



Parvatibai Chowgule College of Arts and Science
Autonomous

Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale in 3rd cycle)
Best affiliated College-Goa University Silver Jubilee Year Award

**CHOWGULE
TIGERS**



MENTORING HANDBOOK



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“I will help you be whoever you want to be.”

Anonymous

“You cannot teach a man anything; you can only help him find it within himself”

Galileo Galilee

MENTORING PROGRAM

Parvatibai Chowgule College is a premier educational institution in South Goa, offering graduate, postgraduate and diploma courses mainly in Arts and Science disciplines.

The positive relationship that a teacher–student share in the college encourages a safe and comfortable learning environment. The college has always looked at ways in which the learning environment can be enhanced. The initiation of the ‘Mentoring Program’ is a step towards achieving the same.

The aim of the mentoring program is to support students throughout their academic career in the institution and help them achieve their goals. It is considered as a safety net for the students. Under this program, the mentors who are the faculty members and support staff have a group of 15-20 mentees/students assigned to them. The mentor meets the mentee regularly, builds a rapport with him/her, monitors their grades and assists them with academic and personal difficulties.



Goals of Mentoring Program

1. Establish a network of faculty who support and guide students through the college experience.
2. Assist students to work through personal, academic and interpersonal challenges, and build self-esteem and confidence.
3. Help students achieve their academic goals.
4. Assist students to make the best use of college facilities.
5. Strengthen bonding between a teacher and student.

Mentoring Program at Chowgule College

Since the college believes in heterogeneity, the mentees are provided with mentors who are from different subject fields. The interaction between the mentor and mentee touches upon different topics, and there is give and take of knowledge/information. The mentor has to build a rapport with their mentees. The mentoring program will help students to learn in a more comfortable environment.

The mentor and mentee contact is done through e-mails. Each staff and student in the college has been provided with college ID. Mentors are given their mentees mark sheets so that they get to understand the mentees performance in college, and about various other issues faced by them.

The mentors in Chowgule College also keep a track of the targets set by the mentees. Target setting is a process in which each mentor and the mentee sit together to discuss the expected goals to be achieved in each subject paper and draw a study plan for the same. These targets are set on their C-LAAP. Target setting helps the mentee to review themselves on time spent on each subject and the resulting outcome, and lead them to improve their scores. This process in turn helps the students to successfully make a study plan.



Who is a Mentor?

A mentor is a Chowgule College faculty member or a support staff. A mentor supports and encourages a student in his/her academic and personal growth. A mentor facilitates personal and professional growth of an individual through their experience.

Who is a Mentee?

A mentee is a student who is assigned to a College faculty. He/she will ask for guidance whenever academic questions or issues arise. The mentee is expected to meet the mentor at least twice in a month.

What is Mentoring Process?

Mentoring process is a face-to-face interaction in which a faculty member provides guidance to a student. The mentoring process requires that the mentor and mentee work together to reach specific goals and to provide each other with sufficient feedback to ensure that the goals are reached. The mentoring relationship is formed outside of regular classroom activity. The mentors if needed shall direct the mentees to other support services. For example, a student who is working on a project and finding difficulty with statistical analysis could be directed to the Statistical Analysis Service Centre (SSS). If he/she needs help in writing, the mentor can direct him/her to the Writing Centre, and if the mentee is having any difficulty or confusion about career or personal life, he/she can be directed to the Career and Personal Counseling Centre.



BENEFITS OF MENTORING PROGRAM

Mentor:

- Develops patience, insight, and understanding
- Improves mentoring skills
- Gains insight into problems faced by mentees
- Earns the mentee's respect

Mentee:

- Receives academic help
- Builds up self-confidence, self-esteem and social skills
- Has the guidance of another adult and develops new insights and perspectives
- Receives support, reassurance and discipline
- Improves his/her grades through target setting

College:

- Improves in student-teacher relations
- Progresses in academic performance of the students
- Has more discipline in College
- Gains parents' trust



ROLE OF A MENTOR

“A good coach will make his players see what they can become rather than what they are.”

-Ara Parseghian

There are different roles a mentor can assume: teacher, guide, counselor, motivator, coach, advisor, referral agent or a role model.

The role the mentor assumes depends on the needs of the mentee and on the relationship; he/she builds with his/her mentee. On any given day, the mentee may require you to perform one of these roles, or all of them.

