

Acknowledgments

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Contents

1	Introduction	1
2	Stages of mentoring	4
3	Forms of mentoring	10
4	Mentoring and ethics	14
5	Project Overview	18

Chapter 1

Introduction

A mentor is an individual with expertise who can help develop the career of a mentee. A mentor often has two primary functions for the mentee. The career-related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work–life balance.

For the purposes of this document, it is important to differentiate between the terms protégé and mentee. The term protégé has a clear history in mentoring research and primarily applies to individuals engaged in senior–mentor and junior–protégé relationships within an organization where protégés are clearly identified as “under the wing” of a mentor — protected and nurtured over time. The term mentee is used here to refer to the broad range of individu-

als who may be in the role of “learner” in mentoring relationships, regardless of the age or position of the mentor and mentee.

Watermarks of varying degrees of obtrusiveness are added to presentation media as a guarantee of authenticity, quality, ownership, and source. To be effective in its purpose, a watermark should adhere to a few requirements. In particular, it should be robust, and transparent. Robustness requires that it be able to survive any alterations or distortions that the watermarked content may undergo, including intentional attacks to remove the watermark, and common signal processing alterations used to make the data more efficient to store and transmit. This is so that afterwards, the owner can still be identified. Transparency requires a watermark to be imperceptible so that it does not affect the quality of the content, and makes detection, and therefore removal, by pirates less possible.

Research has consistently found mentored individuals to be more satisfied and committed to their professions than non-mentored individuals (Wanberg, Welsh, Hezlett, 2003). Furthermore, mentored individuals often earn higher performance evaluations, higher salaries, and faster career progress than non-mentored individuals. Mentors can also benefit from a successful mentoring relationship by deriving satisfaction from helping to develop the next generation of leaders, feeling rejuvenated in their own career de-

velopment, learning how to use new technologies, or becoming aware of issues, methods, or perspectives that are important to their field.

Chapter 2

Stages of mentoring

1. initiation stage

In the initiation stage, two individuals enter into a mentoring relationship. For informal mentoring, the matching process occurs through professional or social interactions between potential mentors and mentees. Potential mentees search for experienced, successful people whom they admire and perceive as good role models. Potential mentors search for talented people who are "coachable." Mentoring research describes this stage as a period when a potential mentee proves him- or herself worthy of a mentor's attention. Both parties seek a positive, enjoy-

able relationship that would justify the extra time and effort required in mentoring.

Formal mentoring programs manage the matching process instead of letting these relationships emerge on their own. Good matching programs are sensitive to demographic variables as well as common professional interests. The assignment of a mentee to a mentor varies greatly across formal mentoring programs. Mentors may review mentee profiles and select their mentees or program administrators may match mentors and mentees. Regardless of the method, a good formal mentoring program would require both parties to explore the relationship and evaluate the appropriateness of the mentor–mentee match.

2. cultivation stage

The cultivation stage is the primary stage of learning and development. Assuming a successful initiation stage, during the cultivation stage, the mentee learns from the mentor. Two broad mentoring functions are at their peak during this stage. The career-related function often emerges first when the mentor coaches the mentee on how to work effectively and efficiently. Coaching may be active within the mentee's organization when a mentor assigns challenging assignments to the mentee, maximizes the mentee's exposure and visibility in the organization, and actively sponsors the mentee through promotions and recognition. Mentors outside of the mentee's organization can also provide valuable advice on how to thrive and survive; although they lack organizational power to directly intervene on behalf of the mentee. The psychosocial function emerges after the mentor and mentee have established an interpersonal bond. Within this function, the mentor accepts and confirms the mentee's professional identity and the relationship matures into a strong friendship.

The cultivation stage is generally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from the mentor's experience and expertise. The mentee may also teach

the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field.

3. separation stage

separation stage generally describes the end of a mentoring relationship. The relationship may end for a number of reasons. There may be nothing left to learn, the mentee may want to establish an independent identity, or the mentor may send the mentee off on his or her own the way a parent sends off an adult child. If the relationship's end is not accepted by both parties, this stage can be stressful with one party unwilling to accept the loss. Problems between the mentor and mentee arise when only one party wants to terminate the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared if they perceive the separation to be premature. Mentors may feel betrayed or used if the mentee no longer seeks their counsel or support.

4. redefinition stage

During the redefinition stage, both mentor and mentee recognize that their relationship can continue but that it will not be the same as their mentoring relationship. If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship or social friendship. Unlike the cultivation stage, the focus of the relationship is no longer centered on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may serve as a mentor to others.

Chapter 3

Forms of mentoring

The mentoring relationship is inherently flexible and can vary tremendously in its form and function. The mentoring relationship exists between one individual in need of developmental guidance and another individual who is both capable and willing to provide that guidance. Further, the mentoring relationship represents an important developmental relationship for the mentee as it supports and facilitates his or her professional development. Given the wide variety of mentoring relationships, they are broadly classified as formal or informal (Chao, Walz, Gardner, 1992) according to the manner in which the relationship formed. Below are some of the possible needs of mentees, roles and characteristics of mentors, and settings for the relationship, which can be combined to create a wide variety of relationships.

1. Mentee Needs

- Guidance in a general or specific professional area.
- Series of questions or issues.
- Broad career development
- Early career development
- Ethical and moral guidance
- Assistance in navigating professional settings, institutions, structures, and politics.

