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STUDENT MENTORING & COUNSELLING POLICY 2024

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Version 2

STUDENT MENTORING & COUNSELLING POLICY 2024



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CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT
ODISHA

FOREWORD



Centurion University of Technology and Management (CUTM), Odisha, is committed to enabling learners to access support mechanisms to meet their academic needs. In this endeavor, student mentoring and counseling play a pivotal role. Mentoring is a process of building relationship between two people with the goal of professional and personal development. All the students are assigned a mentor and the primary goal of the mentoring process is to support the academic and personal development of the students.

The Student Mentoring and Counselling Policy serves as a guiding light, outlining the framework and principles that underpin our commitment to the well-being and success of our students. It is a testament to university's belief in the power of mentorship and counselling to empower students to overcome challenges, build resilience, and achieve their full potential.

This policy reflects our understanding that mentoring and counselling are not just limited to addressing academic concerns. University recognizes the importance of addressing the broader spectrum of issues that students may face, such as mental health, social-emotional well-being, career guidance, and personal development. By fostering a holistic approach, university aims to create a supportive ecosystem that fosters student growth and prepares them to become responsible and confident individuals.

We must remember that education extends beyond the boundaries of textbooks and classrooms. It is about nurturing the hearts and minds of our students, equipping them with the necessary skills and resilience to navigate life's challenges. By implementing this policy, we reaffirm our commitment to providing comprehensive support to our students, fostering their personal growth, and preparing them to make a positive impact on the world.

Together, let us create a learning community that values the well-being and success of every student, where mentorship and counselling are pillars of strength, and where each student's journey is supported with care, empathy, and understanding.

Prof. (Dr.) Supriya Pattanayak
Vice-Chancellor
Centurion University of Technology and Management

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1. Introduction

Guiding students is one of the important concerns of the University Grants Commission (UGC). Therefore, the UGC formulated guidelines for students' safety on and off campus of Higher Educational Institutions (HEI). One of the important constituents of the guidelines for HEI was to mandatorily put in place a 'Student Mentoring and Counselling Policy' for effective redressal of grievances and challenges faced by students. As per the direction of the UGC, Centurion University of Technology and Management (CUTM) has constituted a Student Mentoring and Counselling Policy for creating a platform for students to interact and share their problems with the respective school authorities at various levels. The University involves teachers/faculties who act as mentors, guides, and sometimes local guardians of students. These faculty members interact with students and try to cater to their emotional and intellectual needs. They also guide students on their academic prospects.

1.1 Purpose

The Centurion Mentoring policy aims at fostering holistic development of both faculty and students based on a mutually inclusive social interaction. Some of the student specific benefits of the process are seen as, increased academic achievement, greater self-efficacy, greater connection to the school and peers, improved social skills set ,reduced behavioural problems, lower rate of engagement in risky behaviour, rise in class attendance, greater continuance in education, defined career goals, better awareness of a wholesome life, greater awareness of health and hygiene and improved concern for the ecosystem of the institute within and outside.

The benefits to the faculty are, improved reasoning skill, better ability to relate to parents, improved mentoring skills, greater feeling of belongingness to the school, increased self-esteem, increased empathy, increased conflict resolution skills, greater patience and empathy, greater organizational skills, increased cultural capital and greater ability to understand their own challenges and experiences. Above all, the process is expected to promote mutual trust and compassion between mentor and the mentee.

The purpose of this policy is to outline the scope of the mentoring services which is provided to all students at Centurion University of Technology and Management.

Student mentoring and Counselling is aimed to provide guidance, support and/or any intervention required to address student well-being and/or academic progress.

1.2 Scope

This policy covers all current students of the university. The students are mentored and counselled on academic, professional career development and mental well-being.

1.3 Objectives

- To provide support on academic and career development of mentees
- To extend any professional advancement support to the mentees by sharing experiences and knowledge gained by the mentors through teaching, research exposure
- To develop a healthy study environment by improving teachers and students relationship
- To address sociopsychological issues of the mentees through timely remedial interventions
- To motivate students to achieve their learning goals and improve their upcoming student life
- To encourage students to participate and develop interest in academic, non-academic and other institutional activities

2. Policy Statement

2.1 Principles

Mentoring is considered as a responsibility of mentors towards mentees at the university. It is reciprocal and practice of academic patronage that helps students/mentees to overcome professional and personal challenges to progress in their career. At CUTM, we believe in “shaping lives and empowering communities” that is underpinned by a value system of inclusivity, Integrity, Equity, Respect and Sustainability in everything we do. The University also believes in creating socially responsible citizens for the future. The University follows a mentee led process that orients the professional goal of the individuals. As a principle, the university provides

safe environment of openness, trust, mutual support and most importantly confidentiality to all its students. The Mentoring and Counselling Policy has a partnership approach that conscript no hidden agenda and embed a non-judgmental process.

