



National Education Policy 2020 - Mentoring of Faculty Members towards Excellence in Higher Education Institutions

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ABSTRACT

A mentoring approach towards excellence is proposed in this paper. This approach should be followed to develop educational leaders and faculty members to prepare HEIs to build capacity and capability to implement the provisions of the national education policy (NEP) 2020. The approach includes designing the mentoring programme at the institute level, selection and orientation of mentors, selection and orientation of mentees, mentoring process, mentees and mentors' outcomes, and ultimate outcomes of the mentoring programme-academic, research, and excellence. The authors have noted recommendations to make the mentoring programme successful.

1. Rationale

The government of India announced the national education policy (NEP) 2020 in which it is mentioned that the national mission for mentoring shall be established to provide mentoring/professional support to faculty members of higher education institutions (HEIs). Faculty members are expected to play a new role to achieve a vision of quality education and excellence. The existing and potential faculty members will require intensive mentoring related to their roles and responsibilities. They will require mentoring, coaching, guidance, and counselling (MCGC) to develop role-related ability and proficiency. Their proficiency in a particular ability and on the whole spectrum of abilities are required to perform the role of a faculty member. As the whole system of higher education is being reengineered, the role of the faculty members will also change significantly. It will encompass newer dimensions of creativity, innovation, use of education technology, use of technology, integration of vocational education, developing values and morale,

development of e-content, learner-centric teaching-learning approaches, blended learning, project-based learning, and other related topics. The development of abilities and proficiency in faculty members will require multiple approaches to training and MCGC. Therefore, multiple training and mentoring processes need to be used in different institutions considering the level of the faculty members in the respective institute. The MCGC will develop positivity in order to perform the role in a proactive manner. The MCGC will enable HEIs to assure the quality of education through faculty members who work at a cutting-edge level, which will result in the accreditation of programmes and institutions resulting in a greater degree of autonomy and a higher level of academic standards. This approach will take institutions towards achieving a higher rank in the national and international ranking system. The mentoring programme should not only focus on personal and professional development; it should also result in increased quality, obtaining accreditation, and achieving excellence as envisioned in NEP 2020.

2. Current Status of Mentoring

The University Grants Commission(UGC) 2019 came out with a scheme named “Paramarsh” with an objective to get National Accreditation and Assessment Council (NAAC) accreditation by 2022 for all HEIs of the country. It is a scheme for institutions to act as mentor institutes and mentee institutes. The scheme encompasses training of faculty and staff for accreditation, sharing knowledge, information, and resources, research collaboration, faculty development and adaptation of best practices.

AICTE (2020) National Initiative for Training of Technical Teachers (for Inductee Teacher) (NITTT) 2020. All India Council of Technical Education has offered two-phase training to inductee teachers working in AICTE approved institutions in the country. In the first phase, eight modules are available to registered faculty members on massive open online courses (MOOCs) through the Study Webs of Active–Learning for Young Aspiring Minds (SWAYAM) platform. In the second phase, they will undergo a one-month internship and mentor-based training. In the mentor-based training, they will implement the learning of the first phase which will be certified by the mentor. A mentoring guideline document is prepared by NITTTRs in the context of faculty induction programme comprising mentor guideline manual and planning and execution of industrial training programme. The probation of the newly recruited teachers will be cleared after the successful completion of the training.

UGC (2019) launched a faculty induction programme to familiarise the newly inducted teachers about their roles and responsibilities. It will orient them on various aspects of performing their role. There are 10 modules offered to the fresh teachers in one-month duration to prepare them to perform the role. These modules are Higher Education and its Ecosystem, Curriculum designing, Outcome-based learning, and Choice based credit system, Teaching, Learning and Assessment, Technology for Teaching and assessment of I-generation, Personal-Emotional Development and Counselling, Research, Professional Development, and Academic Leadership, Academic Integrity, Constitutional Values, Human Rights & Fundamental Duties, Environmental Consciousness and Sustainable Development Goals, Strategic Planning and Management.

