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MENTORING METHODS FOR FACULTY MEMBERS TO ACHIEVE EXCELLENCE IN HIGHER EDUCATION

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Abstract

The faculty members will perform a wide variety of roles for developing the students of the 21st century. It is envisaged in the national education policy 2020 that higher education institutions (HEIs) will offer interdisciplinary, cross-disciplinary, multidisciplinary education. The outcome-based education will be imparted to the students that is based on the principles of learner-centric approaches. It is envisaged that research, vocational education, entrepreneurship, science, technology, engineering, and mathematics will be integrated with the educational offering. The focus of education will be on the development of critical, creative, communication, and collaborative skills in the students. The universal human values, constitutional values, and professional values will be developed during the study. The education will be imparted in a way to develop lifelong learners to accept the challenges of the world of work. The HEIs will enhance the quality of education, research, and services and attain a minimum level of quality which will be linked to accreditation and obtaining autonomy. The autonomous status of HEIs further calls for many roles to be performed by faculty members related to admission, curriculum development, examination, certification, brand building, generating funds, collaboration with stakeholders, and documentation. In the next 15 years, HEIs are expected to reengineer, reform, and reenergized themselves to achieve the highest level of quality i.e., excellence. The faculty members will perform routine, innovative, reform-oriented, change-oriented roles in the future in different newer areas of the functioning of the institute. (Moorcroft, 2014) states that a bifocal mentoring programme is designed and implemented to career boost for individuals and change strategy for the institution. (Ilieva-Koleva, 2015) compared the mentoring with coaching and stated that mentoring is relationship-oriented, for a long term, development driven, self-directed, strategy, and for life. Therefore, the mentoring programme needs to address the holistic needs of the reform-oriented HEIs. (AICTE, 2020) declared the national initiative for technical teachers in which there is a provision for mentoring the teachers for effective induction and performance under the guidance of trained and certified mentors. (UGC, 2021) declared guidelines for mentorship for teachers of higher education in which a complete road map for preparing the teachers to achieve quality mandate is given.

In the backdrop of the changing context of higher education, a research study was undertaken to develop mentoring methods for faculty members to achieve excellence in higher education. A descriptive method of research is adapted to achieve the research objective, the population for the study constitutes faculty members of HEIs, and a convenience sampling technique is used. The futuristic perspective of higher education in the context of NEP 2020 is considered to complete the study. The weighted mean and percentage are used to analyze the data. The developed mentoring methods will be useful to the mentors of faculty members in HEIs to develop competence, commitment, and confidence during the mentoring process to achieve excellence in higher education.

Keywords: Mentoring, methods, excellence

1. INTRODUCTION

The faculty members will perform a wide variety of roles for developing the students of the 21st century. It is envisaged in the national education policy 2020 that higher education institutions (HEIs) will offer interdisciplinary, cross-disciplinary, multidisciplinary education. The outcome-based education will be imparted to the students that is based on the principles of learner-centric approaches. It is envisaged that research, vocational education, entrepreneurship, science, technology, engineering, and mathematics will be integrated with the educational offering. The focus of education will be on the development of critical, creative, communication, and collaborative skills in the students. The universal human values, constitutional values, and professional values will be developed during the study. The education will be imparted in a way to develop

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lifelong learners to accept the challenges of the world of work. The HEIs will enhance the quality of education, research, and services and attain a minimum level of quality which will be linked to accreditation and obtaining autonomy. The autonomous status of HEIs further calls for many roles to be performed by faculty members related to admission, curriculum development, examination, certification, brand building, generating funds, collaboration with stakeholders, and documentation. In the next 15 years, HEIs are expected to reengineer, reform, and reenergized themselves to achieve the highest level of quality i.e., excellence. The faculty members will perform routine, innovative, reform-oriented, change-oriented roles in the future in different newer areas of the function of the institute. In the backdrop of the changing context of higher education, a research study was undertaken to develop mentoring methods for faculty members to achieve excellence in higher education.

2. REVIEW OF LITERATURE

A comprehensive literature on methods of mentoring used in different countries, in a different environment, with different purposes is carried out and briefly enumerated in subsequent paragraphs.

