

**“THE ORIENTATION PROGRAMMES - CHALLENGES AHEAD”**

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**Introduction**

Faculty development through orientation programs is often called, has become an increasingly important component of higher education. Whereas it was once assumed that a competent basic or individual who joins education field would naturally be an effective teacher, it is now acknowledged that preparation for teaching is essential. Given the increasing complexity and pressures of education industry, new approaches to teaching and learning, and competing demands on teachers' time, faculty members require a broad range of teaching and learning strategies that can be used in diverse settings. To help faculty members fulfill their multiple roles, a variety of orientation and faculty development programs and activities have been designed and implemented. These activities include workshops and seminars, short term courses and site visits, fellowships and other longitudinal programs. Many of these activities have been designed to improve teacher effectiveness, across the higher education (e.g. undergraduate and postgraduate education), and they have been offered to professionals at local, regional and national levels.

However, despite numerous descriptions of program development and implementation, there is a paucity of research demonstrating the effectiveness of Orientation and Faculty Development interventions. The goal of this paper is to present the results of a systematic review of the impact of faculty development initiatives through orientation programmes on teaching effectiveness in across the higher education. The present paper takes into consideration the views of various elements connected and linked with UGC-Academic Staff Collages from Maharashtra and Gujarat specifically. It is hoped that such a review of existing

research will help to synthesize our knowledge of the field and guide future program development and evaluation.

#### **A) Managerial Implications –**

The present paper will help the education as a system to understand the present and future. The research will further help the faculties in uplifting their social stature and creating awareness regarding changing needs of the faculties, expectations of the students and the institutes or collages. Therefore, it is important to paper the state of Orientation Programs in two different states.

The paper is significant in the present scenario where the faculties are working as the approved faculties and faculties working on consolidated or ad-hoc basis. This paper will help both the directors and faculties in understanding their future.

#### **Objectives of the paper**

1. Review the contents of the Orientation Programs and modifications required;
2. Paper the Planning and Implementation process of the Academic Staff Development Programs of the Academic Staff Colleges;

#### **Hypotheses of the paper**

1. There is association between training objectives of the program and frequent changes in the contents of the training program..
2. Orientation program helps in proper evaluation and assessment of the students

#### **Research design**

The report is about various aspects of research design. Research methods are broadly divided into two categories i.e. Primary and secondary data.

##### **a) Primary data:**

(Through Questionnaires, Interviews, Discussions and observations)

The primary data for this purpose is to be collected on the basis of field survey. Two questionnaires will be prepared for this purpose to be filled by free and frank discussions with selected respondents, relevant literatures of educational institute. One questionnaire will be specifically prepared for the faculties attending the Orientation Programmes another questionnaire will be prepared for the Directors of UGC-Academic Staff Colleges within the

region and the third questionnaire will be prepared specifically for the Principals of the colleges from the paper area.

**b) Secondary data:**

Secondary source of the data will be collected from internet and various libraries.. Further, important contributions in the subject matter, from various, relevant books, reports literatures, Journals, magazines, periodicals, reports, bulletins, survey material, newspapers published in India & abroad shall also used for paper. The same will be acknowledged at various relevant points in the thesis and listing will be made at Bibliography.

**c) Sample size:**

Exit interviews of 300 respondents in from of the faculties from Maharashtra and Gujarat attending Orientation Programs are taken for the paper. Exit interviews of 100 principals and 8 Directors are also taken for the paper. A separate sample survey of 408 respondents are collectively taken for this paper.. Thus, total sample size of the customers becomes 500 for the paper.

**Scope**

The scope of the paper is mentioned in terms of area under consideration, the time span, faculties from recognized Academic Staff Colleges and Principals of colleges and Directors of the Academic Staff Colleges. The elements are mentioned below –

Geographical scope- The paper covers Maharashtra and Gujarat state as geographical unit.

The time period for this paper – The educational initiatives during 2004-2012 is taken for the paper.

Recognized institutes – Recognized institutes under the various bodies having prescribed norms are taken for the paper.

Faculty members : Approved and ad –hoc faculty members attending Orientation Programmes are considered as the respondents .

Directors of the Academic Staff Colleges:- Directors of the UGC-Academic Staff Colleges located in Maharashtra and Gujarat are considered as respondents.

Principals : The principals of colleges and recognized institutes from the paper area, are

taken for the paper.

### **Limitations**

The limitations of the present paper are given below –

- Time span considered for the paper is from 2004 to 2012.
- Responses of the faculties sometimes are beyond control.
- The factors other than the views in form of the respondents are not studied because of time constraint.

### **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 will be rejected and alternative hypothesis will be accepted.

