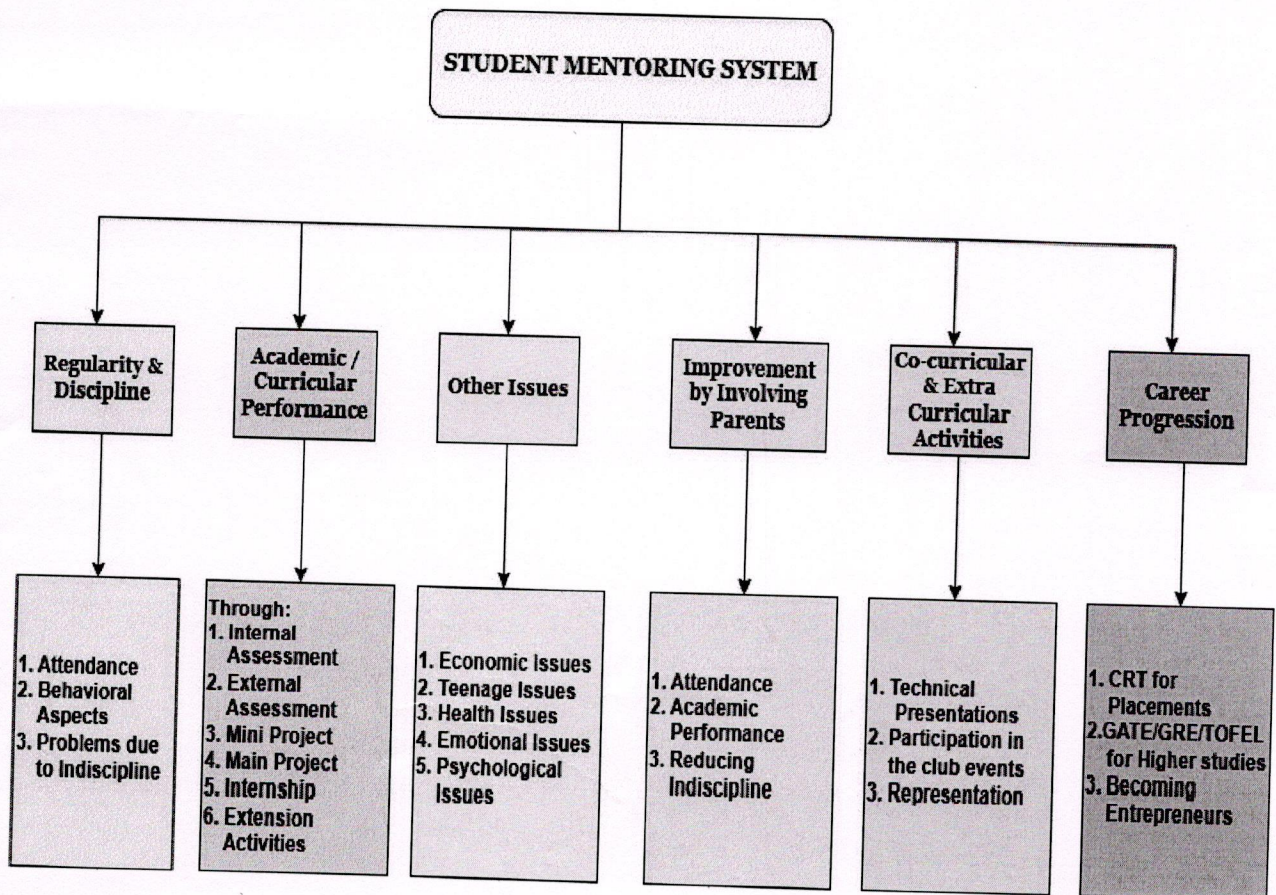


1. Student Mentoring System

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. 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. Hence, there is a requirement of continuous mentoring of students for academic, social, personal and career guidance. Vignan's Nirula Institute of Technology and Science for Women(VNITSW) follows an effective a Mentor-Mentee system where a group of students (Mentees) are assigned to a faculty (Mentor) from the same Department to overcome their hurdles to achieve the goals desired by them in their academic career.



1.1 Objectives Of Student Mentoring System

The target of this Mentoring Programme is to identify fundamental mechanisms that will

- Provide students with career and non-academic counseling.
- Provide students with information on preparatory courses such as skill courses, bridge courses etc. for their academic prosperity.
- Focus and motivate students to achieve learning goals and thereby improve their academic performance.
- Guide, encourage, and advice the students about their upcoming student life, student health, mental and emotional well-being and listen to their issues with patience and help them solve their concerns with appropriate resources, support and referral available.
- Generate curiosity and interest in academics and other institutional activities amongst the students.

The following is the policy adopted by the Institution for an effective Mentoring system

1.2 Mentor Mentee Policy

- Faculty members (Mentors) will be assigned a group of 20 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.
- Faculty Counsellor provides academic and emotional support, helping them navigate their studies and any challenges they may face.
- Counsellor orients them to college practices, monitors their progress regularly (e.g., with at least fortnightly/monthly meetings) and guides them throughout the four-year course.
- Weak students can get one-on-one tutoring from faculty. These sessions help explain tough topics and provide extra practice.

