

The logo of Sree Sakthi Engineering College, Coimbatore, is a circular emblem. It features a central shield with a yellow and white design, including a gear and a star. The shield is flanked by two yellow wings. The entire emblem is set against a red background with a laurel wreath. The text "SREE SAKTHI ENGINEERING COLLEGE" is written in red around the top half of the circle, and "COIMBATORE" is written in red around the bottom half. Two red stars are positioned on the left and right sides of the circle.

STUDENT MENTORING HANDBOOK

(Policy, Process, SOP & Documentation Manual)

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Introduction

The Institution firmly believes that every student possesses unique abilities, aspirations, and the potential to excel academically, professionally, and personally. Recognizing that higher education extends beyond classroom instruction, the Institution has established a comprehensive Student Mentoring System to provide individualized guidance, continuous support, and meaningful engagement throughout a student's academic journey. The mentoring process is designed to nurture responsible, competent, ethical, and socially conscious graduates who are well prepared to meet the challenges of a dynamic global environment.

The Student Mentoring System serves as an integral component of the Institution's student support framework, providing each student with a dedicated faculty mentor who acts as a trusted guide, facilitator, motivator, and role model. Through regular mentor-mentee interactions, students receive personalized academic guidance, career counselling, emotional support, and professional mentoring that enable them to identify their strengths, overcome challenges, and achieve their educational and career aspirations. The mentoring relationship encourages independent thinking, self-directed learning, informed decision-making, and lifelong personal and professional growth.

The Institution adopts a holistic approach to mentoring by integrating academic monitoring, attendance tracking, personal counselling, career planning, skill development, research orientation, innovation, entrepreneurship, industry exposure, and community engagement into a structured mentoring framework. The system facilitates early identification of students requiring academic assistance or personal support while simultaneously providing opportunities for high-performing students to pursue advanced learning, research, innovation, professional certifications, and leadership development.

The mentoring process is founded on the core values of mutual trust, respect, empathy, confidentiality, inclusiveness, integrity, accountability, and professional ethics. Faculty mentors are expected to establish a safe, supportive, and non-judgmental environment that encourages open communication and enables students to discuss academic, personal, and career-related concerns with confidence. While maintaining confidentiality, mentors shall take appropriate institutional measures whenever issues affecting student safety, well-being, or academic integrity require timely intervention.

This Mentoring Policy establishes the principles, objectives, roles, responsibilities, procedures, documentation practices, and monitoring mechanisms necessary for implementing an effective and sustainable mentoring system across the Institution. It provides a standardized framework to ensure consistency, transparency, accountability, and continuous improvement in mentoring practices

while aligning with the Institution's Vision, Mission, Graduate Attributes, Outcome-Based Education (OBE) philosophy, and the quality requirements of regulatory and accreditation agencies such as AICTE, UGC, NAAC, NBA, and autonomous institution standards.

Through this policy, the Institution reaffirms its commitment to creating a learner-centric educational ecosystem in which every student receives timely guidance, personalized support, and equitable opportunities to realize their full potential. By fostering meaningful mentor-mentee relationships, the Institution aims to cultivate graduates who are academically accomplished, professionally competent, ethically grounded, emotionally resilient, socially responsible, and committed to lifelong learning and nation-building.

The mentoring system is a structured student support mechanism designed to facilitate the academic, professional, personal, and emotional development of students throughout their academic journey. Every student is assigned a faculty mentor who acts as a trusted advisor, facilitator, motivator, and guide. The mentoring system promotes holistic development through regular interactions, continuous monitoring, counselling, and timely interventions.

The institution believes that every student possesses unique strengths and potential. Through personalized mentoring, students receive guidance that enables them to become competent

Objectives

- ✚ Improve academic performance.
- ✚ Improve attendance.
- ✚ Improve placement.
- ✚ Improve higher education opportunities.
- ✚ Improve communication skills.
- ✚ Improve leadership qualities.
- ✚ Improve mental well-being.
- ✚ Reduce dropout.
- ✚ Enhance student satisfaction.
- ✚ Promote lifelong learning.

Guiding Principles

Mutual Trust

Every mentoring relationship shall be built on honesty, respect, empathy, and trust.

