



GOVERNMENT GIRLS DEGREE COLLEGE AHIRLAULA, AZAMGARH

MENTOR–MENTEE ACTION PLAN AND REPORT 2025–2026

The Mentor-Mentee System at Government Girls Degree College, Ahiraula, serves as a vital structural pillar for student progression, academic excellence, and personal empowerment. Building upon the foundational metrics established in 2024–25, the framework for Academic Year 2025–26 adopts a highly targeted, outcome-driven strategy tailored to first-year undergraduate students.

Key Objectives for 2025–26

1. **Academic Excellence and Regularity:** Achieve over 90% regular attendance and systematically raise the academic baseline of mentees.
2. **Differentiated Learning Pathways:** Identify slow and advanced learners early in the session to deliver tailored academic support, remedial coaching, and extension activities.
3. **Comprehensive Career Guidance:** Align mentee aspirations with structured career paths, competitive exam strategies (B.Ed., UPPSC, SSC, UPSC and UGC/ CSIR NET after PG), and skill orientation.
4. **Psychosocial Support and Empowerment:** Provide a safe, empathetic space for mentees to address socio-demographic, personal, and mental wellness challenges.
5. **Digital Literacy and Modern Pedagogy:** Bridge the rural digital divide by introducing interactive e-learning tools, online library portals, and digital presentation practices.

Name of Mentors: Dr. Jamaluddeen Ahamad Dr. Pragyanand Prajapati Dr. Rakesh Kumar Yadav Dr. Dilip Kumar Verma	Designation: Assistant Professor
Faculty: Arts/ Languages, Social Science, Science and Commerce (All Departments)	Academic Session: 2025–2026
Mentees Assigned: 5 (Intensive Focus Group)	Course / Year: BA / BSc / BCom (I Year)
Institutional Focus: Holistic Academic Growth, Digital Literacy and Career Readiness	

Targeted Student Categorization, Interventions and Projected Outcomes

Students are categorized within the first month of enrollment based on qualifying examination scores, diagnostic internal tests, and initial personal interactions. Specific targets and measurable outcomes have been set for each category for Academic Year 2025–26:

Category and Criteria	Support and Action Plan	Target (2025–26)	Expected / Target Outcome
Slow Learners (Marks < 45% or Irregular Attendance)	• Remedial classes and simplified bilingual notes. • Peer-assisted learning paired with advanced learners. • Attendance tracking and parental contact.	• Improve score above 55% in mid-terms. • Minimum 85% attendance attainment.	• 100% pass rate in annual/semester exams. • Substantial increase in confidence and classroom participation.
Average Learners (Marks 45% – 75% / Consistent)	• Skill enhancement workshops. • Focus on answer writing, diagrams and presentation skills. • Regular mock tests and self-assessment.	• Transition 40% of average learners into >75% category. • Active participation in seminars.	• Overall marks improvement by 10-15%. • Improved analytical abilities and presentation skills.
Advanced Learners (Marks > 75% / High Engagement)	• Reference literature and research papers guidance. • Leadership roles in study groups and departmental club. • Early competitive exam mapping (UPPSC, BEd, NET).	• Achieve top university ranks/distinctions. • 100% participation in state/college competitions.	• Publication/presentation in college seminars. • Selection/readiness for higher educational programs.

Identified Challenges and Strategic Interventions

A. Academic and Learning Resource Challenges

- **Textbook Availability in Hindi Medium:** Procure additional standard Hindi-medium reference books for science and allied subjects in the departmental library; provide curated digital PDFs and compiled reading kits.
- **Examination Anxiety and Answer Structuring:** Conduct dedicated monthly answer-writing workshops, diagnostic internal mid-term evaluation reviews, and personalized feedback sessions.

B. Personal, Social and Infrastructure Challenges

- **Commute and Transportation to Ahiraula:** Coordinate with local transport authorities and college administration to streamline bus schedules and facilitate safe, pooled transport options for rural female students.

- **Domestic Responsibilities and Study Balance:** Provide counseling to help mentees establish home study schedules, engage family awareness during parent-teacher interactions, and encourage time-management techniques.
- **Digital Divide and Literacy:** Organize foundational digital literacy workshops including AI tutorials covering basic computer operation, educational apps, online portals (e.g., SWAYAM/ ONOS, UP Higher Education portals), and internet research skills.

C. Career Planning and Vocational Training

- **Competitive Examination Preparedness:** Organize structured guidance sessions for B.Ed. entrance examinations, UPPSC, SSC, state competitive exams and UGC NET after PG.
- **Skill Acquisition and Industry Exposure:** Leverage existing institutional MoUs for local vocational training, entrepreneurship awareness, and skill development programs tailored for female students.

Performance Targets vs. Projected Outcomes (2025–26)

Parameter	Target Set for 2025–26	Projected Outcome and Verification
Student Attendance	Maintain > 88% overall attendance across all assigned mentees.	Reduction in chronic absenteeism; enhanced subject continuity verified by monthly registers.
Academic Performance	100% pass result with at least 60% mentees securing First Class marks.	Significant baseline leap from previous 2024-25 benchmarks in university end-term exams.
Co-Curricular Growth	100% active involvement in NSS, departmental seminars, debates, or sports.	Developing public speaking capability, teamwork, and overall personality development.
Career Readiness and Digital Literacy	Completion of a skill development module / vocational track and computer proficiency.	Enhanced confidence in digital tools, exam syllabus awareness, and career path clarity.

Mentor's Remarks and Vision

The mentees in our departments have demonstrated extraordinary dedication and resilience in overcoming academic constraints. For the Academic Session 2025–26, our mentor-mentee framework shifts from basic academic tracking to proactive empowerment. By integrating remedial instruction with digital learning tools, career counseling, and personal guidance, we aim to transform these young women into confident, academically competent, and self-reliant scholars ready for higher education and competitive careers.

Date: 27 June 2026


(Dr. Jamaluddeen Ahamad)

Mentor-Coordinator
Assistant Professor-Department of Zoology