

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY
A UGC AUTONOMOUS INSTITUTION

(Accredited by NAAC A+ Grade, Approved by AICTE, New Delhi, Permanently Affiliated to JNTUH)

Cheeryal (V), Keesara (M), Medchal (Dist) Telangana State- 501301

Affix the latest
passport size photo of
the Mentee

MENTOR DIARY

MENTEE DETAILS

Name: _____

Roll Number: _____

Branch & Section: _____

Identification Marks:

1. _____
2. _____

Blood Group: _____

Mobile #: _____

E-mail Id: _____

Parent's E-mail Id: _____

Residential Address in Hyderabad:

Father's Name:

Occupation:

Address:

Education:

Contact No:

Mother's Name:

Occupation:

Education:

Contact No:

Local guardian's Name (if any):

Occupation:

Address:

Education:

Contact No:

Rank: EAMCET/ ECET	Quota: Convenor/ Management / NRI	Admitted under					
		OC	BC	SC	ST	EWS	Sports/ NCC/ PH

INFORMATION TO BE GIVEN BY THE MENTEE FOR EFFECTIVE ACADEMIC, CAREER AND PROFESSIONAL COUNSELLING/ GUIDANCE

1. Academic Record

i) Academic Record of the Mentee from class 10 to Intermediate/ Diploma.

S. No.	Name of the Board	Subject(s)	Year of Passing	% of Marks	Class/ Grade Obtained	Medium
1	10 Class: Board of Secondary Education/ CBSE /ICSE					
2	Inter: Board of Intermediate Education/ CBSE /ICSE					
3	Diploma					

ii) B. Tech. Academic Record of the Mentee

The table given below should be filled in by the Mentors across four years.

	I yr, I Sem	I yr, II Sem	II yr, I Sem	II yr, II Sem	III yr, I Sem	III yr, II Sem	IV Yr, I Sem	IV Yr, II Sem
SGPA								
CGPA								
CREDITS EARNED								
YEAR OF PASSING								
BACKLOGS (IF ANY)								

FINAL CGPA: _____

iv) Overall performance in Aptitude Tests and Programming Tests.

Year & Semester	Aptitude Tests						Programming Tests	
	Quantitative		Verbal Ability		Logical Reasoning			
	Test #	Score	Test #	Score	Test #	Score	Test #	Score
B. Tech I year, I Semester	1		1		1		1	
	2		2		2		2	
B. Tech I year, II Semester	1		1		1		1	
	2		2		2		2	
	3		3		3		3	
B. Tech II year, I Semester	1		1		1		1	
	2		2		2		2	
	3		3		3		3	
	4		4		4		4	
	5		5		5		5	
	6		6		6		6	
B. Tech II year, II Semester	1		1		1		1	
	2		2		2		2	
	3		3		3		3	
	4		4		4		4	
	5		5		5		5	
	6		6		6		6	
B. Tech III year,	1		1		1		1	
	2		2		2		2	
	3		3		3		3	
	4		4		4		4	

I Semester	5		5		5		5	
	6		6		6		6	
	7		7		7		7	
	8		8		8		8	
B. Tech III year, II Semester	1		1		1		1	
	2		2		2		2	
	3		3		3		3	
	4		4		4		4	
	5		5		5		5	
	6		6		6		6	
	7		7		7		7	
	8		8		8		8	
	9		9		9		9	
	10		10		10		10	
	11		11		11		11	
	12		12		12		12	

Note: Mentors are required to fill the above table as and when the Tests are conducted and monitor the progress of Mentees and counsel them thoroughly if required.

2. Mode of transportation to reach college (If travelling by college bus, mention the route number):

3. Did you face any inconvenience in coming to college on time? (Indicate possible remedial actions)

4. Hobbies:

5. Do you face any difficulty with regard to cleanliness and hygiene in the institution? Y/ N

6. Are you facing any health problems? (Mention if any):

7. Is the atmosphere at home convenient for your studies?

If not, specify how the college can help you?

8. Are any issues hampering your studies?

9. Did you experience ragging? (If yes, kindly share your experience)

10. Can the college do anything to eliminate ragging?

11. Are you interested in Games/Sports? Give details:

12. Are you aware of the Academic Regulations (Autonomous) with regard to Attendance, Assessment, Evaluation and Grading System (SGPA and CGPA?)

13. Did you inform your parents about the Academic Regulations of the college vis-à-vis the autonomous status? Y / N

14. a) Are you determined to become a 'Successful Engineer'? If not, why? Specify, if any help is needed?

b) The Mentor is required to explain the following Program Outcomes to the Mentee:

- i. **Engineering Knowledge:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
- ii. **Problem Analysis:** Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
- iii. **Design/ Development of Solutions:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- iv. **Conduct investigations of Complex Problems:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- v. **Modern tool usage:** Create, select and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.
- vi. **The Engineering and Society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.
- vii. **Environment and Sustainability:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- viii. **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.
- ix. **Individual and Team Work:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- x. **Communication:** Communicate effectively on complex engineering activities with the engineering community and with society at large such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- xi. **Project Management and Finance:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.
- xii. **Life-Long Learning:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

15. Are you interested in organizing curricular/ co-curricular/ extra-curricular activities in college? Y/ N
Give details if yes:

16. Do you want to become a member of any of the following clubs/ technical associations functioning in the college? Please put a tick mark against the club.

- a. Science Club
- b. Mathematics Club
- c. Literary Club
- d. Design Thinking Club
- e. Fine Arts and Cultural Club
- f. Environmental Club
- g. Coding Club
- h. Robotics Club
- i. Cyber Security Club
- j. Creative Design Club
- k. Srujanastra Technical Association
- l. Solar Technical Association
- m. Photography Club
- n. Algorand Blockchain club
- o. AI Alchemists Club
- p. Cyber Security Club
- q. Data Science Club
- r. Human Recourse Development Club
- s. Marketing Club
- t. NSS

17. If not now, when do you want to associate yourself with these clubs?

18. (a) Do you know about the existence of Professional Bodies like ISTE, IETE, IEEE, CSI, SAE, ICI?
Y/ N

(b) Do you want to become a member of these bodies? If yes, in which bodies? If No, Why?
(Mentors are required to emphasize on the importance of taking memberships in these bodies)

19. Do you know the benefits you accrue when you associate yourself with the Centre for Soft Skills Development?

20. List out your Strengths and Weaknesses

Strengths:

Weaknesses:

21. The qualities mentioned in the table below are necessary for your career growth. How good are you at them? Please tick the appropriate column.

S. No	Areas	Excellent	Very Good	Good	Satisfactory	Unable to Judge
1	Problem solving (logical)					
2	Communication abilities (written & oral)					
3	Mathematical ability					
4	Inquisitiveness (curiosity)					
5	Learning ability					

22. Please mention the efforts being put in by you to improve yourself in the attributes which you say you are just satisfied/ unable to judge:

23. What do you expect to be done by the Institution in developing your self-confidence and in achieving your goals?

Mentors are required to give thorough counseling on following aspects:

- a. Explain the various career options available for the Mentee, potential growth in each of them and skill set requirement for these options.
- b. Explain the importance of co-curricular and extra-curricular activities and how they help in Career Building.
- c. Give an overview of the activities conducted by each club in college and explain how they help in building one's career.
- d. Explain how the Professional Bodies of the college help in building one's career.
- e. Explain the importance of Soft Skills in career development.
- f. Explain the importance of learning a foreign language and suggest a suitable one to the Mentee.
- g. Help the Mentees in realizing their strengths and weaknesses and help them overcome weaknesses by recommending strategies.
- h. Explain how the qualities mentioned under S. No 21 help in career development and also suggest techniques/ strategies to hone them.
- i. Explain the importance of setting short- term, medium- term and long- term goals right in their Freshman Year.

MY GOALS

Academic Goals

My Goal is:

I will do these activities to reach my goal:

I will know I have reached my goal when:

Personal Goals

My Goal is:

I will do these activities to reach my goal:

I will know I have reached my goal when:

Who Are You?

Two of my best talents are:

1. _____

2. _____

My most prized possession is:

Two goals I have for this college year are:

1. _____

2. _____

I am Proud of:

Signature of the Mentee:

Date:

RESPONSIBILITIES OF THE MENTOR

Following are the responsibilities of Mentors:

1. Be familiar with the personal history of the assigned Mentee including Educational and Family background.
2. Attempts should be made to determine the reason for the Mentee's problem, and provide guidance to the Mentee to correct the problem and recommend a remedial program if necessary.
3. Assist the Mentee in periodic evaluation of his/her academic progress.
4. Assist the Mentee in initial exploration of long term occupational and professional plans, referring him/ her to sources for specialized assistance.
5. Explain to the Mentee the program in general and basic education as it relates to the branch of the Mentee and to preparation for life pursuits generally.
6. Help the Mentee understand and examine the graduation requirements for the curriculum leading to the Bachelor's degree.
7. Explain to the Mentee the importance of attendance and its implication to do well in examinations.
8. Explain the importance of participation in the class activities.
9. Explain the importance of Mid Examinations and their significance in the End Semester Examinations.
10. Explain the importance of grade in the previous Semester examination and its significance in later part of the degree and subsequently in career as well.
11. Explain the importance of submission of assignments and its significance on the performance of Mid Examinations and End Semester Examinations.
12. Explain the importance of laboratory exercises and their correlation with theory.
13. Help the Mentee explore the career fields in the Mentee's branch of engineering and provide information about higher education and job opportunities.
14. Serve as a "**Teacher Friend**" to the Mentee by demonstrating a personal interest in him / her and in his / her adjustment to college; by serving as a central contact person in obtaining information that can be used to help the Mentee; and by allowing the Mentee freedom to make his own choices after the limitations, alternatives, and consequences involved in taking a decision.
15. Explain the importance of getting a meritorious Engineering Degree and how the degree helps in building a career in other areas and programs such as M.S / M. Tech, MBA, Civil Services, Group Services, etc.
16. Assemble and organize channels and centralize all information, observations, and reports from every source related to Mentee's progress, needs, abilities, and plans.
17. Assist the Mentee at regular intervals to make adequate self-evaluation. Explain the importance of Self-Motivation to do well in career and in life.
18. Counsel those Mentees whose progress is unsatisfactory and report the same to the Program Coordinator.
19. Monitor the interim and final performances of Mentees assigned and liaise with parents, whenever required.
20. Fill Tables, Student's Portfolio and Academic Profile given at the end of the diary.

GUIDELINES TO MENTEES

INTRODUCTION

Mentoring is a professional relationship in which an experienced person (Mentor/Teacher) assists a less experienced person (Mentee/Student) in developing specific skills and knowledge that will enhance their professional and personal development. It is built on mutual trust, respect, and communication, and involves both parties meeting regularly to exchange ideas, discuss progress and set goals for further development.

MAJOR OBJECTIVE:

The major objective of Mentoring is to facilitate academic excellence of every student on an individual basis and to help discover his/her full potential to attain success in his/her chosen field.

OTHER OBJECTIVES:

1. To provide informal support which enhances academic and social outcomes
2. To provide information in a timely and appropriate fashion.
3. To reduce uncertainty, stress and anxiety.
4. To provide a climate in which retention is enhanced.

ADVANTAGES OF MENTORING FOR MENTEES:

Mentees have a valuable opportunity to:

- Gain advice, knowledge, and insights from their mentor.
- Initiate invaluable suggestions and strategies pertaining to their holistic growth.
- Engage in academic related conversations.
- Explore pathways to a preferred career.
- Identify strategies to enhance their academic credentials.
- Gain an understanding of academic environments and culture.
- Convey expectations and concerns to Mentors.
- Receive advice on an individual basis on academics and allied issues.
- Receive counseling while experiencing academic difficulties.
- Receive a range of support activities and services to enhance the learning experience.

RESPONSIBILITIES OF THE MENTEE:

I. Responsibilities related to Mentoring Process:

1. Attend all Mentoring Classes without fail.
2. Provide required information to the Mentor so as to enable her/ him counsel better.
3. Interact openly with the Mentor.
4. Consider the Mentor as a "**Teacher Friend**" and take her/ his guidance whenever required.
5. Take the Mentor's help to solve issues related to academics.
6. Be honest in giving feedback.
7. Take the advice given by the Mentor seriously.
8. Work hard towards areas that require improvement.
9. Read all aspects mentioned in the Mentor Diary carefully and fill the details.
10. Take remedial classes seriously.
11. Inform the Mentor in case of planned absence.
12. Keep the Mentor informed of long absence.
13. Inform the Mentor any case of ragging that you experience or any case that you know.
14. Take the advice/ criticism of the Mentor constructively.

II. Responsibilities related to Academic progress:

1. Contact the team from Centre for Academic and Career Guidance regularly for career orientation.
2. Choose two study partners from among classmates, compare notes and engage in thought provoking discussions on the concepts learned in the class.
3. Participate in the activities of professional bodies, leading to development of organizational, interpersonal, and leadership skills.
4. Seek the guidance of Mentors and other Faculty to get a meritorious degree which is required for doing well in professional and personal life as well.
5. Have a clear vision of what you want to be at least five years from now and a fair idea of it ten years from now.
6. Have a clear idea of academic pursuits that ensure steady progress. Understand the importance of laboratory exercises and how they reinforce theoretical concepts.
7. Understand the importance of acquiring programming skills, logical thinking skills and other allied skills which would facilitate landing in a good job.