2. Roles and Characteristics of Mentors

- Acts as an experienced role model
- Provides acceptance, encouragement, and moral support
- Provides wisdom, advice, counsel, coaching
- Acts as a sponsor in professional organizations, supports networking efforts
- Assists with the navigation of professional settings, institutions, structures, and politics
- Facilitates professional development
- Enjoys the opportunity to pass on their wisdom and knowledge and collaboration with early career professionals

3. Relationship Types

- Established career and early career
- Professor to student
- Professional to professional
- Task-focused versus relationship-based
- Daily contact versus less frequent contact
- Short-versus long-term mentorships
- Collegial collaborations

Chapter 4

Mentoring and ethics

Are ethical guidelines needed for mentoring when this process involves two adults? Should these guidelines rise to the level of standards? That is, should ethical guidelines be mandatory? Psychologist Linda Phillips-Jones suggested that standards for mentoring are not required but that better preparation for both mentors and mentees is needed (Mentoring Group; retrieved November 15, 2005).

Most professions have an established code of conduct, often called an ethics code. The APA's Ethical Principles of Psychologists and Code of Conduct is subdivided into five general principles and 10 standards (APA, 2002). The general principles can be seen as an aspirational guide to appropriate interactions with others in many situations, including mentoring. They do not, however, dictate what is good and bad mentoring. The following section provides an illustration of the relationship of these ethical principles to the mentoring relationship.

Potential problems in mentor relationships

Although mentoring is generally defined as a relationship that helps the mentee and the mentor, problems in the relationship may hinder the career development of either individual. If the bounds of the relationship are not clearly understood, a mentee may be overly dependent on a mentor, asking for micromanagement instead of career advice and counsel. A mentee may also ask for personal favors or expect involvement and credit with the mentor's work. Such a relationship would not help the mentee establish his or her own independence and would intensify difficulties in the separation stage. Mentors should not use nor exploit their mentees, nor should they take credit for the mentee's work. They may resist the separation stage and insist on some voice in the mentee's career decisions. Severe interpersonal problems with the relationship may mitigate the value of many mentoring lessons.

Perhaps the most visible interpersonal problem in mentoring occurs when the relationship moves from a professional one to a personal one. Research on cross-gender mentoring has identified sexual relationships as a potential problem (Young, Cady, Foxon, 2006). Although sexual relationships are not confined to cross-gender mentoring, no research on sexual relationships in same-gender mentoring has been published to date. Kram (1985) describes how observers perceive unfair advantages to a mentee who is also in a personal relationship with the mentor. If the personal relationships are substantiated within a single organization, the organization will generally terminate any formal relationship between the two individuals and may even terminate one or both participants employment.

In addition to problems within the relationship, mentors and mentees may experience problems with performance issues. Mentors may be jealous when their mentees outshine them. In addition, one partner may struggle as a result of errors made by the other. For example, a mentee's reputation may be tarnished if his or her mentor commits a serious breach of ethics. Likewise, a mentor may be viewed negatively if his or her mentee's performance is not meeting expectations. The mentor's judgment in selecting a good mentee may be questioned as well as the quality of the mentor's counsel and advice.

Problems with mentoring may be minimized when both parties have clear expectations of what the professional relationship can do and what it should not do. Formal mentoring programs often include a training component for both parties to understand the expectations. Specific content of these training programs depends on the form of mentoring and purpose of the mentoring program.

In general, personal reflection about the mentor relationship both before initiating it and throughout its course, by both the mentor and mentee, will contribute to a robust, growth-oriented relationship. Finally, although obvious but often forgotten, both the mentor and mentee are human beings who strive to meet personal needs and goals in a complex world. Everyone has bad days, and forgiveness and patience will aid in overcoming what may appear to be barriers to a successful mentor relationship.

Chapter 5

Project Overview

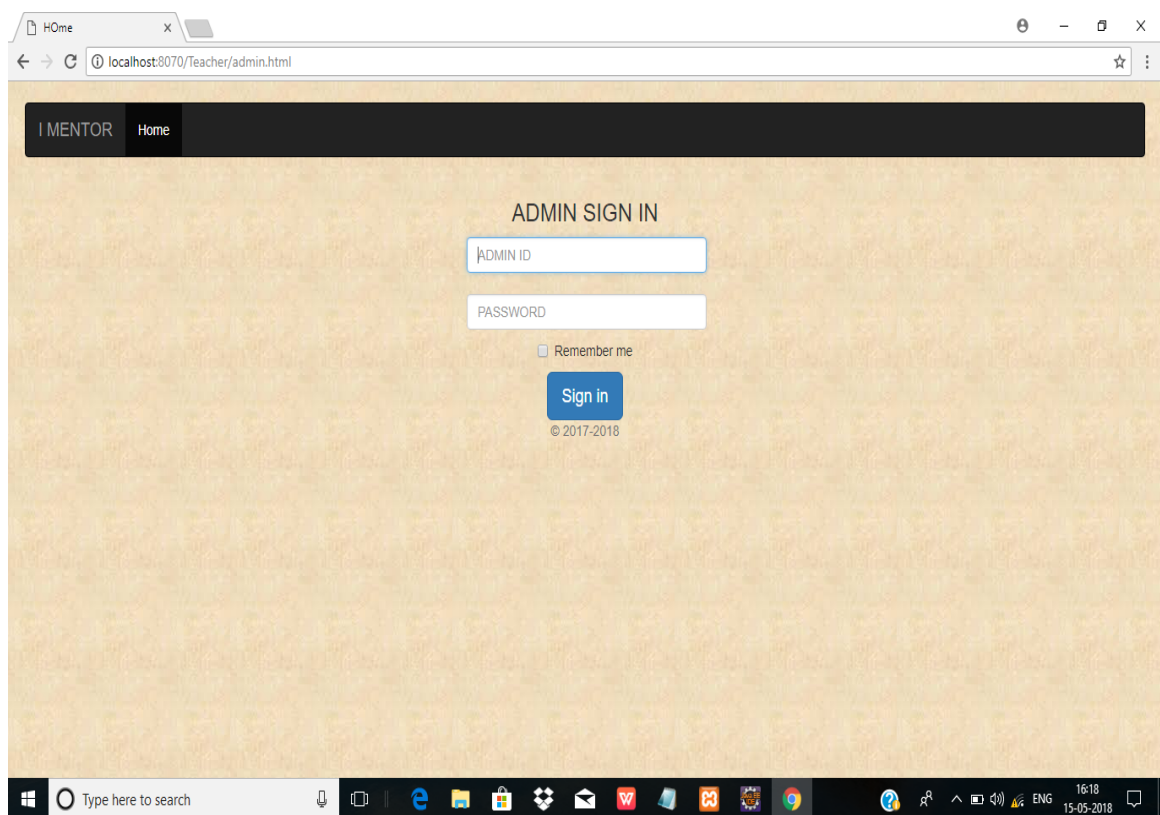
In this paper, we propose a iMentoring technique based on mantee's performance analyzer and mentors working on analysing it.

