



MANAGEMENT DEVELOPMENT PROGRAMS PROGRAM

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Introduction:

In recent years, much emphasis has been placed on the importance of focusing faculty orientation programs not only on the needs of the targeted individuals, but also on organizational aspects. Although improvement of the individual is undoubtedly a vital aspect, it is sometimes regarded as being less consequential compared to institutional growth. Hence, in reality, faculty orientation often actually entails making the personnel fit the purpose of the institution. According to Bland, faculty orientation activities are designed to improve faculty members with respect to their commitment to their work and their ability to achieve both their own goals and the objectives of the institution. With that in mind, it was concluded that effective faculty orientation has two important features: first, a broad perspective that continuously searches for and tries to address all the aspects that impact faculty success; second, systematic and rigorous attention given to each of the steps in the faculty orientation process. Therefore, when designing and implementing faculty orientation programs, it has been proposed that it is important to understand not only the objectives of individual faculty members, but the goals of the organization as well. If that is indeed the most suitable approach, then, from the standpoint of the organization, it will make sense to support development programs focused on individual faculty members, because that will help accomplish the missions of the organization.

There is also another reason why the organization should be taken into consideration in faculty orientation efforts. In order to succeed, faculty members should share the vision and values of the organization so that they can apply the skills they learn. This means that the organization should have special characteristics that facilitate faculty success, including clear organizational goals, equitable personal policies, effective reward structures, and a supportive

climate. Thus the goals of individual faculty members, the objectives of the institution, the levels of ability of the individuals, and the characteristics of the institution are all essential parts of creating an effective faculty orientation program. Steinert and Mann have declared that faculty orientation activities should link individual and organizational needs, and also pair organizational development with development of individual skills. In addition to the aspects mentioned above, other important characteristics of an effective faculty orientation program are as follows: it should have a clearly stated and readily perceived mission; it should be systematically designed to target specific sub-groups; it should cover a range of skills, not just teaching, and it should teach theory and practical applications, and also comprise work practice; the personnel running the program should maintain contact with the participants; trainers should be committed to the program and be knowledgeable about content areas related to the disciplines of the participants; the participants should attend program activities in groups from the same institution; support should be available to participants who are “back home” . Three other important features can be added to the list: faculty member should be involved in the process of designing and implementing their own program; faculty assessment should be used as an initial step; changes should be made in the institutional environment.

Objectives of the paper

The general objective of the research underlying this thesis was to explore and enhance faculty development in the setting of a developing country and thereby contribute to such development elsewhere in the world as well. With this very fact in the mind researcher has developed specific objectives of the paper which are given below -

1. Analyze the personal and professional impact of the Orientation Program on the teachers;

1.8) Scope of the paper

The scope of the 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 paper covers Maharashtra and Gujarat states as geographical unit.
2. The time period for this paper – The educational initiatives during 2004-2012 is taken for the paper.
3. Recognized Management institutes – Recognized institutes under the various bodies having prescribed norms are taken for the paper.

4. Faculty members: Approved and ad –hoc faculty members are considered as the respondents.

Directors and principals: The directors and principals of recognized institutes under the various norms are taken for the paper

Reliability analysis of the data:

Reliability of measure indicates the extent to which it is without bias and hence ensures consistent measurement across time and across the various items in the instrument. Thus, reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the goodness of measure.

SPSS (16.0) has the reliability analysis procedure. This reliability procedure is executed on the data to assess its reliability.

In reliability analysis, the analyze menu is considered. The descriptive statistics menu is further considered and the polar to polar plot is plotted for different variables. Reliability analysis is carried out where the Cronbach’s alpha was tested. Ideally, the Cronbach’s alpha should be in between 0.5 and 1. In our case, it comes out to be 0.637. Therefore, the data is reliable. Following tables shows the SPSS output of reliability analysis.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	300	100.0
	Excluded ^a	0	.0
	Total	300	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.637	44

The steps used in hypothesis testing:

The basic objectives of hypothesis testing are to prove or disprove the research question. By only allowing an error of 5% or 1% and making correct decisions based on statistical principles, from the outcome of statistical analysis researcher can conclude the result. The five steps are followed for testing hypothesis. These five steps consist of all the decisions a researcher has followed in order to answer research question.

