

Shetkari Shikshan Prasarak Mandal's

Jaywant College of Engineering and Polytechnic

Approved by AICTE, New Delhi, Recognized by DTE, Govt. of Maharashtra, Affiliated to
Dr. Babasaheb Ambedkar Technological University, Lonere, Maharashtra.



GUIDELINES MENTOR - MENTEE

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MENTOR-MENTEE GUIDELINES

1. Introduction

Mentoring is a developmental relationship where a more experienced or knowledgeable person (the mentor / a teacher) provides guidance, support, and advice to someone less experienced (the mentee / The student). This relationship can be formal or informal and can occur in various settings in an educational institution. Few important functions of mentoring are as below:

2. Objectives of Mentor mentee Scheme at JCEP:

We are committed to the academic excellence keeping in mind overall development of students at JCEP, and supporting students with all possible support for helping them to meet their career aspirations. Mentor-Mentee System at JCEP will be implemented with an objective to bridge the gap between the faculty members and students and provide guidance on the academic and professional development matters. Broader objectives of Mentoring will be as follows:

- a) **Personal Growth:** To provide mentees with support in their personal and professional growth through appropriate guidance and counselling.
- b) **Career Advancement:** To help mentees navigate through their career paths, make informed decisions, and advance more effectively within their field.
- c) **Skill Development:** To provide targeted advice and training, helping mentees acquire new skills and knowledge that might be difficult to gain on their own.
- d) **Enhanced Problem-Solving:** To help mentees develop better problem-solving skills and learn how to approach challenges more effectively.
- e) **Community and Belonging:** To create a sense of community and belonging, fostering a supportive environment where mentees feel valued and connected.
- f) **Encouragement and Motivation:** To provide encouragement and help mentees stay motivated, particularly during challenging times.
- g) **Networking:** To introduce mentees to important contacts and opportunities so that they can expand their professional and social network.

Overall, mentoring is a powerful tool for personal and professional development, offering both immediate benefits and long-term advantages for individuals and organizations alike.

3. Guidelines for implementation of mentor-mentee scheme

- a) One faculty member (Mentor) shall have 20 to 25 students (Mentees). Number can vary depending upon the strength of the school and the norms of the regulating body.
- b) Mentor – mentee meetings can happen as scheduled in the department timetable.
- c) Mentors to follow structured interactions with students and note all the points of discussions in specific format. Record book of each student for recording the interactions of all students to be developed as per format.
- d) Mentors shall report to HOI's / HOD's regarding student interactions on Monthly basis.
- e) Mentors shall understand the areas of strength and weaknesses of their Mentees and should advise them accordingly.
- f) All the mentors should map students about their career aspirations they intent to participate in placement activities/wants to go for Higher Education/Become an entrepreneur etc. and guide them accordingly.
- g) Intimate students and their parents regarding nomination of Mentor and clarify them regarding the process of Mentor- Mentee relations.
- h) Mentors will have parental relations with the mentees and be aware of their (a) Academic development (b) Examination Results (c) Social Issues, if any.
- i) Mentors must be available for the scheduled mentor – mentee interactions. In case of medical emergency or official work given by senior authorities the meeting can be postponed or preponed with prior intimation to the mentee.
- j) Mentors should be aware whether the Mentees attend the regular classes, practicals, programs organized by the JCEP, training programs and any other activity, the students are supposed to attend.
- k) If the Mentor feels any abnormal situation with the Mentees, he should immediately report the same to the HOD / HOI and his/her parent.
- l) Schools can develop standard operating procedures related to mentor – mentee for the respective schools.
- m) Mentors should not share the discussions with other mentees or make fun of the mentee or use as an example in any circumstances.

4. Responsibilities of a Faculty Mentor

- a) A Mentor should maintain all records of students in the format approved by the HOI of the respective schools.
- b) The Mentor should update attendance of students under his/her supervision and maintain leave record of the student. Further, mentor must convey this information to all course teachers and class teachers for their consideration.
- c) The Mentor will monitor academic performance of the students.
- d) The Mentor should inform parents regarding performance and attendance time to time as per instructions of academic coordinator/Class teacher.
- e) The poor performance of the students should be improved by way of counseling of students with the help of parents.
- f) The Mentor should try to solve problems of students.
- g) The Mentor can decide necessary action plan for the students to achieve improvements in attendance or their academic performance.
- h) Mentor should take undertaking from defaulter students for their less attendance after completion of every month of the semester.
- i) Mentor should create separate WhatsApp group of the students and parents and forward necessary information to them time to time like circulars, notices, timetables etc.
- j) Mentor should help class teacher, T&P coordinator, exam coordinator for collection of data from the students.
- k) Guide mentees regarding the importance of training programs, internships, industry visits, students' committees at the institute, club activities, seminar, workshops, conferences, examination norms, general structure of the scheme, MOOC courses etc.
- l) Discover talents and interests of mentees and encourage them to exhibit them by participating in various activities.
- m) It is desirable that mentors should be a good listener, motivator, supportive, patient and flexible.