Confidentiality

All discussions shall remain confidential except in situations involving:

- ✦ Mental health concerns
- ✦ Ragging
- ✦ Drug abuse
- ✦ Harassment
- ✦ Academic malpractice
- ✦ Self-harm
- ✦ Safety issues

Such cases shall be escalated through institutional procedures.

Student-Centric Guidance

Mentors facilitate decision-making rather than making decisions on behalf of students.

Professional Ethics

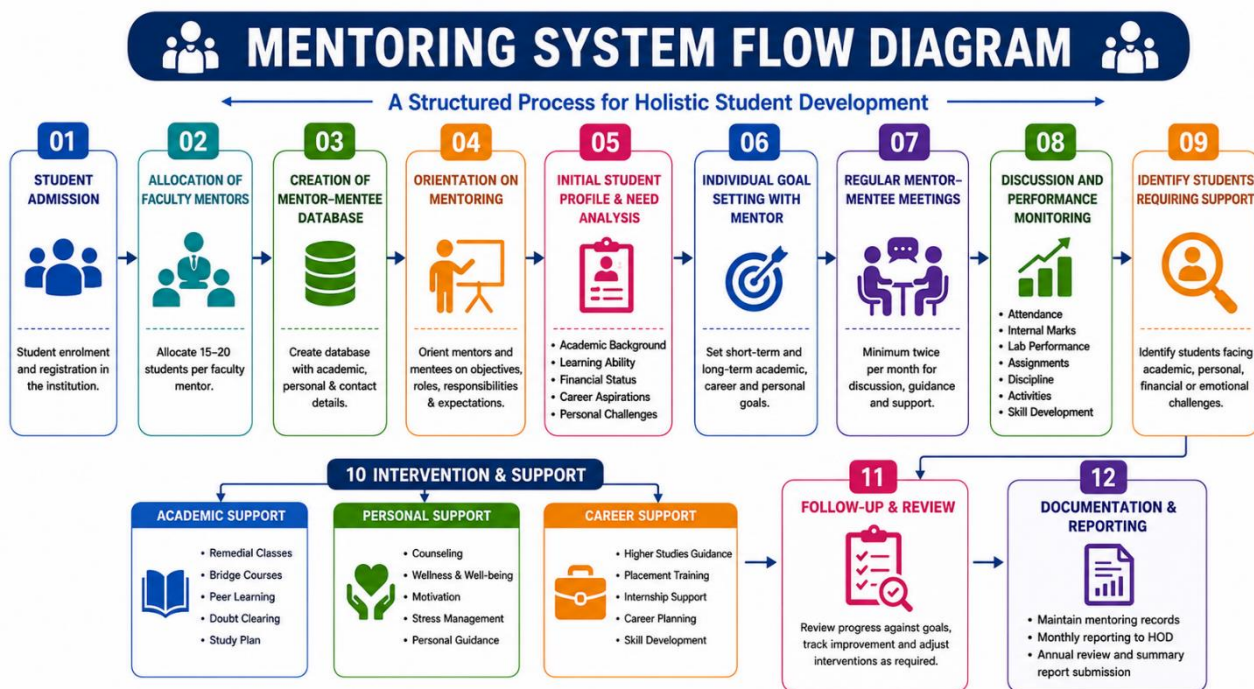
Mentors shall demonstrate:

- ✦ Integrity
- ✦ Honesty
- ✦ Fairness
- ✦ Inclusiveness
- ✦ Professional conduct

Mentor Allocation

Each faculty mentor shall normally be assigned **15–20 students** from the same batch.

The mentor remains with the student throughout the programme unless administrative changes become necessary.



Student Profile

Every mentor shall maintain complete student information. (Use the hardcopy profiles given to the mentors) containing

- ✚ Personal Information
- ✚ Parent Details
- ✚ Academic Information
- ✚ Career Aspiration
- ✚ Skill Assessment
- ✚ Mentor Meeting Format (Weekly)
- ✚ Academic Monitoring Dashboard
- ✚ Slow Learner Identification
- ✚ Intervention
- ✚ Advanced Learners
- ✚ Opportunities

Standard Operating Procedure (SOP)



Student Classification for Mentoring

Student Category	Identification Criteria	Mentoring Objectives	Mentoring Support Required	Review Frequency
Category A – Advanced Learners (High Performers)	CGPA $\geq$ 8.5, Attendance $\geq$ 90%, Strong participation, Leadership qualities	Maximize academic excellence and innovation	- Research guidance - Patent and publication support - NPTEL Elite/Gold certifications - Hackathons - National/International competitions - Industry projects - Higher studies (GATE, GRE, CAT) guidance - Leadership roles - Entrepreneurship mentoring	Monthly

