



ROLE OF FACULTY DEVELOPMENT PROGRAM

Khadilkar Sujay Madhukar, Ph. D.

Asso. Professor KITs IMER Kolhapur



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Recent trends in higher education

We live in a momentous time, and the future calls for new paths and fundamental changes in higher education. The major trends in that context consist of the aspects and driving forces underlying the changes that occur, including: demographic transformations, shortage of workforces, which is especially acute in certain regions and specialties; the emphasis on clinical quality and patient safety; financial challenges, such as rising demands and uncertainty in reimbursement and revenue collection; the pursuit of excellence; and the pressure to adopt information technology. In addition, the structure of colleges has been influenced by an exponential increase in knowledge and changes education segment and workload distribution, student's expectations, and the needs and requirements related to students.

There is also a need for a new model to shape the minds of future graduates. This requires adoption of new curriculum, novel pedagogies, and innovative forms of assessment, and, of course, even well-developed faculty members, since those individuals represent one of the most important assets of an academic institution. To understand the importance of faculty members and their role in higher education, it is helpful to consider the relevant context. In general, but not exhaustively, higher education comprises three main components:

1. A curriculum
2. An educational atmosphere
3. Recourse members

The curriculum concerns what is learned, how it is learned, how it is assessed, and how learning is structured. Students need to become aware of the curriculum they will follow, and

that can be ensured by applying various explicit means, such as course syllabi, classes to be attended, and examinations to be prepared for. The teachers produce the course documentation in a process that includes discussing and learning together with other faculty members—a community of practice.

The educational atmosphere has also been highlighted as a key aspect in this context, and both students and teachers are aware of that aspect of their university. Is the teaching and learning environment class atmosphere are all key questions in determining the nature of the learning experience. It has been suggested that the content studied and the teaching methods or examinations that are used are more tangible than the educational environment. Despite that, the importance of the environment should not be underestimated, and the interest in research papering learning environments in education industry has increased in recent years. One reason for that may be the growing diversity of both the student population and the student requirements.

Faculty members constitute the third major component of higher education, not only due to their direct influence on the teaching and learning process, but also because they play an important role in shaping the other two components (i.e., curriculum and environment). Each of these three components has an important function in higher education, and, in combination, they can affect student achievements as well as the quality of the instruction provided, and hence they are also associated with the issue of student future. However, this thesis deals primarily with one of the three components, namely, faculty members. To maintain the quality of higher education, academic institutions must invest in development activities that are intended to enhance the performance of individual faculty members. In light of the complexity of the challenges facing modern colleges, this commitment has never before been as strategically important as it is today. Therefore, academic institutions in general, and colleges in particular, have responsibilities towards their faculties. Faculty development programs can be defined as organizationally supported initiatives designed to improve faculty performance or enhance the quality of faculty work life. Although the earliest forms of faculty development can be traced to sabbaticals offered as early as 1810 at Harvard University, the contours of contemporary faculty development programs can be found in the 1950s and 1960s. Sorcinelli, et al. (2006) describe five distinct historical eras of faculty development. The first era, the “age of the scholar” (1950s and 1960s), emphasized the importance of research skills and content mastery. Institutions provided sabbaticals for research projects and financial support for faculty to participate in conferences and meetings of the academic discipline societies. Second, the “age of the teacher” (1960s and 1970s), was

characterized by an increased institutional interest in faculty members' instructional abilities. During this period, colleges and universities began to develop formal teaching improvement programs and workshops on their campuses. During the third era, the "age of the developer", faculty development programs became more formalized and extensive. New professional staff members—faculty developers— were hired on many campuses to coordinate and deliver workshops and other services to faculty members. The fourth era, the "age of the learner" , revealed a shift in emphasis from teaching to student learning. The primary argument, here, was that high quality teaching depended on a deep understanding of students and how they learn. This approach valued students as co creators of knowledge, and assigned importance to the experiences and expertise that they bring into the classroom. Fifth Sorcinelli et al characterized the current era as the "age of the network." They emphasized the idea of a network to convey the growing importance of faculty collaboration and interdisciplinary perspectives on faculty development. Faculty collaboration may be necessary to handle the rapid advances in instructional technology and in pedagogical approaches. Moreover, this era represents another shift in emphasis from developing the individual faculty member to also strengthening the entire institution. The focus on organization- wide change is justified by the argument that when colleges and universities fail to create opportunities for faculty members to collaborate around issues of teaching and learning, the transformative potential of curricular and pedagogical change is compromised. "The result is that those who engage in innovative acts of teaching rarely build upon the work of others; nor can others build upon theirs," thus "innovative practices often don't influence other instructors" (Hutchings & Shulman, 2006, p. 285). Discrete, disconnected innovations lose their potential to transform institutional teaching and learning practices.

