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# TUTOR-MENTORING SYSTEM

<https://kiit.ac.in/>





## Message from the Hon'ble Founder

### **Prof. Achyuta Samanta**

Founder KIIT, KISS & KIMS

I am pleased to note that KIIT-Deemed to be University has institutionalized a structured Tutor-Mentoring System to enhance the academic and personal development of students. This initiative reflects the University's continued emphasis on student welfare, personalized guidance & holistic support.

As KIIT is a huge organization & students are coming to the University from different parts of the country, every student's requirement is to be fulfilled by the University in an optimum manner. KIIT is having the best student friendly campus. Keeping an eye on this, the tutor-mentor system was introduced in the University since the last 12 to 13 years. Each tutor-mentor is to have 10-15 students under his mentorship/tutelage. He should remain in constant touch with his mentees & facilitate their A-to-Z needs. Our faculties are good & helpful. The time has come when they must be more proactive in a better & bigger way. No doubt students are our first priority. Besides imparting education, facilitating their needs/guiding & mentoring them should be our prime concern.

As a Founder, I warmly welcome the formal adoption of this framework across the University. It is learned that the Tutor-Mentoring System will be formally introduced through a structured orientation & implementation plan.

I wish for the successful execution of this initiative and the meaningful participation of all stakeholders in ensuring its sustained impact on students' well-being & academic excellence. I hope that both students & faculty members will actively participate in this ongoing process & leverage its full potential for student success & institutional excellence.

**(Achyuta Samanta)**

Founder, KIIT, KISS & KIMS



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## 1. Introduction

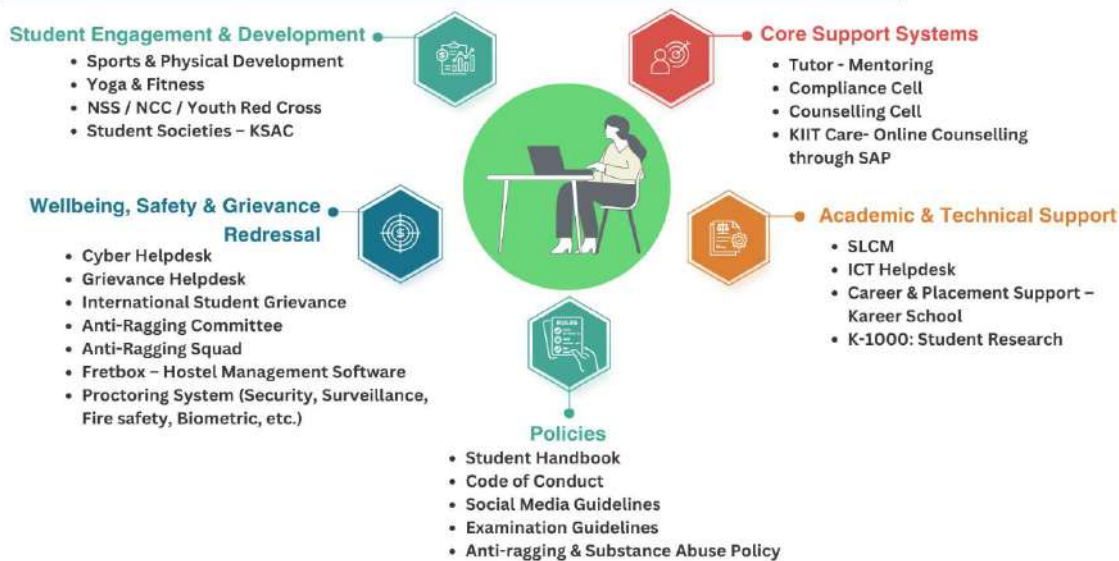
Since its inception in 1997, KIIT Deemed to be University has adopted a structured Tutor-Mentor System that forms a core pillar of the institution's student support framework. This system ensures that each student is assigned a faculty member as a mentor who guides them throughout their academic journey. This integrated SOP brings together institutional mentoring and counselling frameworks to offer a comprehensive support mechanism for academic, emotional, and psychosocial well-being.

## 2. Student Support Services

KIIT – DU offers a multi-dimensional Student Support Services ecosystem designed to enhance student success, engagement, and institutional responsiveness. This includes structured verticals such as Student Engagement & Development, Core Support Systems, Academic & Technical Support, Wellbeing and Grievance Redressal, and Policy-based Governance.

At the core of this framework lies the Tutor-Mentoring System, which acts as the first line of academic and developmental support. It facilitates early identification of issues, structured interaction, and seamless referral to specialized cells such as the Counselling Cell, Compliance Cell, and Career Services, ensuring integrated and student-centric guidance throughout the academic journey.

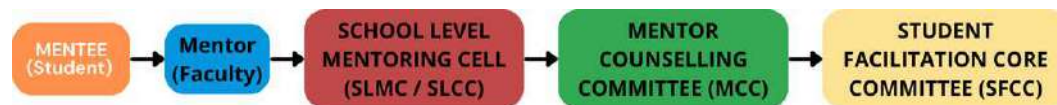
# Student Support Services



## 2.1 Tutor-Mentor System

The Tutor-Mentor System is KIIT's core student support mechanism that ensures continuous academic, personal, and career guidance through structured faculty-student engagement. It functions across multiple levels—from individual mentors to school and university-level oversight to ensure quality, accountability, and timely escalation. The stake holders of the system include:

- **Mentee (Student):** Enrolled student receiving support
- **Mentor (Faculty Member):** Assigned faculty guiding the student
- **SLMC/SLCC:** Leads the mentoring operations at the school level
- **Mentor Counselling Committee (MCC):** Ensures quality and documentation
- **Student Facilitation Core Committee (SFCC):** University-level apex committee



## 3. Key Components of the Tutor-Mentor System

### 3.1 Mentee (Student)

A Mentee is a student enrolled in the Tutor-Mentor System, receiving structured academic, personal, and career guidance from an assigned faculty member (Tutor-Mentor). Mentees are expected to take ownership of their development by actively engaging in the mentoring process. This includes submitting a completed Personal Profile Sheet (*Annexure 1*), attending scheduled mentoring sessions, and participating in self-assessments or feedback activities initiated by the mentor or institution.

#### Roles and Responsibilities of Mentees:

Mentees are expected to fulfil the following responsibilities:

- **Active Participation:** Attend scheduled sessions, seek guidance proactively, and make effective use of mentoring interactions and platforms.
- **Goal Setting:** Define and periodically review academic, personal, and career goals in consultation with the mentor.
- **Regular Communication:** Keep the mentor informed of academic progress, challenges, and key milestones or achievements.
- **Openness to Feedback:** Accept feedback positively and take initiative to reflect and implement suggested improvements.

- **Adherence to Process:** Follow the norms of the mentoring system—respect timelines, maintain confidentiality, and cooperate in both individual and group sessions.
- **Submit Mentee Self-Assessment and Feedback Forms** (Annexure 6 & 7 - to be filed as per the frequency mentioned in the annexures)

### **Identification of Special/Sensitive (vulnerable) Mentees:**

Mentees exhibiting any of the following indicators may be marked as ‘Special/Sensitive’:

- Ongoing academic underperformance
- Low attendance or frequent absenteeism
- Recurrent disciplinary issues
- Signs of emotional or psychological distress
- Indicators of substance use or disruptive behaviour

Such students must be flagged by mentors for appropriate institutional support, including referrals to professional counselling or intervention teams.

### **3.2 Peer Mentoring and Student Engagement Structures**

A peer mentoring component shall be introduced to foster a more approachable, empathetic support system.

- **Peer Mentors:** Senior students will be selected and trained to assist junior mentees with non-clinical concerns such as academic stress, transition issues, and time management.
- **Mental Health Ambassadors:** A group of students under the Counselling Cell will lead awareness campaigns, facilitate support groups, and help destigmatize mental health services.

All peer mentors will report to the SLCC and be trained bi-annually.

### **3.3 Mentor (Faculty Member)**

A Mentor is a faculty member assigned to guide and support students through structured mentoring. This role includes academic support as well as attention to the student's overall development—personal, emotional, behavioural, and career-related. Mentors are responsible for identifying early signs of distress or disengagement and initiating appropriate support. They must maintain mentoring documentation as per the Mentor’s Checklist (*Annexure 3*) and coordinate regularly with the FIC and SLMC Chairperson, while also participating in capacity-building initiatives.