3. Mentoring Towards Excellence

An approach of mentoring towards excellence is proposed in the context of NEP 2020 and developments taking place in higher education all over the globe. The mentoring programme that encompasses mentoring, coaching, guidance and counselling in HEIs is proposed in the context of NEP 2020. The approach is reform-oriented and emphasizes many dimensions of institutional functioning (Andrew, 2016). The approach may encompass other approaches as supervision, peer mentoring, and even working in a team. The mentoring programme needs to be designed holistically at the institute level considering the provisions of NEP 2020, the institution development plan, and the current status of faculty members. The institute should provide full support to the programme providing all necessary guidance, support, and resources. At the institute level, the mentoring programme should be scientifically designed with a set of missions and goals to be achieved, a broad action plan, a monitoring schedule, outcome measurement criteria, and a funding mechanism. A variety of mentoring processes, tools, and techniques should be used to get the maximum benefits of the mentoring programme. Thousands of teachers are entering the higher education system so pre-service and in-service mentoring for all faculty members should be considered. In other words, mentoring should not be limited to newly inducted faculty members in HEIs. The mentoring programme should result in short-term and long-term significant benefits to the institute. The mentoring programme may be facilitated by the strategic human resource management (SHRM) cell in the Institute. The proposed approach is shown in Fig. 1 and briefly described below.

The mission of the mentoring programme at the institute level could be a “holistic professional approach to academics, research, and services”. The goals of mentoring programme could be professional development of all educational leaders and faculty members in the institute, socio-emotional support for designing and implementing innovations and change in the institute, pool of future mentors, facilitate succession planning, remove competence obsolescence and the like (Agunloye, 2013). Other goals could include establishing a mentoring network, developing and documenting best practises in mentoring, undertaking research on mentoring, particularly action research, and launching a mentoring programme for students.

