



MENTORSHIP PROGRAM

BHAIKAKA UNIVERSITY

VI-March 2023

Mentoring means *'helping people attain full potential'*.

What is Mentoring?

Mentoring is a process in which an experienced individual (Mentor) helps another person (Mentee) for developing his or her goals and skills through a series of time-limited, confidential, one-on-one conversations.

Amongst many definitions of mentorship, the most popular one is that it is a relationship in which a more experienced or more knowledgeable person [*mentor*] helps to guide a less experienced or less knowledgeable person [*mentee*]. It is a fundamental form of human development where one person invests time, energy, and personal know-how in assisting the growth and ability of another person.¹

A mentor may be older or younger than the person being mentored, but she or he must have a certain area of expertise with vast experience. The word 'Mentor' originated from the character of the Mentor in Homer's *Odyssey* where the Mentor was an experienced and trusted advisor to the prince² (2) (The Indian mythology also depicts mentor-mentee relationships in various areas, one of them being Lord Krishna and Arjuna).

Mentoring has been found to have significant behavioral, attitudinal, health-related, relational, motivational, and career benefits the program being offered to students, both undergraduate as well as postgraduate, of Bhaikaka University.³³)

In the current century, students in professional courses are subjected to pressures related to academic, personal, and professional areas including career progression. Thus, they remain under undue stress and often get lost in their ability to decide the correct path to be undertaken. In order to support these students to overcome such stressful situation, the institute runs a Mentorship Program where a teacher or a peer [senior student] acts as Mentor. A group of students is allotted to each mentor, who then guides the student to cope up academically, to sort out personal issues, and to manage the stress that they feel from time to time. They also provide support in extracurricular activities, interact with their parents as and when required and try to promote a healthy atmosphere during the student's stay in the institute.

There should be a clarity regarding the terms advisor, coach, and mentor which is well tabulated in a study by Marcdante and Simpson (2018).⁽⁴⁾

Aim

The aim of this policy is to develop and implement a mentorship program for the facilitation of Personal and Professional Growth of Undergraduate students of Bhaikaka University.

Objectives

The objectives of the mentoring program are to:

- Ensure and establish a trusting rapport between mentor and mentee.
- Facilitate the mentee in identifying his/her strength, interest, and limitations.
- Enable the mentee to realize and solve his/her social, professional, academic and personal problems through constant encouragement, support, and reassurance.
- Enable the mentor to grow in his/her mentoring skills
- Facilitate the personal and professional growth of the mentor as a communicator, enabler and supporter for student growth

Composition of the Mentorship Committee:

A committee has been formed at Bhaikaka University (BU) to implement and evaluate the program at the University

The committee comprises of:

- Controller of Academics, BU
- Director, IQAC
- Mentorship coordinators from each institute
- A representative from the Department of Health Professions Education

The current committee is available as *Annexure- I*

Functions of Mentorship Committee:

The committee will undertake the following steps in order to ensure a smooth and effective mentoring activity in the University. It will ensure that:

- Mentor provides emotional and instrumental support, guidance, encouragement, and a better environment for student's growth.
- Students and faculty are oriented and regularly updated regarding the mentorship program.
- Periodic meetings are conducted with the mentors and the HODs of respective departments in a particular year of study of the students.
- Regular evaluation of mentee and mentor is conducted through formal feedback exercises.
- Training workshops be organized for mentors to enhance their mentoring skills and ability to identify the level of stress in students and mentor accordingly.
- Sensitization sessions be organized for mentees during foundation or orientation program to make them aware of the basic principles and expectations of mentoring exercises.
- Mechanisms are worked out for identifying students in need of additional support in terms of counseling by trained counsellors, in case mentors are unable to sort out at their level.
- Proper records are maintained for the mentor-mentee meetings by the mentorship coordinators in the constituent institutions of the Bhaikaka University.

- Meetings of mentors be conducted on a common forum to share experiences and sought suggestions in troubled cases, at least once in three months.
- The highlights of all the meetings are reported to the Head of the institute (HOI) and follow-up actions are taken accordingly.
- A smooth transition of mentees from year I to subsequent years and thereafter, a well-drafted mechanism of Mentee's handover in terms of complete documentation of mentee and face-to-face interaction of old and new mentor in presence of mentorship coordinator of respective institute. **(Annexure VII)**
- Feedback be collected from Mentee and Mentor regarding the Mentorship Programme via online survey.
- Regular evaluation of the program be undertaken towards gradual improvement of the mentoring program, in consultation with the Feedback Committee of the University

Capacity Building for Mentors

1. All faculty members are potential mentors
2. All faculty members shall be sensitized/ trained for mentoring including basic counseling skills and identifying red flags before assigning mentees
3. Half day program/ mentorship workshop will be held regularly with approximately 20-25 participants each time [1-2 faculty from each department so as not to affect the departmental work]
4. All mentors shall be guided for carrying out the mentorship program by respective Coordinator and Mentorship In-charge.

