



GOVERNMENT GIRLS DEGREE COLLEGE

AHIRAULA, AZAMGARH

Mentor-Mentee Initiative

2025-26

In accordance with the National Education Policy (NEP) 2020 and the guidelines set forth by the Uttar Pradesh Higher Education Department, the college has implemented a Mentor-Mentee system aimed at delivering comprehensive support to each student through the proactive engagement of all faculty members.

Program Objectives

The primary goal of this initiative is to ensure that no student feels lost in the academic environment. Specific objectives include:

- A. Academic Guidance: Helping students navigate the Choice Based Credit System (CBCS) and elective selections.
- B. Personalized Support: Addressing the socio-emotional and personal challenges faced by girl students in rural and semi-urban settings.
- C. Career Counseling: Providing insights into competitive exams, higher studies (MA/MSc/ MCom/ Research), and skill development.
- D. Bridging the Gap: Reducing the hierarchy between students and teachers to foster a comfortable learning atmosphere.

Structural Framework (2025-26)

For this session, the college has adopted an Inclusive Mentorship Model where the student-teacher ratio is strictly maintained to ensure quality interaction.

Component	Detail
Total Mentees	All enrolled students (BA, BSc BCom)
Mentors	100% of Faculty Members
Mentor-Mentee Ratio	Approximately 1:50 (based on current faculty strength)
Frequency of Meetings	Monthly formal meetings

Documentation	Mentor-Mentee Record / Progress Register
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Operation

The program is accomplished through a systematic four-step process:

Stage I: Allocation

At the start of the 2025-26 session, the Internal Quality Assurance Cell (IQAC) allocated a specific group of students to each faculty member. Lists were shared on department notice boards and communicated via official WhatsApp groups.

Stage II: The ‘Mentor Record’

Each faculty member maintains a Mentor Record containing:

- Student profiles (Family background, contact info and last academic profile).
- Academic records (Internal marks, performance and attendance).
- Notes on specific strengths and areas for improvement.

Stage III: Interaction Sessions

Monthly ‘Mentorship Hours’ are integrated into the college timetable. During these sessions, faculty members discuss:

- Preparation for Midterm/Oral Exams.
- Participation in extracurricular activities (NSS, Ranger, Sports, Debates, Council programs in various departments).
- Health, mental-wellbeing and social-psychological awareness.

Stage IV: Feedback Loop

Mentors act as a bridge between the student and Principal as institutional authority. Significant issues are reported to the administration for potential assistance or resource support.

Key Initiatives for the 2025-26 Session

- I. Digital Mentorship: Use of the *UP Higher Education Digital Library* and ONOS to guide students through online resources.
- II. Vocational Focus: Mentors are specifically tasked with guiding students toward the ‘Vocational’ subjects that best suit their local career opportunities in Azamgarh.
- III. Psychological Well-being

Outcome

- A. Improved Retention: Cutting the dropout rate of girl students by addressing personal barriers.
- B. Enhanced Performance: A noticeable rise in internal assessment scores due to regular monitoring.
- C. Empowerment: Building confidence in students to participate in district and state-level competitions and debates.

The Mentorship Program at GGDC, Ahiraula for the 2025-26 session is designed as a strategic initiative aligned with the college's vision of delivering quality education through comprehensive guidance. By engaging all faculty members in the process, the institution guarantees that each student receives personalized support to foster both academic achievement and personal development.

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IQAC