(MHRD, 2020) declared national mentoring mission of the teachers of higher education to induct, develop and guide them for achieving the quality vision of higher education.

(UGC, 2021) came out with a draft document that covers three-phase training and mentoring of faculty members. In phase 1, the mentees receive mentoring on specific tasks and assuming a new position. The mentor assists the mentees by providing modeling of skills, sharing strategies, and observational feedback. The mentees undergo massive online open courses based on the faculty induction programme (FIP) or Guru Dakshta programme of human resource development cells (HRDCs) created under Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT) in premier institutes of the country. In phase 2 detachment from the mentor and undertaking discipline-specific field training and faculty development programmes in blended mode. In phase three, faculty members undergo faculty development programmes and leadership development programmes. The pairing and mentoring circles approach is stated in the document. The other modes of mentoring recommended are virtual mentoring, meetings, observation, assessment, and feedback. UGC Guru-Dakshta Faculty Induction Programme (FIP) describes the 10 modules of training for inducting the faculty members in the universities and colleges (UGC, 2019).

(Na-Songkla, 2020) developed a framework for designing cognitive coaching personal learning network. The authors developed five basic components viz connecting paths, tools, knowledge building, learning resources, and coaching activities. (Göker, 2020) conducted an experimental study on teachers and concluded that cognitive coaching resulted in the personal and professional development of mentees, improvement in sense of efficacy, and formation of identity.

(Montgomery, 2017) described comprehensive mentoring, maintenance mentoring, transitional mentoring, and aspirational mentoring. The author detailed out mentoring network mapping model.

(Abugre, 2017) concluded that the career support enhances the probability of receiving benefits from the mentoring programme, the academic staff uses mentoring opportunities that have previously achieved it, and the support from colleagues enhances probability to take advances from the positive mentoring.

(Andrew, 2016) suggested four zones mentoring framework for educational setting stating that the framework will be useful to ensure the effectiveness of the mentoring programme for administrators, leaders, mentors, and mentees.

(Rosemary O. Ekechukwu, 2015) described the academic mentoring in the context of quality assurance in higher education. The author described the six methods of academic mentoring citing Collin Brown Newman. These methods are modeling, coaching, scaffolding, articulation, reflection, and exploration.

(Brumage, 2011) proposed collaborative responsive education mentoring model for higher education institutions in the changing context of education and with a focus on education, research, and service.

(Lonnie D. Inzer, 2005) reviewed the formal and informal mentoring and stated that formal mentoring is essential for the organization that can be supplemented and complemented by informal mentoring. The associated problems of formal mentoring are stated and methods to overcome the limitations are described. The benefits of the mentoring programme to institute, mentees, mentors are described. The teaching methods are used in academic mentoring.

(Thomas) described many mentor-mentee activities. Mentoring methods are mentioned in these activities for example discussion, review of the work, observation, coaching, sharing resources, workshop, working as a team, meetings, collaboration, maintain a reflective journal, team teaching, feedback sessions, joint exploration, conferencing, and brainstorming.

The systematic review of the literature reveals that in the context of higher education mentoring methods are not defined and suggested. The mentoring methods are also not defined and suggested in reform-oriented higher education institutions in the context of NEP 2020.

3. RESEARCH OBJECTIVE

The research objective is to develop mentoring methods for faculty members to achieve excellence in higher education.

4. RESEARCH METHODOLOGY

A descriptive futuristic research methodology is used to develop the mentoring methods for faculty members of HEIs in the context of NEP 2020. The study is designed based on the literature gap, experiences of the authors, and views of the respondents. The study followed all the steps of the descriptive type of study.

Population

The formal and informal mentors in higher and technical education of India constitute the population for this study.

Sample

A convenience sampling technique is selected for achieving the objective of the study. As no complete database of mentors working in higher and technical education institutions is available with any agency in India.

