



KOTTAKKAL FAROOK
ARTS & SCIENCE COLLEGE

KOTTAKKAL, PARAPPUR P.O, MALAPPURAM DISTRICT, KERALA, 676503

MENTORING POLICY

KFASC MENTORING POLICY

MENTORING : A GUIDE TO TEACHERS

A mentor is more than an adviser. A mentor provides you with wisdom, technical knowledge, assistance, support, empathy and respect throughout, and often beyond, your graduate career. Mentoring helps students understand how their ambitions fit into graduate education, department life and career choices. An effective mentoring relationship develops over time. The student benefits from the mentor's support, skills, wisdom and coaching. Later, both people deepen their working relationship, perhaps collaborating on projects in which the student develops into a junior colleague. After a while, the mentee may need some separation from the mentor to test his or her own ideas. This distancing is a sign that the mentoring relationship is maturing and providing the mentee with the skills needed to function independently. Finally, both mentee and mentor may redefine their relationship as one of equals, characterized over time by informal contact and mutual assistance, thus becoming true professional colleagues.

THE OBJECTIVES OF THE STUDENT MENTORING:

- To help undergraduate fresh students understand the challenges and opportunities present in the institution and develop a smooth transition to campus life.
- To counsel academically weak undergraduate first-year students and to play an important role in helping troubled students cope with academic, extra-academic and personal problems.
- To provide positive role models to first-year undergraduate students in the institution
- To proactively try to identify problems of the general student populace and to bring them to the notice of the concerned authorities.
- Ensuring regularity and punctuality of students through counselling sessions. The SMS attempts to track these objectives by carefully identifying those who can act as an anchor and guide for a fresh first year student or an academically weak student to bank upon.

BENEFITS OF MENTORING

An undergraduate, while entering in to a college, begin to function as a learner maybe passionate about a particular subject, but his ultimate goal for pursuing an advanced degree may still be evolving. Mentors assist you with that evolution.

Studies indicate that graduate students who receive effective mentoring demonstrate greater productivity in research activity, conference presentations, pre-doctoral publications, instructional development and grant writing

- academic success in persisting a degree, achieving a shorter time to degree and performing better in academic coursework

MENTORING ENABLES GRADUATE STUDENTS TO:

- acquire a body of knowledge and skills
- learn techniques for collaborating and networking
- gain perspective on how a discipline operates academically, socially, and politically
- develop a sense of scholarly citizenship by grasping their role in a larger educational enterprise

- deal more confidently with the challenges of intellectual work.

MENTORING ENABLES FACULTY MEMBERS TO :

- engage the curiosities and energies of fresh minds
- keep abreast of new research questions, knowledge, paradigms, and techniques
- cultivate collaborators for current or future projects
- identify and train graduate assistants whose work is critical to the completion of a research project or successful course offering
- prepare the next generation of intellectual leaders in the disciplines and in society
- enjoy the personal and professional satisfaction inherent in mentoring relationships.

THE STRUCTURE OF THE MENTORING PROGRAM AT KFASC

Programme implementation will be in the following phases:

Phase I:

Selecting faculty mentors. (Selected from same Faculty mentor if possible)

Phase II:

Allotment of students to the mentors.

Phase III:

Interaction of first-year students with the mentors and identifying strengths and weaknesses of the mentees. Forming WhatsApp groups and Email groups to keep contact among the group.

Phase IV:

Periodic meetings of the mentees with the mentors and remedial training of the learners, training students to take up higher skills.

Phase V:

Obtaining feedback from the first-year students at the end of the session

ROLE OF FACULTY MENTOR (FM)

- Faculty Mentor shall meet respective batches at least four times in a year.
- Personal counselling is the main role played by FM.
- FM shall certainly meet students of their batches in the first meeting, discuss general matters, and ease them.
- Subsequently, they shall meet students after the 1st and 2nd-semester examinations and discuss their performance and comfort level.

- FM shall counsel the students with difficulty in adjusting to the environment. The responsibility of each mentor extends to the entire three years for the batch.
- The Mentor should ensure to the best of his/her ability that the freshmen (especially his/her mentees) are able to adjust comfortably to college life.
- The student mentor should establish a close rapport with his mentees.
- The Mentor should see to it that he/she meets them at certain critical junctures of the first year such as the first few weeks of the semester, well before end-semester exams and at the time of results.
- The Mentor must act on any complaint of misbehaviour by a senior. The college has strict policies against ragging of any form.
- The Mentor should be ready to help his/her mentee overcome any problems (academic or social) in an advisory role and act as a responsible role model. At the same time, he must realize the importance of making his/her mentee independent and self-reliant. Spoon-feeding is a strict no-no
- Mentors are expected to play their role as responsible teachers using their own discretion.

Here are some of the strategies to help faculty members stay in tune with the needs of students:

- Identify strengths and weaknesses in all fields of the student mentees by using SWOT analysis.
- Identify hobbies and fields of their interest.
- Guide and motivate them to improve their results.
- Know their academic and psychological needs and guide them accordingly.
- Encouragement and Orientation provided in developing enthusiasm to participate in multi-skilled activities such as curricular, co-curricular and extra-curricular activities.
- Collect feedback to strengthen the feedback system and achieve desired results on different aspects.
- Conduct regular counselling sessions for building discipline.

Checklist for a mentor. Ten things a mentor should definitely know about his/her mentees by the end of the first month:

1. Name and contact number and residential address.
2. Whether he/she is at ease in interacting with others? Is he/she too reserved?
3. If he/she faces any Language problems.
4. If he/she suffers from any medical issues.
5. If he/she hails from a remote village/town/metropolis.
6. Whether he/she is enthusiastic for academics.
7. His/her hobbies?
8. Whether he/she is able to cope up with the academics or has he/she given up?

9. Attendance (rough estimate).

10. How well he/she has settled in (to the institution)?

People involved in the Student Mentor Programme

The Secretary, College governing body, Principal, Vice-Principal, IQAC Coordinator, IQAC Member, Coordinator, Student Mentors, and faculty mentors will constitute the team of Institutional Student Mentoring.