



2023

Student Mentoring Guidelines

Sharnbasva University, Kalaburagi



Vision of the university

- Enhancing the horizon of world knowledge by promoting international understanding through imparting quality education and creating value added skill based human resource.
- We aspire to become top ranking National and International Centre of Excellence producing high caliber leaders and Captains of industry.
- Inculcating the spirit of "Vasudeva Kudumbakam" (The world is one family).
- "Sakala Jeevathmarige Lesane Bayasuva" (Wishing the worldly good and betterment of all the living beings) is our moto.

Mission of the University

- Achieving academic excellence through innovatively designed, research intensive, industry-oriented education.
- Imbibing the culture of independent thinking, independent writing, independent speaking and independent living among the students in all the activities.
- Foster the spirit of National development and develop global competences. Nurture creativity and encourage entrepreneurship and provide an education with rigor and relevance.
- Provide academically excellent, time efficient, and cost-effective higher education. Provide an education which enhances the ability of students to learn throught the life.
- Ensure freedom of thought and expression in a campus without discrimination
- Encourage the spirit of questioning and ensure close inter-relationship between Teaching, Scholarship and Research.
- Develop and deliver distinctive and value driven academic programme that are flexible and responsible to Local, National and International needs.
- Cultivate academic, business and community driven partnership that positions the University as a leading choice for adult learners.
- To work effectively with other institutions and organisations, where such partnerships can lead to understanding research and teaching.



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Student Support and Mentoring System

Sharnbasva University, Kalaburagi

Preamble

The mentoring and counselling system at Sharnbasva University is designed to provide personalized guidance, fostering academic, personal and professional growth. This system ensures regular mentor – mentee interactions to address challenges, carrier aspirations and overall development.

1. Student Mentoring Program

An essential component of the mission at the Sharnbasva University is to enhance the overall quality of the student experience. In alignment with this objective, interactions were held with students and their parents to understand their concerns and gather suggestions for improvement. Over the years, a recurring theme in student feedback has been the need for proper guidance and support. While various factors may contribute to the lack of adequate advisement, it is evident that students highly value meaningful mentorship. In this context, mentoring has emerged as a vital and indispensable aspect of academic advisement. It is increasingly recognized as a powerful tool for the personal and professional development of young women in engineering education.

1.1. What is Mentoring?

Mentoring is widely recognized as a process of providing guidance, instruction, and support, and has been a respected tradition across cultures since ancient times. The concept of a “mentor” appears prominently in the histories of various civilizations, often symbolizing wisdom and trusted counsel. In indigenous communities around the world, elders have traditionally served as mentors—offering life lessons and support to help younger generations navigate personal and communal challenges. Historically, mentorship has also taken the form of apprenticeships, where skills and knowledge were passed from masters to learners. At the core of all these traditions lies the most enduring form of mentoring: that of parents and guardians guiding, nurturing, educating, and challenging their children. Mentoring, therefore, is a timeless and essential element of personal and professional development.

1.2. Who is a Mentor?

A mentor is a supportive and trusted adult who dedicates time and attention to guiding a young individual. While mentors may take on various roles depending on the context, their core purpose remains the same: to help young people realize their potential and identify their strengths.

It is important to note that a mentor does not replace the role of a parent, guardian, or teacher. Nor is a mentor a disciplinarian or authority figure. Rather, a mentor reinforces the positive values, ethics, and cultural heritage instilled by the family and community. The primary role of a mentor is to assist the mentee in setting personal and professional goals and to support them in finding pathways to achieve those goals.



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1.3. What the Program is?

The Mentoring Program at the Sharnbasva University, Kalaburagi (SUK) aims to provide students with valuable exposure to academic, professional, and career-related opportunities. The program facilitates close interaction between students and faculty members, creating a supportive environment that promotes overall development.

The program is built on three key objectives:

- To nurture student interest in career planning and progression.
- To enhance students' awareness of industry expectations and motivate them through continuous guidance.
- To provide personal support and mentorship to help students overcome initial challenges such as emotional adjustment, identity concerns, and academic stress—especially during the transition into college life.

