



GOVERNMENT DEGREE COLLEGE PANARSA

District Mandi, Himachal Pradesh

MENTAL HEALTH & WELL-BEING POLICY MANUAL

2026-2029



Document Information

Document Title	Mental Health & Well-being Policy Manual
Institution	Government Degree College Panarsa, District Mandi, Himachal Pradesh
Document Type	Institutional Policy Manual
Document Code	GDCP/MHWP/2026/01
Version	1.0
Effective From	15 July 2026
Review Cycle	Annual
Next Review Due	December 2026
Prepared By	Internal Quality Assurance Cell (IQAC)
Approved By	Principal, Government Degree College Panarsa
Policy Owner	Mental Health & Well-being Committee
Document Status	Official Institutional Policy

Government Degree College Panarsa

District Mandi, Himachal Pradesh

Academic Session 2026-2029

This document shall remain the official Mental Health & Well-being Policy Manual of Government Degree College Panarsa. No section of this Manual shall be modified, reproduced, circulated, or superseded without the approval of the Principal upon the recommendation of the Internal Quality Assurance Cell (IQAC) or the Mental Health & Well-being Committee. The Manual shall be reviewed annually or earlier if required due to changes in applicable laws, Government notifications, University regulations, UGC guidelines, or institutional requirements. Printed copies shall be treated as “Controlled Copies” only when issued through the Office of the Principal. Approval This Policy Manual has been examined and approved for implementation in Government Degree College Panarsa. The Manual shall come into force from the date notified by the Principal through an Office Order. Approved on: Date: 21 July 2026 Place: Panarsa Principal Government Degree College Panarsa District Mandi, Himachal Pradesh Official Seal Date Description Approved By 1.0 _____ Initial Release Principal Signature and dignity.

The College believes that institutional excellence is measured not only by academic achievements but also by the quality of care, compassion, inclusion and mutual respect experienced by its students and employees. Mental health shall therefore be viewed as an essential dimension of educational quality, institutional governance and human development.

2.1 Institutional Philosophy :

Government Degree College Panarsa believes that mental health is fundamental to personal growth, academic success, professional effectiveness and responsible citizenship.

The College recognises that education extends beyond the transmission of knowledge and includes the holistic development of

every individual. An institution can fulfil its educational mission only when students and employees are able to learn, work and interact in an environment that promotes psychological safety, emotional well-being, mutual respect and human dignity.

Accordingly, the College is committed to fostering a culture where mental health is integrated into institutional planning, academic practices, student support systems and workplace relationships, thereby contributing to a healthy, compassionate and inclusive learning community.

2.2 Policy Vision :

The vision of Government Degree College Panarsa is to create a mentally healthy, emotionally resilient and inclusive academic community where every student and employee is empowered to realise their full potential.

The College aspires to establish an institutional environment that promotes emotional well-being, encourages help-seeking behaviour, strengthens resilience, supports early intervention and ensures equitable access to appropriate guidance and support services.

Through collaborative participation of students, faculty, non-teaching staff, parents, healthcare professionals and community stakeholders, the institution seeks to build a sustainable culture of care in which mental well-being is recognised as a shared institutional responsibility and an integral component of educational excellence.

2.3 Statement of Institutional Responsibility :

The College accepts the responsibility to :

- promote positive mental health through awareness, education and preventive interventions;

- establish accessible and confidential counselling support systems;
- identify students and employees requiring additional psychological support at the earliest possible stage;
- facilitate timely referral to appropriate healthcare services whenever specialised intervention is required;
- ensure that no individual experiences discrimination, harassment or exclusion on account of mental health concerns;
 - strengthen resilience, life skills and emotional intelligence through curricular and co-curricular initiatives;
- create opportunities for meaningful student engagement, peer support and community participation;
 - review institutional practices periodically to ensure that they contribute positively to mental well-being.

2.4 Commitment to Students :

The College recognises that students entering higher education often encounter significant academic, personal, social and financial transitions. Accordingly, the institution commits itself to providing an educational environment where students feel physically safe, emotionally secure and academically supported. Every student shall have the opportunity to access guidance, counselling, mentoring and appropriate institutional support without fear of judgement or discrimination. The College shall encourage students to seek assistance whenever required and shall promote help-seeking behaviour as a sign of responsibility, maturity and self-awareness.

2.5 Commitment to Faculty and Staff :

The College acknowledges that teachers and employees play a central role in creating a healthy institutional environment.

Accordingly, the institution shall strive to promote employee well-being through supportive leadership, respectful workplace practices, opportunities for professional development, stress management initiatives and access to appropriate support services. Faculty members shall also be encouraged to recognise early signs of psychological distress among students and to respond with empathy, sensitivity and timely referral, while remaining within the boundaries of their professional responsibilities.

2.6 Commitment to an Inclusive Campus :

Government Degree College Panarsa is committed to maintaining an inclusive campus where diversity is recognised as an institutional strength. The College shall endeavour to ensure that students and employees from different socio-economic, linguistic, cultural, geographical and educational backgrounds experience equal opportunity, mutual respect and equitable access to institutional resources. The institution shall adopt a zero-tolerance approach towards discrimination, bullying, harassment, intimidation, humiliation or any conduct that adversely affects psychological safety and personal dignity.

2.7 Institutional Culture :

The College seeks to cultivate a campus culture founded upon :

- empathy before judgement;
- dialogue before conflict;
- support before isolation;
- inclusion before exclusion;
- prevention before crisis;
- learning before punishment;
- dignity before authority.

These principles shall guide institutional decision-making, interpersonal behaviour, student engagement and administrative practices across all academic and non-academic units.

2.8 Declaration of Commitment :

Government Degree College Panarsa hereby declares its unwavering commitment to promoting, protecting and strengthening the mental health and well-being of every member of its academic community. The College affirms that mental well-being is not an optional support service but an essential component of educational excellence, institutional integrity and human development. Through this Policy and Standard Operating Procedures Manual, the College commits itself to continuous improvement, evidence-informed practice, ethical governance and compassionate institutional leadership in all matters relating to mental health and well-being. **Institutional Thought** “A mentally healthy institution is not created merely through counselling services. It is built every day through empathy in classrooms, fairness in administration, respectful relationships, responsible leadership and the shared belief that every individual matters.”

CHAPTER-3

PHILOSOPHY OF MENTAL HEALTH, WELL-BEING AND HUMAN DEVELOPMENT

3.1 Introduction :

Government Degree College Panarsa recognises mental health as an essential foundation of higher education. The College believes that true education extends beyond the acquisition of knowledge and professional competence. It seeks to nurture emotionally resilient, ethically responsible, socially conscious and intellectually confident individuals capable of contributing

meaningfully to society. Mental health is therefore viewed not merely as a healthcare concern but as an educational priority, a governance responsibility and an institutional value.

3.2 The College Perspective :

The College believes that every individual possesses inherent strengths, aspirations and potential. Education should create conditions that enable these strengths to flourish. Students entering higher education experience multiple transitions involving academic expectations, changing social relationships, career uncertainty, financial pressures, family responsibilities and personal identity. These transitions may influence emotional well-being in different ways. Rather than viewing such challenges as weaknesses, the College recognises them as natural experiences within the developmental journey of young adults. The institutional response shall therefore emphasise understanding, guidance, resilience-building and timely support.

3.3 A Positive Model of Mental Health :

The College adopts a positive and developmental understanding of mental well-being. Mental health is not defined solely by the absence of illness. It is reflected in an individual's ability to :

- understand personal strengths and limitations;
- manage emotions in healthy ways;
- develop meaningful interpersonal relationships;
- cope with academic and personal challenges;
- make responsible decisions;
- seek help whenever necessary;
- contribute positively to family, institution and society.