General Guideline for Mentee:

- All the mentees would be assigned mentors as per the circular released by the mentoring coordinator for the year.
- Any student is free to approach respective Mentor/ Coordinator/ In-charge – Mentorship Program/ HOI/Principal/ Dean, in crisis.
- A mentee can have more than one mentor, if required with the permission of the mentorship cell and HOI. An application needs to be submitted to the mentorship cell for the same.
- Any student is free to approach respective mentor/coordinator/mentorship cell coordinator/HOD/HOI at any time in case of any crisis.
- Sensitization sessions of mentees towards what is mentoring and how this will help them will be organized during the foundation course. Such sensitization workshops would be conducted in subsequent phases during the respective foundation course.
- All students to be allotted mentors from amongst respective year/semester/Phase teachers
- All mentees are expected to attend all the regular mentor mentee meetings, which would be held once in four months, (in case of first year course duration and twice in a semester (for courses undertaken as per semester)).

General Guidelines for Mentors:

- All the mentors would be provided an allotment order issued by Dean/Principal/HOI/Assistant Dean for Student Support while entering the mentor-mentee program.
- 6-10 students be allotted to each faculty in each year.
- Mentor should spend a minimum of 15-20 minutes with each mentee during formal meetings.
- Mentors can also have informal meetings with their allotted mentees on daily basis or as and when required.

- Mentorship coordinator shall be required to collect data of mentor-mentee meetings after each quarter to be submitted to mentorship In-charge. Mentorship In-charge in turn will submit the data to IQAC.
- Report to be sent by all mentors to respective Phase/Year Coordinator at the end of every 4 months.
- All meetings should be recorded in the given proforma at GNUMS → Mentoring → Mentor Dashboard and in mentor-mentee log book.
- All information shared between mentor and mentee should be kept confidential. The information can be shared only with the HOI and mentorship coordinator, if required.
- Meetings of mentors of Undergraduate students with mentorship coordinator and mentorship In-charge- after every mentor-mentee meet once in 4 months
- Any serious issue raised by the mentees during the meeting should be reported to the class coordinator, mentorship cell and HOI via email.
- If mentor mentions that his/her mentee requires additional support or counselling as per SOP of Distress Management of the Department of Psychiatry then a counselling session by an expert should be arranged by the institutional mentorship coordinator with a member from the student council cell of the institute in a separate room. The confidentiality of the documents should be maintained.
- Mentors should maintain a file with the details of allotted mentees in the given proforma, copy of all written / email communications and details to be produced whenever asked required.

The Dos and Don'ts for Mentor & Mentee are available in **Annexure- II**

Parent-mentor meeting

- Parent-mentor meetings to be arranged by the institutional mentorship coordinator as per the student's academic milestone and attendance record.
- For timely update for their wards Red flagging of mentees needs to be done so that the parents are informed at appropriate time in the following manner:
 - a. Academic Administration of all institutes to develop and implement Critical Alert System (CAS). The alerts will be sent as per following:
 - ✓ At the end of 2nd month: students with less than 60% attendance
 - ✓ At the end of 4th month: students with less than 65% attendance
 - ✓ At the end of 6th month: students with less than 70% attendance
 - ✓ At the end of 8th month: students with less than 75% attendance
 - ✓ If the mentee has failed formative/ internal exam twice then parents should be informed

Roles & Responsibilities of Mentorship Coordinators

- To schedule four mentor-mentee meetings during the entire academic year as per following schedule:
 - 1st Meeting: Within one week of admission of all 150 students
 - 2nd Meeting: After evaluation of performance of students in two EBTs
 - 3rd Meeting: After evaluation of performance of students in first internal examination
 - 4th Meeting: After evaluation of performance of students in third EBT

- Guide mentors for carrying out the mentorship program This will be done along with Mentorship In charge.
- Meet mentors once in 4 months to discuss issue for sorting out or further improvement. This will also be done along with mentorship In charge
- Send the attendance record to each mentor of the relevant Phase and Academic Administration.
- Arrange for Parent-mentor meetings as per the student academic milestone and attendance record.