Our system accepts the student's data recorded by the mentor based on various functionality like attendance, assignment, class test, etc and stores the circulated data in database and evaluates their level of performance.

Our system's main control is in the hands of admin, using which it can add or delete any student as well as any teacher's record from the system.

Admin Functionality

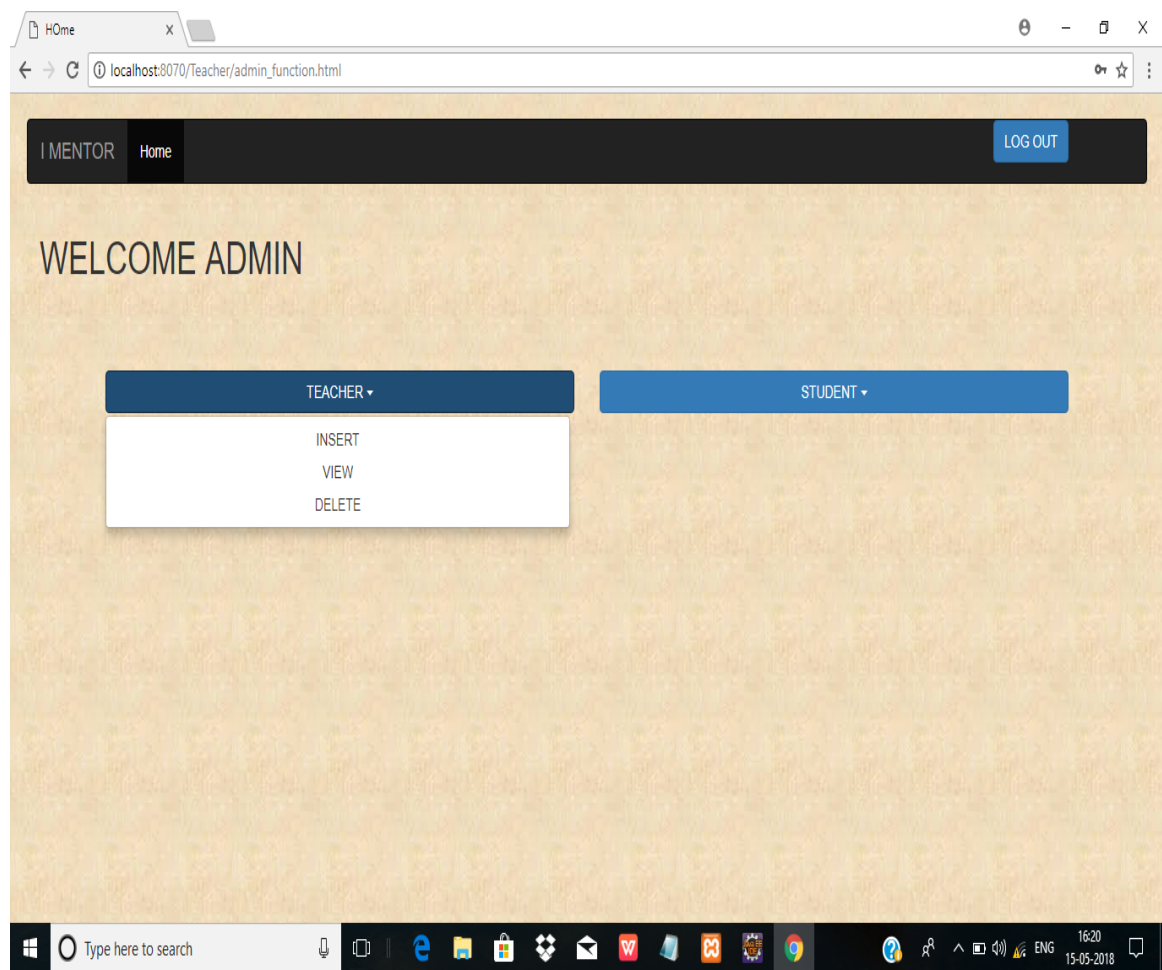
From the home page only, at first the admin has to login using admin's correct user id and password than only admin can sign in to the next page where it can manipulate the functionalities.



After signin the admin has two functionalities , one for teacher and another for student.

In the teacher part it has three options :

1. Inserting/Adding a new teachers record.
2. Viewing the existing teachers record.
3. Deleting the existing teachers record.



