

Sri A.S.N.M. Government College (Autonomous)

(NAAC Re-accredited by 'B' Grade with 2.61 CGPA)

Palakol, West Godavari District - 534260



Guidelines to Mentors and Mentees

A mentoring programme should maximise mentees' potential for **professional, intellectual, and personal** growth. Through mentoring, the wide range of talents that the mentees should possess will be developed concurrently with **basic skills**.

Counseling, not mentoring, is necessary for mentees who exhibit **depressive, destructive, irritable, jealous, and anxious personalities**. Students frequently lack clarity on their views on life, education, training, and development-related issues. Their **untapped potential** is unknown to them. Therefore, before beginning the mentoring programme, the need for mentoring students should be established through examples and the development of students' abilities and willingness.

I. Skills of Students required for undergoing mentoring:

- Support open information exchange between mentors
- Show gratitude to mentors for their insightful counsel
- Demonstrate a dedication to lifelong learning
- Effectively communicate with co-mentees and mentors
- Consult with, and seek direction from, your mentors for advice, support, encouragement, and guidance

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- Create an environment that fosters collaboration and learning between mentors and mentees
- Motivate other students to take part in the mentorship programme

II. Development of Competencies in Mentees:

These fundamental skills are outlined in the NEP-2020, Jeevan Kaushal (UGC-2019), and the students' introduction programme (UGC-2021).

a) Domain – Specific Abilities:

Demonstrate domain – particular skills for dealing with various workplace scenarios, such as planning, decision-making, problem-solving, and carrying out the task, managing resources, and so forth

- 1. Creativity**
- 2. Leadership**
- 3. Planning**
- 4. Problem solving**
- 5. Decision making**
- 6. Communication**
- 7. Working in a Team**
- 8. Conflict Management**
- 9. Motivation**
- 10. Feedback**

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- 11. Time Management**
- 12. Career selection**
- 13. Learning**
- 14. Thinking**
- 15. Stress management**
- 16. Reading**
- 17. Notes taking**
- 18. Report writing**
- 19. Professional Ethics**
- 20. Use of information technology**
- 21. Professional skills**

Suggestions:

1. The students might be separated into three groups according to the indicated competencies
2. Determine the problematic group of students who need to be encouraged to participate in learning and growth activities.
3. Create a comparison of the student profiles before and after mentoring to measure the effect of the mentoring programme on the students.
4. Embolden students to engage in collaborative learning, intrinsically motivated learning, self-determined learning, and cognitive learning.
5. Provide guidance in skill-development areas that are common and that the majority of the institute's students need.

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6. Utilize the "Push and Pull" method to mentoring to introduce change in the context of current advances in higher education for the benefit of students as learners, and to fully utilise students capacity for learning and development in their key areas.
7. Use mentorship in a proactive and reactive manner to identify students with the highest potential and to address any behavioral issues they may be having.


Principal
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