1.1) The role and responsibility of faculty members

After this discussion of faculty orientation programs and their capacity to address different roles and expectations of faculty members, let us now examine the roles of those professionals in this context. Faculty members have different functions and responsibilities that are determined by the mission of their academic institutions, their academic disciplines and rank, and whether they hold administrative or leadership positions. Their academic role can include teaching, research, practical services, administration, and external professional activities.

The complexity and challenges in modern higher education have led to dramatic changes in the roles and responsibilities of faculty members. Those authors conducted an in-depth

investigation aimed at elucidating the characteristics of the good teacher and identifying the different roles of such a professional competence, and they discussed their findings in the context of the changes that have occurred in higher education. It has been argued that there are three main reasons for those transformations. First, it seems that the major changes have been associated with the introduction of integrated teaching, problem-based learning, community-based learning, and a more systematic approach to curriculum planning. In addition, new assessment and evaluation methods with increased emphasis on performance assessment have been applied, and novel clinical assessment techniques such as the objective structured clinical examination have been established, and standardized patients, logbooks, portfolio assessment, and self-assessment are now in use as well. Second, there is increased emphasis on the student, and the shift from a teacher- to a student-centered approach has resulted in replacement of the terms “teacher” and “teaching” with “learner” and “learning.” Third, considering the changing role of the teacher, observations highlight the more complex demands that are now being placed on faculty members and the varying nature of their tasks, which include new academic roles and the diversification of existing ones. Thus, according to Hargen and Crosbi, the teacher plays twelve roles in various areas of activity. This gives a clearer indication of the different views that are associated with the tasks performed by such teachers. Although the various roles are interconnected and closely related to one another, even a good teacher does not need to be competent in all twelve. Nonetheless, the guide published by Harden and Crosby gives an idea of the complex picture of the teaching role, and it underlines the need for rigorous enquiry when developing faculty orientation programs.

Applicability –

In the light of the above facts, it becomes imperative to have an exclusive analysis of a Comparative research paper on Impact of Orientation Programs conducted by UGC-Academic Staff Colleges, with special reference to Academic Staff colleges in Maharashtra and Gujarat”. The present research paper is undertaken with the very purpose of researching the changing pattern of orientation programs and understanding the future requirements.

C) Methods -

Sound research methods are used to do the present research paper of orientation programs in selected states . The most important element associated with the research paper of orientation programs are the faculties. Therefore, the opinion of faculties needs to be studied. These opinions are gathered by researcher with the help of structured questionnaire. A separate questionnaire is designed for faculties and directors or principals.

D) Originality & Novelty –

The researcher is of the view that this research paper is novel in the following respect –

- a) So far so good, no research has been done on exclusive analysis of a Comparative research paper on Impact of Orientation Programs conducted by UGC-Academic Staff Colleges. Therefore, the work is original and first of its kind in the field of orientation to the faculties.
- b) The research paper concerns itself with orientation programs, which is unique in itself as field of orientation courses to the faculties.
- c) The research paper has concentrated upon two states and respective faculties. Firstly, those faculties who are presently working in Maharashtra state. Secondly, those faculties who are presently working in Gujarat state and lastly the principals and Directors of respective academic collages.
- d) Author B.C. Das and I.S. Ahmed, (1999) conducted the research paper titled, “Attitude of University and College Teachers towards Orientation Program”. The researcher studied the extent to which the participants are favorably or otherwise disposed towards the orientation program, the percentage of the total score were calculated, showing the favorable and unfavorable attitude towards the orientation program. From the calculation, the researcher concluded that the attitude towards the orientation program is positive and significant. Author further describes that the concept of in-service training and continuing education is not new to India. Recommendations to this effect were made as early as 1949, Radhakrishna Commission had stated that “teacher competence is one of the crucial factors and should be given continuous training for the improvement of their performance”. The first National Conference of the Principals of Training Colleges was held in Baroda in 1951. The recommendations of the conference identified three types of courses to cater to different interest groups among the teachers – Short term courses for untrained teachers; Refresher courses for trained teachers; and advanced courses for teachers who wanted to undergo advanced level training in the field of their interest.
- e) Jayanti Dutta (2000) writes in the article with title “Academic Staff Colleges as Nodal Centre for Academic Excellence”. She suggested that academic staff colleges could easily developed as an buffers for educationist and society. Here the importance is given regarding effective and long term positive impact on teacher-participants which has direct bearing on enhance teaching effectiveness. Researcher has suggested for the ASCs to works as 1) Educational-Buffer, 2) Academic activities centre, 3) Career counseling centre 4) Social Place 5) Database.

