JKKN Educational Institution - Mentor-Mentee Program SOP

Program Overview:

The Mentor-Mentee Program at JKKN Educational Institution is designed to foster a supportive learning environment where experienced mentors guide and empower students (mentees) across various disciplines to excel academically and professionally. This program reflects our institution's commitment to providing holistic education and nurturing future leaders and professionals.

Mentorship Objectives:

- Cultivate a Sense of Belonging: Create an inclusive atmosphere where mentees feel an integral part of the JKKN educational community, enhancing faculty-student relationships.
- Enhance Discipline and Excellence: Conduct mentoring sessions to install discipline, punctuality, and commitment to academic and personal growth among students.
- Customized Learning: Tailor mentorship to students based on their academic performance and individual needs, fostering optimal learning outcomes.
- Personalized Growth: Identify and leverage the strengths and weaknesses of each student, assisting them in setting career goals and strategies for achievement.

Program Vision:

Our vision for the Mentor-Mentee Program is to nurture a culture of mentorship and support that empowers students across diverse fields to achieve excellence in their respective domains. We firmly believe that mentorship is an integral part of the educational journey, facilitating both mentees' growth and mentors' professional development.

Benefits of the Mentorship Program:

- The Mentor-Mentee program at JKKN Educational Institution offers numerous advantages, including:
- Enhanced Academic Performance: Mentors guide and support mentees in setting and achieving academic goals, leading to improved performance.
- Professional Insight: Mentees gain valuable knowledge and experience from mentors, including career guidance, networking opportunities, and professional relationships.

- Motivation and Development: The program helps mentees stay motivated in their studies and offers guidance for their professional growth.
- Personal and Social Skills: Mentors assist mentees in developing communication, interpersonal skills, self-confidence, and overall well-being.
- Networking: Mentoring expands professional networks, enhancing opportunities for both mentors and mentees.
- Retention and Support: The program contributes to improved student retention rates by providing mentees with crucial support and guidance.
- Personal Growth: Mentors benefit from personal satisfaction and leadership development, enhancing their communication skills and professional growth.

Mentor-Mentee Program Details:

- Mentor Qualifications: Mentors are experienced professionals, and mentees are enthusiastic learners in diverse fields.
- Matching: Mentors are paired with mentees based on their discipline and availability.
- Regular Meetings: Mentors meet with their mentees regularly to discuss progress, goals, and challenges.
- Guidance and Support: Mentors provide academic, professional, and personal guidance and support.
- Networking: Mentors facilitate mentees' networking with professionals in their respective fields.
- Progress Tracking: Mentees maintain a log of meetings and progress toward their goals.

Roles and responsibilities:

Mentors:
- 1. Student Data Management

  Mentors should regularly review and update student data to maintain accurate and up-to-date records.

  Instructions:
  - **Log in to the Campus Management System (CMS) using your credentials.**
  - **Navigate to the "Student Profile" section.**

○ Verify and update student information, such as contact details, emergency contacts, and academic records, as needed.

Student Data Management - Actions After Monitoring

Regularly Review Student Data:

- Mentors should consistently monitor and review the student data in the Campus Management System (CMS) to ensure that records are up-to-date.

Identify Data Discrepancies:

- During the review process, mentors should actively look for any discrepancies or outdated information in the student profiles, such as contact details, emergency contacts, or academic records.

Verify and Update Information:

- If mentors identify any inaccuracies or outdated information, they should take immediate action to verify the correct details with the students or relevant authorities.

Contact Students for Updates:

- Mentors should contact the students to request the necessary updates or corrections. This can be done through email, phone calls, or in-person meetings, depending on the situation.

Document Changes

- Mentors should keep a record of the changes made to the student profiles, documenting the corrections, updates, and the date of the changes.

Follow-Up and Confirmation:

- After requesting updates, mentors should follow up with the students to ensure that the changes have been accurately

made in the CMS. This step ensures that the records are now accurate and up-to-date.

Reporting and Documentation:

- Mentors should maintain records of their data management activities and any communication with students regarding data updates. This documentation is essential for accountability and audit purposes.

- 2. Attendance Checking

    Mentors should monitor and track student attendance to identify any irregularities or issues.

    Instructions:

    - Access the "Attendance" section in the CMS.
    - Select the relevant class or group of students.
    - Mark attendance records as required, indicating whether students are present or absent.

Attendance Checking - Actions After Monitoring

Identify Patterns of Irregular Attendance:

- After monitoring attendance, mentors should identify any patterns of irregular attendance or excessive absences.