2.2 Policy

The University follows an exclusively designed Mentoring and Counselling policy that helps students in different ways depending on their professional goals. It addresses all the issues faced by a student related to their career progress by providing:

- Support and encouragement
- Creating opportunity for reflection, self-awareness and confidence
- New insights about the world of opportunities related to their interest
- An understanding of mentoring facilities and its benefits

Having considered mentoring as critical to the delivery of students' services towards their overall wellbeing, it is mandatory for each faculty to act as a mentor for certain number of students as deemed necessary from time to time. Though a mentor's role could be wide and varied to assist students succeed in their lives such as a guide, a counsellor, an advisor, a tutor, a teacher and perhaps a friend, it is desirable to create a structure within which a mentor should operate and be assessed. As a philosophy, CUTM recognizes the multidimensional roles of a mentor but at a policy level highlight on three basic roles that are key to advancing the professional and personal growth of a student i.e a guide, mentor and an advisor. From here, stems our major objective criteria of assessment of a mentor's performance vis-a-vis the systems to be followed. Explicit among these are given below:

- The mentoring system is to be followed by each school. Every faculty ipso facto is a mentor and is required to follow the accepted standards of integrity and ethics as stated by the university and implied by culture.
- While the process is democratic, liberal and cuts across hierarchy, the ownership, monitoring and reporting are clearly defined. Dean of each school takes the responsibility to constitute a team of mentors for each academic year with the help of Head of Department. The duration of relationship with the same

mentees preferably continues until the final year with exception to re-adjustments as deemed necessary and approved by the HODS.

- On having the list of mentees, the mentor will seek all relevant information about the student from administrative department so as to be familiar with his background. He/she is required to maintain the standardized register with respect to attendance, exam results etc.
- Though mentoring is not limited to a formal method within a specified time, mentoring sessions are in built into the time table and may be of at least an hour per week. Besides this faculty may have information sessions with their mentees.

2.3 Basic guidelines for mentors

1. The mentor must have full knowledge of the university; its vision and mission
2. Keep abreast with university rules, both academic and services
3. Grasp the Institutional values and understand the culture.
4. Bear in mind that each department and programme have its own culture, requirement for a degree/certificate and career trajectories. One may need to develop a resource network and take help of peer mentoring both at faculty and students' level
5. Provide students with timely and clear feedback on their work
6. Identify slow and fast learners and develop student specific career plans for all their mentees
7. Not to assume that students who perform slow lack commitment. Rather assessing the problems and offer ways to help
8. Understand the need of early intervention and address issues related to student's ability to complete his/her programme
9. Avoid offering a goal but help students work towards it.
10. Be flexible and consider mentoring as an opportunity to help shaping a student's life beyond the designated class hours.

2.4 Issues addressed through Mentoring

- **Academics** (Course progress, Difficulties in understanding any subjects, class attendance, registration, subject scores etc.)

- **Career** (Issues related to higher study aspirations/Entrepreneurship/training and placement/job readiness programs /skill and domain courses importance)
- **Emotion** (Related to dimensions of emotions, misunderstanding or any anxiety due to any reason)
- **Discipline** (Ragging/fights among peers/Class Bunking/Fines/Complaints from hostel or teachers etc.)
- **Grievances** (Any problem faced by the student during and/or after the classes which may not have addressed properly)
- Any other issue(s) not covered under the above categories

2.4.1 Mentor Categories

- **Mentor:** The mentors are the first-tier contact to receive and initiate appropriate interventions towards students' grievance redressal and university outreach to student community. The mentors are supposed to take care of student's activities related to registration, academic information and progress, interaction with guardians, attendance status, health conditions, general conduct etc.
- **Counseling Mentor:** The counseling mentors are supposed to take care of emotional stability upon recommendation of the mentors. They may recommend external counselors for further therapeutic intervention in critical cases.
- **Senior Mentors:** The senior mentors are expected to groom both mentors and counseling mentors. They are expected to conduct workshops/sessions on handling mentees and their issues periodically towards ensuring effective mentoring system in the practice.

