

**GSSS**GEETHA SHISHU
SHIKSHANA SANGHA(R)**INSTITUTE OF ENGINEERING
AND TECHNOLOGY FOR WOMEN**

(Affiliated to Visvesvaraya Technological University, Belagavi. Approved by AICTE New Delhi & Govt. of Karnataka)

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STUDENT MENTORING AND COUNSELLING POLICY

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1. Preamble

The Institution is committed to providing a supportive and student-centric academic environment that promotes the holistic development, academic success, emotional well-being, and professional growth of every student.

To achieve this, the Institution has established a structured **Student Mentoring and Counselling System** through which students are provided continuous academic monitoring, personal guidance, emotional support, stress management, career guidance, and appropriate intervention whenever required.

The system operates through a coordinated mechanism involving **Faculty Mentors/Counsellors, Heads of Departments, Students, and Parents.**

2. Objectives

The objectives of the Student Mentoring and Counselling Policy are to:

1. Provide individual attention and continuous guidance to every student.
2. Monitor students' academic performance, attendance, participation, and overall progress.
3. Identify academic, personal, emotional, behavioural, and non-academic concerns at an early stage.
4. Provide timely counselling, motivation, and corrective support to students.
5. Identify slow learners and academically weak students and provide appropriate remedial measures.
6. Support students in managing academic pressure and stress effectively.
7. Promote confidence, communication skills, discipline, and positive interpersonal relationships.
8. Provide guidance for career planning, skill development, higher education, and placements.
9. Strengthen communication and collaboration between students, faculty, HoDs, and parents.
10. Ensure systematic documentation and follow-up of identified student concerns.

3. Scope

This policy applies to **all students enrolled in the Institution** and covers academic, personal, emotional, behavioural, career-related, and other concerns that may affect their learning, well-being, or overall development.

4. Mentor–Mentee Allotment

1. Every student shall be assigned to a designated **Faculty Mentor/Counsellor** at the beginning of the academic year.

2. Approximately **20 students shall be allotted to each Faculty Mentor/Counsellor**, subject to the strength and requirements of the department.
3. The mentor shall provide continuous guidance and monitor the progress of the allotted students throughout the academic year.
4. Mentor–mentee allotment shall be maintained at the department level.

5. Counselling and Mentoring Sessions

1. Faculty Mentors/Counsellors shall conduct counselling sessions with their assigned students regularly.
2. A minimum of **two counselling sessions shall be conducted in every semester**.
3. Counselling may be conducted through:
 - Individual counselling sessions
 - Group counselling sessions
4. Additional counselling sessions shall be conducted whenever a student requires further support or an issue is identified.
5. Counselling shall focus on the student's academic progress, attendance, learning difficulties, personal concerns, emotional well-being, stress management, behaviour, communication, career planning, and overall development.

6. Identification and Intervention

The Institution shall follow a proactive approach for identifying students requiring additional support.

Concerns may include:

- Poor academic performance
- Low attendance
- Learning difficulties
- Backlogs
- Lack of motivation
- Stress and academic pressure
- Personal or family-related concerns
- Behavioural concerns
- Communication and confidence issues
- Peer or interpersonal difficulties
- Career-related concerns

Based on the nature and seriousness of the concern, appropriate guidance, counselling, academic support, remedial measures, or referral to the appropriate institutional authority shall be provided.

7. Identification and Support of Slow Learners

Students requiring additional academic support shall be identified based on appropriate academic indicators, including Internal Assessment performance, University Examination results, assignments, laboratory performance, attendance, and faculty observations.

Such students shall be provided suitable support, including:

- Remedial classes
- Re-teaching of difficult concepts
- Additional problem-solving sessions
- Extra assignments and question practice
- Individual academic guidance

- Continuous monitoring and follow-up

8. HoD-Level Counselling and Escalation

1. The Head of the Department shall conduct counselling/review sessions **at least twice in every semester**.
2. Students requiring additional intervention may be referred by Faculty Mentors/Counsellors to the HoD.
3. HoD-level counselling shall focus particularly on academically weak students, attendance-related concerns, repeated issues, and students requiring additional guidance.
4. Concerns related to teaching-learning processes, subject handling, or classroom-related difficulties may also be reviewed at the departmental level.
5. Where necessary, matters may be escalated to the appropriate institutional authority in accordance with institutional procedures.

9. Parent Involvement

Where continued academic difficulties, attendance shortage, behavioural concerns, or other significant issues are identified, parents/guardians may be informed and involved through **Parent-Teacher Meetings (PTMs)** or other appropriate communication channels.

The Institution shall encourage collaboration among the **Student, Mentor/Counsellor, HoD, and Parent** to support the student's improvement and well-being.

10. Confidentiality and Ethical Practice

1. Counselling shall be conducted in a respectful, supportive, and non-judgmental manner.
2. Information shared by students during counselling shall be treated with appropriate **confidentiality and sensitivity**.
3. Counselling records shall be maintained securely and accessed only by authorized personnel for legitimate academic, welfare, or institutional purposes.
4. Information may be shared with appropriate authorities or parents/guardians when necessary to safeguard the student's well-being or when required under applicable institutional procedures or law.

11. Documentation and Record Maintenance

The Institution shall maintain appropriate records of the mentoring and counselling activities through the **Counselling Register/Records and/or College ERP**.

Records may include:

- Date of counselling
- Student details
- Type of counselling
- Issues identified/discussed
- Guidance or suggestions provided
- Corrective measures initiated
- Follow-up actions
- Progress/outcome

The records shall facilitate continuous monitoring and evaluation of the effectiveness of interventions.

12. Follow-up and Outcome Monitoring

The Mentor/Counsellor shall follow up with students after counselling or intervention wherever required.

Progress may be monitored through:

- Improvement in academic performance
- Attendance and regularity
- Classroom participation
- Behaviour and discipline
- Confidence and communication
- Participation in academic and technical activities
- Stress management and overall well-being

Further counselling or intervention shall be provided whenever satisfactory improvement is not observed.

13. Roles and Responsibilities

Faculty Mentor/Counsellor

- Maintain regular interaction with mentees.
- Monitor academic and overall progress.
- Identify concerns at an early stage.
- Provide appropriate guidance and counselling.
- Maintain counselling records.
- Conduct follow-up and refer cases requiring higher-level intervention.

Head of the Department

- Review the mentoring and counselling process.
- Conduct periodic counselling/review sessions.
- Support faculty mentors in resolving student concerns.
- Monitor slow learners and academically weak students.
- Facilitate parent interaction and further intervention wherever required.

Students

- Participate actively in mentoring and counselling sessions.
- Communicate genuine academic or personal concerns to the mentor.
- Follow the guidance and corrective measures provided.
- Take responsibility for their academic progress and overall development.

Parents/Guardians

- Participate in PTMs and other interactions when required.
- Support the student in following recommended improvement measures.
- Maintain communication with the Institution wherever necessary.

14. Review of the Policy

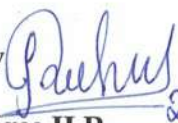
The Student Mentoring and Counselling Policy shall be reviewed periodically by the Institution to ensure its effectiveness and alignment with student needs, institutional practices, and applicable regulatory/accreditation requirements.

15. Policy Statement

The Institution shall strive to ensure that **every student is heard, guided, supported, and monitored throughout their academic journey**. The mentoring and counselling system shall function as a continuous support mechanism aimed at enabling students to overcome academic and personal challenges and achieve their full potential.

The Institution is committed to providing a safe, supportive, inclusive, and student-centric environment that promotes academic excellence, emotional well-being, personal growth, and career readiness.

Prepared By


23/1/2026
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