PROCEDURE OF MENTORING SYSTEM
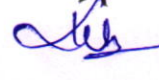
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STUDENT MENTORING

1. STATEMENT:

A number of welfare initiatives, including a rigorous mentorship system, are in place at the RISE Krishna Sai Prakasam Group of Institutions to ensure that students get a favourable atmosphere for their complete development. Students' overall development is promoted through the use of a strong mentorship system.

2. PURPOSE:

In the RISE Krishna Sai Prakasam Group of Institutions, we think that students' learning capacities should be tested so that teaching-learning methodologies may be tailored to meet the specific needs of individual students. Students' learning is frequently influenced by their socioeconomic circumstances, the institutional contexts from which they emerge, and the impacts of their peers. The influence of one's native language, as well as the rural-urban split, can also be a hindrance to one's success. When a person graduates from adolescence to adulthood, there is usually a period of instability in their thoughts, perceptions, and self-image throughout this period. This is the stage in which they would be sensitive to negativity, suicidal impulses, material abuse, and peer pressure, amongst other things. Accordingly, institute staff members work hard to assess and develop a symbiotic relationship between teachers and students in order to improve learning outcomes for mixed-ability students. As a result, over the course of several years, the institution developed a comprehensive and distinctive mentorship structure.

3. SCOPE:

For a short period of time (until the academic year 2015-16), the institute used a mentorship system known as the Teaching assistant Scheme, with the goal of assisting slow learners in their overall academic growth. UG and PG students at this institute are benefiting from an expanded mentorship structure, which is designed to help them grow holistically as both slow learners and advanced learners. The Mentor-Mentee system is the name of the policy, which will be implemented beginning with the 2016-17 academic year. There are several important policy aspects in the current Mentor-Mentee system.

4. OBJECTIVES

➢ Act as a local guardian and encourage students intellectually and emotionally during their engineering education.

➢ Inspire confidence in slow learners with creative coaching strategies.

➢ Identify the mentee's strengths, weaknesses, possibilities, and problems so that the mentor's full potential can be realised.

➢ Encourage advanced learners to explore information beyond the syllabus by providing resources and fostering a lifelong learning mentality.

➢ Identify the need to assign the student to a Counselor based on the mentoring contacts.

5. PROCEDURES

➢ Students are divided into two categories, Advanced and Slow, based on their prior academic achievements.

➢ Faculty members have been designated as mentors.

➢ The current mentoring policy assigns each mentor a group of mentees consisting of 15-20.

➢ Mentors record the mentee's information, including the mentee's name, address, phone number, and academic information, as well as their academic score. According to the mentor-mentee book.

➢ Mentoring the Slow learners with the goal of helping them become Advanced learners is

a priority.

- ➢ Advancing learners are coached to improve their capacity to learn knowledge that is not included in the syllabus.
- ➢ In the long run, the aforementioned mentoring system will encourage mentees to develop into well-rounded professionals who can help build the nation.