Research Instrument

The research instrument is designed by researchers to gather information on methods of mentoring used in higher and technical institutions of India. The instrument comprises structured and semi-structured questions on methods of mentoring. The instrument was given to 6 experts for offering comments on the content and construct of the instrument. The feasible comments are incorporated in the instrument. The reliability of the instrument tested calculating Cronbach alpha which comes between 0.94 to 0.96 for different items.

Respondents

The formal and informal mentors are the respondents for this study who are having industrial and academic experiences and are involved in the process of formal and informal mentoring of faculty members and students.

Mode of data collection

Researchers used Google form for gathering the information. The link was sent through email to the potential respondents. More than 8000 respondents were approached for providing the information out of which 545 responded in given time.

Data Analysis

The gathered data and information are compiled in tabular form. The quantitative data is analyzed using percentages and weighted mean. The qualitative data and information are classified and properly articulated to convey the meaning.

5. FINDINGS

The findings are noted on mentoring methods. The significance of the methods is described in the context of National Education Policy 2020 to achieve academic, research, and service excellence. The appropriate literature is referred to strengthen the viewpoints.

Effective communication

Effective communication is the lifeblood of an innovative institution. The mentors need to develop effective communication skills to manage the mentoring methods with mentees and facilitate them to remove deadlocks and mental blocks for effective interaction. The mentors need to develop listening skills and need to see the mentoring situation from the mentee's perspective. They should be able to communicate the right perspective in a given situation. The communication used in mentoring process is non-directive, non-instructive, and non-prescriptive. It is facilitative, articulating, and suggestive in all the mentoring situations during the mentoring process. It is found that 82% of the respondents stated that they use effective communication during mentoring.

Collaborative mentoring

In group mentoring, mentees having distinct strengths in a particular area of specialization like the use of software for generating reports, use of technology, managing projects, designing curriculum, mobilization of resources, skills in problem solving and project management, conducting research studies, negotiating with the external stakeholders, organizing social events, and the like. There are mentees with different personality characteristics like proactive, analytical, creative, critical, minute observers, visionary, positive thinkers, and the like. Collaborative learning becomes important in situations where a mentor is responsible for mentoring a heterogeneous group of mentees where the strengths of the mentees can be used to overcome the weaknesses of other mentees. Collaborative mentoring is required in a situation where one mentor feels inadequate to satisfy the mentoring requirements of the mentees in such situations more than one mentors collaborate to satisfy the varied requirements of the mentees. It is found that 82% of the respondents stated that they use the collaborative learning methods during mentoring the small and medium-sized groups.

Cooperative mentoring

In a group members need cooperation from each other and their mentors to; get psycho-social support for performance, help in performance, feedback on performance, validation of goals and process of performance, encouragement for performance, feedback on performance, recognition of their achievement, appreciation of the efforts put by them and progress in learning and performance as a group. The cooperative mentoring method is a strong method where a mentor is mentoring a group with a specific goal to be achieved like the use of a particular research method, use of learning platform, designing and using a rubric for assessment purpose, formulating course outcomes, the process of offering feedback to the students and like. It is found that 82% of the respondents stated that they use cooperative learning methods during mentoring small and medium-sized groups.

Guiding problem solving

The mentees encounter obstacles, face problems, and challenges during the process of performance especially in newer and different situations of performance. The problems may be related to the use of statistical tests in research, interpretation of statistical data and drawing conclusions, use of learning platform, development of e-content, use of rubrics, leading a team of students to take them to industrial visits, interviewing eminent persons for developing video programme and the like. The mentors guide to remove the obstacle, solve a problem, and overcome challenges. Mentors provide cues, hints, ideas to solve the problem and not actually help in solving the problem. Mentors are available to mentees when they are trying to solve the problem, they minutely observe the behavior of the mentees and provide the right cues to the mentees. In a very difficult situation, they demonstrate the process and ask the mentees to imitate the process of

solving the problem. It is found that 82% of the respondents stated that they use guiding problem-solving.