Roles & Responsibilities of Head of the Department [HOD]

- To communicate to Year Coordinator the attendance of students every 2 months and marks after every EBT.

Categorize students into 3 categories

- a. $\leq 35\%$
- b. 36-49%
- c. 50-65%
- d. $> 65\%$

The HODs of the Phase I to send marks of each formative exam (EBT, Internal and Prelim) within 5 days of tabulation of marks, to the Coordinator, Mentorship Program (Phase I), who in turn to send the same to each mentor by email within 2 days for their perusal.

- HOD and an educational expert will have a discussion with Potential learners regarding possible reasons for their performance in each subject. HOD will share this information with faculty of department and plan appropriate intervention
- HOD will prepare a report to be sent to Dean Office regarding the outcome of intervention after subsequent examination
- Potential Learners, Progressive Learners & Proficient Learners
 - Potential Learners and Proficient Learners

After the first End of Block examination in Phase I and Phase II MBBS, students to be divided into these categories in EACH subject by respective department

 - a. Potential learners - scoring less than 50%
 - b. Progressive learners - 50- 65% scoring
 - c. Proficient learners - $> 65\%$ scoring
 - HOD has to communicate the above information to Mentorship Coordinator of the Phase to be shared with mentors.
 - Students scoring $\leq 35\%$ will receive individual academic support and those scoring between 36-50%, group support.

Roles & Responsibilities of Head of the Institution [HOI]

- Should receive input from the Institutional Representative of the University Mentorship Committee and offer advice as and when required.
- Should forward the Mentor-Mentee Reports for all the Academic Years to Mentorship Chair, Bhaikaka University

Steps of helping students to improve their Academic Score (Annexure IIIA)*

All students are either Potential Learners, Progressive learners or Proficient Learners.

In order to improve their academic scores and ensure further progress in academic career including professional development, the following steps are proposed.

The plan is a generalized one which can be modified with justification by constituent institutes. However, the modifications need to be informed to the Mentorship Committee, BU by respective coordinators.

- I. After the First Internal Examination** (for first year undergraduate students in BU), End of Block/ summative/ semester examination (for undergraduate students above 1st year) should to be divided into under mentioned categories in EACH subject/course by respective department.
 - Potential Learners - scoring less than 50%
 - ≤35%
 - 36-49%
 - Progressive Learners - scoring 50%- 65%
 - Proficient Learners - score > 65%
 - ❖ HOD/ Course in-charge for respective course must communicate the above information to Mentorship Coordinator of their institute who then can share it with respective mentors.
 - ❖ HOD/ Course in-charge and an educational expert will have a discussion with potential learners regarding possible reasons for their performance in each subject.
 - ❖ HOD/ Course in-charge will share this information with the faculty of department and an appropriate plan should be prepared to improve student's performance in subsequent examinations.
 - ❖ Students scoring ≤35 % will receive individual academic support and those scoring between 36-50% can have group support.
 - ❖ HOD/ Course in-charge will prepare a report and forward it to the HOI specifying the list of students in each group, intervention and outcome of intervention after the subsequent examination.
 - ❖ Same process needs to be repeated for subsequent examinations till the terminal Examination.
- 2. At the end of First Internal Examination, students will be categorized again based on:**
 - Their academic score/marks- <50% (Potential Learners; specifying score ≤35% or between 36-50%), 50-65% (Progressive Learners) and >65% (Proficient Learners)
 - Emotional competence- adapted from Brief Resilience Scale (BRS) available online (5)
 - Assessment of Professional Identity Formation- adapted from Crossley and

Vivekananda-Schmidh (6)

- d. Feedback from teachers/mentors- the format developed in house and vetted

Then mentors will **plan a personalized intervention** as per the following plan

- Potential Learners**- support in academic, personal domains by networking with subject experts, educational experts, psychological experts and Academic Administration.
- Progressive Learners** - similar support as per requirement
- Proficient learners** - Providing opportunity for research, ICMR projects, competitions, conferences, student committees, peer mentoring.

Mentors will prepare a reports and forward it to the respective mentoring coordinators regarding the intervention and the outcomes after intervention for potential learners, progressive learners and proficient learners.

The assessment will be done as follows.