Under this initiative, each faculty member is assigned a group of 15–25 students to mentor. During the first year, students are guided by mentors from the First-Year faculty. From the second year onwards, mentoring is continued by faculty members from the students' respective departments. This structured mentoring system ensures personalized guidance, helping to build confidence, provide clarity, and foster a strong sense of belonging throughout the students' academic journey.

2. Program Guidelines

The Sharnbasva University recognizes that mentoring by faculty members is a vital component of the student experience. Faculty mentoring goes beyond academic advising or guiding students through course requirements. It is also distinct from formal classroom instruction and extends to fostering personal and professional growth. Effective mentoring is not limited to being a role model—it involves active engagement, support, and encouragement.

These guidelines aim to define the mentoring roles and establish a framework for meaningful faculty-student relationships. Faculty members serve as the primary mentors throughout a student's academic journey at SUK. It is essential for faculty to understand that their regular interactions with students carry a significant mentoring element and contribute to the students' overall development.

Equally, students share the responsibility of engaging sincerely in the mentoring process to ensure its success. Mentoring is not just an optional practice—it is a core responsibility and an integral part of every faculty member's professional role at SUK.

2.1. Mentor Objectives

The primary objective of the mentor is to support the mentee in achieving the goals of the mentoring program. This is accomplished by:

- Provide academic support for improved learning outcomes.
- Assist in career planning and professional development.
- Address personal and psychological challenges.



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- Support slow learners and encourage advanced learners.
- Enhance student engagement and holistic development.

2.2. Qualities of a Good Mentor

A good mentor embodies the following qualities:

- A caring teacher who imparts knowledge with empathy.
- A patient supporter who provides consistent encouragement.
- A positive role model who exemplifies ethical and professional behaviour.
- An encouraging coach who motivates growth and confidence.
- A dependable pacesetter who sets a steady example for progress.
- A trusted guide and friend who offers genuine support.
- A responsible individual who expands the mentee's exposure to new opportunities, environments, and networks.

2.3. Mentoring Program: Do's and Don'ts

☒ Do's

- Be flexible and patient in your approach.
- Set realistic expectations and know your limitations.
- Understand that mentoring relationships may have ups and downs.
- Value both the similarities and differences between you and your mentee.
- Use real-life situations as teaching moments to discuss behaviour, consequences, and alternatives.
- Notify the program coordinator if you need to discontinue the mentoring relationship.

☒ Don'ts

- Never use physical discipline or the "silent treatment" as a corrective measure.
- Avoid making inappropriate, embarrassing, or hurtful comments.
- Do not share personal information about your mentee with other students or mentees.
- Do not dismiss or minimize the mentee's emotions or concerns.

2.4. Benefits of Mentoring

Through mentoring, students gain the following advantages:

- **Professional Guidance:** Enables students to excel academically and develop professionally.
- **Career Advancement:** Assists students in making informed career decisions.
- **Academic Progress:** Monitors aspects such as academic performance, backlogs, and attendance.
- **Holistic Development:** Provides personal and psychological counseling as needed.

Frequency of Meetings: Mentor-mentee meetings are held twice in every semester or on a need basis.



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Phases of Mentoring: The following phases are used to encourage and develop the proper mentoring system in the department:

- The Mentor will look after the wellbeing of all mentees at SUK.
- The Mentor speaks to mentee's parent and updates about their ward's progress.
- The Mentor counsel the mentees as and when needed for their better progress.

3. General Guidelines for Mentors

These indicative (not exhaustive) suggestions are intended to support faculty members in their role as mentors:

1. Practice Active Listening

- Pay close attention to body language—facial expressions, tone, gestures, and posture.
- Allow mentees to express frustration or joy without judgment.

2. Boost Mentee's Confidence

- Celebrate achievements and learning progress.
- Provide honest and timely feedback.
- Offer guidance and ideas when requested.
- Maintain an empowering, supportive relationship.