## **Roles and Responsibilities:**

- **Academic Support:** Help students understand coursework, prepare for exams, and improve performance.
- **Skill Development:** Encourage development of critical thinking, time management, problem-solving, and independent learning.
- **Performance Monitoring:** Track CGPA, attendance, backlogs, and engagement; act early on declining performance.
- **Personal & Emotional Guidance:** Support mentees through personal challenges and promote resilience and balanced decision-making.
- **Career Mentoring:** Advise on internships, placements, higher education, competitive exams, and career planning.
- **Goal Setting & Review:** Assist mentees in setting academic/career goals and reviewing progress periodically.
- **Parent Communication:** Engage with parents/guardians to share academic and behavioural updates and raise concerns if needed.
- **Hostel Visits:** Visit hostels weekly to informally interact with students and detect early signs of issues.
- **Record Maintenance:** Maintain detailed records of each mentee's academic, behavioural, and emotional development using both physical and digital formats in accordance with institutional norms.

## **Parent Communication Protocol:**

Mentors must engage regularly with parents/guardians to support student development. Key guidelines include:

- **Routine Contact:** Maintain weekly communication for students with academic or behavioural concerns. At least one formal parent interaction per semester is encouraged, ideally post-midterm or on Tutor-Mentor Day.
- **Content of Communication:** Share updates on academic standing (CGPA, attendance, behaviour), co/extracurricular participation, emotional well-being, and observed lifestyle patterns, if any.
- **Documentation:** Maintain a Parent Communication Log capturing date, mode, key discussion points, and parental feedback.
- **Sensitivity:** Handle sensitive topics with discretion, focusing on collaborative support rather than blame.

### 3.4 Faculty Mentor Support and System Feedback

To sustain the quality and motivation of faculty mentors, support mechanisms will be put in place:

- **Semester Debrief Sessions:** Conducted by the Counselling Cell to allow mentors to share challenges, best practices, and concerns.
- **Mentorship Training & Certification:** Short-term courses and certifications will be provided to formalize and enhance mentoring skills.
- **Mentor Feedback Forms:** Anonymous semester-wise feedback will be collected from mentors regarding operational difficulties and emotional workload.

### 3.5 SLMC/SLCC (School Level Mentoring/Counselling Cell)

The SLMC/SLCC is chaired by a senior faculty member and includes Faculty-In-Charge (FIC) members, typically assigned in a ratio of 1 FIC per 20–30 Mentors for effective coordination. The Chairperson oversees the implementation, monitoring, and quality assurance of the mentoring process across the school.

Key responsibilities include organizing training programs, reviewing mentoring progress, guiding mentors, documenting best practices, and driving continuous improvement. The Chairperson must submit a quarterly report (Annexure-4) detailing activities, challenges, resolutions, and recommendations to the Chairperson of the SLMC at the university level. Additional duties include ensuring compliance, generating mentoring analytics, and escalating unresolved cases to the MCC. SLMC must maintain documentation as per the SLMC's Checklist (*Annexure 10*) and coordinate regularly with the MCC, while also participating in capacity-building initiatives.

#### Roles and Responsibilities:

- Coordinate regular meetings and foster collaboration among Tutor-Mentors.
- Address mentoring-related issues and provide academic/administrative support to mentors.
- Adapts and enforces university counselling guidelines at the school level.
- Review Tutor-Mentor interactions every month and track effectiveness.
- Document impactful mentoring cases and maintain detailed records of critical mentees.
- Monitor interaction frequency and quality across Tutor-Mentor relationships.
- Conduct school-level training sessions, workshops, and capacity-building initiatives.
- Ensure documentation of all mentoring activities including escalations and reports.

### **3.6 Mentor Counselling Committee (MCC)**

#### **Composition and Leadership**

- Chairperson: Head of the School
- Convenor: Chairperson, SLMC/SLCC
- Members:
  - Assistant/Deputy Controller of Examinations (ACoE/Dy. CoE)
  - Faculty In-Charge – Student Affairs
  - Senior Faculty or Program Coordinators
  - Administrative Officer (AAO/AO)

#### **Roles, Responsibilities & Reporting Requirements of MCC**

The MCC ensures the overall effectiveness and institutional alignment of the Tutor-Mentor system within the school. Its key functions include:

- Monitor overall engagement and effectiveness of the mentoring system by analysing interaction frequency, mentee feedback, and resolution outcomes.
- Address escalated mentee cases unresolved by mentors or SLMC/SLCC.
- Collect and review monthly mentoring reports submitted by the SLMC/SLCC, validate key findings.
- Support the Head of the School in overseeing key operational elements, such as:
  - Publication of an updated, semester-wise list of mentors and mentees at the start of each academic session (ensuring max. 30 mentees per mentor).
  - Nomination of the Chairperson of the SLMC.
  - Gender-sensitive mentor assignment practices (preferably assigning female mentors to female students, where possible).
  - SAP system updates for Tutor-Mentor assignments, and ensuring records are shared with the EAM Division.
  - Monitoring reassignment of mentees in case of mentor resignations or long-term leaves (exceeding one month).

The MCC must maintain documentation as per the MCC's Checklist (*Annexure 11*) and submit a consolidated report to the SFCC by the end of each month containing:

- List of all active mentors and identified critical mentees.
- Status of critical mentee cases with actions taken or pending.
- Summary of unresolved cases for escalation, with detailed mentor and student profiles.
- Recommendations for enhancing the mentoring framework.
- Identification of systemic patterns or recurring concerns for university-level review.

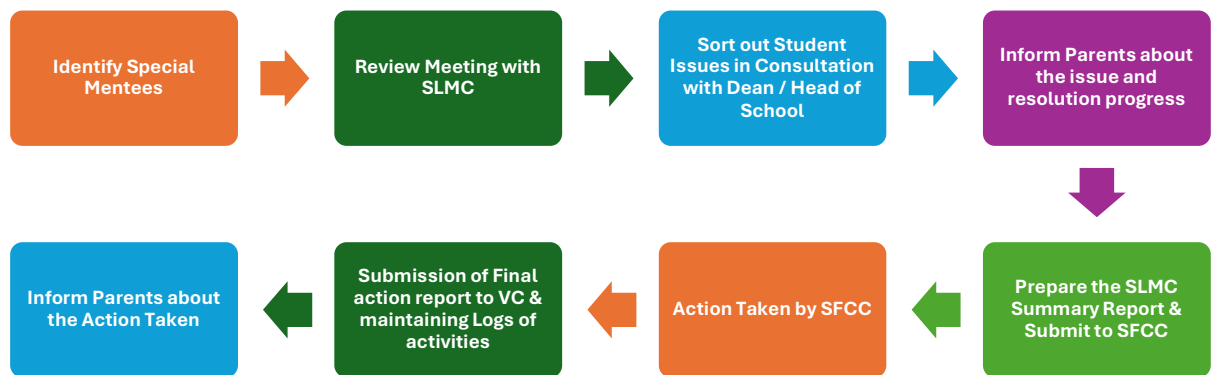
### 3.7 Student Facilitation Core Committee (SFCC):

The SFCC is the University-level oversight body responsible for resolving student issues escalated from the Schools. The Committee shall meet in the first week of each month to review unresolved mentoring cases, disciplinary concerns, and systemic challenges. A consolidated action taken report, along with an issue-wise analysis, shall be prepared and documented for institutional review and policy improvement.

#### Responsibilities:

- Analyse consolidated school-level reports
- Address unresolved and critical cases & recommend systemic improvements

#### Process follow up:



### 3.8 University Level Student Counselling Committee (ULSCC)

- **Role:** The apex operational unit responsible for providing direct psychological counselling and support across all schools.
- **Staffing:** Comprises **five full-time deputed psychologists** with advanced training in adolescent and young adult mental health.
- **Functions:**
  - Provide individual and group counselling services to students referred by School level or central committees.
  - Manage crisis intervention, psychiatric referrals, and long-term case follow-ups.
  - Coordinate with faculty, administration, and external specialists when needed.
  - Maintain a centralized record system with strict confidentiality protocols.

## **Responsibilities:**

- **Strategic Oversight:** Formulates and updates university-wide mental health policies and procedures.
- **Monitoring and Quality Assurance:** Reviews reports, evaluates trends, and ensures adherence to SOP protocols across all schools.
- **Training and Capacity Building:** Conducts sensitization, certification, and skills training programs for Faculty Mentors, SLCC staff, and committee members.
- **Escalation Management:** Oversees complex cases and coordinates with external professionals as needed.