2.5 Role of Mentor and Mentee

The Mentoring and Counselling Policy has set some standards on the expectations and roles and responsibilities from both mentors and mentees. Both must adhere to the practices as followed:

- Trust and respect each other
- Respect the differences in thoughts and discover common connection
- Availability of meeting with prior planning

2.5.1 Role of a Mentee:

- Actively engage with mentoring process & appointed mentor
- Taking responsibility for maintaining mentoring relationship including commitments and being open about challenges
- Participating in setting clear objectives and goals and realistic expectation in achieving those
- Open communication while sharing ideas and problems
- Willing to listen and accept the constructive feedback and advice
- Being responsible for own learning and development

2.5.2 Role of a Mentor

- Provide guidance and support in identifying developmental needs
- Addressing identified developmental needs by sharing new insights and experiences
- Act as a figure with whom mentee can discuss their aspirations and concerns, provide constructive feedback and address challenges as appropriate
- Identify positive traits in mentees that they are not aware of
- Helping mentee to frame long term objectives and actions to be followed in meeting them Encourage mentees to take positive action as a practice
- Introduce and familiarize the mentees to collaborate and integrate with other peers into wider university
- Engage with parents when required

2.6 Key skills required to be a Mentor

- Strong listening skills
- Being Non-judgmental
- Offers different perspectives
- Warm approach while mentoring

- Can relate to mentee's issues
- Trustworthy and ensure confidentiality

3. Governance

3.1 Responsibility

The Mentoring and Counselling facilities are available to all the students irrespective of the program they are enrolled into. The respective school authorities or Head of Department appoint mentor and allot number of mentees. The mentors (Faculty joining the university) are encouraged to attend a "mentoring brief session" as part of their induction to understand what mentoring is and is not and what is expected of them as mentors. The mentors interact and discuss with students on challenges related to academics, career development progress and plans and corrective measures are taken by the mentors.

NOTE: The onus to inform the nominated mentor rests with the Head of Department/School. The university encourages every faculty member to become a mentor as it depends on mentee's need.

3.2 Authority

The University has a robust student mentoring and counselling mechanism in place to facilitate mental wellness of students. A student counselling committee has been notified through an office order which is headed by Dean- Student Welfare along with 4 Senior Faculty (2 faculty member-Women), Chief Warden, Lady Warden, External Counsellor, student and faculty members (HODs in particular). The provision of counselling request drop box has been installed at strategic places. Any student can drop a request for any counselling requirement on any kind of matter. The requests are addressed confidentially with the help of mentors.

4. Procedure

4.1 Procedures

The functioning of the Student Mentoring and Counselling Policy of the university follows:

Stage I: Assigning mentors/guides to students

Teacher-in-charge of all departments are informed to assign mentors/guides to each student in the department. A group of maximum 15 students are assigned to a mentor. All mentors are required to hold meetings with assigned students in regular interval. The minutes of such meetings are recorded. Mentors are required to note down the concerns raised by students and take appropriate action to address the issue. If required, concerns/issues of students can be kept confidential. Critical cases are referred to Dean- Student Welfare and Committee.

Stage II: Submission of Report

Mentors are required to prepare report of all meetings and issues raised and addressed by students and the same is to be submitted to the authorities/departments. It shall be done on a monthly basis.

4.2. Guidelines for Mentor-Mentee Program

Centurion University in adhering to the guidelines of the National Assessment and Accreditation Council (NAAC) ensures that all faculty members engage in mentoring students in order to enhance teaching-learning skills and the overall quality of higher education.

