



Bharath Institute of Higher Education and Research

(Deemed to be a University)

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SBIST/IQAC/POL/2025-26/001

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OFFICE ORDER

INBUILT MECHANISM FOR SOCIAL AND EMOTIONAL LEARNING (SEL)

1. PREAMBLE

In accordance with:

- **AICTE Approval Process Handbook (APH 2024–25)**
 - Chapter I – Introduction (Alignment with NEP 2020 for holistic and multidisciplinary education)
 - Chapter VII – Academic Requirements (Implementation of AICTE Model Curriculum and Mandatory Courses)
 - Appendix 6 – Student Induction Program (SIP)
 - Appendix 12 – Universal Human Values (UHV) Curriculum Framework
- **AICTE Model Curriculum (2018 and subsequent revisions) –** Recommending mandatory inclusion of Universal Human Values (UHV) course in undergraduate programs.
- **AICTE Student Induction Program (SIP) Guidelines –** Mandating induction activities focusing on self-awareness, ethics, universal human values, and community orientation.
- **AICTE Regulations on Prevention of Sexual Harassment (2016, as amended)**
- **UGC Regulations on Curbing the Menace of Ragging (2009, as amended)**
- **National Education Policy (NEP) 2020, Chapters 4 and 9 –** Emphasizing holistic and multidisciplinary education integrating cognitive, ethical, social, and emotional capacities.

Sree Balaji Institute of Science and Technology (SBIST), affiliated to Bharath Institute of Higher Education and Research (BIHER), hereby establishes a structured institutional mechanism for Social and Emotional Learning (SEL).

This mechanism ensures systematic integration of socio-emotional competencies within curriculum delivery, mentoring systems, statutory committees, student welfare mechanisms, co-curricular engagement, and institutional governance processes.

2. SCOPE

This policy applies to:

- All Undergraduate and Postgraduate students
- Faculty mentors and academic advisors
- Administrative and student support staff
- Statutory and non-statutory student welfare committees
- IQAC and academic governance bodies

3. OBJECTIVES

The policy aims to:

- Promote emotional intelligence and self-awareness
- Enhance empathy, teamwork, and social responsibility
- Foster ethical conduct and value-based education
- Strengthen mental well-being and resilience
- Ensure a safe, inclusive, and gender-sensitive campus
- Ensure compliance with AICTE APH 2024–25 and NEP 2020

4. CORE SEL COMPETENCIES

Aligned with **AICTE Universal Human Values (Appendix 12, APH 2024–25)**, the institutional SEL framework promotes:

- Self-awareness
- Self-regulation
- Social awareness
- Relationship management
- Ethical and responsible decision-making

5. INSTITUTIONAL IMPLEMENTATION MECHANISMS

5.1 Curriculum Integration (AICTE Model Curriculum Compliance)

As mandated under **Chapter VII – Academic Requirements, APH 2024–25**, institutions shall implement AICTE Model Curriculum including value-based education components such as Universal Human Values.

SBIST offers:

- **Course Title:** Universal Human Values–II: Understanding Harmony and Ethical Human Conduct
- **Course Code:** HS203
- **Credits:** 3
- **Framework:** AICTE – Universal Human Values Curriculum

The course develops ethical clarity, emotional stability, social harmony, and responsible professional conduct through lectures, tutorials, reflective exercises, and dialogue-based learning.

5.2 Student Induction Program (SIP)

As per **Appendix 6 – AICTE Student Induction Program (APH 2024–25)**:

“Every new student admitted shall undergo a Student Induction Program including Universal Human Values and orientation towards holistic development.”

SBIST conducts structured induction covering:

- Self-exploration
- Emotional awareness
- Ethical foundations
- Institutional values
- Community engagement

5.3 Mentor–Mentee System

In compliance with AICTE quality monitoring norms under **Chapter VII – Academic Monitoring**, the institution operates a structured mentoring system:

- Each student is assigned a faculty mentor
- Periodic meetings monitor academic and emotional well-being
- Students are referred to counselling services where necessary

5.4 Counselling, Women Cell & Internal Complaints Committee (ICC)

In accordance with:

- AICTE Regulations on Prevention of Sexual Harassment (2016)
- UGC POSH Regulations (2015)

The institution maintains:

- Counselling Support Services
- Women Support & Safety Cell
- Internal Complaints Committee (ICC)

These bodies ensure emotional security, grievance redressal, and gender-sensitive campus governance.

5.5 Anti-Ragging & Grievance Redressal Mechanism

In compliance with UGC/AICTE Anti-Ragging Regulations (2009):

- Anti-Ragging Committee constituted
- Online affidavits collected
- Awareness programs conducted
- Grievance Redressal Cell functional

Ensuring a safe and emotionally secure campus.