III. Responsibilities related to Holistic Development:

1. Participate in sports and games, for physical fitness and to develop esprit de corps (sportsman spirit).
2. Cultivate the habit of wide reading, covering diverse areas such as English literature, Philosophy, history, anthropology, logical reasoning, verbal ability, aptitude, computer programming, etc. Do not assume this will hamper your academics and career. Liberal arts studies sharpen skills which are critical as employers are seeking: strong written and oral communication skills; problem-solving skills; the ability to synthesize information; and excellent research skills.
3. Learn a foreign language and pursue at least one fine art as these can be helpful in today's market, no matter what career field you choose.
4. Read newspapers, magazines, etc to keep abreast of current affairs (business, political, environmental, etc) at local, national and international levels. Watch panel discussions and debates on a variety of topics on TV channels, to develop debating and Group Discussion Skills.

CAREER GUIDANCE:

It is imperative to have a clear idea of career options right from the beginning of your engineering study. Following information will be helpful in this regard:

A. Placements:

1. Have a consistently good academic record as this gives an edge over others.
2. Non-CSE/IT students also must develop mastery of 'C' language.
3. Referrals from employed friends give an edge over the others in getting a job. One must mail his/her resume to all friends and relatives in the desired companies.

B. Job Sites:

Job sites introduce you to companies, register with different sites as they play a vital role in the initial process of recruitment.

C. Jobs in Defense:

Opportunities galore in Defense Services like Air force, Army and Navy await students. Planning for these has to be done right from second year.

D. Higher Studies

1. Higher Studies Overseas: USA, Canada, UK, Germany, Australia, Sweden and other European Countries offer opportunities galore for higher studies. Excellent opportunities are available in the USA. Keep the following in mind while seeking studies abroad:

- High scores in GRE and TOEFL are required to get admission in good US universities. Assistantships will also be given to students who have excellent scores in GRE and to those who carried out their project work in hi-tech industries.
- Identification of professors in different Universities in areas of interest of students is a must for admission and also for getting financial assistance. This helps in the Visa process also as the US Embassy asks probing questions on how the proposed institution will help in fulfilling academic aspirations etc.
- The Record of Interaction with the professors which matches with the career objective can be quoted and shown during processing.
- In general, one should not apply to top Universities alone, two at higher level, two at medium level and two low ranking Universities may be chosen so that possibilities of securing assistantship can also be enhanced.
- Preparations for GRE and TOEFL examinations are essential for going to US Universities. And this should start as early as in First year engineering itself.
- Those who are unable to get Visa to USA, can apply to Germany, Sweden, and Norway, where education is free and courses are taught in English medium. You can also explore the possibilities of applying to Canada, Australia, New Zealand, UK, Singapore, etc.

2. Higher studies in India through “GATE”-to enter into institutions of higher learning: IITs conduct GATE examination every year for admission into various PG programs in India. All IITs, University Colleges and other renowned institutions consider GATE score as the criterion for admission to P.G. courses. GATE examination is basically on technical competence in the specialized area for which admission is sought. The courses and the syllabus for each course are clearly defined in the GATE application. It is advisable to take coaching in various coaching centers for improving proficiency.

3. Higher Studies in Management institutions through CAT or Entrance Exams of any specific institution like ISB/SYMBIOSIS/ICFAI/XLRI/TAPMI, etc: Many students are trying for admission into IIMs, XLRI, TAPMI, ISB, SYMBOSIS, MDI, FMS, IIFT, Narsee Monjee, etc as there is more emphasis on management education these days. The type of entrance examination conducted is different, and is known as ‘CAT’. Effective mastering of communication skills, both written as well as oral is required for performing well in CAT.

E. Training through Internships, Apprenticeships and other Training Programs:

1. Internship: An internship gives an insight into the technicalities of a job in your field. By the end of internship, one would have learnt the work and also gained some amount of formal work experience.

2. Apprenticeships: Apprenticeships help students to learn the technical skills while undergoing training in an organization. Several organizations such as Defence Labs, BHEL, HAL, BDL, etc. offer such apprenticeships. The Govt. of India offers one-year Apprenticeship to graduate engineers with nominal monthly remuneration. Applications which are available at TASK need to be filled giving all details. TASK will inform the posting to a specific company after processing the papers. For further information on the matter, Training and Placement Section may be contacted.

3. Training Programs: One must also consider training programs in state-of-the-art technologies like Artificial Intelligence, Machine Learning, Deep Learning, and Block Chain Technologies which may lead to subsequent absorption in IT and ITES industries.

4. Short-Term Projects: Short-term projects help a student in getting practical knowledge of his/her vocation, this later helps in handling interviews in a better way.

F. Opportunities through Entrepreneurship:

The Govt. of India is encouraging entrepreneurship through various programs. In this regard, a careful study has to be made to select the area in which an industry has to be set up. Getting practical experience in the areas concerned is advised so that the difficulties that are likely to be faced when the industry is set up can be understood and addressed.

TRAINING IN EMPLOYABILITY SKILLS

Employability: Employability relates to a graduate's achievements and their potential to gain a graduate job. Achievements relate to the degree itself but importantly also include transferable skills gained from studying at college / university.

Employability Skills: A set of achievements – skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy.

What do Employers Want?

✓ Intellect	✓ Professionalism
✓ Programming Skills	✓ Business awareness / focus
✓ Commercial awareness	✓ Problem solving
✓ Willingness to learn Knowledge	✓ Self-awareness
✓ Resilience / flexibility	✓ Self-promotion
✓ Adaptability	✓ Exploring and creating opportunities
✓ Self- regulatory skills	✓ Action planning
✓ Self-motivation	✓ Networking
✓ Communication skills	✓ Decision making
✓ Writing Skills	✓ Negotiation
✓ Interpersonal skills	✓ Political awareness
✓ Teamwork	✓ Coping with uncertainty
✓ Self-assurance / self-confidence	✓ Development focus
✓ Initiative and drive	✓ Transfer skills
✓ Leadership	✓ Enterprising
✓ Enthusiasm/commitment	✓ Knowledge

BASIC SKILLS REQUIRED FOR EMPLOYMENT

Following table shows basic skills required to be employed and how they can be honed/ exhibited by the Mentee:

1. Listening - Receives, attends to, interprets and responds to verbal messages.	<ul style="list-style-type: none"> ➤ Responds through eye contact to oral messages that require action, acts on oral instructions, classifies unclear messages and retains verbal communication for later use.
2. Speaking – Organizes ideas and communication orally.	<ul style="list-style-type: none"> ➤ Clearly speaks thoughts related to work tasks and understands messages. ➤ Speaks confidently before a group of ➤ People.

<p>3. Reading: Locates and interprets written information in prose and in documents such as manuals, graphs and schedules.</p>	<ul style="list-style-type: none"> ➤ Finds written information related in a task. ➤ Accurately retrieves/ communicates the meaning of the information. ➤ Acts on the information to complete the assigned task.
<p>4. Writing: Communication of thoughts, ideas, information, and messages in writing. Create documents such as letters, directories, reports, graphs and flow charts.</p>	<ul style="list-style-type: none"> ➤ Accurately generates notes/messages related to a task. ➤ Clearly, correctly and lightly writes notes. ➤ Creates documents such as letters, directories, reports, graphs and flow charts.
<p>5. Aptitude (Quantitative, Verbal and Logical): Performs basic computations and approaches practical problem by choosing appropriately from a variety of mathematical techniques.</p>	<ul style="list-style-type: none"> ➤ Uses basic mathematical techniques, vocabulary lists, verbal analogies, and logical reasoning to solve practical problems related to a work task. ➤ Accurately solves various problems involving critical thinking.
<p>6. Interaction with others</p>	<ul style="list-style-type: none"> ➤ Uses effective verbal and non-verbal communication techniques for effective communication.
<p>7. Demonstrates integrity, honesty and chooses ethical courses of action.</p>	<ul style="list-style-type: none"> ➤ Displays ethical behavior according to work policies and procedures, e.g. keeps certain information confidential ➤ Honors commitments ➤ Tells the truth ➤ Begins work on time ➤ Is appropriately dressed and groomed ➤ Respects fellow workers and equipment
<p>8. To serve clients/ customers; and work to meet their expectations</p>	<ul style="list-style-type: none"> ➤ Displays a positive attitude toward people and the job ➤ Responds positively to direction and suggested correction ➤ Displays confidence in learning new tasks ➤ Is courteous and respectful
<p>9. Participates as a member of a team. Contributes to group efforts, demonstrates leadership skills as appropriate to assigned position</p>	<ul style="list-style-type: none"> ➤ Works well with others displaying warmth and friendliness toward them ➤ Shows connectedness with employees ➤ open to working with various employees ➤ willingness to initiate action in collaboration with other team members.

<p>10. Demonstrates leadership skills, setting a positive example and teaching others.</p>	<ul style="list-style-type: none"> ➤ Engages in challenges and acts with energy shows connectedness with employees. ➤ Explores cause of problems. ➤ Engages in reflective. Yet proactive thinking when doubt and disagreement arise. ➤ Maintains self-control during challenges ➤ Open to training or assisting new employees. ➤ Uses positive phrases to encourage confidence in others. ➤ Contributes to a positive work climate.
<p>11. Works well with women and men from diverse backgrounds</p>	<ul style="list-style-type: none"> ➤ Appears to show no bias in working with others from diverse backgrounds, cultures or opposite gender ➤ Verbally acknowledges efforts of all co-workers for the effort given in the workplace ➤ Shows openness to work with all employees.

IMPORTANCE OF PARTICIPATING IN CO-CURRICULAR:

Participating in various activities conducted in the college and in highly reputed institutions helps in building professional career. Take part in following activities right from your freshman year:

➤ Free writing	➤ Assignment outlines
➤ Brainstorming	➤ Thesis statements
➤ Mind-mapping	➤ Research assignments
➤ Periodical self-assessment	➤ Teamwork exercises
➤ Reading responses	➤ Structured note taking
➤ Questions formulation	➤ Peer assessment
➤ Conversation prompts and responses	➤ Role playing
➤ Logical Reasoning	➤ Problem solving
➤ Vocabulary lists + definitions	➤ Summaries
➤ Workplace scenarios	➤ Online resources critique
➤ Rough drafts	➤ Description of a process

➤ Project exhibitions	➤ JAM sessions
➤ Programming / coding contests	➤ Rubik's cube competition
➤ Summer Internships	➤ Mathematical Contests
➤ Business English Certificate Course	➤ What's the Good word competition
➤ Debates	➤ Creative Writing Competitions
➤ Technical Seminar / Poster	➤ Entrepreneurship activities

CONCLUSION:

Remember Mentoring is a two-sided process; you should show equal enthusiasm and reach out to your Mentor for guidance.

DETAILS OF MENTORS

S. No.	Year	A/Y	Name of the Faculty	Designation	Signature
1	I – B. Tech. (I Semester)				
2	I – B. Tech. (II Semester)				
3	II – B. Tech. III – B. Tech. IV – B. Tech. (I and II Semesters)				

I - B. TECH - I SEM

MENTORING # 1

Academic Year: _____

To the Mentor - This mentoring should be done after discussing all aspects of relevance with the Mentee. The mentor is required to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Please tick whichever is addressed.

1.	Attendance	
2.	Marks in the Mid Examination (s), Quiz, End Semester Exams, etc., if any	
3.	Non-submission of assignments	
4.	Performance in labs	
5.	Non-participation in the class activities (a) Tutorials (b) Discussions (c) Interaction with faculty for conceptual understanding (d) Peer Learning	
6.	Lack of interest in Engineering Course(s) (if applicable)	
7.	Lack of Motivation to do well	

Tick the aspects that have been addressed and mentoring given.

1.	Importance of Attendance and its implication to do well in examinations and also in career.	
2.	a) Importance of Mid Examination(s) and its significance in the end semester examinations and final degree (May miss First class or Distinction by a few marks). b) Importance of Marks Percentage in the End Semester Examination and its significance in the final degree and subsequently in career as well.	
3.	Importance of submission of assignments and its significance on the performance in Mid Examinations and End semester examinations.	
4.	Importance of laboratory exercises and how they reinforce theoretical concepts.	
5.	Importance of participation in class activities such as tutorials, learning in groups (Peer learning), taking quiz, etc.	
6.	Importance of getting a meritorious Engineering Degree and how such a degree helps in building a career in other areas and pursuing higher education programs/careers such as M.S, MBA, Civil Services, Group Services, etc.	
7.	Importance of enhancing Career Skills like Verbal Ability, Writing Skills, Programming, Logical Reasoning, etc.	
8.	Importance of Self-Motivation to do well in career and subsequently in professional and personal life as well.	

Please rate **your** ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE										
SCALE										

Any particular difficulty experienced in understanding the course(s), if so name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/N/NA

Did you discuss your problem with the respective faculty? Y/N/NA

What response (remedies, suggestions, etc.) did the faculty give?

Details of participation in co-curricular and extracurricular activities within and outside college:

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
1					
2					
3					
4					

Is the Mentee involved in any disciplinary activity? Y/ N

Mentor's observation:

Recommendation: Mentors are required to give specific and effective recommendation.

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practised by the Mentees on a regular basis spending at least one hour per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

ASPECT	MENTEE'S RESPONSE
Number of hours spent on studies on an average per day.	
Time spent on improving vocabulary.	
Time spent on practicing Reading Comprehension passages.	
Time spent on improving Logical Reasoning.	