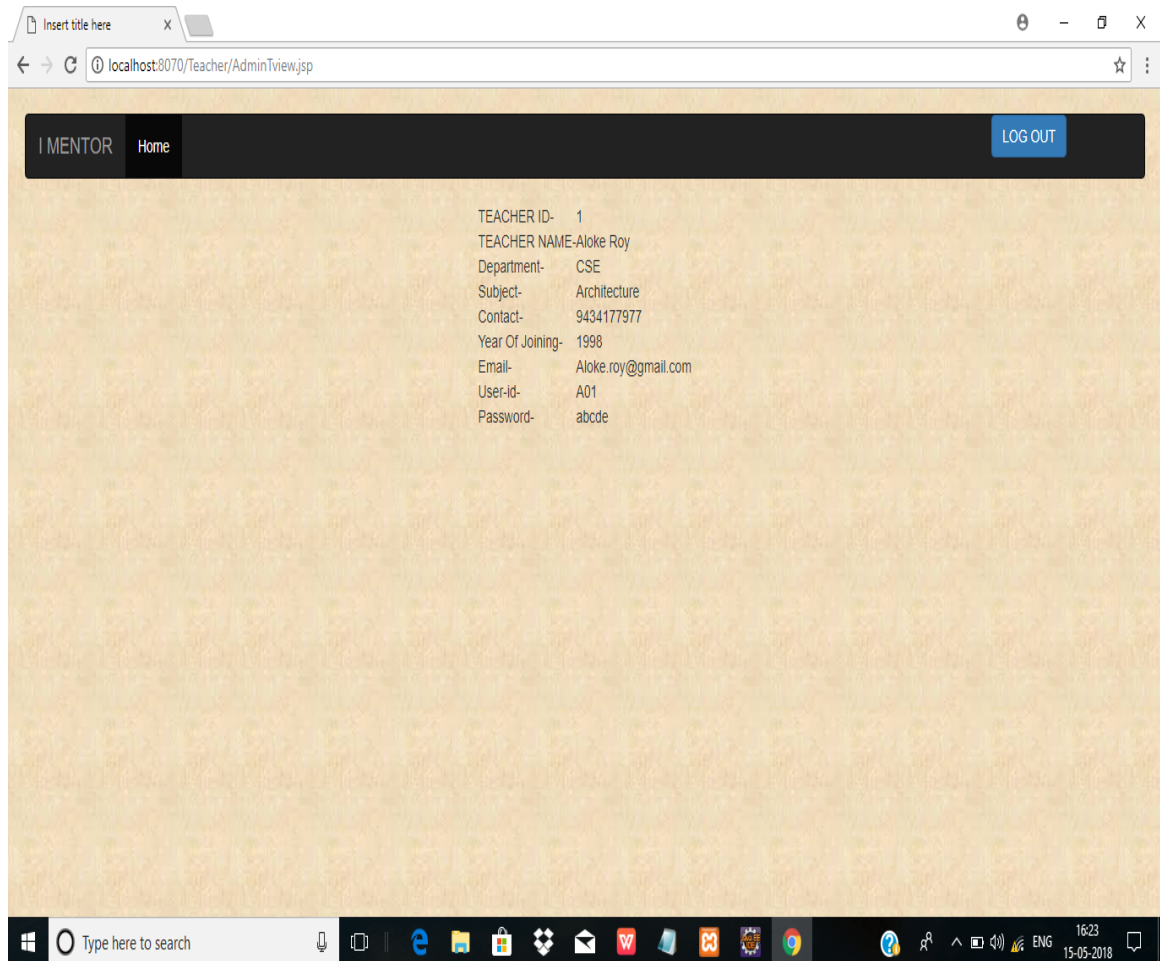
In the first option the admin insert the data of a new teacher with the help of a teacher registration form page and after fullfilling all the entries it has to submit it for saving the entries in teachers database and after this process the newly registered teacher is able to surf the system.

The screenshot shows a web browser window with the address bar displaying 'localhost:8070/Teacher/AdminTinsert.html'. The page has a dark header with 'I MENTOR' and 'Home' links. The main content area is titled 'ENTER THE ENTRIES' and contains a registration form with the following fields:

TEACHER ID	<input type="text"/>
TEACHER'S NAME	<input type="text"/>
DEPARTMENT	CSE ▾
SUBJECT	<input type="text"/>
CONTACT	<input type="text"/>
YEAR OF JOINING	<input type="text"/>
E-MAIL	<input type="text"/>
TEACHER USER-ID	<input type="text"/>
TEACHER PASSWORD	<input type="text"/>

Below the form is a 'Register' button. The Windows taskbar at the bottom shows the search bar, various application icons, and the system clock indicating 16:21 on 15-05-2018.

In the second option the admin can view all the details of the duly registered teachers including the teacher userid and password.