f) Author Rani Dhawan (2000) describes in the article with title, “The impact of Academic Staff College’s Programmers on Teachers and Students”. The extent of effectiveness of the courses conducted by Academic Staff College, Gorakhpur University. Author mentions that three types of interview schedule was prepared one each for Principals/Heads of the Departments, second for past teachers participants and third for students the main tool of data collection, having a number of variables comprising cognition, attitude, skills, behavior and community service. Lastly, author concludes that positive change among the teachers and students at cognitive and attitudinal levels has been observed after the orientation and refresher course . The courses have able to address the teachers and students to the problems of society and made them effective participants in classroom situations. She gave number of suggestions for the improvements of the programs. Author further describes the main philosophy behind establishment of Academic Staff Colleges is to provide adequate opportunities for the professional development of teachers in Higher education system which is ever expanding. These colleges are seen as inbuilt mechanisms to provide opportunities for teachers within the framework of knowledge society to inculcate values, motivation and art of teaching. Secondly, the knowledge explosion worldwide in the recent past has been phenomenal. It is impossible to cope up with the vast generation of new information, technology and methods, without resorting to accelerated and organized modes of continuing education. These colleges provide opportunity for the teachers to update the knowledge in subject, technology and new methods in various areas of studies. The philosophy and objectives of the courses are visualized significantly different from the traditional Bachelor of Education and Master of Education Programs Author further state that 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 programs. These numbers are self-explanatory about the quantum of work for ASCs to perform. While continuing these programs

- g) Author B.C Das and L.Gogoi (2001) describes in the article with title, “Orientation Programs of the Academic Staff Colleges in India”. Mentions they the adequacy and the relevance of the existing Orientation Programs organized by ASCs. According to researcher, , the formal purpose served during the orientation programs is excellence in the academic standards of the university and college teachers. Author further describes that the orientation programs are able to generate very positive attitude amongst the majority of teachers. Author lastly concludes that 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 programs. This matter need to be solved at the earliest .Trainers should also attend the training.
- h) Author Savita Rastogi., (2001), in her book entitled, “Teachers Development in Higher Education” “The researcher attempts to evaluate the impact, of courses organized by ASCs. For the setting the objectives the Centre for Professional Development in Higher Education, Delhi University was selected as a sample. The courses was conducted in January 1991 till December 1994. The research includes the participants’ experiences and perceptions regarding the impact of the courses on their empowerment issues and other relevant behavioral dimensions, as well as the transference of learning to the work places of the faculty members.
- i) Author Santosh Arora., (2002), describes in the article with title, “Orientation Program: How Effective are they?”. The researcher, collected data from 128 participants who had attended Orientation Program in the Academic Staff Colleges of four universities. In his research paper he has recommended a number of facilities to be made available in Academic Staff Colleges and identified problems affecting the quality of orientation programs. He has also assessed the participants’ perceptions about Resource Persons lectures and a number of measures for the improvement of the orientation program.
- j) Authors J. P. Sharma (2003) describes in the article with title, “Training and Development of the Academic Staff: A critical research paper”. the perceptions of the teachers, the relevance of refresher/ orientation courses attended by teachers of different departments of the Delhi University (DU) and colleges affiliated to DU. Secondly ,author mentions that, in order to judge the effectiveness of the refresher and orientation programs

conducted by Centre for Professional Development in Higher Education. (CPDHE, ASC of Delhi University), comprehensive data gathering is necessary related with work load of Teachers, their personal Growth lastly Research Work .