Contact the student:

- If a student's attendance is consistently irregular or falls below the institution's attendance policy, mentors should contact the student to discuss the issue.

Contact parents or guardians:

- If the student's irregular attendance continues after the initial contact, mentors should inform the student's parents or guardians about the situation. This can be done through phone calls, emails, or letters, depending on the institution's preferred method of communication.

Arrange a meeting:

- In cases of persistent irregular attendance, mentors should arrange a meeting with the student and their parents or guardians. The purpose of this meeting is to understand the reasons behind the irregular attendance, provide support, and find a solution to improve attendance.

Provide guidance and Support:

- During the meeting, mentors should offer guidance and support to the students. This can include discussing the importance of regular attendance, addressing any underlying issues, and exploring strategies to help the student attend classes consistently.

Follow-Up and Monitoring:

- After the meeting, mentors should continue to monitor the student's attendance and follow up regularly to ensure improvement. If the student continues to face challenges, mentors should consider additional support mechanisms, such as academic counseling or referral to relevant support services.

- 3. Lack of Attendance Alert

  Mentors should receive automatic alerts for students with excessive absences.

  Instructions:
  - Regularly check the "Lack of Attendance Alert" section in the CMS.
  - Follow up with students who have excessive absences to provide support and guidance.

Lack of Attendance Alert - Actions After Monitoring

Regularly Check the "Lack of Attendance Alert" Section:

- Mentors should regularly access the "Lack of Attendance Alert" section in the CMS to identify students with excessive absences.

Review Alerted Students:

- Upon receiving the alert, mentors should review the list of alerted students and their attendance records.

Contact Alerted Students:

- Mentors should promptly contact the alerted students who have shown excessive absences to discuss their attendance and reasons for non-attendance.

Understand Reasons:

- During the conversation, mentors should seek to understand the reasons behind the excessive absences. Students may face personal, academic, or health-related issues that are affecting their attendance.

Provide Support and Guidance:

- After understanding the underlying issues, mentors should provide support and guidance to the students. This support can include discussing strategies to improve attendance, connecting students with relevant support services, or offering academic assistance.

Create an action plan:

- Together with the students, mentors should create an action plan to address the attendance issue. This plan may include setting attendance goals, implementing time management strategies, or seeking additional help if needed.

Follow-Up and Monitoring:

- Mentors should continue to monitor the attendance of alerted students closely. Regular follow-up meetings or check-ins can help ensure that the action plan is being implemented and that attendance is improving.

Document Progress:

- Mentors should maintain records of their interactions with alerted students and the progress made in improving attendance. Documentation is essential for tracking the effectiveness of the support provided.

60% attendance:

- Check in with the student to discuss their attendance and any challenges they may be facing.
- Help the student develop a plan to improve their attendance, such as setting SMART goals or identifying strategies for staying organized and managing their time more effectively.
- Connect the student with relevant support resources, such as the academic resource center, tutoring services, or counseling services.

50% attendance:

- Increase the frequency of your communication with the student, checking in with them on a weekly basis to discuss their attendance and progress.
- Offer the student more intensive support, such as one-on-one tutoring or help with homework assignments.
- Meet with the student's teachers and academic advisors to discuss your concerns and develop a collaborative intervention plan.
- If necessary, involve the student's parents or guardians in the discussion and intervention process.

40% attendance:

- ** Implement a formal intervention plan, such as a weekly attendance contract or a meeting with the student's academic

advisor to discuss their academic progress and develop a plan to get back on track.**

- Provide the student with intensive support and resources, such as a study buddy, a mentor, or access to private tutoring.
- Refer the student to additional support services, such as counseling or academic support.
- Continue to monitor the student's attendance closely and meet with them regularly to discuss their progress.

- 4. Leave & On-Duty Approval

    Mentors should approve or reject leave and on-duty requests from students.

    Instructions:
    - Navigate to the "Leave & On-Duty Approvals" section in the CMS.
    - Review and process leave requests from students.
    - Approve or reject requests based on the institution's policy.

Leave & On-Duty Approval - Actions After Monitoring

Review Leave Requests:
- Mentors should review leave requests submitted by students.

Evaluate Reasons:
- Mentors should evaluate the reasons provided by students for requesting leave or on-duty approval and ensure they align with the institution's policy.

Approve or reject:
- Mentors should approve or reject leave requests based on the institution's policy and the validity of the reasons provided.