Discussion on issues/themes/challenges

Discussion methods are the strong and direct methods of mentoring mentees on areas with which they are familiar but want to enhance competency, proficiency, and confidence. Discussion methods such as group discussion, panel discussion, and focus group discussion are commonly used methods for developing higher-level cognitive abilities and interpersonal skills in the mentees. Discussion methods are used for induction, orientation, socialization, and problem-solving abilities in the mentees. The discussion develops domain-specific higher-level abilities in the mentees. It is found that 80% of the respondents stated that they use discussion methods during mentoring the small and medium-sized groups.

Handholding

The handholding method of mentoring is useful for developing the competence and confidence in mentees for the first-time performance of a role. The situations could be; especially an inductee teacher is introduced by the mentor to the postgraduate students to conduct the first session in a particular course, inducing in a consultancy project with a team of internal and external members, introducing as a nodal officer for managing a sponsored project and the like. It is found that 78% of the respondents stated that they use the handholding method of mentoring.

Feedback method

The feedback method of mentoring is a strong method to; appreciate the efforts made by mentees to perform the task, the method of performing the task, reinforcing the right behavior demonstrated by the mentees, and give recognition to the achievement of goals. The feedback is offered on confidence, competence and proficiency demonstrated during the performance and the like. The feedback provided by the mentors plays an important role in shaping the behavior of the mentees. The mentors provide positive feedback for improving the performance of the mentees. This type of feedback helps the mentees to improve their performance. The mentors provide concrete feedback which can be understood and internalized by mentees. The mentors avoid criticism, negativism, and fault-finding during the feedback process. (Larissa Raymond, 2016) stated that it is a transmission approach to learning which is useful for the performance and development process. (Larissa Raymond, 2016) described the importance of clarifying, consulting, collaborating, and coaching in the context of mentoring. (Phillips-Jones, 2003) stressed the importance of corrective feedback in mentoring process for those mentees that perform less than desired way. The authors stated that mentors provide positive, non-derogatory corrective, immediate, specific, and useful feedback. It is found that 78% of the respondents stated that they offer feedback to mentees to improve their performance of the mentees.

Socio-emotional support method

The inductee faculty members require a very high level of socio-emotional support to break their initial inertia to face the students of almost all of their age. The inductee faculty members are a novice in the profession and need socio-emotional support from their mentors in performing the new role. Socio-emotional support is even a prerequisite to the hand holding method in many situations of mentoring. Similarly, the promoted faculty members and redeployed faculty on a project may require socio-emotional support so that they can perform at a predefined level of quality. The acceptance of faculty members is a big challenge in Indian culture so the faculty members require socio-emotional support. It is found that 78% of the respondents stated that they offer socio-emotional support to enhance the confidence and acceptability of the mentees in performing a new and different task.

Creativity methods of mentoring

The Indian education system is under transformation. It is transforming from an input and process-based curriculum approach to an outcome-based education system. The national policy of education has added many dimensions to enhance the quality of education and to take it at par with the world level quality. The policy indicated that the educational systems will be reengineered, reenergized, and revamped to achieve the vision of quality education. In transformation and innovation-oriented education faculty members and academic leaders are going to design and implement the reforms and innovations. The creativity methods of mentoring develop the creative abilities to design and implement the innovations. The creativity methods such as brainstorming, nominal group technique, force field analysis, Delphi, cognitive mapping, content analysis is relevant in higher education institutions. It is found that 77% of the respondents stated that they use creativity methods during the mentoring process to develop the creative abilities of the mentees.

Observation methods

The minute observation method is used by mentors while their mentees are performing an assigned task in a way they are mentored. The mentors use an observation sheet or rubric to observe the behavior of the mentees on the tasks. Observation could be related to the use of the right kind of body language during conducting teaching-learning process, use of information communication technology, demonstration of professional ethics, the method used by mentees in offering feedback to students during the session, method of guiding the students in the laboratory, workshop, and research laboratory. Observation methods are useful to analyze the performance of the mentees related to affective and psychomotor domains of learning and make decisions related to improving the mentoring process. It is found that 77% of the respondents stated that they use observation methods during the mentoring process to improve the mentoring process, provide feedback for improvement of performance and enhance the proficiency of mentors.

