

No. MRIDS/ Policy/ 2019-20/MENT/01

MENTORSHIP POLICY UG/PG

INTRODUCTION

1.1 Overview

Mentorship is a relationship between two people in a work setting for the purpose of passing on knowledge and information, sharing wisdom and experience and offering advice and help in a safe space and confidential manner.

Mentoring has one purpose of learning and development of the individual. It is a process that leads to change for the individual and possibly their organization.

Mentorship policy is made to determine the rules and responsibilities of the mentor and mentee and guide mentorship system to perform effectively. Mentorship of the MRIDS assures smooth transition of newly joined student from junior colleges into a problem free professional college life.

Scope:

Mentorship program designates the mentors to help, guide, motivate and give emotional grace to all the students, thereby mutual trust, respect and confidentiality can be established between mentor and mentee.

MRIDS follows a mentor mentee system with a ratio of 1:9 to achieve a better interaction and cooperation among students and teachers to propagate holistic learning. This mentor mentee system ensures that the comprehensive requirements of the student including learning, social and professionalism at personal levels are adequately addressed.



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1.2 Guiding Principles

1. The mentorship committee will be constituted by the principal.
2. The mentorship committee comprises of
 - Chairman - 1
 - Coordinators -2
 - Members -3
3. The committee shall conduct the meeting once in every four months.
4. To interact with the parents/guardian in academic and the personal matters.
5. Report regarding the slow learners to improve the learning skills of the students.



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1.3 Modes of mentorship in MIRDS

1. One- to- one mentoring :

This format allows for personalized attention and tailored advice keeping in mind the mentee's specific desires and objectives.

2. Group Mentoring:

Group mentoring is a powerful tool for personal and professional development that involves gathering more than two individuals, often 4-10, with a common purpose or goal in mind and providing a mentor who acts as a guide and leader.

3. Peer Mentoring:

Peer Mentoring is a relationship between students who are at the same career stage or age, in which one person has more experience than the other in a particular domain. This allows for support to be provided, as well as knowledge and skills transfer. It is a form of mentorship that usually takes place between a person who has lived through an experience and a person who is new to that experience.



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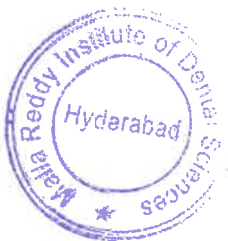
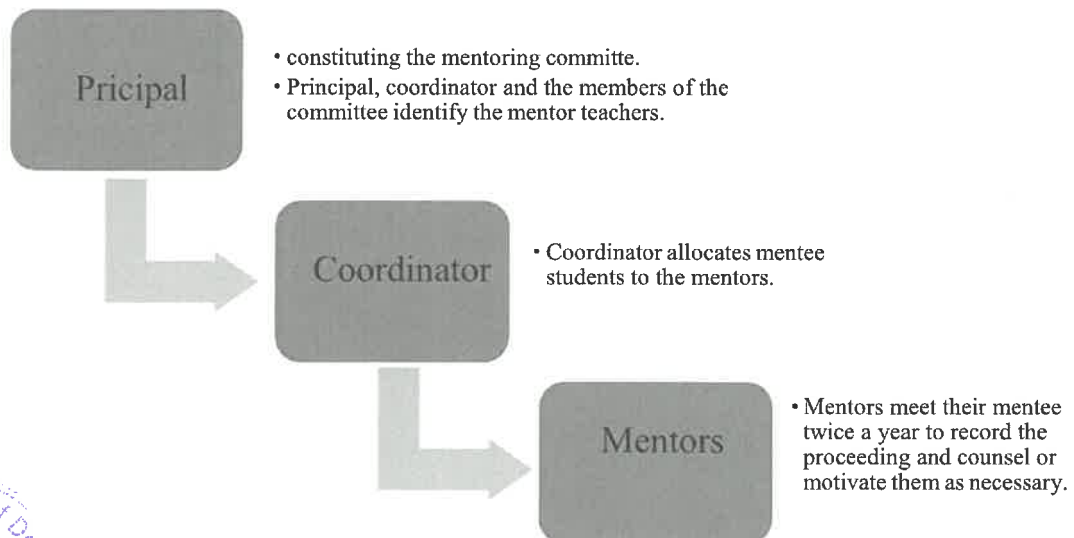
MENTORING RELATIONSHIPS

2.1 Identifying mentors and mentees

- Principal constitutes the mentorship committee which identifies the mentor teachers.
- Coordinator of the committee allocates mentee students and also guides the mentors with the process

2.2 Process for Mentoring

- Constitution of the mentoring committee by the principal.
- Principal, coordinator and the members of the committee identify the mentor teachers.
- Coordinator allocates mentee students to the mentors.
- Orientation of the mentors regarding the process of mentoring.
- Each mentor will be allotted 10 students (mentee).
- Mentors meet their mentee twice a year to record the proceeding and counsel or motivate them as necessary.
- Interaction between the mentors and the mentees every month to review their academic performance.