Communication:

- Mentors should communicate their decision to the students regarding the approval or rejection of their leave requests.

Record Keeping:

- Mentors should maintain records of approved and rejected leave requests for reference and reporting purposes.

- 5. Exam Results Checking

  Mentors should regularly check and communicate exam results to students.

  Instructions:

    - Access the "Exam Results" section in the CMS.
    - Review and verify exam results for your assigned students.
    - Communicate results to students and discuss any concerns or improvements

Exam Results Checking - Actions After Monitoring

Access the Exam Results Section:

- Mentors should regularly access the "Exam Results" section in the Campus Management System (CMS) to stay updated on the exam results of their assigned students.

Review and Verify Exam Results:

- Upon accessing the exam results, mentors should thoroughly review and verify the results for their assigned students. This includes checking for accuracy and completeness.

Identify Concerns or Areas for Improvement:

- While reviewing the exam results, mentors should identify any areas of concern or opportunities for improvement in the performance of their students. This may include low scores, consistent patterns of underperformance, or other relevant concerns.

Contact Students with Results:

- After reviewing the results, mentors should proactively contact their assigned students to communicate the exam results. This communication should be prompt and may be done through email, messages, or in-person meetings, depending on the institution's communication policy.

Discuss Concerns or Celebrate Achievements:

- During the communication with students, mentors should discuss any concerns or areas for improvement identified in the exam results. Additionally, they should celebrate and acknowledge achievements and strong performances. This discussion aims to provide constructive feedback and motivation for students.

Set Improvement Goals:

- If areas for improvement are identified, mentors should work with students to set specific goals and strategies to address those areas. This may involve creating a plan for improvement, seeking additional support, or adjusting study habits.

Follow-Up and Progress Monitoring:

- Mentors should continue to monitor the progress of their students in relation to the exam results. Regular follow-up meetings or check-ins can help ensure that the improvement goals are being pursued and that concerns are being addressed.

Documentation:

- Mentors should maintain records of their interactions with students regarding exam results, including any agreements made and strategies discussed. This documentation is valuable for tracking students' progress and mentor accountability.

- **6. Achievements History**

    Mentors should keep track of and document student achievements.

    Instructions:

    - Visit the "Achievements History" section in the CMS.
    - Record any notable achievements or accomplishments by students under your guidance.

Achievements History - Actions After Monitoring

Visit the Achievements History Section:

- Mentors should regularly access the "Achievements History" section in the Campus Management System (CMS) to document and track student achievements.

Document Achievements:

- Upon accessing the "Achievements History" section, mentors should document any notable achievements or accomplishments by students under their guidance. This includes academic achievements, extracurricular accomplishments, awards, or any other noteworthy successes.

Contact Students to Celebrate Achievements:

- After documenting achievements, mentors should proactively contact the students to celebrate their accomplishments. This communication can be done through messages, emails, or in-person meetings, depending on the institution's communication policy.

Recognize and Encourage:

- During the communication with students, mentors should recognize and acknowledge the achievements, highlighting the significance of their accomplishments. This recognition

can be a source of motivation and encouragement for students.

Discuss Future Goals:

- While celebrating achievements, mentors should also discuss the students' future goals and aspirations. This conversation can help set new targets and create a roadmap for continued success.

Share Achievements with Institution:

- Mentors should share the documented achievements with the institution's relevant departments or authorities as required for official recognition and records.

Provide Guidance for Sustained Success:

- If the achievements represent milestones in the students' academic or personal growth, mentors should provide guidance on how to sustain success and continue making progress.

Documentation:

- Mentors should maintain records of the achievements they have documented and the communication with students. Proper documentation is essential for recognizing student progress and demonstrating the mentor's commitment to their development.

- **7. Enrollment History**

    Mentors should be aware of the enrollment history of their assigned students.

    Instructions:

    - Access the "Enrollment History" section in the CMS.
    - Review the enrollment history and any previous educational records of your students.

    Enrollment History - Actions After Monitoring

Access the Enrollment History Section:

Mentors should access the "Enrollment History" section in the Campus Management System (CMS) to review the enrollment history and previous educational records of their assigned students.

Review Enrollment History:

After accessing the enrollment history, mentors should review the records of their assigned students. This includes examining the students' past enrollments, courses taken, and academic performance in previous terms.

Identify Relevant Patterns and Trends:

Mentors should identify any relevant patterns or trends in the enrollment history. For example, they should look for consistent academic progress or any fluctuations in performance over time.