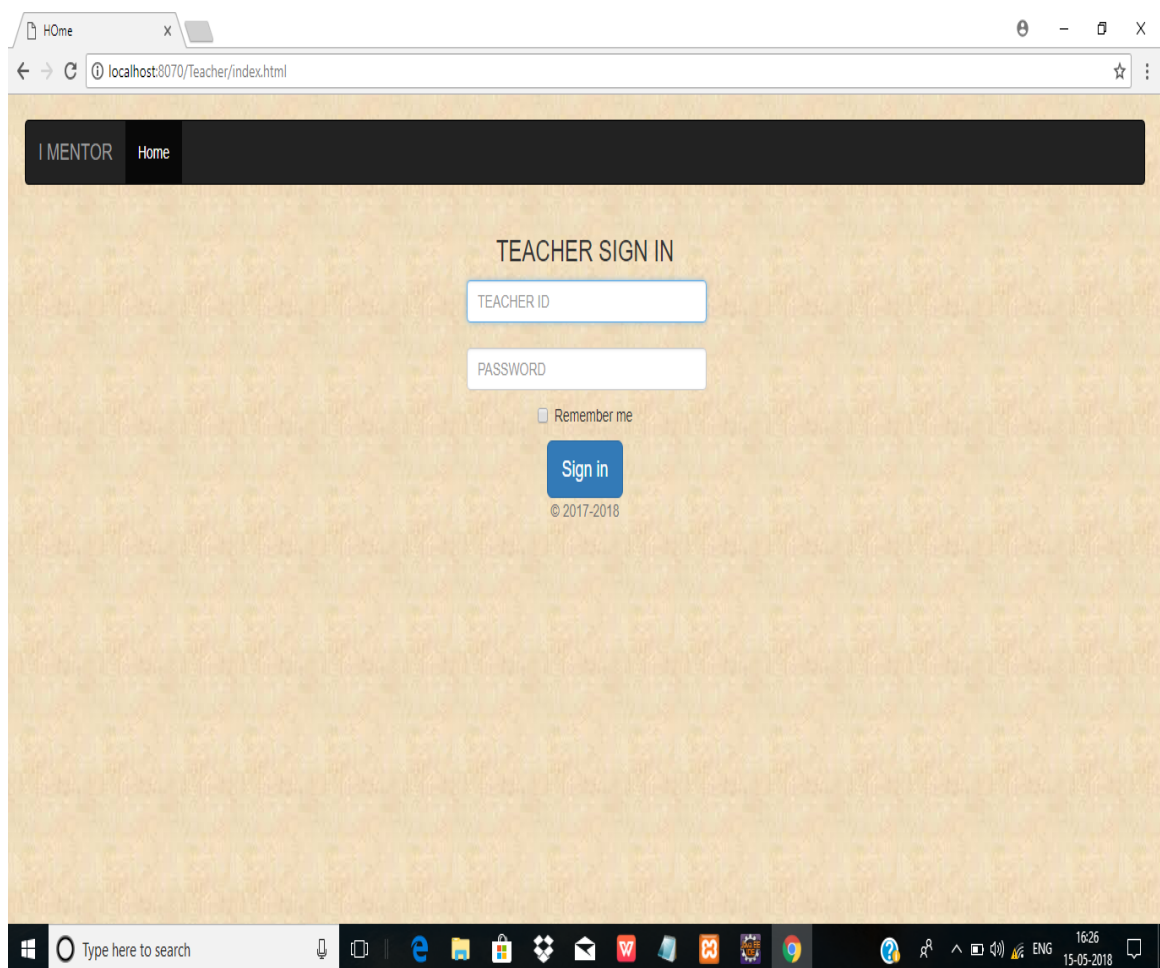


In the third option the admin can delete the existing registered teachers record from the database one by one.

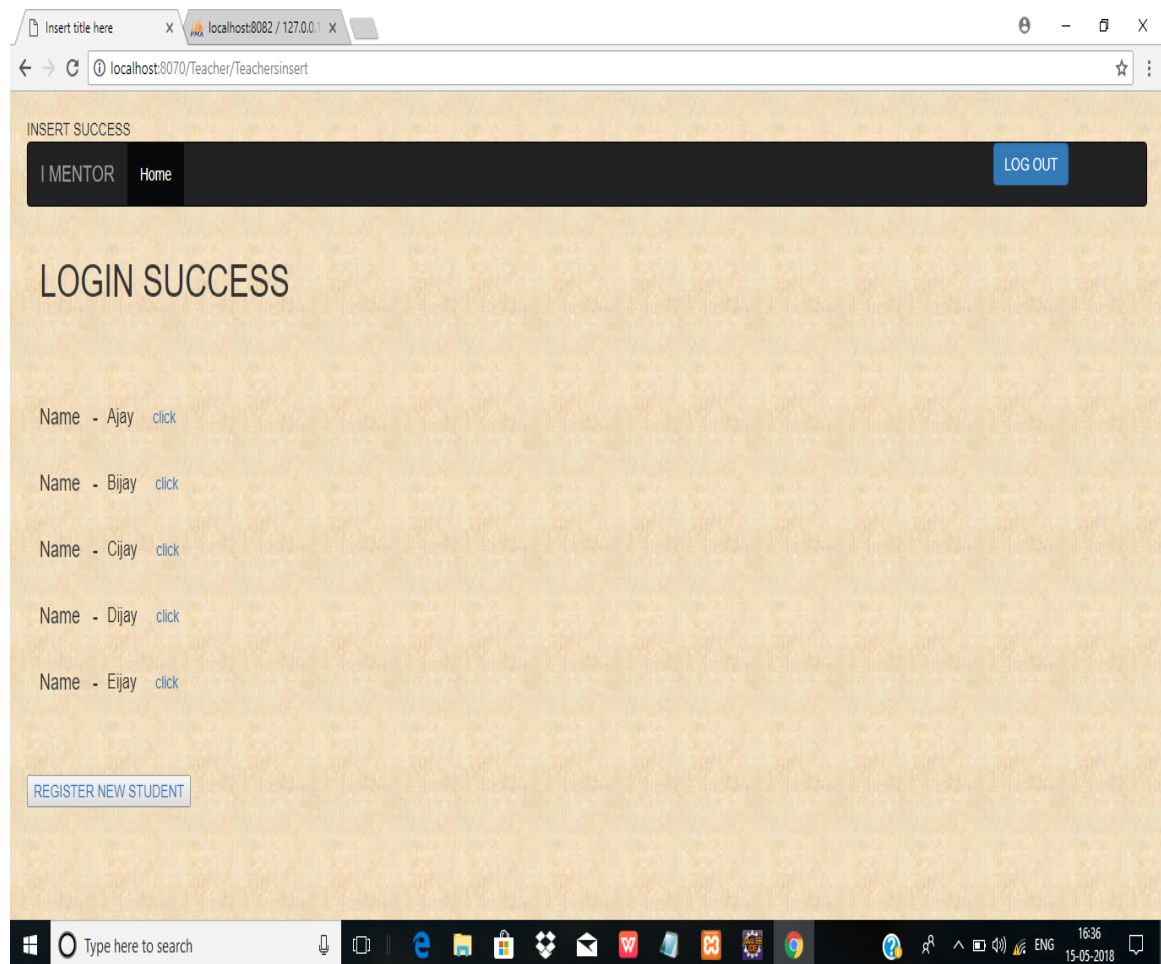
Now the admin has one more functionality of student which is exactly same as teachers functionality.