This perspective encourages growth, self-awareness and lifelong learning.

3.4 Mental Well-being as an Educational Responsibility :

Government Degree College Panarsa considers mental well-being an integral component of educational quality. Accordingly, mental health promotion shall be reflected in :

- classroom practices;
- student mentoring;
- faculty-student interaction;
- co-curricular engagement;
- campus environment;
- administrative procedures;
- institutional leadership;
- student support systems.

Every institutional process should contribute to creating a respectful, safe and encouraging learning environment.

3.5 Human Dignity as the Foundation :

Every student, teacher and employee possesses inherent dignity. The College affirms that no individual shall experience discrimination, humiliation, exclusion or unequal treatment because of emotional, psychological or behavioural concerns. Institutional responses shall always preserve dignity, confidentiality and respect while balancing individual welfare with institutional responsibilities.

3.6 Building a Culture of Care :

A mentally healthy campus is created through everyday interactions. Simple institutional practices—listening patiently, communicating respectfully, encouraging participation, resolving conflicts fairly and recognising individual efforts—contribute significantly to emotional well-being. Accordingly, Government

Degree College Panarsa seeks to build a culture where care becomes an institutional practice rather than an occasional intervention.

3.7 Shared Responsibility :

Mental well-being cannot be achieved through counselling services alone. It requires collaboration among :

- institutional leadership;
- faculty members;
- administrative staff;
- students;
- parents and guardians;
- healthcare professionals;
- community partners.

Every stakeholder shares responsibility for creating a healthy educational environment.

3.8 Prevention Before Intervention :

The College adopts a preventive approach. Institutional efforts shall prioritise :

- awareness generation;
- life-skills education;
- emotional literacy;
- stress management;
- peer support;
- healthy campus engagement;
- early identification of concerns.

Professional intervention becomes necessary only when preventive measures require additional support.

3.9 Evidence-Informed and Context-Sensitive :

Practice The College shall encourage practices supported by contemporary educational research, psychology, public health principles and applicable national policies. At the same time, institutional responses shall remain sensitive to the local social, cultural and educational context of Himachal Pradesh and to the unique characteristics of Government Degree College Panarsa. No imported model shall be adopted without considering institutional realities and local needs.

3.10 Philosophy in Practice :

The philosophy contained in this Manual shall guide :

- institutional policy formulation;
- administrative decision-making;
- classroom practices;
- counselling services;
- student welfare initiatives;
- staff development programmes;
- quality assurance processes;
- annual institutional planning.

This philosophy shall serve as the ethical foundation upon which all subsequent policies, Standard Operating Procedures and institutional practices are developed.

Institutional Reflection “Institutions become great not merely by producing successful graduates, but by nurturing compassionate human beings who possess knowledge, integrity, emotional resilience and the courage to support others.”

Key Principle Mental Health is not a separate programme. It is a culture that should be visible in every classroom, every office, every committee, every policy and every interaction within Government Degree College Panarsa.

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CHAPTER 4

GUIDING PRINCIPLES OF THE POLICY

4.1 Purpose :

The Mental Health & Well-being Policy and Standard Operating Procedures (SOP) Manual of Government Degree College Panarsa is founded upon a set of guiding principles that shall direct institutional planning, decision-making, service delivery and stakeholder engagement. These principles establish the ethical, educational and administrative framework within which all mental health initiatives shall be implemented.

4.2 Principle of Human Dignity :

Every individual possesses inherent dignity and deserves to be treated with respect, compassion and fairness. The College shall ensure that all institutional responses relating to mental health uphold personal dignity, avoid humiliation and promote respectful

communication. Mental health concerns shall never become a basis for discrimination, exclusion or unequal opportunity.

4.3 Principle of Equality and Inclusion :

Government Degree College Panarsa is committed to providing an equitable learning and working environment. Mental health services, awareness programmes and institutional support shall be accessible to all students and employees irrespective of gender, caste, religion, disability, socio-economic background, language, culture, geographical location or any other personal characteristic. The College shall actively promote inclusion and discourage every form of prejudice or stigma.

4.4 Principle of Confidentiality :

Privacy is fundamental to trust. Information shared during counselling, mentoring or mental health support processes shall remain confidential except where disclosure is legally required or where there exists a serious and immediate risk to the safety of the individual or others. Every person associated with the support process shall maintain professional confidentiality.

4.5 Principle of Early Identification :

Mental health concerns often become manageable when recognised early. The College shall encourage timely identification of emotional, behavioural and psychological concerns through observation, mentoring, self-referral and appropriate institutional mechanisms. Early support shall always be preferred over delayed intervention.

4.6 Principle of Prevention and Promotion :

The College believes that promoting positive mental health is as important as responding to mental health concerns. Institutional efforts shall therefore focus on :

- awareness and education;
- life skills development;
- stress management;
- emotional resilience;
- healthy relationships;
- meaningful student engagement;
- positive campus experiences.

4.7 Principle of Shared Responsibility :

Mental well-being is a collective responsibility. The responsibility for creating a mentally healthy campus shall be shared among :

- Governing authorities;
- Principal;
- Faculty members;
- Administrative staff;
- Students;
- Parents and guardians;
- Health professionals;
- Community partners.

No single office or committee alone can ensure institutional well-being.

4.8 Principle of Student :

Centred Support Institutional systems shall be responsive to the needs of students. Support services shall be respectful, accessible, non-judgmental and development-oriented. Students

shall be encouraged to participate actively in decisions relating to their own well-being wherever appropriate.

4.9 Principle of Professional Ethics :

All persons involved in mental health support shall act with integrity, competence and professional responsibility. Institutional decisions shall be guided by ethical standards, applicable laws and recognised professional practices. Where specialised expertise is required, timely referral shall be ensured.

4.10 Principle of Collaboration :

The College recognises that effective mental health promotion requires collaboration across academic, administrative and community systems. Accordingly, the institution shall encourage partnerships with healthcare providers, psychologists, psychiatrists, government departments, educational agencies and civil society organisations whenever appropriate.

4.11 Principle of Continuous Improvement :

Institutional policies and practices shall evolve in response to emerging evidence, changing educational needs, stakeholder feedback and regulatory developments. The College shall periodically review its mental health programmes and incorporate improvements wherever necessary.

4.12 Principle of Accountability :

Every authority, committee and stakeholder entrusted with responsibilities under this Manual shall remain accountable for the timely, ethical and effective discharge of assigned duties. Monitoring, documentation and periodic review shall form integral components of institutional accountability.

Institutional Commitment Government Degree College Panarsa affirms that these Guiding Principles shall underpin every policy, procedure, decision and initiative related to mental health and well-being. All future programmes, Standard Operating Procedures (SOPs), awareness initiatives and administrative actions shall be interpreted in harmony with these principles.

Chapter Summary This Chapter establishes the ethical and operational values of the Manual. It serves as the foundation upon which all subsequent chapters—including governance structures, counselling services, crisis intervention, documentation and institutional review—shall be developed.

Key Message “Policies create direction. Principles create culture. Institutions flourish when both work together.

CHAPTER 5

GOVERNANCE STRUCTURE FOR MENTAL HEALTH & WELL-BEING

5.1 Purpose :

Effective mental health promotion requires institutional leadership, clearly defined responsibilities, coordinated decision-making and continuous monitoring. Accordingly, Government Degree College Panarsa shall establish an integrated governance framework to ensure that all mental health and well-being initiatives are implemented in a systematic, ethical and accountable manner. The governance structure established under this Manual shall function as part of the College’s overall institutional governance and quality assurance system.