3. Cultivate Conflict Resolution Skills

- Stay open-minded and objective.
- Ask open-ended questions to help mentees explore solutions.
- Identify both visible and underlying issues.
- Share personal experiences and insights to support their journey.
- Schedule consistent communication—preferably weekly.
- Offer opportunities for mentees to observe real-world settings where applicable.
- Be sincere in providing feedback and critique.

4. Engage Beyond the Classroom

- Arrange informal sessions to foster better connection.
- Support career development (e.g., mock interviews, resume reviews).
- Discuss industry trends and encourage publishing or presenting work.
- Guide on professional networking and academic resources.

3.1. Mentor Responsibilities

The Mentor must develop a cordial relation with all his mentees. He must be patient enough to listen to mentees problem and must solve at the earliest. The Mentor must communicate to mentee parent



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regularly and update their ward progress. The Mentor must help mentees in making academic decisions and also encourage for mentees participation in co-curricular activities.

For maintaining better mentor system, the mentor holds the following responsibilities:

- Keeps the records of student's profile in the prescribed format.
- Maintains the records of absenteeism, problems/issues. Explains to students the academic rules and regulation.
- Acquires the results of each student for Internal Assessment-1, Internal Assessment-2 and Semester End Exam of each semester.
- Observe and keep record of the attendance of each student for all courses.
- Examines the results of the students and counsel for poor results within a week after the results is published.
- Communicates with parents of students to discuss students' performance, any attendance issues as and when required (at least every fortnight) and future plan at least twice in a semester.
- Gives specific guidance to students in selecting elective courses for registration.
- Gives guidance and information to plan for industry internship.
- Ensures to provide guidance for advanced courses/studies.
- Gives guidance to students for selecting project topic, project guide and even counsel them on back papers.
- Maintain the mentoring diary and keep records of co-curricular, extra-curricular, sports, cultural, research, internship and placement activities.

The unresolved issues of students are brought to the notice of Chairperson and if further attention is needed, it is taken to the attention of higher authorities.

3.2. Mentee Roles and Expectations

- Be honest and transparent—share interests, challenges, and aspirations.
- Ask questions freely and seek clarification.
- Listen attentively and remain receptive to feedback.
- Communicate preferred meeting times and availability.
- Set learning goals and share them with the mentor.
- Maintain respectful communication.
- Resolve misunderstandings early.
- Appreciate the mentor's commitments and time constraints.
- Keep consistent communication—initiate when necessary.
- Prepare for meetings with specific questions or topics.
- Discuss long-term goals and strategies for achieving them.
- Participate wholeheartedly in the mentoring process.



3.3. Handling Sensitive Issues: A Guide for Mentors

1. Creating a Safe Space

- Remain calm and attentive.
- Use empathetic body language.
- Avoid accusatory language or assumptions.
- Affirm confidentiality and trust.
- Let the mentee speak at their pace; avoid prying.

2. Empowering the Mentee

- Focus on feelings and needs before offering solutions.
- Ask: “What would you like to do?” or “How can I support you?”
- If suggestions are not feasible, offer alternatives gently.
- Promote critical thinking and reflection.

3.4. Problem-Solving and Offering Support

- Understand the boundaries of your mentoring role.
- Disclose when confidentiality must be broken (e.g., safety issues).
- Suggest speaking with faculty or higher authorities when needed.
- Brainstorm and co-create solutions.
- Be a partner in decision-making, not just an advisor.

4. Mentoring Program at SUK

4.1. Program Structure

- All students and faculty of SUK are enrolled in the mentoring program.
- Students are matched with faculty mentors based on academic interests whenever possible.
- Each year, the program undergoes review, and students may either continue with the same mentor or be reassigned for broader exposure.

4.2. Mentor-Mentee Engagement

- Students may be assigned up to two mentors, depending on their needs.
- Weekly communication through meetings, calls, or messages is encouraged.
- Flexibility in scheduling activities is essential to accommodate academic loads.

