



HIGHER EDUCATION AND ROLE OF FACULTIES

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In 1985, the higher education India were integrated, and the Ministry of commerce and management for Higher education) was established to lead the new organization. Since that time, many major changes and improvements have been made at the levels of management, higher education, but there has not been any appropriate system for monitoring, evaluating, and documenting that process. One response to the mentioned reform has been to take faculty orientation into consideration. The roles and expectations of faculty members and the missions of the colleges have changed. In as much as the human capital of every university consists of the academic staff, spending time and resources on energizing faculty members can provide a return on the investment in the form of creativity, productivity, higher morale, and self-revitalization. Therefore, after two decades, it is realized that it was time to review one of the most important resources of any college, that is, its faculty members. Researcher decided to investigate how development activities had been established to address the multiple roles of those professionals. Moreover, researcher wanted to research paper the exciting situation and effectiveness of the faculty orientation programs that were delivered, with the objective of finding suitable ways to solve problems and perhaps also enhance the activities that are currently in progress. To achieve that goal, researcher embarked on an empirical and conceptual analysis of faculty orientation activities in colleges from Maharashtra and Gujarat. The research paper consists of the multiple roles and responsibilities of the faculty members. The second and third studies dealt with organizational aspects of faculty orientation and other activities. Finally, the research paper addressed faculty opinion on orientation program and comparison between the two states mentioned above and the relationship between faculty evaluation and development

activities.

Faculty and roles played by them: Historical and contemporary issues

In this section, the outline some of the broad historical and contemporary contours that shape the landscape of faculty development programs in the United States. The goal, here, is not to provide a comprehensive treatment of the historical evolution of the academic profession. Instead, we begin by noting that several distinctive features of the contemporary model of academic work began to emerge in the latter decades of the nineteenth century. In particular, the structure of academic work shifted from a model of generalist faculty who taught a broad range of subjects, to a highly specialized faculty who were trained in specific disciplinary traditions (Schuster & Finkelstein, 2006). Distinct academic disciplines with their own learned societies began to emerge in the 1880s and 1890s. Moreover, during this time, increasing numbers of U.S. faculty received advanced graduate training in German universities. Some academics attempted to replicate the German model by founding new institutions in the U.S. that focus solely on research and graduate education, to the exclusion of undergraduate instruction. Johns Hopkins University in Baltimore and Clark University in Worcester, Massachusetts, were founded along those lines, but the German model was not widely adopted in the U.S. Instead, research and graduate education functions were grafted on to existing institutions. Faculty at these institutions became responsible not only for undergraduate education, but also for graduate programs and research productivity within their academic disciplines. The growing level of specialization and professional expertise associated with academic work generated calls for academic freedom and for more extensive involvement in institutional decisions regarding curriculum and faculty appointments.

The post-World War II era represents another key turning point in the development of the academic profession. Financial assistance through the GI Bill and other forms of access resulted in significant enrollment growth following the war. The number of faculty members also grew significantly in this era. Schuster and Finkelstein (2006) note that this expansion “nearly doubled the ranks of college faculty between 1940 and 1960, from about 120,000 to 236,000 and almost doubled again in a single decade, 1960-70, from 236,000 to 450,000”. Concurrently, the U.S. government became much more directly involved in funding academic research, given its potential for military and economic applications. The growth of large-scale, government-funded science enabled faculty members to control revenue streams that were separate from institutional budgets, thus giving them some degree of autonomy from the administrators who controlled those budgets, which in turn reinforced notions of academic freedom. But the proliferation of research products from these endeavors also solidified

within the academic profession a positivist, scientific-methods model of knowledge generation, which affected publication priorities not only within the natural sciences, but also in the social sciences arts and humanities, and professional fields. Put simply, empirical research became the coin of the realm. Enrollment growth and increasing levels of role specialization within the professoriate led to attempts within the various states to rationalize the system of higher education. The California master plan of 1960, for example, is viewed as a seminal effort to differentiate the missions of public higher education institutions. The University of California system was assigned a prominent role in graduate education and research, the California State University system was to focus on undergraduate and professional education in fields such as education and nursing, and the community college system was to provide both practical training for direct employment as well as opportunities for students to engage in coursework that would prepare them for transfer into the four-year system. Many other states engaged in similar attempts at mission differentiation, yet the prevailing model of the “ideal” institution was that of the research university.

College leaders, often with strong endorsements from their faculties, engaged in efforts to appropriate many of the features of the leading research universities. These normative pressures led to extensive institutional isomorphism in which many previously teaching-oriented institutions became more research focused (Morphew, 2002). These efforts were frequently formulated by college leaders and trustees as strategic plans for institutions to rise to higher levels within the Carnegie classification system where the research university was viewed as the pinnacle of success. Conversely, few efforts were made to prepare future faculty for the types of institutions in which they would more likely find employment. As Schuster and Finkelstein (2006) note, by 1969, fewer than half (48.3%) of all full-time faculty were employed by research and doctoral universities. The majority were employed in other institutional types that did not emphasize empirical research, such as teaching-oriented public universities and community colleges. Yet graduate programs continued to focus on preparing future faculty as researchers, largely to the exclusion of their future roles as teachers. The effects of this dramatic restructuring of faculty work were not realized fully for several decades. As Schuster and Finkelstein (2006) note, “During the first several decades following World War II, faculty members spent a majority of their work time, as much as two-thirds, directly engaged in instructional duties.” By 1987, however, “the portion of their effort devoted to teaching declined to about half of their overall effort” (p. 89). The effects of this transformation were also directly observable through the increasing number of graduate teaching assistants, part-time faculty, and adjunct faculty who were teaching undergraduate