Stating the research question – The first step used in the present paper is to state the research question that identifies the population(s) of interest, the parameter(s) of the variable

under investigation, and the hypothesized value of the parameter(s). This step helps in defining what is to be tested and what variable was used in sample data collection. The type of variable whether it is categorical, discrete or continuous further defines the statistical test which can be performed on the collected data set.

The null and alternative hypotheses – The second step followed in the paper is to state alternate and null hypothesis to select a significance level.

Calculate test statistics - The third step used in the paper is calculation of a statistic analogous to the parameter specified by the null hypothesis.

Compute probability of test statistic or rejection region – The fourth step is calculation of the probability value (often called the *p*-value) which is the probability of the test statistic for both tails.

State conclusions – The fifth and final step is description of the results and state correct statistical conclusions in an understandable way. The conclusions consist of two statements- ones describing the results of the null hypothesis and the other describing the results of the alternative hypothesis.

Hypotheses Validation –

Spearman's rank correlation is used to validate other hypotheses. The justification behind validation for hypotheses is explained in detail below –

Spearman's Rank Order Coefficient –

Sometimes it is important to determine the relationship between the two variables in terms of ranking of each case within each variable. This is usually the case where it is necessary to find ordinal relations. Under these circumstances it is required to use Spearman rank order coefficient. The interpretation of the data is done with the help of 5 point Likert scale. As the variables considered are categorical and discrete in nature, Spearman's rank correlation is used.

Testing statistical significance using statistical significance–

When Spearman coefficient rank is in between 0.9 and 1, it indicates that there is a very strong correlation between two variables. When Spearman coefficient rank is in between 0.7 and 0.9, it indicates that there is a strong correlation between two variables. When Spearman coefficient rank is in between 0.5 and 0.7, it indicates that there is a moderate correlation between two variables.

Sometimes, the packages such as SPSS use *p*-value to test the hypothesis. When $p < 0.01$ significance level, null hypothesis was rejected and alternative hypothesis was accepted.

Steps followed to validate the hypothesis:

Following steps are followed. There are the following basic steps to completing a hypothesis z-test.

1. State the Null Hypothesis and the alternative hypothesis
2. State the decision criteria
3. Selection of confidence level

Confidence interval (CI) is a kind of interval estimate of population parameter and is used to indicate the reliability of an estimate. It is an observed interval and differs from sample to sample that frequently includes the parameter of interest, if the experiment is repeated. How frequently the observed interval contains the parameter is determined by the **confidence level** or **confidence coefficient**. Confidence intervals consist of a range of values that act as good estimates of the unknown population parameter. The level of confidence of the confidence interval would indicate the probability that the confidence range captures this true population parameter given a distribution of samples. Researcher has selected the confidence level equal to 95% which reflects a significance level of 0.05.

4. Determine the critical value of z

Do this for the chosen significance level. For $\alpha=.05$ we look up a Z that has .025 of the distribution beyond it. This is a Z of +1.96 and -1.96.

5. Interpret the data
6. Evaluate the hypothesis -Determine the standard error of the mean by the following formula:

$$\sigma_{\bar{x}} = \sqrt{\sigma^2/n}$$

7. Calculate the Test Statistic: To determine how unusual the mean of a sample is, use the following Z formula to calculate the Z value for our sample mean under the assumption that the null hypothesis is true. The Z formula is:

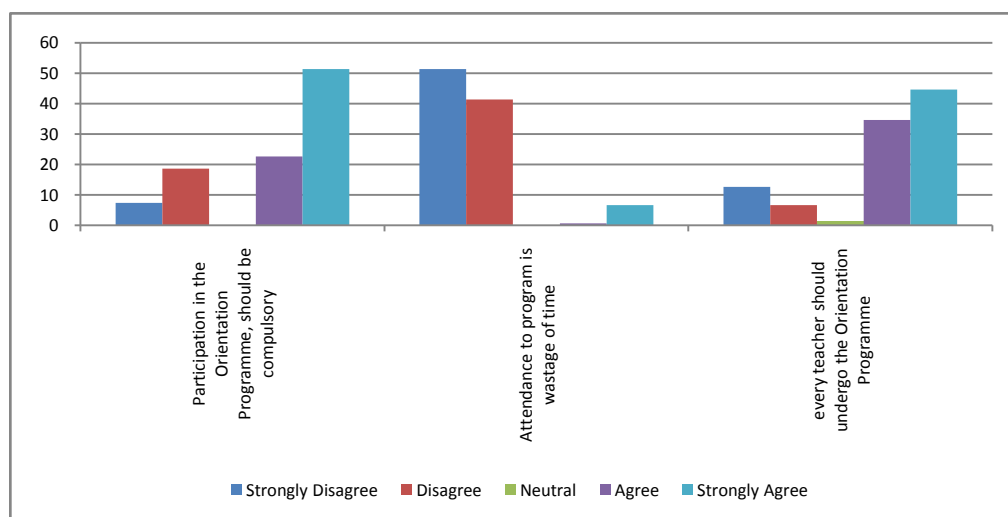
$$Z = (\bar{X} - \mu) / \sigma_{\bar{x}}$$