4.3. End-of-Year Feedback

- Both mentors and mentees complete a program evaluation form at the end of each academic year to provide feedback and suggestions for improvement.



4.4. Operating Procedure for Mentoring System

- Mentees are allocated to faculty members by the Chairperson (Head of the Department) at the beginning of each academic year.

Procedure for Allocation: The number of mentors is determined based on the ratio:

Total number of students / Total number of available faculty members.

- An orientation program for mentors is conducted by the Head of the Institution/Dean/Chairperson.
- An orientation session for students is conducted by the respective chairperson of the Department.
- Faculty members from the Basic Science Department serve as mentors for first-year students.
- At the end of the second semester, updated mentee records are transferred from the Basic Science Department to the respective departments.
- Mentoring sessions are incorporated into the timetable to ensure regular interaction between mentors and mentees.
- Mentors are expected to be aware of the strengths and weaknesses of their mentees.
- Each mentor must maintain a comprehensive file for every mentee, including records of meetings, academic performance, parent contact details, medical or personal issues, co-curricular activities, classroom behaviour, future plans, mentoring reports, and relevant documents.
- Mentors should report any significant issues or concerns to the chairman of the department.
- Mentors should maintain regular communication with parents regarding the academic performance of their wards.
- Periodic meetings are conducted between the Chairperson of the Department and mentors to review progress. Mentors may discuss mentee-related issues during these meetings. The Chairperson should also interact informally with mentees to obtain feedback on the mentoring process.

4.5. Types of Mentoring:

Table: Types of Mentoring

Sl. No.	Type of Mentoring	Issues Addressed	Facilitator
1	Professional Guidance	Grooming, Discipline	Mentor, Class Teacher, Chairperson, Disciplinary Committee
2	Career Advancement	Higher Studies, Job & Placement Opportunities	Career Guidance Cell
3	Academic Progress & Research	Academic Performance, Backlogs, Attendance	Mentor, Class Teacher
4	All-Round Development	Personal & Psychological Counselling	Respective Counsellors



4.6 All-Round Development Mentoring

The student mentoring system at Sharnbasva University focuses on four key areas:

4.6.1. Academic Progress

- Students are mentored after each Internal Assessment Test and semester examination to track progress.
- High achievers are encouraged to excel further and support slow learners through peer learning.
- Remedial classes are conducted to help slow learners improve.
- Class toppers and meritorious students are recognized with certificates.

4.6.2. Co-Curricular Progress

- Student participation in co-curricular activities is actively monitored and encouraged.
- Mentors identify relevant technical events, symposiums, seminars, conferences and competitions at state and national levels.
- Students are encouraged to enroll in online courses to enhance their technical skills.

4.6.3. Extra-Curricular Progress

- Mentors collaborate with NSS and NCC units to promote student participation in social initiatives like cleanliness drives, health awareness programs, and tree plantation & blood donation camps.
- Students actively participate and win prizes in district, state and national-level events, boosting confidence and personality development.
- Talents in dance, music, photography, acting and public speaking are nurtured through competitions.

4.6.4. Career Progress

- Career Guidance Cell helps students achieve their career goals through structured guidance.
- Students are motivated to pursue higher studies and entrepreneurship.
- Participation in training programs, online courses and placement sessions enhances employability.

4.7. Expected Outcomes of Mentoring:

Effective mentoring leads to significant student benefits, such as:

- Improved mental well-being and enhanced academic performance.
- Encouragement to participate in co-curricular and extracurricular activities such as hackathons, project development, and sports.
- Better placement outcomes, contributing to the satisfaction of both students and their parents.
- A lasting bond with the institution, fostering a sense of pride in being an alumna of SUK.



