



MANGALORE INSTITUTE OF TECHNOLOGY & ENGINEERING

(A Unit of Rajalaxmi Education Trust®, Mangalore)

Autonomous Institute affiliated to VTU, Belagavi, Approved by AICTE, New Delhi

Accredited by NAAC with A+ Grade & ISO 9001:2015 Certified Institution

**CENTRAL MENTORING
CUM
COUNSELLING COMMITTEE
(CMCCC)**

**ANNUAL REPORT
2025-2026**



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CENTRAL MENTORING CUM COUNSELING COMMITTEE:2025–26

At MITE, we firmly believe that the success and development of both staff and students are closely linked to their overall wellness. In today's fast-paced academic environment, counseling and mentoring are essential to support mental, emotional, and social well-being. The Central Mentoring cum Counseling Committee (CMCCC), along with the MITE Wellness Centre provides a structured platform for students and staff to seek guidance, address academic and personal challenges, and develop coping strategies. By fostering resilience, communication, and balance, CMCCC contributes to a healthier and more supportive campus environment.

The Central Mentoring cum Counseling Committee (CMCCC) for the academic year 2025–26 was constituted on 15th October 2025 in accordance with VTU circular Ref. No.: VTU/PS/2019-20/8247 dated 26.12.2019.

The Central Mentoring-Cum-Counseling Committee for the Academic Year 2025-26:

Role	Name
Chairperson	Dr. Prashanth C M, Principal
	Dr. Madwaraj K.G Professor & Head, Department of MCA
	Ms. Shaila Sequeira Professional Counsellor
	Mr. Shamith Rao Physical Education Director
	Dr. Santhosh Kumar Librarian
Members	Mr Akshathraj Senior Assistant Professor, Department of MBA(NSS Officer)
	Dr. Gangavathi P Associate Professor, Department of Mathematics (Convener -ICC)



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	Dr. Vineetha Telma D' Souza Associate Professor, Department of Chemistry
	Dr. Guruprasad L Assistant Professor & Head, Department of Physics
Convener	Dr. Mitra K, Assistant Professor, Department of Mathematics

MITE WELLNESS CENTRE

The MITE Wellness Centre is managed by the professional counselor Ms. Shaila Sequeira who holds a Master of Social Work (MSW) in Medical Psychiatry and Counseling from Mangalore University and provides specialized support for students and staff. In addition to the guidance offered by faculty mentors, the Wellness Centre ensures access to professional counseling services to students when required. Appointments with Ms. Sequeira can be scheduled in advance through the MITE website to ensure focused and productive sessions. All sessions are conducted with complete confidentiality and professionalism.

We encourage reaching out to the Wellness Centre for a variety of concerns, including but not limited to:

- Managing stress and anxiety
- Seeking academic and career guidance
- Enhancing personal development, resolving conflicts and improving relationships
- Coping with grief, loss, or other emotional challenges

MEETINGS CONDUCTED

CMCCC conducted two meetings during the academic year 2025–26 to review mentoring and counseling practices.

Number of meetings conducted	: 3
The First meeting was conducted on	: 08/11/2025
The Second meeting was conducted on	: 16/01/2025
The Third meeting was conducted on	: 13/05/2026



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KEY DECISIONS AND MEASURES IMPLEMENTED:

- All student-related issues must be recorded clearly and systematically in the **counselling book** by the faculty.
- Student achievements should be documented in the designated section at the end of the Pink Book and also communicated to the **Department Website Coordinator** for publication on the college website.
- **Slow learners** should be counselled through one-to-one sessions for enhanced academic support, while **fast learners** may be counselled in groups to promote advanced learning and continuous improvement.
- During **self-appraisal documentation**, faculty members should mention specific students for whom measurable academic or personal contributions have been made and retain scanned copies of relevant counselling records.
- **Workshop/Seminar attendance** should be updated in **Contineo** or in the attendance register only at the end of the semester and not immediately after the event.
- Students should be regularly informed about **eligibility criteria** to ensure clarity and compliance.
- The **credits for each course** must be clearly mentioned in the Pink Book for proper reference. If a student fails in the semester-end examination and later clears the make-up examination, in **counselling book** the original entry should not be overwritten or corrected using whitener. Instead, the result should be struck off neatly with a pencil, and the updated result should be written clearly above it.
- For students identified as slow learners, parents should be invited to the campus for counselling and discussion whenever required.
- In the **counselling book**, faculty members should provide a **brief summary of discussions held with parents** rather than merely mentioning “PTM” in the purpose-of-visit column.
- Awareness should be created among mentees regarding the misuse of social media and its impact on academic and personal life.
- Mentors were instructed to maintain proper records of B.E. Honours details of their respective mentees for academic tracking and documentation purposes.
- Members discussed the need to update and consolidate the makeup examination results in the SPR (Pink Book).

- It was decided that all mentors should ensure that the results are updated accurately and maintained in the respective records.
- Members discussed that outcomes entered in the SPR should be measurable and clearly mentioned in the designated outcome column.
- It was suggested that outcomes should align with CIE parameters and include quantifiable measures wherever applicable.
- Mentors were advised to avoid vague statements and provide specific observations.
- Negative outcomes, if any, should also be appropriately recorded.
- Members also discussed documenting achievements of mentees in areas such as cultural activities, sports, ideathon pitching, and other accomplishments under the outcome column for well-performing students

- **Review of the vertical progress status of 6th semester students.**

Members discussed creating awareness among parents and students who are on the verge of becoming ineligible for promotion due to backlog subjects from first year. It was reported that nearly 21 parents visited the campus and were made aware of the rules and implications related to vertical progression. It was also informed to the Chairperson of the CMCCC Committee that registered post notifications had been sent to all 34 students identified under such cases to create awareness regarding the rules and regulations governing vertical progression to the final year.