courses, especially to first year students. During the 1980s, public stakeholders began to express significant concerns about faculty accountability to the teaching missions of their institutions. Some critics used Alvin Gouldner's (1957) distinction between cosmopolitan and local orientations to characterize faculty in terms of divided loyalties between their employing institutions and their academic disciplines. Cosmopolitan workers are "those low on loyalty to the employing organization, high on commitment to specialized role skills, and likely to use an outer reference group"(Hoy & Miskel, 1991) such as a learned society associated with one's academic field. These faculty would tend to concentrate their efforts on producing high quality research that is valued by relevant external referents. In contrast, workers with local orientations are "high on loyalty to the employing organization, low on commitment to specialized role skills, and likely to use an inner reference group" such as colleagues within one's own academic department. The argument in the 1980s was that faculty values and preferences had become much more heavily weighted toward the cosmopolitan orientation, at the expense of local institutional initiatives related to teaching and learning. The prevailing counterargument was that high quality research actually enhanced and strengthened teaching. The assumption was that good teaching was inseparable from rigorous research; good research informs, enriches, and keeps current both undergraduate and graduate teaching practices (Jencks & Riesman, 1968). In fact, the alleged synergistic connection between teaching and research was frequently asserted as an ex post facto rationale for grafting research and graduate education functions onto existing U.S. undergraduate institutions, in contrast to the German model which did not commingle undergraduate education and research. Many studies were conducted in the 1980s and 1990s to assess the relationship between faculty research productivity and their teaching performance. The preponderance of these studies revealed no correlation, or only modest positive relationships between teaching and research performance. These findings led higher education researcher Ken Feldman (1987) to proclaim that "an obvious interpretation of these results is either that, in general, the likelihood that research productivity actually benefits teaching is extremely small or that the two, for all practical purposes, are essentially unrelated". A slightly more optimistic interpretation is that at least the growing preponderance of effort toward research had not significantly damaged undergraduate instruction; there was not, after all, evidence of widespread negative effects. Nevertheless, by the late 1980s, higher education leaders and policymakers were increasingly concerned about the structure of faculty work roles.

Many years ago, one of the coauthors of this manuscript asked a large group of primary and academic staff college principals what was the most important factor contributing to an effective academic staff college. The principals cited student-centered learning, a democratic learning environment, outstanding leadership, high standards and expectations and a range of other factors. The principal of perhaps the most student-centered, democratic academic staff colleges in the country shocked everyone when he said that he built his academic staff college around his teachers. When teachers were motivated, committed, and happy to be there, the rest of the work would fall into place. When teachers are involved in decision-making that affects them, are able to reflect on and change their circumstances, enjoy being around the children, have the skills needed to impart the knowledge for which they are responsible, and understand their role in the broader community, they are usually highly motivated and student achievement tends to rise. While this is true of far too few academic staff colleges and classrooms around the world, we observed and read about some exceptional places where teachers love to teach and were developing confidence and new skills, and where children really learn. This is happening in some of the most unlikely places: poor, rural, bilingual, and multi-grade settings, with underpaid teachers possessing limited instructional materials and training. In considering raising the quality of teaching, one must begin at the teacher level. Teacher development must be seen as a continuum of learning, with teachers located at various places along the continuum. (The stage of a country's development will also affect the range of learning experiences on this continuum.) Teaching experience is gained over time. Long-term goals for excellence in teaching should be ambitious, but short and mid-term goals must reflect the reality of the everyday working situation for teachers. Even if only very modest changes are produced, such as getting a teacher to come to class each day and undertake basic skills training with rote methods, this represents progress if before the teacher did not even make it to class. While there are certainly better methods than rote to help children learn, the point is that planners and administrators may need to have modest goals in the initial stages of enacting a teacher development program. However, they should never lose sight of moving forward to the goal of creating a teacher who will use a variety of interesting and effective learning methods. The case studies highlight the importance of academic staff colleges and regions having an ongoing long-term professional development program that helps create this kind of teacher.

1.1) The responsibilities of colleges towards faculty members

Social obligations of educational industry are becoming more and more demanding. So, it

becomes inevitable for the education system to show the willingness to improve. The faculty training becomes all the more important in this respect as faculties are one of the important elements of education segment. Accordingly, colleges are not only highly responsible for improvement in education industry; they also play an important role in improving higher education and ensuring that the graduates meet certain standards of professionalism. Besides these public expectations, colleges also have obligations towards the faculty members, and those responsibilities can be divided into six categories:

1. Recruitment hiring of faculty should be based on subject knowledge, ability to perform and obtain funding for research, , and teaching competence)
2. Role definition (faculty members should be assigned appropriate roles)
3. Motivation (faculty members should be kept enthusiastic and up-to-date)
4. Recognition (faculty should be given recognition for good teaching)
5. Performance and reward management (e.g., faculty should be rewarded for good teaching)
6. Respect (faculty members should be respected)

If a college is to succeed, it has to accept these responsibilities. Spending time and resources on faculty orientation will have positive effects on things like creativity, productivity, morale, and self-revitalization. According to Professor Ronald M. Harden the crucial role of faculty orientation activities and initiatives implemented are inter related with each other. “There is no such thing as curriculum development, only staff development.” Thus faculty orientation is essential for ensuring and better addressing the obligations that colleges have towards their faculties. Unfortunately, planning and introducing a faculty orientation program is not an easy task. Discussion of the term “faculty development” can be initiated by raising some questions: How is this term defined? Why is such development important? What are common formats of faculty orientation programs? . What makes faculty orientation programs effective, and what steps must be taken to design such activities?

