



**Bharath Institute of Higher Education and Research
(Deemed to be University)
Office of the Dean of Engineering,
Sree Balaji Institute of Science and Technology (SBIST),
7, Works Road, Chromepet, Chennai – 600044**

SBIST/COUN/ORD/2025-26/001

Date: 01 October 2025

OFFICE ORDER

APPOINTMENT OF STUDENT COUNSELLOR AND IMPLEMENTATION OF MULTI-LEVEL MENTORING SYSTEM

(Academic Year 2025–2029)

1. Introduction

Sree Balaji Institute of Science & Technology (SBIST) recognises that higher education institutions play a crucial role not only in academic instruction but also in ensuring students' emotional, psychological, and personal well-being. Academic pressures, transition challenges, social adjustments, career concerns, and personal issues are common among students pursuing professional education.

To provide structured guidance and comprehensive support, the Institution has established a Multi-Level Mentoring System and appointed a Student Counsellor to strengthen its student welfare framework.

This initiative aligns with the vision of the National Education Policy (NEP) 2020, which emphasises holistic development, mental health support, and learner-centred education.

2. Objectives of the Mentoring and Counselling Framework

The mentoring and counselling mechanism has been instituted with the following objectives:

- To provide continuous academic monitoring and guidance
- To promote emotional well-being and resilience among students
- To identify academic or behavioural concerns at an early stage
- To assist students in managing stress and adjustment challenges

- To encourage holistic development, including co-curricular and extracurricular engagement
- To establish a structured referral mechanism for professional support

3. Institutional Mentoring System

The Institution has implemented a structured Faculty Mentoring (Proctor) System across all programs.

Each faculty member is assigned approximately twenty students and functions as a Mentor. Mentors conduct regular meetings with their mentees, a minimum of 3 per semester, typically after internal assessment tests.

During these interactions, the following aspects are reviewed:

- Academic progress and attendance
- Performance in internal assessments
- Participation in co-curricular and extracurricular activities
- Behavioural observations and personal concerns

All mentoring interactions are documented in a standardised Mentoring Register (Proctorial Performa). Parent feedback is collected periodically to ensure transparency and collaborative support. Mentoring records are maintained at the departmental level and reviewed periodically by the Head of the Department.

4. Four-Level Support and Counselling Structure

To ensure effective intervention and systematic resolution of student concerns, the Institution follows a Four-Level Support Structure.

Level I – Faculty Mentor (Proctor)

At the first level, the Faculty Mentor provides routine academic guidance and identifies concerns related to performance, attendance, or adjustment. Minor issues are addressed directly at this level.

A written note (refer annexure 1) of significant concerns, if any, is recorded in the mentoring register for follow-up.

Sl. No	Faculty Name	Mentor	Roll No	Student Name	Department	Year/Sem

Level II – Proctor Coordinator / Head of the Department

Cases requiring additional academic or behavioural intervention are escalated to the Proctor Coordinator or Head of the Department. Corrective measures and focused counselling are initiated at this stage.

The Proctor Coordinator or HOD reviews the mentor's observations and recommends appropriate academic or behavioural corrective measures.

Level III – Dean-Level Intervention

If concerns persist or require institutional-level decision-making, the Dean counsels the student. This level ensures administrative oversight and, where necessary, appropriate institutional action. Administrative decisions, if any, are documented and communicated appropriately.

Level IV – Professional Counselling

Students requiring specialised emotional or psychological support are referred to the Student Counsellor or, where required, to an external qualified professional Counsellor.

Referral to external professionals is made only when deemed necessary and with due consideration of student welfare and confidentiality.