Teacher Functionality

From the home page only, at first the teacher has to login using its correct user id and password than only teacher can signin to the next page where it can manipulate the functionalities.

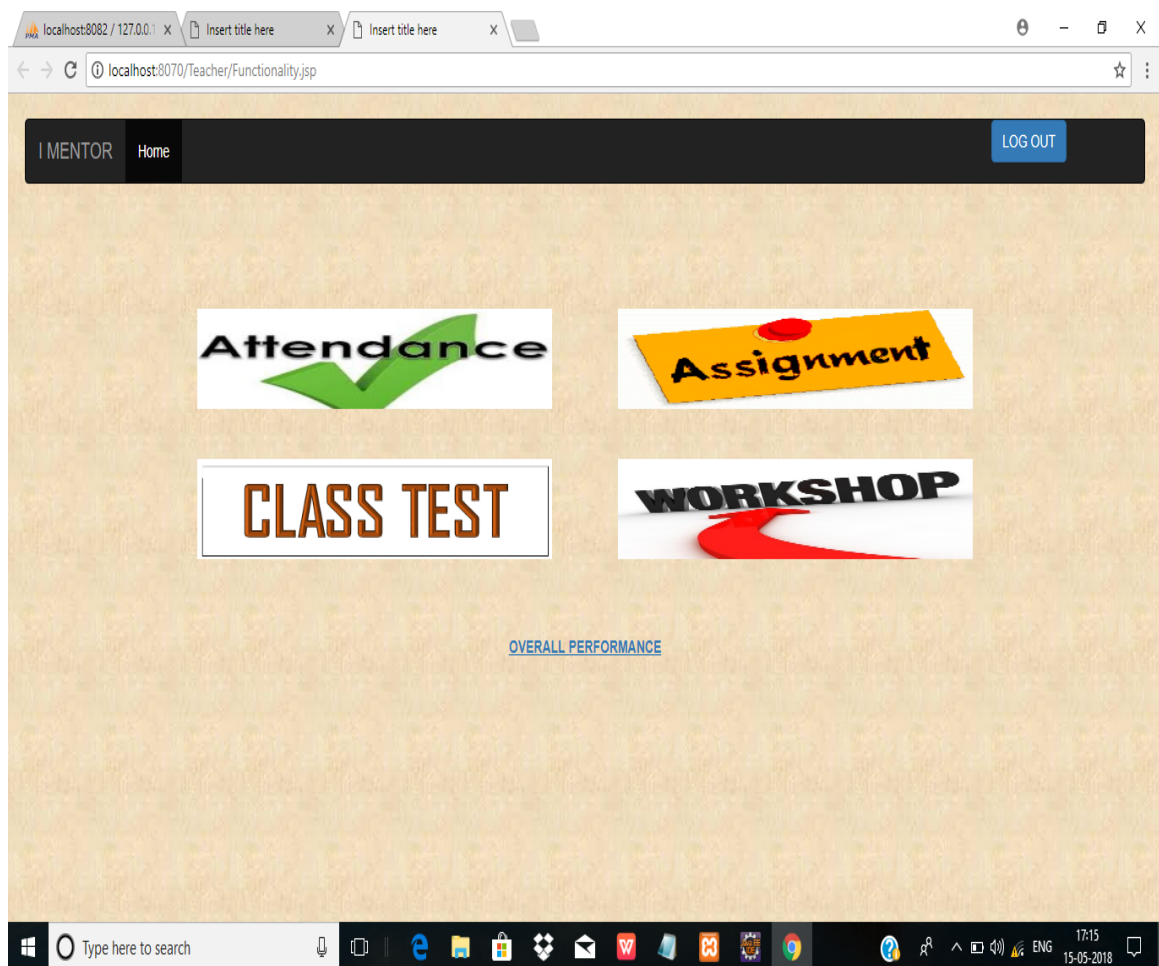


After the login is being succeeded the teacher is provided with the list of students of a class whose overall performance this system will calculate.



In this part it has four options :

1. ATTENDANCE
2. ASSIGNMENT
3. CLASS TEST
4. WORKSHOP



In the first option, i.e, ATTENDANCE ,the teacher is provided with a form in which the content is divided in three courses based on the total number of lectures i.e, 15.

A. Whether the student has attend the lacture or not

B. Whether the student is intracting with the teacher based on Q/A or not.

C. Whether the student is following the techer instruction or not.

D. Whether the student is making notes in the class or not.

Course 1 total markes and percentage is based on the first five lectures i.e, (LECTURE 1 - LACTURE 5). Each lactures marking is based on four proposals i.e,

Similarly, Course 2 total markes and percentage is based on the first five lectures i.e, (LECTURE 6 - LACTURE 10).

And same as above, Course 3 total markes and percentage is based on the first five lectures i.e, (LECTURE 11 - LACTURE 15).

Finally from all the percentage of all the courses the overall percentage is calculated based on the attendance functionality of the student.

Insert title here x localhost:8082 / 127.0.0.1 x

localhost:8070/Teacher/Attendance.jsp?sid=2 ☆

ATTENDANCE FORM

COURSE 1	ATTENDANCE	Q	A	FOLLOW INST	MAKING NOTES
LACTURE / ▼	A ▼	Y ▼	Y ▼	Y ▼	0
OVERALL %AGE ON COURSE 1					0.0 %
COURSE 2					0
OVERALL %AGE ON COURSE 2					0.0 %
COURSE 3					0
OVERALL %AGE ON COURSE 3					0.0 %

submit

OVERALL %AGE ON ATTEDANCE 0.0 %

Type here to search

16:37 15-05-2018

In the second option, i.e, ASSIGNMENT ,the teacher is provided with a form in which the content is divided in three assignments and its corresponding total marks and percentage is calculated.