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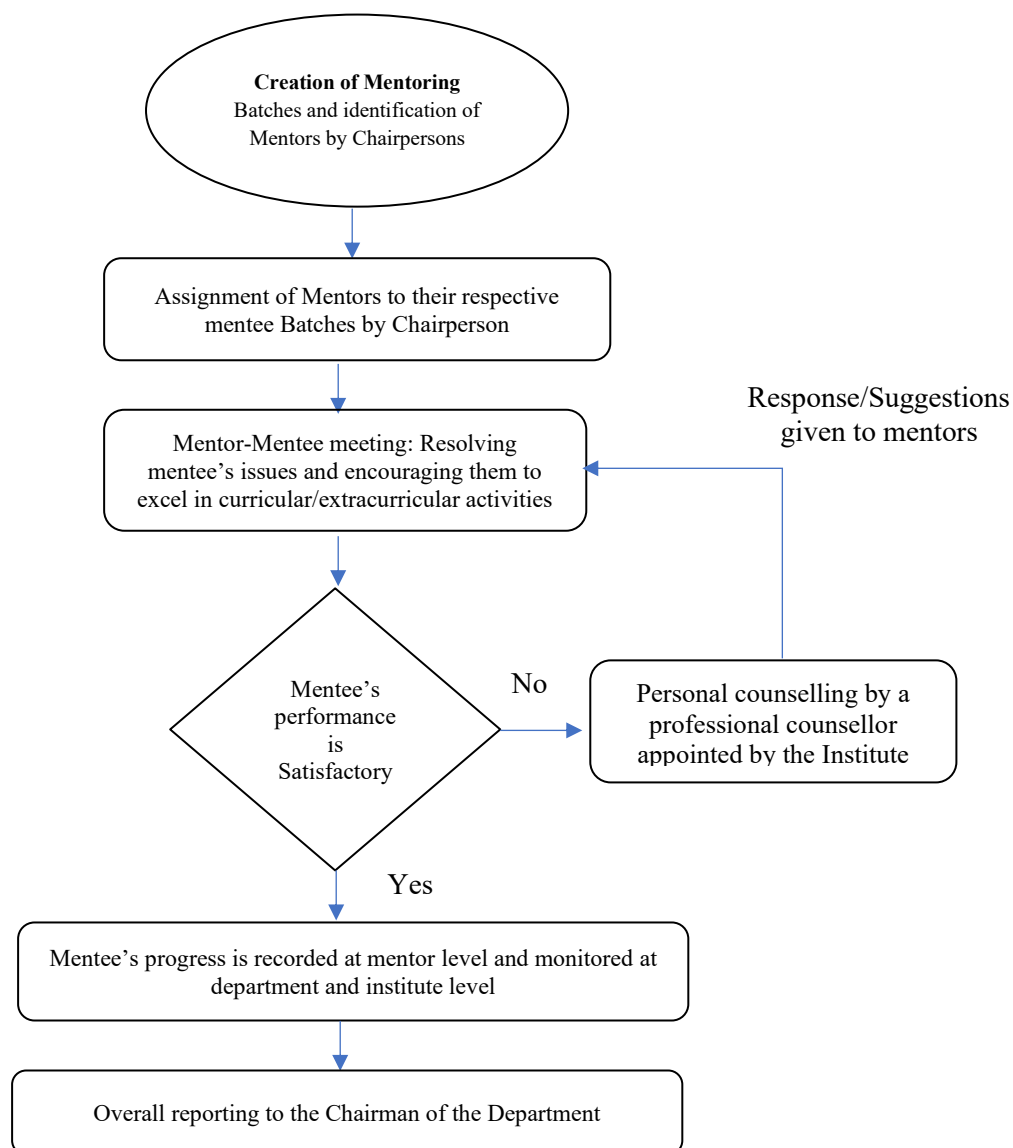


Fig: Process of Mentor Mentee Meeting

4.8. Documentation:

All relevant mentoring records must be maintained for reference and further counselling purposes.