Multi-Level Mentoring & Counselling Structure

Sl. No	Level	Authority / Responsibility	No. of Faculty	Students per Faculty	Key Functions
1	Level I	Faculty Mentor (Proctor)	5 Faculty Members	4 Students Each	Provides routine academic guidance, monitors attendance and performance, identifies adjustment issues, and resolves minor concerns at the mentor level.
2	Level II	Proctor Coordinator / Head of the Department	1 (HOD / Coordinator)	Cases escalated from Level I	Reviews mentor reports, initiates corrective measures, and provides focused academic or behavioural counselling.
3	Level III	Dean-Level Intervention	1 (Dean)	Cases escalated from Level II	Provides institutional-level counselling, administrative

					oversight, and, where necessary, appropriate academic or disciplinary decisions.
4	Level IV	Professional Counsellor	1 (Internal / External Professional)	Cases requiring specialised support	Provides emotional and psychological counselling; refers to external qualified professionals if required.

5. Appointment of Student Counsellor

To strengthen the support framework, the Institution has appointed a Student Counsellor with the approval of the competent authority.

The Counsellor may be:

- An internal faculty member with relevant training and aptitude in guidance and counselling, or
- An external qualified professional engaged on a part-time or need-based basis.

The appointment is made through an official order and functions under the supervision of the Dean / Head of the Institution.

The Student Counsellor functions under institutional supervision and complements the mentoring system.

6. Scope and Role of the Student Counsellor

The Student Counsellor serves as a confidential and supportive resource for students. The scope of the role includes:

- Providing guidance for academic stress and performance concerns
- Assisting students with emotional and personal challenges
- Supporting students facing adjustment difficulties
- Promoting positive coping strategies and mental well-being
- Referring cases to professional medical or psychological services when required

The Counsellor serves as a first point of structured support and does not replace clinical psychiatric services.

7. Access and Operational Mechanism

Students may approach the Student Counsellor through:

- Self-referral
- Recommendation by Faculty Mentor
- Referral by Head of the Department
- Referral by Student Welfare Committees

Counselling sessions are conducted in a confidential environment, either in person or, where necessary, through secure online platforms. Emergency cases are addressed with priority.

A structured referral procedure is followed for escalation between levels to ensure transparency and timely intervention.

8. Confidentiality and Ethical Practices

Confidentiality is fundamental to the effectiveness of the counselling system. Accordingly:

- All counselling interactions are treated as strictly confidential.
- Information is disclosed only with informed consent or when required for student safety.
- Records maintained are minimal, non-identifiable, and securely stored.
- Ethical standards of professional conduct are strictly adhered to.

Counselling records are retained only for administrative monitoring purposes and are not disclosed without proper authorization.

9. Coordination with Institutional Support Systems

The Student Counsellor and Mentoring System function in coordination with:

- Student Welfare Committee
- Women Support and Safety Cell
- Internal Complaints Committee (ICC)
- Anti-Ragging Committee
- Grievance Redressal Cell

This integrated framework ensures comprehensive and coordinated student support.

10. Documentation and Monitoring

For administrative and regulatory compliance, the Institution maintains:

- Appointment Order of the Student Counsellor
- Mentoring Registers and Proctor Summary Sheets
- Parent-Teacher Interaction Records
- Non-identifiable Counselling Activity Reports

The functioning of the mentoring and counselling system is reviewed annually by the institutional authority and IQAC to ensure effectiveness and continuous improvement. Feedback from stakeholders is considered for continuous improvement.

11. Expected Outcomes

The implementation of the structured mentoring and counselling framework is expected to result in:

- Improved student well-being and emotional stability
- Enhanced academic engagement and performance
- Early identification and resolution of student concerns
- Reduction in stress-related academic or behavioural issues
- Strengthened institutional support mechanisms
- A safe, inclusive, and supportive campus environment

12. Conclusion

The appointment of a Student Counsellor and the implementation of a Four-Level Mentoring System reflect SBIST's commitment to holistic education, student welfare, and responsible institutional governance. This integrated approach ensures that every student receives timely guidance, appropriate support, and opportunities for personal and academic growth.