### **Hypotheses 1**

**H1: There is association between training objectives of the program and frequent changes in the contents of the training program.**

Faculties' opinion regarding the orientation program was measured on 5-point Likert scale. As variables were discrete categorical variables and further researcher was interested in

finding out the association between these variables, Spearman's correlation was thought to be most appropriate test. The result of the correlation is as shown in the table below.

Correlations		
		Need_Ana_Prg_Eff
Info_abt_Obj_Orientation_Prg	Correlation Coefficient	.434**
	Sig. (2-tailed)	.000
	N	300
**. Correlation is significant at the 0.01 level (2-tailed).		

(Source: Questionnaire of faculties : Section A – Q.1 and Section B – Q.5)

**Inference –**

Since,  $p < 0.01$ , there is evidence of strong positive correlation between objectives of Orientation Program for faculties and contents of the training program. **Spearman's correlation coefficient is 0.434 and this is statistically significant (P = 0.000)**. Thus, null hypothesis is rejected and alternative hypothesis is accepted. Therefore, from the result researcher can analyze that there is association between training objectives of the program and frequent changes in the contents of the training program.

**Hypotheses 2**

**H1: Orientation program helps in proper evaluation and assessment of the students**

Principals' opinion regarding the Orientation Program was measured on 5-point Likert scale. As variables were discrete categorical variables and further researcher was interested in finding out the association between these variables, Spearman's correlation was thought to be most appropriate test. The result of the correlation is as shown in the table below.

Correlations		
		Orientation_Program
Student_Evaluation_Assessment	Correlation Coefficient	.773**
	Sig. (2-tailed)	.000
	N	100
**. Correlation is significant at the 0.01 level (2-tailed).		

(Questionnaire of Principals : Q.5 and Q. 4.11)

**Inference –**

Since,  $p < 0.01$ , there is evidence of strong positive correlation between effect of orientation program on student evaluation and assessment. **Spearman's correlation coefficient is 0.773 and this is statistically significant (P = 0.000)**. Thus, null hypothesis is rejected and

alternative hypothesis is accepted. Therefore, from the result researcher can analyze that orientation program helps in proper evaluation and assessment of the students

### **Concluding remark**

The UGC-Academic Staff Collages are conducting the Orientation Programs since 1988. These UGC-Academic Staff Collages exist on scheme basis, working on five year plan basis, funded by the University Grants Commission. Naturally the human resources associated with these collages do not have the permanent status of their employment. As the Academic Staff Collages do not have the permanent status, the sustainable development of the faculties and other resources through the grants coming from the UGC is not possible. This instability in terms of existence has long term impact on the human resources working in Academic Staff Collages because their employment conditions i.e. appointment orders are temporary/contractual in nature.

Faculty development through Orientation 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 1988 in India, the contours of contemporary faculty development programs can be found in the 1950s and 1960s. New faculty members are hired on many campuses to coordinate and deliver workshops and other services to faculty members. The 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.

Teacher education programs can make a difference to student achievement depending on the type of education program and support that is put in place. Specific factors such as the years of teacher training, the teacher's verbal fluency, subject matter knowledge, having reference books and materials and knowing how to use them, teacher expectation of student's performance, time spent on classroom preparation, and frequent monitoring of student progress are all key factors identified in present paper that have a positive bearing on the quality of teachers' performance and, consequently, student achievement. Many of these factors were confirmed.

### **Suggestions**

#### **Improvement in infrastructure facilities of the Academic Staff Collages:**

At present the infrastructure facilities available with the Academic Staff Colleges are not up to the mark, in terms of accommodation provided to the participants, computer facilities provided to them and other amenities. The improvement in these facilities has become the need of the hour.

#### **Use of training objective at the beginning of Orientation Program:**

Aims, training objectives provide a clear indication of the goals and purpose of the Orientation Programs because training objectives are more specific statements of what will be present to the participants during their Orientation Program of twenty eight days. Trainers should use them to focus the training and to assess performance and success of faculty members. Participants can use them to evaluate the training from their own perspective.

#### **Continuous improvement in the curriculum to enhance the effectiveness of the Orientation Programs:**

Effectiveness of the Orientation Program is one of the most critical issues in for Academic Staff Collages. However, there are two radically different definitions of the effectiveness that caused confusion for the participants. These two definitions are rooted in the different context to evaluate the effectiveness: educational organization and company. In educational sector, the effectiveness of Orientation Program is often evaluated by Directors, Principals and Participants. On the contrary, companies evaluate the effectiveness of training by practice by taking into account of an impact of educational contents on their business: and observe how learners solve managerial problems in current business by applying acquired knowledge and skills through education. The difference in definition of the effectiveness caused a conflict between educational organizations and companies and resulted in a critical gap between the two. In order to close the gap, educational organizations developed many alternative teaching methods such as case paper and action learning .So the Orientation Programs needs continuous improvement and should be more student centric than faculty centric.