5. Responsibilities of a Mentee

- a) Regularly attend the meetings with the mentor and strictly follow the instructions given by mentors.
- b) Keep the mentors updated regarding your academic and other professional developments.

- c) Be present for the mentor – mentee meeting.
- d) Be true to the mentor in terms of sharing the problems or updates related to their professional growth.
- e) Mentees should take the suggestions by the mentors positively and try to follow the suggestions.

6. Responsibilities of the Institute Coordinator of Mentor- Mentee System

- a) Allocate mentors to all students of the college.
- b) Support the mentors for effective implementation of mentor-mentee system at the institute level.
- c) Submit the annual report to competent authority.
- d) Monitor the smooth implementation of the mentor-mentee scheme at the institution.

7. Mentoring Scheme - General Guidelines

Mode of conducting sessions:

- This is not a moral values session. There will be no Dos and Don'ts.
- This session would go primarily on interactive basis. Out of the deliberation, general opinion on the point under discussion may be drawn, wherever applicable.
- It is expected that all the students will actively and spontaneously take part in the discussion, (coming out of their shell).
- During a semester for FY, SY and TYE minimum 8 mentor sessions must be conducted and for B.Tech minimum 5 mentor sessions must be conducted.

Attendance criteria:

- Attendance criteria remains the same as per the other courses i.e. in principle, a student is expected to attend all the mentor sessions. The attendance should be more than 75% - whatever may be the circumstances.
- If a student is absent in a mentor session, ask him/her the reason for the absence in the next mentor session. If a student is absent in two consecutive mentor sessions, convey it to parents. Tell them that if students are absent, it breaks continuity of the session's discussions.

Maintaining student Profile:

- Mentors should update the student profile on timely basis.

Maintaining a separate class notebook:

- Students should maintain a dedicated Notebook for mentoring sessions to take notes. At the end of every session, the Mentor may like to give a glance through and sign it.

Remarks

- Language is not a bar. The students may speak in English, Hindi, or their mother- tongue.

- In discussions, take the students from near to far, that is, from what they know to new things and situations.
- The mentor sessions will take ordinary everyday situations, and not extra-ordinary situations. If we can deal with ordinary situations, hopefully we can deal with extra-ordinary situations as and when they arise.
- When discussing a situation, avoid the discussion on third persons. Ask the student to place himself/herself in the shoes of the third person, and speak in first person.
- Bring about a shift from physical things to feeling and mental needs.
- Do not be judgmental. Students should feel free to speak their mind frankly, without feeling the pressure of being judged.
- They should feel comfortable and be able to see a bond with you.
- Avoid talking about hostel, mess, department problems in the mentor sessions. Direct students to appropriate authorities to address these issues.

8. Conclusion

JCEP strives to create a conducive learning – environment for students. Mentor – Mentee system was introduced to support this environment at JCEP. All mentors must take this scheme with full dedication and support the learners to grow into holistic individuals. These are general guidelines; each school can devise their own standard operating procedures to successfully implement mentor-mentee scheme at the school or department level. At JCEP all departments, must use the formats provided.

Sample Formats

Note: Institute can modify the formats or make a new one as per need.

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Department of Mechanical Engineering Student Mentoring Booklet Batch (2022-25)

Mentoring Record Sheet

Mentor Name: _____

Designation: _____

Details of Student

Mentee Name: _____

Class: _____

DOB: _____

Address: _____

Contact No. : _____

Email Address: _____

Parent Details: _____

(Name & Contact No.) _____

GOAL SETTING & ACTION PLANNING

Goals:	Set by Mentee	Reviewed by Mentor	Actions Required
Academic Goals			
Career Aspirations			

Signature: Mentor _____

Mentee _____

Date: _____

Mentoring Session Record Sem-I

Date:	Time & Place:	
Session Summary:		
Sign: Mentor		Sign: Mentee

Date:	Time & Place:	
Session Summary:		
Sign: Mentor		Sign: Mentee

Mentoring Session Record Sem-II

Date:	Time & Place:	
Session Summary:		
Sign: Mentor		Sign: Mentee

Date:	Time & Place:	
Session Summary:		
Sign: Mentor		Sign: Mentee

Outcomes

1.

