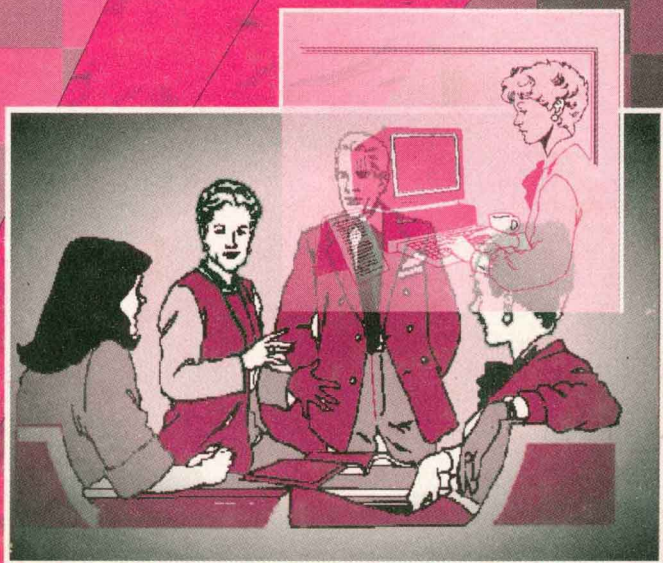


TEACHER'S DEVELOPMENT IN HIGHER EDUCATION



Savita Rastogi

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SAVITA RASTOGI



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TEACHER'S DEVELOPMENT IN HIGHER EDUCATION

Dedicated to my
late father-in-law
Shri Susheel Kumar Rastogi

PREFACE

Teachers in higher education have been considered competent enough to handle different aspects of their job right from the first day of their recruitment. Initial training, which is considered necessary for almost every other profession, including teaching at pre-primary, primary and secondary levels, is not considered necessary for tertiary teachers at all. Not only this, teachers in higher education are supposed to be competent enough to update their subject knowledge through their personal efforts. As a result, no formal and compulsory provisions used to be made for their in-service training. However, academicians all over the world including India, have now started realizing the need of formal provisions for initial and in-service training of tertiary teachers. Still, the actual work being done is far from sufficient. The process of planned development is said to have three aspects:

- a. formulation of programmes,
- b. implementation of the formulated programmes, and
- c. the evaluation of the implemented programmes.

The review of policies of academic staff development in higher education reveals that though different countries are at different levels of staff development efforts, most of the countries are still at the stage of starting to recognize the need of such efforts, some countries are even at the stage of implementing the steps that were planned much before. In a very few developed countries, attention of the policy-makers could be said to have been drawn to the evaluation of such efforts.

In India, the University Grants Commission (UGC) had been taking a number of steps for the professional development of teachers in higher education. Latest in the series of such efforts is the introduction of a scheme known as the Academic Staff Orientation Scheme (ASOS) in 1987. The scheme stressed upon the need for pedagogical preparation and updating subject knowledge of teachers teaching in universities and their affiliated colleges. As per the ASOS, Academic Staff Colleges (ASCs) were established all over the country to conduct orientation and refresher courses.

Considering the importance of evaluation, the present study has tried to evaluate the impact of such courses. For the purpose of the study the Centre for Professional Development in Higher Education, (CPDHE), Delhi University, was selected. It was established by the UGC under the ASOS, 1987.

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I am also thankful to the staff of the libraries of the Faculty of Management Studies; Ratan Tata Library, Delhi University; Central Reference Library, Delhi University; Central Institute of Education, Delhi University; Indian Council of Social Science Research, New Delhi; National Institute for Educational Planning and Administration, New Delhi; National Council for Educational Research and Training, New Delhi; Ministry of Education, Shastri Bhavan, New Delhi; and Association of Indian universities, New Delhi.

I am immensely indebted to my husband Shri Rajeev Kumar Rastogi and to all other members of my family for their help and cooperation throughout the period of the study. I feel guilty that I could not give enough time to my son Arnav due to my involvement in the work and fully appreciate that he did adjust himself to my increased working hours.

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Savita Rastogi

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1

INTRODUCTION

Academic staff Orientation Scheme, UGC, India

In 1987, the University Grants Commission (UGC) introduced a scheme known as the “Academic Staff Orientation Scheme (ASOS)”. The scheme stressed upon the need for pedagogical preparation and updating subject knowledge of teachers teaching in universities and their affiliated colleges. It was to be implemented in two phases. Under Phase 1, orientation courses were to be organized for the teachers of university and affiliated colleges; and under Phase 2, subject-oriented refresher courses were to be conducted to update subject knowledge of university and college teachers.