## **4. Operational Procedures**

Operational procedures provide the functional blueprint for delivering mentoring and counselling services across KIIT University. These ensure timely identification of student concerns, ethical management of cases, coordinated referral systems, and effective resolution of academic and mental health issues.

### **4.1 Identification & Referral**

Faculty Mentors, peers, hostel staff, or faculty members may observe changes in behaviour, academic performance, attendance, or communication patterns that indicate distress. Common indicators include withdrawal, academic decline, mood swings, anxiety, depression, or changes in eating and sleeping patterns.

- Step 1: Faculty Mentor conducts an initial discussion with the student in a confidential and non-judgmental manner
- Step 2: If further support is needed, the Faculty Mentor refers the student to the SLCC using a formal referral form.
- Step 3: If the issue pertains to harassment, abuse, or legal/disciplinary concerns, the student is also referred to ICC, Student Affairs, or the Disciplinary Committee as applicable

In emergencies involving self-harm, suicidal ideation, violent behaviour, or acute psychological distress:

- Immediate referral is made to the SLCC with high priority
- The University-Level Counselling Committee is notified
- KIMS Psychiatry Department or emergency services are contacted if necessary

## **4.2 Risk Identification and Early Warning Protocol**

An Early Warning System (EWS) shall be integrated to flag students exhibiting risk indicators. Each student will be automatically assessed based on:

- Academic decline (e.g., drop in CGPA > 0.5 in a semester)
- Attendance below 65%
- Behavioural flags or disciplinary records
- Repeated referrals to counselling or mentors

Students will be categorized into Low, Moderate, and High-Risk groups. The system will suggest default protocols for each category and generate risk reports for the SLMC monthly.

To improve student participation and system visibility:

- Mentor assignments will be emailed to students and displayed on the student dashboard each semester.
- QR codes linking to feedback and grievance forms will be placed on noticeboards.
- Mobile app integration will allow easy access to session logs, feedback forms, and referral systems.

## **4.3. Counselling Sessions**

Sessions are scheduled based on urgency and the availability of the student and counsellor. Students may request sessions directly or be referred by mentors or committees. Group sessions are conducted to address issues like exam stress, peer relationships, and adjustment problems.

All sessions are conducted in a safe and private environment. Confidentiality is strictly maintained, and disclosures are only made when safety concerns arise. Consent is obtained before beginning sessions, especially for documentation and group interventions.

## **4.4. Crisis Management and Intervention**

Crisis cases receive immediate attention, overriding regular schedules. Standard protocols include:

- Assessment of the situation
- by trained counsellors
- Safety planning and coordination with guardians if needed
- Continued follow-up and integration into long-term mentoring or counselling programs

Post-crisis recovery includes regular check-ins and academic or emotional reintegration planning.

#### **4.5. Mentor-Mentee and Parent Interactions**

Mentor-Mentee interactions must be held at least once every month. These should include discussions on academic performance, personal development, emotional well-being, and career planning. Each interaction must be logged on the Tutor-Mentor Portal, noting key outcomes and follow-ups.

Mentor-Parent interactions are to be conducted at least once per semester. Mentors must share structured updates on student performance and well-being. These interactions should be documented in the Parent Communication Log and uploaded to the Tutor-Mentor Portal.

#### **4.6. Portal-Based Data Entry and Monitoring**

All mentees are required to submit self-assessments and performance updates on the Tutor-Mentor Portal at the beginning and end of each semester.

Mentors must ensure that:

- Logs of all mentor-mentee sessions are uploaded promptly
- Parent interaction summaries are recorded
- Any notable behavioural, academic, or emotional observations are updated systematically

#### **4.7 Enhanced Digital Integration and Automation Tools**

To increase system responsiveness and reduce manual burdens, the following digital enhancements shall be implemented:

- **Automated Reminders:** Email/SMS alerts will be sent to both mentors and mentees for upcoming sessions, overdue documentation, or critical action items.
- **Real-time Dashboards:** School and university-level committees will have access to dashboards that display ongoing activity logs, unresolved cases, and mentor compliance.
- **Parental Notifications:** Critical updates requiring guardian attention (e.g., significant academic decline, counselling referrals) will trigger automated alerts, preserving data privacy.

#### **4.8. Grievance Escalation and Committee Reporting**

Unresolved mentee grievances must be escalated on the Tutor-Mentor Portal. The Portal allows routing of these issues to the MCC, SFCC, or appropriate university bodies.

Reports from the Internal Complaints Committee, Student Affairs Office, Counselling Cell, and Disciplinary Committee must also be uploaded to the Portal. This facilitates institution-wide visibility, trend analysis, and evidence-driven policy intervention.

## **5. Documentation Protocols**

The following records and templates must be systematically maintained and uploaded to the Tutor-Mentoring Portal to ensure standardization, traceability, and analytics-driven decision-making:

- Mentee’s profile form (Annexure 1): For tracking academic progress and goal setting.
- Mentor’s Checklist (Annexure 3): For tracking mentor activities and mentee engagement.
- SLMC Quarterly Report (Annexure 4): Submitted by Chairpersons to summarize school-level mentoring progress.
- Mentor’s assessment form for Mentee (Annexure 5): To assess the mentee’s overall behaviour and academic achievements.
- Mentee Self-Assessment and Feedback Forms (Annexures 6 & 7): Capturing mentee reflections and satisfaction.
- Mentoring minutes of meetings (Annexure 8): To look at the participation of mentee with Mentor.
- Special Mentee Case Template (Annexure 9): For documenting escalated or sensitive cases.
- Referral and Counselling Forms: Covering formal referrals, session records, consent, and feedback.

All records are to be uploaded in real time to the Tutor-Mentoring Portal, which serves as the centralized system for data capture, monitoring, and institutional reporting.

## **6. Training And Capacity Building**

Training and capacity building are vital to ensuring that all stakeholders involved in the mentoring ecosystem are equipped with the necessary skills, sensitivity, and knowledge to support student well-being effectively. A structured and ongoing program for training enhances responsiveness, empathy, and consistency in service delivery.

### **6.1. Regular Training Programs**

#### **Target Groups:**

- Mentors
- Counselling Staff (Professional Counsellors and Volunteers)
- Hostel Executives (Wardens, Resident Tutors)
- Support Staff (Non-teaching, administrative personnel who interact regularly with students)

**Training Objectives:**

- Equip stakeholders to identify early signs of distress among students.
- Improve listening and communication skills for empathetic engagement.
- Provide knowledge about referral mechanisms and available support services.
- Reinforce confidentiality, ethical considerations, and boundary-setting.

**Frequency and Format:**

- Quarterly training workshops for new and existing staff.
- In-house sessions by Counselling Cell members and invited mental health professionals.
- Scenario-based learning and role-play to simulate real-life cases.

**6.2. Workshops and Awareness Sessions for Students and Faculty****Purpose:**

- Promote mental health literacy and emotional resilience.
- Reduce stigma associated with seeking psychological help.
- Familiarize students and faculty with available counselling resources and support pathways.

**Key Topics:**

- Stress and time management
- Coping with academic pressure and exam anxiety
- Relationship and peer-related issues
- Substance use awareness
- Work-life balance for faculty

**Implementation:**

- Monthly sessions, both online and offline, facilitated by the Counselling Cell or external experts.
- Integration with orientation programs for new students and faculty.

**6.3. Sensitization Programs for Committee Members****Target Groups:**

- Members of University-Level and School-Level Counselling Committees
- ICC members
- Student Affairs Officers
- Disciplinary Committee Members

**Objectives:**

- Build understanding of student mental health needs and rights.
- Develop non-discriminatory, empathetic, and inclusive approaches to handling complaints and grievances.
- Enhance coordination across committees for unified response to student issues.

**Approach:**

- Bi-annual sensitization retreats and collaborative sessions.
- Case study reviews and discussion-based learning.

Policy updates, legal and ethical briefings related to student well-being.

**7. Monitoring, Evaluation, And Feedback**

An effective counselling framework requires continuous monitoring, periodic evaluation, and active feedback mechanisms to ensure quality, responsiveness, and improvement in service delivery. This section outlines how KIIT University maintains oversight and enhances the effectiveness of its counselling services.