8. Decision Making Time: obtained Z value up in a Z table to find the corresponding P, and compare it to the Critical Z value. If the obtained P is less than alpha, we reject the null hypothesis.

Table No. 4.1.11 Table showing the participants opinion about Development program

Sr	Points	1	%	2	%	3	%	4	%	5	%	Total	%
1	Participation in the Development Programme, should be compulsory	11	7.33	28	18.67	0	0	34	22.67	77	51.33	150	100
2	Attendance to program is wastage of time	77	51.33	62	41.33	0	0	10	0.67	1	0.67	150	100
3	every teacher should undergo the Development Programme	19	12.67	10	6.67	23	1.33	52	34.67	67	44.67	150	100

Graph No. 4.1.11 Graph showing the participants opinion about Development program



Description

Out of total sampled faculty members from Maharashtra, 7.33% of the faculty members strongly disagree, 18.67% of the faculty members disagree, 22.67% of the faculty members agree and 51.33% of the faculty members strongly agree with the fact that participation in the Orientation Programme, should be compulsory.

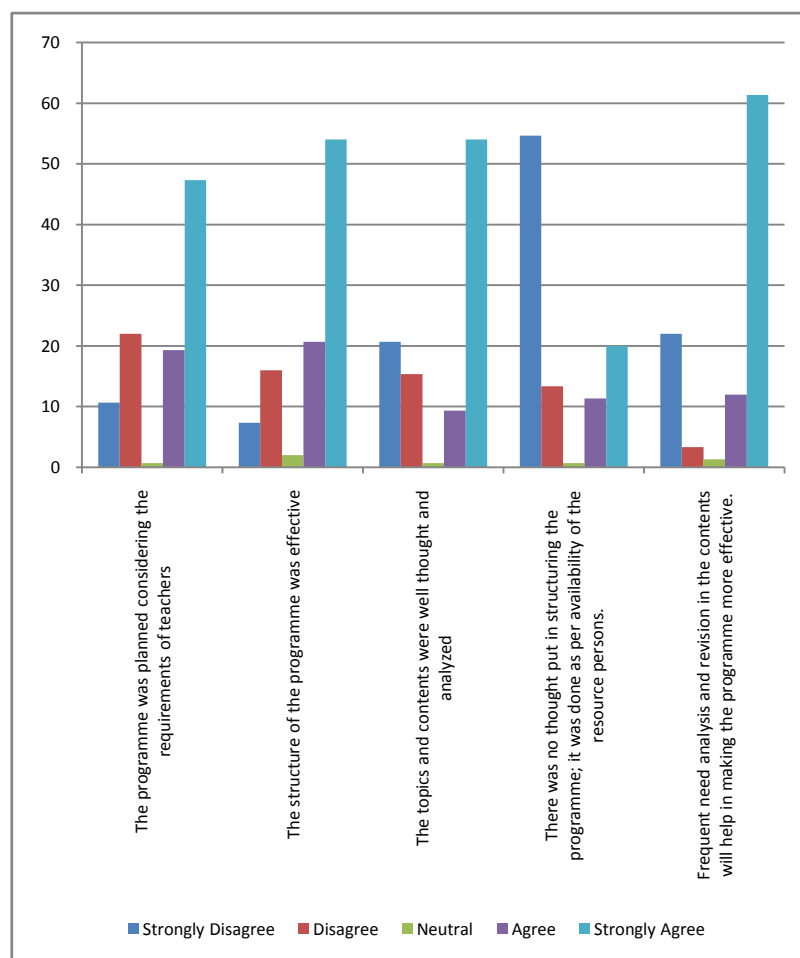
Out of total sampled faculty members from Maharashtra, 51.33% of the faculty members strongly disagree, 41.33% of the faculty members disagree, 0.67% of the faculty members agree and 6.67% of the faculty members strongly agree with the fact that attendance to program is wastage of time.