Cognitive coaching

Cognitive coaching plays a significant role in mentoring the faculty members to improve their performance on instructional methods, research and services through reflection and taking corrective and preventive actions. The faculty members develop competence and

proficiency to prepare instructional and research plans, solve the problems of implementation and reflect on their performance. Cognitive coaching results in an improvement in the enhancement of efficiency, effectiveness, and efficacy in performance. Cognitive coaching increases the maturity of the mentees towards self-determined development and performance. (Costa, A. L., & Garmston, R. J., 2002) stated that cognitive coaching is completed in three steps viz. planning a conference, observing the lesson, and reflecting conference. The authors stated that there are five states of mind in cognitive coaching viz efficacy, flexibility, consciousness, craftsmanship, and interdependence. These states of mind are used in developing metacognitive skills. There are three attributes that characterize the state of mind viz transitory, transforming, and transformable. The mentors use the transformable and transforming attributes during the process of mentoring. (W. Todd Rogers, 2016) concluded that cognitive coaching resulted to prepare better principals. The level of thinking, self-reflection, and self-efficacy improved. Cognitive coaching is not used by any respondent.

Scaffolding method

Scaffolding method of mentoring is a mentees-centric method in which mentors create a scaffold for the development of the mentees according to their learning or development needs. The method creates scope for addressing the learning and development requirements of the mentees related to problem-solving, removing obstacles of the learning process, creating cues for creative and critical thinking, and developing metacognitive skills in the mentees. The mentors use a supportive and guiding approach to the development of the mentees. (Zuraimi Zakaria, 2016) concluded that the scaffolding approach helps in the development-oriented learning of the mentees. Scaffolding is not used by any respondent.

Reflective method

The reflective method of mentoring is a very strong method to develop abilities related to planning, monitoring, and reviewing the progress on performance and improve the competence and proficiency related to the task. The reflective method of mentoring enhances maturity for self-learning and self-determined learning. The reflective method improves the level of consciousness for learning and development which is useful for the wholesome development of the personality to perform professionally. (Na-Songkla, 2020) stated that reflective conversation comprises activities such as summarise the learning, and recall the information, analyze casual factors, construct new learning, commit to application and reflect on the coaching process. (OSPI, 2017) stated that reflective mentoring develops a growth-oriented mindset, promotes reflective practices, builds reflective capacity, promotes connection making, setting goals, and reflective inquiry. The reflective method was not used by any respondent.

Introspection

The introspection method of mentoring is used by mentors to take the mentees towards the highest level of maturity. The mentors develop self-consciousness in mentees about identifying the need for learning, learning, self-assessing the development of ability, confidence building to use the ability in real-life situations to achieve the goals and self-rewarding on the accomplishment of the goals. Mentor develop the ability in mentees to consciously learn, develop competency and proficiency, use it during the performance for further learning and development. The introspection ability is developed to develop self-related competencies such as self-awareness, self-learning, self-assessment, self-rewarding, and self-reflecting on progress. Mentors develop their mentees as lifelong learners developing introspection ability. Less than 10% of respondents reported that they have used the introspection method.

Team building

Mentors often use team-building exercises to result in institution building. In higher education number of reforms related to curricular, co-curricular, and extracurricular activities are planned. These reforms can be effectively designed and implemented harnessing the creative potential of the individuals and teams. Mentors use the team-building method of mentoring for teams building, culture building, and institution building to facilitate innovations and reforms in the institution. (Moorcroft, 2014) stated that a team of mentees and mentors involved in the mentoring process to achieve the goals. In team mentoring there could be more than one mentors to achieve bigger and broader goals. It is used for developing the change agents, leaders and innovators. The team-building method of mentoring is used for producing a synergetic effect in learning and development. It is found that 42% of the respondents stated that they use team-building during mentoring.

Search conference

The search conference method of mentoring is a useful method for preparing the institutional development plan or designing innovative systems for achieving goals in newer and different areas of performance. In the context of NEP 2020 the institutions need to design systems, innovations, reforms to achieve the vision of the institute, the search conference is a method of mentoring for such reforms. It is an excellent method to search solution to complex problem, seek collaboration, and achieve the goals in a challenging situation. It is a good method to mentor 20-50 faculty members in a changed or newer context (Robert Rehm and Nancy Cebula, 1996). Information is not collected in this study on search conference method of mentoring.