A robust mentoring and counselling system at KIIT University relies on structured monitoring, periodic evaluation, and responsive feedback loops to maintain institutional effectiveness and promote student well-being.

**7.1 Monthly School-Level Meetings****Purpose:**

- Ensure regular review and coordination at the school level

**Participants:**

- School-Level Counselling Committee members
- Faculty Mentors (or their representatives)
- KIIT Student Activity Centre (KSAC) representatives

**Agenda:**

- Review of mentoring and counselling cases (with confidentiality)
- Discussion on emerging concerns and high-risk trends
- Feedback from students and mentors
- Planning of upcoming awareness programs and interventions

**Outcome:**

- Identification of areas needing support or escalation
- Internal documentation submitted to the University-Level Committee

**7.2 Bi-Monthly University-Level Meetings****Purpose:**

- Strategic monitoring and policy review at the university level

**Participants:**

- University-Level Student Counselling Committee (ULSCC)
- Representatives from each School-Level Counselling Committee
- Members from Student Affairs, ICC, Disciplinary Committees, etc.

**Agenda:**

- Review of consolidated school-level reports
- Assessment of resource gaps, training needs, and systemic issues
- Evaluation of SOP adherence and critical case updates
- Policy decisions and university-wide coordination strategies

**Outcome:**

- Institution-level action plans and reporting to university administration
- Cross-school alignment and operational enhancement

**7.3 Assessment of Counselling and Mentoring Effectiveness****Methods:**

- Evaluation of resolution outcomes and follow-up actions
- Tracking of referral frequencies and types of interventions
- Self-assessment reports from Counselling Cells
- Pre- and post-support program evaluations (where applicable)

**Tools:**

- Counselling session evaluation forms
- Performance metrics of mentors and counsellors
- Data correlation with academic performance and retention rates

## 7.4 Feedback Mechanism

### Process:

- Anonymous post-session feedback forms for students
- Periodic digital surveys to assess mentoring/counselling quality
- Suggestion boxes or online inputs for continuous improvement

### Scope of Feedback:

- Quality and accessibility of mentoring and counselling services
- Responsiveness and sensitivity of faculty and counsellors
- Student recommendations for service enhancements

### Utilization:

- Consolidation and analysis during bi-monthly university meetings
- Integration of findings into training, planning, and policy decisions

## 7.5 Approaches to Comprehensive Feedback

The feedback framework will be expanded to include multiple stakeholders:

- **Mentor Satisfaction Surveys:** Conducted annually to evaluate engagement, satisfaction, and workload.
- **Parent Feedback Forms:** Distributed after formal mentor-parent interactions to gauge effectiveness and responsiveness.
- **Inter-Committee Reviews:** Bi-annual cross-functional meetings (ULSCC, ICC, Student Affairs) to discuss systemic gaps and coordinated interventions.

## 8. Special Guidelines

Certain situations require urgent, sensitive, and structured intervention beyond routine counselling support. This section outlines specific protocols for handling crises and sensitive cases, ensuring safety, confidentiality, and access to appropriate professional help when needed.

### 8.1. Crisis Response Procedures

#### Objective:

To provide a swift, coordinated, and compassionate response to students experiencing acute psychological or emotional crises.

#### Situations Covered:

- Panic attacks, mental breakdowns
- Self-harm attempts or ideation
- Aggressive or violent behaviour
- Emotional collapse due to grief, trauma, or academic pressure

### **Standard Response Steps:**

1. **Immediate Identification:** Faculty Mentors, peers, or hostel staff notify the School Counselling Cell for counselling immediately.
2. **Initial Assessment:** The counsellor assesses the situation in a private, safe space.
3. **Crisis Management:** Based on severity:
  - Immediate psychological support is provided.
  - Guardian(s) or emergency contacts may be informed (with consent or as legally required).
  - The student may be temporarily excused from academic obligations.
4. **Reporting:** The case is documented, and a report is shared with the School-Level Committee while maintaining confidentiality.
5. **Follow-up:** Regular monitoring and post-crisis counselling are ensured.

### **8.2 Post-Crisis Reintegration Framework**

Students returning after a mental health crisis, disciplinary action, or extended absence shall be supported through a structured reintegration plan:

- **Reintegration Plan (RP):** Developed jointly by the mentor, counsellor, and academic head.
- **Follow-Up Reviews:** Conducted at 2-week and 1-month intervals post-return.
- **Adjustments:** May include academic workload modifications, peer support, or counselling continuity.

### **8.3 Protocol for Sensitive Cases**

These protocols cover complex, high-risk situations that require legal, ethical, and institutional diligence.

#### **Sensitive Cases Include:**

- Mental health crises (depression, psychosis, etc.)
- Suicidal ideation or attempts
- Sexual harassment or abuse (physical/emotional)
- Bullying, ragging, or violence
- Substance abuse or self-endangerment

### **Guiding Principles:**

- **Response timelines** (e.g., within 15 minutes for crisis response).
- **Inclusion of emergency contacts** – guardian
- **Confidentiality:** Maintain strict privacy except in cases where harm to self/others is likely.
- **Consent-Based Action:** Obtain informed consent before disclosing or referring unless immediate risk is involved.
- **Multidisciplinary Approach:**
  - ICC is involved in cases of harassment.
  - Disciplinary Committee is engaged for violence or misconduct.
  - Medical professionals are consulted in clinical mental health cases.
- **Non-Judgmental Support:** All interactions must be empathetic and trauma informed.

### **8.4 Coordination with External Professional Mental Health Services**

#### **When to Involve KIMS Emergency/Psychiatry Dept.:**

- Severe mental illness requiring psychiatric evaluation or hospitalization.
- Long-term therapy or clinical diagnosis beyond the university's scope.
- Cases needing medication, neuropsychological assessment, or specialized intervention.

#### **Procedure:**

1. **Referral Decision:** Made jointly by the SLCC, Faculty Mentor, and School Committee (with the student's involvement where possible).
2. **Coordination:** The SLCC connects the student to a verified external service provider.
3. **Support During Transition:** University ensures logistical and emotional support (e.g., transport, initial sessions, academic adjustments).
4. **Follow-Up:** Counselling Cell continues periodic check-ins to support reintegration or ongoing care.

**Partner Institutions/Professionals:** Department of Psychiatry, KIMS (in-house psychiatric support facility)

## **9. Compliance And Accountability**

To maintain the integrity, consistency, and effectiveness of counselling services, it is essential to define clear roles and responsibilities for compliance and establish accountability mechanisms across all levels. This ensures that every stakeholder fulfils their duty in promoting student well-being and adheres to the defined SOP.

### **9.1 Roles in Ensuring Adherence to SOP**

#### **University-Level Student Counselling Committee**

- Acts as the primary monitoring authority.
- Ensures that all schools implement the SOP uniformly and consistently.
- Provides strategic oversight, training, and corrective guidance where deviations are found.

#### **School Mentor Counselling Committee (MCC)**

- Ensure SOP implementation within their respective schools.
- Monitor the performance of Faculty Mentors and SLMC/SLCC.
- Submit periodic compliance reports to the university-level committee.

#### **School Level Mentoring Cell (SLCC)**

- Follows operational procedures as per SOP for counselling, documentation, and referral.
- Maintains session logs, confidentiality, and timely intervention protocols.

#### **Faculty Mentors (Tutor-Mentor System)**

- Adhere to mentor-mentee meeting schedules.
- Timely identify and refer students in need.
- Maintain documentation as per SOP guidelines.

#### **Administrative Bodies (e.g., Student Affairs Office, ICC, Disciplinary Committee)**

- Align their actions with the SOP wherever counselling services or student welfare are involved.

### **9.2. Accountability Measures Stakeholders**

#### **Tutor Mentors**

- Subject to periodic performance reviews based on:
  - Frequency and quality of mentor-mentee interactions
  - Timeliness and appropriateness of referrals
  - Participation in training and feedback sessions
- Non-compliance may result in counselling from the School Committee or reassignment.

### **School Level Mentoring /Counselling Cell**

- Evaluated based on:
  - Number and outcomes of sessions conducted
  - Maintenance of records and confidentiality
  - Student feedback and satisfaction
- May receive performance support or retraining in case of shortfalls.

