

Navyug Kanya Mahavidyalaya, Lucknow

Monthly Mentor–Mentee Progress Report

Reporting Period: July – December 2025

Target Group: Undergraduate Students (Arts, Commerce & Science)

Overview

Mentor–mentee interactions conducted during July–December 2025 were purposefully aligned with the holistic development of undergraduate students, emphasizing academic guidance, emotional well-being, communication enhancement, and informed career awareness. The mentoring framework remained distinctly student-centric, enabling the systematic identification of learning gaps, academic challenges, and personal concerns through a balanced combination of group meetings and individualized counselling sessions. Students were consistently encouraged to communicate openly in a supportive and confidential environment. Wherever necessary, structured follow-up mechanisms were initiated to ensure continuity of support and meaningful progress monitoring.

Major Strengths Observed

| S. No. | Observation |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Overall academic engagement across programmes remained satisfactory, with most students demonstrating consistent interest in coursework. |
| 2 | Students exhibited positive teamwork skills and active participation in group discussions, laboratory work, and co-curricular activities. |

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| 3 | Encouraging involvement was noted in skill-development initiatives and institutional programmes, reflecting growing awareness of capacity-building opportunities. |
| 4 | Student behaviour was generally disciplined, responsible, and motivated toward achieving academic goals. |
| 5 | A healthy mentor–mentee rapport has been established, fostering trust and openness in interactions. |

Problems Identified

| S. No. | Issue |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Some students experienced difficulty in comprehending select subject concepts, particularly where technical English terminology was involved. |
| 2 | Continued reliance on bilingual (Hindi–English) explanations was observed for effective understanding among certain learners. |
| 3 | A section of students displayed low confidence in public speaking and showed hesitation during presentations and classroom interactions. |
| 4 | Limited clarity regarding career pathways was reported by a few students, indicating the need for structured career guidance. |
| 5 | Availability of certain recommended textbooks in the library was found to be insufficient for optimum student access. |
| 6 | Instances of irregular attendance were observed in specific cases; contributing factors included family responsibilities, part-time engagements, external training commitments, and time-management challenges. |
| 7 | Some students reported difficulty sustaining concentration during extended study periods. |

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| 8 | Mild self-doubt, anxiety, and emotional sensitivity were observed in a few cases, while some mentees participated primarily for routine interaction without specific concerns. |
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Suggestions / Action Points

| S. No. | Recommended Action |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Continue bilingual academic facilitation while progressively strengthening students' subject-specific English proficiency. |
| 2 | Organize regular short discussions, group interactions, and extempore sessions to enhance confidence, articulation, and classroom participation. |
| 3 | Implement structured career counselling and career-awareness programmes involving experts and alumni where feasible. |
| 4 | Develop and disseminate simplified notes, concept briefs, and revision aids for identified difficult topics. |
| 5 | Strengthen library resources by improving the availability of recommended books and promoting effective use of e-resources and digital libraries. |
| 6 | Establish systematic attendance monitoring with timely mentoring intervention for students showing irregular patterns. |
| 7 | Provide focused guidance on time-management, study planning, and effective learning strategies. |
| 8 | Continue personalized one-to-one mentoring and motivational support to reinforce confidence and emotional resilience. |
| 9 | Maintain periodic follow-up meetings to review academic progress and extend additional support where required. |

Overall Status

The mentor-mentee system is functioning effectively and is making a meaningful contribution to students' academic progress, confidence building, and career awareness across the Arts, Commerce, and Science streams. With sustained emphasis on communication development, attendance monitoring, emotional support, and structured career guidance, the initiative is well positioned to further strengthen student outcomes and holistic growth in the forthcoming cycle.





Mentor-Mentee



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