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Name of the Mentor: _____

Signature of the Mentor with date: _____

Name of the Coordinator: _____

Signature of the Coordinator with date: _____

I - B. TECH - I SEM

MENTORING # 2

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				

Analysis of the Mentor related to the desired transformation in the Mentee after the previous mentoring:

S. No.	From the previous mentoring till date	Yes	No	Insignificant / NA
1.	Is there any improvement in the marks scored by the Mentee?			
2.	Did you observe any improvement in the Mentee's attendance percentage?			
3.	Did the Mentee understand the relevance of the course work?			
4.	Did the Mentee understand the importance of participation in classroom activities for career building?			
5.	Did the Mentee understand the relevance of the Laboratory exercises and its correlation to the theory course?			
6.	Did the Mentee understand the importance of self- motivation and how it helps in career building and also in later part of life?			
7.	a) Did you notice any perceptible change in the attitude of the Mentee?			
	b) Is the Mentee sensitive to constructive criticism?			
8.	Did you observe any perceptible change in the motivation and confidence level of the Mentee?			

Please rate **your** ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE										
SCALE										

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/ N/ NA

Did you discuss your problem with the respective faculty? Y/ N/ NA

What response (remedies, suggestions, etc.) did the faculty give?

Are you facing any difficulty with regard to access to textbooks in the Library? Please specify, if yes:

Do you study technical Courses at least three hours per day outside the college working hours? If not, why?

Do you take the assignments seriously and do those on your own and in time?

Are you making enough efforts towards improving your English Language Communication Skills? If not, why? Specify if any help needed?

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Record of Co-Curricular, Extra-Curricular and Skills Enhancement Activities

Give details of participation/ involvement in: 1. Technical Skills Activities like Project Exhibition, Paper Presentation, Poster Presentation, Coding, Hackathon, Programming, etc. 2. Professional Bodies like ISTE, IETE, IEEE, CSI, etc. 3. Literary Activities like JAM, Debate, Creative Writing, Essay Writing, etc. 4. Mathematical Skills Activities like Quizzes, Puzzles, Sudoku, etc. 5. Social Service Activities like Campaigns, Rallies, Donation Camps, Promotional Events or any other activity.

S. No	Skill Area	Activity	Organized/ Participated	Details

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (%Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA & Date	Parent's Response
5					
6					
7					
8					

Is the Mentee involved in any disciplinary activity? Y/ N

Mentor's observation:

Recommendation: Mentors are required to give specific and effective recommendation.

PSYCHOMETRIC TEST- I

This Psychometric Test is designed to measure the Mentee’s mental capabilities, personality and behavioral style. Mentees are required to write Yes/ No against each statement. Mentors are required to make an analysis of the responses and counsel the Mentees if needed.

ASPECT	S.NO	QUESTIONS	YES	NO
Personality	1	I feel guilty of being late for appointments.		
	2	I like to be engaged in an active and fast-paced job.		
	3	I enjoy having a wide circle of acquaintances.		
	4	While taking decisions, I rely more on my feelings than on analysis of the situation.		
	5	I often ponder the root cause of phenomena and things.		
	6	I enjoy socializing.		
	7	I am sensible to others needs.		
	8	I wish to stand out in the crowd.		
	9	I make hasty decisions and repent later.		
	10	I am a multi-tasker.		
Security	11	I believe strict observance of the established rules is likely to prevent attaining a good outcome.		
	12	I take a cautious approach to decision making.		
	13	I generally try to avoid confrontation.		
	14	I never break rules.		
	15	I prefer Government job to Private job.		
	16	I take calculated risk when necessary.		
Strengths	17	I usually plan actions in advance.		
	18	I know how to put every minute of time to good purpose.		
	19	A thirst for adventure is something close to my heart.		
	20	I always look for opportunities.		
	21	I have a great deal of self-control.		
	22	I am adaptable to the changing learning needs.		
	23	I always adhere to the deadlines.		
	24	I am a good team player.		
	25	I accept my mistakes and correct myself.		
	26	I take initiative to take up a task.		
	27	I can work under stress.		
	28	I am open to new work cultures.		
	29	I exhibit perseverance in completing the tasks.		
	30	I often do jobs in a hurry.		
	31	I find it difficult to speak loudly.		
	32	I struggle in formal educational settings.		
	33	I often lose things and forget where they are.		

Weaknesses	34	I hesitate to share my ideas.		
	35	I am afraid of criticism.		
	36	I am tensed when assigned a new task.		
	37	I act or respond impulsively.		
Social Responsibility	38	I easily empathize with the concerns of other people.		
	39	I switch off the electrical appliances after use.		
	40	I know or understand the impact of environment on life.		
	41	I know the role of engineers in sustainable development.		
Learning ability	42	I empathize and respond to others needs as much as possible.		
	43	It is easy for me, to gain knowledge through hands-on experience than from books or manuals.		
	44	I easily understand new theoretical principles.		
	45	I am a quick learner.		
	46	I search for various learning opportunities and avenues.		
	47	I enjoy being interdisciplinary or multidisciplinary.		
	48	I always want to be in the think tank group.		
Analytical Thinking	49	I search for and perform various mentally stimulating activities.		
	50	I am more inclined to experiment than to follow familiar approaches.		
	51	While solving a problem I would rather follow a familiar approach than seek a new one.		
	52	I easily perceive various ways in which events would develop.		
	53	I enjoy strategy games.		
Creative and Innovative Thinking	54	I am good at playing scrabble.		
	55	I have a keen eye for aesthetics.		
	56	My imagination is productive.		
	57	I like to create puzzles.		
Logical Reasoning	58	I am interested in experimentation.		
	59	I readily participate in project works.		
	60	When solving a problem, I consider the rational approach to be the best.		
	61	I am adept at solving numerical problems.		
	62	I am good at logical thinking.		
	63	I can critically analyze others' opinions and provide constructive feedback.		
	64	I like to design games.		
	65	I trust reason rather than feelings.		

Guidelines and Suggestions for English faculty and Mentors of First Year Students

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 / neighbor. (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)</p> <p>Get students to introduce themselves one-by-one</p> <p>Family and schooling background, Hobbies and interests.</p> <p>What I wish to be? What I wish to do in my life?</p> <p>Understanding my own goals, desires, feelings</p> <p>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.</p> <p>Get to know the person, his or her family, background, current state of thinking and well-being.</p> <p>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.</p> <p>How many people have we helped? - ask the students to think from their past experience.</p> <p>How many people are we helping now? Most students might realize that they are doing very little for others.</p>
3	Competition, Cooperation and Excellence	<p>3.1 Differentiate between Competitions, Cooperation and Excellence. What is competition and excellence?</p>	<p>Discussion about Team work– Everyone gives their best, based on their strength/talent, to surpass their individual performances.</p> <p>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. 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 judgmental. 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 and 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” (Such as Belief, Thought, Feeling, Behavior, Action) which is different from the pre-conditions of people around. ‘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. What insecurities come to your mind? What is the reason for being under ‘Peer Pressure’? Lack of ‘Self Confidence’ on our pre-conditions (belief, thought, feeling, behavior, action) on various issues make us vulnerable to ‘Peer Pressure’. There are TWO kinds of ‘Self Confidence’:</p> <ul style="list-style-type: none"> • Relative Self Confidence

			<ul style="list-style-type: none"> • 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> <p>Absolute Self-Confidence comes from Verification and Understanding of things on one’s Own Right (By one’s Natural Acceptance).</p>
6	Time and Stress Management	<p>6.1 Identify the issues that make you feel stressed.</p> <p>6.2 List out your day’s 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. 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?	<p>Review every student’s academic performance such as 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 and extracurricular activities.</p>
8	Review of Semester’s achievements / Goals	8.1 Do you find 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

1. Discuss a role model that has been influential in each of your lives. How has s/he impacted your decisions or beliefs?
2. Discuss: What keeps you up at night/ What are your dreams?
3. Discuss a situation of interpersonal conflict that the student has experienced or successfully avoided.
4. Discuss students' personal vision: What would he/she like to be remembered for over the next few years?
5. Exchange and discuss potentially useful articles.
6. 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 ease the atmosphere.
- 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)*.

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

Aspect	Mentee's Response	Mentor's Remarks/ Action Taken (Applicable if there is a decrease in numbers mentioned in Mentoring # 1)
Number of hours spent on studies on an average per day.		
Time spent on improving vocabulary.		
Time spent on practicing Reading Comprehension passages.		
Time spent on improving Logical Reasoning		

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

Signature of the Coordinator with date: _____

Name of the Coordinator: _____

Signature of the HOD/ Group Head with date: _____

I - B.TECH - II SEM

MENTORING # 1

Academic Year: _____

To the Mentor - This mentoring should be done after discussing all aspects of relevance with the Mentee. The mentor is required to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Please tick whichever is addressed.

1.	Attendance	
2.	Marks in the Mid Examination (s), Quiz, End Semester Exams, etc., if any	
3.	Marks in the previous semester examination	
4.	Non-submission of assignments	
5.	Performance in labs	
6.	Non-participation in the class activities (a) Tutorials (b) Discussions (c) Interaction with faculty for conceptual understanding (d) Peer Learning	
7.	Lack of interest in Engineering Course(s) (if applicable)	
8.	Lack of Motivation to do well	

Please tick the aspects that have been addressed and mentoring given.

1.	Importance of Attendance and its implication to do well in examinations and improve his / her career	
2.	Importance of Mid Examination (s) and its significance in the end Semester examinations and final degree (May just miss First class or Distinction by a few marks).	
3.	Importance of marks in the previous semester examinations and its significance in the later part of the degree, final degree, and subsequently in career as well.	
4.	Importance of submission of assignments and its significance on the performance in Mid Examinations and End semester examinations.	
5.	Importance of laboratory exercises and how they reinforce theoretical concepts.	
6.	Importance of participation in the class activities such as tutorials, learning in groups (Peer learning), Taking Quiz, etc.	
7.	Importance of enhancing Career Skills like Verbal Ability, Writing Skills, Programming, Logical Reasoning, etc.	
8.	a) Importance of attending conferences / seminars / workshops, etc. b) Importance of getting a meritorious Engineering Degree and how such a degree helps in building career in other areas and pursuing higher education programs/careers such as M.S, MBA, Civil Services, Group Services, etc.	
9.	Importance of Self-Motivation to do well in goal setting and subsequently in professional and personal life as well.	
10	The plans that the Mentee has in mind to identify his / her dream company / job.	

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				

Please rate **your** ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE										
SCALE										

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/ N/ NA

Did you discuss your problem with the respective faculty? Y/ N/ NA

What response (remedies, suggestions, etc) did the faculty give?

Details of backlogs (If any):

Details of participation in co-curricular and extracurricular activities within and outside college:

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
1					
2					
3					
4					

Is the Mentee involved in any indisciplinary activity? Y/ N

Mentor's observation: -

Recommendation: Mentors are required to give specific and effective recommendation.

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

ASPECT	MENTEE'S RESPONSE
Number of hours spent on studies on an average per day.	
Time spent on improving vocabulary.	
Time spent on practicing Reading Comprehension passages.	
Time spent on improving Logical Reasoning.	

Mentors are required to give a thorough counseling on development of skills in vogue.

ACADEMIC AND CAREER GUIDANCE

What is your career goal after completing your graduation? (Tick your option)

MS Abroad MBA Abroad M Tech in India
MBA in India Job Entrepreneurship

Any other, please specify:

Please answer the questions in your corresponding career goal section and Section 6.

SECTION 1: MS ABROAD

1. Have you identified the country in which you would like to pursue your MS? (Yes / No) If yes, please specify:

2. Do you know the benefits and constraints of doing MS abroad? (Yes / No) If yes, please specify:

3. Do you know which exams to take for applying for that country? (Yes / No)

SECTION 2: MBA ABROAD

1. Do you know the benefits of doing MBA abroad? (Yes / No)

2. Have you identified the country in which you would like to pursue your MBA? (Yes / No)

If yes, please specify:

3. Do you know which exams to take for applying for that country? (Yes / No)

SECTION 3: FOR ALL STUDIES ABROAD

1. Have you identified the Universities to apply? (Yes / No)

If yes, please specify:

2. Do you know the procedure for applying to the Universities? (Yes / No) If yes, please specify:

3. Do you know whether that country allows you to do part time jobs? (Yes / No)

- 4. Are you seeking any financial assistance? (Yes / No)
- 5. Are you aware of the constraints to get financial aid from the University? (Yes / No)

SECTION 4: M. TECH IN INDIA

- 1. Do you know the benefits and constraints of doing M Tech in India? (Yes / No)
- 2. Do you know which exams to take for applying for M Tech in India? (Yes / No)
- 3. Have you identified the specialization for M Tech? (Yes / No)

If yes, please specify:

4. In which University would you like to do your M Tech?

Please specify:

5. Are you seeking any financial assistance? (Yes / No)

SECTION 5: MBA IN INDIA

- 1. Do you know the benefits of doing MBA in India? (Yes / No)
- 2. Do you know which exams to take for applying for MBA in India? (Yes / No)

If yes, please specify: _____

- 3. In which University/Institute would you like to do your MBA?

