

## Best Practice 1

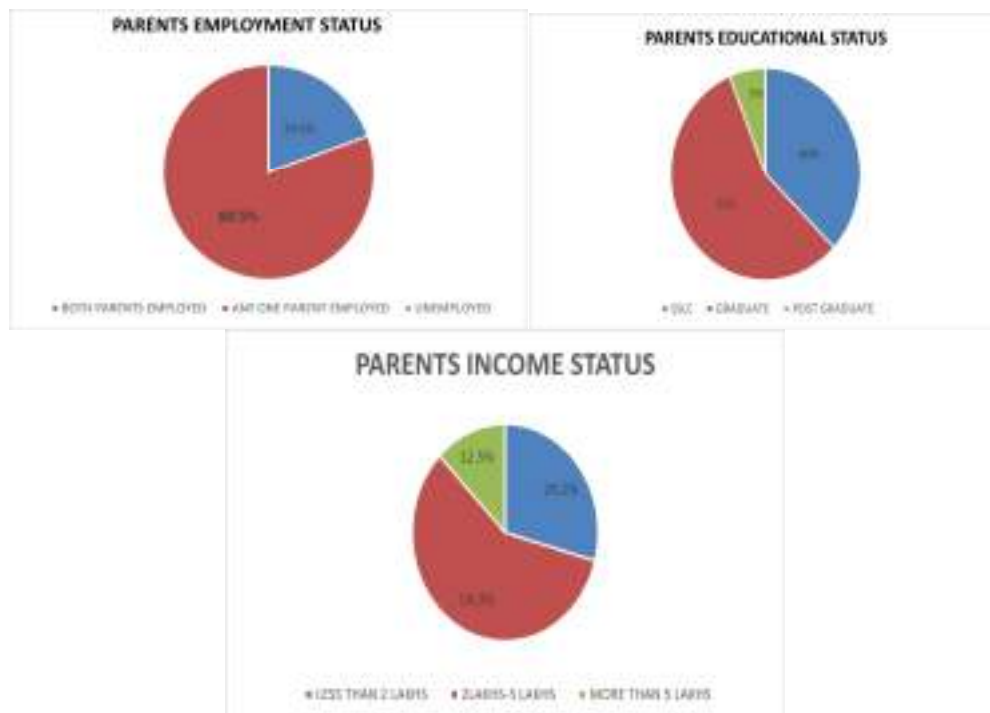
### 1. **Title of the Practice:** STUDENT MENTORING SYSTEM

### 2. **Objective of the Practice:**

The Student Mentoring System has been envisaged in the institution with a unique motto of inclusive development of students. Every Teacher in the institution acts as a mentor of a specific batch of students at the point of entry stage and guides them through the entire period of the course duration till the mentee completes the course. The Mentor-Mentee dichotomy is carved in such a fashion that the Mentor establishes a strong relationship with the Mentee in multiple roles as *a caring parent, intelligent guide and affectionate companion*. A Mentor is the most trusted and meaningful point of contact for the Mentee. Mentor-mentee relationship is expected to last lifelong. Ultimately, the Mentor and the institution may achieve better behavioral changes in the student and mold him/her as *a dutiful citizen of the country*.

### 3. **The Context:**

Most of the students enrolled in this institution are from rural areas and are first-generation college students in their families. The Parent community is mostly laborer's or farmers and at large belongs to low or marginal socio-economic strata of the society. Students in general have poor proficiency in the English language and Mathematics. It was observed that learning deficiencies coupled with the scenario of the Hi-Fi profile of the Engineering college make students at wit's end or like fish out of water. The net consequences of such a context are that the students either drop out of the course premature or fail to complete the course successfully. This situation amounts to the disastrous collapse of the dreams of parents and students. Such situations also destroy the future of those young students and ultimately the valuable youth power of our country will be at peril. The Mentoring system is a panacea to the above critical conditions.

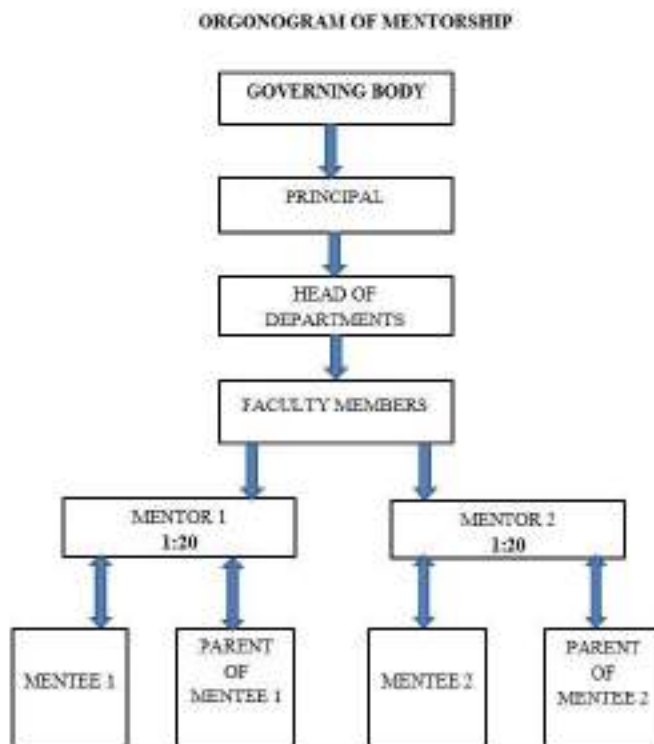


#### 4. The Practice:

The HoI constitutes mentor system at the commencement of every academic section. Care is taken to maintain the mentor throughout the completion of the program without any change as far as possible. The mentor-mentee ratio is 1:20 in every class.