#### **Appointments of the faculties in academic staff collages:**

The human resources associated with the Academic Staff Collages do not have the permanent status of their employment. Their appointments are contractual appointments, As the academic staff collages do not have the permanent status. This scenario is responsible for creating the sense of uncertainty amongst the staff working for Academic Staff Colleges. This policy needs to be relooked at by the University Grants Commission.

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**EVALUATION OF ORIENTATION PROGRAMME**

**PART A: BACKGROUND INFORMATION**

Name: \_\_\_\_\_

College Name & address:- \_\_\_\_\_

\_\_\_\_\_

Email:- \_\_\_\_\_

Contact No.:- \_\_\_\_\_

Instructions: Please respond to the following questions by ticking the box that corresponds with the most appropriate answer that applies to you.

**Presently working as**      Assistant Professor        
   Associate Professor        
   Professor     

**Faculty:-** \_\_\_\_\_ **Subject:-** \_\_\_\_\_

**Highest Degree:-** Ph.D  M.Phil.  Masters'

**Educational Qualifications:-**

M.A.:  M.Sc  M.Com  Any other:

**Professional Qualifications:-**

B.Ed.  M.Ed.  E/M.E  MBA  Any other:

**Gender:-** Male  Female

**Teaching experience:-** < 5 years  5 to 10 years  >10 years

**Presently working in**

University Department  College / Institute

Aided      Non-aided      Government      Private

**Presently teaching:** UG Level  PG Level

College/ Institute / University is located in:

Urban / Metropolitan area

Suburban area

Rural area

Any other specific zone

I had attended the Orientation Programme at the UGC-Academic Staff College,

\_\_\_\_\_

\_\_\_\_\_ during:- \_\_\_\_\_ to \_\_\_\_\_.

Signature \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

I request you to please answer the following questions. Please circle the most appropriate answer to each of the questions using the code given, which gives the extent to which you either agree or disagree with the statement.

**Strongly Agree = SA,**

**Agree = A,**

**Neither agree nor disagree = NA/NDA**

**Disagree = DA,**

**Strongly disagree = SDA**

A.	Objectives of the orientation programme						
		SA	A	NA/NDA	DA	SDA	
	1.	I was given sufficient information on the objective of the Orientation Programme before actual commencement of the programme					
	2.	The orientation programme encouraged exchange of information and expression of ideas and knowledge successfully					
	3.	I found the contents essential & covered topics essential for teachers for their professional development.					
	4.	The objective of the programme was achieved					
	5.	Attending the programme helped me in improving my:					
		• Self image, confidence					
		• Communication Skills					
		• Teaching-Learning process					
		• Relations with the students					
		• Use of innovative methods in teaching					
		• Use of ICT in teaching-learning					
		• Social awareness					
		• To discharge my duties more meaningfully and effectively					
	6.	In my opinion every teacher should undergo the Orientation Programme					

	7.	The nature of appointment of the teacher attending the Orientation Programme, affects his/her intention and the impact of the programme.					
	8.	Attending Orientation Programme is waste of time & resources					
<b>B.</b>		<b>Planning of the Orientation Programme (Structure)</b>					
			SA	A	NA/NDA	DA	SDA
	1.	The programme was planned considering the requirements of teachers					
	2.	The structure of the programme was effective					
	3.	The topics and contents were well thought and analyzed					
	4.	There was no thought put in structuring the programme; it was done as per availability of the resource persons.					
	5.	Frequent need analysis and revision in the contents will help in making the programme more effective.					
<b>C.</b>		<b>Training Methods</b>					
			SA	A	NA/NDA	DA	SDA
	1.	following training method were effectively used in the orientation programme:					
		a) Lectures					
		b) Audio Visual aids					
		c) Group Discussion methods					
		d) Seminar Presentation					
		e) Minor research projects					
		f) Panel discussions method					
		g) Any other method					
	2.	The language used in the					

		programme was easy to understand & encouraging to interact					
	3.	The methods used during the programme were outdated and boring.					
<b>D.</b>		<b>The Trainers / Resource Persons</b>					
			SA	A	NA/NDA	DA	SDA
	1.	The trainers had sufficient knowledge of their topics					
	2.	The trainers communicated well					
	3.	Trainers were open, honest and fair to all					
	4.	Trainers tried to answer all the queries during the discussions					
	5.	Many of the invited trainers didn't have the expertise and experience to fulfill the participant's expectations.					