Please specify: _____

- 4. Are you seeking any financial assistance? (Yes / No)

SECTION 6: JOB

- 1. Have you identified which job to take up after completion of your graduation? (Yes / No)

If yes, please specify: _____

- 2. Do you know the benefits and constraints of the job you choose to take up? (Yes / No)

If yes, please specify: _____

- 3. Have you identified the skills required for getting the job? (Yes / No)

If yes, please specify: _____

SECTION 7: ENTREPRENEURSHIP

1. Are you aware of the skills required to become a successful entrepreneur? If yes, specify:

2. Do you possess those specified skills? Yes/ No

3. Do you have sound financial back up to run business? Yes/ No

SECTION 8: FOR ALL CAREER GOALS

1. Have you started working towards your goal? (Yes / No) If yes, please specify your action plan:

2. Have you identified the skills required for achieving your career goal? (Yes / No)

3. Have you acquired those skills? (Yes / No) If no, how much time do you need to acquire those skills?

4. What is your action plan for this Semester to work towards your career goal? Please specify:

5. Do you need any help from Faculty to work towards your career goal? (Yes / No) If yes, please specify:

IMPORTANCE OF STATEMENT OF PURPOSE (SOP)

A Statement of Purpose, also referred to as an SOP, reflects a candidate's personality that is portrayed in front of the admission committee for getting enrolled into universities abroad. It is a chance of impressing the committee by presenting the profile strongly through an essay that describes personality traits which are not covered in academic documents. There are many components of an SOP; Universities may ask question-based essays or simply a general Statement of Purpose. Until and unless categorically asked, an SOP must include the following:

- a) Candidate's goals.
- b) The career path taken up so far.
- c) Academic progress of the candidate.
- d) Personal motivations that led the candidate to choose the university/course.
- e) Details of how the candidate intends to use her/ his experience to achieve study goals.

Some Good Books on Vocabulary

- | | |
|--|---------------------------------------|
| Word Power Made Easy | - Norman Lewis |
| 24. days to a more powerful vocabulary | - Dr. Wilfred Funk & Norman Lewis |
| How to Build a Better Vocabulary | - Maxwell Nurnberg & Morris Rosenblum |
| All about words – An adult approach to Vocabulary building | - Maxwell Nurnberg & Morris Rosenblum |
| Dictionary of Word Power | - Norman Lewis |
| Merriam Webster's Vocabulary Builder | - Mary Wood Cornog |

Books to enhance Reading Comprehension Skills

- | | |
|---|------------------------------|
| How to Read Faster and Better | - Norman Lewis |
| How-to-Read-Faster-and-Recall-More | - Gordon-Wainwright |
| 501-Reading-Comprehension | - Nancy Atwell |
| How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers | - Learning Express, New York |

Six web sites for knowledge proposed by Dr APJ Abdul – Kalam

- <http://forovo.com>
- <http://www.techhive.com>
- www.quora.com
- <http://greatist.com>
- <http://www.howstuffworks.com>

Career related websites

- www.nsdcindia.org
- <http://www.britishcouncil.in/sites>
- <http://www.australianuniversities.com>
- [Engineering Jobs in Australia – Adzuna](http://www.graduatecareeres.com)
- <http://www.khanacademy.org>
- www.edx.org
- www.academicjournals.org

Signature of the Mentee with date: _____
Signature of the Mentor with date: _____
Name of the Mentor: _____
Signature of the Coordinator with date: _____
Name of the Coordinator: _____

I B. TECH - II SEM

MENTORING # 2

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is required to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				

Please rate your ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE										
SCALE										

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/ N/ NA

Did you discuss your problem with the respective faculty? Y/ N/ NA

What response (remedies, suggestions, etc.) did the faculty give?

Details of backlogs (If any)

Are you facing any difficulty with regard to access to textbooks in the Library? Please specify, if yes.

Do you study technical Courses at least three hours per day outside the college working hours? If not, why?

Do you take the assignments seriously and do them on your own and in time?

Are you making enough efforts towards improving your English Language Communication Skills? If not, why? Specify if any help needed?

Are you planning to take up any Summer Internships? Give details if yes.

Record of Co-Curricular, Extra-Curricular and Skills Enhancement Activities

Give details of participation/ involvement in: 1. Technical Skills Activities like Project Exhibition, Paper/ Poster Presentation, Coding, Hackathon, Programming, etc. 2. Professional Bodies like ISTE, IETE, IEEE, CSI, etc. 3. Literary Activities like JAM, Debate, Creative Writing, Essay Writing, etc. 4. Mathematical Skills Activities like Quizzes, Puzzles, Sudoku, etc. 5. Social Service Activities like Campaigns, Rallies, Donation Camps, Promotional Events or any other activity.

S.No	Skill Area	Activity	Organized/ Participated	Details

MAKING A PLAN

1. State your Goal

2. Two accomplishments you would like to achieve in the next five years.

i)

ii)

3. Review obstacles the obstacles you face and ways to deal with obstacles.

4. What are you willing to do to move towards your goal? a. By tomorrow:

b. By next week:

d. Within the next year:

5. What might you or others do to sabotage your efforts to reach your goal?

6. What are some of the implications, good and bad, that might result if you do attain your goal?

Note: The above questionnaire is intended to assess the Mentee's focus on career.

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
5					
6					
7					
8					

Is the Mentee involved in any indisciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

PSYCHOMETRIC TEST- II

This Psychometric Test is designed to measure the Mentee’s mental capabilities, personality and behavioral style. Mentees are required to write Yes/ No against each statement. Mentors are required to make an analysis of the responses, compare them with the Psychometric Test- I responses and counsel the Mentees if needed.

ASPECT	S.NO	QUESTIONS	Y	N	Change Observed
Personality	1	I feel guilty of being late for appointments.			
	2	I like to be engaged in an active and fast-paced job.			
	3	I enjoy having a wide circle of acquaintances.			
	4	While taking decisions, I rely more on my feelings than on analysis of the situation.			
	5	I often ponder the root cause of phenomena and things.			
	6	I enjoy socializing.			
	7	I am sensible to others needs.			
	8	I wish to stand out in the crowd.			
	9	I make hasty decisions and repent later.			
	10	I am a multi-tasker.			
Security	11	I believe, strict observance of the established rules is likely to prevent attaining a good outcome.			
	12	I take a cautious approach to decision making.			
	13	I generally try to avoid confrontation.			
	14	I never break rules.			
	15	I prefer Government job to Private job.			
	16	I take calculated risk when necessary.			
Strengths	17	I usually plan actions in advance.			
	18	I know how to put every minute of time to good purpose.			
	19	A thirst for adventure is something close to my heart.			
	20	I always look for opportunities.			
	21	I have a great deal of self-control.			
	22	I am adaptable to the changing learning needs.			
	23	I always adhere to the deadlines.			
	24	I am a good team player.			
	25	I accept my mistakes and correct myself.			
	26	I take initiative to take up a task.			
	27	I can work under stress.			
	28	I am open to new work cultures.			
	29	I exhibit perseverance in completing the tasks.			
	30	I often do jobs in a hurry.			
	31	I find it difficult to speak loudly.			
	32	I struggle in formal educational settings.			

Weaknesses	33	I often lose things and forget where they are.			
	34	I hesitate to share my ideas.			
	35	I am afraid of criticism.			
	36	I am tensed when assigned a new task.			
	37	I act or respond impulsively.			
Social Responsibility	38	I easily empathize with the concerns of other people.			
	39	I switch off the electrical appliances after use.			
	40	I know or understand the impact of environment on life.			
	41	I know the role of engineers in sustainable development.			
	42	I empathize and respond to others needs as much as possible.			
Learning ability	43	It is easy for me, to gain knowledge through hands-on experience than from books or manuals.			
	44	I easily understand new theoretical principles.			
	45	I am a quick learner.			
	46	I search for various learning opportunities and avenues.			
	47	I enjoy being interdisciplinary or multidisciplinary.			
	48	I always want to be in the think tank group.			
	49	I search for and perform various mentally stimulating activities.			
Analytical Thinking	50	I am more inclined to experiment than to follow familiar approaches.			
	51	While solving a problem I would rather follow a familiar approach than seek a new one.			
	52	I easily perceive various ways in which events would develop.			
	53	I enjoy strategy games.			
	54	I am good at playing scrabble.			
Creative and Innovative Thinking	55	I have a keen eye for aesthetics.			
	56	My imagination is productive.			
	57	I like to create puzzles.			
	58	I am interested in experimentation.			
	59	I readily participate in project works.			
Logical Reasoning	60	When solving a problem, I consider the rational approach to be the best.			
	61	I am adept at solving numerical problems.			
	62	I am good at logical thinking.			
	63	I can critically analyze others' opinions and provide constructive feedback.			
	64	I like to design games.			
	65	I trust reason rather than feelings.			

Guidelines and Suggestions for English faculty and Mentors of First Year Students

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)</p> <p>Get students to introduce themselves one-by-one</p> <p>Family and schooling background, Hobbies and interests.</p> <p>What I wish to be? What I wish to do in my life?</p> <p>Understanding my own goals, desires, feelings</p> <p>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.</p> <p>Get to know the person, his or her family, background, current state of thinking and well-being.</p> <p>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.</p> <p>How many people have we helped? - ask the students to think from their past experience.</p> <p>How many people are we helping now? Most students might realize that they are doing very little for others.</p>
3	Competition, Cooperation and Excellence	<p>3.1 Differentiate between Competitions, Cooperation and Excellence. What is competition and excellence?</p>	<p>Discussion about Team work– Everyone gives their best, based on their strength/talent, to surpass their individual performances.</p> <p>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. 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> <ul style="list-style-type: none"> (a) Mental need (b) Physical need <p>At the end, you can conclude the following:</p> <ul style="list-style-type: none"> (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.
5	Peer Pressure and 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” (Such as Belief, Thought, Feeling, Behaviour, Action) which is different from the pre-conditions of people around. ‘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. What insecurities come to your mind? What is the reason for being under ‘Peer Pressure’? 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> <p>Absolute Self-Confidence comes from Verification and Understanding of things on one’s Own Right (By one’s Natural Acceptance).</p>
6	Time and Stress Management	<p>6.1 Identify the issues that make you feel stressed.</p> <p>6.2 List out your day’s 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.</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?	<p>Review every student’s academic performance such as 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 and extracurricular activities.</p>
8	Review of Semester’s achievements / Goals	8.1 Do you find 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

1. Discuss a role model that has been influential in each of your lives. How has s/he impacted your decisions or beliefs?
2. Discuss: What keeps you up at night/ What are your dreams?
3. Discuss a situation of interpersonal conflict that the student has experienced or successfully avoided.
4. Discuss students' personal vision: What would he/she like to be remembered for over the next few years?
5. Exchange and discuss potentially useful articles.
6. 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 ease the atmosphere.
- 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)*.

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

Aspect	Mentee's Response	Mentor's Remarks/ Action Taken (Applicable if there is a decrease in numbers mentioned in Mentoring # 1)
Number of hours spent on studies on an average per day.		
Time spent on improving vocabulary.		
Time spent on practicing Reading Comprehension passages.		
Time spent on improving Logical Reasoning		

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____ Signature of the Coordinator with date: _____

Name of the Mentor: _____ Name of the Coordinator: _____

Signature of the HOD/ Group Head with date: _____

II- B. TECH - I SEM

MENTORING # 1

Academic Year: _____

To the Mentor - This mentoring should be done after discussing all aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Please tick whichever is addressed.

1.	Attendance	
2.	Marks in the Mid Examination (s), Quiz, etc., if any	
3.	Marks in the previous semester examination	
4.	Non-submission of assignments	
5.	Performance in labs	
6.	Non-participation in the class activities (a) Tutorials (b) Discussions (c) Interaction with faculty for conceptual understanding (d) Peer Learning	
7.	Lack of interest in Engineering Course(s) (if any)	
8.	Lack of Motivation to do well	

Please tick the aspects that have been addressed and mentoring given.

1.	Importance of Attendance and its implication to do well in examinations and improve his / her career	
2.	Importance of Mid Examination (s) and its significance in the end semester examinations and final degree (May just miss First class or Distinction by a few marks).	
3.	Importance of marks in the previous semester examinations and its significance in the later part of the degree, final degree, and subsequently in career as well.	
4.	Importance of submission of assignments and its significance in the performance in Mid Examinations and End semester examinations.	
5.	Importance of laboratory exercises and how they reinforce theoretical concepts.	
6.	Importance of participation in the class activities such as tutorials, learning in groups (Peer learning), Taking Quiz, etc.	
7.	Importance of enhancing Career Skills like Verbal Ability, Writing Skills, Programming, Logical Reasoning, etc.	
8.	a) Importance of attending conferences / seminars / workshops, etc. b) Importance of getting a meritorious Engineering Degree and how such a degree helps in building career in other areas and pursuing higher education programs/careers such as M.S, MBA, Civil Services, Group Services, etc.	
9.	Importance of Self-Motivation to do well in goal setting and subsequently in professional and personal life as well.	
10.	The plans that the Mentee has in mind to identify his / her dream company / job.	

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				

Please rate your ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE								
SCALE								

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y /N /NA

Did you discuss your problem with the respective faculty? Y /N /NA

What response (remedies, suggestions, etc) did the faculty give?

Details of backlogs (If any):

Details of participation in co-curricular and extracurricular activities within and outside college:

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
1					
2					
3					
4					

Is the Mentee involved in any disciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

ASPECT	MENTEE'S RESPONSE
Number of hours spent on studies on an average per day.	
Time spent on improving vocabulary.	
Time spent on practicing Reading Comprehension passages.	
Time spent on improving Logical Reasoning	

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

**II B. TECH - I SEM
MENTORING # 2**

To the Mentor- This Mentoring should be done after discussing all aspects of relevance with the Mentee. The Mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Analysis of academic mentoring provided after the previous mentoring:

S. No.	From the previous mentoring till date	Yes	No	Insignificant/ NA
1.	Is there any improvement in the marks scored by the Mentee?			
2.	Did you observe any improvement in the Mentee's attendance percentage?			
3.	Did the Mentee further understand the relevance of the course work of earlier semester(s) vis-à-vis this semester?			
4.	Did the Mentee further understand the importance of participation in classroom activities for career building?			
5.	Did the Mentee further understand the relevance of the Laboratory exercises and their correlation to the theory course?			
6.	Did the Mentee further understand how important is self-motivation and how it helps in career building and also in later part of life?			
7.	Did you notice any further perceptible change in the attitude of the Mentee?			
8.	Did you notice any improvement in his / her conversational skills?			
9	Is he / she a member of any club? If so what activities did he / she perform? (Please mention the details below)			
10.	Is the Mentee sensitive to constructive criticism?			
11.	Did you observe any further perceptible change in the motivation and confidence level of the Mentee?			