- Potential learners- The outcome of intervention would be assessed based on their performance in examinations and written feedback. (**Annexure VI-A**)
- Progressive learners -similar to potential learners.
- Proficient learners- The outcome of intervention will be assessed based on their portfolio (**Annexure VI-B**) and written feedback (**Annexure VI-C**)

All of us experience life's "ups and downs," but significant distress experienced over a period of time may suggest a more serious problem. There are different levels of distress which can be classified as Mild, Moderate and Severe. These can be represented through a continuum.

Mentors need to be watchful of their mentees to identify specific signs and symptoms, indicating levels of stress in them. Mentors are expected to interact in a proper manner in order to identify the levels of distress and handle them accordingly. (7)

Annexure IIIB gives the details of what to look out for in a student in distress and suggestions on how to help them.

Mentorship Planner:

All the constituent institutes are required to prepare a mentorship planner for respective academic years, keeping in mind that mentee have ample to time to meet their mentors.

References:

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- [https://en.wikipedia.org/wiki/Mentor_\(Odyssey\)#:~:text=In%20the%20Odyssey%2C%20Mentor%20\(Greek,%20and%20of%20Odysseus'%20palace.](https://en.wikipedia.org/wiki/Mentor_(Odyssey)#:~:text=In%20the%20Odyssey%2C%20Mentor%20(Greek,%20and%20of%20Odysseus'%20palace.)
- Frei E, Stamm M, and Buddeberg-Fischer B. Mentoring programs for medical students - a review of the PubMed literature 2000 - 2008 *BMC Medical Education* 2010, 10:32 Available

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4. Marcdante K, and Simpson D. Choosing When to Advise, Coach, or Mentor. J Grad Med Educ. 2018 Apr; 10(2): 227–228. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5901806/>
5. Brief Resilience Scale (BRS) Available at: <https://gozen.com/wp-content/uploads/BRS.pdf>
6. Crossley J, Vivekananda-Schmidt P. The development and evaluation of a professional self identity questionnaire to measure evolving professional self-identity in health and social care students. Medical Teacher. 2009;31:603–7. Available at: <https://doi.org/10.3109/01421590903193547>
7. <https://caps.umich.edu/article/helping-students-distress>

Annexure List

Annexure- I	Current Mentorship Committee
Annexure-II	Dos and Don'ts for Mentor & Mentee
Annexure- IIIA	Flowchart for providing support to Mentee, depending on their academic scores and other criteria at various points in their academic career.
Annexure- IIIB	SOP for Helping Students in Distress
Annexure-IV	Mentee Details (Demographic & Academic)
Annexure-V	Mentor Report
Annexure VI-A:	Self-evaluation report of Mentee (Potential learners)
Annexure VI-B:	Academic Portfolio of Mentee (Proficient learners)
Annexure VI-C:	Self-evaluation report of Mentee (Proficient learners)
Annexure VII	Mentee Hand over Form