Annexure 01: Mentor-Mentee Handbook



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SHARNBASVA UNIVERSITY

Mentoring System

Student's Profile

Photo

Faculty:											
Program:											
Mentee's Name											
Surname											
Date of Birth	Date		Month		Year						
Mobile No.	USN		Year of Entry		ABC ID						
	Category		Digi Locker ID								
	E-Mail ID					Aadhar No					
Parents	Name		Qualification	Occupation	Mobile No.	E-mail					
Father											
Mother											
Guardian											
Previous Examinations Details											
Class	Board/University		Year of Passing	Percentage	School/College Name						
10th Std.											
PUC											
Any Other											

CET/Management:			CET/SUK/Other Rank:			
Medical History	Class	Weight	Height	Chest	Waist	Any Health Issues
Blood Group Type	I/II Sem					
	III/IV Sem					
	V/VI Sem					
	VII/VIII Sem					
	IX/X Sem					
Hobbies						
Career Planning						
Interested Profession						
ICT Knowledge	Basic Computer		Internet Operation			
	Yes	No	Yes	No		
Scholarships		Name of the Scholarship	SSP/NSP ID	Date	Amount	Sanctioned Date
	I/II Sem					
	III/IV Sem					
	V/VI Sem					
	VII/VIII Sem					
	IX/X Sem					
Fee Concessions		Total Fees	Fees Paid	Concession	Receipt No.	
	I/II Sem					
	III/IV Sem					
	V/VI Sem					
	VII/VIII Sem					
	IX/X Sem					
Cash Incentives		Subject	Amount	Date	Reference(any)	
	I/II Sem					
	III/IV Sem					
	V/VI Sem					
	VII/VIII Sem					

	IX/X Sem					
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Poor Students Aid		Cash	Kind			
	I/II Sem					
	III/IV Sem					
	V/VI Sem					
	VII/VIII Sem					
	IX/X Sem					
Participation in		NSS	NCC	R&R		
	I/II Sem					
	III/IV Sem					
	V/VI Sem					
	VII/VIII Sem					
	IX/X Sem					
Campus Attended		Title		Duration		Level
	I/II Sem					
	III/IV Sem					
	V/VI Sem					
	VII/VIII Sem					
	IX/X Sem					
Participation in Cultural Activities	Event		Place	Date	Level	Prizes won
Literary Activities	Event		Place	Date	Level	Prizes won

Sports	Event	Place	Date	Level	Prizes won
Extension Activities	Event	Place	Date	Level	Prizes won

[illegible]

II Sem										
Course/Code	Attendance	CIE-1	CIE-2	CIE-3	CIE Avg.	Assignment & Other	CIE Total	SEE	Total Marks	Grade Obtained
III Sem										
Course/Code	Attendance	CIE-1	CIE-2	CIE-3	CIE Avg.	Assignment & Other	CIE Total	SEE	Total Marks	Grade Obtained

VII Sem										
Course/Code	Attendance	CIE-1	CIE-2	CIE-3	CIE Avg.	Assignment & Other	CIE Total	SEE	Total Marks	Grade Obtained

VIII Sem										
Course/Code	Attendance	CIE-1	CIE-2	CIE-3	CIE Avg.	Assignment & Other	CIE Total	SEE	Total Marks	Grade Obtained

[illegible]

X Sem										
Course/Code	Attendance	CIE-1	CIE-2	CIE-3	CIE Avg.	Assignment & Other	CIE Total	SEE	Total Marks	Grade Obtained

Remarks: (Any Personal Issues)

Grievance Raised with Date

Grievance Resolved with Date

Mentor

Mentee

Parents

Chairperson

Dean

Counselling Sessions

Counselling Sessions

:

Mentor-Mentee Meeting Details

Semester I

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

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Semester II

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

.....

Semester III

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

.....

Semester IV

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

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Semester V

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

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Semester VI

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

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Semester VII

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

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Semester VIII

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

.....

Semester IX

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

.....

Semester X

Sl. No.	Date of Meeting	Key Points Discussed	Remarks by Mentor	Mentee's Signature	Mentor's Signature
1.					
2.					
3.					
4.					
5.					

Additional Observations (if any):

.....