

Student Council, Welfare and Mentoring Policy



Lakireddy Bali Reddy College of Engineering
(Autonomous)
Mylavaram – 521230

1. Preamble

The institution recognizes that holistic student development extends beyond academics to include leadership, well-being, emotional support, and professional growth. This policy integrates the Student Council, Student Welfare mechanisms, and the Mentor–Mentee system into a structured framework to promote participative governance, inclusiveness, and student success.

2. Objectives

- To ensure active student participation in institutional governance
- To promote student welfare, inclusivity, and well-being
- To establish a structured Mentor–Mentee support system
- To enhance academic performance and career readiness
- To provide a platform for leadership and personality development
- To address student grievances and personal challenges effectively

3. Scope

This policy applies to:

- All undergraduate and postgraduate students
- Faculty mentors and administrative staff
- Student Council members and committees

4. Student Council

4.1 Purpose

The Student Council acts as a bridge between students and administration, promoting leadership, responsibility, and institutional development.

4.2 Structure

- President – Final Year (nominated/selected based on merit & leadership)
- Vice-President – Pre-final Year
- General Secretary
- Joint Secretary
- Treasurer
- Department Representatives (Each branch & year)
- Club Coordinators (Technical, Cultural, Sports, NSS)
- Girl Student Representative
- Faculty Coordinators (nominated by Principal)

4.3 Selection Process

Transparent selection based on:

- Academic performance (minimum eligibility criteria)
- Communication and leadership skills
- Discipline record
- Combination of nomination and selection (avoiding disruptive elections)

Tenure: One Academic Year

4.4 Roles & Responsibilities

- Coordinate technical fests (e.g., national-level events), cultural fests, and sports meets
- Facilitate student participation in institutional decision-making
- Assist in accreditation activities (NAAC/NBA visits, data collection)
- Facilitate communication between students and administration
- Support welfare initiatives and grievance handling

5. Student Welfare System

5.1 Key Areas of Welfare

- Scholarships & Financial Assistance
 - ✓ Government Scholarships (AP State Schemes)
 - ✓ Merit-based institutional scholarships
 - ✓ Fee concessions for economically weaker students
- Counselling Services (academic and psychological)
- Health & Medical Support
 - ✓ On-campus Dispensary Facility (basic medical care)
 - ✓ Regular health camps and awareness programs
 - ✓ Professional counselling support (stress, anxiety, academic pressure)
 - ✓ Accidental Insurance
- Anti-Ragging Committee & Squad (as per UGC norms)
- Gender Sensitization & Equality Initiatives
- Facilities for Differently-Abled Students
- Career Guidance & Placement Support

5.2 Welfare Committees

- Student Council
- Grievance Redressal Cell
- Anti-Ragging Committee
- Women Empowerment Cell
- Internal Complaints Committee (ICC) for gender issues
- Equal Opportunity Cell

5.3 Welfare Initiatives

- Induction and orientation programs
- Stress management and mental health sessions
- Skill development workshops
- Support for differently-abled students

6. Mentor-Mentee System

6.2 Structure

- Each faculty member assigned 15–20 students
- Mentorship continues throughout the program

6.3 Roles of Mentor

- Monitor academic progress and attendance
- Identify slow/advanced learners
- Provide career and higher education guidance
- Counsel students on personal issues
- Maintain mentoring records

6.4 Roles of Mentee

- Maintain regular communication with mentor
- Seek guidance proactively
- Participate in mentoring sessions
- Follow academic improvement plans

6.5 Mentoring Process

STEP-1: Orientation of the Mentors

- Prior to the commencement of the academic semester, the faculty members are oriented and sensitized regarding their importance and objectives of the mentoring process. They need to realize that mentoring of the students in the institute as part of their professional duty.
- During the orientation session, the faculty needs to be oriented with do's and don'ts of the mentoring process. The HoD/Senior faculty members of the department may coordinate and act as resource person for this orientation session.

STEP-2: Allocation of Mentees to the Mentors

- The concerned HoD will assign a group of 15 to 20 students to an individual faculty member.
- Preferably same faculty member should remain as the mentor for the same group till their graduation is completed

STEP-3: Filling the Mentor Book

- After the group of students allocated to a mentor, the mentor organizes a mentoring sessions with the students in the second week after the commencement of the classwork. During the mentoring session, the mentor will make the students comfortable and try to develop a rapport with them, so that the students can easily approach mentor in future.
- After primary briefing and details filling, the mentor will interact with each individual student and will write the necessary information in the space provided. While, filling the details, the academic progress, behavioral aspects, attendance related issues and participation in all-round development activities should be taken into consideration. Based on all such details, the mentor will identify the academic category of the students, i.e. slow learner, advanced learner or active learner in studies. Depending upon the category mentee should be guided to grow and develop. Especially, for the advanced/active learners, the necessary environment, encouragement should be provided to excel.

STEP-4: Next Round of Mentoring

- The next round of mentoring should be arranged after the completion of CIE-I. The main purpose of this mentoring session is to monitor the academic performance of the students, to review the attendance marks scored in CIE-I, overall development etc. The mentor also observes improvement in the students after the first round of mentoring.
- In every semester, minimum three mentoring sessions should be arranged. However for a special case, where continuous monitoring and follow-ups are required, series of mentoring sessions can be arranged.
- The mentor submits the outcomes of every mentoring session to respective HoD.

STEP-5: Analysis

- After filling all details in mentoring book, it should be submitted to HoD and DAC. The HoD will take necessary actions, wherever required and many inform the same too principal/Management.
- For all the cases where improvement is not seen/difficult to mentor, should be immediately reported to the concerned authority.
- The above policy is of general nature and it can be modified according to needs and requirements of concerned authority.

7. Integration of Systems

The three components function in coordination:

Component	Role
Student Council	Leadership & representation
Welfare System	Support & inclusiveness
Mentor–Mentee	Individual guidance

- Mentors report student issues to Welfare Committees
- Student Council supports welfare and mentoring initiatives
- IQAC monitors effectiveness

8. Monitoring and Evaluation

- Periodic review by IQAC/Academic Council
- Student feedback on mentoring effectiveness
- Key Performance Indicators (KPIs):
 - ✓ Academic improvement
 - ✓ Student participation levels
 - ✓ Placement outcomes
 - ✓ Retention and progression rates

9. Documentation & Evidence (for NAAC/NBA)

- Student Council constitution document
- Student Council activity reports
- Mentor meeting registers/logbooks
- Welfare program records
- Meeting minutes and attendance
- Event reports with geo-tagged photos
- Grievance records and action taken reports
- Scholarship and welfare data
- Mentor–Mentee records
- Feedback and action taken reports

10. Expected Outcomes

Implementation of this policy is expected to result in:

10.1 Academic Outcomes

- Improved pass percentage and academic performance
- Reduction in backlogs and dropout rates
- Enhanced student engagement in learning processes

10.2 Student Development Outcomes

- Development of leadership, teamwork, and communication skills
- Increased participation in co-curricular and extracurricular activities
- Improved confidence, decision-making, and problem-solving abilities

10.3 Welfare and Well-being Outcomes

- Strengthened student satisfaction and sense of belonging
- Timely identification and resolution of academic and personal issues
- Improved mental health and emotional stability

10.4 Institutional Outcomes

- Enhanced student-institution relationship and trust
- Better feedback mechanisms and governance participation
- Strengthened NAAC/NBA compliance and quality benchmarks

10.5 Career and Employability Outcomes

- Improved placement rates and higher education admissions
- Increased student participation in internships, projects, and certifications
- Development of industry-ready skills and competencies

The Institute shall continuously review and update the approved policy and is committed to its implementation.

Policy History:

Version	Approved by	Implementation and Monitoring by
V2.0(Revised)	20th Meeting of GB held on 31-01-2026	Vice Principal
V1.0(Original)	8th meeting of GB held on 07-04-2018	