Annexure II

Dos and Don'ts for Mentor & Mentee

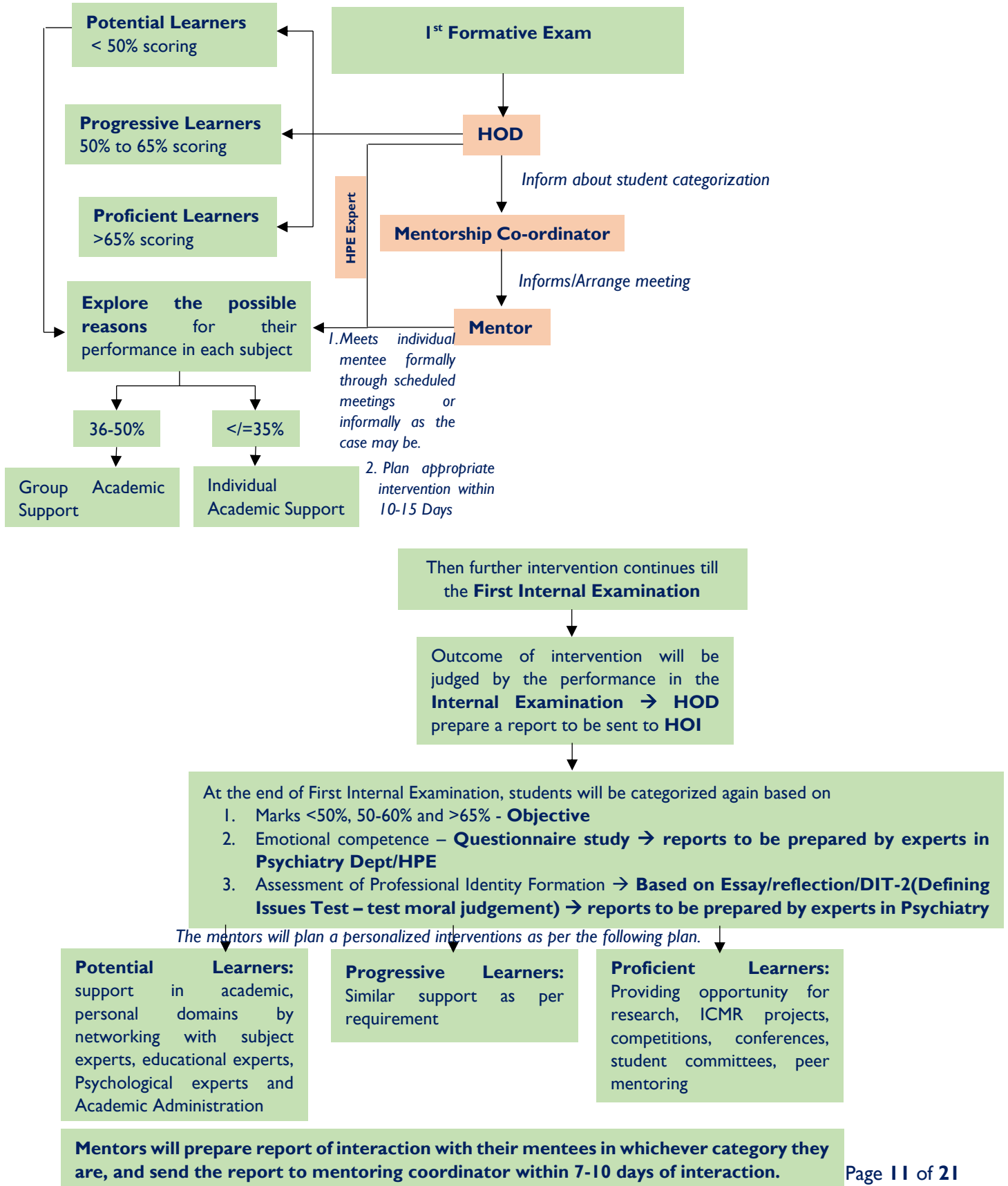
Dos for Mentor	Don'ts for Mentor
<ol style="list-style-type: none"> 1. Believe that 'trust' is the key to being a 'mentor' 2. Praise student, when deserved 3. Be a good role model 4. Show attention and concern as a friend 5. Recognize student's values and lifestyle 6. Strive for mutual respect 7. Encourage and appreciate growth of the student 8. Be a teacher, coach, motivator and advisor 	<ol style="list-style-type: none"> 1. Forget that confidence is built on 'trust' 2. Assume that your schedule always has priority 3. Be under impression that communication means 'just listening' 4. Try to judge the student/ family 5. Try to replace as 'parent' 6. Impose your beliefs or values on the student 7. Think you can change the world for somebody overnight 8. Use inappropriate language (oral or written) 9. Allow students to engage into matters that are against institution rules 10. Do any work on behalf for the student 11. Indulge in discussion of inappropriate subjects and forcing your solutions in conflicts 12. Serve as a social worker, playmate, financier, or professional counsellor 13. Ensure smooth passage in examinations 14. Consider yourself being responsible for failure of mentees 15. <p><i>*Adapted from Smink, J. (1999). A Training Guide for Mentors. Available at http://www.bcsc.k12.in.us/page/1254</i></p>

Dos for Mentee	Don'ts for Mentee
<ol style="list-style-type: none"> 1. Recognize the need for mentoring and seek it out. 2. Establish open and honest communication with mentor. 3. Maintaining confidentiality 4. Understand what you want from the mentoring relationship and communicate your goals and aspirations to your mentor. 5. Balance personal and professional relationship with your mentor. 6. Act on your mentor's advice when you feel it is applicable to your situation. 7. Display professional behavior. 8. Be realistic and maintain a positive attitude. 	<ol style="list-style-type: none"> 1. Ask for advice on everything. 2. Expect your mentor to act in your place or tell you precisely what to do. 3. Rely on your mentor to give or seek answers to all of your questions/requests. 4. Complain about other people or missed opportunities in an unprofessional manner. 5. Commit yourself to obligations you cannot keep. 6. Avoid talking about problems, anxieties, or grief because it makes you seem less than perfect 7. Use friendship with a mentor as a tool to avoid work or escape consequences of your own activities <p><i>*Adapted from Texas Agricultural Extension Service Survival Guide for Mentor and Mentee. Available at https://www.ag.ndsu.edu/ext-employees/new-employees/ndsu-extension-service-staff-mentoring-program-1/county-mentoring-program-information/mentee-dos-and-donts</i></p>

Annexure – IIIA

Flowchart for providing support to Mentee, depending on their academic scores and other criteria at various points in their academic career.