**The Mentor Group** is the Primary unit of mentoring system. It consists of a Mentor and a maximum of 20 students as Mentees in a ratio of 1:20. The Principal nominates Faculty Mentors from the core teaching department assessing their experience and level of commitment. Mentors keep a record of the profile of students that consists of details of entry-level academic details, other personal proficiencies, attributes, socioeconomic status and personal information including particulars of parents and siblings. Mentor groups meet fortnightly and discuss curricular and extracurricular matters of students. The group also discusses general grievances if any and finds solutions for the same. Mentor gives guidance required for better academic performance through necessary tips and motivates students. Mentor Group also observes days relevant to the groups such as the birthday of mentees, announcement of achievements of mentees, local festivals or important occasions in the family of mentees by sharing sweets. The Mentor Keeps minutes of the Mentor Group Meeting.

The Mentors network with parents effectively. The parents are informed of the students' attendance and academic progress from time to time in person by the Mentors. The Mentors also try to get the goodwill of the parents/ students to sort out or resolve any academic, social, economic or personal issues that they encounter by offering guidance/counselling needed by them. The Mentors invite parents for special meetings after every internal examination and keep them informed of academic challenges and the progress of their wards. The Mentors arrange combined sessions with students and parents for detailing internships, project work, MOOC etc to earn better credits and achieve academic progression.



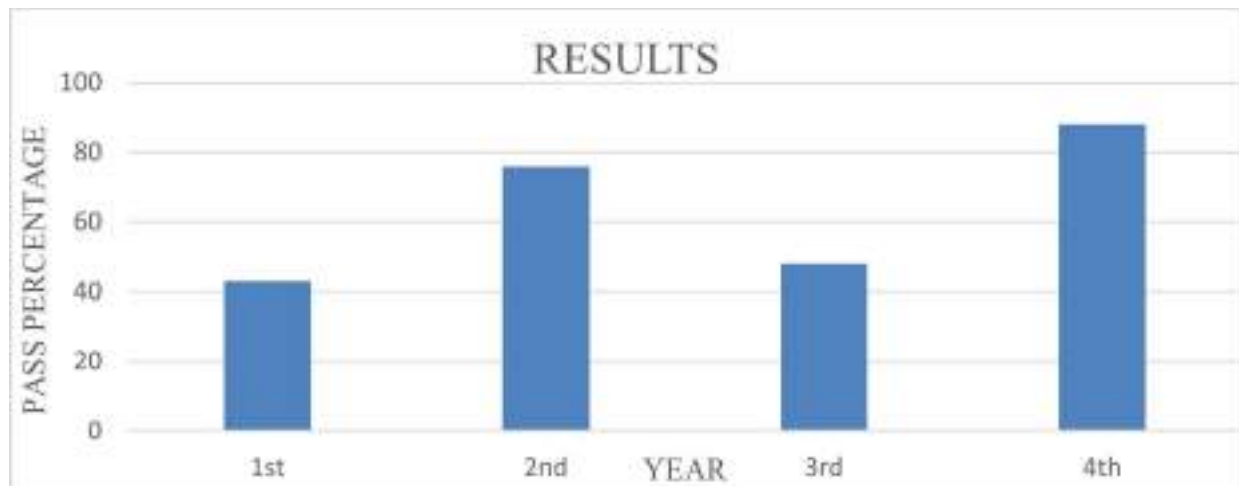
**Review at Faculty Advisor/ Class Advisor Level :** Faculty Advisor/ Class Advisor reviews the mentor group meets twice a month and reports the same to the HoD who in turn conducts a department-level review of mentoring system monthly. The HoD reports to the Principal about all activities of the mentoring system regularly.

**Review at the Principal Level:** The Principal initiates Mentoring system at the beginning of every academic year and reviews the progress of the system half-yearly during the middle of every semester and at the close of academic sessions.

### **5. Evidence of Success:**

There are a set of critical challenges that every HEI, Engineering colleges in particular, face in the country. Those challenges are (a) Student unrest, (b) Massive drop out and (c) poor pass percentage and they pose Goliath challenges and colossal problems in any campus in the country. Those hazards trigger human recourses disasters that derail the progress and development agenda of the nation. It has been observed that the Mentor System on the campus is a powerful and effective mitigation strategy for containing the above Hazards.

The significant achievements of the Mentor System are put in a nutshell below. (1) Student unrest on the campus has fallen sharply due to the one-to-one contact with students and the timely resolution of student grievances. (2) Student dropout has also reduced sharply because the Mentors could effectively counsel and motivate the students in distress. (3) Another positive outcome is that the net pass percentage of university examinations has shown a sharp upward trend.



### **6. Problem Encountered & Resources Required:**

The cardinal philosophy of the Mentor System is that ‘the Faculty Advisors and mentors of a batch/class are the same throughout the entire period of the course. However, at some point in time (1) the Faculty Advisor and mentors of a batch/class may change as they leave the institution. The above situation usually threatens self-financing / unaided institutions despite all precautions. (2) Parents meeting are an important practice in Mentor System. However, the attendance of parents in such meetings is practically poor due to various factors that include financial stress. Such a situation normally poses threats of communication barriers in the system.

### **7. Notes:**

Mentor System if implemented properly can be an excellent tool for leveraging HEIs.