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2.3 Objective of the mentorship program

- Establishing a robust connection between students and faculty members to foster positive relationships, where faculty members can serve as mentors and supporters, guiding students towards success and offering valuable counsel.
- Creating a safe and conducive environment for students to express their academic aspirations, goals, and any concerns they may have through structured meetings, ensuring their comfort and openness.
- Cultivating a culture of academic achievement, self-confidence, and individual development among students, aiming to empower them to reach their full potential.
- Enhancing students' self-awareness by helping them identify their strengths, talents, and interests, and providing guidance and support to navigate towards their long-term objectives effectively

2.4 Roles and Responsibilities of Mentors.

- At the onset of the program, faculty mentors are tasked with understanding their mentees and ensuring their smooth transition into the dynamic learning environment, guiding them towards successful career paths. As the program progresses, the focus of mentoring shifts towards fostering the mentees' development.
- Mentors are required to meet with their students twice a year during scheduled times. These meetings are aimed at discussing and guiding students in their academic pursuits and extracurricular activities. Additionally, mentors should offer advice on academic progress and address personal issues as needed. Additional meetings should be arranged if any specific needs arise.
- It is essential for mentors to maintain detailed records of students' attendance, academic performance, extracurricular activities, and achievements. Records of discussions during mentor-mentee meetings should be documented in the provided institution's book.
- During monthly mentor-mentor coordinator meetings, mentors should submit their mentor-mentee meeting record books for review and obtain signatures from the mentor coordinator. Mentors must present mentee details, highlighting any attendance issues, poor exam performance, or grievances to initiate necessary actions.
- Mentors should maintain open communication and coordination with subject/class coordinators and parents regarding students' progress. They should collaborate with fellow faculty to support mentees during challenging times and make referrals to student counselors when required.



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- Active participation during parent-teacher meetings is crucial for mentors to discuss mentees' attendance, academic performance, and progress with parents effectively.


2.5 Duties and Responsibilities of mentees:

- Show courtesy and respect towards their mentors.
- Maintain regular communication with mentors to gain knowledge and benefit from their experience.
- Attend meetings as scheduled by the mentor.
- Provide contact information for themselves and their parents/guardians to the mentor.
- Report any challenges faced in the college or hostel premises.
- Share ideas, concerns, and professional goals with the mentor.
- Collaborate with the mentor to identify learning resources and other information essential for achieving goals.
- Complete feedback surveys provided by the mentor at the end of each session.

2.6 Activities of mentoring committee:

- Mentor Allotment: Scheduled before the start of each academic year.
- Mentor-Mentee Meetings: Conducted twice a year.
- Mentor-Mentee Interaction every month to review the academic performance and any other issue or the grievance put forward by the mentee.
- Parent Teacher Meetings: Scheduled annually, preferably after the first internal marks are ready.
- Feedback Collection: Done once a year, at the end of the academic year.




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OTHER GUIDELINES

3.1 Mentor Review Dimensions

- **Attendance Monitoring:** Mentors are responsible for overseeing the overall attendance of their mentees. This includes monitoring attendance in theory classes, clinics, laboratories, and practical sessions on a regular basis. Any deficiencies in attendance will be addressed with appropriate follow-up actions.
- **Academic Support:** Mentors will also address academic concerns such as previous academic performance, internal assessment marks, semester/annual results, and the need for remedial classes if required. Mentors will engage with mentees who have performed below expectations in their formative assessments and provide suggestions for improving their performance. Parents/guardians will be kept informed about their wards' academic progress.
- **Comprehensive Care:** Mentors will also address behavioral and disciplinary issues, as well as matters related to the mentees' health and overall development. They will take a proactive approach in guiding mentees in their extra-curricular and co-curricular activities, showing a keen interest in their holistic growth.
- **Care and Counseling -** The mentor is responsible for providing basic counseling to the mentees during the regular review meetings. If specialized care and counseling are needed, the mentor will ensure that the mentee receives professional assistance from the qualified student counselor at the institution.
- **Personality Development -** Mentors will actively encourage mentees to develop and channelize their skills and talents through various university activities such as sports, extension programs, workshops, conferences, and association activities. These activities are designed to enhance the overall personality development of students.
- **Extracurricular Activities -** Mentors will motivate students to engage in extracurricular activities alongside their academic commitments. They will emphasize the significance of these activities in students' lives and their role in shaping their character and overall growth.



