



# **Silicon University**

## **Faculty Adviser System & Student Mentorship**

# Silicon University, Odisha

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## Prelude

Students are the most important stakeholders of an educational institute. Any educational institute's prime responsibility is to educate, develop, and prepare the students to become successful professionals. Silicon's mission is to provide the best of technical skills, professional ethics and human values in enriching the disciplines of Science, Engineering and Technology for Social development and Nation building. The parents also expect that the institute takes care of their wards not only in academics, but also in other non-academic walks of life during their stay in the Institute. In this regard, Silicon follows an innovative concept of "Faculty Advisors" which is an extension of the regular teaching/learning roles of the faculty members.

## Our Vision

To become a center of excellence in the fields of technical education  
& research and create responsible citizens.

## Our Mission

To provide the best of Technical skills, Professional ethics and Human  
Values in enriching the disciplines of Science, Engineering and  
Technology for Social development and Nation building.

## Shared Vision

To ensure that all students have access to reliable, truthful, valid and one-to-one advising services for academic success over their period of stay in the Institute.

## Objectives

The primary purpose of academic advising is to assist students in their pursuit of life through the selected educational program, leading them to be well-established in life and prepare them as

professionals & good human beings in the modern society. Apart from monitoring their academic progress and other related activities, it also includes assisting students:

- (1) to adopt a healthy and success-oriented academic culture
- (2) to inculcate a disciplined and professional attitude
- (3) to understand institutional support services available
- (4) to understand institutional policies/procedures and abide by the rules & regulations
- (5) to focus on academics and take decisions for academic success & career planning, and
- (6) to overcome their personal problems (if any) and render required support and help.

### **The Faculty Advisor Concept**

Conceptually, the role of Faculty Advisor is intended to mentor & guide the students for achieving academic success for which they have come to the Institute. In this context, faculty members are required to offer their best efforts in line with the Institute's mission to shape the student's career as well as impart essential life-skills.

A group of 10-15 students are assigned to a selected faculty member, termed as the "Faculty Advisor" of that group, and remains in that role till the student successfully completes his/her course from Silicon. A Faculty Advisor is expected to closely interact with each student in the group primarily in a one-to-one manner, establish a trusting relationship with them and be in touch with their parents.

In a way, the Faculty Advisor is envisioned to assume the role of a *Social Parent*, keep track of their day to day activities (including monitoring, mentoring, and facilitating academic & co-curricular progress), extend a helping hand whenever required, and acts as a vital bridge between the parents and the Institute.

Furthermore, a Faculty Advisor would also provide necessary motivation, encouragement, moral support, and primary counselling to the students to help them prepare for a successful professional career.

Assuming the role of a *Social Parent* however does not authorize a Faculty Advisor to intentionally or unintentionally invade into their family aspects, religious/cultural values & practices, relationships and personal lives in general. However, if anything is of a damaging nature or likely to damage the academic performance of a student as per the observations of the Faculty Advisor, he/she may express concern, discuss personally, advise and sensitize the student and/or bring the same to the knowledge of the parents, if required, depending on the outcomes of the advice.

## **Roles & Responsibilities**

A Faculty Advisor(FA) plays a crucial role in academic success and overall development of a student during his/her stay in the Institute, i.e. from the point of taking admission till they complete their course and pass out of the institute. A general guideline regarding the roles and responsibilities of FA are as below:

1. Primarily, the Faculty Advisor role is intended to focus on the following aspects of each student in the group assigned to him/her:
  - 1) Know the details of each student of the group and their parents' contact information
  - 2) Capture, validate, and update the student & parents' data in the ERP
  - 3) Explain and provide rationale for institutional policies, procedures and requirements
  - 4) Monitoring, mentoring and enhancing academic focus, pursuance and progress
  - 5) Motivating and facilitating for academic success as per individual needs
  - 6) Imbibing a disciplined, professional, and ethical culture in the students
  - 7) Encouraging and extending a helping hand to the students in their career plans
  - 8) Advising and helping them to acquire skills required to be ready for the industry
  - 9) Insist and enable parents to use the ERP effectively to remain informed about their ward
  - 10) Advise the parents for financial planning to ensure that the institute dues are cleared on time
2. Since every student is unique and there cannot be a Standard Operating Procedure (SOP) for executing the role of a Faculty Advisor. The FA must wisely devise his/her own action plans to take care of each student of the group on a one-to-one basis. Every student has a different **SUCCESS STORY**. The FA activities must be done over a continuous period and in a consistent manner. The trusting relationship of the FA with the students and their parents has to be built upon multiple personal interactions over the initial time line. Students' success depends on the following factors and FA role is predominant in instilling below attributes.
  - attitude
  - appetite for learning
3. A Faculty Advisor is also required to help the students, without any bias, with necessary information and assistance to smoothly navigate through the academic systems & processes as well as other co-curricular/competitive activities and assist in taking appropriate decisions for successful completion of the programme. The key to academic advising is that the student should be made to realize responsibility for his/her own actions & decisions, while the FA is to impart wisdom and guide them in their decision making process in an appropriate manner so that they can become successful in life and find the right path in order to achieve their long term goals.