Action research

The action research method of mentoring is a powerful method to sustain, improve, and innovate the educational and research practices of the institute in the context of educational reforms envisaged in various areas of functioning of the institute, build collective confidence among the institutional members to effectively implement the innovations, buy-in those who apprehend to participate in the innovation, design specific innovation to achieve the reform goals, reflect on the current practices of the institute to eliminate the gaps, deficiencies, and inefficiencies. It is a process of collective reflection on current practices, redesign them to bring qualitative

improvements, and explore new processes, tools, and models of innovation in the institutional context to achieve the goals planned in the institutional development plan. Action research method of mentoring leads to the development of collective abilities for transformation. An action research method is also used to solve significant problems of the institution in a collective manner using project interventions. Mentors use various versions of action research such as cooperative research, evaluation research, service research, experimentation, and operational research considering the requirements of the situations of the institution demanding for problem-solving, improvement, and innovations. (Fragoulis, 2014) stated that action learning is also known as participatory research, collaborative inquiry, emancipatory research which learning by doing. The action learning is not used by any respondent.

Experimentation

The experimentation method of mentoring is used to develop the higher-level capabilities to research, undertake consultancy, evolve new models of institutional development, foster shared values, evolve models of collaborative learning. The mentors develop the capabilities of the mentees using the experimentation method of mentoring. It is a holistic method of conceiving innovations, designing, planning for implementation, implementation, reflection, and evaluation. It is a big spiral of experimentations comprising two to five cycles of experimentations which are built on one another for bringing spiral impact on the development of the capability and capacity of educational leaders and achieving actual impact of the experimentation in the institution. The experimental method is not used by any respondent.

Self-determined learning

The mentors assign individual and group learning assignments which are related to developing commitment, confidence, and competency which are aligned to the core vision of the mentees. Self-determined learning assignments create meaningfulness and relevance in the mentoring process. Mentees come forward with a greater level of enthusiasm and energy to learn. Mentors guide the process of learning through self-determined learning assignments to develop self-assessment skills, peer assessment skills, reflective skills, self-rewarding skills, and meta-cognitive skills in mentees. These skills develop learning to learn and thinking to think abilities in the mentees. The self-determined learning methods empower the mentees to learn and develop to achieve their personal and professional goals. Self-determined learning is not used by any respondent.

Mapping of Mentoring Methods

Mentoring methods are mapped with the institutional activities, events, projects, and programmes leading to; effective implementation of systems and processes, maintaining the achievement of goals, continuous improvement of systems and processes to continuously improve the performance, and design innovative systems and processes to achieve innovative goals of the institute. Mapping of mentoring methods on 3-point scale (viz. 3 - substantial, 2 - moderate, and 1 - slight) is shown in table no 1.

Table 1 Mapping of Mentoring Methods with Implementation, Improvement, and Innovation

S.	Mentoring methods	Im	C on	In	Su ste
1	Effective communication	3	3	3	3
2	Collaborative mentoring	3	3	3	3
3	Cooperative mentoring	3	3	3	3
4	Guiding problem solving	3	1	1	1
5	Discussion on issues/ themes/challenges	3	2	1	1
6	Hand holding	3	1	1	1
7	Feedback methods	3	3	3	3
8	Socio-emotional support methods	1	2	3	3
9	Creativity methods of mentoring	1	3	3	3
10	Observation methods	3	1	1	1
11	Cognitive coaching	1	3	3	3
12	Scaffolding method	3	2	2	2
13	Reflective method	3	3	3	3
14	Introspection	3	1	1	1
15	Team building	3	3	3	3
16	Search conference	2	2	3	3
17	Action learning	1	3	3	3
18	Experimentation	1	2	3	3
19	Self-determined learning	3	2	2	3