**SREE NARAYANA INSTITUTE OF TECHNOLOGY®**

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Managed by: Pattayil Kunjukunju Memorial Charitable Trust, Adoor

# **REPORT ON MENTORING SYSTEM**

# **MENTORING SYSTEM**

## **Goal:**

1. Providing a reliable and comprehensive support system to motivate students to excel in both academic and non-academic fields.
2. To maintain discipline within the students.
3. Enabling constructive interaction, guidance, and mentorship for students.

A mentoring system was introduced in the institution to provide a better understanding of individual students and bring out their highest potential. It also appears to be the most effective method for reducing disciplinary actions. Every year students are divided into groups; each group consists of 15 to a maximum of 20 students. Each group is assigned a teacher or mentor who is responsible for collecting the academic or nonperformance of individual students. The teacher or mentor is given necessary information regarding his/her mentees and is expected to offer guidance and counseling as and when required. Tutoring, life skills training, coaching, and other components are frequently included in programs that also include mentoring. The long-term and immediate benefits of the supportive, healthy connections that are developed between mentors and mentees are numerous. Through effective mentoring, the students are being assisted in identifying and filling knowledge and skill gaps in general areas; being assisted in identifying and achieving career goals; and seeing an increase in their confidence.

## **Benefits of Mentoring System**

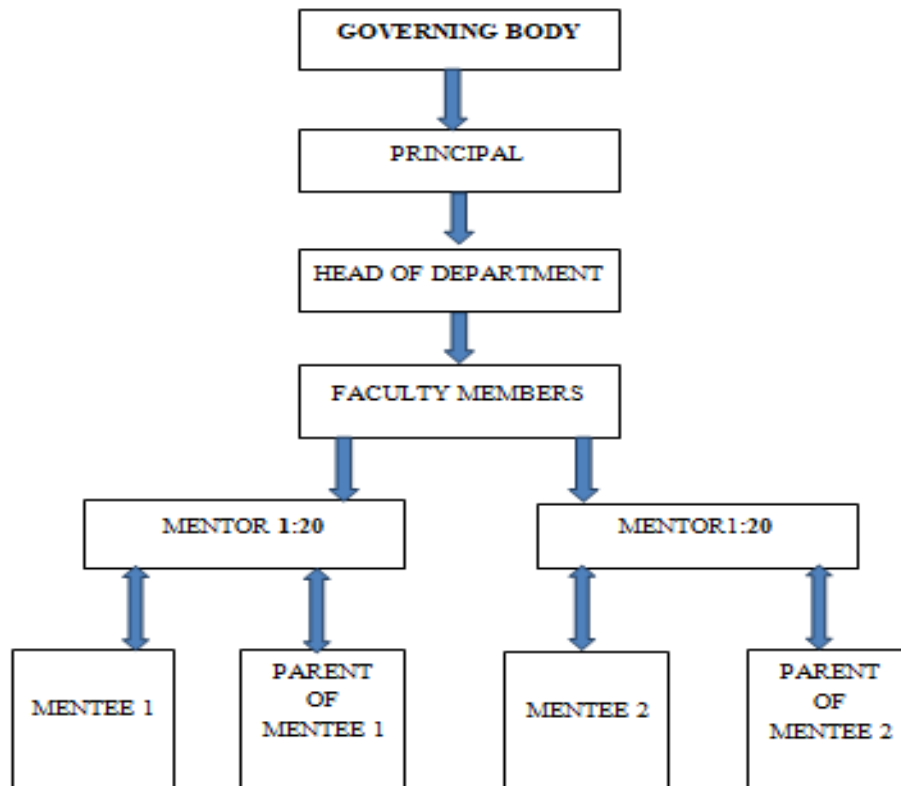
### Advantages for Mentees

- Being supported and empowered in your personal growth.
- Acquiring and retaining a wider view of available job possibilities and career options
- Having a senior role model available
- Learning about university culture
- Building coaching and mentoring abilities
- Increased graduation rates.
- Lower percentages of dropouts.
- Better ties with others and lifestyle choices.
- Improved attitude toward education.
- Increased rates of college enrolment and aspirations for education.
- Improved self-worth and self-assurance.
- Better conduct both at home and on the college campus.
- Improved connections with peers, teachers, and parents.

- Enhanced interpersonal abilities.
- Reduced likelihood of starting to use alcohol and drugs

Advantages for mentors

- Recognized participation in a program that is strategically important to your Faculty.
- Higher self-esteem.
- New perspectives and insight into your Faculty.
- A feeling of achievement.
- Networking opportunities.
- The development of volunteer networks.
- Perspectives on youth, adolescence, and childhood.
- Enhanced patience and leadership abilities.
- Additional experience in staff management and development.



ORGONOGRAM OF MENTORSHIP



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## OFFICE OF THE PRINCIPAL

### PROCEEDINGS

Date: 15/09/2021

Sub: - Appointment of Advisor and Mentor Proceeding for the Academic Year 2021-22

Read: - Minutes of the EEE Department Council Meeting dated 15/09/2021

The Electrical and Electronics Engineering Department Advisory Committee meeting vide its minutes read above recommended the names of faculty members to be appointed as Advisor/Mentor for the academic year 2021-2022. Therefore, orders are hereby issued appointing the Advisor/Mentor as detailed below for the academic year 2021-2022.