Ms.Suganya
Proctor Coordinator

ANNEXURE 1

SREE BALAJI INSTITUTE OF SCIENCE AND TECHNOLOGY
(Approved by AICTE, New Delhi | Constituent Institution of BIHER |
Accredited by NAAC with "A" Grade)

PARENT-TEACHER-MENTOR ACADEMIC & STUDENT DEVELOPMENT REPORT – 2026

Programme: B.Tech. – Computer Science and Engineering

Semester: FIRST

Academic Year: 2025–2026

Date of Review: _____

(Separate sheet to be maintained for each student)

SECTION 1: STUDENT IDENTIFICATION

- **Student Name :**
- **Register / Roll Number :**
- **Programme / Branch / Section :**
- **Class / Section:** _____
- **Admission Category :** Govt Mgmt Lateral NRI
- **Gender :**
- **Date of Birth :**

- **Hostel / Day Scholar :**

SECTION 2: PARENT / GUARDIAN INFORMATION

- **Student Contact Number :**
- **Student Email ID :**
- **Parent / Guardian Name :**
- **Relationship :**
- **Parent Contact Number :**
- **Parent Occupation :**
- **Socio-economic background (if relevant) :**

SECTION 3: MENTORING SESSION DETAILS (MANDATORY LOG)

Session No.	Date	Mode Offline or Online	Duration	Issues Discussed	Guidance Given	Action Plan
1						
2						
3						

--	--	--	--	--	--	--

	<i>Credit Course)</i>									
7	Sports and Yoga									

Overall Academic Standing

- Excellent
- Good
- Satisfactory
- Below Average
- Academically At Risk

Mentor’s Detailed Academic Analysis

(conceptual gaps, consistency, assessment trend)

SECTION 5: COURSE OUTCOME & COMPETENCY ATTAINMENT (Outcome-Based Education – OBE)

Competency Area	Exceeds Expectation	Meets Expectation	Below Expectation	Faculty Remarks / Evidence
Conceptual Understanding <i>(Grasp of core concepts, theories, and fundamentals)</i>				
Analytical & Critical Thinking <i>(Ability to analyze problems, interpret data, and evaluate solutions)</i>				
Programming / Technical Proficiency <i>(Coding accuracy, logic development, tool usage)</i>				
Application of Knowledge <i>(Applying concepts to real-world or case-based problems)</i>				
Laboratory & Practical Skills <i>(Experimentation, implementation, documentation, debugging)</i>				

ATTAINMENT INTERPRETATION (For Audit, Accreditation & Review Use)

- **Exceeds Expectation:** Consistently demonstrates performance **above the defined Course Outcome (CO) level**, showing independent thinking, strong application skills, and minimal academic support.
- **Meets Expectation:** Successfully achieves the **intended Course Outcome** at the expected academic standard through regular assessments, assignments, and laboratory work.

- **Below Expectation:** Does not adequately meet the defined Course Outcome level and **requires structured academic intervention and continuous monitoring.**

OVERALL COURSE OUTCOME (CO) ATTAINMENT STATUS

CO Attainment Level	Status (✓)	Recommended Action
High Attainment		Sustain performance through advanced learning activities
Moderate Attainment		Strengthen attainment through focused academic support
Low Attainment		Implement corrective actions, remedial instruction, and mentoring

Monitoring & Documentation Table (Recommended for AQAR / NBA SAR)

Student Category	Academic Intervention Provided	Duration / Frequency	Responsible Faculty	Evidence Maintained
Below Expectation	Remedial Classes / Tutorials	Weekly / As required	Course Faculty	Attendance records, lesson plans
Below Expectation	Laboratory Re-practice	Scheduled sessions	Lab In-charge	Lab logbooks, assessment sheets
Below Expectation	One-to-One Mentoring	Periodic	Assigned Mentor	Mentoring register, feedback forms
Below Expectation	Peer Learning Support	Continuous	Course Coordinator	Activity reports, photographs

SECTION 6: RECOMMENDED ACADEMIC ACTION (If “Below Expectation” is Selected)-Performance

(As per Outcome-Based Education and Continuous Improvement Practices)