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2.

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3.


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Mentee

Mentor

HoD

1) Cover page of mentor file


Shetkari Shikshan Prasarak Mandal Rethare Bk's Jaywant College of Engineering and Polytechnic, K.M.Gad, Tal.-Walwa Dist. Sangli Pin 415302
MENTOR RECORD
Academic Year: _____ Semester: _____
<div>Name of Mentor: _____ Department: _____ Class: _____ Batch: _____</div>

Guidelines & Suggestions for Mentor Meetings formats



Shetkari Shikshan Prasarak Mandal Rethare Bk's
Jaywant College of Engineering and Polytechnic,

K.M.Gad, Tal.-Walwa Dist. Sangli Pin 415302

(Approved by AICTE, New Delhi, DTE, Govt. of Maharashtra, Affiliated to MSBTE, Mumbai & DBATU, Lonere)

Guidelines & Suggestions for Mentor Meetings– First Year

Session No.	Activity	Suggested Assignments	Suggested Points of Discussion
1	Get to know your students : Aspirations and Family Expectations	<p>1.1 Write 1-2 pages on a person you know who has influenced you a lot. You should have sufficiently interacted with that person. It may be a core family member / extended family member / teacher / neighbour. (It may be encouraged to write about two persons – one from family and the other from the extended circle. Students can write in Hindi, English or their mother tongue)</p> <p>1.2 Observe people around you – observe their behaviour. Whose behaviour influences you a lot? – for your self-development, self-understanding to emulate (i.e. to try to do like this or even better than this) in your life.</p>	<p>You can begin by introducing yourself (in brief) Get students to introduce themselves one-by-one Family & schooling background, Hobbies & interests,</p> <p>What I wish to be, What I wish to do in my life. Understanding my own goals, desires, feelings Reflecting on my own actions/behaviour</p>
2	Importance of Gratitude	<p>2.1 Try to know at least one person whom we do not know well who is in the long chain of people helping to get our meal, or in maintaining living condition or in educating us, etc. Get to know the person, his or her family, background, current state of thinking and well-being. Submit a write-up in one week. Can we ever repay?</p>	<p>You may ask students to list people who have done things in the past or are doing things for them. How many people have we helped? - ask the students to think from their past experience. How many people are we helping now? Most students might realize that they are doing very little for others.</p>
3	Competition, Cooperation & Excellence	<p>3.1 Differentiate between Competitions, Cooperation & Excellence. What is competition & excellence?</p>	<p>Discussion about Team work– Everyone gives their best, based on their strength/talent, to surpass their individual performances. Work for the goal, not for self-glory. Your ultimate glory lies in it. To cover excellence properly, the following points may be noted:</p> <ul style="list-style-type: none"> • One must be excellent in a chosen area/task. • Must also be able to do the associated tasks/areas. <p>* Being excellent in one area is not enough. One must learn basics of other areas as well.</p>

4	Aspirations / Goals	<p>Make a list of your desires/aspirations.</p> <p>For each desire, ask “why”. When you come up with an answer, ask “why” again! Keep doing it to get to underlying thought. Write the underlying need that you get (need for feeling or physical need for body).</p>	<p>Ask students to prepare a list of desires/aspirations in their notebook for about 5-8 minutes. Ask some students to read out their list and ask them to write it on the board in the form of bullet points with one or two keywords each. Avoid duplication. Make sure that you are not judgemental. Do not deride or make fun of any desire. Nor should you allow the other students to do so. Classify each desire into two categories based on what it is fulfilling:</p> <p>(a) Mental need (b) Physical need</p> <p>At the end, you can conclude the following:</p> <p>(1) The list is not infinite, but finite. It is only some tens in number. (2) Most desires relate to mental rather than physical need.</p>
5	Peer Pressure & Self Confidence	<p>Narrate a situation where you had felt the Peer Pressure. What action did you take? – succumbed under the situation or tried to judge the situation in the perspective of Right Understanding and could overcome it? In either case, what was your mental feeling?</p>	<p>‘Peer Pressure’ is a psychological pressure one experiences when one holding some “Pre-Conditions” (like Belief, Thought, Feeling, Behaviour, Action) which is different from the pre-conditions of people around.</p> <p>‘Peer Pressure’ forces one to Change / Alter one’s ‘Own Values’ and adopt the ‘Values of the Others’ though the latter are actually NOT of substance.</p> <p>What insecurities come to your mind? What is the reason for being under ‘Peer Pressure’?</p> <p>Lack of ‘Self Confidence’ on our pre-conditions (belief, thought, feeling, behaviour, action) on various issues make us vulnerable to ‘Peer Pressure’.</p> <p>There are TWO kinds of ‘Self Confidence’:</p> <ul style="list-style-type: none"> • Relative Self Confidence • Absolute Self Confidence <p>Relative Self Confidence is the cause of Peer Pressure. Thus the ‘Solution’ to get over ‘Peer Pressure’ is to ‘Acquire Absolute Self-Confidence’.</p>