The roles can be divided into two broad areas:

- 1) **Psycho-social:** to help the mentee as a counselor, a friend, motivator, coach, advisor. This role requires the mentor to establish a good rapport with the mentee to motivate, and encourage him/her.
- 2) **Academics:** In this role, mentor can act as a guide. Here the mentor does the job of supporting and guiding the student in his/her academic progress. If the need arises, the mentor refers the mentee to various other services available at Chowgule College. The mentors hand over the mark-sheets and discuss the performance with the mentees.

(The mentors are not held responsible for the low performance of the student, but they need to find if any institutional drawbacks play a role in their mentees performance).



Mentor's responsibilities:

A mentor will have to set up a regular meeting schedule with their mentee. He/she will meet their mentee during office hours and communicate with them through emails whenever necessary. Discussion topics range from academic successes to other challenges. He/she will provide guidance to their mentee's questions and concerns. He/she can provide an introduction of various campus services to the students. If the mentors come across students facing personal issues, then he/she has to refer to the Personal Counselor. The mentor keeps a record of the data provided by the mentee, submits a comprehensive report covering important facts such as lack of attendance or unsatisfactory performance during the various sessions, and keeps a track on through Faculty/Advisor Students Card every time a mentee visits him/her.

Requirements of a Mentor

There are many skills, which a mentor needs to possess to make a difference to their mentee's goals and hopes. However, few of the most important ones are:

- 1) Supportive: The mentor should provide support to their mentee in time of need. It does not mean he/she give financial support, but by just being there when the mentee needs someone to speak to.
- 2) Patience: The mentor should be willing to spend time with the mentee when he/she requires individual attention from him, which can be done through mails also.
- 3) Respect: Mentor should respect their mentees and their feelings. The mentor does not have right to criticize mentees even if their performance is poor.

How much time does Mentoring require?

The mentor will have two groups meeting every month with their mentees. Apart from that if the mentee needs individual commitment then the mentor and mentee work together to set a regular meeting schedule. One to one sessions can be increase or decrease depending on the discussion. The number of sessions may be decided depending on the time needed for discussions.



ETHICS FOR MENTORING PROGRAM

- A mentor cannot replace a service that is offered by College for which he/she is not responsible. He/she is not a tutor, editor and will not negotiate mentee grades.
- The mentor cannot take decision for the mentee.
- The mentors should not be emotionally attached with the students nor can a mentor take out his or her frustration on the mentee.
- The mentor should maintain an arm's length distance with the mentee. The relationship should not be dissolved completely. The respect has to be maintained

PHASES OF A MENTORING RELATIONSHIP

The phases of a mentoring process are as follows:

1. Introduction

Rapport building phase: The mentor asks about the mentees likes and dislikes. This will help them to know more about the mentee and make them feel comfortable. The mentor and mentee have to also decide the meeting time and follow up.

2. Building foundation

Explain the purpose of mentoring program, role of a mentor, target setting, confidentiality etc. This will help mentee know how s/he benefits from this program. During this meeting the follow up date and time are given to them.

3. Developing ideas/problem solving

Here the mentor or mentees share their ideas, the mentee can discuss about the issues, and the mentor has to be an active listener. This session can also be general talk about day-to-day life or upcoming events in the College etc.

The mentor reinforces and motivates the mentee to find various possible solutions. In case, the mentor is unable to help the mentee than he/she can direct her to the Personal Counselor with details about the mentee. The mentor has to be prepared to face any questions, and if he/she is unable to help the mentee at that instant than he or she can give them some time convenient to both.



4. Continuous process: The relationship between the mentor and the mentee has to be a continuous process until the end of the academic year. The mentee has to meet the mentor at least twice a month whether he has issues or not.

STRUCTURE OF MENTORING PROGRAM:

The structure of the mentoring program helps the involvement of other members for further support and monitoring the program as and when needed. The structure would be as follows:

First intervention: The mentor and mentee coordinate.

Second intervention: The mentor mentee and the Personal Counselor coordinate.

(Ms. Vidya R. Balekai , Personal Counselor, Career and Personal Counseling Centre (CPCC), Student Support Services (SSS), Top floor, Computer Science Block, extension: 2217, Email ID: vrb002@chowgules.ac.in.)

Third intervention: The mentor, Personal Counselor and the Vice Principal coordinates. (Harish Nadkarni, Vice-Principal, extension.2016, Email ID: Hsn001@chowgules.ac.in)

Fourth intervention: If the problem is still serious than the mentor, Personal Counselor and the Vice Principal and the Principal Dr.Nandkumar Sawant look into the matter.