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				

Please rate your ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE								
SCALE								

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y / N / NA

Did you discuss your problem with the respective faculty? Y /N/ NA

What response (remedies, suggestions, etc) did the faculty give?

Details of backlogs (If any):

Are you facing any difficulty experienced with regard to access to textbooks in the Library? Please specify, if yes.

Do you study technical Courses at least three hours per day outside the college working hours? If not, why?

Do you take the assignments seriously and do on your own and in time?

Are you making enough efforts towards improving your English Language Communication Skills? If not, why? Specify if any help needed?

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
5					
6					
7					
8					

Is the Mentee involved in any indisciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

PSYCHOMETRIC TEST- III

This Psychometric Test is designed to measure the Mentee's mental capabilities, personality and behavioral style. Mentees are required to write Yes/ No against each statement. Mentors are required to make an analysis of the responses, compare them with the Psychometric Test- II responses and counsel the Mentees if needed.

ASPECT	S.NO	QUESTIONS	Y	N	Change Observed
Personality	1	I feel guilty of being late for appointments.			
	2	I like to be engaged in an active and fast-paced job.			
	3	I enjoy having a wide circle of acquaintances.			
	4	While taking decisions, I rely more on my feelings than on analysis of the situation.			
	5	I often ponder the root cause of phenomena and things.			
	6	I enjoy socializing.			
	7	I am sensible to others needs.			
	8	I wish to stand out in the crowd.			
	9	I make hasty decisions and repent later.			
	10	I am a multi-tasker.			
Security	11	I believe, strict observance of the established rules is likely to prevent attaining a good outcome.			
	12	I take a cautious approach to decision making.			
	13	I generally try to avoid confrontation.			
	14	I never break rules.			
	15	I prefer Government job to Private job.			
	16	I take calculated risk when necessary.			
Strengths	17	I usually plan actions in advance.			
	18	I know how to put every minute of time to good purpose.			
	19	A thirst for adventure is something close to my heart.			
	20	I always look for opportunities.			
	21	I have a great deal of self-control.			
	22	I am adaptable to the changing learning needs.			
	23	I always adhere to the deadlines.			
	24	I am a good team player.			
	25	I accept my mistakes and correct myself.			
	26	I take initiative to take up a task.			
	27	I can work under stress.			
	28	I am open to new work cultures.			
	29	I exhibit perseverance in completing the tasks.			
	30	I often do jobs in a hurry.			
	31	I find it difficult to speak loudly.			
	32	I struggle in formal educational settings.			

Weaknesses	33	I often lose things and forget where they are.			
	34	I hesitate to share my ideas.			
	35	I am afraid of criticism.			
	36	I am tensed when assigned a new task.			
	37	I act or respond impulsively.			
Social Responsibility	38	I easily empathize with the concerns of other people.			
	39	I switch off the electrical appliances after use.			
	40	I know or understand the impact of environment on life.			
	41	I know the role of engineers in sustainable development.			
	42	I empathize and respond to others needs as much as possible.			
Learning ability	43	It is easy for me, to gain knowledge through hands-on experience than from books or manuals.			
	44	I easily understand new theoretical principles.			
	45	I am a quick learner.			
	46	I search for various learning opportunities and avenues.			
	47	I enjoy being interdisciplinary or multidisciplinary.			
	48	I always want to be in the think tank group.			
	49	I search for and perform various mentally stimulating activities.			
Analytical Thinking	50	I am more inclined to experiment than to follow familiar approaches.			
	51	While solving a problem I would rather follow a familiar approach than seek a new one.			
	52	I easily perceive various ways in which events would develop.			
	53	I enjoy strategy games.			
	54	I am good at playing scrabble.			
Creative and Innovative Thinking	55	I have a keen eye for aesthetics.			
	56	My imagination is productive.			
	57	I like to create puzzles.			
	58	I am interested in experimentation.			
	59	I readily participate in project works.			
Logical Reasoning	60	When solving a problem, I consider the rational approach to be the best.			
	61	I am adept at solving numerical problems.			
	62	I am good at logical thinking.			
	63	I can critically analyze others' opinions and provide constructive feedback.			
	64	I like to design games.			
	65	I trust reason rather than feelings.			

Student's Progress in B. Tech Program

Seminars Delivered

S. No	Place	Date	Title

Mini / Major Projects

S. No	Place	Date	Title

Internship, Industrial Visits / Tech Tours

Internship, Industrial Visits / Tech Tours	Place	Date	Duration

Books (other than Text Books) Read

Title	Category:	Author(s):	Language:

Co-Curricular Activities Participated:

Event	Place	Date	Award/Recognition

Extra-Curricular Activities Participated

Event	Place	Date	Award/Recognition

Participation in Social Work

Organizer	Event	Place	Date

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

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1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

Aspect	Mentee's Response	Mentor's Remarks/ Action Taken (Applicable if there is a decrease in numbers mentioned in Mentoring # 1)
Number of hours spent on studies on an average per day.		
Time spent on improving vocabulary.		
Time spent on practicing Reading Comprehension passages.		
Time spent on improving Logical Reasoning		

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

Signature of the HOD/ Group Head with date: _____

II - B. TECH - II SEM

MENTORING # 1

Academic Year: _____

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Please tick whichever is addressed.

1.	Attendance	
2.	Marks in the Mid Examination (s), Quiz, etc., if any	
3.	Marks in the previous semester examination	
4.	Non-submission of assignments	
5.	Performance in labs	
6.	Non-participation in the class activities (a) Tutorials (b) Discussions (c) Interaction with faculty for conceptual understanding (d) Peer Learning	
7.	Lack of interest in Engineering Course(s) if any	
8.	Lack of efforts in understanding the engineering concepts	

Please tick the aspects that have been addressed and mentoring given.

1.	Importance of Attendance and its implication to do well in examinations and improve his / her career	
2.	Importance of Mid Examination (s) and its significance in the end semester examinations and final degree (May just miss First class or Distinction by a few marks).	
3.	Importance of marks in the previous semester examinations and its significance in the later part of the degree, final degree, and subsequently in career as well.	
4.	Importance of submission of assignments and its significance in the performance in Mid Examinations and End semester examinations.	
5.	Importance of laboratory exercises and how they reinforce theoretical concepts.	
6.	Importance of participation in the class activities such as tutorials, learning in groups (Peer learning), Taking Quiz, etc.	
7.	Importance of enhancing Career Skills like Verbal Ability, Writing Skills, Programming, Logical Reasoning, etc.	
8.	a) Importance of attending conferences / seminars / workshops, etc. b) Importance of getting a meritorious Engineering Degree and how such a degree helps in building career in other areas and pursuing higher education programs/careers such as M.S, MBA, Civil Services, Group Services, etc.	
9.	Importance of Self-Motivation to do well in goal setting and subsequently in professional and personal life as well.	
10.	The plans that the Mentee has in mind to identify his / her dream company / job.	

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				

Please rate your ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE								
SCALE								

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/N/NA

Did you discuss your problem with the respective faculty? Y/N/NA

What response (remedies, suggestions, etc.) did the faculty give?

Details of backlogs (If any):

Details of participation in co-curricular and extracurricular activities within and outside college:

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (%Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA & Date	Parent's Response
1					
2					
3					
4					

Is the Mentee involved in any indisciplinary activity? Y/ N

Mentor's observation: - It is mandatory for the Mentor to give specific and effective recommendation.

Recommendation: - Mentors are required to give specific and effective recommendation.

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

ASPECT	MENTEE'S RESPONSE
Number of hours spent on studies on an average per day.	
Time spent on improving vocabulary.	
Time spent on practicing Reading Comprehension passages.	
Time spent on improving Logical Reasoning	

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

II - B. TECH - II SEM

MENTORING # 2

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Analysis of academic mentoring provided after the previous mentoring:

S. No.	After the previous mentoring till date	Y	N	Insignificant/NA
1	Is there any improvement in the marks scored by the Mentee?			
2	Did you observe any improvement in the Mentee's attendance percentage?			
3	Did the Mentee further understand the relevance of the course work of earlier semester(s) vis-à-vis this semester?			
4	Did the Mentee further understand the importance of participation in classroom activities for career building?			
5	Did the Mentee further understand the relevance of the Laboratory exercises and their correlation to the theory course?			
6	Did the Mentee further understand how important is self-motivation and how it helps in career building and enhance his/her employability skills?			
7	Did you notice any further perceptible change in the attitude of the Mentee?			
8	Is the Mentee sensitive to constructive criticism?			
9	Did you observe any further perceptible change in his/her interpersonal skills and effective communication?			

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				

Please rate your ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE								
SCALE								

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/N/NA

Did you discuss your problem with the respective faculty? Y/N/NA

What response (remedies, suggestions, etc) did the faculty give?

Details of backlogs (If any):

Are you facing any difficulty with regard to access to textbooks in the Library? Please specify, if yes.

Do you study technical Courses at least three hours per day outside the college working hours? If not, why?

Do you take the assignments seriously and do them on your own and in time?

Are you making enough efforts towards improving your English Language Communication Skills? If not, why? Specify if any help needed?

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
5					
6					
7					
8					

Is the Mentee involved in any indisciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

PSYCHOMETRIC TEST- IV

This Psychometric Test is designed to measure the Mentee’s mental capabilities, personality and behavioral style. Mentees are required to write Yes/ No against each statement. Mentors are required to make an analysis of the responses, compare them with the Psychometric Test- III responses and counsel the Mentees if needed.

ASPECT	S.NO	QUESTIONS	Y	N	Change Observed
Personality	1	I feel guilty of being late for appointments.			
	2	I like to be engaged in an active and fast-paced job.			
	3	I enjoy having a wide circle of acquaintances.			
	4	While taking decisions, I rely more on my feelings than on analysis of the situation.			
	5	I often ponder the root cause of phenomena and things.			
	6	I enjoy socializing.			
	7	I am sensible to others needs.			
	8	I wish to stand out in the crowd.			
	9	I make hasty decisions and repent later.			
	10	I am a multi-tasker.			
Security	11	I believe, strict observance of the established rules is likely to prevent attaining a good outcome.			
	12	I take a cautious approach to decision making.			
	13	I generally try to avoid confrontation.			
	14	I never break rules.			
	15	I prefer Government job to Private job.			
	16	I take calculated risk when necessary.			
Strengths	17	I usually plan actions in advance.			
	18	I know how to put every minute of time to good purpose.			
	19	A thirst for adventure is something close to my heart.			
	20	I always look for opportunities.			
	21	I have a great deal of self-control.			
	22	I am adaptable to the changing learning needs.			
	23	I always adhere to the deadlines.			
	24	I am a good team player.			
	25	I accept my mistakes and correct myself.			
	26	I take initiative to take up a task.			
	27	I can work under stress.			
	28	I am open to new work cultures.			
	29	I exhibit perseverance in completing the tasks.			
	30	I often do jobs in a hurry.			
	31	I find it difficult to speak loudly.			
	32	I struggle in formal educational settings.			

Weaknesses	33	I often lose things and forget where they are.			
	34	I hesitate to share my ideas.			
	35	I am afraid of criticism.			
	36	I am tensed when assigned a new task.			
	37	I act or respond impulsively.			
Social Responsibility	38	I easily empathize with the concerns of other people.			
	39	I switch off the electrical appliances after use.			
	40	I know or understand the impact of environment on life.			
	41	I know the role of engineers in sustainable development.			
	42	I empathize and respond to others needs as much as possible.			
Learning ability	43	It is easy for me, to gain knowledge through hands-on experience than from books or manuals.			
	44	I easily understand new theoretical principles.			
	45	I am a quick learner.			
	46	I search for various learning opportunities and avenues.			
	47	I enjoy being interdisciplinary or multidisciplinary.			
	48	I always want to be in the think tank group.			
	49	I search for and perform various mentally stimulating activities.			
Analytical Thinking	50	I am more inclined to experiment than to follow familiar approaches.			
	51	While solving a problem I would rather follow a familiar approach than seek a new one.			
	52	I easily perceive various ways in which events would develop.			
	53	I enjoy strategy games.			
	54	I am good at playing scrabble.			
Creative and Innovative Thinking	55	I have a keen eye for aesthetics.			
	56	My imagination is productive.			
	57	I like to create puzzles.			
	58	I am interested in experimentation.			
	59	I readily participate in project works.			
Logical Reasoning	60	When solving a problem, I consider the rational approach to be the best.			
	61	I am adept at solving numerical problems.			
	62	I am good at logical thinking.			
	63	I can critically analyze others' opinions and provide constructive feedback.			
	64	I like to design games.			
	65	I trust reason rather than feelings.			