Institutional coordinators may modify this to suit their institute’s requirements.



Annexure III- B

SOP for Helping Students in Distress

Mentors are required to watch their mentees and interact in a proper manner in order to identify the levels of distress and handle them accordingly.

A. Students in MILD DISTRESS

Students in mild distress may exhibit behaviors that do not disrupt others but may indicate something is wrong and that assistance is needed.

Behaviors may include:

- Serious grade problems or a change from consistently passing grades to unaccountably poor performance.
- Excessive absences, especially if the student has previously demonstrated consistent attendance.
- Unusual or markedly changed patterns of interaction, i.e., avoidance of participation, excessive anxiety when called upon, domination of discussions, etc.
- Other characteristics that suggest the student is having trouble managing stress successfully (e.g., a depressed, lethargic mood; very rapid speech; swollen, red eyes; marked change in personal dress and hygiene; falling asleep during class).

B. Students in MODERATE DISTRESS

Students in moderate distress may exhibit behaviors that indicate significant emotional distress. They may also be reluctant or unable to acknowledge a need for personal help.

Behaviors include:

- Repeated requests for special consideration, such as deadline extensions, especially if the student appears uncomfortable or highly emotional while disclosing the circumstances prompting the request.
- New or repeated behavior which pushes the limits of decorum and which interferes with effective management of the immediate environment.
- Unusual or exaggerated emotional responses that is obviously inappropriate to the situation.

How to provide assistance to a student experiencing mild/ moderate distress?

For these behaviours or problems, mentors can choose to handle them in the following ways:

- Allow the student to speak freely about their current situation and the variables that may be affecting their distress.
- Talk to the mentee empathetically using positive emotion to find out how this state of mind can be resolved.
- Explain to the mentee what are possible bases of feeling stressed
- Make mentees feel comfortable and make them reflect and be metacognitively aware of their situations.
- Talk to other experienced mentors or counsellors, in order to come up with a satisfactory strategy.

C. Students in SEVERE DISTRESS

Students in severe distress exhibit behaviours that signify an obvious crisis and that necessitate emergency care. These problems are the easiest to identify and difficult to handle. Mentors may choose to consult experts in this field and if required communicate with parents and refer the student to a psychological counsellor.

Examples include:

- Highly disruptive behaviour (e.g. hostility, aggression, violence, etc.).
- Inability to communicate clearly (garbled, slurred speech; unconnected, disjointed, or rambling thoughts).
- Loss of contact with reality (seeing or hearing things which others cannot see or hear; beliefs or actions greatly at odds with reality or probability).
- Stalking behaviours.
- Inappropriate communications (including threatening letters, e-mail messages, harassment).
- Overtly suicidal thoughts (including referring to suicide as a current option or in a written assignment).
- Threats to harm others.
- Manifests a change in personality (goes from being actively involved to quiet and withdrawn, or goes from being quiet to more agitated or demanding).
- Begins to display aggressive or abusive behavior to self or others; exhibits excessive risk-taking.
- Shows signs of memory loss.
- Shows loose or incoherent thought patterns, has difficulty focusing thoughts, or displays nonsensical conversation patterns.

How to provide assistance to a student experiencing severe distress?

For these behaviours or problems, mentor can choose to handle them in the following ways:

- Remain calm and know whom to call for help, if necessary. Find someone to stay with the student while calls to the appropriate resources are made.
- Remember that it is NOT your responsibility to provide the professional help needed for a severely troubled/disruptive student. You need only to make the necessary call and request assistance.

If you are worried about the student's safety:

- When called for, let the person know you are worried about their safety and describe the behaviour or situation that is worrisome to you.
- If you are concerned the student may be feeling hopeless and thinking about ending their life, ask if she/he is contemplating suicide. It is important to remember that talking about suicide is a cry for help and is not to be ignored. Seek help.
- Offer yourself as a caring person until professional assistance has been obtained.
- After the student leaves your office, make some notes documenting your interactions.
- Consult with others on your experience.

