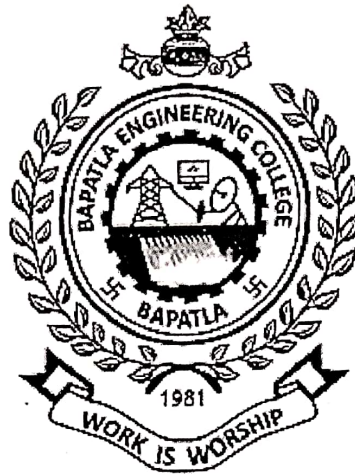

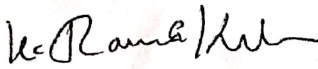
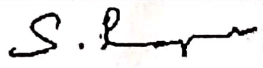


MENTORING POLICY



	Name	Signature
Prepared by:	Dr.V. Madhava Rao HOD, Chemistry	
Verified by:	Dr.K. Rama Krishan Dean, Student Affairs	
Approved by:	Dr.S. Rajasekaran Principal	

Bapatla Engineering College :: Bapatla

(Autonomous)

Mahathamajipuram, Bapatla-522102

Bapatla Engineering College :: Bapatla

(Autonomous)

Mentoring Procedures

Overview

“Mentoring is a brain to pick, an ear to listen and a push in the right direction”

- John C Crosby

Mentoring is a critical element of overall development of a student in his/her course of study. An effective mentoring relationship is characterized by mutual respect, trust, understanding, and empathy. Good mentors are able to share life experiences and wisdom as well as technical expertise. They are good listeners, good observers and good problem solvers. Mentoring makes an effort to know, accept and respect the goals and interests of a student and in the end, establish an environment in which the students' accomplishment limits only by the extent of his/her talent.

An undergraduate student in his four years' journey of engineering course essentially requires mentoring to counsel and guide them in a right path to envisage his dreams.

POLICY:

Bapatla Engineering College not only stands for the overall development of the students but also taking care of their academic, social, and emotional issues through mentoring. Mentoring is a continuous process in the College by assigning a teacher to a group of students between 15 and 30. The teacher assigned must maintain the record of all the mentoring sessions with details of issues and suggestions or guidance.

1. Mentoring System in the institute

Every 15 to 30 students are allotted to every mentor. Faculty from the Departments of Humanities and Sciences should be the mentors for the first year and faculty from the respective departments will act as mentors for II, III and final years. Department faculty once allotted continues to be the mentor for all the three years (II, III & IV) of the course.

2. Need for Mentoring

Classroom teaching cannot take care of the psychological, emotional, attitudinal problems and needs of the students. Therefore these issues are to be addressed outside the classroom and on an individual basis. Such efforts by the teacher to help the student are referred to as mentoring and counselling.

3 Objectives

The institute emphasises the importance of Mentoring system to ensure the following

- the institutional ambience addresses the needs of an ever-changing and dynamic learning community.
- counsels and motivates the students in all academic related matters - direct or indirect.
- advises the students regarding choice of electives, projects, summer training etc.
- guides the students in taking up extra academic and professional activities for value addition as a member of the society.

4. Mentor-Mentee relation

The relationship between Mentor and Mentee springs through a positive interaction between Mentor and Mentee. Activities are developed in the orientation session to establish a positive relationship between Mentor and Mentee. Mutual trust and respect hinges through such constructive and supportive meetings and discussion sessions. Mentors guide the Mentee on the courses to set goals to improve grades, establish good time management keeping to good attendance in classes, improving their self-esteem and confidence. It especially is a great support for the First year students to help them settle down quickly and differentiate between school and professional studies.

5. Specifications of a Mentor

- Mentors are people who through their actions and work help others to achieve their potential.
- A good mentor is available, open minded, active listener, supportive, focussed, deserving respect and enthusiastic.
- A mentor does not give advice, rather helps the mentee to weight the situation through a process of reflection. He/she questions, challenges obtain feedback and finally allows the mentees to come up with a decision or draw conclusion by himself / herself.
- The mentor has to bridge the communication gap between the teacher and the student either directly or through the HOD.
- The mentor should go into the socio economic background of each mentee and maintain systematic records. This will not only lead to understanding the students' problems outside the college but also have a profound effect on the performance of the student in academics.
- The mentor should be prepared to invest time and have face to face unbiased interactions with the mentee frequently.
- Each teacher as a mentor should take up the responsibility to 30 students.