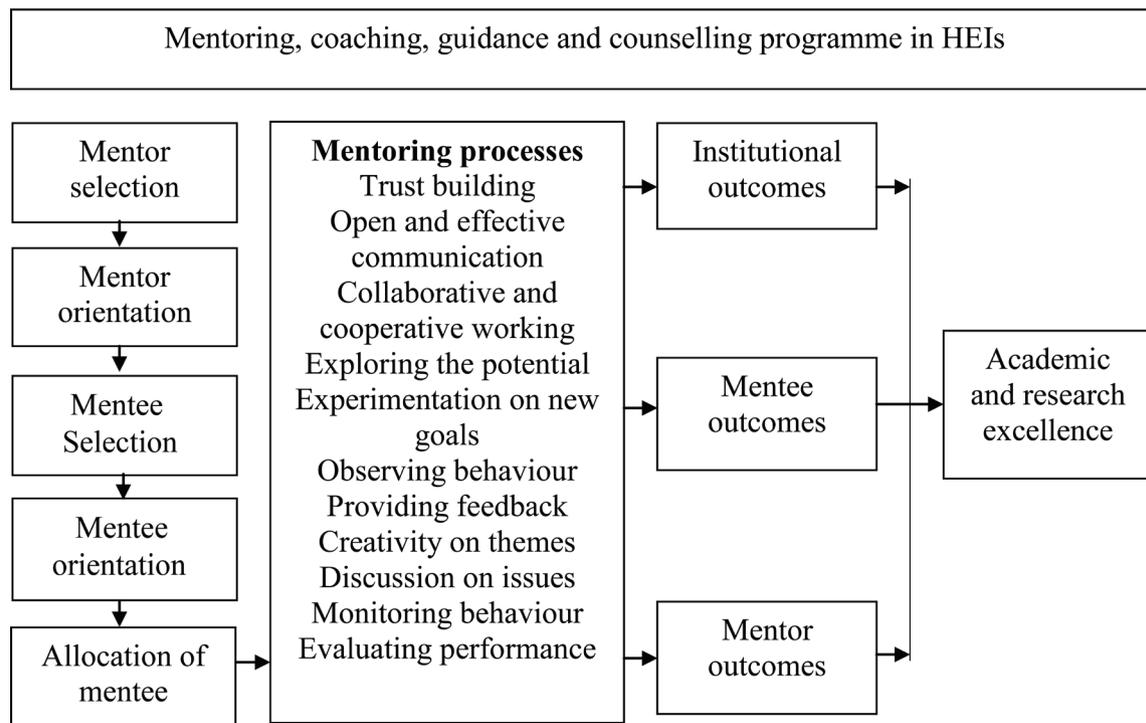


Figure 1: Mentoring towards excellence.

3.1. Mentoring, Coaching, Guidance, and Counselling Programme at the Institute Level

Trained and certified mentors are made available for generic and specific mentoring at the institute level. These mentors may be selected from the institute itself who voluntarily want to become a mentor and have a certificate in mentoring. There could be mentors from outside the institute. Each mentor provides services with a purpose for a specific mentee, a group of mentees, or all faculty members. Mentors may switch over to other mentoring goals, after the accomplishment of the mentoring goal. Mentoring is directly linked to job performance in difficult, innovative, uncertain, and unfamiliar situations, hence mentors are expected to perform the roles of coach, guide, and counsellor in a given setting (Zachary, 2000). The major steps of mentoring followed by mentors are; identify the potential of the mentees using scientific tools and techniques like strengths, weaknesses, opportunities, and threats analysis, personality test, Johari Window, and the like. Set the goals for mentoring aligned to the strengths of the mentees and mentors, design mentoring activities on a timeline to achieve the goals, identify the support required from the institute to aid the mentoring process, decide the method of documentation.

3.2. The Selection of Mentor

The mentors in HEIs should be selected based on willingness and volunteerism. They should possess the highest level of competence in the area in which they want to become mentors. In the context of NEP 2020 variety of generic and specialized MCGC will be required by lakhs of faculty members. The mentors should be selected based on generic criteria and specific criteria. Specific criteria may be different for mentors working in different areas like curriculum design, curriculum implementation, assessment of learning and certification of competency, conducting research studies, organizing national and international level students' events, use of educational technology and information technology, developing entrepreneurship abilities and the like. The mentor should be able to help the faculty members to cope with the reengineering process taking place in the institute. The generic mentoring skills are listed below:

Build trust with mentees: The mentors should be competent in trust-building with their mentees in order to interact openly on problems, weaknesses, strengths, opportunities, career progression, and like.

Use of principles of adult learning: The faculty members in HEIs are adults so principles of adult

learning such as the opportunity to learn through struggle, experimentation, problem-solving, discussion, reflection, self-evaluation, observation, self-learning and experiences are predominantly used by mentors during the mentoring process.

Articulate needs of the mentees: The potential of the mentees may not be known to them or they may not know the real needs which they want to satisfy through mentoring. They may not be able to articulate their personal and professional goals.

Foster effective communication: Mentoring is a human development process so it requires effective communication skills in mentors to explore the potential of the mentee and develop them to their fullest capacity.

Demonstrate effective listening: Mentors need to understand the needs of the mentees, provide socio-emotional support and support the mentee in a specialized area in the context of institute development plan of the institute and NEP 2020, so they should possess listening skills to know the mentees' perspective.

Manage meetings: Mentors need to manage the interviews, meetings, discussions, interactions, creativity sessions, observation and monitoring sessions, feedback sessions, search conferences with the mentees.

Create a conducive environment for mentoring: The mentoring process with mentees needs to be conducted in a conducive, supportive, cooperative, collaborative, and creative environment.

Offer feedback: The feedback is the breakfast of champions. The mentors need to offer positive, constructive, development-oriented and encouraging feedback to mentees. The feedback should be specific, concrete, and worthwhile for improving the performance of the mentees.