General Guidelines for talking with a student with any level of distress

- Accept and respect what is said.
- Try to focus on an aspect of the problem that is manageable.
- Avoid easy answers such as, "Everything will be all right."
- Help identify resources needed to improve things.
- Help the person recall constructive methods used in the past to cope; get the person to agree to do something constructive to change things.
- Let others (Assistant Dean for Student support) know your concerns.
- Encourage the person to seek help.
- Respect the student's value system, even if you don't agree.
- Recommend student support services to the student.
- Determine the student's willingness to go to a helping resource. Reassure the student that it is an act of strength to ask for help.
- Dispute the myth that only "weak or crazy" people go for counselling or use others for help.
- Remind them that campus counselling resources are free and confidential services.
- Offer to help make the initial contact with the helping resource.

DASH (Distress and Suicide Prevention Help for students) services:

- The Department of Psychiatry, Pramukhswami Medical College, Bhaikaka University has been assigned a separate "DASH" module in SOLACE.
- Students who are referred to Psychiatry department for counselling services would be registered under DASH module.
- The data entered for students in DASH module would be accessible only to the consultants in Psychiatry including the clinical psychologist.
- This has been done to ensure that consultation of students in Psychiatry department remains confidential.

Annexure-IV

Mentee Details (Demographic & Academic)

Photo

Demographic Details

Name: _____

Present address/ Hostel: _____

Permanent address: _____

Contact No.: [1] _____ [2] _____

Email: Primary: _____ **Secondary:** _____

Father's Name: _____ **Mother's Name:** _____

Email: Primary : _____ **Secondary :** _____

Father's Contact No.: _____ **Mother's Contact No.:** _____

Friend [s] at Institute:

Name: _____ **Mobile No.:** _____

Name: _____ **Mobile No.:** _____

Academic

Goals identified:	Strengths:	Weakness:

Skills to work upon:

Personal	
Strengths:	Weakness:
Skills to work upon:	

Any other relevant information:

Resilient Score:

D type Report:

Mentee's Name & Signature

Date:

Mentor's Name & Signature

Date:

To be filled in the first meeting.

Annexure V

Mentor Report

Name of Mentor: _____

Date of meeting	Points of Discussion	Summary of discussion: [includes personal issues discussed/ participation in extra or co-curricular activities/ student grievance/ parent interaction etc.]	Mentors suggestions to the Mentee

Comments to Mentorship Coordinator:

[includes a brief note on any remedial measures taken/ counselling done/ referrals made etc.]

Mentor's Signature:
Signature

Date:

Mentee's

*To be filled by each mentor at all meetings

Annexure VI-A

Self-evaluation report of Mentee (Potential Learner)

Name of the mentee: _____

Name of the mentor: _____

Number of interactions with mentor: _____

Q1. Did guidance from mentor help you in better understanding of subjects? If so, how has it affected your academic performance and practical/clinical skills?

Q2. Give suggestions if any.

Date:
Time:

Place:
Sign:

Annexure VI-B
Academic Portfolio (Proficient Learner)

I. Leadership roles

Name of committee(s) on which you are a member	
Describe your role and reflections	

II. Professional Development Activity & Co-curricular Activity

Activity Number	Name and Description (include duration)	Dates and Location	Sponsoring organization/institution
Describe your reflections			

III. Scholarship

Number	Publication	National/international/ regional Platform presentation
Describe your reflections		

IV. Awards & Recognitions

Number	Awards	National/State/District/College
Describe your reflections		

Annexure VI-C

Self-evaluation report of Mentee (Proficient Learner)

Name of the mentee:

Name of the mentor:

Number of interactions with mentor:

Do you think the guidance and directions provided by your mentors are helping you drive towards your goal?: Yes/No

Reasons for your response:

**Date:
Time:**

**Place:
Sign:**

Annexure VII

Mentee handover Form (to be filled by the Mentor of previous year)

Name of Mentor: _____

Name of Mentee	Regularity	Communicati on skills	Emotional lability	Any difficult situation faced

Overall Comments to Mentor of next year:

[includes a brief note on any remedial measures taken/ counselling done/ referrals made etc.]

Current Mentor's

Signature

Date:

Receiving Mentor's

Signature

Date: