



MENTORSHIP - A QUALITY INDICATOR IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT:

One of the earliest concepts of mentoring was documented in Greek history when Athena the goddess of wisdom disguised herself as a mentor, a trusted family friend, and assumed responsibility of Odysseus; household for the ten years he was away during his Odyssey, during the time Odysseus was away mentor tutored Telemachus his son to become a successful ruler (Allen, 2006; Holmes, Hodgson, Simari, & Nishmura, 2010).

To address these concerns, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992) spelt out strategic plans for the policies, advocated the establishment of an independent National accreditation agency. Consequently, the National Assessment and Accreditation Council (NAAC) were established in 1994 as an autonomous institution of the University Grants Commission (UGC) with its Head Quarter in Bangalore. The mandate of NAAC as reflected in its vision statement is in making quality assurance an integral part of the functioning of Higher Education Institutions (HEIs).

KEYWORDS:

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) , UNIVERSITY GRANTS COMMISSION (UGC) HIGHER EDUCATION INSTITUTIONS (HEIS), PROGRAMME OF ACTION (POA), SELF - STUDY REPORT (SSR)

INTRODUCTION

Mentoring is a vital process in nursing , it is a means for experienced nurses to orient and facilitate acclimation of novice nurses to their new role , this process involves the art and science of guiding another through the purposeful actions of inspiring , coaching , teaching , directing and leading an individual to a new place of cognition (Barker , 2006: Metcalfe, 2010) ¹.

And India has one of the largest and diverse education systems in the world. Privatization, widespread expansion, increased autonomy and introduction of Programmes in new and emerging areas have improved access to higher education. At the same time, it has also led to widespread concern on the quality and relevance of the higher education, To address these concerns, NAAC functions with its vision to make quality assurance an integral part of the functioning of Higher Education Institutions²

INCULCATING A VALUE SYSTEM AMONG STUDENTS

Although skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. The HEIs have to shoulder the responsibility of inculcating desirable value systems among students. In a country like India, with cultural pluralities and diversities, it is essential that students imbibe the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels.³ The seeds of values such as cooperation and mutual understanding

during the early stages of education have to be reiterated and re-emphasized at the higher education also through appropriate learning experiences and opportunities. The NAAC assessment therefore examines how these essential and desirable values are being inculcated in the students, by the HEIs.

QUEST FOR EXCELLENCE

Contributing to nation-building and skills development of students, HEIs should demonstrate a drive to develop themselves into centers of excellence. Excellence in all that they will contribute to the overall development of the system of higher education of the country as a whole. This '*Quest for Excellence*' could start with the assessment or even earlier, by the establishment of the Steering Committee for the preparation of the Self - Study Report (SSR) of an institution. Another step in this direction could be the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution.⁴

The importance of mentorship within health care training is well recognized. It offers a means to further enhance workforce performance and engagement, promote learning opportunities and encourage multidisciplinary collaboration. The present study suggests that there are both career and life benefits associated with mentorship, and it is increasingly recognized as a bidirectional process that benefits both mentors and mentees. Recently, mentoring has been considered an essential step in professional and personal development, particularly in the

field of health care.

Mentoring involves both coaching and an educational role, requiring a generosity of time, empathy, a willingness to share knowledge and skills, and an enthusiasm for teaching and the success of others. Being mentored is believed to have an important influence on personal development, career guidance and career choice. And through mentorship programs the students are encouraged to seek guidance on academic, general or psychological issues, if necessary.

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The NAAC accreditation system also has placed the emphasis in all new curricula on generic competencies, it also emphasized that there is also a need to enhance the transferability of leadership, teamwork and decision-making skills, as well as expecting the nurse to be able to deliver nursing care and expand their scope of professional practice.

CONCLUSION:

Such mentorship programs can be seen as a form of continuing professional development and while they can provide students with a form of professional enhancement which focuses on their needs providing them with advice,

encouragement and empathy. Mentoring can be carried out on a formal basis (i.e. part of an association mentoring program), or informally (i.e. not supported by an administrative framework but rather a casual networking arrangement)

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