



OFFICE OF DEAN ACADEMICS

Policy Document

KLEF/ODA/2.13/P213001/2022/V1.0

Date: 18/08/2022

Title: Mentoring and Feedback System

1. Policy:

The institute ensures that the students are provided necessary mentoring support at regular intervals on various aspects viz, academics, career planning, personal/psychological. Faculty mentors allotted to the students should take care of the well-being of the students and motivate them to become successful in their chosen career category. Also, the feedback taken from the students and other stakeholders of the system at regular intervals is summarized and analyzed and necessary action is taken in time for the improvement of curriculum, teaching-learning process, outcome-based education, etc.

2. Outcomes:

- Enhanced confidence in students to choose the right career category and excel in it
- Improves the performance of the students as their concerns are addressed at an appropriate time
- Enables to refine the process through the inputs received from the stakeholders

3. Guidelines:

Mentoring is a process that aims to facilitate personal wellbeing, sense of security, bonhomie, and guidance on academic, career and personal needs of the students through the support of faculty mentor. With the intent to address and resolve all the issues of the student community at KLEF,

the institute has established the mentoring System in the university premises with the help of a team of faculty members as mentors.

3.1 Allotment of Mentors and counselling process

- 3.1.1 A Department Academic Counselling Board (DACB) meeting is held in the department to allocate faculty mentors for every 20 students once admitted into a program.
- 3.1.2 During the first year of study, faculty from Fresh Engineering Department (FED) are appointed as counsellors/Mentors.
- 3.1.3 The faculty allocated as a counsellor during the second year will be continued for the allotted 20 students till the student graduates.
- 3.1.4 The Mentor and the Mentee details are mapped, and counselling is carried out every fortnight of the month.
- 3.1.5 Free hours of the Counselor/Mentor timetable are shared by the Counselor to his/her allotted students through Mail, SMS, telegram/WhatsApp group chats, to meet the students and counsel them on academic/ Career / Personal related aspects.
- 3.1.6 The counsellor maintains a record of student's address, his/her parents' details, contact numbers, etc. in a counseling book and these details are updated by the Counselor.
- 3.1.7 The counselor keeps track of student's attendance to their regular classes, academic performance and maintains a record of the same in the counseling book and updates the information.
- 3.1.8 Counselor periodically communicates with parents through mail, SMS and through telephonic conversations. The communication undertaken is recorded in a counseling book and is updated.
- 3.1.9 The analysis of the counseling maintained by the counselor is submitted to the Head of the Department for further action.
- 3.1.10 In case of repeated non-performance, irregular in attendance of the students, the Counselor/Mentor shall submit and report to DACB to take corrective measures.
- 3.1.11 Head of the department, Deputy Heads, Faculty mentor, Course coordinators, Professor In charges and Academic Year Coordinators of the department are the members of DACB.

- 3.1.12 Based on the counseling feedback, HOD recommends the student for Personal/Psychological counseling by psychologists, member of Central Academic Counseling Board (CACB) if required for the improvement of student's academic progress and behavioral aspects.
- 3.1.13 CACB is constituted with the faculty members/functionaries like Dean Academics, Additional Dean Academics, Associate Dean - Counselling, Principals, Dean MHS, Dean Student Affairs, Psychologist, Freshmen Engineering Department (FED) Coordinator. A student has to appear before the Academic Counselling Board in the following circumstances:
- 3.1.13.1 Has CGPA less than 6.00.
 - 3.1.13.2 Has 'F' grade or 'Detained' in 5 or more courses
- 3.1.14 The first level of Counseling of such students is done by the respective mentors and then by the Department Academic Counseling Board (DACB) followed by the CACB. The list of students who should undergo the CACB counseling is forwarded by the Department Academic Counseling Board (DACB) to the Office of Dean Academics.
- 3.1.15 The students undergoing the Central Academic Counseling Board process may be allowed to register only for a few courses based on the recommendation of Central Academic Counseling Board members. The suggestions may vary case to case as appropriate to the student.
- 3.1.16 The Mentor/Counselor, Head of the Department, Principal, Dean Academics can view details of a student at any time and offer required support. This helps to closely monitor a student's progress in terms of his/her attendance, punctuality, academic performance and learning capabilities. The following are the three types of counseling methods that are carried out:
- 3.1.16.1 Academic counseling
 - 3.1.16.2 Career Counseling
 - 3.1.16.3 Personal / Psychological counseling

3.1.16.1 Academic Counselling

3.1.16.1.1 A mentor or counselor pays personal attention to and monitors student's academic progress. Students meet the allotted counseling faculty every fortnight and counselor record the academic issues faced by the students, if any.