4. Some students may find it difficult to adjust and accommodate to the academic pressures in a professional course like engineering and become stressed, feel homesick, and get depressed. A Faculty Advisor is supposed to keep attention towards this aspect of the students. The FA would act as the primary counsellor for providing them with some psychological first-aid in terms of personal problems, peer pressure, classmate/roommate issues and such. In case a student has any specialized needs in terms of his/her mental health, the FA shall redirect the student to the psychological counsellor of the Institute.
5. The FA role is not a single-person activity, and in most cases it is a team work. In order to facilitate specific requirements of the students, the FA needs to closely interact with other faculty members, staff, and/or executives so that the students' issues/requirements can be addressed within the academic and/or administrative framework and norms of the Institute.
6. The Faculty Advisor should be aware of all academic and related information/alerts about the assigned students through the ERP by checking the details on a regular basis. Based on the information/alerts, the FA would interact with the student privately in a suitable time and record the details of the interaction in the ERP.
7. Whenever any issue of a student needs to be escalated or forwarded to another department, FC/FIC, or institute official, such escalations should be done offline. The FA can inform the concerned department, FC/FIC, or official through email, phone, or in person. The details of such escalations should be recorded in the ERP. The FA is also required to follow up on the escalated matters and record the details of follow-up actions in the ERP.
8. Even if the FA is expected to play the role of a *Social Parent*, he/she must also realise that the fundamental goal of the FA role is "Student Success" and not "relationship building". Therefore, they should avoid engaging with the assigned students or their parents in unnecessary or irrelevant activities which are not linked to the successful completion of the programme.

#### **Check list for the Faculty Advisor:**

1. Collection and Validation of the profile data of the students after an interaction by the FA.
2. Collecting an SOP (Statement of Purpose) from all assigned students which should be revisited once every year in a personal interaction. The SOP should be written by the students in about 100- 200 words describing their purpose of enrolling into an engineering program and the goals they want to achieve after completion of the same. The SOP will help the FA in career goal planning and dream building exercise of each individual student.
3. Interpret, explain, and provide rationale for institutional policies, procedures, and requirements.
4. Following up with the students having pending dues, shortage of attendance, and poor performance in examinations. The FA should interact with the students to find out the difficulties or reasons (if any) and advise accordingly to overcome the problems.
5. Faculty Advisor should identify the students having any kind of problems by looking into the alerts available in ERP related to the academic performance or in extracurricular activities. Accordingly, the FA will interact with the students, as necessary.
6. The FA should also identify academically strong students or students with special co-curricular or extra-curricular abilities. The FA would advise and facilitate them to improve upon these.

7. Though group interactions are not forbidden, in general the FA is supposed to interact with each student separately. For issues that are of very personal nature, open addressing may violate the rights & privacy of the students, or if the FA is not comfortable to deal with the issues, he/she should inform and discuss with the respective parents.
8. The FA would record the details of interactions made with each student in the ERP for future reference. Wherever, any issue/matter is escalated to some other official/faculty, the follow up actions also should be recorded in the ERP.

## Graphic Presentation

**Silicon**  
...beyond teaching

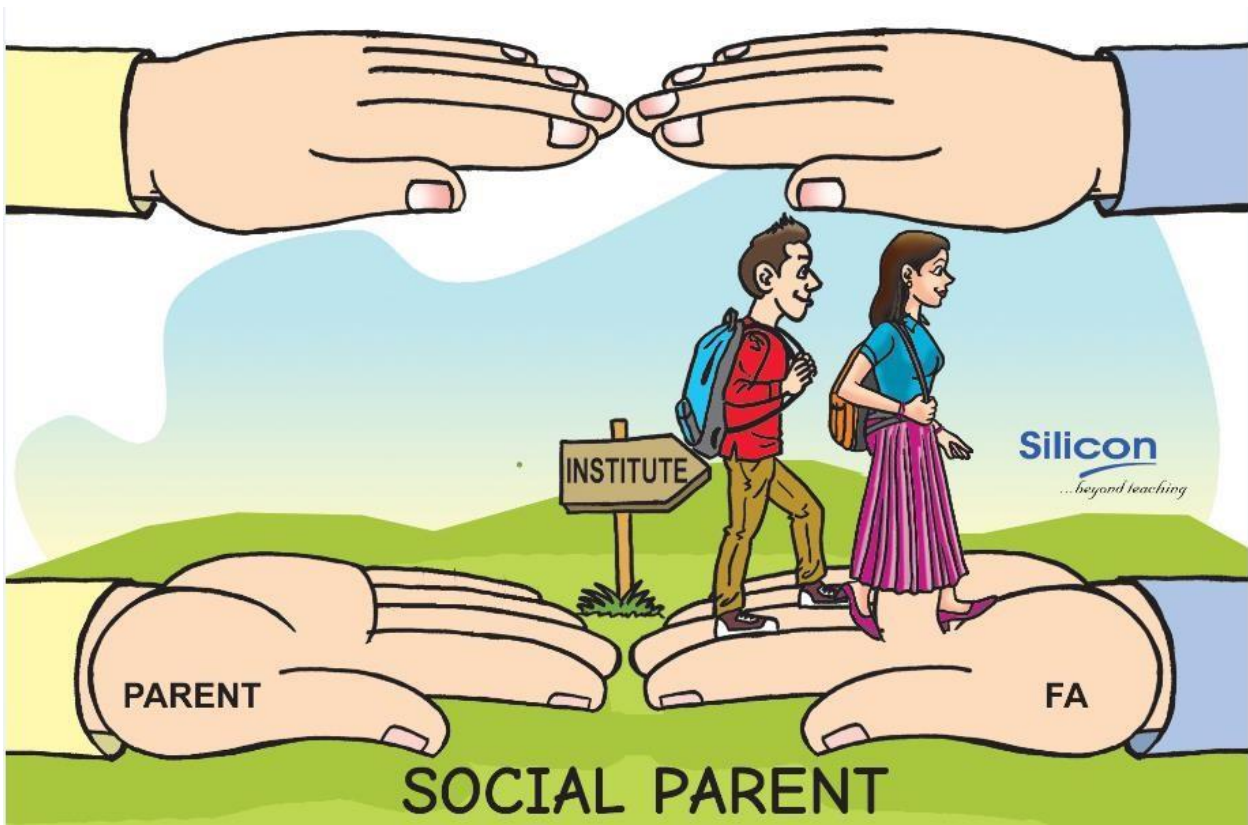
### THE CONFIDANTE



*Utmost care should be taken of the confidentiality aspect of the interaction.*

When it's necessary to speak to a student about his or her behavior, try to speak in private; this is especially true of adolescents who must "perform" for their peers. Public reprimands or lectures often trigger exaggerated, face-saving performances.