			Absolute Self-Confidence comes from Verification and Understanding of things on one's Own Right (by one's Natural Acceptance).
6	Time and Stress management	6.1 Identify the issues that make you feel stressed. 6.2 List out your days activities. Are you utilizing your time effectively?	Offer your students tips on managing time wisely and help them understand that large tasks can be broken down into more time manageable components. Learn something about the demands your students face beyond the department. If you sense that a student is encountering difficulties, listen first and offer ideas for solutions. Or, guide the student to appropriate campus resources. Types of stress among students: Social, Academic, Daily life issues Proper time <i>management</i> is one of the most effective <i>stress-relieving techniques</i> . Discuss the ways to relieve stress.
7	Academic and Other Activities Review	7.1 Are you satisfied with your academic performance? If yes why, If No why not?	Review every students academic performance like attendance, test marks etc. Ask every student about his/her participation in any curricular/ extracurricular activities. Guide and encourage each student to improve their participation in academic & extracurricular activities.
8	Review of Semesters achievements / Goals	8.1 Do you any significant achievements this semester?	Take the review of students' achievements and all your mentor meetings.

Other points or questions to be discussed with students

Discuss a role model that has been influential in each of your lives. How has s/he impacted your decisions or beliefs?

Discuss: What keeps you up at night/ What are your dreams?

Discuss a situation of interpersonal conflict that the students has experienced or successfully avoided.

Discuss students' personal vision: What would he/she like to be remembered for over the next few years?


Exchange and discuss potentially useful articles.

Discuss the positive changes that occurred for both the mentor and mentee. For example, how are you going to apply and integrate what you have learned as a result of the mentoring relationship?

Suggestions for Mentors to conduct meetings

- Spend time learning more about each student in building a personal relationship before formally tackling mentoring program objectives.
- Exchange jokes, funny stories to touch base with this side of you.
- Identify/refine 1-3 objectives to work on together preferably skills pertaining to growth areas and leveraging strengths.
- Talk a lot about *family, occupation, recreation, and motivation (FORM)*.

Guidelines & Suggestions for Mentor Meetings formats


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	Guidelines & Suggestions for Mentor Meetings– Second Year

Session No.	Activity	Suggested Assignments	Suggested Discussion Points
1	Get to know your students : Aspirations and Family Expectations	1.1 Write 1-2 pages on a person you know who has influenced you a lot. You should have sufficiently interacted with that person. It may be a core family member / extended family member / teacher / neighbour. (It may be encouraged to write about two persons – one from family and the other from the extended circle. Students can write in Hindi, English or their mother tongue) 1.2 Observe people around you – observe their behaviour. Whose behaviour influences you a lot? – For your self-development, self-understanding to emulate (i.e. to try to do like this or even better than this) in your life.	You can begin by introducing yourself (in brief) Get students to introduce themselves one-by-one Family & schooling background, Hobbies & interests, What I wish to be, What I wish to do in my life. Understanding my own goals, desires, feelings Reflecting on my own actions/behaviour
2	Aspirations / Goal Setting	2.1 Make a list of your desires/aspirations. For each desire, ask “why”. When you come up with an answer, ask “why” again! Keep doing it to get to underlying thought. Write the underlying need that you get (need for feeling or physical need for body). 2.2 List out your short term and long term goals.	Ask students to prepare a list of desires/aspirations in their notebook for about 5-8 minutes. Ask some students to read out their list and ask them to write it on the board in the form of bullet points with one or two keywords each. Avoid duplication. Make sure that you are not judgemental. Do not deride or make fun of any desire. Nor should you allow the other students to do so. Classify each desire into two categories based on what