3.1.16.1.2 The academic progress of the counselling student is tracked by the counsellor and the same is informed to the parents of counselling students every month.

3.1.16.1.3 Department Academic Counselling Board (DACB) submits a consolidated counselling report to Office of Dean Academics through respective department Professor In charge.

Office of Dean Academics discusses with the departments to understand the various aspects that contribute to the development of the students and the ways to address & resolve the issues faced by their students. The outcome of the meeting may be in identifying the best practices to be adopted by the mentors to effectively guide the students, training to be arranged for students and mentors, therapeutical sessions to be arranged in consultation with psychologists, teaching learning practices to be improved, etc.

3.1.16.2 Career Counselling

3.1.16.2.1 The skill development and student progression division play an exemplary role in the overall progress and career growth of the students.

3.1.16.2.2 SWEAR (Strengths, Weakness, Eligibility, Availability and Resources) analysis is done for the students at regular intervals in order to identify their strengths, weaknesses, interests, career category of interest (employability, research or entrepreneurship), pre-existing knowledge, aspects to improve etc. The survey results are analysed, and necessary insights are derived from it for the appropriate planning by the skill development and student progression division and communicated to the departments.

3.1.16.2.3 Necessary training programs in areas like soft skills, communication, life skills like yoga, meditation are arranged under the aegis of skill and sports division through experts from appropriate industry as trainers.

3.1.16.3 Personal / Psychological Counselling

Mentors are encouraged to guide the students on various aspects mentioned below to ensure the overall development of the students. Mentors are given necessary professional development programs to effectively guide the students on these aspects to ensure the holistic development of the students. As the students go to the mentor for regular interaction as a part of their timetable, they establish a good connection with them and be ready to listen to the mentor on the areas they should focus upon in order to excel well in academics.

The aspects that the mentor advice the students are as follows (but not limited to)

1. Time Management
2. Classroom Activities
3. Anti-Ragging policy
4. Positive Attitude
5. Human Values
6. Motivational Lectures
7. Self-Awareness
8. Gender Sensitization
9. Family Relations
10. Friends Relations
11. Health Condition
12. Mental Stress
13. Sports
14. Cultural Activates
15. Hostel / Room / Home Related
16. Food Habits
17. Students Meetings
18. Parent Meetings

In spite of the best efforts of the mentor in guiding the students on the aspects mentioned above, in some of the cases the students may need the support of the psychologists to overcome their mental health issues. In such cases, the mentors are required to recommend those students to the psychologists for further action.

3.1.16.3.1 Based on the counseling feedback received from the counselors, HOD recommends the student for Personal / Psychological counseling by psychologists, if required for the improvement of student's academic progress and behavioral process.

3.1.16.3.2 The University appointed Psychologists in CACB will counsel the student and provide few recommendation/suggestions/solutions to improvise the personal attitude and professional career growth. The same will be forwarded to the parents of the ward.

3.2 Feedback analysis and reward /corrective measures

The institute seeks to review and improve the quality of its teaching and learning by analyzing the students' feedback on the courses, programs, teaching-learning process, outcome attainment, facilities, etc. Feedback is obtained from stakeholders at regular intervals covering the various aspects mentioned in an organized manner ensuring that the stakeholders are made aware of the purpose for which they give this feedback and the mechanism through which the corrective action is taken. The process on feedback from stakeholders is executed in the following two stages

3.2.1 Feedback collection

3.2.2 Feedback analysis and Corrective measures

3.2.1 Feedback Collection

The following are the feedback taken from different perspectives from the stakeholders:

3.2.1.1 Student Feedback on Curriculum- The feedback on curriculum is obtained from the stakeholders viz., Students, Parents, Alumni, Faculty, Industry and Academic peers once in a semester during the program development process.