- **Identification and counselling of students who are on the verge of becoming not eligible due to backlog subjects from previous semesters or shortage of attendance.**

It was decided to send registered post notifications to the parents of such students. Also send a register post to parents of students from all semesters whose attendance is below 75%, to make them aware of the academic and attendance status of their wards.

- **Impact of Special Classes on Vertical Progress.**

As part of the Vertical Progress initiative, special classes were conducted to support students in clearing their academic backlogs and becoming eligible for promotion to the final year. Following the declaration of results, out of 34 students, 20 students successfully met the required criteria and were promoted to the final year.

- **Impact of Special Classes for First Year before Makeup Examination.**

Through regular mentoring and special classes conducted for students who had failed in the SEE, the number of students who were initially not eligible for progression from First Year was reduced from 55 to 32. These focused academic interventions helped students improve their performance and clear their backlogs. As a result, several eligible students were able to successfully clear all their subjects in the First Year, contributing to an improvement in the overall First-Year pass percentage. The mentoring and special classes also provided students with continuous academic guidance and additional support to overcome their learning difficulties. Out of the 55 students initially identified as not eligible, 11 students withdrew from the programme, while 21 students remained ineligible for progression to the Second Year. Overall, the systematic mentoring and additional academic support had a positive impact on student performance and progression.

AWARENESS PROGRAMS

Number of awareness programs conducted	: 2
Digital Detox	: 22/09/2025 to 23/09/2025
Sahaja Yoga	: 07/01/2025

DIGITAL DETOX:

The programme witnessed active participation from around 1030 first-year students, reflecting the relevance and necessity of the topic in the present digital era. The session was led by Mr. Adarsh Gowda P. N, Director, SYMCON Foundation & Social Welfare Trust, Mysore. Drawing from his extensive experience in social welfare and youth development initiatives, the resource person delivered an insightful and thought-provoking session on the concept of digital detoxification.



Guest Speaker Mr. Adarsh Gowda P N addressing students on 22 September, 2025

Mr. Gowda highlighted the growing dependence on smartphones, social media, and digital platforms and explained how excessive screen time contributes to stress, anxiety, lack of concentration, sleep disturbances, and reduced productivity among students. He emphasized the importance of mindful digital consumption and encouraged students to consciously balance online engagement with offline activities such as physical exercise, reading, meditation, and interpersonal interactions.



Guest Speaker Mr. Adarsh Gowda P N addressing students on 23 September, 2025

The programme was conducted in an interactive manner, incorporating experience-sharing sessions where students reflected on their own digital habits and challenges related to screen addiction. Practical strategies and simple techniques were suggested to help students gradually reduce digital overload and develop self-discipline in technology usage. The session concluded with an interactive question-and-answer segment, during which the resource person addressed students' concerns and offered practical, personalized suggestions. Overall, the Digital Detox Program was highly impactful and successfully met its objectives. It helped students develop awareness about responsible digital usage and equipped them with practical tools to manage screen time effectively. The initiative significantly contributed to fostering a healthy academic environment, enhancing mental well-being, and supporting the holistic development of students.

SAHAJA YOGA

The Central Mentoring Cum Counselling Committee (CMCCC), in association with MITE NSS, organized a session on “Sahaja Yoga” on 7th January 2026 from 2:30 PM to 4:00 PM at Auditorium–3, Mangalore Institute of Technology & Engineering, Moodbidri.

The programme was conducted for MBA and MCA students, with 150 students participating actively. The session was facilitated by Mr. Amit Singh, IT Professional from Cisco Systems, who highlighted the significance of Sahaja Yoga meditation in achieving mental clarity, emotional balance, and stress management, particularly in the context of academic and professional challenges.



Guest Speaker Mr. Amit Singh addressing students

He emphasized the importance of mental balance, stress management, and self-awareness in students' academic and personal lives. The resource person explained how regular meditation helps improve concentration, emotional stability, and overall well-being.

The resource person explained the core principles of Sahaja Yoga and demonstrated simple meditation techniques. A guided meditation session enabled participants to experience relaxation and improved concentration



Demonstration of Yoga by Resource Person



Students participation in Sahaja Yoga

The session was interactive, and students actively engaged by meditation. The programme effectively fulfilled its objective of promoting mental well-being, self-discipline, and holistic development among students. The programme was well appreciated by the participants.

During the academic year 2025–26, the Central Mentoring Cum Counselling Committee (CMCCC) implemented structured mentoring and counselling initiatives to enhance student well-being. Faculty mentors actively supported students through individualized guidance, timely identification of concerns, and appropriate interventions.

The Wellness Centre, supported by a professional counsellor, was utilized by students seeking counselling and guidance, reflecting its growing role in promoting student welfare.

These collective initiatives have contributed to fostering a culture of care, guidance, and emotional support, enabling students to address academic and personal challenges more effectively. The committee remains committed to strengthening such initiatives in the coming years to ensure continuous support, well-being, and holistic development of all students.