

# STATUS OF FACULTY DEVELOPMENT PROGRAMMES OF HIGHER EDUCATION IN KARNATAKA.

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## ABSTRACT

The higher education system in today's scenario is faced with many challenges like competitiveness, management, financing and quality maintenance. Higher education can be used as a powerful tool to build knowledge based society. Higher education should be viewed as a long-term social investment for the promotion of social cohesion, cultural development, economic growth, equity and justice. Indian higher education system can address itself to the global challenges through maintaining the right balance between the need and the demand of the society through channelizing teaching, research and extension activities. The needs and expectations of the society are changing at a faster rate and hence the quality of higher education needs to be enhanced at a higher level. Quality of the higher education would depend on the quality of all the parameters and stakeholders, be it the students, faculty, staff, infrastructure etc. For attaining quality in these regards, all the processes, systems and policies have to be clearly directed towards making improvements in all the relevant dimensions in a sustained manner.

Faculty development is essential for maintaining and developing the skills of higher education employees Faculty development is an indispensable component of institutional effectiveness in higher education. Faculty development will require a larger investment of imagination and resources in order to strategically plan for and address new developments. The developments and changes over the last five decades require a fresh look at the professional development of teachers and teaching. This paper, examines the status of faculty improvement programmes in higher education. The overall discussion in this paper makes an attempt at providing an understanding of the role and the status of faculty improvement programmes in terms of quality higher education. A set of tools has distributed to the teachers and the responses were valued. The data will be analysed using descriptive statistics, ie mean and SD. The results are deducted mainly from the responses of the teachers in higher education. The status of faculty development programmes of higher education has been analysed. A consolidated status also has been deducted and reported. It is felt that the findings of this study will help the institutions, and policy makers to take up necessary action and to move ahead to enrich the teachers and making the higher education better.

**Key words:** Faculty Development, higher education, quality teaching. Globalization.

**1.0 Introduction:** The higher education system in today's scenario is faced with many challenges like competitiveness, management, financing and quality maintenance. In the 21st century, Higher education can be used as a powerful tool to build knowledge based society. Higher education should be viewed as a long-term social investment for the promotion of social cohesion, cultural development, economic growth, equity and justice. Indian higher education system can address itself to the global challenges through maintaining the right balance between the need and the demand of the society through channelizing teaching, research and extension activities. The needs and expectations of the society are changing at a faster rate and hence the quality of higher education needs to be enhanced at a higher level. Quality of the higher education would depend on the quality of all the parameters and stakeholders, be it the students, faculty, staff, infrastructure etc. For attaining quality in these regards, all the processes, systems and policies have to be clearly directed towards making improvements in all the relevant dimensions in a sustained manner. In developing countries, higher education, and particularly university education is recognized as a key force for modernization and development. The quality of higher education in developing countries is influenced by complex factors that have their roots in commercialization, general funding and human population growth. Appropriate policies and faculty are necessary for improving the quality of higher education in developing countries.

Quality of higher education depends upon the quality of teachers. Teachers are at the heart of our educational system. The success of any effort to improve the quality of education is centrally depended upon the teacher. According to Rabindranath Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". Now it is the age of explosion of knowledge at an unprecedented speed, even those who had the advantage of acquiring the most sophisticated education will become outdated in a very short span of time. To remain up-to-date, relevant and to face the challenge of other modes of acquiring knowledge, the need for their re-education, relearning and de-learning is essential.