### **School Mentor Counselling Committee**

- Reviewed on:
  - Timely organization of meetings and reporting
  - Execution of counselling awareness and support initiatives
  - Responsiveness to escalated issues and student needs

## **9.3 Annual Review and Revision of SOP**

### **System Audit and Institutional Benchmarking**

To promote continuous improvement and accountability:

- **Internal Audit:** Annual audits led by the ULSCC, involving anonymous interviews and review of mentoring outcomes.
- **Benchmarking:** The university shall benchmark mentoring system KPIs with peer institutions for standards such as mentor-mentee ratio, grievance resolution rate, and student satisfaction.
- **Data-Driven Policy Changes:** Audit findings will be presented in the annual review meeting for policy revisions.

### **Objective:**

To keep the SOP dynamic, relevant, and responsive to evolving student needs, regulatory requirements, and best practices in mental health and academic support.

### **Process:**

1. **Annual Review Meeting:**
  - Convened by the University-Level Counselling Committee.
  - Inputs gathered from school committees, faculty mentors, counsellors, and students.
  - Data from reports, feedback mechanisms, and case trends reviewed.
2. **Revision Proposal:**
  - Drafted by a designated review sub-committee.
  - Reviewed by legal, academic, and mental health advisors if necessary.

### **3. Approval and Circulation:**

- Revised SOP is approved by university administration.
- Updated version circulated to all schools and uploaded to official platforms.

### **Documentation:**

- Change logs maintained to track SOP modifications.
- Training and orientation sessions conducted post-revision.

## **10. Scope of the Mentoring Policy**

This SOP applies to all academic schools under KIIT Deemed to be University and provides holistic guidance in:

- Academic support and performance monitoring
- Emotional and psychological support
- Grievance redressal and behavioural monitoring
- Career mentoring and life-skills development
- System-wide integration of counselling services

## **11. Annexures**

1. Mentee Profile Form
2. Mentee Health Status Report
3. Mentor's Checklist
4. MCC Monthly Report Template
5. Mentor's Assessment of Mentee Report
6. Mentee Self-Assessment Report
7. Mentee Feedback Form
8. Mentoring Minutes of Meeting Template
9. Special Mentee Case Study Template
10. SLMC Checklist
11. MCC Checklist

**Annexure-1**



**KIIT DEEMED TO BE UNIVERSITY**

**School of** \_\_\_\_\_

Space for  
Photograph

**Personal Details**

Name of Student:		Roll No:	Mobile No:
Email Id:		DOB:	AADHAAR No:
Category:	Gender:	Blood Group & identification mark:	
Differently abled?		Hobby:	
Nationality:			
Hostel Details	Present Address of parents		Permanent Address
1 <sup>st</sup> Yr:			
2 <sup>nd</sup> Yr:			
3 <sup>rd</sup> Yr:			
4 <sup>th</sup> Yr:			
Briefly describe about your family background and your up-bringing:			

**Information about Parents & Guardians**

	NAME	OCCUPATION	QUALIFICATION	Mobile No.	Email ID
Father					
Mother					
Brother					
Sister					
Local guardian					

### Academic Report

Examination	Last School / College Attended	Board/ University	Year of Passing	% of Marks/ CGPA	Subjects Appeared
10 <sup>th</sup>					
12 <sup>th</sup>					
Scholarship Details					

SEMESTER	SGPA	CGPA	Backlogs	SEMESTER	SGPA	CGPA	Backlogs
FIRST				SIXTH			
SECOND				SEVENTH			
THIRD				EIGHTH			
FOURTH				NINTH			
FIFTH				TENTH			

#### Class Attendance till date (in %) 1<sup>st</sup> semester

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

#### Class Attendance till date (in %) 2<sup>nd</sup> semester

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

**Class Attendance till date (in %) 3<sup>rd</sup> semester**

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

**Class Attendance till date (in %) 4<sup>th</sup> semester**

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

**Class Attendance till date (in %) 5<sup>th</sup> semester**

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

**Class Attendance till date (in %) 6<sup>th</sup> semester**

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

**Class Attendance till date (in %) 7<sup>th</sup> semester**

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

**Class Attendance till date (in %) 8<sup>th</sup> semester**

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

**Class Attendance till date (in %) 9<sup>th</sup> semester**

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

**Class Attendance till date (in %) 10<sup>th</sup> semester**

Month	Theory					Practical/Sessional		
	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-1	Subject-2	Subject-3
<b>Sub. Teacher</b>								
<b>M-1</b>								
<b>M-2</b>								
<b>M-3</b>								
<b>M-4</b>								
<b>M-5</b>								

## Annexure 2



### KIIT DEEMED TO BE UNIVERSITY

#### Mentee Health History Form

*To be completed by the Mentor using inputs from Mentor Observations (Annexure 5), Mentee Self-Assessment (Annexure 6) and Feedback Forms (Annexure 7).*

<b>Parameter</b>	<b>Details (to be filled by Mentor)</b>	<b>Input</b>
<b>Medical History</b>	Chronic conditions, past surgeries or hospitalizations, known allergies.	
<b>Mental Health History</b>	Diagnosed conditions (e.g., anxiety, depression), past psychological counseling, current concerns.	
<b>Lifestyle &amp; Behavioural Health</b>	Sleep habits, physical activity, use of substances (alcohol, tobacco, etc.).	
<b>Academic Stress (Self-assessed)</b>	Reports of pressure, inability to cope, performance anxiety.	
<b>Burnout Symptoms</b>	Emotional exhaustion, detachment from studies, signs of chronic stress.	
<b>Learning Difficulties</b>	Attention deficits, memory issues, dyslexia, or other learning-related conditions.	

### **Annexure 3**



## **KIIT DEEMED TO BE UNIVERSITY**

### **Checklist for the Tutor mentor**

1. Notice for mentor-mentees allotment by the School.
2. Mentee profile register and updated information in SAP/KAP (including contact details, parental information, addresses, health record, psychometric evaluation and academic record)
3. Mentor-mentee meeting register (record of attendance and Minutes of meetings)
4. Documents related to issue follow-ups
5. Communication details for tutor-mentor meetings (both mentees and parents)
6. Communication records for defaulter mentees and follow-up actions
7. Interaction with parents via email/WhatsApp
8. Identification of slow and fast learners and Action taken for slow learners
9. Academic support system for fast learners
10. Class attendance records of mentees
11. Case studies of critical mentees
12. Achievements of Mentees
13. Uploading of all mentor meetings in KAP
14. Mentees feedback
15. Value added to the mentee's development

**KIIT DEEMED TO BE UNIVERSITY****YEARLY REPORT**  
*(To be filled by SMCC)***SECTION 1: TO BE REPORTED AT THE START OF THE SESSION (YEARLY)**To be submitted once at the beginning of each academic year (by 31<sup>st</sup> July)**1. School Overview & Mentor Allocation**

School Name	Total No. of Students	No. of Mentors Appointed	Mentor-Mentee Ratio	Gender-Sensitive Allocation Confirmed (Yes/No)

**2. Year-wise Mentee Distribution**

Year	No. of Mentees (Boys)	No. of Mentees (Girls)	Total	Hostel	Day Scholars
1 <sup>st</sup>					
2 <sup>nd</sup>					
3 <sup>rd</sup>					
4 <sup>th</sup>					
5 <sup>th</sup>					

**3. School Mentor Counselling Committee (SMCC) Constitution**

Name	Employee ID	Designation	Role in SMCC

**4. Mentor Allocation Summary**

- Mentor-Mentee List Uploaded to SAP/Tutor-Mentor Portal
- Gender-sensitive assignment confirmed
- Parent Communication Protocols circulated
- Training/Capacity plan finalized
- KAP credentials for feedback shared with students

**MONTHLY REPORT**  
*(To be filled by SMCC)*

School Name: \_\_\_\_\_

Reporting Period: \_\_\_\_\_

**SECTION 2:**

**1. SPECIAL MENTEES COUNT**

Category	Number Identified	Remarks
Academic Challenges (Low CGPA, <30% Attendance, Backlogs)		
Personal, Family, or Behavioral Issues		
Certified Health or Medical Conditions Verified by a medical professional		
Psychological or Emotional Concerns Includes depression, stress, anxiety, etc.		
Disciplinary or Conduct-Related Issues		
<b>TOTAL</b>		

**2. CASE-SPECIFIC INFORMATION ON SPECIAL MENTEES**

Roll No.	Risk Indicator(s)	Support / Intervention Provided by Mentor or SLMC	Current Status / Follow-up	Communication Done With ( <input type="checkbox"/> Parent <input type="checkbox"/> University)	Further Support Required (Yes/No)