Confidentiality is the protection of personal information. Confidentiality means keeping an advisee information between FA and the advisee, and not telling others including co-workers, friends.

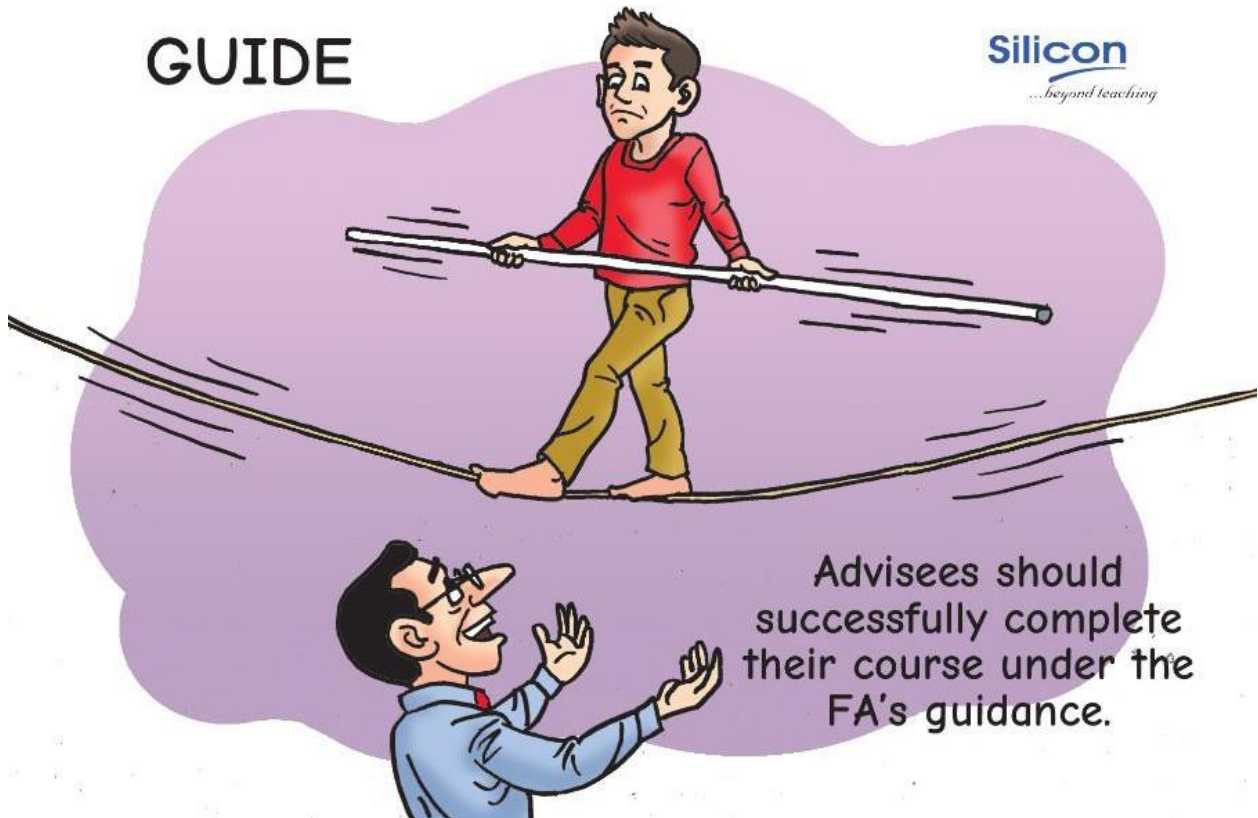


Students are the most important stakeholders of an educational institute. Any educational institute's prime responsibility is to educate, develop, and prepare the students to become successful professionals. Silicon's mission is to provide the best of technical skills, professional ethics and human values in enriching the disciplines of Science, Engineering and Technology for Social development and Nation building. The parents also expect that the institute takes care of their wards not only in academics, but also in other non-academic walks of life during their stay in the Institute.



# GUIDE

Silicon  
*...beyond teaching*



faculty Advisor's are required to offer their best efforts in line with the Institute's mission to shape the advisee's career as well as impart essential life-skills. . Apart from monitoring their academic progress and other related activities, it also includes assisting advisee.

# TRIO

Silicon  
*...beyond teaching*



*Stay connected.*

A Faculty Advisor is expected to closely interact with each student in the group primarily in a one-to-one manner, establish a trusting relationship with them and be in touch with their parents.

## Best Buddies



The FA must wisely devise his/her own action plans to take care of each student of the group on a one-to- one basis. Every student has a different SUCCESS STORY. The FA activities must be done over a continuous period and in a consistent manner.

# RECIPROCATATION



*Reciprocate to FAs well*

FA should help celebrate a advisee successes – no matter how big or small

# BEST LISTENER



*Listen to ADVISEES  
with an open mindset  
more than advising*

**Be an attentive listener.** Encourage students to talk out feelings and concerns and help them clarify their comments by restating them

Listen. Listen.Listen... But don't give away all of the answers. Although it can be easy for a FA to simply point out mistakes, there are often valuable lessons for advisee in making those mistakes along the way. A good FA will be able to reflect on their own experiences to determine when the journey was more insightful than the outcome. In these instances, FA must play the role of counselor and provide guidance but not answers, enabling their advisee to figure out the right course of action individually





**Try to understand where the behavior is coming from.** Is the student distressed by learning disability, or some other overwhelming experience? Speaking to the student's parents or guardian may shed light on underlying causes and help you develop sympathy through understanding.