			<p>it is fulfilling:</p> <p>(a) Mental need</p> <p>(b) Physical need</p> <p>At the end, you can conclude the following:</p> <p>(1) The list is not infinite, but finite. It is only some tens in number.</p> <p>(2) Most desires relate to mental rather than physical need.</p>
3	Communication Skills	3.1 Ask students to list the ways to improve communication skills. Then list them on board and discuss each point.	<p>Communications is the key to achieving all of our goals. Ask students if they agree or disagree with this statement.</p> <p>Ask students to share situations, problems, and challenges at college in which communications played a critical role. Identify students with weak communication skills and give them tasks accordingly</p>
4	Students participation in several activities (Cultural, Sports, Technical events)	4.1. List the events / type of activities you would like to participate in.	Encourage students to participate in curricular & extracurricular activities. Ensure each student is actively participating in at least one activity.
5	Community Out-reach or Create awareness about social or economical issues in country	5.1 List and discuss any social, economical issue which you would like to address.	Discuss any recent social, economical issue to create awareness about social responsibility among students.
6	Time and Stress management	<p>6.1 Identify the issues that make you feel stressed.</p> <p>6.2 List out your days activities. Are you utilizing your time effectively?</p>	<p>Offer your students tips on managing time wisely and help them understand that large tasks can be broken down into more time manageable components.</p> <p>Learn something about the demands your students face beyond the department. If you sense that a student is encountering difficulties, listen first and offer ideas for solutions. Or, guide the student to appropriate campus resources.</p> <p>Types of stress among students: Social, Academic, Daily life issues</p> <p>Proper time <i>management</i> is one of the most effective <i>stress-relieving techniques</i>. Discuss the ways to relieve stress.</p>

7	Academic and Other Activities Review	7.1 Are you satisfied with your academic performance? If yes why, If No why not?	Review every students academic performance like attendance, test marks etc. Ask every student about his/her participation in any curricular/ extracurricular activities. Guide and encourage each student to improve their participation in academic & extracurricular activities.
8	Review of Semesters achievements / Goals	8.1 Do you any significant achievements this semester?	Take the review of students' achievements and all your mentor meetings.

Guidelines & Suggestions for Mentor Meetings formats

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	<p>Guidelines & Suggestions for Mentor Meetings– Third Year</p>

Session No.	Activity	Suggested Assignments	Suggested Discussion Points
1	Get to know your students : Aspirations and Family Expectations	<p>1.1 Write 1-2 pages on a person you know who has influenced you a lot. You should have sufficiently interacted with that person. It may be a core family member / extended family member / teacher / neighbour. (It may be encouraged to write about two persons – one from family and the other from the extended circle. Students can write in Hindi, English or their mother tongue)</p> <p>1.2 Observe people around you – observe their behaviour. Whose behaviour influences you a lot? – For your self-development, self-understanding to emulate (i.e. to try to do like this or even better than this) in your life.</p>	<p>You can begin by introducing yourself (in brief) Get students to introduce themselves one-by-one Family & schooling background, Hobbies & interests,</p> <p>What I wish to be, What I wish to do in my life.</p> <p>Understanding my own goals, desires, feelings Reflecting on my own actions/behaviour</p>
2	Aspirations / Goal Setting	<p>2.1 Make a list of your desires/aspirations. For each desire, ask “why”. When you come up with an answer, ask “why” again! Keep doing it to get to underlying thought. Write the underlying need that you get (need for feeling or physical need for body).</p> <p>2.2 List out your short term and long term goals.</p>	<p>Ask students to prepare a list of desires/aspirations in their notebook for about 5-8 minutes. Ask some students to read out their list and ask them to write it on the board in the form of bullet points with one or two keywords each. Avoid duplication. Make sure that you are not judgemental. Do not deride or make fun of any desire. Nor should you allow the other</p>

			<p>students to do so. Classify each desire into two categories based on what it is fulfilling:</p> <p>(a) Mental need</p> <p>(b) Physical need</p> <p>At the end, you can conclude the following:</p> <p>(1) The list is not infinite, but finite. It is only some tens in number.</p> <p>(2) Most desires relate to mental rather than physical need.</p>
3	Technical writing & Communication Skills	3.1 Ask students to list the ways to improve communication skills. Then list them board and discuss each point.	<p>Communications is the key to achieving all of our goals. Ask students if they agree or disagree with this statement.</p> <p>Ask students to share situations, problems, and challenges at college in which communications played a critical role. Identify students with weak communication skills and give them tasks accordingly</p>
4	Students participation in several activities (Cultural, Sports, Technical events)	4.1. List the events / type of activities you would like to participate in.	Encourage students to participate in curricular & extracurricular activities. Ensure each student is actively participating in at least one activity.
5	Internship & Skill enhancement Awareness	5.1 What technical skills would you like to acquire this semester?	Ask students to identify the technical skills they would like to acquire. Discuss the ways to enhance these skills. Encourage students to pursue internships during vacations. Emphasis on importance of internships.
6	Technical certifications awareness	6.1 List the technologies you would like to have certifications in.	Discuss the importance of technical certification. Share details of these certification examinations.
7	Academic and Other Activities Review	7.1 Are you satisfied with your academic performance? If yes why, If No why not?	<p>Review every students academic performance like attendance, test marks etc. Ask every student about his/her participation in any curricular/ extracurricular activities.</p> <p>Guide and encourage each student to improve their participation in academic & extracurricular activities.</p>
8	Review of Semesters achievements / Goals	8.1 Do you have any significant achievements this semester?	Take the review of students' achievements and all your mentor meetings.

