

General Guidelines

CACHAR COLLEGE MENTORING PROGRAMME (CCMP)

1. Introduction:

Mentoring is a process in which teachers (Mentors) help and support students (Mentees) to manage their own learning in order to maximise their potential, develop their skills, improve their performance and become the person they want to be. It is a positive developmental partnership, driven by the mentee; mentors role is to provide the direction and guidelines. It provides benefit to mentors as well. A mentor is not responsible and accountable for the behaviour, activities and result of his or her mentee. Following the General Rules and Regulations of the college and within the constraints of time, space and facilities available, mentors serve basically as Learning Facilitators and take interest in the professional and career development of mentees. Genuine commitment on the part of both the mentor and the mentee is a prerequisite for making a mentoring relationship success. Mentoring roles typically fall into two categories - psychosocial and career. Psychosocial roles serve to enhance the personal aspects of the relationship while career-related roles function to stimulate career advancement for the mentee.

2. Positive Benefits for Mentors from Mentoring Relationships

- i. Satisfaction, joy and pride of seeing another person (in contact with you) grow and succeed
- ii. Enjoyment of helping someone begin their career
- iii. General faculty improvement and more departmental/institutional recognition
- iv. Development of junior faculty
- v. Success and recognition from mentee's work
- vi. Friendship and support

3. Positive Benefits for MENTEES from Mentoring Relationships

- i. Receive advice, but freedom to make own decision
- ii. Have an objective person with whom to discuss problems/concerns
- iii. Receive assistance with long-term career planning and direction
- iv. Receive guidance on aspects of academic life and culture
- v. Learn to cultivate the spirit of
 - a) Scientific temperament
 - b) Share and care
 - c) Sportsmanship and keen competition
- vi. Gain exposure to work with fellow students
- vii. Receive general encouragement and support for taking professional risk
- viii. Personal Growth
 - a) Experience increased motivation
 - b) Learn negotiating and communication skills
 - c) Gain self-confidence to do educational activities
 - d) Learn to be efficient
 - e) Learn cognitive skills, e.g. critical thinking/problem solving
 - f) Develop new interests
- ix. Receive general constructive criticism and guidance.

3. Mentoring Process:

Like most relationships, mentoring relationships progress through some developmental stages. There is no strict formula for determining the length of each stage. Each stage forms an inherent part of the next. There are four stages in developing formal mentoring relationships:

- i. Building the Relationship
- ii. Exchanging Information and Setting Goals
- iii. Working Towards Goals/Deepening the Engagement
- iv. Ending the Formal Mentoring Relationship and Planning for the Future.

There are no strict rules on how to mentor. One will have to determine the best approaches for each individual mentoring relationship. However, the following points are worthy for consideration in making a mentoring relationship successful.

(A) PSYCHOSOCIAL ROLES of MENTOR:

Be a Work/Life Integration Coach:

- i. Make agreements about confidentiality and the frequency of contact.
- ii. Help your mentee plan strategies to achieve mutually agreed upon personal goals.
- iii. Connect your mentee with other faculty with similar work/life situations.
- iv. Identify resources and seek advice & suggestions from others, if necessary, to help your mentee.

Be an Active Listener:

- v. Focus on what the mentee is saying to summarize what was said.
- vi. Provide time to meet with your mentee.
- vii. Allow mentee the time to explain the situation completely before offering advice.
- viii. Remain alert to nonverbal clues.

Be a Cheerleader:

- ix. Provide vocal and enthusiastic support for your mentee's efforts.
- x. Offer comments to reinforce the belief in positive potential for your mentee to grow beyond the current situation.
- xi. Celebrate the successes of your mentee.

Be a Compassionate Supporter:

- xii. Recognize your mentee as an individual with a private life, value him or her as a person and maintain confidentiality.
- xiii. Listen to your mentee's concerns (related to career and college life) and respond appropriately.
- xiv. Offer non-judgmental and sensitive responses to assist in clarification of emotional states.
- xv. Be sensitive to issues of sexual harassment or discrimination of any type.
- xvi. Pay attention to your mentee's need for direction, refocus, change and respite.

Be a Good Role Model:

- xvii. Teach the value of integrity.
- xviii. Show respect for all views, even for those with which you disagree.
- xix. Do not be afraid to admit your own ignorance.
- xx. Follow through on commitments.
- xxi. Do not use your mentee to further your own goals.

(B) Students' CAREER-RELATED ROLES of MENTOR:

Be an Advisor:

- i. Communicate the informal and formal realities of progression.
- ii. Review your mentee's development plan on a regular basis.
- iii. Help your mentee to identify obstacles to career progression and to take appropriate action.