5.6 Co-Curricular & Holistic Development

Aligned with NEP 2020 holistic development mandate:

- NSS and community outreach
- Student clubs and professional societies
- Sports and cultural activities
- Leadership and personality development programs
- Mental health awareness workshops

5.7 Faculty Development & Capacity Building

As recommended under AICTE quality improvement initiatives:

- FDPs on mentoring and counselling
- Workshops on SEL practices
- Gender sensitivity training
- Mental health awareness sessions

6. ROLES AND RESPONSIBILITIES

- **Dean:** Overall supervision and statutory compliance oversight
- **IQAC:** Monitoring, documentation, annual review and quality assurance
- **HoDs:** Department-level coordination and monitoring
- **Faculty Mentors:** Student guidance and emotional support
- **Committee Conveners:** Execution of welfare, anti-ragging and grievance policies

7. DOCUMENTATION & MONITORING

As required under AICTE APH Quality Assurance Framework, SBIST maintains:

- Induction program records
- Mentor–mentee registers
- Counselling documentation
- ICC and Anti-Ragging proceedings
- Student feedback surveys
- Annual SEL review report

IQAC monitors implementation and ensures periodic compliance reporting.

8. EXPECTED OUTCOMES

- Improved emotional well-being and resilience
- Enhanced ethical awareness and responsible citizenship
- Strengthened interpersonal and leadership skills
- Reduced stress-related and disciplinary issues
- Positive, inclusive, and safe campus environment

9. REVIEW & CONTINUOUS IMPROVEMENT

This policy shall be reviewed annually by IQAC and updated in accordance with:

- Revised AICTE Approval Process Handbook
- Updated AICTE Model Curriculum
- NEP implementation directives
- UGC and statutory regulations

Through structured curriculum integration, mentoring systems, statutory compliance mechanisms, and continuous quality enhancement, SBIST ensures effective

implementation of Social and Emotional Learning in alignment with AICTE APH 2024–25 and NEP 2020.

COMPLIANCE MAPPING TABLE
Social and Emotional Learning (SEL) Mechanism
Sree Balaji Institute of Science and Technology (SBIST)

AICTE Clause / Regulation (APH 2024–25)	Requirement as per AICTE	Institutional Action at SBIST	Documentary Evidence Maintained
Chapter I – Alignment with NEP 2020	Institutions shall align academic processes with holistic and multidisciplinary education including ethical and value-based learning.	SEL policy framed integrating emotional, ethical, and social competencies into academic and governance framework.	Approved SEL Policy Office Order; IQAC Minutes
Chapter VII – Academic Requirements	Implementation of AICTE Model Curriculum including mandatory value-based courses.	Universal Human Values (UHV-II) course (HS203) included in curriculum with 3 credits.	Academic Regulation Book; Curriculum & Syllabus; Board of Studies Minutes
Appendix 12 – Universal Human Values (UHV) Framework	Institutions shall implement UHV course to promote ethical conduct and harmony.	UHV-II course conducted with lectures, tutorials, reflective exercises and evaluations.	Course file; Attendance Register; Internal Assessment Records; End Semester Results
Appendix 6 – Student Induction	Every new student shall undergo induction including	Structured Student Induction Program conducted for first-	Induction Schedule; Report with Photos;

Program (SIP)	UHV exposure and emotional orientation.	year students covering ethics, self-awareness and community engagement.	Attendance Records
AICTE Quality Assurance – Academic Monitoring (Chapter VII)	Institutions must provide mentoring and student academic monitoring mechanisms.	Structured Mentor–Mentee System implemented across all departments.	Mentor Allotment Order; Mentor Meeting Registers; Student Progress Reports
AICTE Regulations on Prevention of Sexual Harassment (2016)	Establishment of Internal Complaints Committee (ICC).	ICC constituted; Women Support & Safety Cell operational.	ICC Constitution Order; Meeting Minutes; Awareness Program Reports
UGC / AICTE Anti-Ragging Regulations (2009)	Establish Anti-Ragging Committee and implement preventive measures.	Anti-Ragging Committee formed; Anti-Ragging Affidavit system implemented; Awareness programs conducted.	Committee Order; Affidavit Records; Circulars; Anti-Ragging Posters
AICTE Grievance Redressal Mechanism Guidelines	Establish grievance redressal mechanism for students.	Grievance Redressal Cell constituted and functional.	Grievance Register; Resolution Reports; Circulars
AICTE Quality Improvement Measures (Faculty	Faculty training and professional development initiatives to improve	FDPs and workshops conducted on mentoring,	FDP Brochures; Attendance Certificates;

Development)	student support.	counselling, gender sensitivity and mental health awareness.	Reports
NEP 2020 – Holistic Development (Chapter 4 & 9)	Promote experiential learning, co-curricular engagement, and socio-emotional growth.	NSS, clubs, sports, cultural activities, leadership programs conducted regularly.	Activity Reports; Participation Certificates; Event Circulars
AICTE APH – Documentation & Transparency Requirements	Maintain documentation and submit compliance records for inspection.	SEL documentation maintained under IQAC and reviewed annually.	Annual SEL Report; IQAC Annual Quality Assurance Report (AQAR); Compliance Files

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