- k) Authors Suresh Joshi and Sushila Pareek (2003) describe in the article with title, “Impact of orientation course on Teachers in Higher Education”. That orientation Programs are conducted for enhancing national and social values, personal attributes and professional skills. Secondly, author mentions that that, all teachers experienced marked enhancement in professional commitment as an impact of orientation courses. Lastly, author mentions that female teachers seemed to be more committed in comparison to male teachers by securing high score for knowledge up gradation.
- l) Authors K S Chalam., (2003), describes in the article with title, “Assessin g the Quality of Academic Staff Colleges in India” . that, Academic Staff Colleges are established to Provide opportunities of staff development to teachers in higher education. During the last 15 years of their existences the colleges have created an academic culture of self development among teachers. The programs are linked with the career advancement of teachers. However the evaluation of the program by the UGC through the visiting committees has not produced any concern estimate.
- m) Authors B.C Das., (2004), describes in the article with title, “Teaching-Learning System at the Academic Staff Colleges- A Critical Evaluation”. That it is necessary to have exploration and critical evaluation of the UGC research project in the area of orientation of university and college teachers concerned with exploration and analysis of the system adopted for the management of teaching and learning in the existing Academic Staff Colleges in India. The purpose of research paper is to ascertain the nature and mode of delivery, method and procedure of the orientation program of ASC. Two questionnaires, developed by the Das (1999) are used to collect data and information for achieving the objectives of the research paper.1) System of Orientation Program Questionnaire .The author lastly state that feed back of the program is necessary to be taken, Authors Kulwant Singh Pathania (2005) describes in the article with title, “Attitudinal Research paper of the Teacher towards Orientation Schemes of UGC”. That the basis of survey conducted for the purpose is to test the relevance of the survey. Author describes in the article that majority of the teachers i.e. 75% are not in favor of making these programs as compulsory. Regarding the duration of the program 60% of the faculties expressed the inclination towards the program. 30% respondent desired to change the duration. Remaining 10% respondents are found indifferent.

- n) Authors Dr. Ishwara.p, & Dr. P. Laxman, (2006), describes in the article with title “Participant’s Attitude to Refresher Courses in Commerce and Management in Kuvempu University” the attitude of college and university teachers to the refresher courses offered in Kuvempu University under the support of the UGC Academic Staff Colleges. Spearman’s correlation coefficient was used data analysis .It was concluded by the researcher that and the most of the participants were favorably disposed towards the refresher course. Lastly researcher concluded that there is no significant difference between the scores of men and women participants and participants with and without PhD degree qualification, fresher and experienced once and those from private unaided and government colleges.
- o) Authors Idaka I. Idaka, Dr. Monday T. Joshua, William Allan Kritsonis,(2006), describes in the article with title “Attitude of Academic Staff in Nigerian Tertiary Educational Institutions to Student Evaluation of Instruction (SEI)” that the attitude of academic staff in Nigerian Tertiary Educational Institutions to Student Evaluation of Instruction (SEI)” that the attitude of academic staff in Nigerian tertiary educational institutions faculty evaluation of instruction is appropriate and sufficient to expressed attitude was influenced by academic staff’s characteristics such as gender, academic staff college type, academic staff discipline, academic qualification, professional status and teaching experience. Evaluation of instruction is appropriate and sufficient to expressed attitude was influenced by academic staff’s characteristics such as gender, academic staff college type, academic staff discipline, academic qualification, professional status and teaching experience.
- p) Secondly, author state that proper research instrument in form of questionnaire was used for data collection. Academic staff in Cross River State was sampled for the research paper using proportional Researcher used stratified and simple random techniques data gathering .Researcher found that .Faculties have positive attitude irrespective of the purposes to be served by the evaluation. Secondly staff of the Faculties of Education and Arts displayed a significantly more positive attitude than staff from Science-based disciplines. Researcher lastly mentions that attitude is significantly influenced by staff’s professional status and academic qualification. Fourthly, author states that staff of College of Education expressed a relatively more positive attitude than their counterparts from the Universities. Researcher concludes that that Nigerian academic staff are the same as their counterparts abroad where faculty evaluation in general in particular has

become part of the academic staff college system. Researcher suggested that faculty evaluation is important in for institutions to improve the level of our education.