SL. NO	SEMESTER	Name of Faculty member	Role
1	S1 and S2	Aswathy Mariam Mohan	Advisor
2		Aswathy Mariam Mohan	Mentor
3	S3 and S4	Reena R Rajan	Advisor
4		Pranav S	Mentor
5	S5 and S6	Swathy Sugathan	Advisor
6		Sarath Kumar S	Mentor
7	S7 and S8	Karthika Nair	Advisor
8		Reshma Muralcedharan	Mentor

Orders are issued.

Principal

Principal

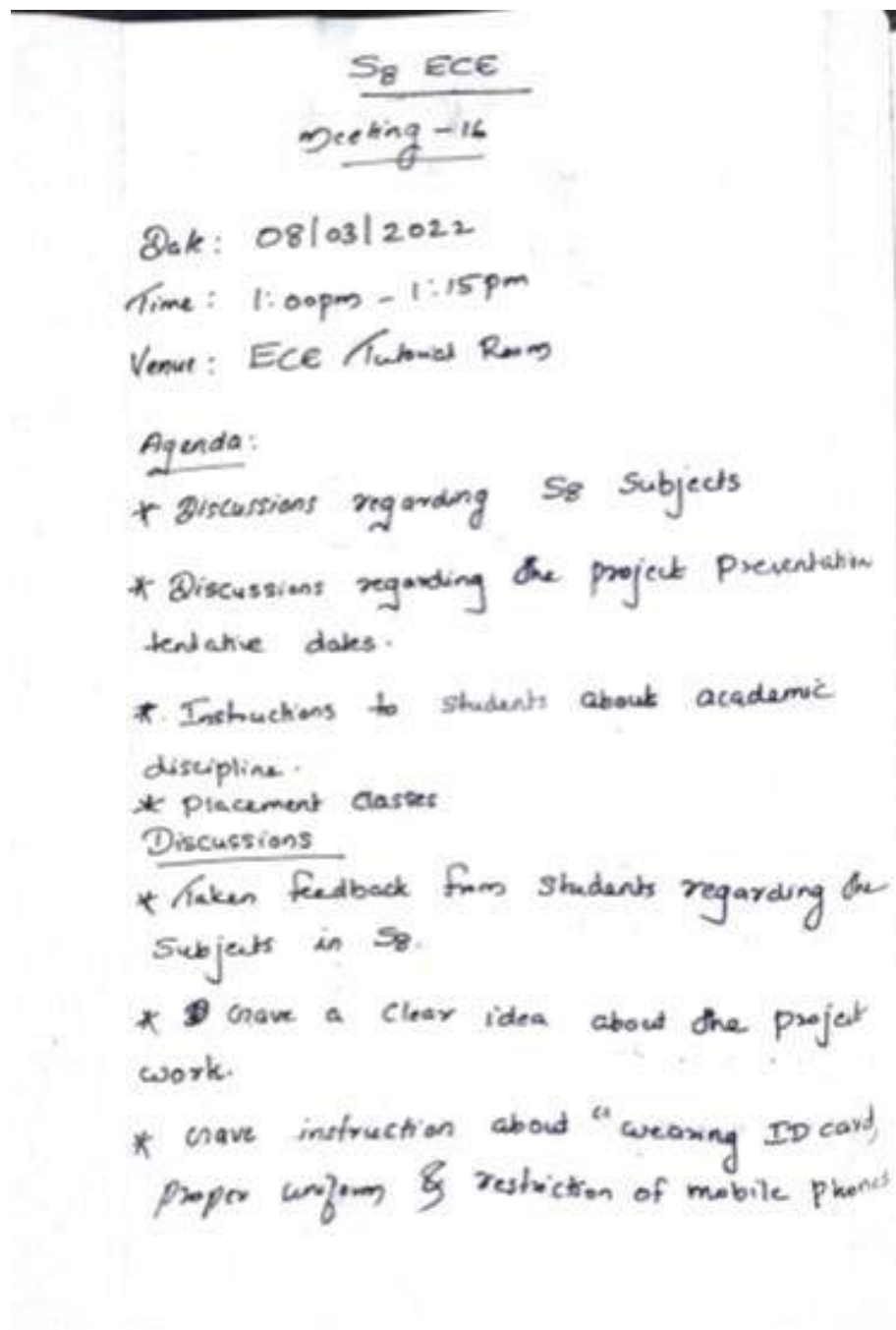
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1. HOD
2. Faculty Member Concerned.
3. IQAC
4. Managing Director
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PROCEEDINGS FOR APPOINTMENT OF ADVISOR AND MENTOR

Mentor groups meet fortnightly and discuss curricular and extra-curricular matters of students. Mentors give guidance required for better academic performances through necessary tips and motivate students the academic progress and attendance of students is monitored continuously.



\* Discussed about Career opportunities & Placement Hours

Decisions Taken:

\* Decided to Conduct mock interview

Members Present:

- |                       |                       |
|-----------------------|-----------------------|
| 1) Deekshvi Raj R.    | - <u>Deekshvi</u>     |
| 2) Abhijith A.        | - <u>Abhijith</u>     |
| 3) Adarvaith R.       | - <u>Adarvaith</u>    |
| 4) Alwin Thomas       | - <u>Alwin</u>        |
| 5) Anya Vinod         | - <u>Anya</u>         |
| 6) Ashna Ashraf       | - <u>Ashna</u>        |
| 7) Benson Koshy       | - <u>Benson</u>       |
| 8) Bibin B.           | - <u>Bibin</u>        |
| 9) Teba Saji          | - <u>Teba</u>         |
| 10) Urvavarghese A.K. | - <u>Urvavarghese</u> |

S8 ECE  
Meeting - 17

Date: 18/04/2022

Time: (1:00pm - 1:15pm)

Venue: ECE Tutorial Room

Agenda:

\* ~~Agenda~~

- \* Series exam mark
- \* Attendance Percentage
- \* Project Presentation
- \* University Exam Date

Discussions:

- \* Discussed about Series exam marks.
- \* Informed about the status of attendance Percentage
- \* Discussed about Presentation, Project report Submission & <sup>(Project)</sup> Progress of Project work.
- \* Informed about the tentative dates of university exam.