Out of total sampled faculty members from Maharashtra, 12.67% of the faculty members strongly disagree, 6.67% of the faculty members disagree, 1.33% of the faculty members are neutral, 34.67% of the faculty members agree and 44.67% of the faculty members strongly agree with the fact that every teacher should undergo the Orientation Programme.

Table No. 4.1.12 Table showing the participants opinion about the planning and designing of Development program

S r. N o.	Points	1		2		3		4		5		To tal	
		%		%		%		%		%		%	
1	The programme was planned considering the requirements of teachers	2 7	18	3 3	22	0 0	0	1 1	7.3 3	7 9	52. 67	15 0	10 0
2	The structure of the programme was effective	1 8	12	3 2	21. 33	4 6	2. 67	1 5	10	8 1	54	15 0	10 0
3	The topics and contents were well thought and analyzed	1 1	7.3 3	2 3	15. 33	9 6	6	2 0	13. 33	8 7	58	15 0	10 0
4	There was no thought put in structuring the programme; it was done as per availability of the resource persons.	8 8	58. 67	6 4	4	4 4	2. 67	2 1	14	3 1	20. 67	15 0	10 0
5	Frequent need analysis and revision in the contents will help in making the programme more effective.	2 5	16. 67	1 7	11. 33	1 6	0. 67	1 6	10. 67	9 1	60. 67	15 0	10 0

Graph No. 4.1.12 Graph showing the participants opinion about the planning and designing of Development program



Description

Out of total sampled faculty members from Maharashtra, 18% of the faculty members strongly disagree, 22% of the faculty members disagree, 7.33% of the faculty members agree and 52.67% of the faculty members strongly agree with the fact that the programme was planned considering the requirements of teachers.

Out of total sampled faculty members from Maharashtra, 12% of the faculty members strongly disagree, 21.33% of the faculty members agree, 2.67 are neutral, 10% of the faculty members are agree and 54% of the faculty members strongly agree with the fact that the structure of the programme was effective.

Out of total sampled faculty members from Maharashtra, 7.33% of the faculty members strongly disagree, 15.33% of the faculty members disagree, 6% of the faculty members are neutral, 13.33% of the faculty members agree and 58% of the faculty members strongly agree with the fact that the topics and contents were well thought and analyzed.

Out of total sampled faculty members from Maharashtra, 58.67% of the faculty members strongly disagree, 4% of the faculty members disagree, 2% of the faculty members are neutral, 14% of the faculty members agree and 20.67% of the faculty members strongly agree with the fact that there was no thought put in structuring the programme; it was done as per availability of the resource persons.

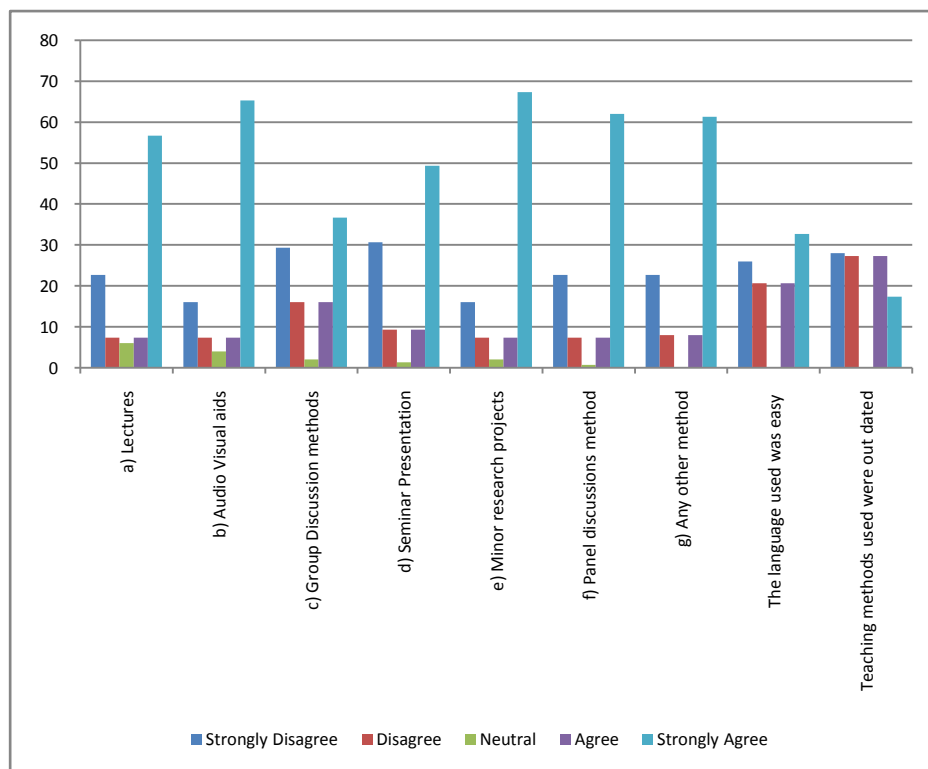
Out of total sampled faculty members from Maharashtra, 16.67% of the faculty members strongly disagree, 11.33% of the faculty members disagree, 0.67% of the faculty members are neutral, 10.67% of the faculty members agree and 60.67% of the faculty members strongly agree with the fact that frequent need analysis and revision in the contents will help in making the programme more effective.