5.2 Governance Philosophy :

Mental health governance shall not function as an isolated activity. Instead, it shall be integrated with :

- Academic Administration
- Student Welfare
- Internal Quality Assurance Cell (IQAC)
- Anti-Ragging Mechanism
- Grievance Redressal System
- Equal Opportunity initiatives
- Gender Sensitisation activities
- Career Guidance and Placement Services
- Sports, NCC, NSS, Clubs and Societies
- Health, Safety and Disaster Preparedness.

This integrated approach shall promote continuity, efficiency and coordinated institutional response.

5.3 Institutional Governance Structure :

The Mental Health & Well-being Framework shall operate under the overall administrative authority of the Principal. The following governance structure shall ordinarily be followed:

- Principal Internal Quality Assurance Cell (IQAC)
- Mental Health & Well-being Committee
- Faculty Mentors/Class Tutors/Department Representatives
- Student Peer Support Volunteers
- Students Where required, the Committee may coordinate

with external mental health professionals, healthcare institutions and government agencies.

5.4 Role of the Principal :

The Principal shall provide overall institutional leadership for the implementation of this Manual. The Principal shall :

- approve institutional policies relating to mental health and well-being;
- constitute the Mental Health & Well-being Committee;
- ensure availability of institutional resources;
- facilitate inter-departmental coordination;
- review annual progress reports;
- promote a culture of dignity, inclusion and psychological safety;
- authorise collaboration with external agencies whenever required.

The Principal may delegate operational responsibilities while retaining overall administrative oversight.

5.5 Role of the Internal Quality Assurance Cell (IQAC) :

The IQAC shall function as the institutional quality assurance partner for mental health initiatives. The IQAC shall :

- integrate mental health into institutional quality processes;
- encourage evidence-based practices;
- review annual implementation reports;
- recommend improvements;
- facilitate documentation of best practices;
- support policy review and revision;
- encourage research and innovation relating to student well-being.

5.6 Mental Health & Well-being Committee :

The College shall constitute a Mental Health & Well-being Committee through an Office Order. The Committee shall function as the principal coordinating body for all mental health and well-being activities within the institution. The Committee shall ordinarily include:

- Chairperson - Convener - Faculty Members - Student Welfare Representative - Woman Faculty Representative - NSS/NCC Representative (where available) - Physical Education Representative - Student Representatives (where appropriate) - External Mental Health Professional (if available) The composition may be revised by the Principal depending upon institutional requirements.

5.7 Guiding Responsibilities of the Committee The Committee shall :

- prepare annual action plans;
- coordinate awareness programmes;
- oversee counselling support mechanisms;
- recommend preventive initiatives;
- maintain institutional confidentiality standards;
- coordinate referrals where necessary;
- review institutional concerns;
- prepare annual reports;
- submit recommendations to the Principal.

The Committee shall function primarily as a facilitative and developmental body. It shall not replace specialised medical or psychological services.

5.8 Departmental Participation :

Every academic department shall contribute towards creating a mentally healthy learning environment. Departments shall:

- encourage respectful classroom practices;
- promote healthy faculty-student interaction;
- identify students requiring additional support;
- encourage participation in well-being activities;
- cooperate with institutional support mechanisms.

5.9 Faculty Mentors :

Faculty mentors constitute the first institutional support system. Their responsibilities include :

- maintaining regular interaction with students;
- identifying early warning signs where reasonably observable;
- encouraging help-seeking behaviour;
- referring students to appropriate institutional support whenever necessary;
- maintaining confidentiality within professional limits.

Faculty mentors shall not be expected to perform the role of trained psychologists unless professionally qualified.

5.10 Student Peer Support :

The College may establish a Peer Support Programme. Peer Volunteers shall :

- promote awareness;
- encourage positive help-seeking behaviour;
- support inclusion;
- assist in awareness campaigns;
- refer concerns to faculty mentors or the Committee. Peer volunteers shall neither diagnose mental health conditions nor provide professional counselling.

5.11 Institutional Coordination :

The Mental Health & Well-being Committee shall maintain regular coordination with :

- Student Welfare Committee;
- Anti-Ragging Committee;
- Grievance Redressal Committee;
- Women Development Cell/Internal Committee;

- NSS/NCC Units;
- Career Guidance Cell;
- Health Department and other appropriate agencies, whenever required. This coordination shall avoid duplication of effort and promote holistic student support.

5.12 Governance Principles :

The governance system established under this Manual shall remain guided by :

- accountability;
- transparency;
- confidentiality;
- compassion;
- institutional responsibility;
- collaboration;
- evidence-informed decision-making;
- continuous quality improvement.

Chapter Summary This Chapter establishes the governance architecture for implementing the Mental Health & Well-being Policy and SOP Manual. Subsequent chapters shall define the specific roles, operational procedures, counselling mechanisms, documentation requirements and Standard Operating Procedures that shall function within this governance framework.

Institutional Reflection “Strong institutions are not built merely through committees. They are built through clearly defined responsibilities, accountable leadership and a shared commitment to human well-being.”

CHAPTER 6

MENTAL HEALTH SUPPORT SERVICES

6.1 Purpose :

The College shall establish a comprehensive and accessible mental health support system to ensure that every student, faculty member, and non-teaching employee has timely access to appropriate psychological support, counselling services, and referral mechanisms whenever required.

6.2 Counselling Services :

The College shall provide the following mental health support services :

- Individual counselling for students and employees.
- Group counselling sessions on common psychological concerns.
- Crisis intervention and emergency psychological support.
- Academic stress and examination counselling.
- Career and personal development counselling.
- Life skills and resilience-building programmes.
- Referral to qualified psychiatrists, clinical psychologists, or mental health institutions whenever specialized intervention is required.

6.3 Access to Services :

Mental health services shall be accessible through :

- Self-referral by students or employees.
- Referral by mentors, teachers, Heads of Departments, or administrative authorities.
- Referral by parents or guardians, where appropriate.

- Referral following behavioural observations indicating psychological distress. No individual shall be denied counselling services on the basis of gender, caste, religion, disability, socio-economic status, or any other protected characteristic.

6.4 Confidentiality :

The College shall maintain strict confidentiality regarding all counselling records. Information disclosed during counselling sessions shall not be shared without the informed consent of the concerned individual, except :

- Where disclosure is required by law;
- Where there is an immediate risk of harm to the individual or others;
- Where emergency medical intervention becomes necessary. Counselling records shall be securely maintained with restricted access.

6.5 Referral Mechanism :

Cases requiring specialised diagnosis or treatment shall be referred to recognised mental health professionals or government healthcare institutions. The referral process shall ensure :

- Timely intervention;
- Continuity of care;
- Confidential communication;
- Appropriate follow-up after referral.

6.6 Crisis Response :

The College shall develop a Crisis Response Protocol for situations involving :

- Suicidal ideation or suicide attempts;

- Self-harm;
- Severe anxiety or panic attacks;
- Psychological trauma;
- Violent or aggressive behaviour;
- Mental health emergencies arising from disasters, accidents, or other critical incidents. The protocol shall include immediate support, referral to emergency medical services, notification of appropriate authorities where necessary, and post-crisis follow-up.

6.7 Follow-up Support :

Individuals receiving counselling or specialised treatment shall be provided appropriate follow-up support to facilitate their academic, professional, and social well-being while respecting their privacy and dignity.