### Decisions Taken:

\* Decided to conduct final project presentation on 27/5/22.

### Members Present:

- 1) Dikshmi Raj R. - Dikshmi
- 2) Abhijith A - Abhijith
- 3) Adhvaith R. - Adhvaith
- 4) Alwin Thomas - Alwin
- 5) Anya Vinod - Anya
- 6) Ashna Ashraf - Ashna
- 7) Benson Koshy - Benson
- 8) Bibin B. - Bibin
- 9) Feba Saji - Feba
- 10) Geovarghese B.K. - Geovarghese

## Advisory Meeting: 1

9

Date: 07/03/22

Time: 3:00 pm & 3:30 pm.

Venue: Auditable Session Hall

### Agenda:

- 1) College Rules and Regulations
- 2) Time table and timing of classes
- 3) Project
- 4) Elective subject selection
- 5) Schedule suggestion.

### Minutes:

The advisor welcomed the gathering and then discussed the following.

- 1) Discussed about the rules and regulation of the college.
- 2) The pattern of internal examination is discussed
- 3) Time table for this semester and the hours allotted for project were discussed
- 4) Finalize the title and ready for the genre presentation.
- 5) AU474: Electric & Hybrid vehicles and CE482: Environmental impact assessment (non-departmental) was finalized by the students and the same was scheduled for this semester.

Students who present in the meeting.

- |                      |                      |
|----------------------|----------------------|
| 1) Abhinav Suresh    | 15) Justin Saju      |
| 2) Abhinav Suresh    | 16) Manu Krishnan    |
| 3) Akshay A-S        | 17) Raina Varnachan  |
| 4) Akshay Sivadas    | 18) Naveen Sarith    |
| 5) Anand-o           | 19) Stalin-S         |
| 6) Anesh Thomas      | 20) Sidharth Raj     |
| 7) Anup R. Pillar    | 21) Sudhish Nair     |
| 8) Arun J. John      | 22) Vishnu Prasad    |
| 9) Debik-S           | 23) Jile George Raju |
| 10) Cesaric Kochumon |                      |
| 11) Gaudhar Sugathan |                      |
| 12) Gokul-7          |                      |
| 13) John Baby        |                      |
| 14) Joel Raju        |                      |

Students Representative

John Baby - ~~John~~  
Stalin-S - ~~Stalin-S~~

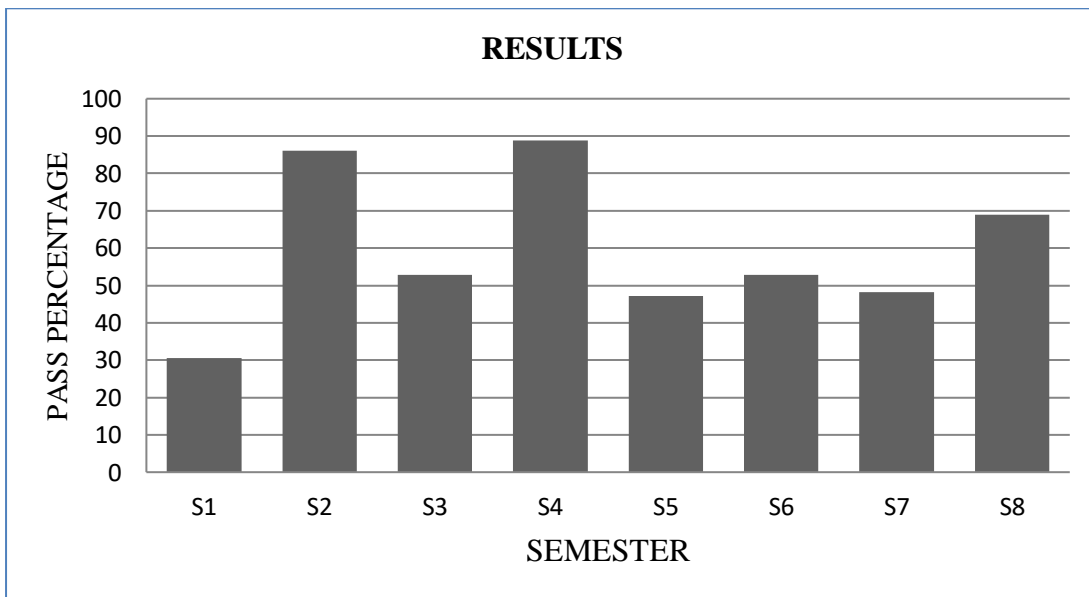
Faculty Advisor - Jacobine Banerji ~~J. B.~~

## EVIDENCE OF SUCCESS

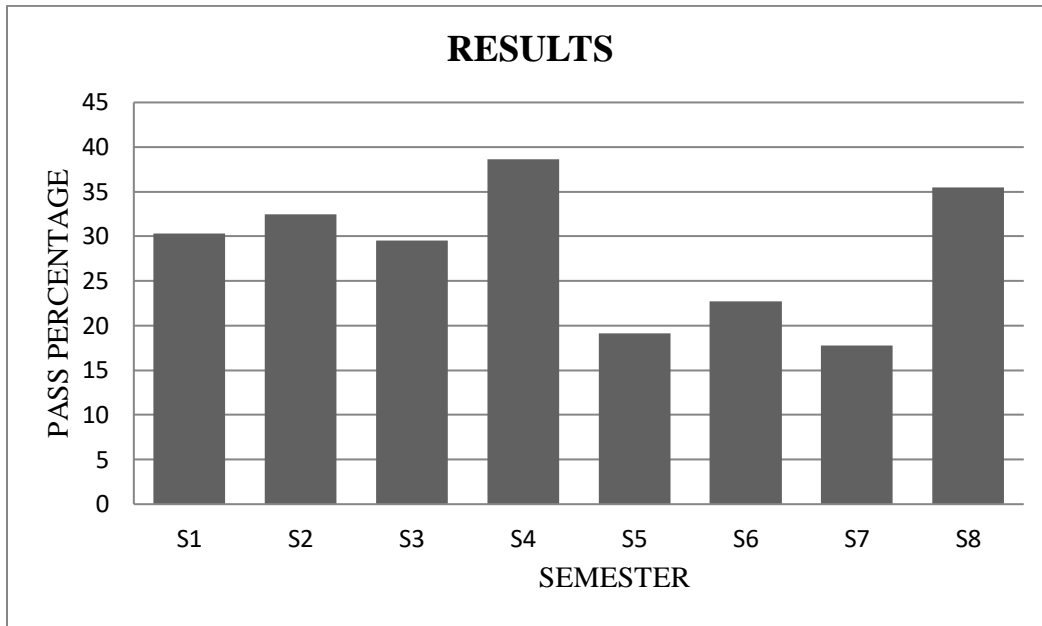
### 1. PASS PERCENTAGE OF PASS OUT STUDENTS

It has been observed that the Mentor System on campus is very helpful in increasing the pass percentage of students. Mentors give guidance required for better academic performance through necessary tips and motivate students. A proper study was conducted on our last passed out students (B. Tech 2018-22 batch). In this study, we analyzed their results in various semesters and we found a positive outcome that is we can see an increased net pass percentage. After this study, graphs were plotted with semester or year on x- axis and pass percentage on y-axis. In this graph we can see positive results, through the proper mentoring system we can guide the students and can increase our results to an extent even though we can see some downward trends, but as a net, we can see a better sharp upward trend. Thus, a mentoring system without any doubt, we can say is a very effective and powerful tool. This system also provides better placements for our pass out students.

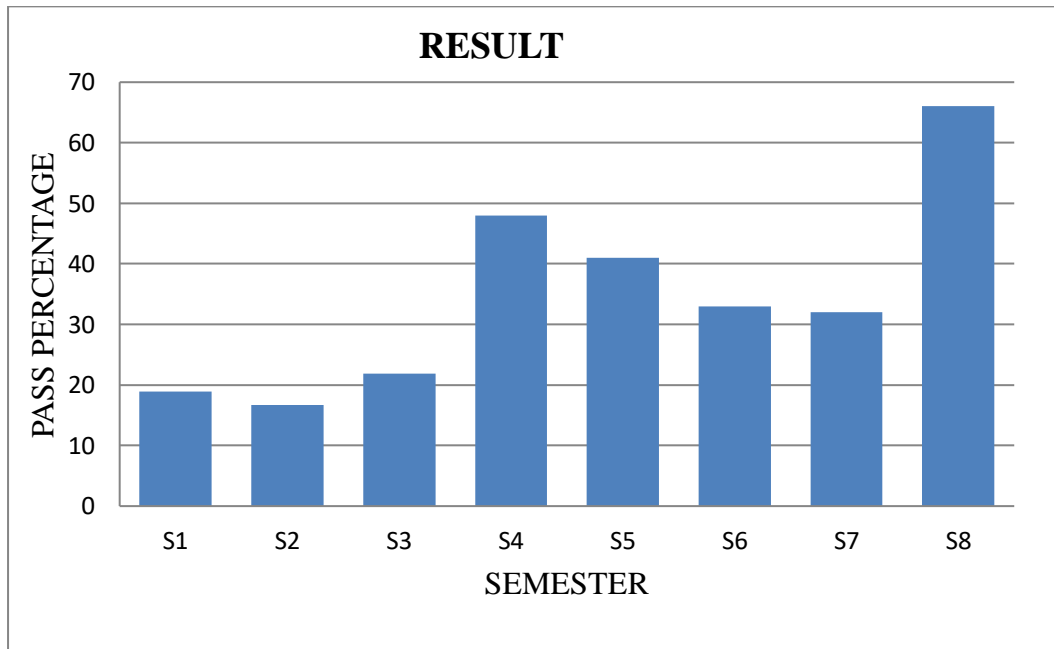
#### B.TECH. 2018-22 BATCH CIVIL ENGINEERING RESULT



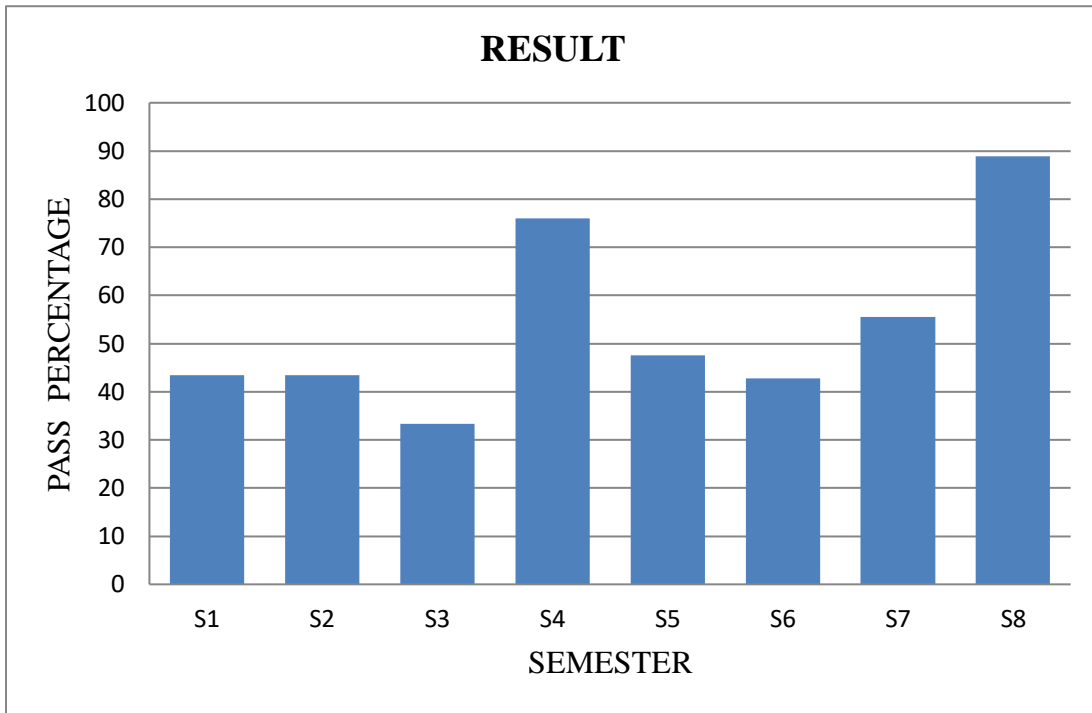
**B.TECH. 2018-22 BATCH MECHANICAL ENGINEERING RESULT**



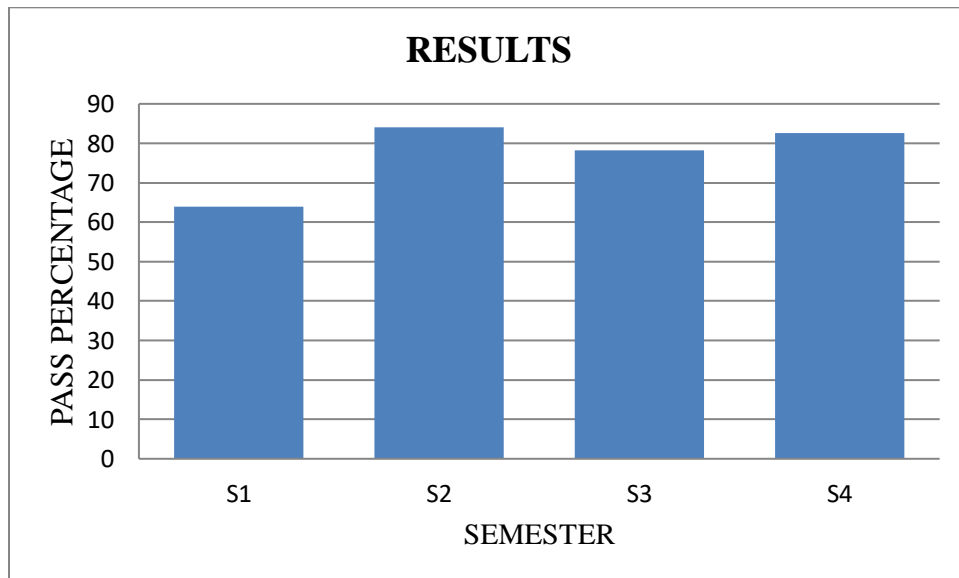
**B.TECH. 2018-22 BATCH MECHANICAL AUTOMOBILE ENGINEERING RESULT**



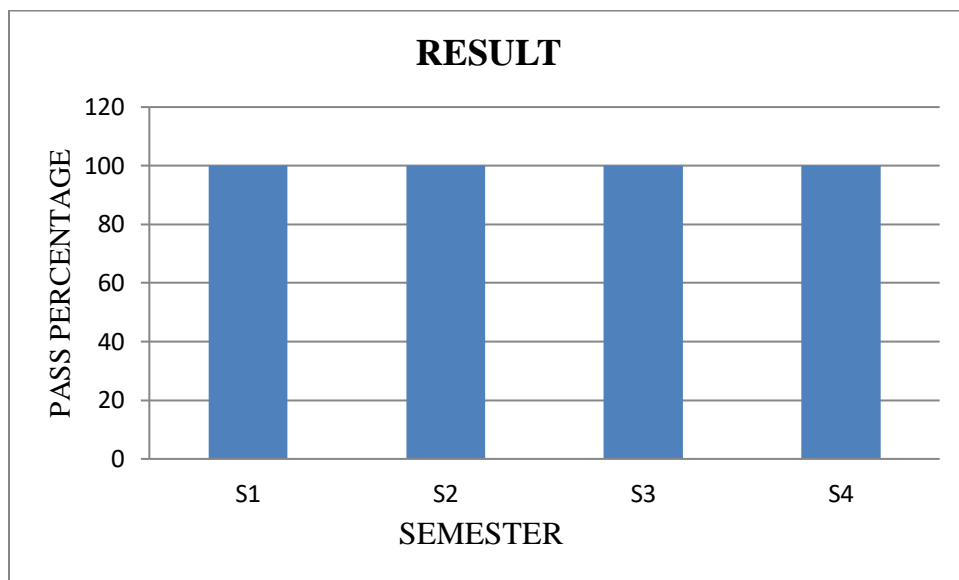
**B.TECH. 2018-22 BATCH ELECTRONICS& COMMUNICATION ENGINEERING  
RESULT**



**MBA 2020-2022 BATCH RESULT**



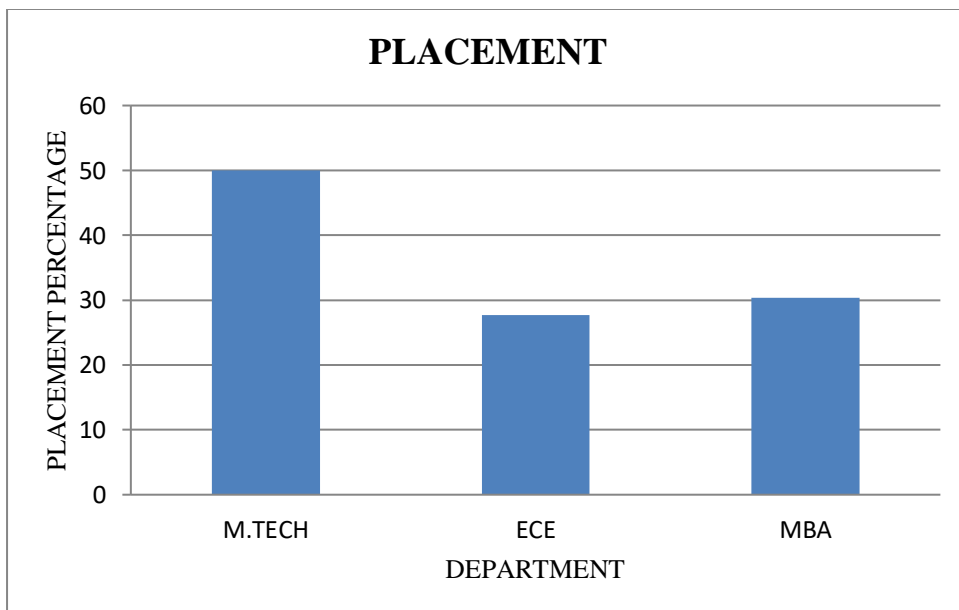
## M.TECH 2020-2022 BATCH RESULT



## 2. PLACEMENT

Placement details of 2021-2022 Academic Year Pass out students

A proper study was conducted on our last batch pass out students and their placement statuses were noted. Almost 50 % of our M. Tech students got placed in various firms.



### **3. MENTOR –MENTEE RELATIONSHIP, ATTITUDE & STUDENT BEHAVIOUR**

The qualitative mentoring system of our college helps to improve the personal behavior and confidence of students it supports improving specific skills. The mentor establishes a strong tie-up with the Mentee in multiple roles as a caring parent, intelligent guide, and affectionate companion. The Mentee is expected to take the Mentor as the most trusted and meaningful point to contact with confidence to get his entire problem solved. Every student has a unique set of needs. Students differ in how much attention, inspiration, direction, and counsel they need. While some students may be bashful and hesitant to ask for assistance, others may feel at ease and secure approaching the mentors. Mentoring includes frequent interactions between students and teachers.

The teacher must attend to the needs of the pupils, and this is only possible if the teacher allows the student time. The teachers are speaking with the students one-on-one to make sure they have what they need. Mentors ought to be reachable and open to questions and dialogue. The exchange of knowledge, methods for enhancing skills, and