There is a wide spectrum of characteristics of mentors that make them professionally perform during the mentoring process. The mentors influence the behaviour of the mentees to socialize them in changing situations, encourage them to adopt the new culture, stretch their capability and capacity to meet the challenges, discover new ways of performance, reflect on their performance, bring improvement in the performance, self-evaluate the performance, and evolve better ways of performance. Mentors must be role models for their mentees, possess good interpersonal relationship skills,

demonstrate empathic and encouraging behaviour, have a deeper understanding of the mentees' needs, and encourage the mentee to manage research projects professionally in order to fulfil such a challenging role. Mentors should also provide positive, encouraging, constructive, and development-oriented feedback; offer tips, hints, cues, ideas, strategies, and guidelines; and motivate mentees to do experimentation, take risks, and embrace new roles and responsibilities. In times of turbulence, when mentee is dealing with significant problems or is unable to maintain a balance between personal and professional life, assume the role of counsellor by closely observing the mentee's behaviour in relation to their goals and documenting it in anecdotal form. Mentor the mentees using modern tools and techniques such as potential appraisal, strengths, weaknesses, opportunity and threat analysis, and visionary leadership.

3.3. The Orientation of Mentors

The certified internal and external mentors should be oriented on the mentoring programme of the institute, institute development plan, purposes of mentoring, and the institutional support available to them. The institute should also request mentors to adhere to mentoring ethics. The duration of the orientation programme may range from one to three days. All the mentors should be given orientation in one go so that they work on the same philosophy of mentoring, follow the systems and processes of the institute, and promote the same mentoring culture in the institute.

3.4. The Selection of Mentees

The good educational leaders and faculty members to be selected as mentees in the first phase of the mentoring programme at institute level are those who are willing, proactive, forward-looking, risk-takers, good listeners and learners, well performers, positive thinkers, pro-innovation and change, and career conscious. These mentees will create fertile ground for the mentoring programme in the institute. These are the early adopters of the change envisioned in NEP 2020. After a six-month cycle of mentoring, a new phase of mentoring can begin, with the mentees being chosen based on the same criteria. These mentees will strengthen the mentoring programme in the institute, then the third phase may be started involving all faculty

members who are left out and involving the mentees who participated in the first and second phases of mentoring. The process of introducing a mentoring programme will ensure the success of the mentoring programme crossing all barriers and obstacles in the institute.

3.5. *The Orientation of Mentees*

The proactive educational leaders and faculty members who are selected as mentees may be oriented on provisions of NEP 2020, institute development plan, and reengineering taking place in the institute, areas of priority of the institute, new goals of the institute, career progression requirements, the potential of the individual mentees and the like. The mentees are also oriented on the process of seeking guidance, support, and advice. They are oriented on norms and ethics to be followed during the mentoring process. They focus on effective listening, goal-setting, self-learning, effective communication, the feedback process, reflective skills, initiative, and valuing the mentors' perspectives.

3.6. *The Mentoring Processes*

There are many processes used in mentoring like trust-building, open and effective communication,

collaborative and cooperative working, minute observation, providing socio-emotional support, offering feedback, guiding problem-solving, encouraging experimentation and innovation, hand-holding, discussions on issues, and creativity on themes. The mentoring relationship may be established between the experienced faculty member and novice faculty members, faculty colleagues, and faculty members. There are several types of mentoring: one-on-one, peer, co-mentoring, all faculty mentoring, and informal mentoring (Green, 2010; Gupta, 2008). E-mentoring is becoming important in today's world, not only to save time and money, but also to provide new dimensions and opportunities for both academics and students in higher education (Watson, 2006). Reverse mentoring, peer mentoring and cognitive coaching are reported (Wake Forest University).