Contact Students for Discussion:

After reviewing the enrollment history, mentors should contact the students to discuss their educational journey and past academic experiences. This communication can be done through messages, emails, or in-person meetings, depending on the institution's communication policy.

Understand Challenges and Goals:

During the discussion, mentors should seek to understand any challenges or obstacles the students may have faced in their academic journey. Additionally, mentors should explore the students' current academic goals and aspirations.

Provide Guidance Based on History:

Mentors should use the insights gained from the enrollment history to provide targeted guidance and support. This can include discussing strategies for academic improvement, helping students leverage their past experiences, and setting realistic goals for the future.

Documentation:

Mentors should maintain records of their interactions with students regarding enrollment history, previous educational records, and any guidance or support provided. Proper documentation is essential for tracking the progress of the students and the mentor's role in their development.

- 8. Counselling History

    Mentors should maintain a record of counselling sessions with students.

    Instructions:
    - Visit the "Counselling History" section in the CMS.
    - Review and update counselling records for your assigned students.

Counselling History - Actions After Monitoring

Visit the Counselling History Section:

Mentors should access the "Counselling History" section in the Campus Management System (CMS) to review and update counselling records for their assigned students.

Review Counselling Records:

After accessing the counselling history, mentors should review the records of their past counseling sessions with students. This includes examining the notes and remarks from previous sessions.
Identify Ongoing Concerns or Progress:

Mentors should identify any ongoing concerns or areas where students have made progress based on the history of counseling sessions.
Contact Students for Follow-Up:

After reviewing the counseling history, mentors should contact the students to discuss the outcomes of past counseling sessions and inquire about their current status and any unresolved issues. This communication can be done through messages, emails, or in-person meetings, depending on the institution's communication policy.
Update Counseling Records:

Mentors should update the counseling records with information from the follow-up discussion. This includes adding new notes, remarks, and any agreements reached during the conversation.
Provide Guidance and Support:

If ongoing concerns are identified or if students require further support, mentors should offer guidance and support, just as they did during previous counseling sessions.
Set New Goals or Strategies:

Mentors should work with students to set new goals or strategies based on the progress made and the challenges that remain. These goals can be documented in the updated counseling records.

Follow-Up and Progress Monitoring:

Mentors should continue to monitor the progress of the students based on the updated counseling records. Regular follow-up meetings or check-ins can help ensure that the goals set are being pursued and that concerns are being addressed.
Documentation:

Mentors should maintain records of their interactions with students, including counseling sessions, follow-up discussions, and any newly established goals or strategies. Proper documentation is essential for tracking students' progress and the mentor's role in their development.

- 9. Create Counselling

    Mentors should be able to initiate counselling sessions and document relevant information.
    Instructions:
    - Navigate to the "Create Counselling" section in the CMS.
    - Fill in the required details, including counselling name, date & time, notes & remarks, and any attachments.
    - Select specific students from the provided list.
    - Save and create the counselling session

Create Counselling - Actions After Monitoring

Initiate Counselling Sessions:

Mentors should initiate counselling sessions when they identify the need for guidance, support, or discussions with their assigned students.
Navigate to the "Create Counselling" Section:

Mentors should access the "Create Counselling" section in the Campus Management System (CMS) to initiate and document counseling sessions.

Fill in Required Details:

When creating a counseling session, mentors should ensure they fill in all the required details. These details typically include the following:

Counselling Name: Assign a meaningful name or title to the counseling session.

Date & Time: Specify the date and time for the counseling session to take place.

Notes & Remarks: Enter relevant notes and remarks that describe the purpose, agenda, or topics to be discussed during the counseling session.

Attachments: If any documents or materials are relevant to the counseling session, mentors should attach them to the session for reference.

Select Specific Students:

Mentors should select the specific students who will be part of the counseling session. This may involve one-on-one sessions with individual students or group sessions, depending on the context and the students' needs.

Save and Create the Counselling Session:

After filling in the required details and selecting the students, mentors should save and create the counseling session. This action officially schedules the session and documents it in the system.

Preparation for the Session:

Prior to the scheduled counseling session, mentors should prepare any materials, guidance, or advice relevant to the session's agenda. This preparation ensures a productive and focused discussion.

Conduct the Counselling Session:

On the scheduled date and time, mentors should conduct the counseling session with the selected students. This may involve addressing academic concerns, personal issues, career guidance, or any other relevant topics.