## 2.0 Faculty Development Programme

Faculty development has been defined in different ways. Faculty Development Programme is a "Process of change that attempts to modify the attitudes, skills and behaviours of faculty, toward increased effectiveness and efficiency in meeting student, institutional, and personal objectives." **Francis.**

Faculty Development Programme (FDP) encompasses all the activities which help faculty members to improve their capacity to become more effective instructors as well as to perform other components of their multi faceted tasks such as conducting research, contributing to administrative activities and writing publishable materials (Jason, 1980). It is a tool for improving the educational vitality of the institutions through attention to the competencies needed by individual teachers and to the institutional policies required to promote academic excellence (Wilkerson, Irby, 1998)

## 3.0 Need of faculty development programmes

Teachers in Higher Education usually join the teaching profession without any formal training in teaching methodology and classroom management. They develop teaching skills out of their own experiences or from experiences shared by colleagues in course of their teaching career. Because of this non-formal and incoherent acquisition of knowledge of teaching-learning paradigms, the mastery on Pedagogy among the faculty suffers from inadequacy, whereas revolutionary changes have taken place in higher education. Traditional methods of lecturing do not meet the demands of the students in classrooms effectively in today's scenario, where Outcome-Based Education and Student-Centered teaching are the order of the day.

The Educational Commission (1964-1966) reported "A sound programme of professional education of teachers is essential for the qualitative improvement of education".

The National Policy on Education (NPE) 1986 has pointed out that teachers are not given adequate opportunities for professional and career development and not sufficiently oriented.

In order to overcome these deficiencies, it is proposed that specially designed orientation and refresher course be organized for teachers as 'in-service training'. The Academic Staff orientation scheme, later known as Academic Staff College scheme was initiated by the University Grant Commission in 1987 based on the NPE(1986) recommendations.

The UGC-Academic Staff Colleges are nodal institutions established in Universities as independent entities and selected within the University for Staff development purposes and totally funded by UGC. They have functional freedom within the framework of UGC guidelines. ASCs perform various activities including planning, organization, implementation, monitoring and evaluation of the different programmes undertaken for the development of human resource in one or more universities in a state.

## 4.0. History of Academic Staff Colleges

For improving the quality of higher education, Radhakrishnan Commission(1948) and Kothari Commission (1966) on higher education have recommended a sustained and purposeful development of academic staff. Programme of action of NPE 1986 categorically mentioned a comprehensive programme of professional development through Academic Staff Colleges . Consequently, in 1987 the UGC sanctioned the setting up of 48 ASCs. The ASCs started functioning with the premise that the objective of Academic Staff Development Scheme is to enable academic staff to become effective facilitators of student learning through becoming effective managers of the conditions that affect learning.

.The University Grants Commission established and funds sixty six Academic Staff Colleges across the country and has been making proactive efforts. To upgrade the knowledge and skills of faculty members, through orientation and refresher courses for in-service faculty members as professional development that enhances their ability to construct curricula and modes of instruction that ,more effectively fulfil the educational mission of the institution and the educational needs of students in the society.

## Establishment of Academic Staff Colleges in India

The main purpose behind establishment of Academic Staff Colleges is to provide 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. 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.

In the first phase 45 Academic Staff Colleges (ASCs) were established during Seventh Five Year Plan period (1985-90). In 2009, this number had increased to 66.

The following table shows the list of ASCs

Year of ASCs established	Number of ASCs	Total number of ASCs
1987	29	29
1988	11	40
1989	4	44
1990	1	45
2000	6	51
2005	1	52
2006	2	54
2007	3	57
2009	9	66
2010	-	66
2011	-	66

### Academic Staff Colleges in Karnataka

1 Bangalore University Jnanabharathi, Bangalore 560056

2Karnatak University, Pavati nagar. Dharwad 58003

3University of Mysore, Mysore 570005

#### 4.1 Human Resource Development Centre

Human Resource Development Centre was established in 1987 as Academic Staff College. UGC has changed the name of all UGC-Academic Staff Colleges to UGC-Human Resource Development Centre on April 01, 2015. Twelfth Five year Plan. Guidelines have been proposed to transform the existing Academic Staff Colleges into Human Resource Development Centres. In view of this change, the Academic Staff College is now called as UGC- Human Resource Development Centre (HRDC). It was suggested by the National Policy on Education 1986.