Academic Intervention and Support Mechanisms

Sl. No.	Identified Learning Gap	Proposed Academic Action	Mode of Implementation	Expected Outcome
1	Inadequate understanding of core concepts	Structured Remedial Classes	Additional contact hours, faculty-led sessions	Improved conceptual clarity and academic performance
2	Insufficient practice and application skills	Additional Practice Assignments / Tutorials	Guided assignments, tutorial classes	Enhanced problem-solving and analytical ability
3	Deficiency in practical / laboratory skills	Laboratory Re-practice / Skill Reinforcement	Repeat experiments, hands-on practice	Improved practical competence and skill proficiency
4	Individual learning difficulties	One-to-One Academic Mentoring	Faculty mentoring and personalised guidance	Targeted improvement in student learning outcomes
5	Limited peer interaction and collaborative learning	Peer Learning / Group Support	Group discussions, peer-assisted learning	Enhanced collaborative learning and peer engagement

SECTION 7: CONTINUOUS COUNSELLING & MENTORING RECORD

This section documents structured mentoring interactions to support the student's academic, personal, behavioural, and career development.

Date	Nature of Counselling	Key Issues Identified	Guidance / Support Provided	Follow-up & Outcome
	Academic			
	Personal			
	Career / Professional			
	Behavioural			

NAAC / NBA Enhancement

Mentoring Focus Area	Objective	Evidence Maintained
Academic Counselling	Improve learning outcomes and academic performance	Mentoring register, action plan
Personal Counselling	Support emotional well-being and stress management	Counselling notes, feedback
Career / Professional Guidance	Enhance career readiness and employability	Career plan, placement records
Behavioural Counselling	Promote positive conduct and discipline	Mentor observations, follow-up report

SECTION 8: DISCIPLINE, CONDUCT & PROFESSIONAL ETHICS

Parameter	Excellent	Satisfactor y	Needs Attention	Remarks / Observations
Punctuality & Regularity				

Classroom Behaviour & Engagement				
Respect for Faculty & Peers				
Academic Integrity & Honesty				
Compliance with Institutional Rules				

Disciplinary Remarks (if applicable):

SECTION 9: ATTENDANCE & STUDENT ENGAGEMENT SUMMARY

- **Overall Attendance:** _____ %
- **Attendance Below Prescribed Limit :** Yes No

If **Yes**, provide details:

Cours e	Attendance %	Warning Issued	Parent Informed	Remarks
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

- **Participation in Co-curricular Activities:** Yes No
- **Involvement in Extra-curricular Activities:** Yes No

SECTION 10: LEARNER PROFILING & RISK CLASSIFICATION

Learner Profile (Academic Performance Level)

Advanced Learner

Proficient Learner

Developing Learner

Slow Learner

Risk Classification (Intervention Requirement)

Low Risk

Moderate Risk

At-Risk Learner *(Requires continuous academic and mentoring support)*

High-Risk Learner *(Requires intensive academic, behavioural, and counselling intervention)*

Basis for Classification

CIA scores

Attendance

Faculty feedback

Classroom participation

Self-learning ability

Justification

SECTION 11: STUDENT STRENGTHS & ACHIEVEMENTS

(Academic excellence, technical skills, leadership, competitions, certifications, or notable improvements)

SECTION 12: ISSUE IDENTIFICATION (MULTI-DIMENSIONAL)

Academic

- Poor fundamentals
- Backlog risk
- Exam anxiety
- Language barrier
- Poor study strategy

Attendance & Discipline

- Irregular attendance
- Lack of punctuality
- Classroom disengagement

Psychological / Emotional

- Stress
- Anxiety
- Low confidence
- Motivation issues

Personal / Socio-Economic

- Financial constraints
- Family problems
- Health issues
- Hostel / travel issues

Detailed Observation

SECTION 13: AREAS REQUIRING INTERVENTION & SUPPORT MEASURES**Academic Interventions**

- Remedial classes
- Extra tutorials
- Peer mentoring
- Practice assignments
- Online learning resources

Counselling & Welfare Support

- Mentor counselling
- Class Advisor referral
- HOD referral
- Professional counsellor
- Medical officer
- Scholarship/welfare cell

Intervention Details & Dates

(Academic gaps, skill deficiencies, behavioural concerns, attendance issues, etc.)