- q) Authors, Anand Pawar & S. Chandra Mouli., (2008) describes in the article with title, “Impact of training on University and College Teachers: An Empirical research paper” describes the article that, training is important to find out, evaluate, nurture and groom the hidden talents of individual teachers and use it for the benefit talents of individual teachers and use it for the benefit of the institutions of higher education..Secondly, author state that before designing a training program, training objectives should be defined. After organizing training program, training evaluation should be carried out systematically and deficiencies should be addressed properly. Author ,lastly state that The programs 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.
- r) Authors Manoj Kumar Sinha., (2008), describes in the article with title, “Information Communication Technology (ICT) and Internet Awareness amongst the College and University Teachers” that ICT is important parameter in Internet and brief account of the status of Higher Education in India, role of UGC in imparting quality education, and Refresher and Orientation Courses being offered by the Academic Colleges of India with special reference to Himachal Pradesh University, Author ,further, described in the paper about the need and purpose of the research paper, objectives, methodology adopted and finally highlight the important survey findings in respect of ICT Awareness and Internet use pattern of the participants of the refresher course. Besides this, some suggestions and recommendations have also been enumerated in brief. Researcher finds that the present work is based on the response received from the respondents, which have been taken in the beginning of the course.
- s) Authors Satrughna Behera, (2009) mentions in the article with title “Academic Staff Colleges Ideas and Issues. that, ASCs to be made an integral part of the educational system in order to bridge the gap and remove the prevailing dichotomy drastic changes in education is necessary.
- t) Authors Rahman, P. F and Ahmed, mentions in the article with title, “Academic Professionalization in Higher Education through Staff Development that, growth has been observed in Higher Education System in India. The number of state national and private universities and colleges are increased .Number of teachers are increased from 24,000 to about 500,000. Gross enrolment ratio in higher education has grown from mere

0.7% in 1950 to 13% by the end of Xth Plan period, i.e., 2003. Secondly, the National Education Policy, 1986 had recommended a comprehensive program for professional development of teachers in Higher Education system for quality improvement. Subsequently, 45 Academic Staff Colleges have been established in VII Plan by UGC in universities across the country. The current number is 66. The present paper deals with the history of professional training of teachers in higher education in India, growth of Academic Staff Colleges network, their objectives, types of programs offered by them and some of the impact studies conducted by the Academic Staff Colleges.

- u) Author Dulumoni Goswami, (2010), mentions in the article with title, “Teachers’ Training Programme of Academic Staff College Gauhati University: An Appraisal that the UGC-Academic Staff College, Gauhati University is playing a vital role in the professional development of teachers of higher education. The research paper shows that the majority of the teachers’ participants are satisfied with the programmes of the college; however few of them have expressed some amount of dissatisfaction due to certain shortages. There is lot of scope for development of the college teachers. It can’t be denied that the programme of Academic Staff College, Gauhati University could be helpful in broadening the perspective of the teachers and vision to great extent.
- v) Author Sucheta Kumari, (2010), mentions in the article with title, “ Professional Growth of Teachers and Academic Staff College-An Impact Research paper” that it is important to observe the impact of Academic Staff college programs on professional growth of teachers. The exploratory research was carried out and 3-point scale was designed. Researcher found that faculties are having a high level of satisfaction towards the performance of Academic Staff College in imparting knowledge. The faculties shown keen interest regarding “brushing up of their skills” and “inclination towards learning”.
- w) Authors Rahman, P. F and Ahmed I, (2010) research paper titled, “ Academic Professionalization in Higher Education through Staff Development, An overview of Indian experience” They conclude that, Growth of higher education system in India has been phenomenal since independence. The number of universities increased from 20 to 431; colleges from 500 to 20,677; number of teachers from 24,000 to about 500,000. Gross enrolment ratio in higher education has grown from mere 0.7% in 1950 to 13% by the end of Xth Plan period, i.e., 2003. The National Education Policy, 1986 had recommended a comprehensive programme for professional development of teachers in Higher Education system for quality improvement. Subsequently, 45 Academic Staff Colleges have been established in VII Plan by UGC in universities across the country.

The current number is 66. The present paper deals with the history of professional training of teachers in higher education in India, growth of Academic Staff Colleges network, their objectives, types of programs offered by them and some of the impact studies conducted by the Academic Staff Colleges.