As per the ASOS, Academic Staff Colleges (ASCs) were established all over the country to conduct orientation and refresher courses. As a later development, besides ASCs, the UGC also identified some university departments and institutions to conduct subject-related refresher courses. Almost all the courses at all the centres are held on all-India basis, whereby 85 to 90 per cent of the participants are selected from the catchment area of the centre where the course is held, and the rest 10 to 15 per cent are on all-India basis.

While orientation courses are meant for lecturers working in degree colleges and universities with less than eight years of experience, refresher courses are meant for teachers with more than five years of experience. Under the orientation programme, the teachers get exposure to general aspect of education including the methods of teaching, whereas a refresher course lays emphasis on covering the advances made in the subject concerned. The objectives of these programmes are to professionalize teach-

ing, and to intensify the understanding of the context and environment of teaching. An orientation programme is of four weeks with a minimum of 144 contact hours. The duration of the refresher courses can be three to four weeks with a minimum of 110 contact hours.

Need for the Evaluation of the Scheme

Since the inception of the ASCs, both the number of courses and the participants have been showing an upward trend. As per Directors' Meet (1995), up to April 1988, 41 orientation courses were held by different ASCs in which 1,345 teachers participated, and no refresher course was held till that time. But, up to March 1995, the number of total courses rose to 3,182 (1130 orientation and 2,052 refresher) in which 90,335 teachers participated (32,488 in orientation courses and 57,847 in refresher courses). Though both the number of courses and the participants have shown a tremendous increase, it cannot be taken as an indicator of the success of the ASCs as the scheme has been linked to Career Advancement Scheme under which teachers working in universities and colleges are supposed to attend at least one orientation course and one or two refresher courses to get promotion to the next scale of pay and designation. Therefore, there is need for the evaluation of the effectiveness of such efforts.

Scope of the Study

The study has attempted to evaluate the impact of the courses conducted at the Centre for Professional Development in Higher Education (CPDHE), Delhi University, which was established under the ASOS of the UGC. When the scheme of Academic Staff Colleges was offered to the University of Delhi, its Executive Council, at its meeting on November 21, 1987, decided to establish the CPDHE in the University. This was done on the recommendation of an Expert Committee of the Board of Inter-Disciplinary Programmes headed by the then Vice-chancellor, Professor Moonis Raza. Located on the main campus of the Delhi University, the Centre has many facilities, namely, Boarding and Lodging, Conference Halls, Computer Laboratory, Library, Audio-Visual Aids Laboratory, Dissemination Unit for Learning Teaching Materials.

The vast scenario of Centre's activities is as under:

Orientation Courses: These in-service training courses of 144-hour duration are meant for teachers with up to eight years of teaching experience.

Orientation Courses in Partnership with Colleges: Under this programme,

the course is held at a college with the teachers of only that college as participants. Course continues for two academic terms, and sessions are held after class hours. Teachers are provided with a lot of reading material.

Refresher Courses: These courses are meant to update the subject information of the lecturers of the Delhi University and also of other universities in India and abroad, as per the scheme of ASOS.

Refresher Courses in Low-cost Instrumentation: These courses are conducted for chemistry teachers.

Courses in Computer Awareness: Computer Awareness courses of 144-hour duration for the faculty members of the Delhi University and its colleges. These courses are conducted on part-time basis, except during vacations with a view to encourage the teachers to make use of computers for teaching and research.

Courses in Energy-Environment Awareness: These orientation courses are conducted for university teachers. Besides, a semester course on Energy and Environment has also been started for the students of the Delhi University to make provision for practice teaching in this regard.

CPDHE's National Network: Training programmes in Fabrication of Low-cost Instruments are conducted in partnership with the State governments of Madhya Pradesh, Rajasthan, and Karnataka; it acts as the coordinating agency for producing Core Material; it conducts academic seminars on subjects not covered under its routine programmes. These programmes are especially meant for those academics who are either not eligible (Senior Readers and Professors) or are unable to participate in the regular courses. The subjects covered under this project are of topical importance such as Education Development and Underdevelopment, Universalization of Education, Role of Principals in Staff Development, and so on.