SECTION 14: CONSOLIDATED ACTION & IMPROVEMENT PLAN

Focus Area	Proposed Intervention	Responsible Authority	Review Date
Academic Performance			
Behaviour & Discipline			
Skill / Professional Development			

SECTION 15: FOLLOW-UP & IMPROVEMENT TRACKING

- **Improvement after intervention :**
 Significant Moderate Minimal Not Yet Observed
- **Evidence of improvement** (*marks/attendance/behaviour*)

-
- **Further actions required**
-
-

SECTION 16: PARENT COMMUNICATION & OBSERVATIONS

- **Parent Contacted :** Yes No
- **Mode :** Phone PTM Written Online
- **Date(s) :**

Discussion Summary & Commitments

SECTION 17: CAREER, SKILL & HOLISTIC DEVELOPMENT

- **Career orientation provided :** Yes No

Guidance related to:

- Skill certification
- Internships
- Competitive exams
- Higher studies
- Research/innovation
- Entrepreneurship

Details

SECTION 18: STUDENT SELF-ASSESSMENT (OPTIONAL BUT STRONGLY RECOMMENDED)

(To be filled by student)

- Academic challenges faced:
- Personal challenges (if any):
- Improvement plan committed by student:

SECTION 19: MENTOR'S FINAL ASSESSMENT

- **Overall Risk Level :**
 Low Medium High
- **Recommendation :**
 Continue regular mentoring
 Close monitoring required
 Escalation to HOD / Counsellor

Final Remarks

SECTION 20: OFFICIAL DECLARATION

This document is an official academic and student development record prepared through a structured, collaborative review process involving subject faculty, mentor, and institutional authorities, in alignment with quality assurance practices.

I certify that this mentoring record is **accurate, complete, and maintained as per institutional mentoring and accreditation requirements.**

Mentor Signature : _____

Date : _____

Student Signature : _____

AUTHENTICATION & APPROVAL

Faculty Mentor:

Name & Signature: _____ Date: _____

Class Advisor / Programme Coordinator:

Name & Signature: _____ Date: _____

Head of the Department / Dean:

Name & Signature: _____ Date: _____

Parent / Guardian:

Name & Signature: _____ Date: _____

ANNEXURE 2

APPOINTMENT ORDER(Empty Model Form)

Appointment of Student Counsellor

(Academic Year 2025–2029)

In continuation of the Institution's commitment to student welfare, emotional well-being, and holistic development, and in alignment with the Multi-Level Mentoring and Counselling Framework of SBIST, the following appointment is hereby made:

Dr./Mr./Ms. _____

Qualification: _____

Designation: _____

is hereby appointed as the **Student Counsellor** of Sri Balaji Institute of Science & Technology (SBIST) with effect from _____ for the Academic Years 2025–2029.

Scope of Responsibilities

The Student Counsellor shall:

1. Provide confidential guidance and counselling support to students facing academic, emotional, behavioural, or adjustment-related concerns.
2. Assist students in managing stress and promoting positive coping mechanisms.
3. Work in coordination with Faculty Mentors, Heads of Departments, and institutional support committees.
4. Refer cases requiring specialised psychological or medical intervention to appropriate professionals, where necessary.
5. Maintain confidentiality and adhere to ethical counselling standards at all times.
6. Submit non-identifiable periodic activity summaries to the institutional authority for monitoring purposes.

Reporting Authority

The Student Counsellor shall function under the supervision of the **Dean / Head of the Institution** and coordinate with the Student Welfare Committee, Anti-Ragging Committee, Internal Complaints Committee (ICC), and Grievance Redressal Cell as required.

Terms of Appointment

- The appointment may be on an internal / external / part-time / need-based basis as approved by the competent authority.
- The tenure of appointment shall be subject to periodic review based on institutional requirements and performance.
- The Counsellor shall strictly adhere to confidentiality norms and institutional policies.

This appointment is issued with the approval of the competent authority.

Dean

Sri Balaji Institute of Science & Technology

Seal of the Institution