It is established as a crucial link between teacher motivation and the quality of education. It has been working for excellence in higher education since 1987. The U.G.C Human Resource Development Centre (previously known as Academic Staff College), has achieved high standard of excellence in its working, based on team work of a small but committed, dedicated and competent group of teaching and non-teaching staff.

#### 4.2 Functions of Academic Staff Colleges

Academic Staff Colleges are guided by an Academic Advisory Committee. Every year, the UGC invites proposals for programmes from ASCs, based on merits and strengths of the university the number of programmes to be conducted in that year are allotted. The NIEPA, New Delhi (National University for Educational Planning and Administration) were involved in monitoring the activities of ASCs in initial

years of the scheme. The trainees of the ASC programmes are called participants and trainers are called resource persons. The idea is that both the sides benefit from mutual sharing of knowledge and learning becomes a process of understanding and refinement. The expenses of participants (their travel, stay, etc.); resource persons (travel, hospitality etc) and other incidental expenses for arranging programmes are totally funded by government through UGC. The University Grants Commission in the year 2007 instructed all the Universities having Academic Staff Colleges to make regular appointments to the teaching and non-teaching staff putting an end to Adhocism in staff appointments, which was impacting negatively. Each Academic staff College is supported by three core staff (teaching staff) members viz., Professor-Director, Associate Professor and Assistant Professor; and nine non-administrative staff members. In tenth Five Year plan, all ASCs are provided with funds for Computer lab to impart Information and Communicative skills to the participants and Hostel facilities (in tenth Plan) for the participants and resource persons.

In the initial stages only staff of government colleges and universities was encouraged to attend the programme of ASCs. However, in view of rapid expansion of private institutions, this development programmes facility is extended to private colleges also. To encourage the participation of faculty from private institutions, the government has linked university's affiliation with faculty participation from private colleges in ASC programmes. Participation in Orientation programme and Refresher course is mandatory for career advancement of College and University teachers for their career advancement. In recent pay revision, Professors and Associate Professors are also encouraged with incentives to attend short term Professional Development programmes of Academic Staff Colleges. The main functions of Academic Staff Colleges are divided into three programmes:

### **1. Orientation Programmes**

### **2. Refresher Courses**

### **3. Summer programme/Short term courses/workshop**

#### **1 Orientation Programmes**

The ASC's main purpose is to keep in mind that the teacher is central to the system. Although it is universally accepted that the teacher is the pivot of the educational system, our system does not provide adequate opportunities for their professional development. It is, therefore, necessary to develop inbuilt mechanisms to provide opportunities for teachers within the framework of knowledge society. It is also accepted that a teacher must not be restricted only to transmitting information; teacher must also orient students to meet the challenges of life. Today, it is no longer possible to expect a newly appointed teacher to acquire the 'art' of teaching by emulating peers. This programme is mainly intended for the new entrants to the profession of teaching in the colleges and the universities. The programme is designed to inculcate in the young persons, who have just finished their formal higher education and have joined institution of higher education as assistant professor, a genuine love for teaching through a total understanding of their duties and responsibilities to their students, peer, college administration and the society at large, and above all to themselves. One major aim of the orientation programme is to help in discovering self-potential necessary for developing self confidence, a pre-requisite for an ideal teacher. In the process, the young lecturer is to be acquainted with the development taking place all around him/her with a true multi-disciplinary approach.

#### **2 Refresher courses:**

Refresher course is subject-oriented providing opportunities for the serving teachers of colleges and universities to meet their peer are an atmosphere of mutual learning and interaction. The course is intended to give information about the latest additions to the knowledge base in the subject through acknowledged experts in various activity-fields. The course also helps the teachers in tackling problems associated with introduction of new courses of study and revision of syllabus, and in finding out the latest trends of research in the subject. The course is to be prepared with a good mix of current topics from diverse fields such as human rights, women empowerment, information technology, environmental education etc. The purpose behind the Refresher Course is to improve idealistic education through a transmission of knowledge gained through such course to the students.

#### **.3 Summer Programmes/short term programmes/work shops.**

UGC launching Special Summer programs for college and university teachers during the summer vacations. This program which is of 3 week duration is aimed at intensively enhancing the knowledge, skills and competencies of university teachers in identified disciplines. The summer program is treated as equivalent to orientation or refresher course. In order to provide the benefit of this scheme to the college and university teachers, the UGC Academic Staff College, organize this programmes for the teachers. The program focuses on the major areas of higher Education: Issues, Problems and challenges, Educational technology and teaching methodologies in social sciences Issues and

Problems of young persons, Gender sensitization, management and resolution, E-Content development, Research in social sciences.

For the special summer program, there are no qualifying conditions except that the participants should be teaching in a college or university. Even those who have already completed required orientation and refresher courses for the purposes of promotion are not only eligible but encouraged to take the special summer program.

Short-term courses of 6 days duration for professional development of academic administrators like HOD's, Deans, College principals and senior faculty viz. professor and associate professor or reader. Interaction programme of 3-4 weeks for Doctoral and Post-Doctoral and other research scholars.

In 2010-11, 277 orientation programmes, 814 refresher courses and 259 short-term courses were organized by academic staff college for the teachers of higher education.

**5.0 Significance of the study:** Faculty development is a continuous

process and necessary changes are part and parcel of the process, in order to make more responsive to the changing demands and to ensure the relevancy. It is no doubt that the effective Faculty development process can enhance the learning of the participants.

**6.0 Statement of the problem:** A study of the status of Faculty Development Programmes of higher education in Karnataka

**7.0 Objective of the study:** To study the status of Academic Staff Colleges of higher education based on the opinions of the Researchers and committee reports in higher education.

**8.0 Operational Definitions:** In this section the key terms are defined in the sense that are used in the study.

1. **The status of Faculty Development Programmes:** The status of Faculty Development Programmes with reference to Academic Staff Colleges.

2 **Faculty:** The Faculty are the teachers, who have been taught in degree education.(under graduate and post graduate)

3 **Development:** The totality of experiences provided by Academic Staff Colleges.

4 **Higher Education:** Higher education in the study is collegiate education and post graduate education.

**9.0. Methodology of the study:** A review of many studies concerned faculty development has done by the Researcher and the committee reports about Faculty Development Programmes were referred by the investigator. In addition to this a questionnaire as rating scale consisting of 50 statements was developed on the basis of related literature, Main features of the Faculty development process in the shape of objectives, content, curriculum experiences and evaluation were kept in view while developing the Questionnaire. The questionnaire was validated through expert opinions and analyzed using descriptive statistics, mean and Standard deviation were developed the findings on the basis of review. Main features of the Academic Staff Colleges: process in the shape of objectives, content, functions experiences and evaluation were kept in view while developing the findings

**Variable of the study:** The present study involves single independent variable ie. Status of of Faculty Development Programmes in higher education.

**Nature of the study:** The present study is descriptive exploratory study, where in the research scholar intended to study the status Faculty Development Programmes of higher education. in Karnataka.

**Population:** Population of the present study consisted of all the teachers of higher education teaching in degree colleges of Karnataka..

**Sample:** A sample of fifty teachers of higher education, who have more than 5 years of experience were selected for the present study using stratified random sampling.

**.10.0 Tools used for the study:** A rating scale for measuring the opinions of the teachers towards the status of Faculty Development Programmes of higher education was constructed and used by the investigator.