Table No. 4.1.13 Table showing the participants opinion about the training methods used in Orientation Programme

Sr	Points	1	%	2	%	3	%	4	%	5	%	Total	%
1	Following methods were used:												
	a) Lectures	34	22.67	11	7.33	96	64	11	7.33	85	56.67	150	100
	b) Audio Visual aids	24	16	11	7.33	64	43	11	7.33	98	65.33	150	100
	c) Group Discussion	44	29.33	24	16	32	21	24	16	55	36.67	150	100
	d) Seminar Presentation	46	30.67	14	9.33	23	1.33	14	9.33	74	49.33	150	100
	e) Minor research projects	24	16	11	7.33	32	21	11	7.33	101	67.33	150	100
	f) Panel discussions	34	22.67	11	7.33	17	0.67	11	7.33	93	62	150	100
	g) Any other method	34	22.67	12	8	00	00	12	8	92	61.33	150	100
2	The language used was	39	26	31	20.67	00	00	31	20.67	49	32.67	150	100

	easy												
3	Teaching methods used were out dated	4	28	4	27.3	0	0	4	27.3	26	17.3	150	100
		2		1	3			1	3		3		

Graph No. 4.1.13 Graph showing the participants opinion about the training methods used in Orientation Programme



Description

Out of total sampled faculty members from Maharashtra, 22.67% of the faculty members strongly disagree, 7.33% of the faculty members disagree, 6% of the faculty members are neutral, 7.33% of the faculty members agree and 56.67% of the faculty members strongly agree with the fact that lectures are conducted in orientation program.

Out of total sampled faculty members from Maharashtra, 16% of the faculty members strongly disagree, 7.33% of the faculty members disagree, 4% of the faculty members are neutral, 7.33% of the faculty members agree and 65.33% of the faculty members strongly agree with the fact that audio visual aids are used in orientation program.

Out of total sampled faculty members from Maharashtra, 29.33% of the faculty members strongly disagree, 16% of the faculty members disagree, 2% of the faculty members are

neutral, 16% of the faculty members agree and 36.67% of the faculty members strongly agree with the fact that group discussions are conducted in orientation program.

Out of total sampled faculty members from Maharashtra, 30.67% of the faculty members strongly disagree, 9.33% of the faculty members disagree, 1.33% of the faculty members are neutral, 9.33% of the faculty members agree and 49.33% of the faculty members are strongly agree with the fact that seminars are given in orientation program.

Out of total sampled faculty members from Maharashtra, 16% of the faculty members strongly disagree, 7.33% of the faculty members disagree, 2% of the faculty members are neutral, 7.33% of the faculty members agree and 67.33% of the faculty members strongly agree with the fact that minor research projects are given in orientation program.

Out of total sampled faculty members from Maharashtra, 22.67% of the faculty members strongly disagree, 7.33% of the faculty members disagree, 0.67% of the faculty members are neutral, 7.33% of the faculty members agree and 62% of the faculty members strongly agree with the fact that panel discussion methods are used as a teaching tool in orientation program.