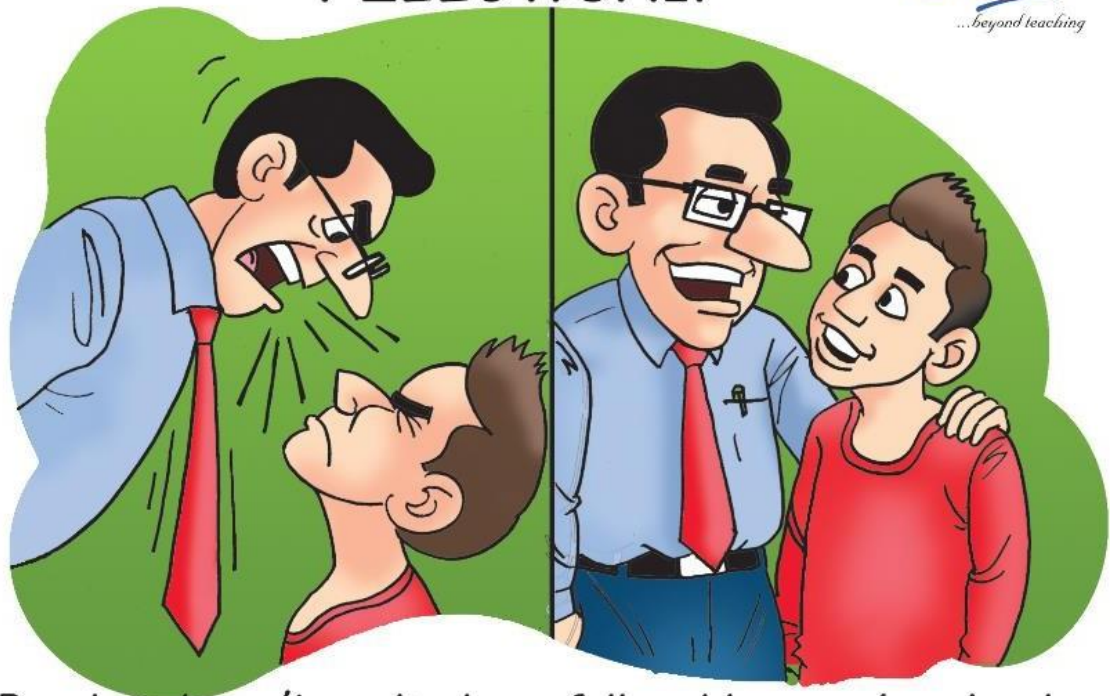
In order to facilitate specific requirements of the students, the FA needs to closely interact with other faculty members, staff, and/or executives so that the students' issues/requirements can be addressed within the academic and/or administrative framework and norms of the Institute.



Faculty Advisor, he/she may express concern, discuss personally, advise and sensitize the student and/or bring the same to the knowledge of the parents, if required, depending on the outcomes of the advice.

if the FA is not comfortable to deal with the issues, he/she should inform and discuss with the respective parents.

# FELLOWSHIP



*Bossing doesn't work where fellowship can do miracles.*

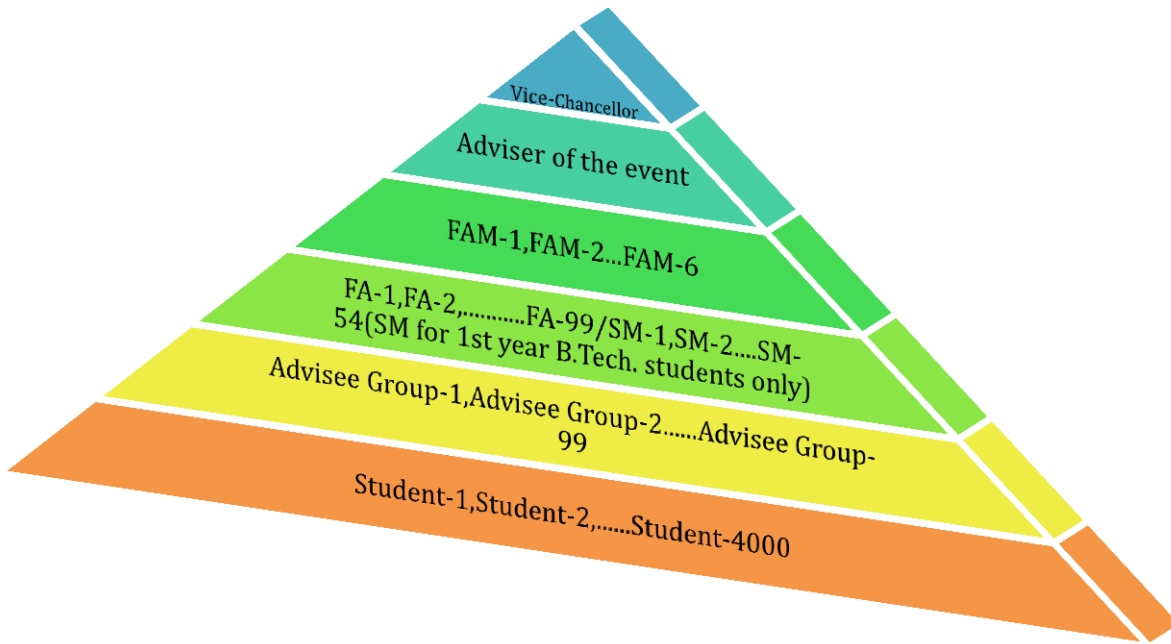
**Focus on recognizing and rewarding acceptable behavior** more than punishing misbehaviour.