- x) Authors A. Joseph., (1998), in the article, “Academic Achievement of College/University Teachers Criteria for Assessment” mentions that profile of the teacher needs to be explained fully so as to allow the teachers to recognize all the talents in them which he or she uses to perform the role as a teacher with competence and proficiency.
- y) Authors Abdul Gafoor K., (2004), mentions in the article with title, “Teacher Education: Need for constitutional Awareness Program. that, very less number of students teachers score less than 40% in constitutional awareness, secondly 50% of the respondents have only less than 35% constitutional awareness, Number of teachers have less constitutional awareness than language students-teachers.
- z) Authors Shakeel Ahmad (2006) in research article, “Need for Efficient management of Non-academic Staff in Indian Universities”, describes the need of staff development, working condition, recruitment and promotion, staff planning and appraisal of staff performance. Secondly, researcher describes the need of financial aspects to be critically evaluated so as to utilize the expenditure for the betterment of the faculties.
- aa) Authors SK Yadav and Sumbul Rehan (2006) in research article “Teacher Education in India: Issues and Concerns” mentions that; major allocation of funds must be made for the empowerment of the faculties by the UGC so as to grow the quality of education of teachers. The Universities grant Commission (1948) should be made accountable for this.
- bb) Authors in the article Niaz Hussain Malik and Ahmad Saeed Khan., (2006), research paper title, “Evaluation of Teachers’ Training Program at Higher Education Level”, .state that there is need of conducting short term training programs for fresh entrants in order to make the them competent in teaching techniques and other relevant professional training criteria, Secondly author describes the need of comprehensive orientation programs.
- cc) Author Patrick Manu (2007) in research article with title, “Burnout in Teachers: Causes and Treatment” that there is need from teachers point of view to use a lot of energy in their daily life in the classroom. Secondly, author talks about stress and strain on the faculties. Lastly, author state that burnout of teacher is important issue to be addressed.
- dd) Author Surendran Jose (2007) conducted the research paper titled; “Motivation Schemes for Teachers In higher Technical Education” mentions that the research on the scientific theories of motivation and reviewed the status of motivation and career management

schemes in existence of the past few decades in Kerala for the teacher in higher technical education. The different pay scales and service condition followed from time to time and the effect of these in the technical education etc. were discussed in detail. Motivating and managing human resource factors in higher technical education sector were selected and different suggestion were recommended accordingly. Most of the suggestions can be directly implemented by the management of self-financing colleges; while a few needs the support of Govt. of Kerala, the universities and AICTE.

ee) Author Satish Rastogi (2007) conducted the research paper titled, Meeting Challenges of Teacher Training Programs through Globalization” mentions that globalization has been a revolution in teaching profession for the extension of education co-operation and collaboration among different countries. In the field of Teacher Education, Secondly, author talks about collaborative approach and its need in bringing some improvement in teacher training programs. Thirdly author state that objectives of education programs are essential and methods problem solving and synthesize the old with the new.

Validity and Reliability Analysis –

Validity and Reliability Testing of the data - One widely accepted classification of validity consists of three major forms: Content, criterion-related, and Construct.

Content Validity - In order to test the content validity researchers has shown the questionnaire to the two professors. Further, the questionnaire is then circulated to 50 faculties to understand the doubts what respondents ask while giving the response.