CPDHE on International Map: UNESCO has recognized the CPDHE as a Centre for training teachers from the institutions of neighbouring countries; the Delhi University has recently signed an MOU with the Inter-American University of Puerto Rico for academic collaboration. One of the fields of collaboration is "professional development in higher education"; the Manchester Metropolitan University (MMU) has evinced a great

interest in the CPDHE model of training university lecturers; a mission of the World Bank on Higher Education (including training for the university teachers) visited the CPDHE to study the system of Professional Development.

In brief, it may be said that the CPDHE, established as an academic staff college, has grown into a very active institution involved in multifarious activities.

Significance of the Study

The UGC has expressed time and again its seriousness about evaluation of the ASCs in terms of their impact on the teaching/research activities of the participating teachers. The meeting of the directors of ASCs (1993) suggested that research students might take this aspect for their theses. Such an evaluation also becomes significant due to some adverse comments noted by this researcher (Hena Mukherjee and Jasbir S Singh, 1993).

Objectives of the Study

The objectives of the study were two-fold:

- (1) To study how effective these courses have been, and
- (2) To suggest how to improve them in future.

The effectiveness of the courses has been studied in terms of:

(a) the impact of the courses on the participants with respect to the enhancement in knowledge and skills and attitudinal changes (first stage impact); and

(b) the impact of the courses on the teaching-learning activities and other academic activities of the institutions that the participants belonged to (second stage impact).

Therefore, the objectives of the study were to assess the transfer of learning to the participants first at the CPDHE itself and, secondly, transfer of learning to the job by the participants.

Size of the Population

The CPDHE started functioning in 1988. Since then it has conducted a number of orientation and subject-related refresher courses. For the purposes of the present study, the courses conducted during January 1991 to December 1994 have been covered. The details of such courses are as in Table 1.1.

Sample for the Study

While selecting the sample, each course held during the period under

study has been taken as a stratum. To take representative units from each stratum, the technique of simple random sampling has been used. Keeping the target of collecting responses which is at least 10 per cent of the population, a larger sample of 500 participants was taken. Whereas for selecting sample from courses where participation by teachers from the University of Delhi was more, every fifth participant was taken; for taking sample from courses where participation by other teachers was more, every second participant has been considered. This had been done keeping in mind the lower response rate from outstation participants compared to local participants.

While selecting the sample, three conditions as suggested by H. Gerald and J. Roger (1978) for keeping the sampling error at the minimum, were kept in mind: the variability of the characteristics under study in the population is less; size of the sample is sufficiently large (the sample is said to be large if one out of every 10 units is studied) and there is no bias in selecting the sample.

Hypotheses for the Study

The study was exploratory in nature, and as such there was no stated hypothesis. However, unstated hypotheses have been used to test whether

- (1) such courses have been useful for the teachers;
- (2) such courses have shown significant changes over the years;
- (3) demographic characteristics affect teachers' perceptions regarding different aspects (variables covered under the study) of courses.

Tools used for Data Collection

The main tool used for the purposes of data collection was the feedback proforma meant for the participants in the courses. Two questionnaires were prepared: one for the participants of orientation and refresher courses, and the other for those participating in computer courses. These formats were used to conduct a pilot survey. Based on the comments and suggestions from the respondents, both the questionnaires were further modified and finalised. Apart from the data collected through structured questionnaires, some respondents expressed their general views about the courses when contacted personally to collect the filled up questionnaires; or on phone to remind them. However, since both the forms had columns for general comments, most of the comments given at the time of personal meetings were the same as those written in the columns. However, some respondents chose to express their views orally only. Therefore, unstructured interviews held with some of the respondents also became another tool of data collection.

Table 1.1 : Number of Courses held by CPDHE during Jan. 1991-Dec. 1994 and the Number of Participants thereof

Type of Courses	January 1991—December 1992		January 1993 --December 1994		Total
	Number of Courses	Number of Participants	Number of Courses	Number of Participants	
Orientation Courses	08	220	09	283	17 503
Refresher Courses	30	460	26	496	56 956
Computer Courses	03	58	07	157	10 215
Total	41	738	42	936	83 1674

Note : This table has been compiled by this researcher herself after scrutinising the records of the CPDHE

Reliability and Validity

Since the purpose of preparing questionnaires was not to construct a standardized scale in the usual sense but to evolve instruments which would meet purposes of the study, this researcher relied mainly on face validity and construct validity which were ensured through the pilot survey.

Besides, item validity and item-variable validity too were established by computing item-total correlation and item-variable correlation. However, items that could not pass item-validity test were still not excluded as: (a) during the pilot survey, each item was found to be important, and (b) each item was found to be significantly related to the variable it was measuring.