**3. CASES REFERRED TO THE UNIVERSITY COUNSELLING CELL**

Roll No.	Nature of Referral (Depression, Psychometric, Crisis, etc.)	Date of Referral	Immediate Action Taken	Status (Open/Closed)

**SECTION 3:**

**1. HIGH-POTENTIAL MENTEES (EXCELLENCE)**

Category	No. of Students	Communication	Remarks
KIIT Merit Scholarship Awardees		<input type="checkbox"/> Parent	
National/State Awardees		<input type="checkbox"/> Parent	
Startup/Entrepreneurship Aspirants		<input type="checkbox"/> Parent	
Academic Publications/Conferences		<input type="checkbox"/> Parent	

## 2. Student Achievements

Type	Number of Students	Notable Platforms / Events
Academic		(GATE, GRE, etc.)
Co-curricular		(IEEE, Hackathon, Project Expo, E-Lab, etc.)
Extra-curricular		(KSAC, Sports, NSS, NCC, Red Cross)

## 3. Mentor Performance & Compliance Review

Tutor-Mentor Name	Nature of Non-Compliance	Corrective Action by SMCC

## 4. Mentors resolving the issues identified during mentoring

Type of Issue	No. of Cases	Communication Done With	Remarks
Academic		<input type="checkbox"/> University <input type="checkbox"/> Parent	
Non-Academic		<input type="checkbox"/> University <input type="checkbox"/> Parent	
Health		<input type="checkbox"/> University <input type="checkbox"/> Parent	

## 5. Issues escalated (Unresolved) by Mentors to SFCC

Type of Issue	No. of Cases	Communication Done With	Action Taken/Remarks
Academic		<input type="checkbox"/> University <input type="checkbox"/> Parent	
Non-Academic		<input type="checkbox"/> University <input type="checkbox"/> Parent	
Health		<input type="checkbox"/> University <input type="checkbox"/> Parent	

## 6. Interventions by SMCC / SLCC / SLMC

Area of Concern	Type of Intervention	Responsible Person	Outcome/Status	Remarks

**SECTION 4: SYSTEM FEEDBACK FROM SLMC**

Challenges faced in handling special mentees:

\_\_\_\_\_

Institutional / University-level support required:

\_\_\_\_\_

Recommendations for improving mentoring system:

\_\_\_\_\_

Prepared By (SLMC Chairperson): \_\_\_\_\_

Date of Submission: \_\_\_\_\_

Verified By (School Head): \_\_\_\_\_

Signature: \_\_\_\_\_



**KIIT DEEMED TO BE UNIVERSITY**

**School of** \_\_\_\_\_

**Mentor Assessment Form for Mentee**

Name of Student:	Roll No:	Mobile No:
Email Id:	Branch:	Section:

**Academic Performance Observation** (*data to be taken from KAP*)

1. Remarks on CGPA trend:
2. Remarks on attendance pattern:
3. Slow learner or fast learner:
4. Backlog concerns and efforts for improvement:

**Emotional & Social Well-being Observation** (*Data to be fetched from Annexure-2*)

1. Emotional well-being (scale of 1-10):
2. Empathy and emotional expression (scale of 1-10):
3. Stress management capability (scale of 1-10):
4. Substance abuse (Tobacco, drugs, alcohol, etc.) (Yes/No):
5. Peer and family support details:

**Behavioral Assessment by Mentor** (*data to be taken from Mentee self assessment*)

1. Communication style and responsiveness:
2. Level of engagement in sessions:
3. Emotional stability and adaptability:

**Support and Recommendations**

1. Areas where mentee needs support:
2. Referred for additional support/counseling: (Yes/No):

**Mentor's Final Remarks**

1. Overall summary of interaction:
2. Should be categorized as special mentee?:
3. Mentor's suggestions and strategy for further engagement:

**Career Counselling:**

a) Exploration of career options

*(to be fetched from Mentee assessment form):*

- Corporate placement:
- Entrepreneur (Specify):
- Higher study (Through GATE/ GRE/ CAT)
- Govt Job (Specify)
- Any other (Specify):

b) Planning and Skill Mapping: *(to be fetched from Mentee assessment form):*

- Recommendation:
  - i. Courses, workshops & certificates:
  - ii. Research publications/activities:

c) Follow-up & Mentoring:

- Set milestones for progress
- Offer periodic check-ins (once per semester or quarterly)
- Refer students to specialized services: alumni network, counsellors, industrialists, etc.

**Digital Skills & Internship Tracker** *(to be fetched from Mentee assessment form)*

Semester	Course/Tool Completed	Platform (Coursera/Udemy etc.) or Location	Internship / Project Title	Duration / Outcome

### Skill Mapping by Mentors:

Skill Domain	Example Skills
Research & Writing	Academic writing, referencing, research paper drafting, data interpretation, report writing, synthesis of information, literature review skills
Analytical & critical thinking	Logical reasoning, root cause analysis, data-driven decision making, problem identification, hypothesis formation, evaluating evidence, questioning assumptions
Communication Skills	Verbal communication, active listening, public speaking, presentation skills, email & business writing, articulation of ideas, interpersonal communication
Professional skills	Time management, teamwork & collaboration, meeting deadlines, accountability, adaptability, work ethic, attention to detail, conflict resolution
Leadership & initiative	Event planning, leading teams or clubs, decision-making under pressure, delegation, mentoring peers, taking ownership, organizing campaigns/activities

Skill Category	Student Rating (1-5)	Mentor's Comment	Suggested Actions
Research & Writing	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		
Analytical & critical thinking	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		
Communication Skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		
Professional skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		
Leadership & initiative	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		
Digital & Research tools	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		

**Mentor's Overall Contribution:**

**Name of Mentor with Employee Code:**

**Signature of Tutor Mentor**



## KIIT DEEMED TO BE UNIVERSITY

School of \_\_\_\_\_

**Mentee's Self-Assessment**

(Markings: Very good = 4, Good = 3, Above-Avg = 2, Fair = 1)

	1 <sup>st</sup> Yr	2 <sup>nd</sup> Yr	3 <sup>rd</sup> Yr	4 <sup>th</sup> Yr	5 <sup>th</sup> Yr
Reading Habit					
Trustworthiness					
Memory Level					
Hardworking					
Research Habit					
Camaraderie					
Any social Quality					

**Honors opted in 6<sup>th</sup> Semester:**

--

**Goal Setting & Self-Reflection**

Short-term Goals (next 6 months)	
Long-term Career Goals	
Perceived Strengths	
Areas for Improvement	

**Extra-Curricular Activities**

Clubs / Societies involved in	
Certifications / Technical workshops attended	
Internships / Projects undertaken	

**Achievement Details**

Type of Activities	District Level	State Level	National Level	International Level
Sports				
Cultural Program				
Literature				
Social Service (NSS/NCC)				
Member of any professional society?				
Any other points you may highlight				

**Pending Subject Backlogs / Improvements:**

Year	Semester	Pending Backlog (Fetched from SAP)	Pending Improvement (To be filled by mentee)
1 <sup>st</sup> Yr	I		
	II		
2 <sup>nd</sup> Yr	III		
	IV		
3 <sup>rd</sup> Yr	V		
	VI		
4 <sup>th</sup> Yr	VII		
	VIII		
5 <sup>th</sup> Yr	IX		
	X		

**Additional Academic Support Required:**

Remedial Classes	<ul style="list-style-type: none"> <li>• Concept review sessions for difficult subjects</li> <li>• Bridge courses</li> <li>• One-on-one academic tutorials for core courses</li> </ul>	
Writing & Research Skills	<ul style="list-style-type: none"> <li>• Citation and referencing support</li> <li>• Training in research article writing</li> <li>• Conference presentation mentoring</li> <li>• Mock presentation with feedback</li> <li>• Support for debate preparation, poster/research competitions</li> </ul>	
Time Management	<ul style="list-style-type: none"> <li>• Personalized scheduling support</li> <li>• Workshops on academic planning and prioritization</li> <li>• Use of digital tools for tracking coursework and deadlines</li> </ul>	
Practical Skills Development	<ul style="list-style-type: none"> <li>• Internship support including resume/CV reviews</li> <li>• Guidance for internship applications and interviews</li> <li>• Practical exposure through field visits and lab-based learning</li> </ul>	
Career-Aligned Academic Enhancements	<ul style="list-style-type: none"> <li>• Recommendations for online certifications via Coursera, edX, MOOCs, etc.</li> <li>• Guest lectures by industry and academic experts</li> <li>• Assistance with GATE, CAT, GRE, TOEFL, IELTS preparation</li> <li>• Access to academic webinars and domain-specific events</li> </ul>	
Communication Skill	<ul style="list-style-type: none"> <li>• Workshops on public speaking, group discussion, and presentation techniques</li> <li>• Support in academic writing and oral presentations</li> <li>• Language improvement programs (spoken English, technical writing)</li> </ul>	
Others	<ul style="list-style-type: none"> <li>• Any other academic support as deemed fit by the mentor.</li> </ul>	