**11.0 Statistical techniques used:** Mean and standard deviation were used for descriptive analysis of the data.

**12.0 Analysis of data:** The following norms were fixed to analyze the data.

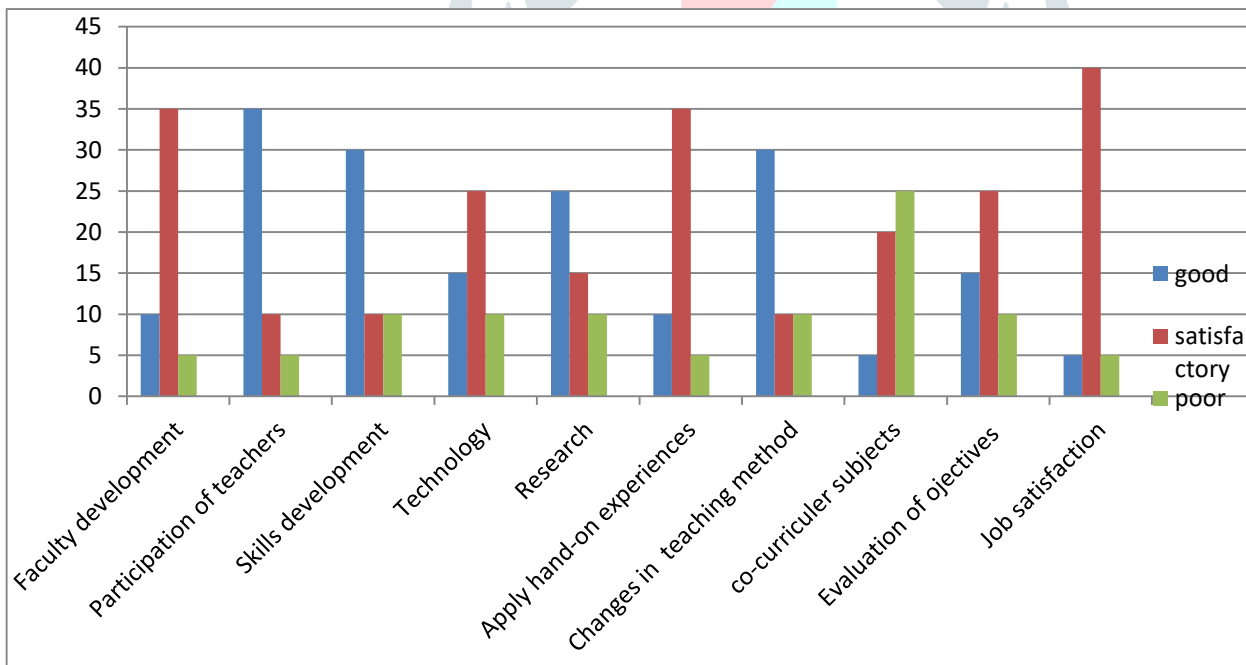
**Norms:**

1. The scores above mean +1 standard deviation (M+1SD) represent as the status of higher education is good.

- The scores between (M+1SD) and (M-1SD) were considered to be indicating that the status of higher education is satisfactory.
- The scores below (M-1SD) were considered to be indicating the status of higher education as poor.

The responses of teachers on different factors have been presented in the table

	Factors	good	satisfactory	poor
1	Faculty development	10	35	05
2	Participation of teachers	30	15	5
3	Skills development	35	10	5
4	Technology	15	25	10
5	Research	25	15	10
6	Apply hands-on experiences	10	35	05
7	Changes in teaching method	30	10	10
8	Co-curricular subjects	5	20	25
09	Evaluation of objectives	15	25	10
10	Job satisfaction	05	40	05



The status of different factors of faculty development is depicted in the graph given above

## Analysis of the responses of the teachers on various factors of faculty development programmes

**1.Faculty development:** 35 Out of 50 teachers are of the opinion that the faculty development in higher education is satisfactory. Only 5 teachers say that faculty development programme is poor.

**2.Participation of teachers :** Majority of the teachers opine that the scope for teachers participation in faculty improvement programme is good. 35 teachers out of 50 agree that the scope for teachers participation is good. Only 5 out of 50 teachers say teachers' participation in faculty development programme is poor.

