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REPORT ON MENTOR MENTEE PROGRAMME

Introduction

The institution has established a structured Mentor–Mentee Programme for all MBBS students with the objective of providing continuous academic guidance, psychosocial support, and professional development. The programme is designed to create a supportive learning environment, facilitate early identification of student difficulties, and promote holistic development throughout the different phases of the MBBS curriculum.

Allotment of Mentors

Each student is assigned a faculty mentor during the foundation course, enabling early rapport building and helping students transition smoothly from school to the medical education environment. This early engagement ensures that students have an accessible point of contact from the beginning of their academic journey. The allotted mentor gives continuous guidance till the final phase of MBBS

Mentor–Mentee Documentation System

A dedicated Mentor–Mentee record file is maintained for each student to ensure systematic documentation and follow-up. This file contains comprehensive details, including student demographics, parent or guardian information, and contact details. In addition, a structured performance tracker is maintained, which records academic progress, attendance, behavioural observations, and any difficulties faced by the student. The mentors document the remedial measures advised and maintain records of follow-up actions, thereby enabling longitudinal tracking and individualised support for each student.

Frequency of Meetings

Regular mentor–mentee meetings are conducted in a structured manner across all phases of the MBBS course. For Phase I students, meetings are scheduled once every month to provide closer supervision during the initial transition period. For students in Phase II and Phase III, meetings are conducted once every two months, ensuring continued guidance while promoting increasing autonomy. In addition to the scheduled interactions, mentors remain accessible and conduct additional meetings whenever required based on student needs.

Scope of Mentoring

The Mentor–Mentee Programme encompasses multiple domains of student development. Mentors provide academic guidance by assisting students with study strategies, time

management, and examination preparation. The programme also addresses personal and emotional well-being by offering a platform for students to discuss stress, adjustment issues, and other concerns. Furthermore, mentors play an important role in fostering professional development by encouraging ethical behaviour, communication skills, and the formation of a professional identity. Through regular interactions, mentors are able to identify early signs of academic or behavioural concerns and intervene appropriately.

Remedial Measures

Based on continuous assessment and interaction, mentors provide remedial measures such as personalised academic support, referrals to subject experts for additional guidance, and counselling support when necessary. In selected cases, communication with parents or guardians is undertaken to ensure a comprehensive support system. Continuous follow-up is maintained to assess the effectiveness of the interventions and to modify strategies as required.

Active involvement of parents is incorporated as part of the mentoring framework. For Phase I MBBS students, a structured Mentor–Parent Teacher Meeting is conducted at the mid-term to discuss student adjustment, academic progress, and any emerging concerns. For students in Phase II and Phase III, mid-term report cards are systematically sent to parents, ensuring they are kept informed of academic performance and overall progress.

Monitoring and Outcomes

The structured nature of the programme enables continuous monitoring of student progress and ensures timely intervention in cases of academic or personal difficulties. It contributes to improved academic performance, better attendance, and enhanced student engagement. The programme also strengthens the mentor–student relationship, fostering trust and open communication, which are essential for effective guidance and support.

Conclusion

The Mentor–Mentee Programme functions as a comprehensive support system within the institution, integrating academic mentoring with psychosocial care. Its systematic implementation, regular follow-up, and detailed documentation contribute significantly to student well-being, academic success, and overall professional development, aligning with the goals of competency-based medical education.

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