<b>E.</b>		<b>The Training Atmosphere</b>					
			SA	A	NA/NDA	DA	SDA
	1.	The general atmosphere during the programme enhanced the learning process					
	2.	The course fostered teamwork and cooperation amongst the participants					
	3.	The infrastructure facilities provided during the programme were adequate.					
	4.	The Library facility made available was good.					
	5.	The accommodation and hospitality provided was good					

	6.	The staff at the Academic Staff College was co-operative and sincere.					
	7.	The accommodation and other infrastructural facility provided were lousy & discouraged the learning process.					
			SA	A	NA/NDA	DA	SDA
<b>F.</b>		<b>Time Management</b>					
	1.	Enough time was devoted for each module					
	2.	Enough time was given for participants feedback and discussions					
	3.	The timings were followed strictly					
	4.	The duration of the programme is too long					
	5.	It will be more beneficial if the programme is divided into 3 or 4 different programmes of 8 to 10 days duration, focusing on different components.					
	6.	The duration of the programme is perfect and there is no need to change it.					
	7.	The participants' feedback and interactions with the resource persons were not considered in the time slot.					
<b>G.</b>		<b>Your Opinion (Please attach separate sheet if required)</b>					

1.	Which part or session of the programme you enjoyed the most? Why
2.	Which part or session of the programme you enjoyed the least? Why
3.	How do you think the orientation programme will be helpful to you in future?
4.	What is the most important learning you are taking with you from the orientation programme?
5.	Any suggestions / recommendation in order to improve the quality of the orientation programme

Signature:- \_\_\_\_\_

Name:- \_\_\_\_\_

Date:- \_\_\_\_\_

## EVALUATION OF ORIENTATION PROGRAMME

### PRINCIPALS' OBSERVATIONS AND VIEWS:

#### PART A: BACKGROUND INFORMATION

Instructions: Please respond to the following questions by ticking the box that corresponds with the most appropriate answer that applies to you.

Name: \_\_\_\_\_

College / Institute: \_\_\_\_\_

Address: \_\_\_\_\_

My Faculty is: \_\_\_\_\_

My Subject is: \_\_\_\_\_

Appointment status      Full Time       Additional charge

My total teaching experience is

0 to 5 years       5 to 10 years       more than 10 years

My total experience as a Principal

0 to 5 years       5 to 10 years       more than 10 years

Respectes Sir / Madam,

During your tenure as a Principal, you have permitted number of teachers for attending Orientation Programmes. You have also observed them before and after attending the Orientation Programme. You are requested to kindly share your observations with us.

I request you to please answer the following questions in regards to teachers, who have completed Orientation Programme from your college.

**Strongly Agree = 5,**

**Agree = 4,**

**Neither disagree nor agree = 3,**

Please circle the most appropriate answer to each of



the questions using the code given, which gives the extent to

**Disagree = 2,**

which you either agree or disagree with the statement.

**Strongly disagree = 1**

A.	<b>Impact of Orientation Programme:</b>					
1.	After completing the Orientation programme, I have noticed positive changes in the teachers with regards to his/her:					
	• Self image, confidence	5	4	3	2	1
	• Communication Skills	5	4	3	2	1
	• Teaching, Learning process	5	4	3	2	1
	• Relations with the students	5	4	3	2	1
	• Use of innovative methods in teaching	5	4	3	2	1
	• Use of ITC in teaching, learning	5	4	3	2	1
	• Social awareness	5	4	3	2	1
	• Initiative and creativity	5	4	3	2	1
	• Increase in knowledge, skill and ability	5	4	3	2	1
	• Knowledge of interdisciplinary subjects	5	4	3	2	1
	• Student Evaluation and Assessment Practices	5	4	3	2	1
	• Effective Classroom management	5	4	3	2	1
	• Any other (Pls. specify)	5	4	3	2	1
	• The programme has given confidence to the teacher to discharge his/her duties more meaningfully and effectively	5	4	3	2	1
6.	Every teacher should undergo the Orientation Programme at the start of his/her career.					

		Any other observations (Positive / negative) about the teachers after completing the Orientation Programme:
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**DIRECTOR'S VIEWS OF ORIENTATION PROGRAMME**

**PART A: BACKGROUND INFORMATION**

Instructions: Please respond to the following questions by ticking the box that corresponds with the most appropriate answer that applies to you.