**3.Skills development:** The graph shows that the scope for skills development in faculty development programmes is also good.

**4.Adoption of Technology:** The responses of the majority of the teachers about the scope to adopt technology in faculty development programme indicate as satisfactory.

**5.Research:** The teachers' responses on scope for research in the faculty development programme of higher education denotes that it is neither satisfactory nor poor. .25 teachers out of 50 opine that it is good.

**6.Apply hands-on experiences:** The graph indicates that 70% of the teachers say that the scope to apply hands-on experiences in the faculty development of higher education is satisfactory. 20% of the teachers opine that it is good and 10% of the teachers say that the scope to apply hands-on experiences is poor in faculty development in higher education.

**7. Changes in teaching method:** According to this study 70% of the teachers agree that there may be changes in the teaching method after participating in faculty development programme in higher education. Majority of the teachers responded that the changes in the teaching method after participating in faculty development programme of higher education is good. Only 20% of the teachers say that the changes in the teaching method is poor.

**8.Co-curricular subjects:** The responses of the 20 teachers show that the scope to co-curricular activities in faculty development programme is poor.5 teachers out of 50 agree that the scope to co-curricular activities is good and another 10 teachers opine that the scope to co-curricular activities is satisfactory.

**9.Evaluation of objectives:** The responses of teachers indicate that 50% of the teachers agree that the evaluation of objectives is at satisfactory level. 30% of the teachers say that it is good. 20% of the teachers opine that evaluation of objectives is poor

**10.Job satisfaction:** According to this study 80% of teachers' responses say that job satisfaction of the faculty members in the higher education is at satisfactory level. Only10% of the teachers say it is good and only 10% of the teachers opine that it is poor.

According to this study majority of teachers agree that some factors of faculty development, Participation of teachers, skill development and changes in the teaching method are good in higher education after having faculty development training. The factors like Skills development, Scope to apply hands-on experiences, and job satisfaction is at satisfactory level. The present study, which is based on the responses of the teachers of higher education proved that the status of faculty development programme in higher education is at satisfactory level.

**13.0 Findings of the study:** The status of faculty development programme of higher education is proved to be at moderate or at satisfactory level. Very few components of faculty development in higher education are incorporated at the level as good. The study proved that the status of faculty development programme of higher education is in the satisfactory level. So for the development of higher education, concentration needs to be on faculty development to cater to the changing needs and demands of the society.

#### **14.0 Educational implications:**

- 1 The concept of faculty development programme should be properly understood by the higher education institutions.
- 2 The higher education institutions should give more attention to realize the objectives of faculty development.
- 3 The personnel of the higher education institutions should be trained deliberately to plan and execute faculty development programme.
- 4 There is a need for the refinement of faculty development programmes in higher education institutions in regard to, evaluation of the objectives, skill development, research, co-curricular activities and adoption of technology to be valued according to the responses of the teachers.

**Conclusion:** This paper has served to provide a review of faculty development programmes in the higher education in Karnataka. It is based on the various responses of the teachers in the institutions of higher education for measuring the status of faculty development programmes in Karnataka, which is limited to faculty development only. There is a need of extensive efforts to improve the faculty development programmes of higher education to meet the changing and challenging demands of the changing society. The findings clearly indicate a high level of satisfaction towards over all performance of the Academic Staff Colleges in imparting knowledge through the orientation and refresher programmes. Undoubtedly the efforts made by the Academic Staff Colleges were highly appreciated and found to be inspiring, yet as mentioned by great scholars. “There is always a scope of improvement in better to be turned into the best

Institutions of higher education expect faculty to be exceptional teachers as well as active researchers and prolific writers. While faculty developers are expected to help faculty ,who are not naturally high quality teachers or who have received previous teacher training, traditional faculty development initiatives have struggled attracting faculty to attend workshops, trying to change the world in a day, and changing the way faculty teaching.

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