Student's Progress in B. Tech Program

Seminars Delivered

S. No	Place	Date	Title

Mini / Major Projects

S. No	Place	Date	Title

Internship, Industrial Visits / Tech Tours

Internship, Industrial Visits / Tech Tours	Place	Date	Duration

Books (other than Text Books) Read

Title	Category:	Author(s):	Language:

Co-Curricular Activities Participated:

Event	Place	Date	Award/Recognition

Extra-Curricular Activities Participated

Event	Place	Date	Award/Recognition

Participation in Social Work

Organizer	Event	Place	Date

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

Aspect	Mentee's Response	Mentor's Remarks/ Action Taken (Applicable if there is a decrease in numbers mentioned in Mentoring # 1)
Number of hours spent on studies on an average per day.		
Time spent on improving vocabulary.		
Time spent on practicing Reading Comprehension passages.		
Time spent on improving Logical Reasoning		

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

Signature of the HOD/ Group Head with date: _____

III- B. TECH- I SEM

MENTORING #1

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Please tick the aspects that have been addressed and mentoring given.

1.	Importance of participation in the class activities such as tutorials, learning in groups (Peer learning), Taking Quiz, project proposals etc.	
2.	Importance of enquiring about the companies that have scope for professional development.	
3.	Importance of enhancing Career Skills like Verbal Ability, Writing Skills, Programming, Logical Reasoning, etc.	
4.	Importance of getting a meritorious Engineering Degree and how such a degree helps in building career in other areas and pursuing higher education programs/careers such as M.S, MBA, Civil Services, Group Services, etc.	
5	Importance of Self-Motivation to do well in career and subsequently in professional and personal life as well.	
6	Importance of exploring higher studies options.	
7	Importance of building relationships with the Alumni.	
8	Importance of doing a SWOC analysis.	

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				
7	Resume/ CV/ SoP Writing Skills				

Please rate your ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE								
SCALE								

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/N/NA

Did you discuss your problem with the respective faculty? Y/N/NA

What response (remedies, suggestions, etc) did the faculty give?

Details of backlogs (If any):

Did you take up any Value-Added Courses, Internships and Academic Projects? Give details:

Details of participation in co-curricular and extracurricular activities within and outside college:

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
1					
2					
3					
4					

Is the Mentee involved in any indisciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

CAREER AND PROFESSIONAL GUIDANCE

1. Did you decide what you want to do after B. Tech? If yes, please mention your career plan:

2. Is education in the U.S/ U.K/ Australia/ Germany/ Canada right for you? (Yes/ No)

(Note that Germany offers free education and also that immigration becomes easier once a job is secured in Australia or Canada.)

3. Do you have any knowledge about QS World University Ranking for MS/MBA Program in your discipline?

4. If you have opted M.S/M.B.A program abroad, when do you plan to take your GRE/TOEFL/IELTS?

5. Have you identified the specialization for MS? (Yes / No) If yes, please specify:

6. Have you identified the Universities to apply? (Yes / No). If yes, please specify:

7. Do you know the procedure for applying to the Universities? (Yes / No)

8. Do you know whether that country allows you to do part time jobs? (Yes / No)

9. Are you expecting any financial aid from the University? (Yes / No) If yes, please specify:

10. Are you aware of the constraints to get financial aid from the University? (Yes / No)

11. If you have decided to pursue M. Tech, when do you plan to take GATE/ PG CET?

12. Are you contemplating to take coaching for GRE? If so, do you know the institutes which offer coaching for GRE/TOEFL/IELTS?

13. Do you know that a GRE score of less than 310 is considered a below average score?

14. Are you aware of the fact that the deadline of applications for US Universities closes by November 30 every year and UK universities or UCAS by 15 October every year?

15. Do you know that the Statement of Purpose (SoP)/ Personal Statement plays a very crucial role in the admission process for M.S (U.S.A or U.K) along with a good academic track record?

16. Did you prepare a sample copy of SOP? Do you need any help in the preparation of SOP?

17. Have you made sure that your scores of GRE? TOEFL? IELTS along with your application are submitted in the university before the dead line?

18. Do you know how much it costs to do MS abroad? (Y/N)

19. Are you aware that you are eligible for scholarships or fee waiver if you have 80% and above in your academics in Engineering?

20. Are you aware of these premier Business Management institutions of India? Y / N ? If yes, specify your choice: i) IIM (Ahmedabad/Shillong/Bengaluru/Kolkata/Cochin), ii) XLRI Xavier School of Management iii) Symbiosis, Pune iv) Faculty of Management Studies- Delhi v) Jamnalal Bajaj Institute of Management vi) ITFT Chandigarh vii) MIMS- Manipur

21. Are you aware of the following entrance exams for MBA? Specify your choice: CAT, XAT, ILMA, SNAP and IIFT.

22. Are you aware of the percentile cut off for getting admission into the above institutions? If yes, please specify:

23. Do you know that competition for placements in the campus is 1:2 and outside it is 1:100?

24. a) Are you aware of the importance of Programming, General Aptitude, Quantitative Aptitude, Logical reasoning and Verbal Ability in placement process? (Y/N)

b) Can you write essays on any given topic in a short span of time? (Y/N)

c) Do you know the importance of Writing Skills (Essay Writing/ Creative Writing/ Critical Writing) and their significance in placements? (Y/N)

Note: Since all the above sections have cut off marks, it is important to practice all of them.

25. Can you write programs independently using 'C' language? (Y/N)
26. Can you write 100 lines of code in 'C'? (Y/N)
27. Have you allotted a minimum of six hours a week for reading Books on Vocabulary, practicing tests on logical reasoning, etc. to build your career?

28. Which are the career websites that you browse? Please list them:

29. a) Are you solving exercises on Aptitude from books written by authors like R.S. Agarwal?

b) If yes, what score do you get on an average?

30. Do you realize the importance of strong scholastic academic record (without backlogs) for a good career? If yes, please specify how it helps in building your career?

MENTEES ARE REQUIRED TO HONE VIRTUAL SKILLS REQUIRED FOR EFFECTIVE COMMUNICATION. MENTORS ARE REQUIRED TO INSIST ON THE ABOVE.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

III - B. TECH - 1 SEM

MENTORING # 2

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Analysis of academic mentoring provided after the previous mentoring:

S. No.	After the previous mentoring till date	Yes	No	Insignificant/ NA
1.	Is there any improvement in the marks scored by the Mentee?			
2.	Did you observe any improvement in the Mentee's attendance percentage?			
3.	Did the Mentee further understand the relevance of the course work of earlier semester(s) vis-à-vis this semester?			
4.	Did the Mentee further understand the importance of participation in classroom activities for career building?			
5.	Did the Mentee further understand the relevance of the Laboratory exercises and their correlation to the theory course?			
6.	Did the Mentee further understand how important is self-motivation and how it helps in career building?			
7.	Is the Mentee planning for higher education abroad?			
8.	Did you notice any further perceptible change in the attitude of the Mentee?			
9.	Is the Mentee sensitive to constructive criticism?			
10.	Did you observe any further perceptible change in the overall perception of his / her studies and performance?			

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				
7	Resume/ CV/ SoP Writing Skills				

Please rate your ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE								
SCALE								

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/ N/ NA

Did you discuss your problem with the respective faculty? Y/ N/ NA

What response (remedies, suggestions, etc) did the faculty give?

Details of backlogs (If any):

Are you making enough efforts towards improving your English Language Communication Skills? If not, why? Specify if any help needed.

Did you take up any Value-Added Courses, Internships and Academic Projects? Give details:

(Mentors are required to explain the importance of VAC, Internships, Academic projects, Hackathons, etc to get placed in a good job.)

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
1					
2					
3					
4					

Is the Mentee involved in any indisciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

Record of Co-Curricular, Extra-Curricular and Skills Enhancement Activities

Give details of participation/ involvement in: 1. Technical Skills Activities like Project Exhibition, Paper/ Poster Presentation, Coding, Hackathon, Programming, etc. 2. Professional Bodies like ISTE, IETE, IEEE, CSE, etc. 3. Literary Activities like JAM, Debate, Creative Writing, Essay Writing, etc. 4. Mathematical Skills Activities like Quizzes, Puzzles, Sudoku, etc 5. Social Service Activities like Campaigns, Rallies, Donation Camps, Promotional Events, etc 6. Entrepreneurship Activities or any other activity.

S.No	Skill Area	Activity	Organized/ Participated	Details

Student's Progress in B. Tech Program

Seminars Delivered

S. No	Place	Date	Title

Mini / Major Projects

S. No	Place	Date	Title

Internship, Industrial Visits / Tech Tours

Internship, Industrial Visits / Tech Tours	Place	Date	Duration

Books (other than Text Books) Read

Title	Category:	Author(s):	Language:

Co-Curricular Activities Participated:

Event	Place	Date	Award/Recognition

Extra-Curricular Activities Participated

Event	Place	Date	Award/Recognition

Participation in Social Work

Organizer	Event	Place	Date

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

Aspect	Mentee's Response	Mentor's Remarks/ Action Taken (Applicable if there is a decrease in numbers mentioned in Mentoring # 1)
Number of hours spent on studies on an average per day.		
Time spent on improving vocabulary.		
Time spent on practicing Reading Comprehension passages.		
Time spent on improving Logical Reasoning		

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

Signature of the HOD/ Group Head with date: _____

III - B. TECH - II SEM

MENTORING # 1

Academic Year: _____

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Please tick whichever is addressed.

1.	Importance of participation in the class activities such as tutorials, learning in groups (Peer learning), Taking Quiz, project proposals etc.	
2.	Importance of enquiring about the companies that have scope for professional development.	
3.	Importance of enhancing Career Skills like Verbal Ability, Writing Skills, Programming, Logical Reasoning, etc.	
4.	Importance of getting a meritorious Engineering Degree and how such a degree helps in building career in other areas and pursuing higher education programs/careers such as M.S, MBA, Civil Services, Group Services, etc.	
5	Importance of Self-Motivation to do well in career and subsequently in professional and personal life as well.	
6	Importance of exploring higher studies options.	
7	Importance of building relationships with the Alumni.	
8	Importance of doing a SWOC analysis.	

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				
7	Resume/ CV/ SoP Writing Skills				

Please rate **your** ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE								
SCALE								

Any particular difficulty experienced in understanding the course(s), if so name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/N/NA

Did you discuss your problem with the respective faculty? Y/N/NA

What response (remedies, suggestions, etc) did the faculty give?

Details of backlogs (If any):

Did you take up any Value-Added Courses, Internships and Academic Projects? Give details:

Details of participation in co-curricular and extracurricular activities within and outside college:

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
1					
2					
3					
4					

Is the Mentee involved in any indisciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

ASPECT	MENTEE'S RESPONSE
Number of hours spent on studies on an average per day.	
Time spent on improving vocabulary.	
Time spent on practicing Reading Comprehension passages.	
Time spent on improving Logical Reasoning	

Mentors are required to give a thorough counseling on development of skills in vogue.

FUTURE FANTASY

Instructions to the Mentor:

1. Tell the Mentees that you are going to ask them a series of questions about their future lives. They may dream or be realistic as they picture the answer.
2. Ask the Mentees to share parts of their fantasies. Point out answers that reveal abilities, interest, values and personalities.

Note: This activity helps the Mentors know the Motivation Levels of the Mentees.

Script:

Mentor will say: *You are going to describe a typical day in your future life. Feel free to dream and picture your ideal situation. Relax and enjoy yourself. This is what you want in your future.*

1. Mentor: First of all, this is a workday. What time do you get up?

Mentee:

2. What kind of clothes are you putting on for work?

3. What does your house look like?

4. Are you married? If so, do you have children? How many children do you have?

5. Where are your children studying?

6. Are you satisfied with the standard of the school? Yes/ No

7. How much tuition fees are you paying per month? Are you comfortable paying it?

8. How do you go to work? If you drive, what kind of vehicle do you have?

9. Now that you are at work what does your place of employment look like?

10. How many people are there?

11. Are you supervising others or are you being supervised?

12. What work are you planning to do today?

13. Do you enjoy your work?

14. What activities are you involved in outside of work?

15. Ten years beyond this Future Fantasy how will your life be different?

Mentors are required to counsel Mentees on following aspects to turn their **Fantasies** into **Facts**:

1. Leading a disciplined life.
2. Waking up early in the morning.
3. Going to college on time.
4. Attending all classes regularly.
5. Studying **at least** for **three** hours at home.
6. Doing Assignments/ Homework on own and submitting them on time as procrastination leads to job loss in future.

DISCUSSION ON CAREER OPPORTUNITIES

Mentors are required to discuss at length with Mentees on following aspects:

1. Career Opportunities available to the Mentees after 4- 10 years of their graduation.
2. Vanishing of all BPO and KPO jobs.
3. Artificial Intelligence and Machine Learning are in vogue.
4. Boom in high-end Programming area.
5. Dwindling Manufacturing jobs.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____ Name of the Mentor: _____

III - B. TECH II SEM

MENTORING # 2

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				
7	Resume/ CV/ SoP Writing Skills				

Please rate **your** ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE								
SCALE								

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/ N/ NA

Did you discuss your problem with the respective faculty? Y/ N/ NA

What response (remedies, suggestions, etc) did the faculty give?

Details of backlogs (If any):

Do you study technical Courses at least three hours per day outside the college working hours? If not, why?

Did you register for any online courses or projects? Give details if yes.

Did you take up any Value-Added Courses, Internships and Academic Projects? Give details:

Are you making enough efforts towards improving your English Language Communication Skills? If not, why? Specify if any help needed?

Give details of News/ Geographic channels that you watch.

