



STUDENTS' MENTORING POLICY STATEMENT

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Introduction

Barasat Government College, an esteemed educational institution in West Bengal, has consistently prioritized the academic and personal growth of its students. One of the core initiatives undertaken to ensure holistic development is the **Students' Mentoring Policy**, designed to address academic, psychological, health, and financial challenges that students may face during their academic journey. This report outlines the key steps taken by the college's Internal Quality Assurance Cell (IQAC) in formulating and implementing the policy, which includes mentoring at both the departmental and institutional levels, psychological counselling, and expert interventions when necessary.

IQAC Resolution for Students' Mentoring Policy

The **Internal Quality Assurance Cell (IQAC)** of Barasat Government College plays a critical role in shaping the academic and non-academic policies of the institution. The process to formulate a structured **Students' Mentoring Policy** began with a resolution passed by the IQAC on **18/11/2020** in response to the growing need for personalized student support mechanisms. The resolution emphasized that a comprehensive mentoring system would be essential for addressing various academic and personal issues students face.

The main objectives of the resolution were:

1. **Enhancing Academic Support:** To ensure students have academic guidance, particularly those struggling with coursework or facing difficulties adjusting to the rigorous demands of higher education.
2. **Supporting Personal Well-being:** To address students' mental health and emotional issues, ensuring a supportive environment to reduce the pressure students often face.
3. **Identifying Financial and Health Concerns:** To provide financial assistance and health support to students who might be facing these challenges, ensuring that no student is left behind due to financial limitations or health crises.
4. **Streamlining the Mentoring Process:** To establish a clear and effective mentoring system where mentors are assigned to students based on specific needs and backgrounds.

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Creation of the Mentoring Policy by IQAC and Psychological Counselling Cell

Following the resolution, the **IQAC** worked in close coordination with the **Psychological Counselling Cell** to design a comprehensive mentoring framework. This policy aimed to ensure that the emotional and psychological well-being of students is addressed while also ensuring that their academic growth is not compromised.

The **Psychological Counselling Cell**, a dedicated unit in the college, was tasked with providing initial support for students facing mental health challenges, such as stress, anxiety, or depression. The cell developed resources, including workshops and one-on-one sessions, where students could talk about their issues in a confidential setting.

Department-Level Mentoring

Once the overarching policy was in place, the next step was its operationalization at the **departmental level**. Each department was tasked with assigning **mentors** to a select group of students. The key responsibilities of these mentors included:

- **Academic Support:** Mentors regularly interacted with students to provide guidance on academic challenges, such as understanding difficult subjects, preparing for exams, and helping them develop effective study habits. For students with specific academic struggles, remedial sessions were organized.
- **Health Support:** Recognizing that physical health significantly impacts academic performance, mentors identified students with health concerns and helped them connect with on-campus health services. In cases of severe health issues, referrals to external medical practitioners were made.
- **Financial Issues:** Mentors were trained to identify students facing financial difficulties. These students were then connected to available scholarship programs, financial aid, or part-time job opportunities. Additionally, departments facilitated peer-to-peer support networks to reduce the financial burden on affected students.
- **Psychological Support:** Recognizing that mental health is a critical issue, mentors were instructed to observe behavioral changes in students and, if necessary, refer them to the **Psychological Counselling Cell**. If the issues were more complex, the cell provided more intensive support or referred students to professional counselling services outside the college if needed.

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Formation of the Annual Report of Students' Mentoring

At the end of each academic year, the **Annual Report on Students' Mentoring** is compiled by the IQAC and the departments. The report provides a comprehensive overview of the mentoring activities undertaken during the year, including:

- The number of students mentored and the nature of the mentoring support provided (academic, psychological, financial, or health-related).
- The outcomes of mentoring interventions, particularly in terms of student progress, improved academic performance, and mental health.
- An evaluation of the effectiveness of the mentoring system, including feedback from students and mentors.
- Recommendations for improvements to the mentoring process based on the feedback received.

Psychological Counselling and Professional Intervention

As part of the policy, when **psychological issues** are identified, immediate intervention by the **Psychological Counselling Cell** is provided. Students who require more specialized care or professional counseling are referred to external experts. This ensures that students receive the necessary care and support, particularly in cases of severe mental health challenges such as depression or anxiety disorders.

The **Psychological Counselling Cell** also organizes workshops and awareness programs to reduce stigma around mental health and encourage students to seek help when needed.

Conclusion

The **Students' Mentoring Policy** of Barasat Government College represents a holistic approach to student welfare. Through the collaborative efforts of the IQAC, **Psychological Counselling Cell**, and department-level mentors, the policy aims to provide students with comprehensive support, ensuring their academic success and emotional well-being. This structured system not only addresses immediate academic and personal challenges but also empowers students to thrive in a supportive, well-guided environment.


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