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3.2 Enhancing Teaching and Learning through Mentorship

- The goal of the teaching and learning process is to cultivate advanced learners among all students. Any necessary adjustments or new protocols proposed by the Department will be reviewed by the teaching and learning process team. Upon approval by the principal via the IQAC committee, these changes will be implemented.
- Identified slow learners will receive support through various schemes and counseling aimed at improving their performance and fostering their potential to excel, aligning them with their peers.
- Advanced learners will receive additional reinforcement through the integration of research activities, scientific presentations, participation in workshops, and practical programs. They will be encouraged to showcase their talents and achievements in both academic and extracurricular domains.
- The categorization of students into these groups will be carried out by the Institutional Mentorship Committee in a fair and impartial manner, with the primary objective of uplifting slow learners and motivating advanced learners. Additionally, a grievances committee will monitor students to ensure they maintain a positive outlook and effectively manage their responsibilities.

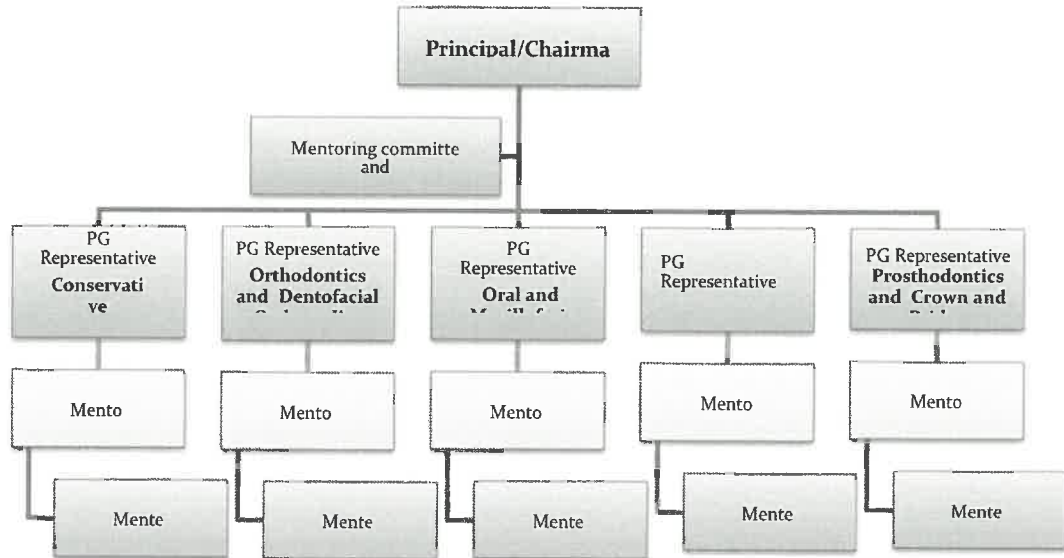
3.3 Governance of Mentorship Policy

- The Mentorship Committee of the Institution oversees and manages all mentorship activities for students. The mentorship policy may be updated as needed, following thorough discussions within the Mentorship Committee.

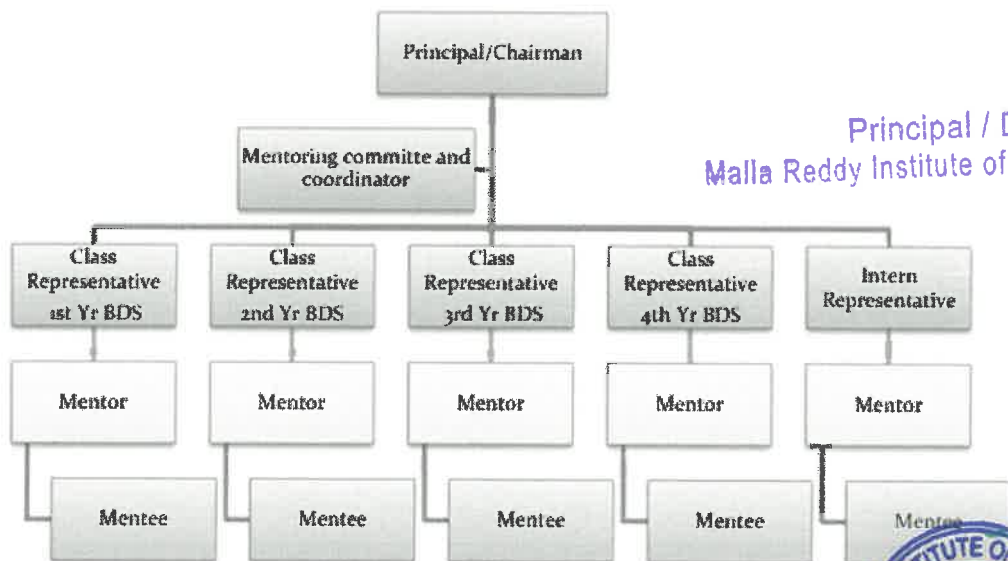



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Organizational Structure of the Student Mentoring Committee (PG)



Organizational Structure of the Student Mentoring Committee (UG)



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