Out of total sampled faculty members from Maharashtra, 22.67% of the faculty members strongly disagree, 8% of the faculty members disagree, 8% of the faculty members agree and 61.33% of the faculty members strongly agree with the fact that other tools are used in orientation program.

Out of total sampled faculty members from Maharashtra, 26% of the faculty members strongly disagree, 20.67% of the faculty members disagree, 20.67% of the faculty members agree and 32.67% of the faculty members strongly agree with the fact that language used in orientation program was easy.

Out of total sampled faculty members from Maharashtra, 28% of the faculty members strongly disagree, 27.33% of the faculty members disagree, 27.33% of the faculty members agree and 17.33% of the faculty members are strongly agree with the fact that teaching methods used in orientation program were outdated.

- **Teaching Experience of faculty member**

- A. The percentage of the faculty members with teaching experience of less than 5 years that attended the orientation program in Maharashtra was higher than the percentage of the faculty members with teaching experience of less than 5 years that attended the orientation program in Gujrat.
- B. The percentage of the faculty members with teaching experience of 5 to 10 years that attended the orientation program in Maharashtra was lesser than the percentage of the

faculty members with teaching experience of 5 to 10 years that attended the orientation program in Gujrat.

- C. The percentage of the faculty members with teaching experience of greater than 5 years that attended the orientation program in Maharashtra was same as the percentage of the faculty members with teaching experience of greater than 5 years that attended the orientation program in Gujrat.

• **Working location of faculty member**

- A. The percentage of the faculty members working in university department that attended the orientation program in Maharashtra was higher than the percentage of the faculty members working in university department that attended the orientation program in Gujrat.
- B. The percentage of the faculty members working in college / institute that attended the orientation program in Gujrat was more than the percentage of the faculty members working in college / institute that attended the orientation program in Maharashtra.
- C. The percentage of the faculty members working in Aided that attended the orientation program in Maharashtra was less than the percentage of the faculty members working in Aided that attended the orientation program in Gujrat.
- D. The percentage of the faculty members working in Non-Aided that attended the orientation program in Maharashtra was greater than the percentage of the faculty members working in Non-Aided that attended the orientation program in Gujrat.
- E. The percentage of the faculty members working in Government that attended the orientation program in Maharashtra was equal to the percentage of the faculty members working in Government that attended the orientation program in Gujrat.
- F. The percentage of the faculty members working in Private that attended the orientation program in Maharashtra was higher than the percentage of the faculty members working in Private that attended the orientation program in Gujrat.

• **Level of courses taught by the faculty member**

- A. The percentage of the faculty members teaching to the “UG Level” that attended the orientation program in Maharashtra was greater than the percentage of the faculty members teaching to the “UG Level” that attended the orientation program in Gujrat.
- B. The percentage of the faculty members teaching to the “PG Level” that attended the orientation program in Maharashtra was lesser than the percentage of the faculty members teaching to the “PG Level” that attended the orientation program in Gujrat.

- **Location of the working institution of the faculty member**

- A. The percentage of the faculty members teaching in the “Urban / Metropolitan” area that attended the orientation program in Maharashtra was greater than the percentage of the faculty members teaching in the “Urban / Metropolitan” area that attended the orientation program in Gujrat.
- B. The percentage of the faculty members teaching in the “Suburban” area that attended the orientation program in Gujrat was more than the percentage of the faculty members teaching in the “Suburban” area that attended the orientation program in Maharashtra.
- C. The percentage of the faculty members teaching in the “any other specific zone” area that attended the orientation program in Maharashtra was less than the percentage of the faculty members teaching in the “any other specific zone” area that attended the orientation program in Gujrat.
- D. The percentage of the faculty members teaching in the “Rural” area that attended the orientation program in Maharashtra was higher than the percentage of the faculty members teaching in the “Rural” area that attended the orientation program in Gujrat.

a) Findings related to the participants opinion about Orientation Program’s objectives and contents:

A questionnaire (set of ten questions) was prepared for assessing the participants (including both Maharashtra and Gujrat) opinion about the orientation program’s objectives and contents. The questionnaire was designed to capture the participant’s responses on multiple parameters like improvement of self-image, increase in communication skills, teaching learning process, improvement in lecture delivery, improvements in contents of teaching, innovative teaching, social awareness, use if ICT teaching, teaching cross curricular skills and improvement to become effective teacher. Further the participants were asked to respond to each of the question in one of the category among the multiple categories viz. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

Based on the responses received from the participants from Maharashtra and Gujrat following are the findings on the participant’s opinion about the orientation program’s objectives and contents:

- High percentages of participants in Maharashtra and Gujrat have agreed that the program helped them in improving their self-image. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them in improving their self-image was marginally higher in Gujrat as compared to the response

from participants in Maharashtra. Overall considering the response from the participants from both the states it was noted that majority of the participants in both the states have strongly agreed that the program helped them improve their self-image.