1.2) Definitions of faculty orientation

Faculty orientation is defined in different ways in the literature. The terms instructional development, staff development, faculty development, academic development, and educational development are all used in higher education systems in different parts of the world. Although these designations have slightly different meanings, they have a common core in that they refer to the work conducted by developers to research paper and enhance the professional performance of university academics. In this thesis, I use only the term faculty development, because it is often applied in the field of higher education. The definition of

faculty orientation has evolved and been expanded over the past few decades, and various definitions have been used in higher education. In 1975, Gaff referred to faculty orientation as the “activities that help teachers improve their instructional skills, design better curricula, and/or improve the education system,” and, at about the same time, the broad range of activities used by institutions to renew or assist faculty members in undertaking their expected roles. A decade later, Brad and Spitter broadened the definition by mentioning a shift in the focus of faculty orientation from the individual teacher to the needs of departments and institutions. Subsequently, “Faculty orientation is a planned program or set of programs designed to prepare institutions and faculty members for their various roles”. This broader and more inclusive definition has become generally accepted by the higher education community. The concept of faculty orientation was further expanded after consideration was given to the academic base of institutions. In 1998, Wilkinson and Arby used a Comprehensive approach to faculty orientation by saying that it is “a tool for improving the educational vitality of our institutions through attention to the competencies needed by the individual teachers and to the institutional policies required to promote academic excellence”. Also, Sheets defined faculty orientation as “Any planned activity to improve an individual’s knowledge and skills in areas considered essential to the performance of a faculty member in a department or a residency program (e.g. teaching skills, administrative skills, research skills)”.

Steiner and Mann took into account the institutional academic context and wrote the following: “In many ways, faculty orientation programs aim to help faculty members acquire the skills relevant to their institutional and faculty positions and to sustain their vitality, both now and in future”. Another comprehensive definition of faculty orientation at the institutional level was provided by McLean et al. “The personal and professional development of teachers, clinicians, researchers and administrators to meet the goals, vision and mission of the institution in terms of its social and moral responsibility to the communities it serves.” These are but a few of the contemporary definitions of faculty development. To summarize, let us consider the importance of such development and its areas of involvement, which has been described as follows by Steiner. Faculty development, or staff development as it is often called, has become an increasingly important component of higher education. Staff development activities have been designed to improve teacher effectiveness at all levels of the educational continuum (e.g. undergraduate, postgraduate and continuing higher education).

The term 'faculty development' is commonly used to describe activities and programs designed to improve instruction. All three of the previous reviews of the literature discuss in the next section adhere to this definition. More recently, the term 'academic development' has been used in some of the literature to refer to development activities and programs that more fully address the multiple roles of faculty (instructor, researcher, citizen and scholar within departments, faculties and the wider university community). This definition is based on a more holistic view of the higher education faculty member within his or her institution. Centra (1989) has proposed four possible types of development: personal (interpersonal skills, career development, and life planning issues); instructional (course design and development, instructional technology); organizational (ways to improve the institutional environment to better support teaching); and professional (ways to support faculty members so that they fulfill their multiple roles of teaching, research, and service).

1.3) Need and Significance of the Research paper

Researcher strongly felt that there is need to research paper the role of orientation programs conducted by academic staff colleges. Therefore, researcher has divided the significance of the research paper into the elements like relevance, applicability, methods etc. which are as follows -

A) Relevance -

The rise in higher education has led to significant change in educational patterns. This provides enormous potential for the country and its educational system. As the need of higher education is continuously increasing, it becomes inevitable to research paper the changing patterns in educational system. Thus in order to assess the current scenario in staff colleges and anticipate future challenges in depth analysis of future requirements the faculties, the research paper of various aspects of educational system has become all the more important. This topic covers all the material used in the form of various books, international and national journals and research reports. The chapter has very purpose to state the reference material used in the research paper, further it covers the relevant research articles and, to find out the research gaps in the existing literature. Chapter further, covers the outcomes of pilot research paper. The reference material is arranged chronologically and reference numbers are mentioned alongside in brackets according to the bibliography. Faculty development is an institutional process aimed at modifying the attitudes, skills, and behavior of faculty members as a means of increasing the competence and effectiveness of those individuals in meeting the needs of their students, their own needs, and the needs of the institution or organization. This

strategy is typical of the efforts made to conceptualize faculty development in a comprehensive way and with a theoretical base.

The refresher courses are of three week duration constituting 108 contact hours for serving teachers of Universities and Colleges. Interaction programs for research scholars and Post-Doctoral fellows are introduced recently under this scheme. Purpose of these programmes is to provide a platform to exchange experiences with their peers and mutually learning from each others, it also helps teachers/research scholars to keep abreast of the latest advances in various subjects.

Completion of one Orientation course is pre-requisite for participation in a refresher course. Attending these programmes is linked with the career advancement of teachers in Universities and Colleges. There are two type of refresher courses viz., Subject specific and interdisciplinary or Multidisciplinary refresher courses. Besides subject specific courses; issues like social evils, aspects of cultures, economics, human rights, gender issues, developmental issues, human values, research methodologies in various disciplines are offered as interdisciplinary refresher courses. For organizing refresher courses concerned teaching department(s) is involved. One teaching staff member is designated as Coordinator from the concerned department to help academic staff college in planning and organizing the course. As in case of Orientation course various activities are included in teaching-learning process. At the end of the programme participants are evaluated and grades are awarded.

According to B.B. Dhar and T. Singh., (1990), conducted the research paper titled, "Academic Staff Colleges: A Developing concept". It is necessary to make the efforts to outline the role and responsibility of University College teachers in satisfying the aims and objectives set by Academic Staff Colleges. They analyzed the relevance of the orientation program for university teachers by taking responses of the first Orientation program organized by B.H.U. regarding the course content of the programs. According to N. Rajamony and S. Aravanan, (1991) in the article with title, "Development of a curriculum for Orientation of University and college Teachers", which is related to develop a curriculum for orientation of university and college teachers in order to evaluate use of (a) of various topics covered, (b) effective strategy for subject up gradation (c) effective strategy for the conduct of the program (d) additional topic that are perceived to be useful by academic faculty, (e) number of days of the course, (f) Facilities s and faculties required for effective conduct of orientation program.

Author J.N. kapur, (1993) written the article with title, "what should be taught in Refresher Course in Academic Staff Colleges?". The researcher suggested measures that lead to rise in

quality of teaching for graduate/postgraduate teaching as both the curriculum and the methods of teaching in these programs are very important and their success should be measured by the improvement in the quality of the output of graduated of these institution. Author further describes state of higher education in India as .Researcher observes that higher education in India has grown significantly since the country's independence in 1947. At the time of independence, the gross enrolment ratio in higher education was mere 0.9% with a network of 19 universities, 622 colleges and about 756 teachers. The present enrolment in higher education is about 13.5% with the target of 17% by the end of 11th plan period. The higher education institutional network has grown enormously; and it is the third largest system in the world only next to USA and China. The network has 438 Universities, 20,676 colleges and 7.70 lakh teachers besides premium Technical and management institutions. Lastly, author state that the rapid expansion of Higher education system has brought several pertinent issues related to standards of its quality to the forefront. One of the most important issues is skills and training of teachers to impart quality education to the students. The quality of education hinges on the skill and abilities of teachers. In the present day context, teachers play multiple roles including teaching, research, consultancy, extension work, development of instructional material, and management of institutions Author Meena Hariharan and I. Ramabrahman written the article., (1996), in the article with title “Professionalizing the orientation course” The analysis of the responses given by 274 participants’ of 10 orientation programs was carried out .The researcher has made the an attempt to find out the related organizational efforts of Academic Staff College, University of Hyderabad..The author suggested the measures to calculate the impact of the program on the participant’s especially on perceptions related to teaching pedagogies in the classes.

Author B.C. Das and U.N. Pathak., (1997) write the research article, with title “Orientation Program and the Professional Awareness of Teachers”. The researcher has made an attempt to understand the impact of orientation programs using conventional teaching pedagogies on the professional awareness of the participants of Gauhati University. The conclusion was made regarding the professional awareness of the University/ College teachers has resulted in a significant change in the professional awareness of the teachers in a positive direction.

Author K.C. Vijay Kumar.,(1998), writes in the article with title, “Revamping Re-fresher Course” mentions that refresher courses in subject like commerce and management etc. should be organized in such a way that the faculties may get an opportunity to interact with persons from industry. These programs may be treated as residential programs with a maximum duration of a week.

Author Abhay Pethe., (1998), writes in the article with title, “Increasing the Effectiveness of Teachers Training: A Fresh Look at Re-fresher Courses for Colleges Teachers that the education of teachers of higher education should be decided as broader perspective rather than specific objective. It should be made mandatory for the faculties to take part in refresher courses of the related subjects after a certain gap. It would help in gathering necessary knowledge to teach the subject. Secondly, author state that it is necessary to update their efficiency periodically. Many committees in International and national forum of late have advocated faculty and staff training in higher education as one of the most important issues which every country must invest in to fulfill the effective functioning of teaching and learning system for quality out-puts. The World Bank in its report has commented that “a high quality and well motivated teaching staff and a supportive professional culture are essential in building Excellence. Academic Staff Colleges have been contributing significantly for improvement of quality of teaching in higher education in India. Their usefulness has been confirmed by various research studies and reports. Besides imparting skills, knowledge, provides opportunity to meet eminent resource persons, provides platform for exchange of ideas with their peer group from various parts of the country which is a unique experience in itself. The total number of new teachers undergone the training since inception of the ASC scheme is about 1, 04, 636 (Orientation course) and 2,57, 301 (Refresher courses), where as the current teacher strength in higher education is about 5.00 lakh after inclusion of private college teachers also for the staff development programmes. These numbers are self-explanatory about the quantum of work for ASCs to perform. To make ASCs more relevant following are some of the recommendations suggested are-

Suitable linkages should be created between ASCs and International agencies involved in staff development for exchange programmes to understand and updated about latest trends. The programmes offered by ASCs need to be studied by International agencies involved in Staff development so that they can be made more relevant and useful after incorporating with local needs in the recommendations. The University Grants Commission has taken responsibility of ASCs established in Central Universities from XIth Plan onwards. The scheme status of ASCs will end after XIth Plan for ASCs of these Universities. However, the confirmation of faculty positions of ASCs located in State Universities is left to respective State Government. If the state Universities does not create permanent positions for ASC faculty on par with central Universities, the adhoc-ism will continue which will affect the quality of programmes. This matter need to be solved at the earliest .Trainers should also attend the training periodically in management skills, staff development programmes etc. The

orientation courses may be made compulsory for the prospective teacher after selection to the job but before joining it. Sufficient funds should be provided for infrastructural development. ASC should be equipped with state of art e-class rooms, conference halls, Library. Hostels should be provided with sufficient number of staff to facilitate comfortable stay of the participants. Reduction of duration of the programmes may encourage more participation in Refresher courses. Affiliating universities should link participation of staff in ASC programmes to affiliation of the college more seriously. Monitoring of ASCs should be done more systematically, rigorously and scientifically.

3.1) Research design

In the light of the research paper related with orientation programs associated with academic staff colleges, researcher has considered various aspects of research design. Research methods are broadly divided into two categories i.e. Primary and secondary data. The data from both the interviews and the documents were subjected to content thematic analysis to develop codes and categories. Furthermore, researcher applied validity and reliability analysis to develop concepts and insight, and to create meaning from the data. The research methods are described in detail in subsequent sections and in the articles included in this thesis.

The quantitative data were captured via surveys. Data were collected by questionnaires during the period -2012nov-2013 march. For Research paper researcher used a standard and validated instrument. For Research paper, researcher developed self administered instruments via an iterative process based on the experiential learning, a review of the extensive literature on faculty development and faculty evaluation, and staff development initiatives considered by academic staff colleges. Development of the instruments is described in detail in subsequent sections.

a) Primary data: (Through Questionnaires, Interviews, Discussions and Observations)

The primary data for this purpose is to be collected on the basis of field survey. Two questionnaires were prepared for this purpose to be filled by free and frank discussions with selected respondents, relevant literatures of educational institute. One questionnaire specifically prepared for the faculties from grantable institutes and another questionnaire was prepared for directors of the institutes for expressing his/her opinion regarding importance of refresher courses.

b) Secondary data:

Secondary source of the data was collected from internet and various libraries. Further, important contributions in the subject matter, from various, relevant books, reports literatures,

Journals, magazines, periodicals, reports, bulletins, survey material, newspapers published in India & abroad shall also used for research paper. The same was acknowledged at various relevant points in the thesis and listing was made at Bibliography.

c) Population:

Researcher has gathered number of total faculties in academic collages and number is 2500. Thus the total population for the research paper is 2500.

d) Sample size:

Interviews of 300 faculties are taken for the research paper. 30 samples from one academic collage from Maharashtra and 50 samples from every academic collage from Gujrat are consider for the research paper. The total number of institutes in Maharashtra is 5 while in Gujarat are 3. Thus total sample size becomes 300. Directors from all collages (8) are taken for the research paper. Thus, total sample size of the directors becomes 8 for the research paper. 100 principals of the participants from various collages are taken for the research paper

f) Type of sampling:

Purposeful random sampling - The fact that the research paper was carried out on a small sample size of sample size i.e. 300, this method was chosen for in-depth qualitative research paper. For this particular target groups like faculties, purposive random sampling, will substantially increase the credibility of the results. Only purposefully full time permanent faculties from various institutes are taken for the research paper.

g) Scope of the research paper –

The scope of the research paper is mentioned in terms of area under consideration, the time span, faculties from recognized academic staff colleges and principals / directors of the colleges. The elements are mentioned below –

1. Geographical scope- The research paper covers Maharashtra and Gujarat state as geographical unit.
2. The time period for this research paper – The educational initiatives during 2004-2012 is taken for the research paper.
3. Faculty members: Approved faculty members are considered as the respondents.
4. Directors and principals: The directors and principals of recognized institutes under the various norms are taken for the research paper.

h) Measurement and scale used for the research paper:

The research component of the research paper consists of a self-administered questionnaire. The questionnaire designed used several questioning techniques. The research paper

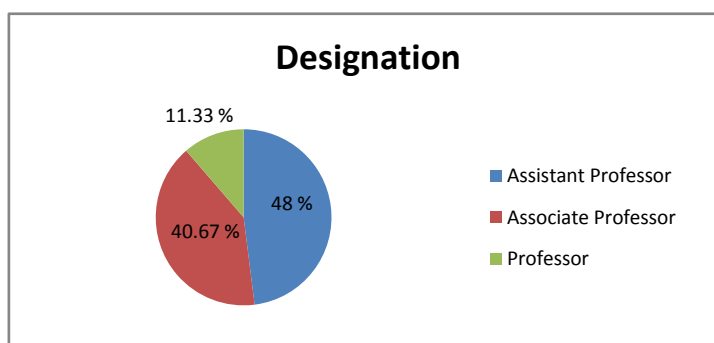
employed five point Likert scaled questions, multiple choice rating questions, dichotomous questions, close-ended questions and single answer questions respectively.

This section of report seven covers various steps used in hypotheses testing. Alternative hypotheses are already mentioned in synopsis. The data is gathered using discrete variables and categorical variables. The 5-point Likert scale is used in order to assess the opinion of faculties and principals. The dichotomous scale is used in order to gather the opinion of faculties and principals. The z-test and Spearman's rank correlation are used to test the hypothesis regarding impact of faculties on the orientation programs for the faculties.

Table No. 4.1.1 Table showing the designation of faculty member

Sr. No.	Age Groups	No. of faculty members	Percentage
1	Assistant Professor	72	48
2	Associate Professor	61	40.67
3	Professor	17	11.33
Total		150	100

Graph No. 4.1.1 Graph showing the designation of faculty member



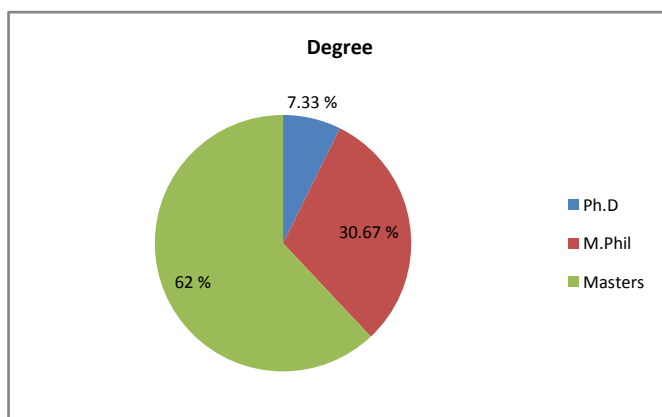
Description

Out of total sampled faculty members from Maharashtra, 48 % of the faculty members are currently working as assistant professor, 40.33% of the faculty members are currently working as associate professor and 11.33% of the faculty members are currently working as professor.

Table No. 4.1.2 Table showing the highest degree of faculty member

Sr. No.	Degree	No. of faculty members	Percentage
1	Ph.D	11	7.33
2	M.Phil	46	30.67
3	Masters	93	62
Total		150	100

Graph No. 4.1.2 Graph showing the highest degree of faculty member



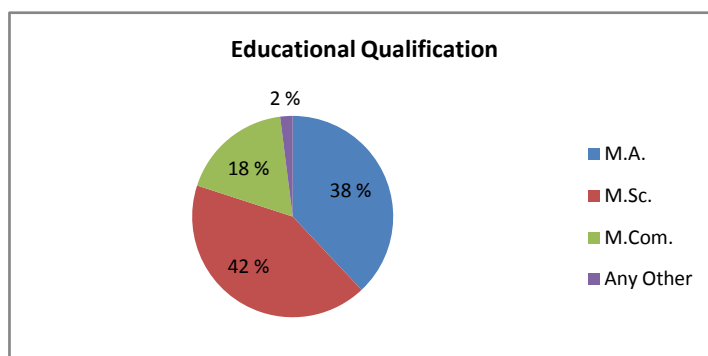
Description

Out of total sampled faculty members from Maharashtra, 62% of the faculty members are having master’s degree, 30.67% of the faculty members are M.Phil. and 7.33% of the faculty members are Ph.D. holders.

Table No. 4.1.3 Table showing educational qualification of faculty member

Sr. No.	Educational Qualification	No. of faculty members	(%)
1	M.A.	57	38
2	M.Sc.	63	42
3	M.Com.	27	18
4	Any Other	3	2
Total		150	100

Graph No. 4.1.3 Graph showing educational qualification of faculty member



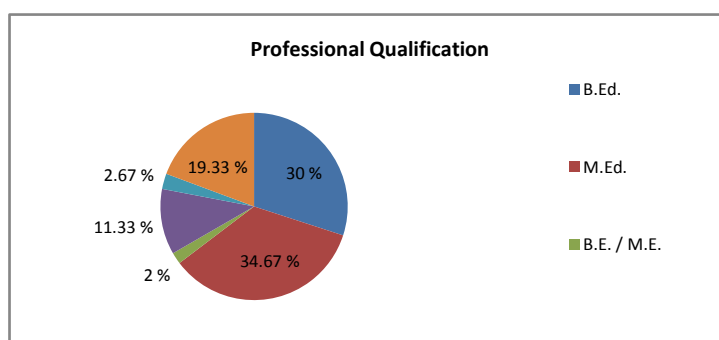
Description

Out of total sampled faculty members from Maharashtra, 42% of the faculty members are masters in science, 38% of the faculty members are masters in arts, 18% of the faculty members are masters in commerce and remaining 2% of the faculty members are having other degree.

Table No. 4.1.4 Table showing professional qualification of faculty member

Sr. No.	Professional Qualification	No. of faculty members	(%)
1	B.Ed.	45	30
2	M.Ed.	52	34.67
3	B.E. / M.E.	3	2
4	M.B.A.	17	11.33
5	Any Other	4	2.67
6	Not having professional qualification	29	19.33
Total		150	100

Graph No. 4.1.4 Graph showing professional qualification of faculty member



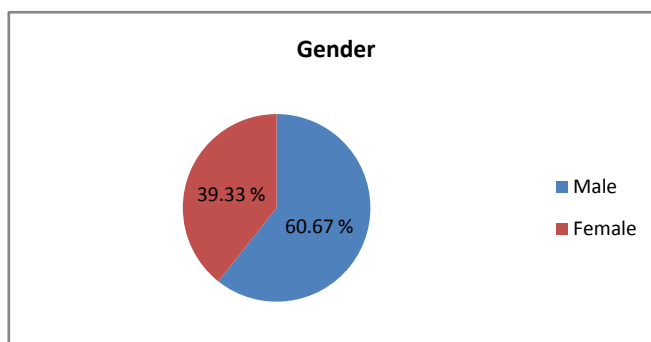
Description

Out of total sampled faculty members from Maharashtra, half i.e. 34.67% of the faculty members are M.Ed., 30% of the faculty members are B.Ed, 2% of the faculty members are having bachelors or masters degree in engineering, 11.33% of the faculty members are M.B.A., 2.67% of the faculty members are having other degree and remaining 19.33% of the faculty members are not having any professional qualification.

Table No. 4.1.5 Table showing the gender of the faculty member

Sr. No.	Gender	No. of faculty members	Percent age
1	Male	91	60.67
2	Female	59	39.33
Total		150	100

Graph No. 4.1.5 Graph showing the gender of the faculty member



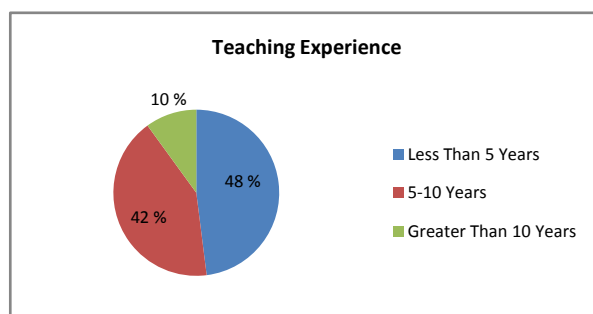
Description:

Out of total sampled faculty members from Maharashtra, 60.67% of the faculty members are male and 39.33% of the faculty members are female.

Table No. 4.1.6 Table showing the teaching experience of the faculty member

Sr. No.	Work Experience	No. of faculty members	Percentage
1	Less Than 5 Years	72	48
2	5-10 Years	63	42
3	Greater Than 10 Years	15	10
Total		150	100

Graph No. 4.1.6 Graph showing the teaching experience of the faculty member



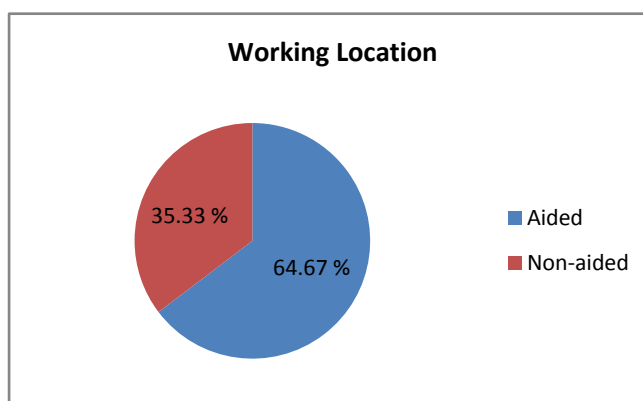
Description:

Out of total sampled faculty members from Maharashtra, 48% of the faculty members are having working experience less than 5 years, 42% of the faculty members are having working experience of 5-10 years and 10% of the faculty members are having working experience of above 10 years.

Table No. 4.1.7 Table showing the working location of the faculty member

Sr. No.	Working Location	No. of faculty members	Percentage
1	Aided	97	64.67
2	Non-aided	53	35.33
Total		150	100

Graph No. 4.1.7 Graph showing the working location of the faculty member



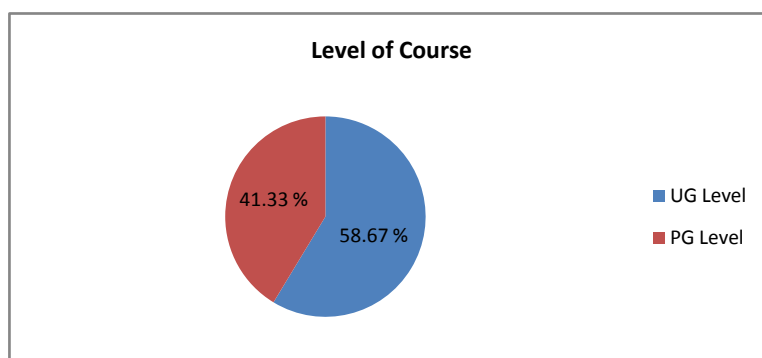
Description:

Out of total sampled faculty members from Maharashtra, 64.67% of the faculty members are working in aided institutes, 35.33% of the faculty members are working in unaided institutes.

Table No. 4.1.8 Table showing the level of courses taught by faculty member

Sr. No.	Level of Course	No. of faculty members	Percentage
1	UG Level	88	58.67
2	PG Level	62	41.33
Total		150	100

Graph No. 4.1.8 Graph showing the level of courses taught by faculty member



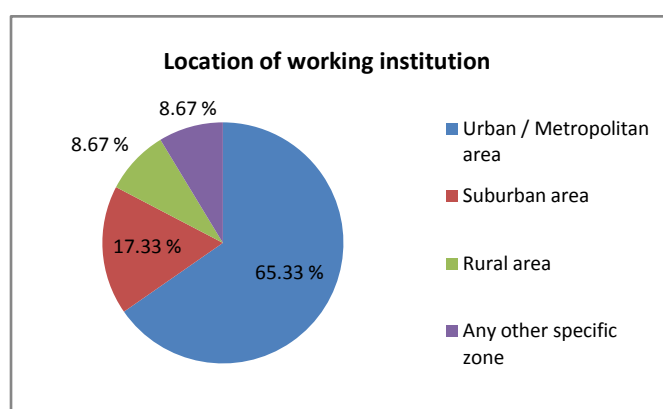
Description:

Out of total sampled faculty members from Maharashtra, 58.67% of the respondents are working as faculty members for undergraduate courses and 41.33% are working as faculties for post graduation courses.