6. Process of Appointment

The Heads of the Departments of Humanities & Sciences allots the mentors to the respective branches under each department for the first year. (Department of Mathematics: ECE, Department of English: CSE, Department of Physics: EEE, Mechanical & EIE, Department of Chemistry: Civil & IT). In the second year students are allotted with the mentors by their respective Department Heads who would be continued for the rest of three years. The allotment of mentors runs on the basis of roll numbers of the students in each section without any bias.

7. Responsibilities of a Mentor

- To provide guidance and support to their mentees by creating an atmosphere of openness, caring and concern.
- Get the list of students from HOD.
- Obtain all the data of the mentee and maintain a systematic record.
- Arrange a meeting of all the mentees in order to familiarize with each other.
- Spell out the objectives of the exercise and the expectations.
- To meet the group of students at least twice a month and continuously monitor, counsel, guide and motivate the students in all academic matters
- To assist the Mentees in improving their academic achievements by giving appropriate advice.
- To maintain a detail progressive record of the student (format attached) and a brief but clear record of all discussions with students.
- Send the academic performance and attendance reports regularly to the parents.
- Contact Parents/guardians in case of academic irregularities, negative behavioural changes and interpersonal relations, detrimental activities etc.
- Intimate HOD and submit a report for further actions.
- Advise students regarding choice of electives, project, summer training, and career development/professional guidance.
- To take the feedback of the subjects and laboratories to ensure effective teaching learning process
- To ensure that Mentee develops sufficient soft skills before graduation by encouraging them to get involved in co-curricular activities.
- To keep confidential any personal matters raised by Mentee and not to disclose them to others unless deemed inevitable for any positive gain.

8. Responsibilities of HOD

- To meet all the mentors of their departments at least once in a month to review the mentoring related issues.

- Advice mentors wherever necessary.
- To meet the students with poor performance and counsel them.
- Initiate administrative action on a student if any irregularities found.
- Keep the head of the institute informed.

9. The following are some of the areas in which Mentoring proves effective

Problem	Suggestion
Academic	
1. 4-5 students of the class are indisciplined and disturbing the class continuously.	1. Should be called by the Mentor to know their names & background and appreciate their strength. Put them to extra work through assignments & projects and follow up, the interactions should reveal the teachers confidence in the students activities.
2. Inability of some students to follow instructions in English, as they come from Telugu medium.	2. Cite the examples of past students who are successful and well placed in spite of their Telugu medium background. Ask them to cultivate the habit of reading standard English and further suggest them to speak only in English
3. Student understands the concept but unable to reproduce in the exams.	3. Suggest writing after studying certain portions of the subject matter and let them observe and appreciate progressive improvement.
4. Particular teacher harasses the student by always questioning him/her.	4. Better to clarify that it is only his/her apprehension. Explain that it is only aimed at improving, if possible also take the student to the teacher concerned and clarify.
5. Student feels that he/she is very weak.	5. Mentor has to explain and cite the examples of other students of the same calibre from present & past batches, who are progressing well, initiate them to appropriate study techniques and appreciate every improvement.
Socioeconomic Problems	
6. As the student comes from backward community, he/she is unable to socialise and nobody is talking to him/her.	6. Mentor has to give him/her enough confidence and encourage talking to other students regularly and advice him/her that if the student is successful in academic and co-curricular activities, everybody admires him. Hard work brings success and all-round appreciation and affection automatically follows.
7. The student's financial position is very bad that he/she couldn't afford even the minimum required books and study material.	7. Mentor could put some effort to collect books from the past students and organize the required material.

8. Other students are ill-treating a student because of his/her poverty.	8. Mentor has to explain poverty is not a hindrance to progress. Any small progression should be noticed and appreciated.
Psychological	
9. The student is unable to concentrate because some people do not like him/her.	9. Mentor has to make them learn that if the student is successful through hard work, others will like him. Convince him/her to work for success.
10. A student feels he/she is not fit for anything and nobody likes him/her and therefore he/she can't achieve anything.	10. Mentor should identify the strengths of the student and encourage him/her to use the strengths for improving confidence and achieving success.
11. A student feels stressed and he/she doesn't concentrate on studies.	11. Mentor should ascertain the background of the student and his/her family conditions and keep focussed on their activities. Then counsel him/her accordingly.

10. Mentoring Activities

- Professional Guidance - regarding professional goals, selection of career, higher education.
- Career advancement - regarding self-employment opportunities, entrepreneurship development, morale, honesty and integrity required for career growth.
- Course work specific - regarding attendance and performance in present semester and overall performance in the previous semester.
- Lab specific - regarding Do's and Don'ts in the lab.

11. Department Data of the Mentors

Dept.	Name of the Mentror	Students assigned(ID No.)			

12. Counselling Sheet