- Secondly the major percentages of the participants in Maharashtra and Gujrat have opined that the program had helped them in increasing their communication skills. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them in improving their communication skills was marginally lower in Gujrat as compared to the response from participants in Maharashtra. Overall considering the response from the participants from both the states it was noted that major chunk of the participants in both the states have strongly agreed that the program helped them to improve their communication skills.
- Further substantial percentages of the participants in Maharashtra and Gujrat have mentioned that the program had helped them in increasing their teaching learning process. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them in improving their teaching learning process was marginally higher in Maharashtra as compared to response from the participants from Gujrat. Overall considering the response from the participants from both the states it was noted that substantial numbers of the participants in both the states have strongly agreed that the program helped them to improve their teaching learning process.
- A good percentage of the participants in Maharashtra and Gujrat have mentioned that the program had helped them in improving their lecture delivery. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them in improving their lecture delivery process was marginally higher in Gujrat as compared to the response from participants from Maharashtra. In all considering the response from the participants from both the states it was noted that majority of the participants in both the states have strongly agreed that the program helped them to improve their lecture delivery.
- Further high percentages of the participants in Maharashtra and Gujrat have mentioned that the program had helped them in improving their contents of teaching. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them in improving their contents of teaching was marginally lower in Gujrat as compared to the response from participants from Maharashtra. In total, considering the response from the participants from both the states it was noted that major

chunk of the participants in both the states have strongly agreed that the program helped them to improve their contents of teaching.

- Further a good percentage of the participants in Maharashtra and Gujrat have mentioned that the program had helped them in improving their Innovative teaching pedagogy. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them in improving their Innovative teaching pedagogy was higher in Gujrat as compared to the response from participants from Maharashtra. Overall, considering the response from the participants from both the states it was noted that a good number of the participants in both the states have strongly agreed that the program helped them to improve their Innovative teaching pedagogy.
- A major percentage of the participants in Maharashtra and Gujrat have mentioned that the program had helped them in improving their social awareness. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them in improving their social awareness was lower in Gujrat as compared to the response from participants from Maharashtra. In all, considering the response from the participants from both the states it was noted that a majority of the participants in both the states have strongly agreed that the program helped them to improve their social awareness.
- Further good percentage of the participants in Maharashtra and Gujrat has mentioned that the program had helped them in improving their use of ICT in teaching. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them in improving their use of ICT in teaching was marginally higher in Gujrat as compared to the response from participants from Maharashtra. In total, considering the response from the participants from both the states it was noted that a majority of the participants in both the states have strongly agreed that the program helped them to improve their use of ICT in teaching.
- Major percentage of the participants in Maharashtra and Gujrat has mentioned that the program had helped them in improving them in teaching cross-curricular skills. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them in improving them in teaching cross-curricular skills was lower in Gujrat as compared to the response from participants from Maharashtra. Overall, considering the response from the participants from both the states

it was noted that a majority of the participants in both the states have strongly agreed that the program helped them to improve them in teaching cross-curricular skills.

- Finally major percentage of the participants in Maharashtra and Gujrat has mentioned that the program had helped them to become effective teacher. The percentage of participants who agreed (including count of both Agreed and Strongly Agreed) that the program helped them to become effective teacher was lower in Gujrat as compared to the response from participants from Maharashtra. Overall, considering the response from the participants from both the states it was noted that a majority of the participants in both the states have strongly agreed that the program helped them to become effective teacher. Considering the overall response from the participants on the various parameters mentioned above it can be concluded that the participants in both the states Maharashtra and Gujrat were highly satisfied with the orientation program objectives and contents. Majority of the participants in both the states Maharashtra and Gujrat strongly agreed that the program's content helped them in improving on multiple aspects mentioned above.

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