CHAPTER - 7

MENTAL HEALTH PROMOTION, AWARENESS, AND PREVENTIVE PROGRAMMES

7.1 Purpose :

The College recognizes that mental health promotion is an integral component of holistic education. It shall implement proactive, preventive, and evidence-based initiatives to foster psychological well-being, resilience, emotional intelligence, and a supportive campus environment for all members of the college community.

7.2 Objectives :

The objectives of this Chapter are to :

- a. Promote positive mental health and emotional well-being.
- b. Reduce stigma and discrimination associated with mental health conditions.
- c. Encourage early identification and timely intervention for mental health concerns.
- d. Develop resilience, coping skills, and emotional competence among students and employees.
- e. Foster a culture of empathy, inclusivity, mutual respect, and psychological safety.
- f. Encourage help-seeking behaviour without fear of judgement or discrimination.
- g. Promote healthy lifestyle practices that contribute to mental well-being.

7.3 Mental Health Awareness Activities :

The College shall organise regular awareness programmes, including :

- Mental Health Awareness Week.
- Orientation programmes for newly admitted students.
- Workshops on stress management, emotional regulation, and resilience.
- Interactive lectures by psychiatrists, psychologists, counsellors, and wellness experts.
- Panel discussions and seminars on emerging mental health issues.
- Awareness campaigns through posters, brochures, newsletters, and digital media.
- Mental health exhibitions, competitions, and student-led awareness initiatives.

7.4 Life Skills Education :

The College shall promote life skills education based on internationally accepted principles, including :

- Effective communication.
- Emotional intelligence.
- Critical thinking.
- Decision-making.
- Problem-solving.
- Conflict resolution.
- Interpersonal relationship skills.
- Self-awareness.
- Empathy.
- Stress management.
- Time management.
- Responsible use of digital technologies.

7.5 Student Wellness Programmes :

The College shall encourage programmes that enhance overall student well-being, including :

- Yoga and meditation sessions.
- Mindfulness practices.
- Physical fitness and recreational activities.
- Cultural and creative arts programmes.
- Sports and outdoor activities.
- Nature-based wellness initiatives.
- Peer engagement and community service activities.

7.6 Faculty and Staff :

Capacity Building The College shall organise regular capacity-building programmes for faculty members and non-teaching staff to enable them to :

- Recognise early warning signs of psychological distress.
- Respond appropriately to students experiencing emotional difficulties.
- Provide psychological first aid where appropriate.
- Refer individuals requiring professional assistance.
- Promote supportive classroom and workplace environments.

7.7 Prevention of Mental Health Risks :

The College shall implement preventive measures to minimise factors that adversely affect mental well-being, including: - Academic stress.

- Bullying and ragging.
- Harassment and discrimination.
- Gender-based violence.
- Substance misuse.
- Cyberbullying and digital abuse.
- Social isolation.
- Burnout among students and employees. Appropriate institutional mechanisms shall be established for prevention, reporting, counselling, and timely intervention.

7.8 Inclusive Mental Health Promotion :

Special attention shall be provided to vulnerable groups, including :

- Students with disabilities.
- Economically disadvantaged students.
- First-generation learners.
- Students from remote and rural areas.
- International students (where applicable).
- LGBTQIA+ individuals.

- Individuals experiencing bereavement, trauma, or chronic illness. Support measures shall be implemented in accordance with applicable laws, institutional policies, and principles of equity, dignity, and inclusion.

7.9 Collaboration and Community Engagement :

The College may collaborate with :

- Government departments.
- Universities.
- Hospitals.
- Mental health institutions.
- Non-Governmental Organisations (NGOs).
- Professional associations.
- Community organisations.

Such collaborations may support awareness campaigns, counselling services, training programmes, research activities, and community outreach.

7.10 Annual Mental Health Promotion Plan :

The Mental Health and Well-being Committee shall prepare an Annual Mental Health Promotion Plan outlining :

- Awareness activities.
- Training programmes.
- Wellness campaigns.
- Outreach initiatives.
- Evaluation indicators.
- Budgetary requirements.
- Annual reporting and review mechanisms.

CHAPTER 8

MENTAL HEALTH GRIEVANCE REDRESSAL, COMPLAINT HANDLING, AND CRISIS MANAGEMENT

8.1 Purpose :

The College shall establish a fair, transparent, confidential, and accessible mechanism for addressing mental health-related grievances, complaints, and emergencies. The objective is to ensure that every individual receives timely support, protection, and appropriate intervention while safeguarding dignity, privacy, and natural justice.

8.2 Scope :

This Chapter shall apply to all students, faculty members, non-teaching staff, contractual employees, interns, research scholars, and any other individual associated with the College.

8.3 Mental Health Grievances :

Mental health-related grievances may include, but are not limited to :

- a. Denial of access to mental health support services.
- b. Breach of confidentiality relating to counselling or psychological records.
- c. Discrimination or harassment based on mental health status.
- d. Bullying, ragging, cyberbullying, or social exclusion affecting psychological well-being.
- e. Academic or workplace practices that create unreasonable psychological distress.
- f. Stigma, victimisation, or retaliation against individuals seeking mental health support.

g. Any act or omission adversely affecting the mental well-being of members of the College community.

8.4 Reporting Mechanism :

A grievance may be submitted through any of the following channels :

- Written application to the Mental Health and Well-being Committee.
- Online grievance portal or institutional email.
- Complaint submitted through the Head of Department, Mentor, Tutor, or Faculty Advisor.
- Submission through the Principal or any authorised College authority.
- Emergency reporting through designated helpline numbers or emergency contacts. Anonymous complaints may be examined where sufficient information is available, though anonymity may limit the scope of investigation.

8.5 Preliminary Assessment :

Upon receipt of a complaint, the Committee shall :

- a. Acknowledge receipt of the complaint at the earliest opportunity.
- b. Conduct a preliminary assessment to determine the nature and urgency of the matter.
- c. Identify whether immediate psychological support or emergency intervention is required.
- d. Decide whether the matter falls within the jurisdiction of another statutory committee, such as the Internal Complaints Committee (ICC), Anti-Ragging Committee, Grievance Redressal Committee, or Discipline Committee, and refer it accordingly while ensuring coordination.

8.6 Inquiry Process :

Where appropriate, the Committee shall :

- Conduct the inquiry in a fair, impartial, and confidential manner.
- Provide all concerned parties an opportunity to present their views.
- Maintain proper documentation of proceedings.
- Complete the inquiry within a reasonable period, as far as practicable.
- Recommend appropriate remedial, preventive, or disciplinary measures to the competent authority.

8.7 Confidentiality :

The identity of the complainant, respondent, witnesses, counsellors, and all records related to the complaint shall be kept confidential, except where disclosure is :

- Required by law;
- Necessary to prevent serious and imminent harm;
- Required for implementation of the Committee's recommendations by competent authorities. Unauthorised disclosure of confidential information may invite disciplinary action under the applicable rules.

8.8 Protection Against Retaliation :

No person shall be subjected to intimidation, harassment, discrimination, victimisation, or any adverse action for :

- Seeking mental health support;
- Filing a grievance or complaint;
- Participating in an inquiry;
- Providing information or evidence in good faith.

Any retaliatory action shall be dealt with in accordance with the College rules and applicable law.

8.9 Crisis Management :

The College shall establish a Mental Health Crisis Management Protocol for responding to emergencies, including :

- Suicide risk or suicide attempts.
- Self-harm.
- Severe panic attacks or acute psychological distress.
- Psychotic episodes or behavioural emergencies.
- Violence or threats of violence.
- Mental health emergencies arising from accidents, disasters, or traumatic events. The protocol shall include :
 - Immediate assessment of risk.
 - Psychological first aid.
 - Contact with emergency medical services where necessary.
 - Notification of parents, guardians, or nominated emergency contacts, wherever appropriate.
 - Referral to specialised mental health professionals.
 - Post-crisis counselling and rehabilitation support.