**Future Goal after B-Tech (Put tick mark)**

- (i) Corporate placement:
- (ii) Entrepreneur (Specify):
- (iii) Higher study (Through GATE/ GRE/ CAT)
- (iv) Govt Job (Specify)
- (v) Any other(Specify):

**Workshop/Internship Report**

<b>Sl. No.</b>	<b>Details to be filled by Mentees and verified by Mentor</b>	
1	Name of the Organization	
	Duration (Specify exact dates)	
	Location	
	Skills Learnt	
	Supervising authority's name & Designation	
	Contact details of Authority	
2	Name of the Organization	
	Duration (Specify exact dates)	
	Location	
	Skills Learnt	
	Supervising authority's name & Designation	
	Contact details of Authority	

**Recommendations by Mentor to Mentee:**

<b>Year</b>	<b>Semester</b>	<b>Recommendation by Mentor</b>	<b>Action Taken by Mentee</b>
1 <sup>st</sup> Yr	I		
	II		
2 <sup>nd</sup> Yr	III		
	IV		
3 <sup>rd</sup> Yr	V		
	VI		
4 <sup>th</sup> Yr	VII		
	VIII		
5 <sup>th</sup> Yr	IX		
	X		

**Student Profile – Psychometric and Personality Mapping (To be filled every academic year)**

Please respond to the following statements based on how much they applied to you over the past two weeks. Do not spend too much time on any statement.

Use the scale provided below:

0 – Did not apply to me at all

1 – Applied to me to some degree or some of the time

2 – Applied to me to a considerable degree or a good part of time

3 – Applied to me very much or most of the time

	<b>Questionnaire Statement</b>	<b>Rating (0-3)</b>			
1	I found it hard to wind down	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
2	I was aware of dryness of my mouth	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
3	I couldn't seem to experience any positive feeling at all	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
4	I experienced breathing difficulty (e.g. excessively rapid breathing, breathlessness without exertion)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
5	I found it difficult to work up the initiative to do things	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
6	I tend to over-react to situations	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
7	I experienced trembling (e.g. in the hands)	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
8	I felt that I was using a lot of nervous energy	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
9	I worried that I might panic and embarrass myself in certain situations	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
10	I felt that I had nothing to look forward to	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
11	I found myself getting agitated	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
12	I found it difficult to relax	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
13	I had periods where I felt discouraged, emotionally drained or experienced a persistent low mood	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
14	I became easily frustrated when something interrupted my work	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
15	I felt I was close to panic	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
16	I was unable to become enthusiastic about anything	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
17	I felt I wasn't worth much as a person	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
18	I felt that I was rather touchy/sensitive	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
19	I felt my heart racing or pounding, even when I wasn't physically active	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
20	I felt scared without any good reason	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
21	I felt that life was meaningless	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
22	I had someone I could confide in when overwhelmed	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
23	I felt emotionally exhausted by my academic workload	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
24	I feared underperforming or failing in my studies	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
25	I felt isolated or disconnected from peers or family	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

26	I experienced frequent conflict with friends, roommates, or family members	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
27	I felt confused about who I am or where I am headed in life	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
28	When stressed, I tried to actively solve the problem	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
29	I recovered quickly after facing difficulties or failures	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
30	I had recurring thoughts of self-harm or hopelessness	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
31	I consumed alcohol, tobacco, or other substances more than occasionally	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
32	My sleep quality was poor, or my sleep schedule was irregular	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
33	My thoughts or feelings affected my focus and classroom participation.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
34	I felt generally satisfied with my life overall	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
35	I am open to seeking professional counselling or guidance when needed	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3



## KIIT DEEMED TO BE UNIVERSITY

School of \_\_\_\_\_

### Feedback Form

**Instructions:**

Please respond to the following sections thoughtfully. Your honest feedback is crucial for continuous improvement of the mentorship program. All responses will be kept confidential.

*(To be filled till Semester 5)*

**Section 1: Mentee Feedback & Self-Appraisal**

<b>1. Mentorship Experience</b>			
Sl. No.	Questionnaire	Feedback	Comments
1.1	How would you rate your mentor's availability when you needed assistance? <i>(1 - Poor, 5 - Excellent)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
1.2	How clear and effective was the communication with your mentor? <i>(1 - Poor, 5 - Excellent)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
1.3	How well did your mentor support your academic and personal development? <i>(1 - Poor, 5 - Excellent)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
<b>2. Goal Setting &amp; Achievement</b>			
2.1	Did your mentor help you set clear academic or career goals?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	
	To what extent have you achieved the goals set during the mentorship?	<input type="checkbox"/> Fully achieved <input type="checkbox"/> Partially achieved <input type="checkbox"/> Not achieved	
<b>3. Skills &amp; Confidence</b>			
3.1	How would you rate your improvement in skills this semester? <i>(1 - No improvement, 5 - Significant improvement)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
3.2	How confident do you feel about applying your skills professionally? <i>(1 - Not confident, 5 - Very confident)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
<b>4. Overall Satisfaction</b>			
4.1	How satisfied are you with your mentorship experience this semester?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

## Section 2: Parent Feedback

1. Mentorship Experience			
Sl. No.	Questionnaire	Feedback	Comments
1	How do you perceive your child's academic and personal growth this semester? (1 - No growth, 5 - Significant growth)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
2	Do you feel adequately informed about the mentorship program and your child's progress?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3	How well did your ward's mentor support in academic and personal development? (1 - Poor, 5 - Excellent)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
4	Please provide any suggestions or comments to help improve the mentorship experience for your child:		

## Section 3: Mentor Feedback

1. Mentee Skill Assessment			
Sl. No.	Skill Area	Rating (1 - Poor to 5 - Excellent)	Comments
1	Academic Skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
2	Critical Thinking	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
3	Communication Skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
4	Professionalism & Ethics	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
2. Professional Readiness			
2.1	How would you assess the mentee's readiness for professional challenges in their chosen field? (1 - Not ready, 5 - Fully ready)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
3. Mentorship Process Reflection			
3.1	What challenges did you face during mentoring this semester?		
3.2	Suggestions to improve the mentorship program:		

(To be filled from semester 6 till 10)

**Section 1: Mentee Feedback & Self-Appraisal**

<b>1. Mentorship Experience</b>			
<b>Sl. No.</b>	<b>Questionnaire</b>	<b>Feedback</b>	<b>Comments</b>
1.1	How would you rate your mentor's availability when you needed assistance? <i>(1 - Poor, 5 - Excellent)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
1.2	How clear and effective was the communication with your mentor? <i>(1 - Poor, 5 - Excellent)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
1.3	How well did your mentor support your academic and personal development? <i>(1 - Poor, 5 - Excellent)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
<b>2. Goal Setting &amp; Achievement</b>			
2.1	Did your mentor help you set clear academic or career goals?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially	
2.2	To what extent have you achieved the goals set during the mentorship?	<input type="checkbox"/> Fully achieved <input type="checkbox"/> Partially achieved <input type="checkbox"/> Not achieved	
<b>3. Skills &amp; Confidence</b>			
3.1	How would you rate your improvement in skills this semester? <i>(1 - No improvement, 5 - Significant improvement)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
3.2	How confident do you feel about applying your skills professionally? <i>(1 - Not confident, 5 - Very confident)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
<b>4. Overall Satisfaction</b>			
4.1	How satisfied are you with your mentorship experience this semester?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	

