

# **MADHAB CHOUDHURY COLLEGE, BARPETA**

## **GUIDING PRINCIPLES OF MENTORING PROGRAMME**

### **Working principle:**

In an undergraduate college like Madhab Choudhury College, whose catchment area consists mainly of remote rural villages, newly formed semi-urban places and some neighbouring small towns, the experience of 'College Life' for a student is to move away from limited environment of family, native place and of secondary and higher secondary school. It is a transitional period not simply from adolescence to youth, but also in terms of necessity of making one's decision regarding many more aspects of life. The students joining a college like this face diverse new sociological, cultural, political, linguistic and economical situations. In their growth towards adulthood, gender related issues also crop up to their life. These factors bear tremendous mental and behavioural changes in them.

Also, during the time frame of their stay in college, they find themselves pursuing wide range of academic courses offered by university, the courses that are expected to lead them in the long journey of their life ahead.

All of these are causes because of which students very often are found to be in stress, anxiety and resultant depression. As this is the most energetic, creative, dynamic and agile period of their life, there is a high demand of proper all round guidance and counselling. Moreover, one more important aspect is that they are also prone to conflict with their peers and also with the senior people including teaching and non teaching faculties of the institute.

If all the above student centric issues are observed, assessed and resolved in proper and professional manner, this will at long run mould the young learners as fit professionals for the larger needs of the society.

Mentoring is also crucial for the development of mentee's communication, interpersonal, and social skills, as well as providing a platform for enhancing a mentee's entire personality.

Mentorship also ensures mutually beneficial relationship between mentor and mentee, and makes continuous evaluation more meaningful. It is essential for going nearer to the heart

and mind of the students so that teachers can play the role of role model and counselor more efficiently.

**Basic policy:**

All the students enrolled to all the programmes and courses are covered by the mentorship process. Each Department divides newly enrolled Core-1 students among its faculty members evenly (each faculty member receiving students with similar entry-level-academic-qualification) and inform them who is their mentor. The mentors have their mentees fill in the Mentoring Forms and have them back to preserve. Each mentor explains before his/her mentees the significance of a mentor for them and encourages them to approach him/her without any hesitation as and when they need any kind of guidance, counseling or support.

**Objectives:**

- To provide scope to the students for sharing any kind of issue they want to, and to help them in solving any hurdles or challenges.
- To monitor the academic progress of the students
- To identify slow learners, average learners and the advanced learners and to provide them environment that suit them most
- To inculcate higher degree of professional responsibilities and ethics.
- To provide scope for all round development of all the students.

**Guiding rules:**

Appointment of Mentor:

- i) All the faculty members including HODs are mentors.
- ii) Central Mentoring Committee will allot the mentees to the mentors and display the list of mentees along with their respective mentors, at least one week before the start of the session.
- iii) As far as possible the students of a particular department are provided with a mentee from the same department and they will remain attached to him/her, till the completion of the programme.
- iv) In the case of long leave of a faculty mentor (mentor), his/her mentees will be distributed among other mentors as per convenience.

- v) The coordinators of Central Mentoring Committee issue the relevant circulars and monitor the execution of the mentoring programme.
- vi) All mentors are provided with Mentoring Report/consolidated meeting format.
- vii) Once Mentees are assigned to Mentors, they will be called in group to fill out the Mentoring Report/Meeting Format. They also meet on a regular basis to make the objectives of the mentoring programme successful.
- viii) Central Mentoring Committee will facilitate, time and again, the mentors to attend training sessions/webinars/seminars on mentoring.

**Guiding principles for Mentees:**

- a) Take the opportunity of Mentoring Programme of the College and meet designated Mentors to resolve academic/other issues.
- b) Receive guidance provided by the Mentors positively and act upon it seriously.
- c) Be truthful before raising any issue
- d) Be focused about your problem/issue so that optimum use of the time spent with the mentor is ensured.
- e) Be alert and aware to make best use of the facilities and experience in the college for maximising their potential, developing skills/competencies and improve their performance.