8.10 Documentation and Record Keeping :

The Committee shall maintain secure records relating to :

- Complaints received.
- Actions taken.
- Referrals made.
- Follow-up measures.
- Annual statistical reports. Personal information shall be protected in accordance with applicable laws and institutional policies.

8.11 Review and Continuous Improvement :

The Committee shall periodically review grievance trends, identify systemic issues, and recommend policy improvements, preventive measures, and awareness initiatives to strengthen the College's mental health support framework.

CHAPTER- 9

ROLES, RESPONSIBILITIES, GOVERNANCE STRUCTURE, AND IMPLEMENTATION FRAMEWORK

9.1 Purpose :

This Chapter defines the governance structure for the effective implementation of the College Mental Health Policy. It specifies the roles and responsibilities of various stakeholders to ensure coordinated, accountable, and sustainable mental health services and initiatives across the institution.

9.2 Governance Structure :

The implementation of this Policy shall be overseen by the Mental Health and Well-being Committee, functioning under the overall supervision of the Principal. The Committee shall work in coordination with :

- Internal Quality Assurance Cell (IQAC)
- Heads of Departments
- Student Welfare Committee
- Internal Complaints Committee (ICC)
- Anti-Ragging Committee
- Grievance Redressal Committee
- NSS, NCC, Clubs and Societies

- College Administration
- External Mental Health Professionals and Healthcare Institutions, where required

9.3 Responsibilities of the Principal :

The Principal shall :

- a. Provide overall leadership and administrative support for the implementation of this Policy.
- b. Ensure the availability of institutional resources for mental health programmes.
- c. Constitute and strengthen the Mental Health and Well-being Committee.
- d. Facilitate collaboration with government agencies, healthcare institutions, and professional organisations.
- e. Review implementation reports and ensure continuous improvement.
- f. Promote a safe, inclusive, and mentally healthy campus environment.

9.4 Responsibilities of the Mental Health and Well-being Committee :

The Committee shall :

- a. Implement and monitor this Policy.
- b. Develop annual action plans and wellness programmes.
- c. Coordinate awareness campaigns, counselling services, and preventive initiatives.
- d. Facilitate training programmes for students, faculty, and staff.
- e. Establish referral mechanisms with qualified mental health professionals.

- f. Maintain confidential records relating to counselling and mental health activities.
- g. Prepare annual reports on policy implementation while protecting individual privacy.
- h. Recommend improvements based on institutional needs and emerging best practices.

9.5 Responsibilities of Faculty Members :

Faculty members shall :

- Foster a respectful, inclusive, and psychologically safe learning environment.
- Recognise early signs of emotional distress among students.
- Encourage students to seek professional support when required.
- Refer students to the Mental Health and Well-being Committee or counsellor, as appropriate.
- Avoid practices that may contribute to humiliation, discrimination, or psychological harm.
- Maintain confidentiality to the extent permitted by law and institutional policy.

9.6 Responsibilities of Non-Teaching Staff :

Non-teaching staff shall :

- Treat students and colleagues with dignity and respect.
- Cooperate in implementing mental health initiatives.
- Report serious concerns regarding the safety or well-being of any individual through appropriate institutional channels.
- Participate in awareness and capacity-building programmes whenever required.

9.7 Responsibilities of Students :

Students are expected to :

- Respect the dignity, diversity, and mental well-being of others.
- Seek assistance whenever experiencing emotional or psychological difficulties.
- Participate in mental health awareness and wellness programmes.
- Refrain from bullying, ragging, discrimination, harassment, or cyber abuse.
- Cooperate with counselling and support services when appropriate.
- Support peers responsibly and encourage professional help when needed.

9.8 Responsibilities of Parents and Guardians Where appropriate, parents or guardians shall :

- Cooperate with the College in supporting the student's mental well-being.
- Participate in counselling or meetings when requested and with due regard to the student's rights and confidentiality.
- Inform the College of significant circumstances that may affect the student's well-being, where disclosure is appropriate.

9.9 Capacity Building :

The College shall organise regular training programmes for :

- Members of the Mental Health and Well-being Committee.
- Faculty members.
- Administrative and non-teaching staff.

- Student mentors and peer volunteers. Training may include psychological first aid, crisis response, suicide prevention awareness, communication skills, and referral procedures.

9.10 Resource Mobilisation :

The College shall endeavour to provide adequate financial, human, and infrastructural resources for implementing this Policy, including :

- Counselling facilities.
- Awareness materials.
- Capacity-building programmes.
- Digital mental health resources.
- Collaboration with government and non-government organisations.
- Research and evaluation activities.

9.11 Monitoring and Implementation :

The Mental Health and Well-being Committee shall prepare an Annual Implementation Report, which may include :

- Activities conducted during the year.
- Number and type of awareness programmes.
- Capacity-building initiatives.
- Referrals made (without disclosing personal identities).
- Challenges encountered.
- Recommendations for policy improvement.

The report shall be submitted to the Principal for review and appropriate action.

9.12 Institutional Commitment :

The College reaffirms its commitment to promoting a campus culture founded on dignity, compassion, inclusivity, respect,

confidentiality, equity, and psychological well-being. Every member of the College community shares responsibility for creating an environment where mental health is valued, protected, and supported.

ANNEXURE – II

STANDARD OPERATING PROCEDURE (SOP) FOR MENTAL HEALTH COUNSELLING AND REFERRAL SERVICES

1. Purpose :

This Standard Operating Procedure (SOP) provides a structured framework for the delivery of mental health counselling, psychological support, crisis intervention, and referral services within the College. It aims to ensure that services are delivered in a timely, ethical, confidential, and professional manner while safeguarding the dignity and rights of every individual.

2. Scope :

This SOP shall apply to :

- Students (Regular, Self-financing, Research Scholars, and Interns, where applicable)
- Teaching Faculty
- Non-Teaching Employees
- Contractual Staff
- Any other person authorised by the College to receive counselling services

3. Guiding Principles :

Mental health services shall be guided by the following principles :

- Respect for dignity and autonomy.

- Confidentiality and privacy.
- Equality and non-discrimination.
- Informed consent.
- Voluntary participation, except where immediate safety concerns require intervention.
- Timely and evidence-based support.
- Professional ethics and accountability.

4. Modes of Access :

Individuals may access counselling services through :

- Self-referral.
- Referral by a faculty member, mentor, or tutor.
- Referral by the Principal or Head of Department.
- Referral by parents or guardians, where appropriate.
- Referral following a mental health screening or wellness programme.
- Emergency referral during a crisis.

5. Counselling Process :

Step 1 – Request for Counselling A request may be submitted :

- In writing.
- Through institutional email.
- Through an online counselling portal (where available).
- Personally to the Convener or designated counsellor.
- Through referral by an authorised College official.

Step 2 – Initial Assessment The designated counsellor or authorised mental health professional shall :

- Understand the individual's concerns.
- Assess the level of psychological distress.
- Determine the urgency of intervention.

- Identify immediate risks, if any.
- Decide the appropriate course of action.

Step 3 – Counselling Sessions The counselling process may include:

- Individual counselling.
- Supportive counselling.
- Brief psychological interventions.
- Solution-focused counselling.
- Stress management.
- Academic counselling.
- Emotional support.
- Follow-up sessions, as required. The number and frequency of sessions shall depend upon the needs of the individual.

