).

3. Nature of Mentoring for both Slow and Advanced Learners

i. Professional Guidance

For Advanced learners	For Slow learners
Provide platform to show their academic skill & learn beyond the syllabus by taking part in seminar, workshops, paper presentation, conference, group discussion and competitive events.	Identify targets/goals in academic performance and encourage/ support them with professional guidance more often than that provided for advanced learners.
Encourage and support the students for innovative in projects along with technical talks, paper publication.	
Emphasise on responsibility at personal, social & national level during professional journey.	

ii. Academic Guidance

For Advanced learners	For Slow learners
Provide information of academic schedule, e-learning resources, university scheme/syllabus in advance	Identify learning technique based reasons for lagging & try to support them with proper solutions by providing separate academic schedules, subject resources, model question paper & answer key, bridge/remedial classes & easy ready-made lecture notes.
Encourage the students to participate in extracurricular activities but remind to maintain minimum required percentage of attendance	Identify other than learning technique reasons for lagging & accordingly, arrange for counseling, guidance and proper corrective actions

iii. Career Advancement

For Advanced learners	For Slow learners
Support and encourage students to establish self confidence and communication skill by participating in group discussion, debate, online certification courses, visit to industry and career guidance programs by experts.	Identify the student's specific career goal, then act and motivate them to get trained in the particular direction of goal without much diversion but based on their holistic growth encourage them for all sort of career opportunities
Motivate them to participate in any value added training programs, mock interview apart from college Training & Placement Cell activities and also educate them to register for professional bodies.	

iv. Course Work and Laboratory Specific

For Advanced learners	For Slow learners
Emphasize on university scheme, criteria of SGPA, CGPA and rank along with other academic rules. Further, educate them on examination and result procedure, VTU polices and updates	Emphasize on university scheme, criteria of SGPA, CGPA and rank along with other academic rules. Further, educate them on examination and result procedure, VTU polices and updates
Highlight on laboratory procedures along with Dos and Don'ts	Highlight on laboratory procedures along with Dos and Don'ts
Stress on importance of attendance in both theory and lab	Stress on importance of attendance in both theory and lab

v. Personal Development

For Advanced learners	For Slow learners
Empower the students, mentally, to counter and cope with physical, emotional, social and environmental challenges through counseling and proper expertise guidance	Empower the students, mentally, to counter and cope with physical, emotional, social and environmental challenges through counseling and proper expertise guidance
Engage in family /peer counselling by Counsellor/ Mentor /HOD to strengthen student's interpersonal relationships thereby improving their grades.	Engage in family /peer counselling by Counsellor/ Mentor /HOD to strengthen student's interpersonal relationships thereby improving their grades.

vii. All-round Development

For Advanced learners	For Slow learners
Identify the level of capacity/ability of each student and based on that motivate them to participate in various activities, including literacy, cultural and sports, which leads to develop leadership quality, decision making ability, team spirit, socio-psychological awareness, and will shape the student into an intellectually integrated person.	Identify the level of capacity/ability of each student and based on that motivate them to participate in various activities, including literacy, cultural and sports, which leads to develop leadership quality, decision making ability, team spirit, socio-psychological awareness, and will shape the student into an intellectually integrated person.

4. Problem Escalation Procedure

Need may arise when the mentor alone is unable to resolve the problem of student or when several students report same /similar problems

Procedure need to be followed (Template 6)

- Report on actual/root cause of the students
- Corrective action taken at class advisor/mentor/tutor level
- Corrective action taken at departmental level
- Corrective measures and action taken at institute level.

5. Explanation of Scope and Purpose of Mentoring to New Students/Faculty

- Respective department head or senior staff must educate the staff members, especially newly joined staff about the scope and purpose of the mentoring system before taking the responsibility of mentorship.
- Standard system need to be followed to educate the students about mentoring by organizing orientation program, induction program and special sessions.

6. Efficacy of Mentoring/Counseling System

Any few following points are taken to evaluate the efficacy of the mentoring system

- **Percentage of attendance:**
 - a) From 1st IA to 3rd IA - Improved or Decreased.
 - b) Percentage of Attendance - Improved or Decreased.
 - c) Number of detained students- Improved or Decreased.
 - d) Parent visit just due to attendance shortage or action taken on poor attendance - Improved or Decreased.
 - e) The involvement in academic, co-curricular and extra-curricular: (Individual students participation in the multiple activities)- Improved or Decreased
 - f) Individual student's talent/skills identified and nurtured towards excellence- Improved or Decreased.
 - g) Any others

Template 1 Mentor Mentee Format

YENEPOYA INSTITUTE OF TECHNOLOGY, MOODBIDRI - 574 225

**XXX - SEMESTER (ODD): Class Advisor and Mentor Mentee List
2020-2021**

Semester:

Batches/section:

Section	Class In charge	Mentors	Roll No./ USN of Students

Note:

- All the mentors should maintain mentorship diary of individual students and should have meeting at least once in a week or whenever required.
- The class advisor should have a meeting with the concerned mentors/Tutor and students, whenever required.
- All the mentors should bring the grievances of students to the notice of respective class advisor.
- Mentors and class advisor should see that the progress report of students is sent to their parents in stipulated time.
- Mentors and class advisor should see that the students should follow the code of conduct.
- If any student remains absent without prior intimation, should be brought to the notice of the concerned class advisor