CHOWGULE COLLEGE POLICIES

- 1. Policy on Credits for Extra-curricular Subjects and Internship**
- 2. Library Policy**
- 3. Academic Integrity and Avoiding Plagiarism**
- 4. College Statement on Plagiarism**
- 5. Policy Prevention of sexual harassment**
- 6. Information Systems Security Policy**
- 7. IT Policy**
- 8. Sports Policy**



COMMITTEES

- 1) **College Examination Committee:** H.S.S. Nadkarni
- 2) **College Unfair Means Inquiry Committee (CUMIC):** H.S.S. Nadkarni
- 3) **Election Committee:** Debasish Majumdar
- 4) **Scholarships, Freeships & Prizes Committee & Students' Aid Fund:** Neeta Dhopeshwarkar
- 5) **Time-Table Committee:** V. C. Kumaresh
- 6) **College Magazine Committee:** Uma Masur
- 7) **Finance Committee:** Umaji Chowgule
- 8) **Purchase Committee:** N.N.Sawant
- 9) **College Tender Committee:** N.N.Sawant
- 10) **Standing Committee on Prevention of Sexual Harassment:** Kavita Borkar
- 11) **Internal Quality Assurance Committee:** N. N. Sawant
- 12) **Research Committee:** Nandini Vaz Fernandes
- 13) **Anti-Ragging Committee:** D. Bagchi
- 14) **Mentoring Programme:** H.S.S. Nadkarni
- 15) **Women Welfare Committee:** Rupali Tamuly
- 16) **SC /ST Students Welfare Committee:** Hanumant Chopdekar
- 17) **Safety & Disaster Management Committee:** Sanjay Kumar Swain
- 18) **Press and Publicity Committee:** Shrikrishna Adsul
- 19) **Placement Cell:** Sachin Kakodkar
- 20) **Foreign Student Welfare Committee:** Nandkumar Sawant

For further details, please refer to College Website.



Appendix 1.1

Mentoring Group sessions: Tentative meetings

(Sample questions)

Stage 1:

- a) Rapport building: Ask about mentees likes, dislikes/strengths, and weakness.
- b) Mentoring program, role of mentors, role of mentee, confidentiality, goal setting.
- c) Ask if they have any questions/quires about the mentoring program?
- d) Decide on focused aims, ways to achieve them and the time required to meet them.
- e) Fix the follow up date and take attendance with signature.

Stage 2:

- a) Discussion on target setting.
- b) Take a review of induction program.
- c) Talk about continuous assessment.
- d) Fix the follow up date, take attendance with signature.

Stage 3:

- a.) Discuss results.
- b.) Review targets.
- c.) Give directions to achieve targets.

Stage 4:

- a.) Discuss preparation for semester exams.
- b.) Review target setting- revise planning if necessary.
- c.) Probe for issues- family/personal/academics/peer.
- d.) Fix the follow up date, take attendance with signature.

OCTOBER- 1st Semester Exams

Stage 5:

- a) Discussion on results and performance in examination.
- b) Reasons for good or bad performance.
- c) Strategy building for improving performance and direct students to other services if required.
- d) Feedback on whether target setting helps in performance?
- e) Fix the follow up date, take attendance with signature.



Stage 6:

- a) Review target setting and revise planning if necessary
- b) Results
- c) Find out if there are more queries
- d) Feedback about the various strategies used to improve academics, and whether they worked or not, reasons for the same.
- e) Try out other strategies, if still not working than direct them to the counselor.

APRIL- 2st Semester Exams



Appendix 1.2

INTAKE FORMS FOR MENTEE (STUDENT)

Name of the Mentor: _____

Name of the Mentee: _____

Gender _____

Class: _____ Residence: _____

PCC Id: _____

Ph.No: _____

Availability Time and Day: _____

Staying with:

☐

Parents

☐

Relatives

☐

Hostel/Friends

☐

Alone

About Yourself:

Hobbies:

Strengths:

Weaknesses:

Queries if any:

Mentor's remark:

Mentor's Signature

Mentee's Signature

P.S.: Mentor's remark to be written by the mentor after the mentoring session is over.



S. Parvat

PRINCIPAL
PARVATIBAI CHOWGULE COLLEGE
OF ARTS & SCIENCE (AUTONOMOUS)
MARGAO-GOIA