Guidelines & Suggestions for Mentor Meetings formats



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Guidelines & Suggestions for Mentor Meetings– Final Year

Session No.	Activity	Suggested Assignments	Suggested Discussion Points
1	Get to know your students : Aspirations and Family Expectations	<p>1.1 Write 1-2 pages on a person you know who has influenced you a lot. You should have sufficiently interacted with that person. It may be a core family member / extended family member / teacher / neighbour. (It may be encouraged to write about two persons – one from family and the other from the extended circle. Students can write in Hindi, English or their mother tongue)</p> <p>1.2 Observe people around you – observe their behaviour. Whose behaviour influences you a lot? – For your self-development, self-understanding to emulate (i.e. to try to do like this or even better than this) in your life.</p>	<p>You can begin by introducing yourself (in brief) Get students to introduce themselves one-by-one Family & schooling background, Hobbies & interests,</p> <p>What I wish to be, What I wish to do in my life.</p> <p>Understanding my own goals, desires, feelings Reflecting on my own actions/behaviour</p>
2	Professional / Technical Skills	2.1 Identify your Professional and technical skills. How will these skills help you in your career?	<p>What comes under professional skills?</p> <ul style="list-style-type: none"> • Communication. • Ability to Work under Pressure. • Decision Making. • Time Management. • Self-motivation. • Conflict Resolution. • Leadership. • Adaptability. <p>Discuss importance of each of traits with students. Encourage and motivate students to enhance these skills and improve technical skills.</p>
3	Higher studies and Job Search Advice	3.1 List your dream company or dream university for higher studies. What steps should you take to get the job in your dream company or get admission in dream college?	Review and discuss mentee's resume with a critical eye, offering suggestions.

4	Academic and Other Activities Review	4.1 Are you satisfied with your academic performance? If yes why, If No why not?	Review every students academic performance like attendance, test marks etc. Ask every student about his/her participation in any curricular/ extracurricular activities. Guide and encourage each student to improve their participation in academic & extracurricular activities.
5	Review of Semesters achievements / Goals	5.1 Do you have any significant achievements this semester?	Take the review of students' achievements and all your mentor meetings.

Mentor - Mentee Sessions Weekly Report Format



Shetkari Shikshan Prasarak Mandal Rethare Bk's
Jaywant College of Engineering and Polytechnic,
K.M.Gad, Tal.-Walwa Dist. Sangli Pin 415302

DEPARTMENT OF _____

Academic Year : 2023-24

Semester : I

MENTOR - MENTEE SESSIONS WEEKLY REPORT

Class:

Batch:

Name of Mentor:

Week No.	Session Date & Time	No. of Students Present	Points Discussed
Week No.	Session Date & Time	No. of Students Present	Points Discussed
Week No.	Session Date & Time	No. of Students Present	Points Discussed
Week No.	Session Date & Time	No. of Students Present	Points Discussed

List of Mentees format



Shetkari Shikshan Prasarak Mandal Rethare Bk's

Jaywant College of Engineering and Polytechnic,

K.M.Gad, Tal.-Walwa Dist. Sangli Pin 415302

DEPARTMENT OF _____

Academic Year : 2023-24

Semester: I

LIST OF MENTEES

Class:	Batch:	Name of Mentor:
Sr.No	Roll No.	Name of the Student

Sign of Faculty _____

Mentor - Mentee Sessions Attendance Record Format



Academic Year : 2023-24

Semester : I

MENTOR - MENTEE SESSIONS ATTENDANCE RECORD

Class:

Batch:

Name of Mentor:

Roll No.	Name of the Student	Session No	1	2	3	4	5	6	7	8	9	10	11	12
		Date												
Signature of Faculty														
Signature of Academic Co-Ordinator														
Signature of Head of Department														