The reliability scores for internal consistency for the two instruments have been computed using Cronbach alpha. The value of alpha was calculated to be 0.9450 for questionnaire for "orientation and refresher courses", and 0.6009 for questionnaire for "courses on computer awareness". Both the values were concluded to be significant.

Values of Kendall Coefficient of Concordance (W) obtained for different variables were found to be significant. It indicated inter-respondents' reliability in their responses for items measuring a variable.

Care was taken to overcome the phenomenon of social desirability by (a) ensuring strict confidentiality of the responses; and (b) indicating that the purpose of the study was to improve courses in future. However, as pointed out by C.A. Muircheartaigh, the influence of social desirability cannot be completely eliminated.

Methodology of Data Collection

The participants from the Delhi University's colleges, selected under the sample, were contacted at their places of work while the participants from States other than Delhi, were contacted through mail. However, the way of collecting data by visiting the colleges personally turned out to be very strenuous, time consuming and expensive. Despite many trips to the same college with previously fixed appointments, data collection was not very encouraging (the problem was more in some colleges). The questionnaires, therefore, were posted at the residential addresses of the participants. However, responses received were not as many as expected. To find out the reasons persons to whom the questionnaires were mailed but the replies had not been received were contacted on phone at their residences. Some of the reasons of non-response, as told by the participants who were contacted, were:

1. Postal irregularities: turned out to be the main reason of low response as most of the persons who were contacted on phone gave replies that they did not receive any questionnaire or that they had already posted the filled up questionnaire.
2. Some of the participants stated that they had received but had misplaced it.
3. Some participants were sent more than one questionnaire; since a teacher could be a participant at more than one course and his/her name had come twice under the sample because of stratified random sampling; and he/she chose to reply only one questionnaire.

Due to poor responses received, the colleges were visited again personally. The period of six months after attending the course had been taken as enough time available to the participants to implement any change in the college.

Actual Responses Received and their Classification

Actual responses received from the respondents have been classified on the basis of different variables using the "year of participation" as the controlling variable, the details of which have been shown in Chapter 3.

Definition of the Terms used in the Title

Out of different meanings of the term academic (Gene R. Hawas, 1982), for the present study it has been taken to mean a scholarly person who is engaged in promoting higher education. Staff has been taken to mean a body of persons employed by an educational institution, though the term can be defined differently. Therefore, the term "academic staff" taken together refers to the scholarly persons employed in an institution of higher education. In this sense, it becomes synonymous with "faculty". Though the terms "academic staff" and "faculty" have been used interchangeably, both in the literature and in the present study, one difference may be noted between the two. Whereas the term "faculty" is used both for the teaching staff of an institution as well as for the institution itself, the term "academic staff" is used in the former sense only. Though academic staff encompasses the entire range of academics (Amir Awang, 1981), but the present study is limited to Lecturers, Senior Lecturers, Lecturers at Readers scale, Readers, and Professors teaching in departments of the universities and affiliated colleges.

Ann Lieberman and Lynne Miller (1992) observe that the terms in-service training, staff development and professional development are used

synonymously, though this may not be universally accepted. They define professional development as the knowledge, skills, abilities and the necessary conditions for a teacher learning on the job. Therefore, professional development includes both the orientation training and subject-related training. In case of the present study, both kinds of training pertain to teachers who were already in service at the time of the study and also at the time they attended the courses.

Though the UGC established ASCs all over the country to conduct orientation and subject related courses for the professional development of teachers in higher education, the University of Delhi decided to adopt a different nomenclature and named it as the "Centre for Professional Development in Higher Education", instead of Academic Staff College, due to its wider connotation to include functions other than conducting orientation and refresher courses.

For the purposes of the present study, the term higher education has been taken to mean institutions or colleges offering degree courses, though it has been described differently in different countries (Philip W Goetz, 1985).

Courses of different duration are among the several means available for staff development. Some such means are study leave, sabbatical leave, appointment as graduate assistants to work with senior teachers, workshops, seminars, etc. Though the duration of courses can vary widely, ranging from one week or less to two years or more, the present study covers courses which are of three to four week duration or ranging from 110 to 150 hours.

An institution is built to induce and to project changes in the areas it operate in. Hence, it is viewed as an instrument of change. The change can be effected through the impact of its contribution to the system which can be evaluated at two stages: (a) impact on the participants, also known as, first-stage impact; (b) evaluation of the efforts made by participants to carry out the desired changes, also known as second-stage impact (India, Ministry of Human Resource Development).