The areas of mentoring for faculty members may be prioritized by the institute based on their needs in the context of NEP 2020. The areas may be different for different coordinators of different portfolios and the role they are expected to perform. The areas of mentoring are determined at the institute level considering the institute's development plan. The areas are stated in Table 1.

Table 1: Areas of mentoring in the context of NEP 2020.

Areas	Subareas
Image building of the institute	Designing and implementing image-building strategies
Academic leadership	Governance and management of the institute
Designing innovations at the institute and department level	Scanning the external and internal environment and designing innovations to be undertaken at the institute and department levels.
New educational programmes	Conducting need study and preparing a detailed project report following the approval process.
Curriculum	Curriculum development and revision Guidelines for effective curriculum implementation Curriculum evaluation
Curriculum implementation	Content analysis to develop outcome level ability Preparation of course plan Effective implementation of learner-centric teaching-learning methods, Managing the flipped classroom approach Use of artificial intelligence Use of virtual reality and education technology Managing internship and industrial training Developing creativity, critical thinking and higher-order thinking capacities
Assessment of learning	Designing outcome-based assessment schemes including tools and techniques and using them as motivational tools for learning, encouraging self-learning among students, diagnosing learning problems of the students, taking corrective and preventive actions, and assessing the outcomes.

Co-curricular events and activities Chapters of professional societies, students clubs, development of life skills, alumni network, professional events	Planning a variety of activities Preparing proposals for innovative activities Organizing events for the students Organizing and mobilizing the resources for the events Evaluating the outcomes of the events Preparing a report on the success of the event
Extra-curricular events	Planning a variety of events such as excursions, exhibitions, sports, cultural events. Preparing proposals for such events to raise funds Organizing events for the students Organizing and mobilizing the resources for the events Evaluating the outcomes of the events Preparing a report on the success of the event
Entrepreneurship	Managing entrepreneurship skills development cell
Managing students' clubs	Forming and managing students' clubs for various purposes
Mentoring students	Mentoring, coaching, guiding, and counselling students,
Educational researches	Conducting educational researches to improve education systems and processes. These could need analysis, content analysis, experimental studies, tracer study, impact study, action research, and many more
Domain-specific researches	Fundamental, applied and experimental studies related to the world of work situation Methodology of the study Statistical analysis and drawing inferences Report writing
Publications	Publishing various types of research papers, reports, case studies, anecdotes, reviews, books, blogs
Plagiarism and copyright	Rules, procedure, software, fees, implications
Revenue generation	Preparing proposals for getting funds Managing the projects Preparing reports
Online programmes	Developing online programmes Delivering programmes Assessing the learning of the students Evaluating the programmes
Managing various cells and sections	Admission, examination, training and placement, internal quality assurance, industry interaction, grievance management, women harassment prevention, innovation centre, incubation cell, research cell, documentation cell, cooperative, international affairs, marketing, continuing education, community development, publication.
Managing services of the institute	Managing services of the institute provided to internal and external stakeholders.
Organizing conferences	Designing a publicity strategy Managing review of conference papers Organizing conferences Publishing proceedings
Organizing national and international level events for faculty and students	Planning events Publicizing events Managing events Preparing reports
Managing collaborations	Planning and managing collaborative projects with industry, society, and stakeholders.
Managing students induction	Socialization of students in the culture of the institute
Contribution to national missions	The government of India and state governments have implemented many missions, programmes, and schemes.
Court cases	Managing conflicts, litigations, and court cases

There are varieties of barriers reported in different mentoring programmes of newly recruited teachers and potential teachers. Some significant barriers are; inadequate time for the mentoring process, mentors are not professional in their approach, mentors are not trained in the mentoring process, mentors are not having specialized knowledge in which they are mentoring the mentees, purposes of mentoring is not clear to mentors and mentees, mentoring is used as a remedial measure for low performers, inadequate rewards to mentors and mentees for achievements of goals, inadequate support from the institute, mentors are not information technology savvy, documentation of the mentoring process is weak (Gupta, 2009). These barriers to mentoring should be addressed while designing the mentoring programme and processes at the institute level.