approaches to take in order to put knowledge into practice should take place during the conversation between the mentor and the mentee. Time, dedication, honesty, ongoing support, and a willingness to share information are all necessary for effective mentoring. A skilled mentor will be able to recognize each student's unique needs.

Mentoring, which involves the mentor and mentee sharing their abilities, is created by empowerment and motivation. The mentor should make an effort to remove barriers, provide emotional support, and provide achievement acknowledgment in the workplace in order to have a successful mentoring relationship. More significant than the learning environment is the mentors' attitude. Students look to their mentors as role models. It is crucial that the mentors serve as good examples for the students. The students are highly influenced by or her optimistic energy.

A mentor should play up a student's abilities and downplay their faults. The mentor should make plans to investigate potential remedies for the shortcomings. Teachers as good mentors inspire kids by modeling tolerance and enthusiasm and developing them into morally upright adults. A mentor must show concern for the kids' needs. These qualities are absolutely crucial for

a mentor. Great mentors have the patience to go through brief phases of dissatisfaction. As a result, mentors push their mentees to work harder so they can accomplish their objectives and, as a result, develop stronger self-esteem. The relationship is expected to last lifelong for both the Mentor and Mentee. Ultimately, the Mentor and the institution may achieve better behavioral changes in the student and mold him/her as a dutiful citizen of the country.



Teacher as a Mentor-Helping student in clarifying their doubts



Teacher as a Mentor-Helping student in clarifying their doubts