Phone Call Record Format

Shetkari Shikshan Prasarak Mandal Rethare Bk's

Jaywant College of Engineering and Polytechnic,

K.M.Gad, Tal.-Walwa Dist. Sangli Pin 415302

DEPARTMENT OF _____

Academic Year : 2023-24

Semester: I

PHONE CALL RECORD

Class:

Batch:

Name of Mentor:

Sr.No	Roll No.	Name of the Mentee	Date	Time	Call Received By	Phone No.	Points Discussed	Remark

Student Counselling Record format



Shetkari Shikshan Prasarak Mandal Rethare Bk's
Jaywant College of Engineering and Polytechnic,
K.M.Gad, Tal.-Walwa Dist. Sangli Pin 415302

DEPARTMENT OF _____

Academic Year : 2023-24

Semester: I

STUDENT COUNSELLING RECORD

Class:

Batch:

Name of Mentor:

Sr.No	Roll No.	Name of the Mentee	Date	Time	Issue	Suggestion	Remark

Improvement Status Of Mentees Format



Shetkari Shikshan Prasarak Mandal Rethare Bk's

Jaywant College of Engineering and Polytechnic,

K.M.Gad, Tal.-Walwa Dist. Sangli Pin 415302

DEPARTMENT OF _____

Academic Year : 2023-24

Semester : I

IMPROVEMENT STATUS OF MENTEES

Class:

Batch:

Name of Mentor:

Roll No.	Name of the Student	Active Participation in Mentor Program (Yes/No)	Areas of Improvements Seen in Student	Remark

Student Counseling Format



Shetkari Shikshan Prasarak Mandal's

Jaywant College of Engineering and Polytechnic, K. M. Gad

(Approved by AICTE, New Delhi, DTE, Govt. of Maharashtra, Affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere)

Student Counseling

Name of Student :					Problems (Mild / Moderate / Sever)	FYBTech		S.Y. BTech		T.Y.B. Tech		BTech	
Name of Father :						I Sem	II Sem	I Sem	II Sem	I Sem	II Sem	I Sem	II Sem
Photo	Roll No./ID No.				Do not follow Teachers								
	CET/Mgmt.				Exam Fear								
	Date of Birth				Communication Skills								
	Blood Group				Family Problems								
	Mother Tongue				Social Problems (No Friends, Addiction)								
	Year of Admission				Inferiority Complex								
	Parents / Hostel / Guardian				Participation in Co-curricular Activities								
Earlier Education History					Medical Problems								
	Year	Marks	Medium	Place of Study	Attendance (Poor/Medium/Excellent)								
SSC					Suggestions / Action Taken by Counselor with initials of student and counselor							Student	Counselor
Diploma					FYBTech	I Sem							
HSC						II Sem							
Other					S.Y. BTech	I Sem							
Address:				II Sem									
				T.Y.B. Tech	I Sem								
					II Sem								
				B. Tech	I Sem								
Strengths					II Sem								
				I Sem									
				II Sem									

Student Counseling Format



Shetkari Shikshan Prasarak Mandal's
Jaywant College of Engineering and Polytechnic, K. M. Gad
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Student Counseling

ACADEMIC PERFORMANCE SHEET

Name of Subject	Internal Test Marks				% Marks	Remarks	Name of Subject	Internal Test Marks				% Marks	Remarks	Percentage
	CA-I	MSE	CA-II	ESE				CA-I	MSE	CA-II	ESE			
F.Y.B. Tech Semester I							F.Y.B. Tech Semester II							
S.Y.B. Tech Semester I							S.Y.B. Tech Semester II							
T.Y.B. Tech Semester I							T.Y.B. Tech Semester II							
B. Tech Semester I							B. Tech Semester II							

Initials of HOD & Principal	F.Y.B. Tech	Sem I	Sem II	S.Y.B. Tech	Sem I	Sem II	T.Y.B. Tech	Sem I	Sem II	B. Tech	Sem I	Sem II

Parents Feed Back Form Format



शेतकरी शिक्षण प्रसारक मंडळाचे
जयवंत कॉलेज ऑफ इंजिनीअरिंग अँड पॉलिटेक्निक, किल्लेमच्छिंद्रगड
डॉ. बाबासाहेब आंबेडकर तंत्रज्ञान विद्यापीठ, लोणेरे, व MSBTE, मुंबई संलग्नित
पालकांची बैठक -

पालकांचा अभिप्राय

पालक/पालकांचे नाव :			
मुलाचे/मुलीचे नाव :		विभाग आणि वर्ग	
पालक संपर्क	मोबाइल/लँडलाइन	ई-मेल	
पत्ता			