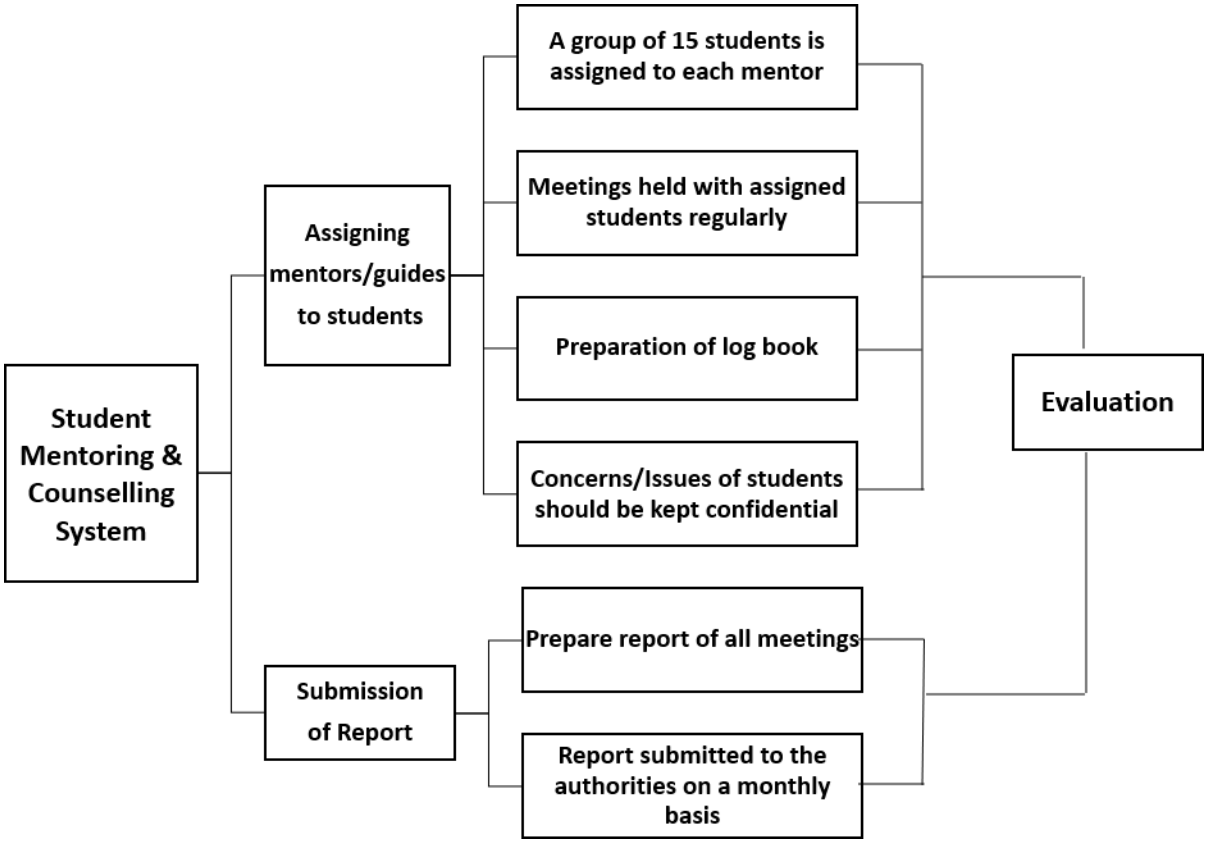
1. The mentorship is intended to support building academic leaders who have knowledge, skillsand abilities through guidance and counseling by mentors.
2. For efficient outcome of the program, each teacher is allotted a group of students by their respective departments for mentoring the students of the group assigned to them.
3. The departments should assign mentors for students of all programmes. Mentoring for the students of each and every programme should be arranged with the faculty of respective departments who are engaged in teaching these courses.
4. The aim of the mentor-mentee program is to ensure that the teachers are in constantdialogue with their students or mentees to cater to their learning needs.
5. The mentors are advised to maintain regular contact with their mentees by organizing ameeting session at least once in a month.
6. The mentors should maintain the minutes of each meeting along with the attendancerecord, required details of the students (name, roll number and year of the students who were present in the meeting), and meeting details (date, time

and link of the meeting).

7. Any grievances received from the students should be resolved at the department level andthe Action Taken Report (ATR) should be prepared.

8. Mentors should submit the minutes of every meeting along with the attendance record and the ATR, if any, to the NAAC Coordinator of the respective department, at the end ofeach semester.

4.3 Process Flow



4.4. Student Counselling

The university provides counselling support to its students. Students have access to individual and confidential counselling support from a well-versed professional counsellor as a referral support. This support at CUTM pays attention to the individual circumstances and needs of students. Providing the counselling service will ensure students mental and physical well-being in order to achieve full potential of student in terms of mental and physical well-being.

