

School of Business Management
Mentor Mentee Practice
Action taken Report

Academic Year	Plan	Execution Report	Analysis	Action Taken
2021-22	<p>a. A list of mentors and mentees was created.</p> <p>b. To assist the mentees, lists were posted on a notice board.</p> <p>c. Teachers who serve as mentors received lists.</p> <p>d. Mentor instructors received a note that included the practice's format.</p> <p>The format for following mentor – mentee practice is given below.</p> <p>a. A Mentee's Profile is required, and expected discussions at Mentor-Mentee meetings are also required.</p> <p>b. Finding out about domestic/family history.</p> <p>c. Finding out the mentee's goal.</p> <p>d. Particular advice based on interactions with the mentee will be provided.</p> <p>e. To encourage mentees to make the most of the library by planning their schedules and using periodic follow-up.</p> <p>f. Offering the mentee a helping hand to sort through and solve personal issues.</p> <p>g. List of students who are at the risk of drop-out/discontinuation.</p> <p>h. Specific achievements / observations / findings or unique features of the practice followed by mentor.</p>	<p>Issues discussed during these meetings:</p> <ul style="list-style-type: none"> ✓ Gathering personal information ✓ Study ✓ Aim of the mentees ✓ Thrust on reading ✓ Competitive examinations ✓ Counseling on personal issues Significance of values ✓ Worry for their future and fear about finding work once they've finished the programme ✓ Only a small number of them are eager to take the NET and try their luck in the classroom. ✓ Being able to speak English fluently and switch between languages without difficulty as needed. ✓ Problems with credit allocation when working in a group. 	<ul style="list-style-type: none"> ❖ It is noted that the number of meetings is less than expected. ❖ Mentors need to focus on this and make efforts to institutionalize this practice. ❖ Mentees are given the assurance that instructors for their particular courses are prepared to help and support them in whatever way they can to improve the quality of the teaching and learning process. ❖ Promise them that you will speak with them as needed so they won't feel excluded from the group. ❖ Provide advice on mental wellbeing by promising them support whenever they need it. ❖ Mentees are assured that the department supported them through every adversity. ❖ Assure them that placement has been diligently arranging placement routes to make them feel at ease. ❖ Provide advice on how to get ready for the NET and try academics 	<p>It was decided that emphasis should be placed on holding a considerable number of meetings with mentees throughout the upcoming session.</p> <p>It was also decided that this matter would be thoroughly discussed at staff meetings in order for the procedure to become one of the best practices of the organization.</p> <p>Also, the format revision needs to be included.</p>

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2020-2021	Mentor mentee lists were provided to the Faculty prior to which interactions on this practice took place effectively.	<p>It was decided that the emphasis would be on scheduling a sizable number of meetings with mentees during the upcoming session. Issues discussed during these meetings:</p> <ul style="list-style-type: none"> ✓ Gathering personal information ✓ Study ✓ Aim of the mentees ✓ Thrust on reading ✓ Competitive examinations ✓ Counseling on personal issues ✓ Significance of values ✓ This students' mentoring period fell during the COVID (19) outbreak, hence all of the Sessions took place in "online" mode. The main concerns discussed during the sessions included: <ol style="list-style-type: none"> a. How to manage the worry of missing out on regular classes and how this gap might be bridged would be dealt with, apprehension regarding career prospects under those programmes after completing the programme challenging circumstances. b. Concern over how to make the most of such a challenging position. c. How to contact businesses about internship possibilities, d. Concern about managing the stress of being unable to attend regular classes and addressing the differences in offline and online classes. 	<ul style="list-style-type: none"> ❖ There is requirement of enhance of no. of meeting with mentor through online mode during COVID period as it is the need of time to be implemented effectively. ❖ Students were urged to follow Covid-19 protocols periodically provided by the government, to be serious in their online lessons despite connectivity challenges, and to review the study materials and video lectures posted by professors in their various Google classrooms. ❖ Because some of the students were considering taking the NET/JRF Exams, they were urged to work hard in their classes and advised to download previous years' test questions from the UGC website in order to improve their teaching and research skills. They were also asked to buy some of the fundamental books in mass communication and research methodology. Mentors made sure mentees understood the implications of all types of internships. ❖ Mentees were educated about the ramifications of internships in all its forms. ❖ Both online and offline. Students were counselled to enter their online internships honestly and through internships, they may demonstrate their commitment to the company's employees for the purpose of future hiring. 	It was decided that the emphasis would be on scheduling a sizable number of meetings with mentees during the upcoming session.

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2019-2020	Mentor mentee lists were provided to the Faculty prior to which interactions on this practice took place effectively. Moreover, a standard format should be established.	<ul style="list-style-type: none"> ✓ Average number of meetings per faculty per month : 02 ✓ Total number of meetings during the session : 18 Each mentor <p>Issues discussed during these meetings:</p> <ul style="list-style-type: none"> ✓ Gathering personal information ✓ Study ✓ Aim of the mentees ✓ Thrust on reading ✓ Competitive examinations ✓ Counseling on personal issues ✓ Significance of values 	There were a lot fewer meetings than anticipated. This appears to have occurred for a variety of reasons, including university exams, student evaluations conducted internally, and other programmes.	The focus will be on holding a considerable number of meetings with mentees during the upcoming session, it was agreed.

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2018-2019	Mentor mentee lists were provided to the Faculty prior to which interactions on this practice took place effectively.	<ul style="list-style-type: none"> ✓ Average number of meetings per faculty per month : 02 ✓ Total number of meetings during the session: 18 Each mentor <p>Issues discussed during these meetings:</p> <ul style="list-style-type: none"> ✓ Gathering personal information ✓ Study ✓ Aim of the mentees ✓ Thrust on reading ✓ Competitive examinations ✓ Counseling on personal issues ✓ Significance of values 	There were a lot fewer meetings than anticipated. This appears to have occurred for a variety of reasons, including university exams, student evaluations conducted internally, and other programmes. There was no consistency in the report formats that the different mentors submitted.	The focus will be on holding a considerable number of meetings with mentees during the upcoming session, it was agreed. It was concluded that in order to attain the desired results, a standard format should be established.

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2017-2018	<p>Information of the activity was spread among the Mentor and mentees. During staff meetings in prior sessions, the mentors discussed the activity's nature.</p> <p>It was anticipated that mentees would get both academic and personal advantages.</p>	<p>Over the session, all faculty led 20 meetings, with each mentee participating in an average of two meetings each month. The mentees' average attendance rate has been 65%. Schedule planning, motivation, focusing on goal setting, timeliness, involvement in athletic and cultural events, personal concerns, etc. have all been discussed in formal and informal settings with mentees.</p>	<p>This endeavour was just getting started. Understanding essence required a lot of time from mentors. It was attempted to become a weekly event by several teachers. Teachers occasionally weren't able to attend such meetings due to other commitments and plans.</p> <p>By paying visits to their mentees' homes, some teachers made contact with the parents. The effort to forge casual connections with the pupils has been deemed a success. Also, 10% of students reported higher morale as a result.</p>	<p>In order to increase the positive relationships between teachers and students and maximize the benefits to the mentees, it was decided that this practice needed to be improved for the following session.</p>