Step 4 – Referral Referral to a qualified psychiatrist, clinical psychologist, hospital, or other specialised mental health service shall be made where :

- Symptoms require specialised assessment or treatment.
- There is significant risk of self-harm or suicide.
- Severe psychiatric symptoms are observed.
- Medication may be required.
- Long-term therapy is indicated. The College shall facilitate appropriate referral while maintaining confidentiality.

6. Emergency Response In cases involving :

- Suicide risk.
- Suicide attempt.
- Self-harm.
- Severe panic attack.
- Violent or aggressive behaviour.
- Acute psychological breakdown.

- Any situation posing immediate danger to self or others.

The College shall :

1. Ensure immediate physical safety.
2. Contact emergency medical services without delay.
3. Inform the Principal or designated authority.
4. Notify parents, guardians, or emergency contacts where appropriate.
5. Arrange immediate referral to a recognised healthcare facility.
6. Provide post-crisis counselling and follow-up support.
7. Confidentiality All counselling records shall remain confidential. Information may be disclosed only :
 - With the informed consent of the individual.
 - Where disclosure is required by law.
 - Where there is an imminent risk to life or safety.
 - Where emergency medical treatment is necessary. Only authorised personnel shall have access to counselling records.

8. Record Keeping The following records may be maintained securely : -

- Counselling Request Form.
- Initial Assessment Form.
- Session Notes.
- Referral Records.
- Follow-up Reports.
- Consent Forms.
- Crisis Intervention Reports. Records shall be stored securely and retained in accordance with institutional policy and applicable legal requirements.

9. Follow-up :

The Mental Health and Well-being Committee shall, where appropriate :

- Review the progress of referred individuals.
- Coordinate with authorised healthcare professionals, subject to confidentiality.
- Facilitate academic or workplace support measures.
- Encourage continued engagement with counselling services.

10. Ethical Standards :

All counsellors, Committee members, and authorised personnel shall :

- Respect the dignity and autonomy of every individual.
- Avoid conflicts of interest.
- Maintain professional boundaries.
- Ensure impartiality and fairness.
- Act in accordance with recognised ethical standards and applicable laws.

11. Periodic Review of the SOP :

This SOP shall be reviewed periodically by the Mental Health and Well-being Committee to ensure alignment with evolving professional practices, legal requirements, and institutional needs.



ANNEXURE – II

Completed Next : ANNEXURE – III : Mental Health Crisis Response and Suicide Prevention Protocol (Comprehensive SOP).

MENTAL HEALTH CRISIS RESPONSE AND SUICIDE PREVENTION PROTOCOL

1. Purpose This Protocol establishes a structured and coordinated institutional response to mental health crises, including suicidal ideation, suicide attempts, self-harm, severe psychological distress, and other psychiatric emergencies. Its primary objective is to protect life, ensure timely intervention, facilitate access to appropriate medical care, and promote recovery while respecting the dignity, rights, and confidentiality of the individual concerned.

2. Scope This Protocol shall apply to all :

- Students
- Teaching Faculty
- Non-Teaching Staff
- Contractual Employees
- Research Scholars
- Interns
- Visitors participating in authorised College activities, where applicable

3. Guiding Principles : The implementation of this Protocol shall be guided by the following principles :

- Preservation of life as the highest priority.
- Compassion, dignity, and respect.
- Non-judgmental and trauma-informed response.
- Timely intervention.
- Confidentiality, subject to safety requirements.
- Coordination with healthcare professionals and emergency services.

- Compliance with applicable laws and institutional policies.

4. Definition of a Mental Health Crisis For the purposes of this Protocol, a mental health crisis includes, but is not limited to :

- Suicidal thoughts or expressions.
- Suicide attempts.
- Self-harming behaviour.
- Severe depression accompanied by immediate safety concerns.
- Acute anxiety or panic attacks requiring urgent intervention.
- Psychotic symptoms resulting in loss of contact with reality.
- Extreme emotional distress following trauma, violence, accidents, bereavement, or disasters.
- Aggressive or violent behaviour linked to a mental health emergency.
- Any situation where an individual poses an imminent risk to themselves or others.

5. Identification of Warning Signs :

Members of the College community should remain attentive to warning signs such as :

- Talking or writing about death, suicide, or hopelessness.
- Withdrawal from friends, family, or academic activities.
- Significant changes in mood, behaviour, or personality.
- Persistent sadness, anxiety, or emotional numbness.
- Giving away personal belongings or expressing feelings of being a burden.
- Noticeable decline in academic performance or attendance.
- Substance misuse or reckless behaviour.

- Sudden calmness after prolonged distress, which may indicate increased suicide risk. The presence of one or more warning signs does not necessarily indicate suicidal intent but warrants careful assessment and timely support.

6. Immediate Response : Where a mental health crisis is identified :

1. Remain calm and ensure the individual's immediate physical safety.
2. Do not leave the individual alone if there is a risk of self-harm or suicide.
3. Listen empathetically without judgement or criticism.
4. Avoid making promises of absolute confidentiality where safety is at risk.
5. Immediately inform the designated College authority or the Mental Health and Well-being Committee.
6. Contact emergency medical services if urgent medical intervention is required.

7. Emergency Referral : Where necessary, the individual shall be referred immediately to :

- A Government Hospital;
- A recognised Mental Health Establishment;
- A Psychiatrist;
- A Clinical Psychologist; or
- Any other appropriate healthcare facility. Transportation shall be arranged in the safest and quickest manner possible.

8. Communication with Family or Emergency Contact :

Where there is a serious and immediate risk to the individual's safety, the College may inform the parent, guardian, or

nominated emergency contact as soon as practicable, while respecting the individual's rights and complying with applicable legal and ethical obligations.

9. Roles and Responsibilities Principal :

The Principal shall :

- Ensure institutional preparedness for mental health emergencies.
- Facilitate coordination with emergency services and healthcare institutions.
- Provide administrative support for crisis management.
- Ensure post-crisis review and policy improvement. Mental Health and Well-being Committee The Committee shall :
- Coordinate the institutional response.
- Facilitate emergency referrals.
- Maintain confidential documentation.
- Arrange follow-up counselling and support.
- Review crisis incidents to identify preventive measures. Faculty and Staff Faculty and staff shall :
- Report serious concerns immediately.
- Provide reassurance and practical support until professional help is available.
- Cooperate with emergency responders.
- Respect confidentiality and avoid speculation or the spread of rumours. Students Students are encouraged to :
- Report concerns regarding peers to a faculty member or the Committee without delay.
- Avoid attempting to manage high-risk situations alone.
- Promote a culture of empathy and responsible help-seeking.

10. Post-Crisis Support :

Following any mental health crisis, the College shall, where appropriate :

- Arrange follow-up counselling.
- Facilitate academic support or reasonable accommodations.
- Coordinate with healthcare professionals, subject to consent and confidentiality requirements.
- Support reintegration into academic or workplace activities.
- Provide psychological support to affected classmates, colleagues, or staff members where necessary.

11. Documentation :

The Mental Health and Well-being Committee shall maintain confidential records of :

- The nature of the crisis.
- Immediate actions taken.
- Referrals made.
- Follow-up measures.
- Recommendations for institutional improvement. Records

shall be securely maintained and accessed only by authorised personnel.

12. Review and Training :

The College shall :

- Periodically review this Protocol.
- Conduct mock drills and awareness programmes where appropriate.
- Train faculty, staff, student mentors, and Committee

members in psychological first aid, suicide prevention awareness, and crisis response procedures.