1.3 Responsibilities Of Mentor

- Conduct atleast one meeting in a week. In total each mentor will spend at least 16 hours with mentees in a semester.
- Assess mentee's background, knowledge, skill, motivation, experience, hobbies, etc.
- 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, extra curricular and social works.
- 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 them keeps confidential.
- Consult the college psychologist about the needs of any mentee and take necessary action.

1.4 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.

1.5 Slow learners & advanced learners Handling procedure

The weak and bright students are identified by gathering inputs from various sources such as semester results, mid-term reports, course coordinators, and counsellors. Students who scored less than 60% marks in their internals, failed in previous semester exams are in the category of weak students. Weak students are provided with remedial classes to help them improve their academic performance. On the other hand, Bright students are directed toward co-curricular activities to further develop their skills and talents beyond academics. This approach ensures that every student receives tailored attention based on their performance and needs, fostering a balanced academic environment.

The process of identifying weak and bright students is as follows in Fig :

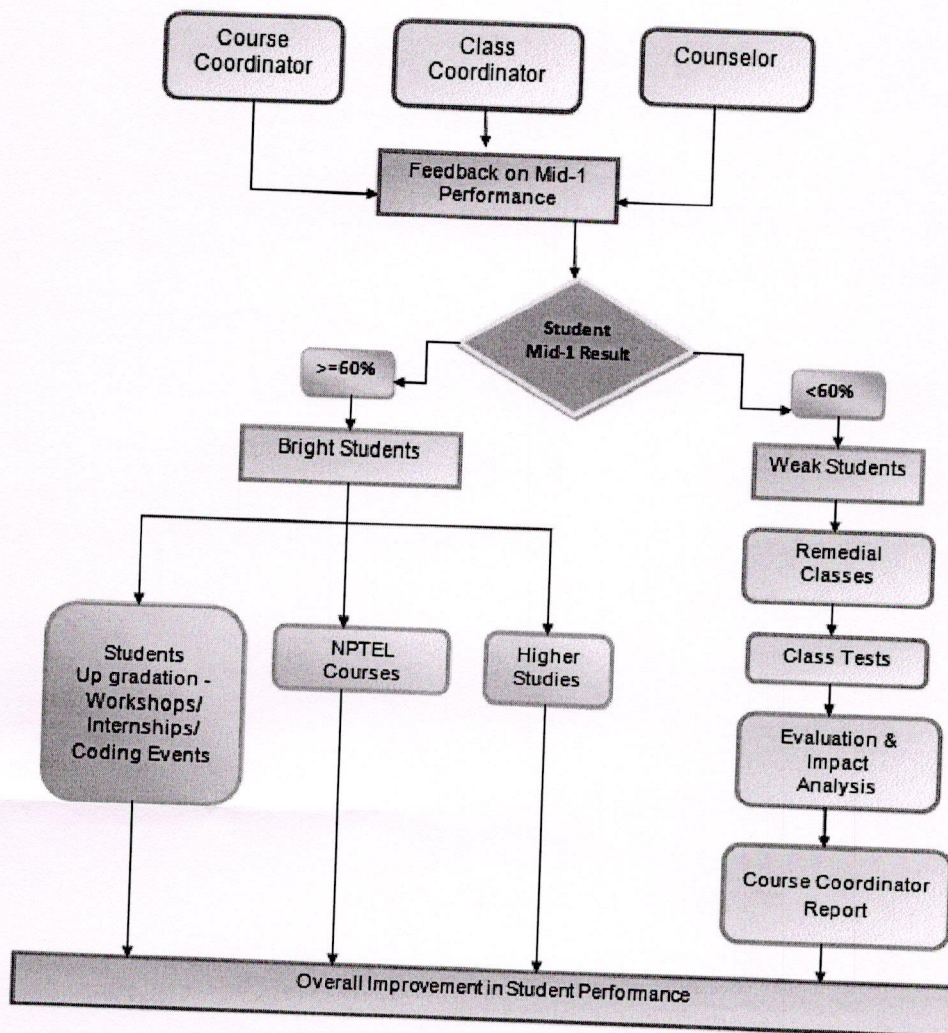


Fig: Process to identify Weak & Bright students

1.7 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 provision so feasy 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.
- Encouraging the students to join or participate in Co-Curricular activities
- Encouraging students to be more inquisitive and to join the skill development courses on life communication skills.

1.7 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.
- Encourage to read research papers and make presentations before the class.
- Encourage to participate in National/International Conferences, Seminar and workshop so that they can present their works as well as interact with renowned academician.
- Provide scholarships/Awards to acknowledge their efforts and to enhance their performance.
- Encourage to join Online Courses offered by Swayam or COURSERA or other platforms for enhancing the knowledge horizon.


IQAC Co-ordinator


PRINCIPAL