Name: \_\_\_\_\_

Academic Staff College \_\_\_\_\_

My Faculty is \_\_\_\_\_

My Subject is \_\_\_\_\_

Appointment status                  Full Time                   Additional charge                 

My total teaching experience is

0 to 5 years     5 to 10 years     more than 10 years

My total experience as Director

0 to 5 years     5 to 10 years     more than 10 years

**EVALUATION OF ORIENTATION PROGRAMME**

I request you to please answer the following questions. Please circle the most appropriate answer to each of the questions using the code given, which gives the extent to which you either agree or disagree with the statement.

- Strongly Agree = 5,**
- Agree = 4,**
- Neither disagree nor agree = 3,**
- Disagree = 2,**
- Strongly disagree = 1**

<b>A.</b>	<b>Objectives of the orientation programme</b>					
1.	Sufficient information on the objective of the Orientation Programme is given to the participants before actual commencement of the programme	5	4	3	2	1
2.	Care is taken that the orientation programme encourages exchange of information and expression of ideas and knowledge for the benefit of the participants.	5	4	3	2	1
3.	The programme is need based and covers most of the topics essential for the new entrants in the teaching profession.	5	4	3	2	1
4.	At the end of the programme, the objective of the orientation programme is achieved	5	4	3	2	1
<b>B.</b>	<b>Planning of the Orientation Programme</b>					
1.	The orientation programme is planned to cover maximum requirements of teachers	5	4	3	2	1
2.	The structure of the programme is effective and maintains enthusiasm of the teacher participants	5	4	3	2	1
3.	The topics and contents were	5	4	3	2	1

	well thought and analyzed					
4.	The flow of the sessions is maintained and is linked.	5	4	3	2	1
	Please write any other comments regarding planning and execution of the programme:					
<b>C.</b>	<b>Training Methods</b>					
1.	Following training method are used in the orientation programmes to make it more relevant and effective:					
	a) Lectures	5	4	3	2	1
	b) Audio Visual aids	5	4	3	2	1
	c) Group Discussion methods	5	4	3	2	1
	d) Seminar Presentation	5	4	3	2	1
	e) Minor research projects	5	4	3	2	1
	f) Panel discussions method	5	4	3	2	1
	Please write any other comment you may have to regarding any of the method used in the programme					
2.	The language used in the programme was easy to understand	5	4	3	2	1
<b>D.</b>	<b>The Training Atmosphere</b>					

	1.	Normally healthy atmosphere is created during the programme which helps to improve the learning process	5	4	3	2	1
	2.	The course fosters teamwork and cooperation amongst the participants	5	4	3	2	1
	3.	The infrastructure facility available for the programme is adequate and effective	5	4	3	2	1
	4.	Library facility is made available to the participants	5	4	3	2	1
	5.	Satisfactory accommodation facility and and hospitality is provided	5	4	3	2	1
		Please write any other comments you may have to regarding any of the above:					
<b>E.</b>		<b>The Trainers</b>					
	1.	The trainers have adequate knowledge of their topics	5	4	3	2	1

	2.	The trainers are good at communication	5	4	3	2	1
	3.	Trainers are open, honest and fair to all	5	4	3	2	1
	4.	Trainers tries to answer all the queries during the discussions	5	4	3	2	1
		Please write any other comment, you may have to about any of the trainer:					
<b>F.</b>		<b>Time Management</b>					
	1.	Care is taken that enough time is devoted for each module/topic	5	4	3	2	1
	2.	Enough time is given for participants feedback and discussions	5	4	3	2	1
	3.	The timings are followed strictly	5	4	3	2	1
	4.	The duration of the programme is too long	5	4	3	2	1
	5.	It will be more beneficial if the programme is divided into 3 or 4	5	4	3	2	1

	different programmes of 8 to 10 days duration, focusing on different components.					
	Please write any other comment, you may have to regarding any of the time slot during the programme:					
<b>G.</b>	<b>Administrative</b>					
	1. The Academic Staff College, receives good financial and administrative support from the University authorities.	5	4	3	2	1
	2. The Academic Staff College activities are considered important at the University & college level only for career advancement of the teachers.	5	4	3	2	1
	3. It is difficult to get excellent trainers because of the remuneration rates of the Academic Staff College.	5	4	3	2	1
	4. The scheme based appointment status of the staff affects the motivation level and belongingness of the staff of the Academic Staff college.	5	4	3	2	1
	5 programme and career advancement has changed to basic	5	4	3	2	1



		motive for attending the programme for the teachers.					
	6	Unavailability of facilities at the Academic Staff Colleges affects the quality of the programme	5	4	3	2	1
<b>H.</b>		<b>Your Opinion, observations, suggestion for improving the overall impact of the orientation programme.</b>					