**Avoid labeling students as "good" or "bad."** Instead describe their behavior as "positive," "acceptable," "disruptive," or "unacceptable."

Emphasize problem-solving instead of punishment. Showing advisee that FA care about them and their problems will help FA, earn their respect and establish rapport.



### Structure of the Faculty Adviser System



### Description of the FA System:-

Adviser of the event	VC						Silicon University
	Adviser(Prof S.K.Misra)						
L1-Reviewer of the events	FA's Mentor-(FAM-1)	FA's Mentor-(FAM-2)	FA's Mentor-(FAM -3) (Dean - Instruction)	FA's Mentor-(FAM-4) (Dean-SA)	FA's Mentor-(FAM-5) (Dean-R&D)	FA's Mentor-(FAM-6) (CoE)	FIC - ERP & FA( System) Coordinator to the events L1--L2
L2-Executer of the events	FAM-1 Group:- 9 to 16 FA Approx.	FAM-2 Group:- 9 to 16 FA Approx.	FAM-3 Group:- 9 to 16 FA Approx.	FAM-4 Group:- 9 to 16 FA Approx.	FAM-5 Group:- 9 to 16 FA Approx.	FAM-6 Group:- 9 to 16 FA Approx.	
L3-Support to the events(For 1 <sup>st</sup> year B.Tech only)	Student Mentor (SM)	Student Mentor (SM)	Student Mentor (SM)	Student Mentor (SM)	Student Mentor (SM)	Student Mentor (SM)	FC-Student Mentor (SM) Coordinator to the events L3--L4
L4-Beneficiary of the events	Each FA has 15 students approx.in a batch(Max-60 students)	Each FA has 15 students approx.in a batch(Max-60 students)	Each FA has 15 students approx.in a batch(Max-60 students)	Each FA has 15 students approx.in a batch(Max-60 students)	Each FA has 15 students approx.in a batch(Max-60 students)	Each FA has 15 students approx.in a batch(Max-60 students)	

Note:- FA-Faculty Adviser, SM-Student Mentor, FAM-FA's Mentor

## **Faculty Adviser (FA) System**

### 1. Purpose

This document outlines the official workflow, reporting structure, and appreciation mechanism for the Faculty Adviser (FA) System, ensuring uniform implementation, transparency, and effective student mentoring across the University.

### 2. Workflow and Responsibilities

#### 1. **One-on-One Student Interaction**

Each Faculty Adviser (FA) shall conduct regular one-on-one interactions with their assigned advisees (students) to monitor academic progress, personal development, and overall well-being.

#### 2. **Statement of Purpose (SOP) Review**

FAs shall review the Statement of Purpose (SOP) submitted by each advisee and provide necessary guidance, suggestions, and corrective measures wherever required.

#### 3. **Group Interactions**

In addition to individual meetings, FAs may convene group meetings with all advisees to address common agendas, academic regulations, career guidance, or institutional matters.

#### 4. **ERP Documentation (Fortnightly)**

At least once every 15 days, FAs shall record significant interaction events in the ERP, with particular emphasis on students under special observation or critical academic/non-academic conditions.

#### 5. **Monitoring Through ERP Reports**

Each FA shall regularly review the academic and non-academic status of their advisees through the ERP (Reports → Academic → FA Summary Report), which includes:

- 18 defined academic and non-academic activities, and
- 5 interaction records per student.

FAs shall ensure proper monitoring and maintenance of records.

#### 6. **Additional Records (Hard Copy)**

Apart from ERP-documented activities, FAs may collect additional relevant information during interactions in hard copy form and securely file the same for future reference and audit purposes.

#### 7. **Support from Student Mentors (SM)**

- For **First-Year B.Tech students**, FAs may seek assistance from the assigned Student Mentor (SM) during interactions.
- For **higher-year students**, all interactions shall be conducted directly by the FA.

#### 8. **Monthly Reporting to Faculty Adviser Mentor (FAM)**

Each FA shall report to their respective Faculty Adviser Mentor (FAM) once every month. Guidance may be sought as required. This interaction:

- Must be documented as part of the monthly event log, and
- Shall have the Minutes of Meeting (MoM) forwarded by the FAM to **HR**

#### 9. **Minutes of Meeting (MoM) Template**

A uniform MoM template (attached separately) shall be mandatorily used for all FA–FAM meetings to ensure standardization and ease of audit.

**10. Authority for Review and Interaction**

The Adviser / Hon’ble Vice-Chancellor of the University may call any student, FA, or FA Mentor for discussion or review at any time, as deemed necessary.

**3. Appreciation and Recognition Method**

1. Based on performance, engagement, documentation quality, and outcomes, each Faculty Adviser Mentor (FAM) may select **one or two Faculty Advisers as Top Performers.**
2. The selected FAs shall be recognized and honored during the official staff function as part of the University’s appreciation and motivation initiative.

**4. FA Group Identity Structure**

Each FA Group shall be identified using a structured numbering system as given below:

**Year FAM Number FA Group Number**

**FA Group Allocation Reference:**

FA Group Numbers: **2, 4, 1, 3, 8**

(The detailed year-wise and FAM-wise mapping shall be maintained and communicated separately by the Coordinator, FA System.)

**5. Compliance**

All Faculty Advisers and Faculty Adviser Mentors are required to strictly adhere to this workflow. Proper documentation in ERP and timely reporting are mandatory and will be subject to internal review, audit, and quality assurance processes.