13. Disclaimer :

This Protocol is intended to facilitate early identification, immediate institutional response, and referral. It does not replace professional psychiatric diagnosis, psychological treatment, or emergency medical care.

ANNEXURE – III Completed Next : ANNEXURE – IV: Code of Ethics, Confidentiality, and Professional Conduct for Counsellors and the Mental Health & Well-being Committee.

ANNEXURE – IV

CODE OF ETHICS, CONFIDENTIALITY, AND PROFESSIONAL CONDUCT FOR THE MENTAL HEALTH AND WELL-BEING COMMITTEE AND COUNSELLORS

1. Purpose :

This Code of Ethics establishes the ethical standards, professional responsibilities, and behavioural expectations for members of the Mental Health and Well-being Committee, counsellors, psychologists, mental health professionals, and all individuals involved in providing mental health support services within the College. Its purpose is to ensure that mental health services are delivered with integrity, professionalism, fairness, respect for human dignity, and in accordance with applicable legal and ethical standards.

2. Scope :

This Code shall apply to :

- Members of the Mental Health and Well-being Committee.
- Counsellors appointed or engaged by the College.

- Faculty members performing counselling or mentoring functions.
- External mental health professionals engaged by the College.
- Volunteers, interns, or any authorised persons assisting in mental health programmes.

3. Fundamental Ethical Principles :

All persons covered under this Code shall uphold the following principles :

(a) Respect for Human Dignity Every individual shall be treated with dignity, compassion, courtesy, and respect, irrespective of age, gender, caste, religion, disability, language, sexual orientation, socio-economic background, or any other status protected by law.

(b) Equality and Non-Discrimination Mental health services shall be provided fairly and without discrimination. No person shall be denied access to counselling or support on any prohibited ground.

(c) Integrity Committee members and counsellors shall act honestly, transparently, and in the best interests of the individual seeking support. They shall avoid misleading statements, abuse of authority, or conduct that undermines trust.

(d) Professional Competence Counsellors and mental health professionals shall provide services only within the limits of their qualifications, training, experience, and professional competence. Cases requiring specialised care shall be referred promptly to appropriate professionals.

(e) Respect for Autonomy Individuals shall, as far as practicable, be enabled to make informed decisions regarding counselling, referral, and participation in mental health services.

4. Confidentiality :

All information obtained during counselling, consultation, assessment, or Committee proceedings shall be treated as strictly confidential. Confidential information shall not be disclosed except :

- With the informed consent of the individual concerned.
- Where disclosure is required by law.
- Where there is an imminent risk of serious harm to the individual or another person.
- Where emergency medical intervention is necessary. All

records shall be stored securely with access restricted to authorised personnel only.

5. Informed Consent :

Before initiating counselling or psychological interventions, the individual shall, wherever practicable, be informed about :

- The purpose and nature of the counselling process.
- The voluntary nature of participation.
- The limits of confidentiality.
- The circumstances under which referral may become

necessary. Consent shall be obtained in accordance with applicable laws and institutional procedures.

6. Professional Boundaries :

Counsellors and Committee members shall :

- Maintain appropriate professional boundaries at all times.
- Avoid dual relationships that may impair professional judgement.
- Refrain from exploiting individuals for personal, financial, academic, or other benefits.
- Avoid any form of harassment, intimidation, or coercion.

7. Conflict of Interest :

Members shall disclose any actual or potential conflict of interest that may affect their impartiality. Where such a conflict exists, the concerned member shall recuse themselves from the matter.

8. Record Management :

Counselling records and Committee documents shall :

- Be accurate, objective, and factual.
- Be stored securely.
- Be retained and disposed of in accordance with institutional policies and applicable legal requirements. Unauthorised access, alteration, or disclosure of records is strictly prohibited.

9. Respectful Communication :

Committee members and counsellors shall :

- Use respectful, inclusive, and non-stigmatising language.
- Avoid blame, ridicule, or insensitive remarks.
- Communicate in a manner appropriate to the individual's age, background, and level of understanding.

10. Professional Development : Members are encouraged to participate in :

- Continuing professional education.
- Mental health training programmes.
- Workshops on counselling skills.
- Suicide prevention and crisis intervention training.
- Programmes on ethics, legal compliance, and psychological first aid.

11. Accountability :

Any breach of this Code may be reviewed by the Principal or the competent authority in accordance with applicable College rules and legal provisions. Appropriate corrective or disciplinary action may be taken where necessary.

12. Commitment :

Every member of the Mental Health and Well-being Committee and every person providing counselling or mental health support shall affirm their commitment to uphold this Code and to discharge their responsibilities with integrity, professionalism, empathy, confidentiality, and respect for the rights and dignity of all individuals.

ANNEXURE – IV Completed Next: ANNEXURE – V: Forms and Templates (Counselling Request Form, Consent Form, Referral Form, Initial Assessment Form, Follow-up Form, Confidentiality Declaration, Annual Action Plan Format, and Annual Report Format). These ready-to-use forms make the policy fully operational for immediate implementation.

ANNEXURE – V

STANDARD FORMS AND TEMPLATES

This Annexure provides standardised formats to facilitate the implementation of the College Mental Health Policy. These formats may be modified by the College, wherever necessary, in accordance with institutional requirements.

Mental Health Counselling Request Form A. Personal Information

Name: _____

Student/Employee ID: _____

Department/Class/Designation: _____

Mobile Number: _____

e-mail Address: _____

Date of Birth: _____

B. Reason for Seeking Counselling ☐ Academic Stress ☐ Examination Anxiety ☐ Emotional Distress ☐ Relationship Issues ☐ Family Concerns ☐ Financial Stress ☐ Adjustment Difficulties ☐ Grief or Bereavement ☐ Workplace Stress ☐ Other (Specify):

C. Brief Description of Concern

D. Preferred Mode of Counselling ☐ Face-to-Face ☐ Online ☐ Either

E. Declaration I voluntarily request counselling services and declare that the information provided above is true to the best of my knowledge. Signature : _____

Date: _____

FORM – 2

Informed Consent for Counselling I acknowledge that : -

I understand the purpose of counselling.

- Participation is voluntary.

- I may discontinue counselling at any stage, subject to applicable procedures.

- Counselling records shall remain confidential except where disclosure is required by law or necessary to prevent serious harm.

- I have been informed about the limits of confidentiality.

Name: _____ Signature: _____

Date: _____ Counsellor's Signature: _____

FORM – 3

Initial Mental Health Assessment Form General Assessment Name: _____

_____ Date: _____ Referred By: _____

_____ Presenting Concern Observations

- Appearance :

- Behaviour :

- Mood :

- Communication :

Preliminary Risk Assessment ☐ Low Risk ☐ Moderate Risk ☐ High

Risk Immediate Action Required: ☐ Yes ☐ No Recommended Plan ☐

Counselling ☐ Follow-up Session ☐ Referral ☐ Emergency

Intervention ☐ Other Counsellor's Signature :

FORM – 4

Referral Form Name of Individual :

Date :

Reason for Referral :

Referred To :

Contact Details :

Recommended by :

Signature :

FORM – 5

Follow-up Record Name :

Date of Previous Session :

Current Status :

Recommendations :

Continue Counselling ☐ Close Case ☐ Further Referral ☐ Review

After ____ Days Counsellor's Signature :

FORM – 6

Confidentiality Declaration I understand that all information obtained during counselling or Committee proceedings is confidential. I shall not disclose any confidential information except as authorised by law or institutional policy. Name :

Designation :

Signature :

Date :

FORM – 7

Annual Mental Health Action Plan Academic Year :

Proposed Activities Activity Timeline Responsibility Status

Capacity Building

Awareness Programmes

Budget Requirement

Prepared by :

Approved by :

FORM – 8

Annual Mental Health Report Academic Year :

Awareness Programmes Conducted

Training Programmes

Counselling Sessions Conducted

Referral Cases

Major Achievements

Challenges

Recommendations

Prepared by :

Submitted to :

The Principal

Date :

End of ANNEXURE – V

The document now contains the core policy, governance framework, SOPs, ethics, and operational forms required for implementation. Next (Final Annexure) : ANNEXURE – VI : Legal References, National Guidelines, Glossary of Terms, Abbreviations, and Bibliography, which will make the policy publication-ready as an institutional manual. Capacity Building

Awareness Programmes

Budget Requirement

Prepared by :

Approved by :

End of ANNEXURE – V The document now contains the core policy, governance framework, SOPs, ethics, and operational forms required for implementation. Next (Final Annexure): ANNEXURE – VI: Legal References, National Guidelines, Glossary of Terms, Abbreviations, and Bibliography, which will make the policy publication-ready as an institutional manual.