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
5					
6					
7					
8					

Is the Mentee involved in any indisciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

Record of Co-Curricular, Extra-Curricular and Skills Enhancement Activities

Give details of participation/ involvement in: 1. Technical Skills Activities like Project Exhibition, Paper/ Poster Presentation, Coding, Hackathon, Programming, etc. 2. Professional Bodies like ISTE, IETE, IEEE, CSE, etc. 3. Literary Activities like JAM, Debate, Creative Writing, Essay Writing, etc. 4. Mathematical Skills Activities like Quizzes, Puzzles, Sudoku, etc. 5. Social Service Activities like Campaigns, Rallies, Donation Camps, Promotional Events, etc. 6. Entrepreneurship Activities or any other activity.

S.No	Skill Area	Activity	Organized/ Participated	Details

Student's Progress in B. Tech Program

Seminars Delivered

S. No	Place	Date	Title

Mini / Major Projects

S. No	Place	Date	Title

Internship, Industrial Visits / Tech Tours

Internship, Industrial Visits / Tech Tours	Place	Date	Duration

Books (other than Text Books) Read

Title	Category:	Author(s):	Language:

Co-Curricular Activities Participated:

Event	Place	Date	Award/Recognition

Extra-Curricular Activities Participated

Event	Place	Date	Award/Recognition

Participation in Social Work

Organizer	Event	Place	Date

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

Aspect	Mentee's Response	Mentor's Remarks/ Action Taken (Applicable if there is a decrease in numbers mentioned in Mentoring # 1)
Number of hours spent on studies on an average per day.		
Time spent on writing to improve vocabulary.		
Time spent on practicing Reading Comprehension passages.		
Time spent on improving Logical Reasoning		

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

Signature of the HOD/ Group Head with date: _____

IV B. TECH - I SEM

MENTORING # 1

Academic Year: _____

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Please tick one, whichever is addressed.

1.	Importance of participation in the class activities such as tutorials, learning in groups (Peer learning), Taking Quiz, project proposals etc.	
2.	Importance of enquiring about the companies that have scope for professional development.	
3.	Importance of enhancing Career Skills like Verbal Ability, Writing Skills, Programming, Logical Reasoning, etc.	
4.	Importance of getting a meritorious Engineering Degree and how such a degree helps in building career in other areas and pursuing higher education programs/careers such as M.S, MBA, Civil Services, Group Services, etc.	
5	Importance of Self-Motivation to do well in career and subsequently in professional and personal life as well.	
6	Importance of exploring higher studies options.	
7	Importance of building relationships with the Alumni.	
8	Importance of doing a SWOC analysis.	

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				
7	Resume/ CV/ SoP Writing Skills				

Please rate your ability to understand the following courses on a **scale of 1 to 5**:

1. Below Average 2. Average 3. Above Average 4. Good 5. Excellent

COURSE								
SCALE								

Did you experience any difficulty in understanding the course(s)? If so, name the course(s) and specify reason. Specify probable solution to overcome the mentioned difficulty:

Did you inform your teacher regarding the difficulty in understanding the course(s)? Y/ N/ NA

Did you discuss your problem with the respective faculty? Y/ N/ NA

What response (remedies, suggestions, etc) did the faculty give?

Details of backlogs (If any):

Details of participation in co-curricular and extracurricular activities within and outside college:

Give your feedback on the following:

Criteria	Mentee's Remarks
Canteen	
College Transport	
Ragging	
Sanitation	
Library	
Laboratories	

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
1					
2					
3					
4					

Is the Mentee involved in any disciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

ASPECT	MENTEE'S RESPONSE
Number of hours spent on studies on an average per day.	
Time spent on improving vocabulary.	
Time spent on practicing Reading Comprehension passages.	
Time spent on improving Logical Reasoning	

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

IV - B. TECH - I SEM

MENTORING # 2

To the Mentor - This mentoring should be done after discussing all the aspects of relevance with the Mentee. The mentor is requested to address the issues prompting attention and report the same to the Head of the Department.

Is the Mentee's attendance above 90% (Yes / No)

Impact of the previous Mentoring observed:

(Please tick the appropriate column rating the attribute/quality)

S. No	Areas	Improvement observed, if any			Mentor's suggestions for improvement
		Yes	No	Insignificant	
1	Problem solving (logical)				
2	Communication abilities (written & oral)				
3	Mathematical ability				
4	Inquisitiveness (curiosity)				
5	Learning ability				
6	Leadership skills				
7	Resume/ CV/ SoP Writing Skills				

Fortnightly Attendance Percentage of the Mentee:

Fortnight Number	Duration (Date)	Attendance Percentage	Remarks (% Increased/ decreased)	Information given to Parents in case of shortage of attendance Y/ N/ NA -Date	Parent's Response
5					
6					
7					
8					

Is the Mentee involved in any disciplinary activity? Y/ N

Mentor's observation: -

Recommendation: - Mentors are required to give specific and effective recommendation.

Student's Progress in B. Tech Program

Seminars delivered

S. No	Place	Date	Title

Mini / Major Projects

S. No	Place	Date	Title

Internship, Industrial Visits / Tech Tours

Internship, Industrial Visits / Tech Tours	Place	Date	Duration

Books (other than Text Books) Read

Title	Category:	Author(s):	Language:

Co-Curricular Activities Participated:

Event	Place	Date	Award/Recognition

Extra-Curricular Activities Participated

Event	Place	Date	Award/Recognition

Participation in Social Work

Organizer	Event	Place	Date

Higher Education Admission Details:

Course/ Program	Institution	Date of Course/ Program Commencement	Details of Entrance Exams like GRE, GATE, etc.	Score

Feedback / Comments as Alumni: The soon to be Alumni are required to give Feedback on the college.

COUNSELING ON DEVELOPMENT OF ACADEMIC SKILLS

The following skills need to be practiced by the Mentees on a regular basis spending at least one hour time per day on each of them. Mentees are required to hone the skills mentioned below (in addition to the Technical Skills) for a successful career.

1. Vocabulary Building
2. Reading Comprehension
3. Logical Reasoning
4. Regular Self Study of B. Tech Program Courses

Mentees are required to give honest responses for the aspects mentioned below:

Aspect	Mentee's Response	Mentor's Remarks/ Action Taken (Applicable if there is a decrease in numbers mentioned in Mentoring # 1)
Number of hours spent on studies on an average per day.		
Time spent on improving vocabulary.		
Time spent on practicing Reading Comprehension passages.		
Time spent on improving Logical Reasoning		

Mentors are required to give a thorough counseling on development of skills in vogue.

Signature of the Mentee with date: _____

Signature of the Mentor with date: _____

Name of the Mentor: _____

Signature of the HOD/ Group Head with date: _____

STUDENT'S PORTFOLIO

Importance

Student Portfolios can foster and provide evidence of student learning across all curricular, co-curricular, and institution-wide outcomes.

Portfolios enhance learning and provide opportunities for assessment of learning in the following ways:

- Represent multiple learning styles, modes of accomplishment, and quality of work accomplished by students.
- Provide structure around clear expectations and articulated goals.
- Offer potential for progressive formative assessments that foster improvement while learning is still in process/progress.
- Encourage reflection on learning as well as personal goal-setting and future planning.
- Facilitate program and institutional review through sampling and aggregation of data from individual student portfolios.

Portfolio as Learning Artifacts

Learning artifacts are documents or products evidence of learning and growth over time. If used thoughtfully, artifacts can demonstrate skills, abilities, experiences, or competency. These in a way reflect student's personal, professional, and academic characteristics.

Generally, portfolios include both work in-progress and best efforts put in. The portfolio must include a wide range of selected work artifacts over time that document the actual achievement of learning outcomes.

STUDENT'S PORTFOLIO
B. TECH I YEAR, I SEMESTER

S. No	Artifact / Evidence	Outstanding (5)	Excellent (4)	Good (3)	Satisfactory (2)	Inadequate (1)	Attribute	Program Outcomes POs
1.	Reports prepared						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
2.	Products/Projects undertaken as part of course work, including internships and independent research, if any						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
3.	Documentation of presentations made						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
4.	Products developed/Projects Executed as part of Co-curricular activities						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
5.	Published articles in Newsletter/College Magazine, if any						A3, A4, A5	PO9, PO10, PO11, PO12
6.	Testimonials/appreciation Letters/Certificates reflecting student's abilities						A3, A4	PO9, PO10, PO11, PO12
7.	Poster/Pictures/Art work created (Co-curricular/Extra-curricular activities such as Bhaswara/Science Club, Photography Club, etc.), if any						A3, A4, A5	PO9, PO10, PO11, PO12

8.	Documenting committee assignments (Class representative/Student Council representative) or new professional experience such as volunteering for an activity, if any						A3, A4, A5	PO9, PO10, PO11, PO12
9.	Literary activities/Competitions, if any						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
10.	Mathematical Competitions, if any						A1, A3, A4,	PO1, PO2, PO4, PO9, PO10, PO11, PO12
11.	Participation in activities of Professional Societies, if any						A3, A4, A6	PO2, PO9, PO10, PO11, PO12
12.	Examples of professional growth endeavors (conference, workshop, seminar, industrial visit, guest lectures, webinars, value added course participation including organizing them)						A3, A4, A5	PO9, PO10, PO11, PO12
13.	Paper / Poster presentations						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
14.	Participation in Entrepreneurial development activities, if any						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
15.	Peer teaching carried out						A1, A3, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11, PO12
16.	Community services carried out (NSS, Environmental club etc)						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

STUDENT'S PORTFOLIO
B. TECH I YEAR, II SEMESTER

S. No	Artifact / Evidence	Outstanding (5)	Excellent (4)	Good (3)	Satisfactory (2)	Inadequate (1)	Attribute	Program Outcomes POs
1.	Reports prepared						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
2.	Products/Projects undertaken as part of course work, including internships and independent research, if any						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
3.	Documentation of presentations made						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
4.	Products developed/Projects Executed as part of Co-curricular activities						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
5.	Published articles in Newsletter/College Magazine, if any						A3, A4, A5	PO9, PO10, PO11, PO12
6.	Testimonials/appreciation Letters/Certificates reflecting student's abilities						A3, A4	PO9, PO10, PO11, PO12
7.	Poster/Pictures/Art work created (Co-curricular/Extra-curricular activities such as Bhaswara/Science Club, Photography Club, etc.), if any						A3, A4, A5	PO9, PO10, PO11, PO12

8.	Documenting committee assignments (Class representative/Student Council representative) or new professional experience such as volunteering for an activity, if any						A3, A4, A5	PO9, PO10, PO11, PO12
9.	Literary activities/Competitions, if any						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
10.	Mathematical Competitions, if any						A1, A3, A4,	PO1, PO2, PO4, PO9, PO10, PO11, PO12
11.	Participation in activities of Professional Societies, if any						A3, A4, A6	PO2, PO9, PO10, PO11, PO12
12.	Examples of professional growth endeavors (conference, workshop, seminar, industrial visit, guest lectures, webinars, value added course participation including organizing them)						A3, A4, A5	PO9, PO10, PO11, PO12
13.	Paper / Poster presentations						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
14.	Participation in Entrepreneurial development activities, if any						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
15.	Peer teaching carried out						A1, A3, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11, PO12
16.	Community services carried out (NSS, Environmental club etc)						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

STUDENT'S PORTFOLIO
B. TECH II YEAR, I SEMESTER

S. No	Artifact / Evidence	Outstanding (5)	Excellent (4)	Good (3)	Satisfactory (2)	Inadequate (1)	Attribute	Program Outcomes POs
1.	Reports prepared						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
2.	Products/Projects undertaken as part of course work, including internships and independent research, if any						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
3.	Documentation of presentations made						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
4.	Products developed/Projects Executed as part of Co-curricular activities						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
5.	Published articles in Newsletter/College Magazine, if any						A3, A4, A5	PO9, PO10, PO11, PO12
6.	Testimonials/appreciation Letters/Certificates reflecting student's abilities						A3, A4	PO9, PO10, PO11, PO12
7.	Poster/Pictures/Art work created (Co-curricular/Extra-curricular activities such as Bhaswara/Science Club, Photography Club, etc.), if any						A3, A4, A5	PO9, PO10, PO11, PO12

8.	Documenting committee assignments (Class representative/Student Council representative) or new professional experience such as volunteering for an activity, if any						A3, A4, A5	PO9, PO10, PO11, PO12
9.	Literary activities/Competitions, if any						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
10.	Mathematical Competitions, if any						A1, A3, A4,	PO1, PO2, PO4, PO9, PO10, PO11, PO12
11.	Participation in activities of Professional Societies, if any						A3, A4, A6	PO2, PO9, PO10, PO11, PO12
12.	Examples of professional growth endeavors (conference, workshop, seminar, industrial visit, guest lectures, webinars, value added course participation including organizing them)						A3, A4, A5	PO9, PO10, PO11, PO12
13.	Paper / Poster presentations						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
14.	Participation in Entrepreneurial development activities, if any						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
15.	Peer teaching carried out						A1, A3, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11, PO12
16.	Community services carried out (NSS, Environmental club etc)						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