3.7. Outcomes of Mentoring at Institute Level

Significant benefits to the institute are; contribution to the achievement of institutional goals, a pool of competent and proficient faculty members, effective and efficient implementation of the institute development plan, organization of a wide range of national and international level events, networking with the experts, use of technology, grab the opportunities to achieve the goals, creation of academic and research environment, appreciation of multidisciplinary approach, enhancement of quality of education, benchmarking with the best, next level of faculty members are ready to take up higher roles and responsibilities, less training and development expenses, fast adaption of changes, better retention of faculty members, multidisciplinary understanding, fostering academic and research conducive culture (Rosemary & Horsfall, 2015).

3.8. Outcomes of Mentoring at Mentees' Level

Mentees gain from professional mentorship in a variety of ways, both direct and indirect, tangible and intangible. Significant benefits to mentees are exploring unknown potential, setting personal and professional goals aligned to self-potential, using time and energy effectively and efficiently to achieve goals, gaining professional satisfaction, challenging one's thinking, developing competency and proficiency in a short period of time, developing a network of experts, seeking

emotional support, increase in salary, a promotion, and self-satisfaction (Rosemary & Horsfall, 2015).

3.9. Outcomes of Mentoring at Mentors' Level

Significant benefits to mentors are self-satisfaction, familiarisation with current issues and challenges, enhanced network, professional respect, some goals which they could not attain can be achieved through mentees, and sense of accomplishment (Rosemary & Horsfall, 2015).

4. Literature Review

Andrew (2016) developed a framework for mentoring models comprising four zones. These are spread on teaching and learning and aspects of learning to teach. The model reflects on traditional or reform-minded views of teaching and learning. And focus on few or many aspects. The author has taken the reference of other researches and stated various models of mentoring like consultation, internship, systematic training, apprenticeship, educative, humanistic, and differentiated coaching.

Rosemary and Horsfall (2015) stated the concept of mentoring in teacher training and listed the benefits for the mentee, mentor, and institute. They described teaching methods and strategies for mentoring student teachers. The main strategies are to demonstrate the lesson plan, to allow the teacher to prepare the original plan, to provide feedback regularly, to plan effective learning assessments, to provide feedback on classroom presence, to provide guidance on how to use the material, to guide teachers to help special needs students, and implement collaborative teaching.

Collins, Brown & Newman (1987) stated that modelling, coaching, scaffolding, articulation, reflection, and exploration teaching methods are used to develop cognitive and metacognitive abilities.

Abugre & Kpinpuo (2017) concluded a strong positive relationship between institutional career support and the process of mentoring, as well as a strong positive mentoring relationship between senior and inexperienced faculty, and between colleague faculties. The work provides higher education institutions with the value of developing their internal human capital asset that can leverage their performance.

Bryant-Shanklin & Brumage (2011) proposed a collaborative responsive education mentoring

model (CREMM) for the institutions which are moving from teaching-intensive to research-oriented institutions. According to the authors, mentoring has changed considerably in the last decade as downsizing, reorganization, and uncertainty became a part of the daily functioning of higher education institutions. This model also supports the formalization of mentoring relationships beyond the individual universities as formal mentoring partnerships are established between colleges and universities to conduct collaborative research. CREMM is one method for assisting faculty and students at higher education institutions to make a paradigm shift to align with the mission and purpose of institutions.

Hanover Research (2014) The report contains the role of mentorship in higher education, mentorship models such as reverse mentorship, mutual mentorship, peer mentorship, team mentorship, and e-mentorship. The report describes some best practices on mentorship and effective mentorship models.

Tomlinson & Malderez (2010) stated perspective on teacher professional knowledge and its acquisition, benefits for mentees, benefits for mentors, benefits for schools and education system, conditions for effective mentoring, and limitations of mentoring in practice.

