



GOVERNMENT OF WEST BENGAL  
OFFICE OF THE PRINCIPAL  
**Maulana Azad College**



8, RAFI AHMED KIDWAI ROAD, KOLKATA 700013, INDIA  
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## MODALITIES OF STUDENT MENTORING OF MAULANA AZAD COLLEGE

Maulana Azad College, Kolkata, is dedicated to establishing a structured and effective mentoring program. Aligned with UGC Guidelines, this policy provides a comprehensive framework to implement systematic mentoring practices that empower students to achieve their academic, personal, and professional goals while promoting holistic development.

### Objectives of the Mentoring Program

#### 1. Academic Support

- Encourage a flipped communication approach where students lead discussions and identify topics of interest or concern.
- Identify underperforming students, understand their challenges, and implement strategies to boost academic performance.
- Reduce dropout risks by offering proactive guidance, personalized mentorship, and ongoing support.

#### 2. Emotional Support

- Assess the need for professional counseling services and involve guardians in the mentoring process through regular parent-teacher meetings integrated into the academic calendar.

#### 3. Career Development

- Equip students with the tools, knowledge, and skills for academic and professional success through workshops, training sessions, and extracurricular activities that foster skill development, personal growth, and employment opportunities.

### Roles and Responsibilities

#### Mentors (Faculty Members):

- Provide personalized guidance and support while monitoring mentees' academic, personal, and professional development, and foster a safe, supportive environment for open communication.
- Encourage mentees' participation in academic and extracurricular activities while enhancing self-mentoring skills through orientations and workshops.
- Record feedback from **Continuous Internal Evaluation (CIE)** after each Unit End Exam, provide counseling for improvement, and maintain professionalism, confidentiality, and submit mentoring records.

#### Mentees (Students):

- Actively participate, share concerns, apply feedback, and respect the mentor's guidance.

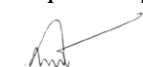
### Structure of the Mentoring Program


#### A. Mentor-Mentee Allocation

- Each mentor will be assigned 5-10 mentees for effective engagement and support.

#### B. Mentoring Sessions

- Individual sessions will be held monthly to address personal and academic issues, while group sessions will occur quarterly to discuss common challenges and opportunities.

  
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**C. Orientation Program**

- An orientation session will be held at the beginning of the academic year to familiarize mentors and mentees with the objectives, processes, and structure of the program.

**D. Documentation and Feedback**

- Mentors will maintain records of interactions and submit progress/action taken reports for evaluation. Mentee feedback will be collected regularly for program refinement.


**E. Mentoring Committee**


- A dedicated committee will oversee the mentoring program's implementation, quality assurance, and outcomes.

**F. Feedback for Mentoring Includes**

1. Poor Attendance: Students with consistent absenteeism need targeted support, which should be addressed through personalized mentoring and follow-up actions.
2. Lack of Confidence: Mentors should focus on building the student's confidence through encouragement, participation in activities, and providing leadership opportunities.
3. Short Attention Span: If a student struggles to maintain focus, strategies such as interactive learning, regular breaks, or one-on-one mentoring sessions should be suggested.
4. Identifying Interest Areas for Future Vocational Guidance: Recognizing students' potential in areas such as leadership, problem-solving, or other skills (e.g., a positive attitude) should be highlighted to guide them toward future career pathways.
5. Imbalance between Practical and Theoretical Learning: If a student faces difficulty in balancing theoretical knowledge with practical application, remedial strategies such as additional workshops or practical assignments should be introduced.
6. Irregularity: Students displaying inconsistent engagement or performance should receive personalized attention, including mentoring sessions and a review of their academic schedule.
7. Communication Problems: Poor communication skills should be addressed through group activities, oral presentations, and communication workshops to improve students' clarity and expression.
8. Reluctance in Presentation Work: Students hesitant to engage in presentations should be encouraged to participate in low-stakes environments first, building confidence gradually.
9. Evaluation-Related Nervousness/Stress Affecting Mental Wellbeing: For students facing stress during evaluations, mentors should provide emotional support and strategies for stress management, alongside guidance on time management and exam preparation.
10. Enrichment Required (e.g., Advance Classes, Add-on Courses via SWAYAM): For students demonstrating a strong academic interest or capability, additional enrichment opportunities, such as advanced classes or online certification programs, should be suggested to further their learning.

This process ensures that feedback is not only provided but also leads to concrete actions aimed at enhancing the student's academic journey, supporting their growth, and fostering long-term success.

  
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**Annexure - I: Probable Issues Addressed/Raised in a Mentoring Session**

1. Poor attendance or frequent absence in classes.
2. Personality or behavior-related issues.
3. Lack of confidence due to health problems.
4. Disinterest or lack of engagement in academics.
5. Inattentiveness and lack of focus during lectures.
6. Socio-economic challenges affecting academic performance.
7. Difficulty in mingling with classmates and building relationships.
8. Struggles as a slow learner.
9. Chronic illness hampering attendance and academic progress.
10. Overemphasis on co-curricular activities at the cost of academics.
11. Uncertainty about future career paths or post-graduation plans.
12. Lack of confidence in specific subjects or academic papers.
13. Fear or anxiety related to practical work, lab sessions, and field reports.
14. Reluctance in completing assignments, field reports, or lab notebooks.
15. Frequent bunking or skipping of classes.
16. Late attendance, particularly in the first class of the day.
17. Irregularity in appearing for class tests or submitting assignments.
18. Communication difficulties, including speaking and writing.
19. Fear of presentations or public speaking.
20. Nervousness and exam-related anxiety before or during examinations.


**Annexure - II: Proforma for Mentor-Mentee Reporting**

<b>Mentor</b>	<b>Details:</b> .....
<b>Meeting</b>	<b>Date:</b> .....
<b>Total Students Present:</b> .....   <b>Absent:</b> .....	

Name of Mentee	Issues Raised (Yes/No)	Issues Discussed	Action Taken	Remarks

**Note:** A separate sheet will be maintained for absent students, and further action will be taken accordingly.

  
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