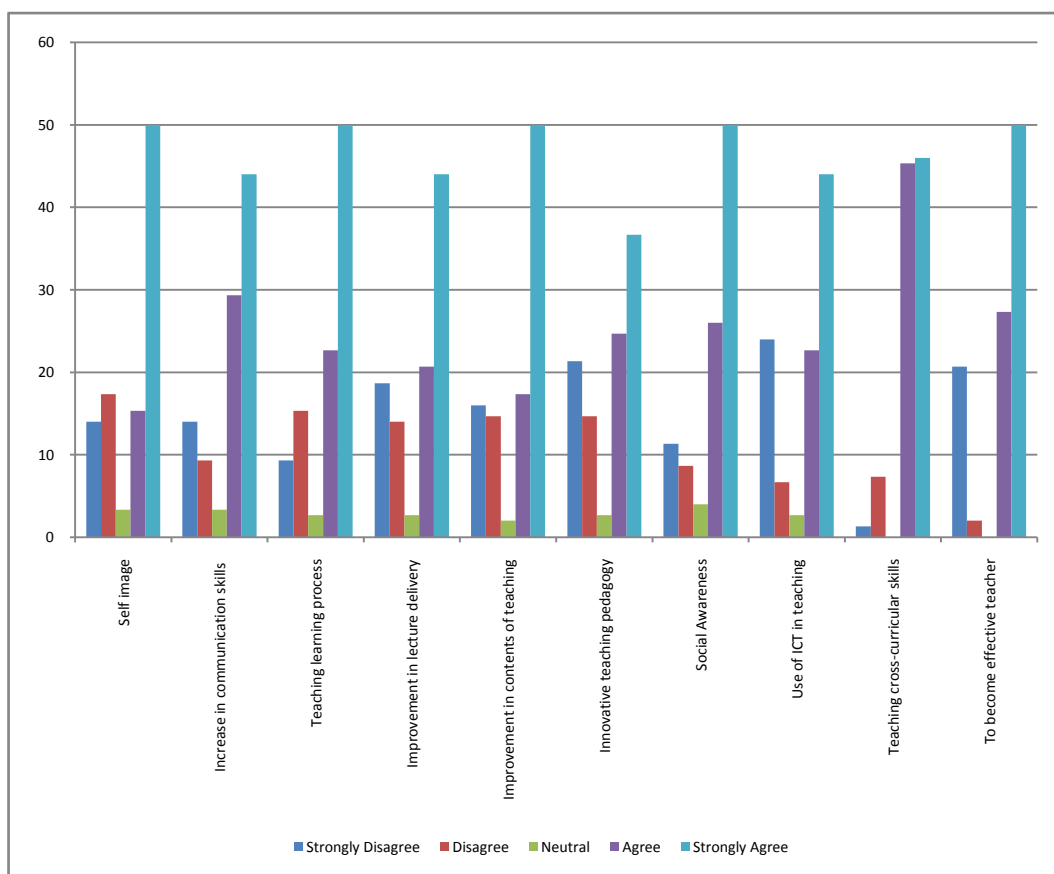
Understanding about the questionnaires by the respondents is important because then only the proper response about the questionnaires was expected. If the questionnaire adequately covers the topics that have been defined as the relevant dimension, it can be concluded that the instrument has good content validity. Determination of content validity is judgmental and can be approached in several ways.

Construct Validity - While doing the pilot research paper, 50 respondents are chosen. To test construct validity, questionnaires are circulated and their interviews are taken. Largely both instruments give results, which are co-related.

Table No. 4.1.10 Table showing the participants opinion about Orientation Program objectives and contents: The Orientation Program helped the teachers to improve upon

Sr	Points	1	%	2	%	3	%	4	%	5	%	Total	%
1	Self image	21	14	26	17.3	53	3.3	23	15.3	75	50	150	100
2	Increase in communication skills	21	14	14	9.33	53	3.3	44	29.3	66	44	150	100
3	Teaching learning process	14	9.33	23	15.3	47	2.6	34	22.6	75	50	150	100
4	Improvement in lecture delivery	28	18.6	21	14	47	2.6	31	20.6	66	44	150	100
5	Improvement in contents of teaching	24	16	22	14.6	32	2	26	17.3	75	50	150	100
6	Innovative teaching pedagogy	32	21.3	22	14.6	47	2.6	37	24.6	55	36.6	150	100
7	Social Awareness	17	11.3	13	8.67	64	4	39	26	75	50	150	100
8	Use of ICT in teaching	36	24	10	6.67	47	2.6	34	22.6	66	44	150	100
9	Teaching cross-curricular skills	21	1.33	11	7.33	00	0	68	45.3	69	46	150	100
10	To become effective teacher	31	20.6	32	2	00	0	41	27.3	75	50	150	100

Graph No. 4.1.10 Graph showing the participants opinion about Orientation Program objectives and contents: The Orientation Program helped the teachers to improve upon



Description

Out of total sampled faculty members from Maharashtra, 14% of the faculty members strongly disagree, 17.33% of the faculty members disagree, 3.33% of the faculty members are neutral, 15.33% of the faculty members agree and 50% of the faculty members strongly agree about the orientation program helped them in improving self image.

Out of total sampled faculty members from Maharashtra, 14% of the faculty members strongly disagree, 9.33% of the faculty members disagree, 3.33% of the faculty members are neutral, 29.33% of the faculty members agree and 44% of the faculty members strongly agree about the orientation program helped them in improving communication skills.