Category B – Good Performers	CGPA 7.0–8.49, Attendance ≥ 85%, Consistent academic performance	Sustain performance and improve employability	• Skill enhancement • Certification courses • Internship guidance • Placement preparation • Professional body membership (IEEE, CSI, ISTE) • Soft skill development • Mini projects	Monthly
Category C – Average Learners	CGPA 6.0–6.99, Attendance 75–84%, Moderate academic progress	Improve academic performance and confidence	• Subject-wise academic mentoring • Study planning • Time management • Peer learning • Assignment monitoring • Career awareness sessions • Regular academic counselling	Twice per month
Category D – Slow Learners	CGPA < 6.0, Internal Marks < 50%, Attendance < 75%, Multiple arrears	Improve learning outcomes and prevent academic failure	• Remedial coaching • Bridge courses • Weekly mentoring • Individual learning plans • Parent meetings • Faculty tutoring • Continuous assessment • Study skills workshops	Weekly
Category E – Students with Attendance Issues	Attendance below institutional norms	Improve attendance and engagement	• Attendance counselling • Parent interaction • Time management guidance • Health or personal issue assessment • Attendance monitoring • Motivation sessions	Weekly until improvement
Category F – Placement-	Final-year students	Enhance employability	• Aptitude training	Monthly (weekly)

Oriented Students	seeking employment	and placement success	• Technical interview preparation • Resume building • Mock interviews • LinkedIn profile development • Group discussion practice • Company-specific training	during placement season)
Category G – Higher Education Aspirants	Students interested in postgraduate studies	Prepare for competitive examinations and admissions	• GATE, GRE, TOEFL, IELTS, CAT coaching guidance • Research internships • Statement of Purpose (SOP) guidance • Faculty recommendation support • University selection counselling	Monthly
Category H – Entrepreneurship Aspirants	Students interested in startups or family business	Develop entrepreneurial competencies	• Innovation projects • Incubation centre support • Startup mentoring • Business plan development • IPR awareness • Funding schemes • Industry mentors	Monthly
Category I – Students Requiring Personal Support	Emotional stress, financial constraints, family issues, adjustment problems	Ensure emotional well-being and resilience	• Individual counselling • Stress management • Wellness programmes • Referral to counsellors • Parent consultation (when appropriate) • Financial aid guidance • Peer support	As required (minimum twice per month)
Category J – Students with	Excellence in sports, arts,	Balance academics and	• Flexible academic support	Monthly

Exceptional Talents	NSS, NCC, cultural activities	talent development	• Competition planning • Recognition and awards • Leadership opportunities • Career pathways in specialized fields	
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Each mentor maintains:

- Student Profile
- Monthly Report
- Parent Register
- Academic Progress Sheet
- Attendance Register
- Counselling Register
- Placement Guidance Register
- Exit Summary

Key Performance Indicators (KPIs)

Indicator	Target
Mentor Meetings	≥4/month
Attendance Improvement	>10%
Academic Improvement	>10%
Parent Meetings	100% (where required)
Certification Completion	>70%
Internship Participation	>90%
Placement/Higher Studies	>85%
Student Satisfaction	>90%
Documentation Compliance	100%

RACI Matrix

Activity	Mentor	HOD	Dean	Principal	Student
Student Allocation	C	A	I	I	I
Mentoring Sessions	R	C	I	I	A
Academic Monitoring	R	A	I	I	C
Parent Interaction	R	A	I	I	C
Counselling Referral	R	A	C	I	C
Monthly Reports	R	A	C	I	I
Annual Review	C	R	A	A	I

R – Responsible, **A** – Accountable, **C** – Consulted, **I** – Informed

Expected Outcomes

- ✚ **Advanced Learners:** Research publications, patents, innovation projects, competitive exam success, leadership development.
- ✚ **Good Performers:** Improved employability, certifications, internships, consistent academic achievement.
- ✚ **Average Learners:** Improved CGPA, better study habits, enhanced confidence, active participation.
- ✚ **Slow Learners:** Reduced arrears, improved attendance, increased retention, stronger academic foundation.
- ✚ **Students Requiring Personal Support:** Better emotional well-being, improved engagement, enhanced resilience, and successful academic progression.