Lesley stated the purpose and benefits of mentoring, training for mentors and mentees, exploration of different mentoring models, and the issue of equitable access to mentoring as a support mechanism for all teachers in a higher education environment.

Hudson (2013) stated that mentoring is used to advance a mentee's teaching practices, professional development on mentoring practices may further enhance this process. The message is clear that investment in mentors' professional development can help build teaching capacity for both mentors and mentees.

Hobson et al. (2009) stated the definition of mentoring, explained the growth of mentoring, mentoring of beginner teachers, potential benefits for mentees, mentors, mentoring school and education system, potential limitations and cost of mentoring, conditions for effective mentoring, and unknown things about mentoring.

Larissa et al. (2016) proposed a comprehensive guide covering the purpose of mentoring, support to effective mentoring, characteristics of a mentor, the role of the mentor, and research findings is available for the school education system.

Singh (2013) concluded that school mentors make a significant contribution to the development of work-integrated learning (WIL) skills for student teachers. The author studied mentors rating by their mentees on four domains viz preparation and planning, classroom environment, instruction, and professional responsibilities.

Williams et al. (2014) concluded that faculty members need mentoring for teaching online. Faculty members' communication, the importance of the activity they're doing, and administration's engagement in learning about faculty members' needs, they said, are all crucial to the program's success.

Agunloye (2013) suggested that the mentoring program produced gains in teaching, research, and service domains of performance for the participants in the mentoring program. The focus-group reflections corroborate the findings of the quantitative data. The study also identifies some of the challenges of the mentoring program. Leadership and policy implications were outlined and suggestions for improvements were noted.

5. Suggestions for Effective Implementation of Mentoring

5.1. National Level

1. At the national level, it is suggested that an organizational structure needs to be created to facilitate the mentoring programmes, events, and activities at the national level to achieve the mentoring missions. At present, cell may be established in AICTE and UGC and later on, it may be transferred to the proposed national accreditation council. This mentoring cell may be backed by the National Institute of Technical Teachers Training and Research institutes (NITTTRs), institutes of national importance, and premier institutes of the country to offer training programmes for mentors, develop training resources, guideline documents, and conducting research studies on mentoring. These institutions will make available certified mentors. Technical universities and other universities may facilitate the initiative of mentoring educational leaders and faculty members at university and college levels. The HEIs may use the learning resources made available to them and certified mentors to establish a mentoring programme in their institutions. The ultimate beneficiaries of the mentoring mission are students, educational leaders and faculty members. These people should be encouraged by the institutes to reap the benefits of mentoring programme.

2. Mission on mentoring needs to be elaborated in the form of an action plan and guideline document.
3. Generic and specific criteria for the selection of mentors should be decided. These criteria may be used by HELs for selecting mentors from outside or within the institution. Broad mentorship areas may be decided at the national level.
4. Elementary and advanced certification programmes on MCGC should be offered via SWAYAM and blended mode. The certified mentors should be appointed as mentors to ensure a minimum level of quality of mentoring.
5. Adequate support for developing guidelines, training material, learning resources, case studies, and best practices should be prepared.
6. Adequate financial support to the national mission on mentoring should be provided.
7. A wide spectrum of research studies such as need analysis, mentoring models, the profile of mentors, impact of mentoring, best practices on mentoring, and action research should be conducted to generate evidence-based knowledge.
8. Initial level workshops, discussions, training, creativity sessions, conferences, seminars, and symposiums may be organized to initiate the activities under the national mentoring mission.
9. National institutions may be encouraged to organize webinars on mentoring educational leaders and faculty members.
10. A mechanism for monitoring and evaluation of the mentoring impact on the quality of education at the national level in higher education needs to be designed and implemented right at the initial phase of the mentoring mission.