A. Whether the student has submitted the assignment or not

B. Whether the student is provided with the marks or not

The screenshot shows a web browser window with the address bar displaying 'localhost:8070/Teacher/Assignment.jsp?sid=2'. The page title is 'ASSIGNMENT FORM'. The form contains the following elements:

- A header section with the text 'ASSIGNMENT FORM'.
- A table with the following structure:

ASSIGNMENT NO.	SUBMITTED	MARKS GIVEN
ASSIGNMENT / ▼	Y ▼	Y ▼
		0
- A section labeled 'OVERALL %AGE OF ASSIGNMENT' with a text input field containing '0.0' and a '%' symbol.
- A 'submit' button.

The Windows taskbar is visible at the bottom, showing the search bar and various application icons. The system clock indicates the time is 16:37 on 15-05-2018.

In the third option, i.e, CLASS TEST ,the teacher is provided with a form in which the content is divided in three class tests and its corresponding total marks and percentage is calculated.

A. Whether the student has attended group A or not

B. Whether the student has attended group B or not

C. Whether the student has attended group C or not

The screenshot shows a web browser window with the address bar displaying 'localhost:8070/Teacher/ClassTest.jsp?sid=2'. The page has a light beige background and is titled 'CLASS TEST FORM'. The form contains the following elements:

- A header section with labels: 'CLASS TEST NO.', 'GROUP A', 'GROUP B', and 'GROUP C'.
- A row of input fields below the header: a dropdown menu for 'CLASS TEST' (showing a downward arrow), three dropdown menus for 'GROUP A', 'GROUP B', and 'GROUP C' (each showing a downward arrow), and a text input field containing the number '0'.
- A section labeled 'OVERALL %AGE OF CLASS TEST' followed by a text input field containing '0.0' and a '%' symbol.
- A 'submit' button located below the percentage field.

The Windows taskbar is visible at the bottom of the screen, showing the search bar and various application icons.

In the last option, i.e, WORK SHOP ,the teacher is provided with a form in which the content is divided in two workshops and its corresponding total marks and percentage is calculated.

A. Whether the student has attended the workshop or not

B. Whether the student has made notes regarding the workshop or not

C. Whether the student has submitted the workshop report or not

D. Whether the student has submitted the workshop model or not

The screenshot shows a web browser window with the address bar displaying 'localhost:8070/Teacher/Workshop.jsp?sid=2'. The page title is 'WORKSHOP FORM'. The form contains the following elements:

- A header row with labels: 'WORKSHOP', 'ATTENDED', 'MAKING NOTES', 'REPORT', and 'MODEL'.
- A row of input fields below the header:
 - 'WORKSHOP' with a dropdown menu showing '/'.
 - 'ATTENDED' with a dropdown menu showing 'A'.
 - 'MAKING NOTES' with a dropdown menu showing 'Y'.
 - 'REPORT' with a dropdown menu showing 'Submitted'.
 - 'MODEL' with a dropdown menu showing 'Submitted'.
 - A text input field containing '0'.
- A label 'OVERALL %AGE ON WORKSHOP' followed by a text input field containing '0.0' and a '%' symbol.
- A 'submit' button.

After fulfilling all the functionalities the data is stored in a database in their respective tables

The image displays two screenshots of the phpMyAdmin web interface, demonstrating data storage and retrieval.

Top Screenshot: Table 'attendance'

The interface shows the 'attendance' table selected. A message states: "Current selection does not contain a unique column. Grid edit, checkbox, Edit, Copy and Delete features are not available." The query results show 6 rows (rows 0-5).

s_id	lecture_no	attended	ques_ans	follow_inst	make_notes	cototal	co_perc	cttotal	ct_perc	cthtotal	cth_perc	aperc
2	2	5	0	5	5	15	15.0	0	0.0	0	0.0	5.0
2	2	5	0	5	5	15	15.0	0	0.0	0	0.0	5.0
1	13	5	0	5	5	0	0.0	0	0.0	15	15.0	5.0
1	13	5	0	5	5	0	0.0	0	0.0	15	15.0	5.0
2	5	5	5	0	5	15	15.0	0	0.0	0	0.0	5.0
2	5	5	5	0	5	15	15.0	0	0.0	0	0.0	5.0

Bottom Screenshot: Table 'assignment'

The interface shows the 'assignment' table selected. A message states: "Current selection does not contain a unique column. Grid edit, checkbox, Edit, Copy and Delete features are not available." The query results show 4 rows (rows 0-3).

s_id	assignment_no	submitted	marks_given	a_total	a_perc
2	2	0	5	5	11.111111111111111
2	2	0	5	5	11.111111111111111
3	1	5	5	10	22.222222222222222
3	1	5	5	10	22.222222222222222

The image displays two screenshots of the phpMyAdmin web interface, showing SQL query results for two different tables.

Top Screenshot: Table: classtest

The interface shows the 'Table: classtest' view. The query executed is `SELECT * FROM 'classtest'`. The results show 4 rows (0-3) with the following data:

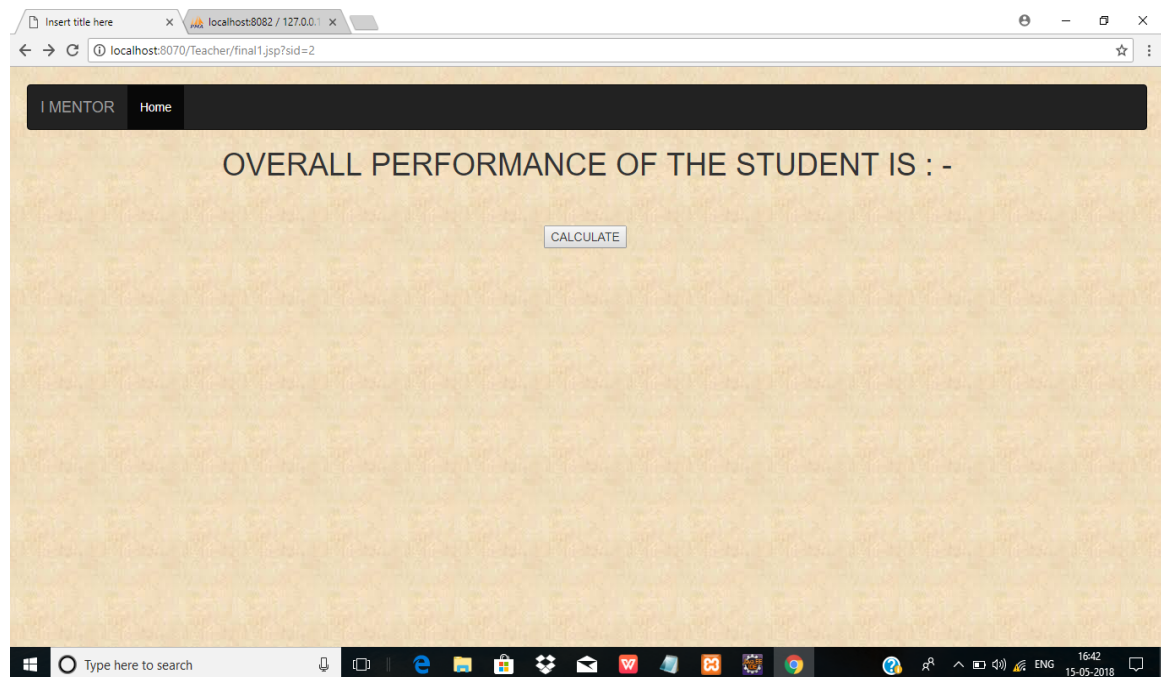
s_id	classtest_no	group_a	group_b	group_c	c_total	c_perc
4	2	5	5	5	15	33.33333333333333
4	2	5	5	5	15	33.33333333333333
3	1	0	0	5	5	11.11111111111111
3	1	0	0	5	5	11.11111111111111

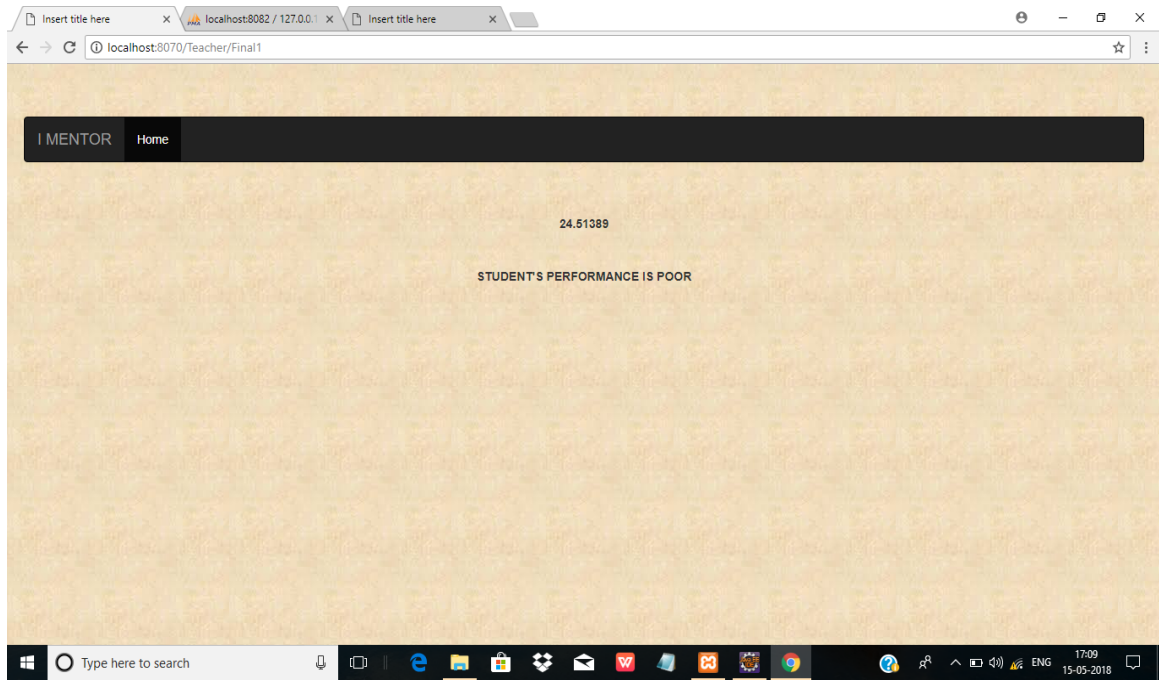
Bottom Screenshot: Table: workshop

The interface shows the 'Table: workshop' view. The query executed is `SELECT * FROM 'workshop'`. The results show 4 rows (0-3) with the following data:

s_id	Workshop_no	w_attended	make_notes	report	model	total	w_percent
1	1	5	0	5	5	15	37.5
1	1	5	0	5	5	15	37.5
3	2	0	0	0	5	5	12.5
3	2	0	0	0	5	5	12.5

Finally with the help of all the overall percentages of the functionalities , the overall performance of a student is calculated and its level of performance is revealed.





Conclusion

Mentoring has long been recognized as a powerful tool in career development. Early career psychologists are advised to find mentors, either informally on their own, or to participate in formal mentoring programs. Regardless of how a mentor and mentee are matched, etiquette and ethics demand that the relationship be conducted in a professional manner with consideration and respect for both individuals. Mentoring is a dynamic process and a developmental network of mentoring can help mentees identify several mentors who can address a variety of career-related needs. Successful mentorships often evolve into friendships with both partners learning and providing support for the other.

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