**Section 2: Parent Feedback**

<b>1. Mentorship Experience</b>			
<b>Sl. No.</b>	<b>Questionnaire</b>	<b>Feedback</b>	<b>Comments</b>
1	How do you perceive your child's academic and personal growth this semester? <i>(1 - No growth, 5 - Significant growth)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
2	Do you feel adequately informed about the mentorship program and your child's progress?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3	How well did your ward's mentor support in academic and personal development? <i>(1 - Poor, 5 - Excellent)</i>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
4	Please provide any suggestions or comments to help improve the mentorship experience for your child:		

**Section 3: Mentor Feedback**

<b>1. Mentee Skill Assessment</b>			
<b>Sl. No.</b>	<b>Skill Area</b>	<b>Rating (1 - Poor to 5 - Excellent)</b>	<b>Comments</b>
1	Academic Skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
2	Critical Thinking	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
3	Communication Skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
4	Professionalism & Ethics	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
<b>2. Professional Readiness</b>			
2.1	How would you assess the mentee's readiness for professional challenges in their chosen field? ( <i>1 - Not ready, 5 - Fully ready</i> )	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
<b>3. Mentorship Process Reflection</b>			
3.1	What challenges did you face during mentoring this semester?		
3.2	Suggestions to improve the mentorship program:		

**Section 4: Corporate Mentor Feedback**

<b>1. Mentee Skill Assessment</b>			
<b>Sl. No.</b>	<b>Skill Area</b>	<b>Rating (1 - Poor to 5 - Excellent)</b>	<b>Comments</b>
1	Rate the mentee's practical skills and workplace readiness: ( <i>1 - Poor, 5 - Excellent</i> )	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
2	How suitable is the mentee for their intended career path? ( <i>1 - Poor, 5 - Excellent</i> )	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	
3	Please provide recommendations to better prepare mentees for professional environments		



**MENTORING MINUTES OF MEETING  
(To be updated on KAP portal)**

Meeting Date		Meeting Time	
Mentor Name		Emp. Code	
School Name		Venue	
Students present in the meeting		Total numbers of Mentees	
Brief Description/ Agenda			
Mentees' Issues		Action Taken	

**Signature of the Mentor**





## Mentoring Escalation Sheet

Roll. No.	Mentee Name	Reason for Escalation	Initial Interventions by Mentor	Date of Escalation	Escalated To (SLMC/SMCC)





**Mentee's Leave Report**  
**(To be updated by SAP/KAP)**

<b>Semester</b>	<b>Details (during each Semester)</b>	<b>Reason for Leave</b>
I		
II		
III		
IV		
V		
VI		
VII		
VIII		
IX		
X		



## TUTOR MENTORING CASE STUDY

### Mentee Details:

**Name** :  
**Roll No.** :  
**School** :  
**Section** :  
**Gender** :

### Identifying the Problem

**Initial Observation:** *(Talk about how you arrived upon the problem. Did the mentee approach you, or did their behaviour or performance point you to a problem?)*

**Problem Statement:** *(Problem Statement Clearly state the issue your mentee was running across. This could be personal, academic, or professional (e.g., time management issues, lack of confidence, academic underperformance, etc.)).*

**Effect of the issue:** *(Describe how the issue was compromising the mentee's general performance or wellbeing.)*

### Analysis of the Problem

*(Root Cause Analysis and Challenges Identified in less than 100 words)*

### Action taken

*(Detail of the steps that were taken to address the issue in less than 100 words. Include the role you played as a mentor)*

### Outcome

*(Discuss the results of the interventions. How did the mentee's situation change? Include both quantitative (e.g., improved grades, attendance) and qualitative outcomes (e.g., increased confidence, better time management)).*

**Note: Please attach the supporting documents to justify the action taken and outcome.**

### **Checklist for SLMC Documentation (Annexure 10)**

SI No	Document	Description	Category
1.	SLMC Notification	Official record of members notified by the Head of School.	Administrative Documents
2.	Mentor–Mentee Allocation List	Details assigned students under each mentor.	
3.	Mentoring Plan/Calendar	Maintain the calendar for the semester/annual mentoring activities	
4.	SLMC Meeting Attendance Register	Record of member participation in SLMC meetings.	
5.	Feedback Form	To provide the feedback to MCC regarding TMS.	
6.	Mentee Profile Form	Contains student bio, academic details, and background information.	Mentor-Level Documents
7.	Mentor-mentee Log / Interaction Register (Tutor-Mentor Day, Hostel Visit & General Interaction)	1. Notes from mentor–mentee meetings, including dates, topics, and outcomes. 2. Documents unresolved issues or key discussion points. 3. Records discussion points and observations during hostel visits.	
8.	Student Progress Sheet	Tracks academic performance and attendance each term/semester.	
9.	Mentor-Parent Interaction Record (Physical/Online)	Summarizes parent feedback and concerns about mentees.	
10.	List of Identified special mentee	List of students requiring additional attention or support.	
11.	Counselling Referral Form	Used for counselling, medical, or disciplinary referrals.	
12.	Mentor Summary Sheet	Consolidated overview of mentee progress submitted to SLMC-FIC.	
13.	Counselling Referral Register	Log of all students referred for counselling.	Counseling & Case Management Documents
14.	Special Mentee Case Record Form	Confidential counsellor notes on actions taken and student outcomes.	
15.	Parent/Guardian Consent Form (Special Mentees)	Required for sharing information or involving parents in special cases.	
16.	SLMC Meeting Minutes	Official record of discussions, decisions, and resolutions.	Training & Awareness Documents
17.	Mentor Training Attendance Register	Record of mentors' participation in workshops and training sessions.	
18.	Training / Orientation Report	Summary of training or orientation programmes conducted for mentors and students.	
19.	Resource Materials / Handouts	Educational or informational materials used in awareness and training programmes.	

### **Checklist for MCC Documentation (Annexure 11)**

SI No	Document	Description	Category
1.	MCC Notification	Official record of members notified by the Head of School.	Administrative Documents
2.	Standard Operating Procedure (SOP)	Outlines committee roles, responsibilities, and reporting structure.	
3.	Annual Meeting Calendar	Schedule of meetings, training sessions, and reporting deadlines.	
4.	Mentor–Mentee Allocation List	Details assigned students under each mentor.	
5.	Meeting Attendance Register	Record of member participation in MCC meetings.	
6.	Mentee Profile Form	Contains student bio, academic details, and background information.	Mentor-Level Documents
7.	Mentor-mentee Log / Interaction Register (Tutor-Mentor Day, Hostel Visit & General Interaction)	1. Notes from mentor–mentee meetings, including dates, topics, and outcomes. 2. Documents unresolved issues or key discussion points. 3. Records discussion points and observations during hostel visits.	
8.	Student Progress Sheet	Tracks academic performance and attendance each term/semester.	
9.	Parent Interaction Record (Physical/Online)	Summarizes Mentor-Parent interaction, parent feedback and concerns about mentees.	
10.	List of Identified special mentee	List of students requiring additional attention or support.	
11.	Counselling Referral Form	Used for counselling, medical, or disciplinary referrals.	
12.	Mentor Summary Sheet	Consolidated overview of mentee progress submitted to MCC.	
13.	Counselling Referral Register	Log of all students referred for counselling.	Counseling & Case Management Documents
14.	Special Mentee Case Record Form	Confidential counsellor notes on actions taken and student outcomes.	
15.	Parent/Guardian Consent Form (Special Mentees)	Required for sharing information or involving parents in special cases.	
16.	Confidential Case Register	Securely maintained by the Counsellor or Chairperson.	
17.	MCC Meeting Minutes	Official record of discussions, decisions, and resolutions.	
18.	Summary of Mentoring Activities	Statistical overview and brief summaries of mentor reports.	
19.	Follow-Up Register	Tracks implementation and status of committee decisions.	
20.	Semester and Annual MCC Report	Comprehensive report submitted to the Dean, Principal, SLMC, or Faculty Board.	
21.	Mentor Training Attendance Register	Record of mentors' participation in workshops and training sessions.	Training & Awareness

22.	Training / Orientation Report	Summary of training or orientation programmes conducted for mentors and students.	Documents
23.	Resource Materials / Handouts	Educational or informational materials used in awareness and training programmes.	
24.	Student Feedback Form	Collects mentee feedback on the quality and usefulness of mentoring support.	Feedback & Evaluation Documents
25.	Mentor Feedback Form	Captures mentors' evaluation of the mentoring system and identified challenges.	
26.	MCC Evaluation Summary	Annual review summarizing outcomes, key findings, and recommendations	