Out of total sampled faculty members from Maharashtra, 9.33% of the faculty members strongly disagree, 15.33% of the faculty members disagree, 2.67% of the faculty members are neutral, 22.67% of the faculty members agree and 50% of the faculty members strongly agree about the orientation program helped them in improving teaching learning process.

Out of total sampled faculty members from Maharashtra, 18.67% of the faculty members strongly disagree, 14% of the faculty members disagree, 2.67% of the faculty members are neutral, 20.67% of the faculty members agree and 44% of the faculty members strongly agree about the orientation program helped them in improvement of lecture delivery.

Out of total sampled faculty members from Maharashtra, 16% of the faculty members strongly disagree, 14.67% of the faculty members disagree, 2% of the faculty members are neutral, 17.33% of the faculty members agree and 50% of the faculty members strongly agree about the orientation program helped them in improvement in contents of teaching.

Out of total sampled faculty members from Maharashtra, 21.33% of the faculty members strongly disagree, 14.67% of the faculty members disagree, 2.67% of the faculty members are neutral, 24.67% of the faculty members agree and 36.67% of the faculty members strongly agree about the orientation program helped them in using innovative teaching pedagogy.

Out of total sampled faculty members from Maharashtra, 11.33% of the faculty members strongly disagree, 8.67% of the faculty members disagree, 4% of the faculty members are neutral, 26% of the faculty members agree and 50% of the faculty members strongly agree about the orientation program helped them in improving social awareness.

Out of total sampled faculty members from Maharashtra, 24% of the faculty members strongly disagree, 6.67% of the faculty members disagree, 2.67% of the faculty members are neutral, 22.67% of the faculty members agree and 44% of the faculty members strongly agree about the orientation program helped them in improving use of ICT in teaching.

Out of total sampled faculty members from Maharashtra, 1.33% of the faculty members strongly disagree, 7.33% of the faculty members are neutral, 45.33% of the faculty members agree and 46% of the faculty members strongly agree about the orientation program helped them in teaching cross-curricular skills.

Out of total sampled faculty members from Maharashtra, 20.67% of the faculty members strongly disagree, 2% of the faculty members are neutral, 27.33% of the faculty members agree and 50% of the faculty members strongly agree about the orientation program helped them in becoming effective teacher,

- **Designation of faculty member**

- A. The percentage of the “Assistant Professor” that attended the orientation program in Maharashtra was more than the percentage of the “Assistant Professor” that attended the orientation program in Gujrat.
- B. The percentage of the “Associate Professor” that attended the orientation program in Maharashtra was equal to the percentage of the “Associate Professor” that attended the orientation program in Gujrat.
- C. The percentage of the “Professor” that attended the orientation program in Gujrat was greater than the percentage of the “Professor” that attended the orientation program in Maharashtra.

- **Highest degree of faculty member**

- A. The percentage of the faculty members with highest degree “Ph.D” that attended the orientation program in Gujrat was higher than the percentage of the faculty members with highest degree “Ph.D” that attended the orientation program in Maharashtra.
- B. The percentage of the faculty members with highest degree “M.Phil” that attended the orientation program in Gujrat was less than the percentage of the faculty members with highest degree “M.Phil” that attended the orientation program in Maharashtra.
- C. The percentage of the faculty members with highest degree “Masters” that attended the orientation program in Maharashtra was more than the percentage of the faculty members with highest degree “Masters” that attended the orientation program in Gujrat.

1. Craig, H. J., Craft, R. J., & Du Plessis, J. (1998). Faculty development : making an impact. Washington DC: ABEL Clearinghouse for Basic Education - Academy for Educational Development.
2. Das, B. C. (1999). Attitude of University and College Teachers towards Orientation Program.
3. Das, B. C. (2004). Teaching-Learning System at the Academic Staff colleges - A Critical Evaluation. University News , 42 (44).
4. Das, B. C., & Ahmad, I. S. (1999). Attitude of University and College Teachers Towards Orientation Program. University News , 37 (36).
5. Das, B. C., & Gogoi, L. (2001). Orientation Programmes of the Academic Staff Colleges in India: An Evaluation. University News , 39 (46), 12-18.
6. Das, B. C., & Pathak, U. N. (1997). Orientation Program and the Professional Awareness of Teachers. University News , 35 (51).