3.2.1.2 Student Academic Progress Feedback – The academic progression feedback will be taken twice in a semester. One preliminary feedback taken four weeks after the commencement of class work and another detailed one at the end of the semester. This feedback is subject-specific and the students are required to give this feedback for all the subjects registered in a semester. This Feedback is on the following aspects (but not limited to)

1. Delivery of courses
2. Effectiveness of teaching

3. Pace of delivery
4. Active class engagement
5. Communication of the teacher
6. Active learning methods adopted in the classroom, etc.

The results of this feedback are analyzed and the performance score of the faculty are reviewed for appropriate action by the departments. Departments are required to ensure that all the eligible students are giving this feedback compulsorily as it greatly helps the faculty in altering their style appropriate to the requirement of the students.

3.2.1.3 Student Satisfaction Survey - Student Satisfaction Survey (SSS) is taken once in a semester from a generic perspective to understand the overall satisfaction of the students on the academic process of that semester on the following aspects (but not limited to)

1. Innovative methods adopted in that semester,
2. Availability of learning resources,
3. Effectiveness of the classroom activities,
4. Engagement of the students in the class,
5. Effectiveness of the labs conducted,
6. Syllabus of the subjects offered, etc.

3.2.1.4 Student Exit Feedback - Exit survey feedback is taken once in a year from the final year students who are about to graduate in that academic year. This feedback is taken to understand the overall impression of the students who graduate from the Institute on the following aspects (but not limited to)

1. Ambience and opportunities for learning
2. Conduction of Classes
3. Conduction of Labs
4. Equipment / tools availability in Labs
5. Access to Library
6. Internet Facilities
7. quality of teaching (general)
8. discipline in campus (general)

9. Coverage of syllabus (overall)
10. Interactions by teacher during classes
11. Skills Imparted
12. Access to teachers
13. Attitude of teachers
14. Quality of Assessment/Examination
15. Transparency in evaluation system
16. Security for girl students
17. Placement and Training cell facilities
18. Access and attitude of HOD
19. Conduction of project work
20. Project guidance by the faculty
21. Support by Lab Technicians
22. Accessibility of office staff

3.2.1.5 Feedback on curriculum with Academic peers, Parents, Alumni and Industry personal- This structured feedback is taken once in a semester for design and review of syllabus – semester wise taken from Alumni, Peers, Parent, Industry Personnel on the following aspects (but not limited to)

1. The contents of the curriculum with respect to state-of-the-art
2. contents of the course
3. curriculum provides against conducting research and project related activities
4. curriculum is balanced regarding the theoretical and practical knowledge
5. curriculum development procedure
6. learning outcomes of the curriculum are of global standard
7. curriculum has focus on skill development

3.2.1.6 Faculty Satisfaction Survey - Satisfaction Survey is taken once in a semester from the faculty on the following aspects (but not limited to)

1. Distribution of workload
2. Rationality of expectations

3. Institute support in terms of research and investment
4. Time and space for professional growth
5. Respect from peer faculties and students
6. Presence of adequate policies for comfortable teaching culture
7. Appreciation and recognition
8. Recreation and collaboration

3.2.1.7 Parent Teacher Association meeting - Parent Teacher Association (PTA) meeting is conducted to get parents involved in their ward's academics and it provides parents and faculty a mutual platform to strengthen their relationship with the students through planning and conducting variety of developmental and recreational activities. In the PTA meeting the following points are to be discussed (but not limited to):

1. K L University Rankings and Awards
2. Department Highlights, awards and achievements
3. Student Pass Percentage
4. Internships, Placements and Packages
5. Collaborations and MOUs
6. Design Thinking and Innovation
7. Teaching and Learning Process
8. Exams and Evaluation Process
9. Feedback Process
10. Certificate Courses
11. Highlights of Counselling activities

3.2.1.8 Student Feedback on Career Counselling and Competitive Examination Guidance

– The feedback is taken once in a semester from the students on below aspects.

1. Guidance for Competitive examination
2. Course modules relevant to the competitive exams
3. Quality of the instructor
4. Training content
5. Training group
6. Quality of the training for Competitive examination

7. Career Counselling activities

3.2.2 Feedback Analysis & Corrective Action

3.2.2.1 The feedback collected from students and other stakeholders will be analyzed, classified, summarized and finally, a consolidated Action Taken Report (ATR) will be prepared over the collective issues raised by the students and other stakeholders in the feedback.

3.2.2.2 The finalized ATR will be forwarded to the Board of Studies for necessary amendments to be made and get duly approved in the Academic council as well.



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