Documentation of Session Outcome:

After the counseling session, mentors should document the outcomes, key discussion points, agreements, or goals established during the session. This documentation is essential for tracking progress and ensuring accountability.

Follow-Up and Monitoring:

Mentors should continue to monitor the progress of the students based on the outcomes of the counseling session and any agreed-upon action items. Regular follow-up meetings or check-ins can help ensure that goals are being pursued and concerns are being addressed.

- 10. View Student Profile
    Mentors should have easy access to view the profiles of their assigned students.
    Instructions:
    - Go to the "Student Profile" section in the CMS.
    - Search for and select the student whose profile you wish to view.

View Student Profile - Actions After Monitoring

Access the "Student Profile" Section:

- Mentors should have easy access to the "Student Profile" section in the Campus Management System (CMS) to view the profiles of their assigned students.

Search for the Student:
- To view a specific student's profile, mentors should use the search function within the "Student Profile" section. They can search for students by name, student ID, or any other identifying information.

Select the Student Profile:
- After finding the desired student in the search results, mentors should select the student's profile to access detailed information.

Review Student Information:
- Once in the student's profile, mentors should review the provided information, which may include contact details, academic records, attendance history, and any other relevant data.

Identify Concerns or Opportunities:
- Mentors should use this information to identify any concerns or opportunities for support, such as academic struggles, attendance issues, or personal challenges.

Plan Follow-Up Actions:
- Based on the information gathered from the student's profile, mentors should plan follow-up actions. This may include scheduling meetings, providing guidance, or offering support tailored to the specific needs of the student.

Communication with Student:
- Mentors should use the information from the student's profile to initiate communication with the student, whether to address concerns or offer support. This communication can be done through messages, emails, or in-person meetings, depending on the nature of the interaction.

Documentation:
- Mentors should maintain records of their interactions with students based on the information gathered from the student's profile. This documentation is valuable for tracking progress and ensuring accountability.

Mentees:

- **Student Data Management - Updating Information:**
  - Mentees should regularly update their contact details and academic records in the Campus Management System (CMS) as required. After monitoring, if any updates are needed, they should promptly access the system and make the necessary changes.
- **Attendance Tracking - Monitoring Attendance:**
  - Mentees are responsible for their own attendance. After monitoring, if they notice any discrepancies in their attendance records, they should proactively address the issue with the relevant authorities or mentors.
- **Lack of Attendance Alert - Seeking Support:**
  - If mentees anticipate excessive absences due to valid reasons, they should promptly inform their mentors or relevant authorities and seek support. This includes providing reasons for the anticipated absences and discussing strategies for managing them.
- **Leave & On-Duty Requests - Following Policy:**
  - When needing to request leave or on-duty time, mentees should submit their requests through the CMS, ensuring they provide valid reasons for their absence and adhere to the institution's policy. They should also promptly follow up on the status of their requests.
- **Exam Results Communication - Seeking Clarification:**
  - After checking their exam results in the CMS, mentees should address any concerns or questions about their performance with their mentors. They should actively seek clarification on areas of improvement and work with their mentors to develop strategies for academic progress.
- **Achievements Documentation - Informing Mentors:**
  - Mentees should promptly inform their mentors about their notable achievements, both academic and extracurricular. This information should be shared for documentation in the CMS. Mentees should actively participate in this process to ensure their accomplishments are recognized and recorded.
- **Enrollment History - Sharing Relevant Information:**

- - If mentees have relevant past educational records or enrollment history that may impact their current academic journey, they should proactively share this information with their mentors. It is important to ensure that mentors are aware of any factors that could affect the mentees' progress.
- **Counselling Sessions - Active Participation:**
  - Mentees should actively participate in counseling sessions initiated by mentors. This includes sharing relevant information and concerns during the sessions, as well as actively engaging in the discussions and goal-setting process.
- **Initiating Counselling - Seeking Help:**
  - If mentees face personal, academic, or other issues, they should feel empowered to request counseling sessions with their mentors through the CMS. This step can help address challenges and seek guidance when needed.
- **Student Profile Viewing - Profile Accuracy:**
  - Mentees should be aware that mentors can access their profiles. Therefore, it is essential for mentees to ensure that their profiles accurately reflect their information and progress. If any updates or corrections are needed, they should take prompt action to maintain the accuracy of their profiles.

Program Evaluation:
The effectiveness of the Mentor-Mentee Program will be evaluated annually, focusing on:

- Engagement levels of mentors and mentees.
- Achievement of mentees' goals.
- Overall satisfaction of mentors and mentees.