4.5. Referral Counselling

The university referral counselling may be recommended/initiated by:

- Self-referral
- Mentor Referral
- Department Head and/or
- Parents

4.6. Intervention

- The mentor in consultation with the mentee may extend support in suggesting to go for counselling intervention with external agencies in case of emergency.
- The mentor is subject to intimate in case of irregularities seen in mentees attendance.
- The mentor in working with students, may seek counsellor intervention to bring about change in students personal and academic prospects.
- The special circumstances/cases are addressed through relevant committee support and decision responding to requests for assistance and support to students deemed to be at academic risk.
- In cases where joint interventions required, involvement of other staff and/or students may be undertaken where the participants agree to meet.

4.7 Confidentiality

The relationship of students with the counsellor and the information shared are always fundamental to counselling. The university is prudent in sharing information unless the circumstances determine who should be privy to information. The information and its disclosure are always kept confidential.

Annexure 1: Student Mentoring Process with indicators and verification process
Annexure 2: Student Career Development Plan

ANNEXURE-1

CENTURION UNIVERSITY OF TECHNOLOGY & MANAGEMENT

Mentoring Process

A. STUDENT MENTORING PROCESS

Sl. No.	List of Activities	Verifiable Indicators	Tools and Process for Verification/Measurement
1	Managing Absenteeism a. Counseling about the need for attendance in class b. Engaging with teachers of the concerned mentees c. Regularly interacting with parents (weekly once)	Improvement in Attendance	Individual Student Attendance Record a. Attendance profile of each student b. Average attendance when all Mentees of a Mentor are taken together
2	Managing Back Papers a. Student specific action plan preparation for the back paper exam. b. Preparation of daily routine by students and weekly follow up with students	Improvement in Back Paper status	Number of back papers in previous and present semesters from ERP/Examination Cell
3.	Managing Career Goal a. Discussion with student about his/her career goal b. Supporting in getting relevant details about the planned career c. Student specific Action plan to realize the goal	Goal clarity (What he/she wants to get at the end of present study?) a. Job b. Higher education (Admission) c. Enterprise development	Report through Sample check by Dean

ANNEXURE-2

Centurion University of Technology and Management, Odisha
Student-Specific Career Plan
Campus: _____
School: _____

Programme:_____

1. Name: Registration Number: Batch:
   Email: Mobile:
2. Father/Mother Name Mobile: Email:
3. Faculty Mentor: Mobile: Email:
4. Career Objective immediately after Graduation: Employment/Higher Education/Entrepreneurship
5. Dream Organization to Join
6. Entry Criteria for such Organization
7. Time Period Available (Semesters)
8. Present competence level & Gap: English communication, Analytical Ability, Quantitative Ability, Domain Knowledge

Area	**Activity**	**Present Level**	Existing Competency Gap
English Communication	Reading Ability		
	Listening Ability		
	Public Speaking Ability		
	Report writing Ability		
Analytical Ability	Level of Reasoning		
Quantitative Ability	Level of Quantitative Ability		
Domain	Level of Knowledge in Key Subject 1		
	Level of Knowledge in Key Subject 2		
	Level of Knowledge in Key Subject 3		

9. Action Plan for bridging the Competency Gap

Area	Activity	Semester 1	Semester 2	
English Communication	Increasing Reading			
	Improving Listening			
	Public Speaking			
	Report writing			
Analytical Ability	Reasoning 1			
Quantitative Ability	Quant 1			
Domain	Key Subject 1			
	Key Subject 2			
	Key Subject 3			

10. Monitoring the Progress

Area	Activity	Semester 1(Dates)	Semester 2(Dates)	
English Communication	Reading Level			
	Listening Level			
	Public Speaking Ability			
	Report writing Ability			
Analytical Ability	Level of Reasoning 1			
Quantitative Ability	Level of Quant 1			
Domain	Level of Knowledge in Key Subject 1			
	Level of Knowledge in Key Subject 2			
	Level of Knowledge in Key Subject 3			

11. Mentor’s Observation

Sl. No.	Date	Remark	Remark of the Mentor

Signature of Student **Signature of Faculty Mentor**



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Paralakhemundi, Dist.- Gajapati
Odisha, India. PIN– 761211

Bhubaneswar Campus
Ramchandrapur
P.O. – Jatni, Bhubaneswar
Dist.- Khurda, Odisha,
India, PIN– 752050

Balangir Campus
Behind BSNL Office
IDCO land, Rajib Nagar
Dist.- Balangir, Odisha
India, PIN-767001

Rayagada Campus
IDCO Industrial Area
Pitamahal, Rayagada
Dist.-Rayagada, Odisha
India, PIN-765001

Balasore Campus
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