- iv. Help your mentee prepare for annual performance reviews and promotion.
 - v. Help your mentee plan strategies to achieve mutually agreed upon professional goals.
 - vi. Maintain a steady presence in your mentee's career with meetings, phone calls, emails, etc.
- Be an Advocate
- vii. Intervene on your mentee's behalf, if necessary, on genuine concerns to higher authority for redress on specific issues.
 - viii. Help to bring together different mentees who might mutually benefit by helping each other (peer mentoring).
 - ix. Nominate your mentee and encourage them to self-nominate for participation in various constructive activities and functions.
- Be a Coach/Teacher:
- x. Help clarify performance goals (long- and short-term) and developmental needs.
 - xi. Recommend specific behaviours in which your mentee needs improvement.
 - xii. Clarify and communicate institutional goals, objectives policies and procedures.
 - xiii. Offer learning challenges and opportunities; encourage as and when needed.
- Be a Constructive Feedback Provider:
- xiv. Use careful probing to assess readiness of your mentee to accept and benefit from different points of view.
 - xv. Provide descriptive feedback based on observations rather than inferences.
 - xvi. Focus on the most likely strategies and behaviours for meaningful change.
 - xvii. Avoid owning and solving your mentee's problems.
 - xviii. Accept reciprocal feedback from your mentee
 - xix. Confront and clarify assumptions, perceptions and issues.
 - xx. Do not condemn mistakes and do not take credit for successes.

4. THE EXECUTION PART:

Principal, Cachar College as Principal Mentor, from time to time, will issue notices, letters and instructions regarding the Composition, Terms of Reference and other matters of the whole or part of a Mentoring Programme. **Mentoring Programme of an academic year (e.g. Mentoring Programme, 2022)** centres on activities of the Mentoring Units, each of which will consist of a teacher as Mentor and a selected group of Regular students enrolled in that academic year for a particular course of study as Mentees. **Mentoring Unit is the Functional Unit** of the mentoring programme. The duration of Mentoring Programme of an academic year is three years for Degree Students under the present curriculum system. Informal mentoring may continue after the formal period and this will help in maintaining a long term link between a student and the college.

Mentoring requires building relationship through contacts. Hence, taking advantage of the fact that there is excellent chances of face to face contacts through regular classes between teachers and students of the same stream for regular students and of the same department for Honours students, **pairing of teachers and students for mentoring programme will be done taking teachers and students of the same stream for regular students and of the same department for Honours students.** As far as practicable, HoD or a Senior Teacher will be Mentor for Honours students of a Department, while other teachers will serve as Mentors for students of General & other courses of the same stream. Teachers superannuating within 3 years may generally be exempted from mentoring Degree students. However, such teachers may also have to act as mentors till alternatives (UM)/substitutes (JM) become/ are made available.

Human Resources that will be necessary to execute the Mentoring Programme may be categorised as

(a) **Mentoring Core** –

Principal as Principal Mentor, PM (one)

General Mentor, GM (one)

Stream Mentors (three, one from each stream)

-Arts Mentor, AM; Science Mentor, SM & Commerce Mentor, CM.

(b) **Unit Mentors** –

Unit Mentors, UM & Joint Mentors, JM

(c) Mentoring Units / Mentee Units & Mentees.

A notified group of **Mentees** will be monitored by a **Unit Mentor (UM)**. A group of Mentees and Mentor (& Joint Mentor, if any) will form a **Mentoring Unit**. Each and every **Mentoring Unit is unique** and will have its **Unit Code (UC)**. Generally a Mentoring Unit will be known by the name and code of its Mentee Unit. Hence, Mentoring Unit and its related Mentee Unit will use the same Code. **Each and every person** involved in the programme, from top to bottom, will also have an identifiable **Code** for easy reference at present and future, record keeping, retrieval and transmission of information. Since a Mentoring or Mentee Unit may have both male and female students, a male/ female Mentor may nominate another female/male Mentor/teacher as Joint Mentor, if available and consented, to assist him/her, in case of any necessity. A particular teacher may be nominated as Joint Mentor for more than one Mentee Units.

Mentoring Programme of an academic year will be started preferably within four months after the completion of the admission process of 1st Semester (TDC) students through the issue of notice(s), regarding the formation of Mentoring Core, Mentoring Units, Mentor-Mentee Allocation Chart(s) and others by the principal as Principal Mentor. The Mentees will note their respective Unit Mentors and other Mentors from the concerned Notice and Mentor-Mentee Allocation Chart(s), accordingly contact the Unit Mentor, write their particulars in the Register, maintained by the Unit Mentor and follow instructions from the Mentor(s) from time to time. **Mentors will maintain Register of allotted Unit(s), keep track record of academic progress and other activities as reported by the mentees, fix Contact Sessions with mentees, if required and keep liaison with their respective Stream Mentors, General Mentor and Principal Mentor.**

The Principal Office will allocate and provide necessary Funds and logistic support for the functioning of the Mentoring Units, maintenance, meetings, record keeping and transmission of records and information, as and when necessary. Meetings/ Contact Sessions/ Discussions at various levels may/will be held as and when required, without disturbing the classes, as far as possible. Plan and policies and other matters of the programme will be fine tuned from time to time as per resolutions taken in the meetings of the Mentoring Core with or without some/all mentors or invited Teachers and members from Office staff.

Date 15.12.2022



(Sri. Kiriti Bhusan Dey)

Principal, Cachar College
& Principal Mentor,

Cachar College Mentoring Programme

Principal-in-Charge
Cachar College, Sibschar-7