6. CONCLUSIONS

Mentoring is an integral component of strategic human resource management for capacity building, capacity development, culture building, institution building, and preparing the individuals, teams, departments, and institutions to achieve reform-oriented and innovation-focused goals of the institute in the current and future context. Mentoring plays a significant role in empowering the institution as a whole to adapt and adopt the major change in tune with the changes taking place in the external environment. It is concluded that the mentoring programme of the institute needs to be designed, and implemented using mentoring mix methods considering the contextual requirements of the institute. The conventional methods of mentoring are in use in higher education institutions but the innovative and strong methods are not known to the mentors and are not in use. The full potential of mentoring methods is derived using an appropriate mix of mentoring methods in a specific institutional context.

7. SUGGESTIONS

It is suggested that-

1. Communication should be effective during the process of mentoring to make the mentoring process effective, efficient, and outcome-oriented.
2. Collaborative mentoring methods should be used to harness the full potential of mentees for learning from each other.
3. The cooperative learning methods should be used to progress as a group in learning and performance to achieve group goals.
4. The guiding problem-solving method should be used to develop problem-solving skills and confidence to solve problems.
5. The discussion methods such as buzz group, group discussion, focus group discussion, and

panel discussion should be used to develop domain specific higher level of abilities, proficiency, and interpersonal relationship skills.

6. The handholding mentoring method should be used to induce, induct and introduce a mentee to familiarize, enhance confidence and commitment to perform a new role may be in a newer situation.
7. The feedback method of mentoring should be used by mentors in situations where the mentees are demonstrating their competence and proficiency in a real-life situation. The mentors offer positive and concrete feedback to mentees and avoid criticism.
8. The socio-emotional support method should be used by mentors to enhance the confidence and acceptability of the mentees in performing a new and different task.
9. The creativity methods should be used by mentors during the mentoring process to develop the creative abilities of the mentees, make effective decisions, and solve problems related to the quality of education.
10. The observation method should be used during the mentoring process to improve the quality of mentoring process, provide feedback to mentees for improvement of performance and enhance the proficiency of mentees.
11. The cognitive coaching method should be used by mentors to develop self-determined learning, increase efficiency, effectiveness, innovativeness in the performance of the mentees.
12. The reflective method of mentoring should be used to assess the learning, development process and reinforce the previous learning and think further on the topic/issues/themes/problem/challenges.
13. The introspection method should be used to empower the mentees for self-learning, self-determined learning, and developing reflective skills.
14. The team-building method of mentoring should be used for promoting quality of academics, research, and service culture in the institute and institution building.
15. The search conference method of mentoring should be used to mentor a group of 20-50 faculty members in newer areas of working of the institute to design the systems, strategies and plans.
16. The action research method should be used as mentoring to bring a spiral effect in the development of mentees and performance of the institution on areas of reforms, innovations, and major change.
17. The experimentation method should be encouraged during mentoring to develop new competencies, processes, and systems.
18. The self-determined learning method should be encouraged during mentoring to develop competencies related to one's own personal and professional development.

8. IMPLICATIONS OF THE STUDY FOR THE INSTITUTIONS AND MENTORS

The study will be useful to educational institutions in general and the higher education institutions in particular to design mentoring plans for the academic leaders, faculty members, and officials selecting an appropriate mix of mentoring methods. The study will be useful to the mentors to develop their competencies and proficiencies in reform-oriented mentoring methods. The study will facilitate the process to integrate mentoring with the implementation of the institutional development plan. The mentees will be benefitted from the study to enhance their awareness of innovative mentoring methods.

9. SCOPE FOR FURTHER RESEARCH

The research is based on the views of the mentors involved in traditional mentoring in conventional education. The declaration of national educational policy 2020 demands reforms, innovations, and a major change in the education system. In this context, formal research studies need to be designed and conducted on areas such as individual and collective mentoring needs in the context of the institutional development plan, effective design of the mentoring plan, development of mentoring models for higher education institutions, assuring effective implementation of mentoring approaches and mentoring methods, the impact of the mentoring programme, competence of mentors, role of institutional leaders in supporting mentoring programme.

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