Detailed Process Followed at Institute Level for Mentoring / Counselling Sessions

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The Institution has implemented a structured **Mentor–Mentee Counselling System** to ensure continuous academic monitoring, personal guidance, emotional support and overall development of students. The mentoring mechanism is designed to identify student issues at an early stage and provide timely corrective measures through faculty counsellors, HoDs and parent involvement.

1. Allotment of Students to Faculty Counsellors

At the commencement of every academic year, students are distributed among faculty members for mentoring and counselling purpose.

- Approximately **20 students are entrusted to each faculty member**.
- The faculty member acts as the **Counsellor/Mentor** for the allotted students throughout the academic year.
- The mentor list is prepared at department level to ensure that every student receives individual attention and guidance.

This systematic allotment helps in maintaining close interaction between students and faculty counsellors.

2. Conduct of Counselling Sessions

Faculty counsellors regularly conduct counselling sessions with their mentees to review their progress and identify any concerns.

The counselling is carried out in two modes:

a) Group Counselling Sessions

Group counselling sessions are conducted to address common academic concerns, examination preparation, classroom discipline, motivation, career guidance and communication related issues.

- **At least two counselling sessions are conducted in every semester** for all the allotted students.
- Additional sessions are arranged whenever any issue is noticed.

b) Individual Counselling Sessions

One-to-one counselling is conducted to understand the personal, emotional or academic difficulties faced by a student and to provide confidential guidance.

3. Areas Covered During Counselling

During the counselling sessions, the counsellors interact with students on the following aspects:

- Academic performance in Internal Assessments and University Examinations
- Attendance and classroom participation
- Subject understanding and learning difficulties
- Behaviour and discipline
- Personal problems affecting concentration
- Non-academic concerns such as communication, confidence, peer interaction etc.
- Career planning and skill enhancement

Thus, the counselling process ensures that both academic and personal aspects of the student are continuously monitored.

4. Identification and Resolution of Issues

The counsellors carefully analyse the concerns raised by students and identify issues under the following categories:

- **Academic Problems** – poor marks, backlogs, lack of understanding, low attendance
- **Personal Problems** – stress, family issues, emotional disturbances, lack of motivation
- **Non-Academic Problems** – communication gap, confidence issues, behavioural concerns, peer pressure

Based on the nature of the problem, suitable counselling, motivation, guidance and corrective suggestions are given by the counsellor.

Wherever required, students are encouraged towards:

- better study habits,
- time management,
- regular class attendance,
- improved communication,
- Participation in technical activities.

5. Documentation of Counselling Process

For every counselling session conducted, complete details are systematically maintained in the **Counselling Record/Register/College ERP**

The following particulars are captured:

- Date of counselling session
- Name of the student
- Type of counselling (Individual/Group)
- Issues discussed
- Suggestions / resolutions given
- Action taken / follow-up measures

Hence, **issues discussed, resolutions given and action taken are properly documented for continuous monitoring and future reference.**

6. HoD Level Counselling and Review

In addition to faculty counsellor sessions, the **Head of the Department also conducts counselling sessions at least twice in a semester**.

HoD counselling mainly focuses on:

- Academically weak students.
- Students with attendance shortage.
- Students having repeated issues.
- Students referred by counsellors.
- Any issues in the way classes are handled.
- Any concern with subject handling faculties and the way of their teaching.

During these sessions, the HoD personally reviews student progress, motivates them for improvement and gives necessary instructions for corrective action.

This acts as a second level monitoring mechanism at departmental level.

7. Identification of Slow Learners

Based on:

- Internal Assessment marks,
- University examination results,
- Assignment performance,
- Laboratory observation, and
- Feedback from course teachers/counsellors,

the department identifies **Slow Learners / Academically Weak Students**.

A separate list of such students is maintained for focused academic support.

8. Remedial Measures for Slow Learners

The identified slow learners are provided with special academic support through:

- Remedial classes
- Additional problem solving sessions
- Re-teaching of difficult concepts/topics to strengthen the students' understanding of fundamental concepts.
- Additional assignments, exercises, and question-solving practice to provide more opportunities for students to apply and reinforce their learning.
- Individualized academic guidance by faculty members to address specific learning difficulties and provide focused support based on the student's needs.

These remedial sessions help students to improve conceptual understanding and perform better in examinations.

9. Parent Interaction through PTM

The academic progress and issues of slow learners / students with continuous poor performance are discussed with parents during **Parent Teacher Meetings (PTM)**.

Parents are informed regarding:

- low marks,
- attendance shortage,
- behavioural issues,
- need for additional academic support.

Necessary suggestions are given to parents for home level monitoring and cooperation.

Thus, a joint effort of **Counsellor + HoD + Parents** is created for the improvement of the student.

10. Follow-up and Outcome

After counselling and remedial measures, the counsellors continuously monitor whether the student has shown:

- improvement in marks,
- regularity in attendance,
- behavioural change,
- better classroom involvement.

Follow-up counselling sessions are conducted whenever necessary until satisfactory progress is observed.

This mentoring and counselling system has helped the institution in:

- improving student academic performance,
- reducing failure rate,
- increasing confidence level,
- addressing personal concerns,
- strengthening faculty–student relationship, and
- ensuring better parent involvement.
- Student stress management

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