HOD/Cycle Coordinators

Principal

Template: 2 - Formats for Tutor Ward System**Table 1. Tutor-Mentor List**

Semester/Branch	Tutor name	Student Name with USN	Contact Number	Signature of tutor

Table 2. Students Monitoring Cell Report**Performance of Previous semester****Semester:**

SGPA	CGPA	Back papers	Input from the previous mentor/Attendance etc.
Reasons for poor performance			

Performance of Current Semester**Internal Marks and Attendance Details:**

Content	1 st IA Test (No. of subjects)	2 nd IA Test (No. of subjects)	3 rd IA Test (No. of subjects)
Marks scored less than minimum marks required			
Attendance less than 85%			
Reasons for poor performance			

Signature of the student:**Tutor's signature:**

Table 3.Meeting Details

Date and time of meeting	Any problems expressed by student/Identified by the tutor	Remarks

Signature of the student:

Tutor’s signature:

Note: Report to be sent to Class advisor/HOD/SWO/Principal if there is no improvement in academic performance.

Template: 3- IA Marks and Attendance Format



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 Phone: 08258-262733, 713; Fax: 08258-262723
 Website: www.yit.edu.in, E-mail:yit.moodbidri@gmail.com.

Ref: YIT/PR/ /A- /20--- Date:

To,

Dear Parent/Guardian,
 Progress Report of your ward
 Mr./Ms. _____.

1st Internal Assessment Test

Semester:

USN:

Sl.No	Course with Code	Marks			Attendance	
		Max. Marks	Marks Obtained	Remarks	Attendance	Remarks
1	Subject- 1					
2	Subject-2					
3	Subject-3					
4	Subject-4					
5	Subject-5					
6	Lab-1					
7	Lab-2					
8	Lab-3					

Note:

- 1.He/She requires 85% of Attendance to appear for University Examinations.
- 2.It is desirable to have -- marks out of -- in each course.
- 3.The parent-teachers meeting is on _____. You are requested to attend the meeting.

Mentor

Class Advisor

Coordinator

Template: 4 - Registrar Postal Format**To,**

Dear Parent/ Guardian,

Sub: Regarding shortage of attendance and poor academic performance of your ward.

This is to inform you that your ward --- is having attendance less than 75% in all the subjects as on ----. According to VTU norms, he should have minimum 85% of Attendance in all subjects to appear for semester University Examinations.

Further, his internal marks of all subjects are also less than average (-- marks for eligibility to write the final exam). The same had been informed previously by sending his 1st internal marks card which is given below for your reference. So, kindly take some actions to overcome the deficiency. If he fails to maintain the minimum attendance and marks, he will be detained from the course

Date:

Academic Performance of the Student in First Internal Test				
I Semester				
Sl.No	Course with Code	Max. Marks	Marks Obtained	Attendance
1	Subject- 1			
2	Subject-2			
3	Subject-3			
4	Subject-4			
5	Subject-5			
6	Lab-1			
7	Lab-2			
8	Lab-3			

Mentor**Advisor****Coordinator**

Template: 5 - Under Taking Format

From,

To ,

The Principal
Yenepoya Institute of Technology

Sub: Undertaking for maintaining average internal assessment marks/ prescribed attendance
-

Respected Sir,

I am having internal assessment marks less than the average/ attendance less than 85%. I am aware that my IA marks and attendance position has been informed to my parents. I hereby undertake to makeup the deficiency in my internal assessment / attendance, failing which I may be detained. I am aware of the fact that an attendance of 85% and above is required for appearing for the university semester examinations. I further undertake to attend all my classes regularly and take part in all the academic activities of the college such as internal assessment tests and assignments.

Thanking You,

Yours faithfully,

(Signature of the student)

Since your ward has internal assessment marks less than the average/ attendance less than 85%, you are required to accompany your ward on ---, and meet the concerned faculty.

(Signature of the parent with name)

Template: 6- Problem Escalation Procedure Format

Mentor name	Students name/USN	Specific/general Case	Action taken by mentor/HOD	Action/corrective measure at institute level	Remarks

Signature of Mentor

Signature of HOD

Template: 7- Parent Feedback Form



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Website: www.yit.edu.in, E-mail: yit.moodbidri@gmail.com

Parent Feedback Form

Name of the Student:

USN:

Semester:

Name of the Parent/Guardian:

Contact No:

E-mail:

FEED BACK					
Sr. No.	Parameters	Excellent	Very Good	Good	Satisfactory
1.	Institutional Discipline and Culture				
2.	Infrastructure facilities				
3.	Communication from college about progress of your ward				
4.	Training and personality development				
5.	How do you rate our college				

Suggestions (if any):

Signature of the parent/guardian

Thank you for providing us this feedback.
Your suggestions and healthy criticism will definitely help us to reach our goal of
"Inspiring Excellence"

Template: 8- Counseling Format

Academic Year: 20-- -20-- Semester-XX

STUDENT COUNSELING RECORD

Mentor/Tutor Name:				Semester/Section:		
Sl. No	USN	Name of the student	Date	Issues	Suggestion	Remark

Mentor Signature:

Counselor Signature:

Compiled by

Dr Santhosha Acharya

Approved by

Principal