**Minutes of Meeting format**

<b>Purpose of the Meeting</b>		Meeting of Faculty Adviser(FA) and FA’s Mentor(FAM)			
<b>Called by</b>	***	<b>Date</b>	***	<b>Leave of absence</b>	***
		<b>Venue</b>	***		

<b>Participants</b>		
<b>Name</b>	<b>Email</b>	<b>Present (Yes/No)</b>



## **Faculty Adviser (FA)**

### **Standard Operating Procedure (SoP)**

*(Routine Activities through ERP System)*

#### **1. Purpose**

This Standard Operating Procedure (SoP) defines the roles, responsibilities, and operational workflow of the Faculty Adviser (FA) in monitoring, mentoring, guiding, and supporting assigned students through the ERP system.

The objective is to ensure:

- Continuous academic monitoring
- Early identification of academic/administrative issues
- Structured mentoring and documentation
- Proper escalation and follow-up mechanism
- Student career guidance through Statement of Purpose (SOP) analysis

#### **2. Scope**

This SoP applies to:

- All Faculty Advisers (FA)
- Psychological Counsellors / HR
- Academic and Administrative Staff
- Grievance Monitoring System
- Assigned Students (Current & Past)

#### **3. ERP Navigation Path**

Access Path:

Activity → Faculty Adviser

Sub-sections:

1. Current Assigned Students
2. Old Assigned Students
3. SOP (Statement of Purpose)

The screenshot shows a web application interface for managing students. On the left is a sidebar with various navigation menus. The main content area is titled 'CURRENT ASSIGNED STUDENTS' and is divided into two sections based on semesters: '2023-2027 ALL B2 #61' and '2025-2029 ALL D2 #61'. Each section displays a grid of student profile cards. Each card includes a student's name, ID, and a small photo. Below the photo are three circular icons: a red one with a white exclamation mark, a yellow one with a white exclamation mark, and a green one with a white checkmark.

## 4. Current Assigned Students – Procedure

### 4.1 View Details

Access Path:

Activity → Faculty Adviser → Current Assigned Students → View Details

In this page FA can see ,students Academic,Administrative and Facilities information's with different colour format

The screenshot shows a detailed view of a student's record. On the left is a profile card for JAYSHREE PADHI, including her name, ID (2023-2027 ECE 6 SEM), and a photo. The main area is titled 'New Interaction' and contains a table of data categorized into three sections: ACADEMICS, ADMINISTRATIVE, and FACILITIES. Each row in the table includes a description, a numerical value, and a status indicator (red, yellow, or green dot).

Category	Item	Value	Status
ACADEMICS	No of subjects where attendance <75% ( current semester)	2	Red
	Total No of Lab classes Absent ( current semester)	0	Green
ADMINISTRATIVE	Finance: Other Dues(Dues pending)	5642	Red
	Finance: Institute Fees(Dues pending)	0	Green
	Finance: Hostel Dues(Dues pending)	0	Green
	Finance: Food Court Dues(Dues Pending)	-2328	Green
	ERP Access: No.of times Parent Login (Last 1 Months)		
	No of Issue Raised By Staff	0	Green
FACILITIES	No of Issue Raised By Advisee	0	Green
	Library: No of books Non-Return	0	Green
	Library: No of times visited library ( current semester)	0	Red
	Canteen: No. of Guest Meal ( current semester)	0	Green
	Canteen: No of Breakfast Skip ( current semester)	0	Green
Canteen: No of Dinner Skip ( current semester)	0	Green	

### 4.2 Record Session – New Interaction

Access Path:

Current Assigned Students → Record Session → New Interaction Session

**Interaction**

Date of Interaction

Remarks

Save

### Procedure:

1. Review student consolidated academic and administrative data.
2. Access Path:

Reports → Academic → FA Summary Report

#	Name	SIC	Program	Branch	Semester	Contact No.	Email(Student)	Parent's Number-1	Parent's Number-2	No of subjects attendance <80%	Institute Fees	Other Dues	Total No. of Backs (Theory)	Total No. of Backs (Lab)	Total No. of X Grades	Total No. of S Grades	CGPA (Till Date)	Interaction Date
1	SUBHAM SHAW	23BEEG22	B.TECH	EEE	6	9476494110	eee.23beeg22@silicon.ac.in	9434226122	8670235124	7			6			1	6.19	2024-05-02
2	SHAILESH JENA	25BCSG93	B.TECH	CSE	2	9437667519	cse.25bcsg93@silicon.ac.in	9437667519	9437000788								9.30	2025-11-28
3	ASHISH MOHANTY	25BCSG85	B.TECH	CSE	2	7008782493	cse.25bcsg85@silicon.ac.in	7008782493		5							7.25	2025-11-28
4	AYUSHMAN PRASAD	24BEED58	B.TECH	EEE	4	8456039485	eee.24beed58@silicon.ac.in			1							7.52	2025-11-25

FA can access (see and download) the complete profile of assigned students including:

- Name
- SIC
- Program
- Branch
- Semester
- Contact No.
- Student Email
- Parent's Contact Numbers
- Attendance (<80%) details
- Institute Fees status
- Other Dues
- Total Backs (Theory & Lab)
- Total X Grades
- Total S Grades
- CGPA (Till Date)
- Previous Interaction Records

- Escalation Status

FA shall review this data before every interaction session

1. Conduct interaction (Offline / Online).
2. Enter:
  - Interaction Date
  - Interaction Remark (clear, professional, and specific)
3. Save the record.

### Important Guidelines:

- Remarks must be objective and measurable.
- Mention specific action items (if any).
- Avoid vague remarks such as “Discussed general issues”.
- Use professional language.
- Interaction must be recorded on the same day.