Table No. 4.1.9 Table showing the location of working institution of the faculty member

Sr. No.	Location	No. of faculty members	Percentage
1	Urban / Metropolitan area	98.	65.33
2	Suburban area	26	17.33
3	Rural area	13	8.67
4	Any other specific zone	13	8.67
Total		150	100

Graph No. 4.1.9 Graph showing the location of working institution of the faculty member



Description:

Out of total sampled faculty members from Maharashtra, 65.33% of the faculty members are working in the institutions which are located in urban or metropolitan area, 17.33% of the faculty members are working in the institutions which are located in suburban area, 8.67% of the faculty members are working in the institutions which are located in rural area and 8.67% of the faculty members are working in the institutions which are located in other specific area.

It is found that maximum faculty members are male. Maximum faculty members are in age group of 36-45. Majority of the faculty members are currently working as full time. Most of the faculty members are having working experience of 6-10 years. It is found that more faculty members are having moderate level of concern or interest about the orientation program and have the opinion that program helped them in Grading and reporting student progress, improving teaching and learning process. It is found that more faculty members are having moderate level of concern or interest about the orientation program helped them Using data to inform instruction.

It is found that more faculty members are having high level of concern or interest about the

orientation program helped them in Obtaining instructional resources and materials.)It is found that more faculty members are having high level of concern or interest about the orientation program as it will helped them in Use of schools library, media and technology more efficiently .Majority of the faculty members gave positive opinion about the declaration of proper course curriculum design in the orientation program.

.Most of the faculty members gave positive opinion about the contents of the orientation program and its comprehensiveness. .Most of the faculty members gave positive opinion about the academic staff college discusses the objectives of the orientation program at the beginning. Maximum number of the faculty members gave positive opinion about the academic staff college follow the training program sequentially.

It is found that most of the faculty members gave first rank to increase in knowledge about the point covered during the orientation program. Most of the faculty members gave positive opinion about the participation in any of the activity specifically designed for professional development of the faculty in last 12 months.

Maximum number of the faculty members gave positive opinion about the undertaking research activity either individually or collaboratively as a part of professional development..Majority of the faculty members gave positive response about the orientation program being helped them in improving mentoring and/or peer observation and coaching as part of a formal college/institute. .Most of the faculty members are strongly agreed on orientation program being helped them in improving their role and responsibility as a teacher. .Most of the faculty members are agreeing on orientation program helped them in improving Student-Teacher relationship. Considerable number of the faculty members are strongly agreed on orientation program being helped them in enhancing the Knowledge and understanding of their subject.

.Majority of the faculty members are strongly agreed on orientation program helped them in Pedagogical competencies in teaching their respective subject. Maximum number of the faculty members are agree with the fact that orientation program helped them in improving Knowledge of the curriculum..Most of the faculty members are strongly agreed on orientation program being helped them in Student evaluation and assessment practice..Most of the faculty members are disagreeing on orientation program helped them in Classroom management.)..Most of the faculty members are neutral on orientation program helped them in Student career guidance and consulting..Majority of the faculty members are strongly agreed on orientation program being helped them in working for University system and administration.

Findings Pertaining to the Principals:

- It is found that maximum principals are working full time capacity. Majority of the principals are having experience as principal of 5-10 years.
- Most of the principals are having 5-10 years experience as principal.
- It is found that most of the principals noticed positive changes in the teachers with regards to their Self image, confidence.(Table No. 4.1).Most of the principals noticed positive changes in the teachers with regards to their Communication Skills. Majority of the principals noticed positive changes in the teachers with regards to their Teaching, Learning process No..It is found that maximum number of the principals observed positive changes in the teachers with regards to their Relations with the students)
- Most of the principals noticed positive changes in the teachers with regards to their Use of innovative in using teaching pedagogy. Majority of the principals noticed positive changes in the teachers with regards to their Use of ITC in teaching, learning. Most of the principals noticed positive changes in the teachers with regards to their Social awareness).It is found that maximum number of the principals noticed positive changes in the teachers with regards to their Initiative and creativity while undergoing orientation program.
- Majority of the principals noticed positive changes in the teachers pertaining to their Increase in knowledge, skill and ability. Considerable number of the principals noticed positive changes in the teachers pertaining to their Knowledge of interdisciplinary subjects).Majority of the principals noticed positive changes in the teachers with regards to their Student's evaluation and Assessment Practices).It is found that maximum number of the principals observed positive changes in the teachers regarding effective Classroom management.
- It is found that maximum number of the principals noticed positive changes in the teachers with regards to their increase in level of confidence because of orientation Program

Observations pertaining to the faculties

According to most of the faculties which are less in numbers, training objectives are clearly defined before actual commencement of the orientation program. They further state that Care is taken that the orientation program encourages exchange of information and expression of ideas and knowledge for the benefit of the participants,. Directors are positive about the coverage and content of the training program .Further, directors agreed upon the fact that all

the objectives set at the beginning of the program are fulfilled.

- Regarding planning of the Orientation Program, the directors were positive and satisfied regarding the structure of the program and its effectiveness for the teacher participants. Further, the directors were agreeing with the fact that the topics and contents were well thought and analyzed.
- Directors were agreed upon the fact that teaching methods used in the program were highly effective and useful for the participants. Further,, directors were satisfied regarding training atmosphere in the orientation program.
- Directors were strongly agreed regarding training evaluation and optimistic regarding, upon the fact that trainers appointed for the orientation program were able to satisfy all the queries of the participants.

Directors were agreed upon the fact that administrative facts about the program were highly effective and useful for the participants and their growth.

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