आम्ही देत असलेल्या अभियांत्रिकी शिक्षणाचा दर्जा आणखी सुधारण्यासाठी, कृपया खालील मुद्द्यांनुसार तुमचा मौल्यवान अभिप्राय द्या:

अनु. क्र.	मुद्दे	उत्कृष्ट	खुप छान	चांगले	सरासरी
१	विभागाची शैक्षणिक कामगिरी				
२	महाविद्यालयाचा विकास				
३	शैक्षणिक प्रक्रियेची गुणवत्ता - (व्याख्याने, सराव चाचण्या, विद्यार्थ्यांचे मूल्यमापन)				
४	पायाभूत सुविधा - (लायब्ररी, प्रयोगशाळा, कॅन्टीन आणि इतर)				
५	कार्यालयीन कर्मचाऱ्यांकडून मिळणारा प्रतिसाद				
६	विद्यार्थी मार्गदर्शन				
७	विद्यार्थ्यांच्या सर्वांगीण विकास आणि व्यक्तिमत्त्व विकासासाठी विभागाकडून केलेले प्रयत्न				
८	प्रशिक्षण आणि प्लेसमेंट संदर्भातील उपक्रम				
९	विविध सह-अभ्यासक्रम आणि अभ्यासक्रमेतर उपक्रमांमध्ये सहभागी होण्यासाठी विद्यार्थ्यांना प्रोत्साहन				
१०	संस्थेची एकूण कामगिरी				

इतर कोणत्याही उपयुक्त टिप्पण्या/सूचना

पालकांची स्वाक्षरी

Alumni Feed Back Form Format



Shetkari Shikshan Prasarak Mandal Rethare Bk's

Jaywant College of Engineering and Polytechnic,

K.M.Gad, Tal.-Walwa Dist. Sangli Pin 415302

(Approved by AICTE, New Delhi, DTE, Govt. of Maharashtra, Affiliated to MSBTE, Mumbai & DBATU, Lonere)

Alumni Feedback Form

Dear Alumni

We hope and believe that the time you spent with us in Jaywant College of Engineering and Polytechnic must have been knowledgeable and as well as cherish-able, thereby, paved your way towards a brighter future. We shall be very much thankful to you if you would spare some time to fill feedback form. With the help of following form, we seek your valuable suggestions to improve college deliverables both qualitatively and quantitatively.

Full Name

Batch

Degree Program

Course

Email

Mobile Number

If you have opted for higher education, please mention, name of the university, course, year of admission and year of completion *

☐ Have you appeared in any competitive examination? If you have appeared in any competitive examination; please provide following details *

Name of Exam

Year

Registration No.

Roll Number

Rank (if any)

☐ Have you qualified in any competitive examination? If you have qualified in any competitive examination; please provide following details *

Name of Exam

Year of qualifying

Registration No.

Roll Number

Rank (if any)

If you have qualified in any competitive examination; please provide application/registration number and other details *

If working, Please mention name of organization and your designation *

Organization Name *

Designation *

Salary offered *

Year of joining *

Please provide your opinion in respect of following statements *

I feel proud to be associated with Jaywant College of Engineering and Polytechnic.

- ☐ Strongly Disagree
☐ Disagree
☐ Indifferent
☐ Agree
☐ Strongly Agree

I feel that the college taught me some valuable lessons in character building

- ☐ Strongly Disagree
☐ Disagree
☐ Indifferent
☐ Agree
☐ Strongly Agree

The college played an important role in increasing my level of confidence

- ☐ Strongly Disagree
☐ Disagree
☐ Indifferent
☐ Agree
☐ Strongly Agree

The extra-curricular activities gave me an opportunity to develop my personality

- ☐ Strongly Disagree
☐ Disagree
☐ Indifferent
☐ Agree
☐ Strongly Agree

Give your suggestions to improve the relationship between the alumni and the College *

Would you like to help the institute in initiating corporate relations for conducting placement drives, talks, seminar etc. *

- ☐ Yes
☐ No
☐ Maybe

Kindly do a SWOT Analysis of the institution pointing out strengths, weaknesses, opportunities and threats *



Shetkari Shikshan Prasarak Mandal's

Jaywant College of Engineering and Polytechnic

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Dr. Babasaheb Ambedkar Technological University, Lonere, Maharashtra.

Jaywantnagar, A/Killemachindragad, Tal: Walwa, Dist: Sangli, Maharashtra, Pin: 415 302, Phone: 02164-266408

Institute Code: EN6313