### 4.3 Record Session – Earlier Interaction

Path:

Current Assigned Students → Record Session → Earlier Interaction

The screenshot shows a web application interface with a sidebar on the left containing a profile picture and the name 'JAYSHREE PADHI' along with other details like '2023-2027', 'ECE', and '6 SEM'. The main content area has three tabs: 'New Interaction', 'Earlier Interactions', and 'Escalations & Followups'. The 'Earlier Interactions' tab is active, displaying a list of parameters in a table format. The parameters listed are:

Parameter
No of subjects where attendance <75% ( current semester)
Total No of Lab classes Absent (current semester)
Finance: Other Dues(Dues pending)
Finance: Institute Fees(Dues pending)
Finance: Hostel Dues(Dues pending)
Finance: Food Court Dues(Dues Pending)
ERP Access: No of times Parent Login (Last 1 Months)
No of Issue Raised By Staff
No of Issue Raised By Advisee
Library: No of books Non-Return
Library: No of times visited library (current semester)
Canteen: No. of Guest Meal (current semester)
Canteen: No of Breakfast Skip ( current semester)
Canteen: No of Dinner Skip ( current semester)
Residence: No of Absent ( current semester)
Remark

This section displays:

- All previous interaction dates
- Remarks
- Escalation details
- Status updates

**Purpose:**



- Track student progress
- Identify recurring issues
- Review past commitments
- Ensure continuity in mentoring

This is mandatory before conducting follow-up interactions.

#### 4.4 Escalation & Follow-Up

Path:

Current Assigned Students → Record Session → Escalation & Follow Up

#### When to Escalate:

- Attendance is very poor
- Multiple backs/Year Backs
- Fee dues beyond deadline
- Behavioural concerns
- Repeated non-response
- Administrative delays affecting student

#### Procedure:

1. Record escalation date.
2. Clearly mention escalation remark.
3. Record follow-up entries day-wise.
4. Update status (Open / In Progress / Closed).

#### Follow-Up Process:

- Coordination with Admin / Accounts / Exam Cell / HoD/FIC/FC/SPOC
- Communication with parents (if required).
- Interaction with student for compliance.
- Grievance monitoring through official system (Offline/Online).

All escalations must be documented.

## **5. Old Assigned Students**

Path:

Activity → Faculty Adviser → Old Assigned Students

### **Purpose:**

- Access past student interaction reports.
- Review emergency or special cases.
- Support alumni or delayed academic clearance cases.

This section is read-only and used for reference and documentation retrieval.

## **6. SOP (Statement of Purpose)**

Path:

Activity → Faculty Adviser → SOP

### **Description:**

During the Induction Program, students submit responses to a structured questionnaire designed by Counsellor/HR. These responses form the student's Statement of Purpose (SOP).

This module becomes active only after:

- ERP configuration before induction by Counsellor/HR
- Question finalization by counsellor

### **6.1 Purpose of SOP Analysis**

FA/Counsellor/HR can analyse:

- Student aspirations
- Career goals
- Strengths and talents
- Areas of concern
- Learning style
- Personal challenges
- Motivation level

### **6.2 FA Responsibilities in SOP Module**

- Review each assigned student's SOP.
- Identify "Sparks" (talent, leadership, creativity).
- Flag students requiring special mentoring.
- Align academic monitoring with career goals.
- Coordinate with Counsellor/HR for intervention cases.

## 7. Routine FA Activity Timeline

Activity	Frequency	Mandatory
Review student dashboard	Weekly	Yes
Record interaction	Minimum once per month	Yes
Check attendance <80%	Weekly	Yes
Review fee status	Monthly	Yes
Review academic backs	After result declaration	Yes
SOP analysis	Once after induction + periodic review	Yes
Escalation follow-up	As required	Yes

## 8. Professional Conduct Guidelines

- Maintain confidentiality.
- Avoid personal bias.
- Maintain proper documentation.
- Ensure timely follow-up.
- Use official communication channels.
- Avoid verbal-only resolution; always record in ERP.

## 9. Reporting & Monitoring

- FAM can review FA Summary Reports.
- Administration can audit interaction logs.
- FA performance may be evaluated based on:
  - Interaction regularity
  - Escalation handling
  - Student progression
  - Documentation quality

## 10. Compliance & Accountability

- Failure to record interaction may be treated as non-compliance.
- Escalation delays must be justified.
- FA must ensure structured mentoring, not symbolic interaction.

## 11. Outcome Expected

- Improved academic performance
- Early risk identification
- Reduced dropout rate
- Structured grievance handling
- Enhanced student career alignment
- Stronger FA–Student mentoring system

## Student Mentorship Program – Ready Reckoner

### 1. Introduction

The **Student Mentor Program** is a structured institutional initiative designed to facilitate the smooth academic, social, and emotional transition of newly admitted students into university life. The program adopts a **peer-mentorship model**, wherein senior students serve as mentors to first-year undergraduate students (mentees).

This initiative ensures that mentees receive **continuous academic guidance, emotional support, institutional orientation, and personal development assistance** throughout their first academic year. By fostering meaningful mentor–mentee relationships, the program promotes a supportive learning environment and strengthens student engagement within the university community.

### 2. Objectives of the Program

The Student Mentor Program aims to support the **holistic development** of first-year students while simultaneously nurturing leadership and organizational skills among mentors.

#### Primary Objectives

- Ease the transition of freshers into university life.
- Enhance mentees' academic knowledge, practical skills, and self-confidence early in the undergraduate program.
- Align mentor–mentee goals towards academic excellence and personal development.
- Provide career guidance to help students identify subjects and domains of interest.
- Offer consistent academic and personal support throughout the academic year.
- Create a supportive, approachable, and student-friendly mentoring environment.
- Strengthen communication between students and faculty members.
- Promote holistic development and active participation in academic, cultural, and institutional activities.
- Support profile building through structured, time-bound activities.
- Assist students in selecting suitable summer internships, projects, and co-/extra-curricular engagements.
- Guide students in communication skills, time management, advanced reading, coding practices, and academic preparation.
- Support stress management, confidence building, positive habits, employability skills, and personal growth.