5.2. Institute Level

1. Mentoring programmes should be institutionalized to get long-term sustained benefits for institutions and faculty members. The mentoring programme may encompass orientation and induction in the profession of academics, right allocation of mentors to mentees, create a pool of mentors, regular meetings between mentors and mentees, experimentation on new themes, conduction of search conferences involving mentors and mentees, right learning material to mentees, institutional support to mentors and mentees, using best practices of mentoring, experience sharing workshops of mentors and mentees, documentation of the mentoring process and outcomes, impact study on mentoring, feedback sessions, use of e-mentoring, minute observation on critical behaviour, publication of case studies, anecdotes and research paper on mentoring.
2. Institute development plans (strategic, perspective, and annual) should become the base for the faculty mentorship programme. The governing body of the institute should approve the mentoring plan of the institute and support it financially and procedurally.
3. Multiple mentoring approaches should be employed to mentor faculty members working at different positions (professor, associate professor, assistant professors) with different goals (academic, research, service, image building, consultancy, organizing events).
4. Mentorship should not be limited to formal training, monitoring, and evaluation for faculty members. Mentoring should be reform-oriented and contextual.
5. Mentors should be competent and proficient in clarifying the career path, consulting on issues and challenges, collaborating on core academic areas, and coaching the mentee on achieving the goals.
6. Participation in mentoring should be one of the criteria for assessing mentor and mentee performance.
7. Provide equal access to all faculty members for the mentoring programme.
8. Encourage experimentation, action learning, and risk-taking, to achieve innovative goals.
9. The impact of the mentoring programme should be evaluated on a yearly basis on well-defined criteria. The impact may be evaluated at the institute, mentee, and mentor levels. At the institute level, criteria could include innovations brought in on various dimensions of the institute's functioning and outcomes, concrete results visible in terms of goals of the institute, change in academic and research culture, increase in publication, an increase in mentor and mentee satisfaction, an increase in student satisfaction, offering new programmes, courses, events and activities in the institute. Similarly, the criteria for assessing the impact on mentees may include the development of new and additional competencies, a change in attitude, increase in confidence, reduction in stress, an attitude toward self-learning, reflection, improvement, risk-taking, accepting new roles and responsibilities, an increase in domain-specific ability, interest in multidisciplinary activities, and the like. Similarly, the impact on mentors may be assessed using criteria such as the increase in readiness to offer more, self-satisfaction, improved mentoring skills, documentation of experiences, and anecdotes. Based on the impact evaluation results, corrective and preventive actions should be taken to improve the effectiveness of the mentoring programme in the next cycle (Harriet & Katie, 2019).

5.3. Mentors Level

1. Assist in the design and implementation of quality systems and processes at the institute and department levels for a variety of purposes.
2. Monitor the institute and department's implementation of systems, processes, plans, and statutory provisions.
3. Facilitate in crafting vision, missions, goals, and plans using creativity techniques, SWOT analysis, issue analysis, and value analysis.
4. Create awareness and educate faculty and staff members on various aspects of institutional functioning in the context of NEP 2020.
5. Encourage institutions and departments to collaborate with industry, research organizations, and international universities for students' training and placement, getting consultancy projects, research, and testing assignments.
6. Guide students in completing significant project work in the context of outcome-based education and accomplishment of program educational outcomes.
7. Facilitate the implementation of various domain-specific and multidisciplinary awareness, training, and conference programmes.
8. Guide the activities of IQAC to ensure the quality of academics and research.
9. Guide proposal design process for various projects and programmes
10. Guide the marketing strategy of the institute to increase the reach, design new programmes, and courses, and get consultancy.
11. Suggest solutions to specific problems of the institute related to academics and research.
12. Help in strengthening the brand value of the institute.
13. Guide development of case studies.
14. Encourage faculty members to use learner-centric methods.
15. Guide process of preparing students for participating in competitions and job interviews.
16. Guide in creating awareness on statutory provisions such as ragging prevention, women harassment, facilities for differently-abled people, the right to information, and national missions.

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