STUDENT'S PORTFOLIO
B. TECH II YEAR, II SEMESTER

S. No	Artifact / Evidence	Outstanding (5)	Excellent (4)	Good (3)	Satisfactory (2)	Inadequate (1)	Attribute	Program Outcomes POs
1.	Reports prepared						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
2.	Products/Projects undertaken as part of course work, including internships and independent research, if any						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
3.	Documentation of presentations made						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
4.	Products developed/Projects Executed as part of Co-curricular activities						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
5.	Published articles in Newsletter/College Magazine, if any						A3, A4, A5	PO9, PO10, PO11, PO12
6.	Testimonials/appreciation Letters/Certificates reflecting student's abilities						A3, A4	PO9, PO10, PO11, PO12
7.	Poster/Pictures/Art work created (Co-curricular/Extra-curricular activities such as Bhaswara/Science Club, Photography Club, etc.), if any						A3, A4, A5	PO9, PO10, PO11, PO12

8.	Documenting committee assignments (Class representative/Student Council representative) or new professional experience such as volunteering for an activity, if any						A3, A4, A5	PO9, PO10, PO11, PO12
9.	Literary activities/Competitions, if any						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
10.	Mathematical Competitions, if any						A1, A3, A4,	PO1, PO2, PO4, PO9, PO10, PO11, PO12
11.	Participation in activities of Professional Societies, if any						A3, A4, A6	PO2, PO9, PO10, PO11, PO12
12.	Examples of professional growth endeavors (conference, workshop, seminar, industrial visit, guest lectures, webinars, value added course participation including organizing them)						A3, A4, A5	PO9, PO10, PO11, PO12
13.	Paper / Poster presentations						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
14.	Participation in Entrepreneurial development activities, if any						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
15.	Peer teaching carried out						A1, A3, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11, PO12
16.	Community services carried out (NSS, Environmental club etc)						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

STUDENT'S PORTFOLIO
B. TECH III YEAR, I SEMESTER

S. No	Artifact / Evidence	Outstanding (5)	Excellent (4)	Good (3)	Satisfactory (2)	Inadequate (1)	Attribute	Program Outcomes POs
1.	Reports prepared						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
2.	Products/Projects undertaken as part of course work, including internships and independent research, if any						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
3.	Documentation of presentations made						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
4.	Products developed/Projects Executed as part of Co-curricular activities						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
5.	Published articles in Newsletter/College Magazine, if any						A3, A4, A5	PO9, PO10, PO11, PO12
6.	Testimonials/appreciation Letters/Certificates reflecting student's abilities						A3, A4	PO9, PO10, PO11, PO12
7.	Poster/Pictures/Art work created (Co-curricular/Extra-curricular activities such as Bhaswara/Science Club, Photography Club, etc.), if any						A3, A4, A5	PO9, PO10, PO11, PO12

8.	Documenting committee assignments (Class representative/Student Council representative) or new professional experience such as volunteering for an activity, if any						A3, A4, A5	PO9, PO10, PO11, PO12
9.	Literary activities/Competitions, if any						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
10.	Mathematical Competitions, if any						A1, A3, A4,	PO1, PO2, PO4, PO9, PO10, PO11, PO12
11.	Participation in activities of Professional Societies, if any						A3, A4, A6	PO2, PO9, PO10, PO11, PO12
12.	Examples of professional growth endeavors (conference, workshop, seminar, industrial visit, guest lectures, webinars, value added course participation including organizing them)						A3, A4, A5	PO9, PO10, PO11, PO12
13.	Paper / Poster presentations						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
14.	Participation in Entrepreneurial development activities, if any						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
15.	Peer teaching carried out						A1, A3, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11, PO12
16.	Community services carried out (NSS, Environmental club etc)						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

STUDENT'S PORTFOLIO
B. TECH III YEAR, II SEMESTER

S. No	Artifact / Evidence	Outstanding (5)	Excellent (4)	Good (3)	Satisfactory (2)	Inadequate (1)	Attribute	Program Outcomes POs
1.	Reports prepared						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
2.	Products/Projects undertaken as part of course work, including internships and independent research, if any						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
3.	Documentation of presentations made						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
4.	Products developed/Projects Executed as part of Co-curricular activities						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
5.	Published articles in Newsletter/College Magazine, if any						A3, A4, A5	PO9, PO10, PO11, PO12
6.	Testimonials/appreciation Letters/Certificates reflecting student's abilities						A3, A4	PO9, PO10, PO11, PO12
7.	Poster/Pictures/Art work created (Co-curricular/Extra-curricular activities such as Bhaswara/Science Club, Photography Club, etc.), if any						A3, A4, A5	PO9, PO10, PO11, PO12

8.	Documenting committee assignments (Class representative/Student Council representative) or new professional experience such as volunteering for an activity, if any						A3, A4, A5	PO9, PO10, PO11, PO12
9.	Literary activities/Competitions, if any						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
10.	Mathematical Competitions, if any						A1, A3, A4,	PO1, PO2, PO4, PO9, PO10, PO11, PO12
11.	Participation in activities of Professional Societies, if any						A3, A4, A6	PO2, PO9, PO10, PO11, PO12
12.	Examples of professional growth endeavors (conference, workshop, seminar, industrial visit, guest lectures, webinars, value added course participation including organizing them)						A3, A4, A5	PO9, PO10, PO11, PO12
13.	Paper / Poster presentations						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
14.	Participation in Entrepreneurial development activities, if any						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
15.	Peer teaching carried out						A1, A3, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11, PO12
16.	Community services carried out (NSS, Environmental club etc.)						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

STUDENT'S PORTFOLIO
B. TECH IV YEAR, I SEMESTER

S. No	Artifact / Evidence	Outstanding (5)	Excellent (4)	Good (3)	Satisfactory (2)	Inadequate (1)	Attribute	Program Outcomes POs
1.	Reports prepared						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
2.	Products/Projects undertaken as part of course work, including internships and independent research, if any						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
3.	Documentation of presentations made						A1, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11
4.	Products developed/Projects Executed as part of Co-curricular activities						A1, A2, A3, A4, A6	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
5.	Published articles in Newsletter/College Magazine, if any						A3, A4, A5	PO9, PO10, PO11, PO12
6.	Testimonials/appreciation Letters/Certificates reflecting student's abilities						A3, A4	PO9, PO10, PO11, PO12
7.	Poster/Pictures/Art work created (Co-curricular/Extra-curricular activities such as Bhaswara/Science Club, Photography Club, etc.), if any						A3, A4, A5	PO9, PO10, PO11, PO12

8.	Documenting committee assignments (Class representative/Student Council representative) or new professional experience such as volunteering for an activity, if any						A3, A4, A5	PO9, PO10, PO11, PO12
9.	Literary activities/Competitions, if any						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
10.	Mathematical Competitions, if any						A1, A3, A4,	PO1, PO2, PO4, PO9, PO10, PO11, PO12
11.	Participation in activities of Professional Societies, if any						A3, A4, A6	PO2, PO9, PO10, PO11, PO12
12.	Examples of professional growth endeavors (conference, workshop, seminar, industrial visit, guest lectures, webinars, value added course participation including organizing them)						A3, A4, A5	PO9, PO10, PO11, PO12
13.	Paper / Poster presentations						A1, A3, A4, A5, A6	PO1, PO2, PO4, PO9, PO10, PO11, PO12
14.	Participation in Entrepreneurial development activities, if any						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12
15.	Peer teaching carried out						A1, A3, A4, A5	PO1, PO2, PO4, PO9, PO10, PO11, PO12
16.	Community services carried out (NSS, Environmental club etc)						A2, A3, A4, A6	PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10, PO11, PO12

ACADEMIC PROFILE- B. TECH I YEAR, I SEMESTER

Theory Courses		Continuous Internal Evaluation (40 M)											Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 Subj (20 M)	Mid 1 Obj (10 M)	Mid 1 Asst (05 M)	Mid 1 Total (35 M)	Mid 2 Subj (20M)	Mid 2 Obj (10M)	Mid 2 Asst (05M)	Mid 2 Total (35 M)	Avg of Mids (35M)	Seminar (05M)	Total (40)	Overall Grade	Credits

Lab Courses		Continuous Internal Evaluation (40M)							Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 (10M)	Mid 2 (10M)	Avg of Mids (10M)	Day-to- Day (10M)	Viva (10 M)	Project (10 M)	Total (40 M)	Overall Grade	Credits

SGPA:

CGPA:

Did you attend the remedial classes regularly? Y /N /NA. Why did you not attend the remedial classes? (If applicable)

ACADEMIC PROFILE- B. TECH I YEAR, II SEMESTER

Theory Courses		Continuous Internal Evaluation (40 M)											Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 Subj (20 M)	Mid 1 Obj (10 M)	Mid 1 Asst (05 M)	Mid 1 Total (35 M)	Mid 2 Subj (20M)	Mid 2 Obj (10M)	Mid 2 Asst (05M)	Mid 2 Total (35 M)	Avg of Mids (35M)	Seminar (05M)	Total (40)	Overall Grade	Credits

Lab Courses		Continuous Internal Evaluation (40M)							Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 (10M)	Mid 2 (10M)	Avg of Mids (10M)	Day-to- Day (10M)	Viva (10 M)	Project (10 M)	Total (40 M)	Overall Grade	Credits

SGPA:

CGPA:

Did you attend the remedial classes regularly? Y /N /NA. Why did you not attend the remedial classes? (If applicable)

ACADEMIC PROFILE- B. TECH II YEAR, I SEMESTER

Theory Courses		Continuous Internal Evaluation (40 M)											Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 Subj (20 M)	Mid 1 Obj (10 M)	Mid 1 Asst (05 M)	Mid 1 Total (35 M)	Mid 2 Subj (20M)	Mid 2 Obj (10M)	Mid 2 Asst (05M)	Mid 2 Total (35 M)	Avg of Mids (35M)	Seminar (05M)	Total (40)	Overall Grade	Credits

Lab Courses		Continuous Internal Evaluation (40M)							Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 (10M)	Mid 2 (10M)	Avg of Mids (10M)	Day-to- Day (10M)	Viva (10 M)	Project (10 M)	Total (40 M)	Overall Grade	Credits

SGPA:

CGPA:

Did you attend the remedial classes regularly? Y /N /NA. Why did you not attend the remedial classes? (If applicable)

ACADEMIC PROFILE- B. TECH II YEAR, II SEMESTER

Theory Courses		Continuous Internal Evaluation (40 M)											Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 Subj (20 M)	Mid 1 Obj (10 M)	Mid 1 Asst (05 M)	Mid 1 Total (35 M)	Mid 2 Subj (20M)	Mid 2 Obj (10M)	Mid 2 Asst (05M)	Mid 2 Total (35 M)	Avg of Mids (35M)	Seminar (05M)	Total (40)	Overall Grade	Credits

Lab Courses		Continuous Internal Evaluation (40M)							Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 (10M)	Mid 2 (10M)	Avg of Mids (10M)	Day-to- Day (10M)	Viva (10 M)	Project (10 M)	Total (40 M)	Overall Grade	Credits

SGPA:

CGPA:

Did you attend the remedial classes regularly? Y /N /NA. Why did you not attend the remedial classes? (If applicable)

ACADEMIC PROFILE- B. TECH III YEAR, I SEMESTER

Theory Courses		Continuous Internal Evaluation (40 M)											Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 Subj (20 M)	Mid 1 Obj (10 M)	Mid 1 Asst (05 M)	Mid 1 Total (35 M)	Mid 2 Subj (20M)	Mid 2 Obj (10M)	Mid 2 Asst (05M)	Mid 2 Total (35 M)	Avg of Mids (35M)	Seminar (05M)	Total (40)	Overall Grade	Credits

Lab Courses		Continuous Internal Evaluation (40M)							Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 (10M)	Mid 2 (10M)	Avg of Mids (10M)	Day-to- Day (10M)	Viva (10 M)	Project (10 M)	Total (40 M)	Overall Grade	Credits

SGPA:

CGPA:

Did you attend the remedial classes regularly? Y /N /NA. Why did you not attend the remedial classes? (If applicable)

ACADEMIC PROFILE- B. TECH III YEAR, II SEMESTER

Theory Courses		Continuous Internal Evaluation (40 M)											Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 Subj (20 M)	Mid 1 Obj (10 M)	Mid 1 Asst (05 M)	Mid 1 Total (35 M)	Mid 2 Subj (20M)	Mid 2 Obj (10M)	Mid 2 Asst (05M)	Mid 2 Total (35 M)	Avg of Mids (35M)	Seminar (05M)	Total (40)	Overall Grade	Credits

Lab Courses		Continuous Internal Evaluation (40M)							Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 (10M)	Mid 2 (10M)	Avg of Mids (10M)	Day-to- Day (10M)	Viva (10 M)	Project (10 M)	Total (40 M)	Overall Grade	Credits

SGPA:

CGPA:

Did you attend the remedial classes regularly? Y /N /NA. Why did you not attend the remedial classes? (If applicable)

ACADEMIC PROFILE- B. TECH IV YEAR, I SEMESTER

Theory Courses		Continuous Internal Evaluation (40 M)											Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 Subj (20 M)	Mid 1 Obj (10 M)	Mid 1 Asst (05 M)	Mid 1 Total (35 M)	Mid 2 Subj (20M)	Mid 2 Obj (10M)	Mid 2 Asst (05M)	Mid 2 Total (35 M)	Avg of Mids (35M)	Seminar (05M)	Total (40)	Overall Grade	Credits

Lab Courses		Continuous Internal Evaluation (40M)							Semester End Exam (60 M)	
S.No.	Name of the Course	Mid 1 (10M)	Mid 2 (10M)	Avg of Mids (10M)	Day-to- Day (10M)	Viva (10 M)	Project (10 M)	Total (40 M)	Overall Grade	Credits

SGPA:

CGPA:

Did you attend the remedial classes regularly? Y /N /NA. Why did you not attend the remedial classes? (If applicable)