### 3. Selection of Student Mentors

The selection of student mentors follows a **systematic, merit-based, and transparent process** to ensure quality mentorship and responsible leadership.

#### Eligibility and Selection Process

- Senior students with **good academic standing**, strong communication skills, discipline, leadership qualities, and a willingness to guide peers are encouraged to apply.
- Faculty members may recommend suitable candidates based on academic performance and behavioural conduct.
- A **brief interaction/interview** is conducted by the **Faculty Coordinator (FC)** to assess:
  - Interpersonal and communication skills
  - Empathy and approachability
  - Sense of responsibility and commitment
  - Willingness to support student welfare

#### Mentor Orientation

Selected mentors undergo a **mandatory orientation program** before the commencement of mentoring activities. The orientation includes:

- Roles and responsibilities of mentors
- Ethical guidelines and professional boundaries
- Communication protocols and confidentiality norms
- Procedures for escalating serious academic or personal concerns to the FC

This training ensures that mentors are well-prepared to guide mentees responsibly and professionally.

### 4. Roles and Responsibilities of Student Mentors

The role of a Student Mentor begins during the **Induction Program** and continues throughout the **entire academic year**.

#### Key Responsibilities

- Remain present and accessible to freshers during the induction period.
- Assist students in understanding academic procedures, rules, and campus facilities.
- Guide mentees regarding departments, clubs, societies, and university events.
- Help mentees interact confidently with faculty members and senior students.
- Address initial doubts, concerns, and anxieties of freshers.
- Ensure that every fresher feels welcomed, informed, and supported during induction.
- Conduct regular formal and informal interaction sessions with assigned mentees.
- Provide academic guidance and clarify coursework requirements.
- Encourage participation in academic, cultural, sports, and extracurricular activities.

- Identify students facing academic, emotional, or personal challenges.
- Coordinate with faculty mentors and FCs for structured intervention when required.

The mentorship relationship continues for **one full academic year** to ensure sustained guidance and consistent support.

## 5. Program Procedure

The mentoring process follows a structured and well-defined procedure:

- Allocation of about **15 mentees to each Student Mentor**.
- Conducting introductory mentor–mentee meetings during the induction period.
- Maintaining regular formal and informal interactions throughout the semester.
- Monitoring academic progress, attendance, and overall engagement.
- Escalating serious academic, behavioral, or emotional concerns to the Faculty Coordinator when necessary.

## 6. Review and Monitoring

The effectiveness of the Student Mentor Program is reviewed periodically based on:

- Academic performance and progress of mentees.
- Feedback received from mentees and mentors.
- Observations, inputs, and recommendations from faculty members and coordinators.

## 7. Action Plan for Unsatisfactory Academic Performance

In cases where a mentee’s academic performance is found to be unsatisfactory, the following structured interventions are undertaken:

- Conducting individual counselling sessions to identify academic or personal challenges.
- Motivating students and reinforcing a positive and growth-oriented mindset.
- Guiding students to enrol in remedial classes and doubt-clearing sessions.
- Assisting in the preparation of structured study plans and time-management schedules.
- Encouraging regular class attendance and academic discipline.
- Ensuring continuous follow-ups to track progress and improvement.

The focus remains on **corrective guidance, confidence building, and sustained encouragement** to achieve measurable academic improvement.

## 8. Value Addition and Scope for Strengthening the Program

The Student Mentor Program significantly contributes to creating a **supportive and student-centric academic ecosystem**. To further enhance its impact, the following improvements may be implemented:

- Establishing a documented mentorship tracking system for systematic monitoring.
- Conducting periodic mentor performance reviews with faculty coordinators.
- Integrating basic career guidance and goal-setting discussions within mentoring sessions.
- Introducing structured mentor accountability mechanisms.
- Creating small peer-support groups among mentees to promote collaborative learning.

These initiatives can transform the program into a **more structured, outcome-oriented, and sustainable support system**.

## 9. Suggestions for Future Implementation

To improve the long-term effectiveness and sustainability of the program, the following measures are recommended:

- Conducting formal mentor training workshops before the start of the academic session.
- Introducing monthly structured mentor–mentee meetings with predefined agendas.
- Implementing mid-semester and end-semester feedback mechanisms.
- Organizing academic skill-building workshops (time management, exam strategies, communication skills, etc.).

## 10. Recognition and Incentives

To motivate and acknowledge mentors for their contribution:

- Certificates of appreciation will be awarded to all student mentors.
- **Best Mentor Awards** will be presented based on performance, commitment, and feedback.

## 11. Responsibilities of Mentees

Mentees are expected to:

- Be courteous, respectful, and professional in interactions with mentors.
- Maintain regular contact and actively seek guidance.
- Respond promptly to mentor communications.
- Explore academic, research, internship, and personal development opportunities.
- Take responsibility for their academic and personal growth.

## 12. The Hierarchy

Hierarchy Level	Designation	Reporting Authority	Key Governance Function	Primary Responsibility
Level 1	Faculty Coordinator	Dean (SA) / FIC (SSC)	Strategic Management	Program policy, budget, and institutional reports.
Level 2	Mentor Coordinator	Faculty Coordinator	Operational Oversight	Managing student mentors and data aggregation.
Level 3	Student Mentors	FC/Mentor Coordinator / FA	Peer Implementation	Mentee support, social integration, and pulse-checking.
Level 4	Mentee	Student Mentor / FA	Program Participant	Engagement in learning and adherence to guidelines.