ANNEXURE – VI

**LEGAL REFERENCES, NATIONAL GUIDELINES,
GLOSSARY, ABBREVIATIONS, AND BIBLIOGRAPHY**

PART A

Legal and Policy References This Policy has been prepared with due regard to the constitutional principles of equality, dignity, and the right to life, as well as relevant national laws, policies, and regulatory guidelines governing higher education, mental health, and student welfare. The following references have informed the preparation and implementation of this Policy :

1. The Constitution of India

- Article 14
- Equality before Law
- Article 15
- Prohibition of Discrimination
- Article 19
- Protection of Fundamental Freedoms
- Article 21
- Protection of Life and Personal Liberty
- Directive Principles of State Policy

2. Mental Healthcare Act, 2017

3. Rights of Persons with Disabilities Act, 2016

4. University Grants Commission (UGC) Act, 1956

5. University Grants Commission (UGC) Regulations, Guidelines, Advisories, and Notifications relating to: - Student Mental Health and Well-being - Anti-Ragging - Prevention of Sexual Harassment - Student Grievance Redressal - Equal Opportunity - Student Counselling

6. National Education Policy (NEP) 2020

7. National Mental Health Policy, Government of India (2014)

8. National Mental Health Programme (NMHP)

9. District Mental Health Programme (DMHP)

10. Relevant Government of Himachal Pradesh notifications and higher education instructions, wherever applicable.

PART B

International Reference Documents The Policy has also been developed keeping in view internationally recognised principles and guidance, including :

- World Health Organization (WHO)
- Mental Health Action Frameworks

- WHO– Comprehensive Mental Health Action Plan
- WHO – Life Skills Education Framework
- UNESCO Guidance on Health Promoting Educational Institutions
- United Nations Sustainable Development Goals (SDGs), particularly :

- SDG 3
- Good Health and Well-being
- SDG 4 – Quality Education
- SDG 5 – Gender Equality
- SDG 10 – Reduced Inequalities
- SDG 16 – Peace, Justice and Strong Institutions

PART C

Glossary of Terms Counselling

– A structured and confidential professional process that assists individuals in addressing emotional, psychological, academic, behavioural, or personal concerns. **Mental Health**

– A state of well-being in which an individual realizes their abilities, can cope with the normal stresses of life, work productively, and contribute to the community. **Mental Well-being**

– The ability to maintain emotional balance, resilience, healthy relationships, and effective functioning in daily life. **Psychological First Aid (PFA)**

– Immediate supportive assistance provided to individuals experiencing emotional distress following a crisis or traumatic event. **Crisis Intervention**

– Immediate professional support provided during severe psychological emergencies. **Referral**

- The process of directing an individual to an appropriately qualified mental health professional or healthcare institution for specialised assessment or treatment. Reasonable Accommodation
- Necessary and appropriate modifications or support measures that enable equal participation without imposing a disproportionate burden on the institution. Confidentiality
- The obligation to protect personal information obtained during counselling or related services, except where disclosure is authorised by law or required to prevent serious harm.

PART D

Abbreviations ANNEXURE – VI LEGAL REFERENCES, NATIONAL GUIDELINES, GLOSSARY, ABBREVIATIONS, AND BIBLIOGRAPHY

PART A Legal and Policy References This Policy has been prepared with due regard to the constitutional principles of equality, dignity, and the right to life, as well as relevant national laws, policies, and regulatory guidelines governing higher education, mental health, and student welfare. The following references have informed the preparation and implementation of this Policy :

1. The Constitution of India - Article 14 – Equality before Law
- Article 15 – Prohibition of Discrimination - Article 19 – Protection of Fundamental Freedoms - Article 21 – Protection of Life and Personal Liberty - Directive Principles of State Policy.
2. Mental Healthcare Act, 2017
3. Rights of Persons with Disabilities Act, 2016
4. University Grants Commission (UGC) Act, 1956
5. University Grants Commission (UGC) Regulations, Guidelines, Advisories, and Notifications relating to :
 - Student Mental Health and Well-being
 - Anti-Ragging
 - Prevention of Sexual Harassment

- Student Grievance Redressal
 - Equal Opportunity
 - Student Counselling
6. National Education Policy (NEP) 2020
 7. National Mental Health Policy, Government of India (2014)
 8. National Mental Health Programme (NMHP)
 9. District Mental Health Programme (DMHP)
 10. Relevant Government of Himachal Pradesh notifications and higher education instructions, wherever applicable.

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- World Health Organization (WHO)
- Mental Health Action Frameworks
- WHO – Comprehensive Mental Health Action Plan
- WHO – Life Skills Education Framework
- UNESCO Guidance on Health Promoting Educational Institutions
- United Nations Sustainable Development Goals (SDGs), particularly :
 - SDG 3 – Good Health and Well-being
 - SDG 4 – Quality Education
 - SDG 5 – Gender Equality
 - SDG 10 – Reduced Inequalities
 - SDG 16 – Peace, Justice and Strong Institutions

PART C

Glossary of Terms Counselling :

- A structured and confidential professional process that assists individuals in addressing emotional, psychological, academic, behavioural, or personal concerns. **Mental Health**
- A state of well-being in which an individual realizes their abilities, can cope with the normal stresses of life, work productively, and contribute to the community. **Mental Well-being**
- The ability to maintain emotional balance, resilience, healthy relationships, and effective functioning in daily life. **Psychological First Aid (PFA)**
- Immediate supportive assistance provided to individuals experiencing emotional distress following a crisis or traumatic event. **Crisis Intervention**
- Immediate professional support provided during severe psychological emergencies. **Referral**
- The process of directing an individual to an appropriately qualified mental health professional or healthcare institution for specialised assessment or treatment. **Reasonable Accommodation**
- Necessary and appropriate modifications or support measures that enable equal participation without imposing a disproportionate burden on the institution. **Confidentiality**
- The obligation to protect personal information obtained during counselling or related services, except where disclosure is authorised by law or required to prevent serious harm.

PART D

Abbreviations Abbreviation Full Form MHWC Mental Health and Well-being Committee MH Policy Mental Health Policy UGC University Grants Commission NEP National Education Policy IQAC Internal Quality Assurance Cell ICC Internal Complaints Committee

NSS National Service Scheme NCC National Cadet Corps WHO World Health Organization UNESCO United Nations Educational, Scientific and Cultural Organization SDG Sustainable Development Goal NMHP National Mental Health Programme DMHP District Mental Health Programme SOP Standard Operating Procedure PFA Psychological First Aid.