Mentor System for the institution

Mentor System for the institution is developed to guide the students in better ways during and after the stay in our institution. The mentor is considered as the personalised guide inside the college for performance monitoring, goal setting for academics and co-curricular learning requirements of life. The mentoring program acts as the wholistic progress record for the student from his entry to the institution. Mentor's report focuses on holistic student development, communication, confidentiality, and professional guidance. Mentors act as a guide, not a director, helping students become more independent and self-reliant. The mentors should establish a relationship with the student to be independent thinker but guided in right directions.

The following are expected out of this exercise in our institution

- ✚ **Mutual Trust and Respect:** Establish a safe and non-judgmental environment for open dialogue and honest feedback.
- ✚ **Confidentiality:** Mentors must keep discussions private to build trust, only escalating issues to higher authorities (e.g., HOD, Principal, parents) in serious situations (e.g., significant academic irregularities, mental health concerns, or detrimental activities).
- ✚ **Mentee-Driven Goals:** Guide students in setting their own achievable academic, professional, and personal goals, rather than imposing a personal agenda.
- ✚ **Availability and Commitment:** Meet regularly with assigned mentees (e.g., at least twice a month or as scheduled in the academic calendar) and follow through on action items to demonstrate commitment.
- ✚ **Role Modelling:** Serve as a positive ethical and professional role model, demonstrating integrity, honesty, and a healthy work-life balance.

Functions of Mentor

- ✚ **Academic Guidance:** Monitor academic performance, attendance, and progress in coursework, advise on course registration, electives, projects, internships, and additional certifications (e.g., NPTEL, MOOCs). Identify slow learning points and possibilities of high achievements, arranging remedial help or advanced opportunities as needed.
- ✚ **Professional Development:** Provide career counselling, guidance on higher education, and information on self-employment opportunities. Encourage participation in professional bodies (e.g., IEEE, CSI), workshops, seminars, and conferences to enhance skills and networking. Help develop essential soft skills like communication, time management, and team leadership.
- ✚ **Personal and Mental Well-being Support:** Be an empathetic listener and provide emotional support, especially during challenging times. Be aware of and refer students to appropriate campus resources (e.g., health services, counseling centers) if needed. Contact parents or guardians if serious behavioral or personal issues arise that require external support.
- ✚ **Documentation and Reporting:** Maintain a detailed progressive record of all discussions and student progress. Submit periodic reports (e.g., monthly or annually) to the department head or program coordinator regarding student interactions and progress. By adhering to these norms, mentors can significantly contribute to the overall development and success of engineering students.

Note to Mentors

The success of a mentoring system is determined not merely by the number of meetings conducted, but by the positive impact mentors create in the lives of their students. A mentor is more than an academic advisor; a mentor is a trusted guide, compassionate listener, motivator, role model, and facilitator of lifelong learning. Through patience, empathy, encouragement, and professional guidance, mentors inspire students to recognize their strengths, overcome challenges, and achieve their fullest potential. Every interaction with a mentee presents an opportunity to build confidence, instill values, encourage independent thinking, and shape responsible future professionals. Mentors are encouraged to create an environment of mutual trust, respect, confidentiality, and inclusiveness, where students feel safe to express their concerns and aspirations without hesitation.

Mentoring should be viewed as a continuous developmental journey rather than a periodic administrative activity. Regular engagement, timely interventions, accurate documentation, and meaningful follow-up are essential to ensuring the holistic growth of every student. Mentors should celebrate achievements, identify opportunities for improvement, and provide constructive guidance that empowers students to become self-reliant, ethical, innovative, and socially responsible individuals. The Institution places great confidence in the dedication, commitment,

and professionalism of its faculty mentors. By embracing this responsibility with sincerity and compassion, mentors contribute significantly to the realization of the Institution's Vision and Mission, the achievement of Graduate Attributes, and the overall quality of education.

"A mentor does not create followers; a mentor creates future leaders. Every conversation, every encouragement, and every act of guidance has the power to transform a student's life. Let us mentor with purpose, lead with integrity, and inspire with compassion."

Together, let us strive to make the mentoring system a cornerstone of student success, fostering graduates who are academically accomplished, professionally competent, ethically grounded, emotionally resilient, and committed to lifelong learning and service to society.

