

EFFECTIVENESS OF FACULTY DEVELOPMENT PROGRAMS IN DEVELOPING TEACHERS FOR HIGHER EDUCATION

Ms Arpita Sarkar¹, Ms. Riddhi Bharani², Mr. Suman Ganger³
and Ms. Gayathri Balasubramanian⁴

¹Assistant Professor, Department of Psychology
V.E.S.College of Arts, Science & Commerce, Chembur, Mumbai.

²Assistant Professor, Department of Mathematics
V.E.S.College of Arts, Science & Commerce, Chembur, Mumbai.

³Assistant Professor, Department of Microbiology
V.E.S.College of Arts, Science & Commerce, Chembur, Mumbai.

⁴Assoc Professor & Head, Department of Psychology, V.E.S.College of Arts,
Science & Commerce, Chembur, Mumbai.

Abstract : Our country has been putting a lot of efforts to improve the quality and relevance of our higher education system. Government is framing policies to make it more relevant to the global needs and to remove the inequities in access to education amongst various social groups. The quality of higher education definitely depends a lot on the quality of its teachers. Teacher is still a major source of knowledge and development for the students. Thus there is a greater emphasis on teachers at current times for the improvement of the quality of teaching learning. Faculty development programs (FDPs) for teachers which is seen as a method of “train the trainer” holds utmost importance in the system of higher education as well as for the prosperity of the individual institutes today. The current research aimed at investigating the attitude of teachers towards these FDPs, the effectiveness of such programs in developing the quality of teaching learning and looking at some future steps in this regard. The researchers did a case study on a Mumbai college affiliated to the Mumbai University. Recommendations and implications have been discussed.

Keywords: faculty development programme, higher education, teacher.

INTRODUCTION

India's higher education system is the third largest in the world, next to the United States and China. Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. The 12th Five-Year Plan, 2012-17, Inclusive & Qualitative Expansion of Higher Education of the UGC document has devoted a full chapter for enhancing quality and excellence in higher education. In the introduction of the chapter it says: The toughest challenge of excellence lies in improving the quality of teaching-learning in a majority of non-elite universities and colleges which continue to admit but fail to do justice to an overwhelming proportion of our talented students. This would require that research and teaching - learning should be encouraged to encounter the context and needs of our society, its traditions of knowledge and the challenge of effective fostering of Constitutional values. Needless to say, teachers form the base of this teaching - learning transaction.

The Department of Higher Education, MHRD, is responsible for the overall development of the basic infrastructure of Higher Education sector, both in terms of policy and planning. Under a planned development process, the Department looks after expansion of access and qualitative improvement in the Higher Education, through world class Universities, Colleges and other Institutions. The Vision and

Mission of the Department are as under:-

Vision

To realize India's human resource potential to its fullest in the Higher Education sector, with equity and inclusion.

Mission

- Provide greater opportunities of access to Higher Education with equity to all the eligible persons and in particular to the vulnerable sections.
- Expand access by supporting existing institutions, establishing new institutions, supporting State Governments and Non-Government Organizations/civil society to supplement public efforts aimed at removing regional or other imbalances that exist at present.
- Initiate policies and programmes for strengthening research and innovations and encourage institutions - public or private to engage in stretching the frontiers of knowledge.
- Promote the quality of Higher Education by investing in infrastructure and faculty, promoting academic reforms, improving governance and institutional restructuring toward the inclusion of the hitherto deprived communities.

The Kothari Commission (1964-66) suggested that a sound programme of professional education of teachers is essential for the qualitative improvement of education. The commission recommended for the conduct of programmes sponsored by the UGC in a few selected universities. Such programmes will aim at conducting courses in professional education for different categories of teachers; organizing summer institutes and in-service programmes in subject content as well as in professional education; working in close collaboration with a few schools of all types with a view to developing research and evolving better curricula and techniques of teaching; and promoting research in education, especially with an interdisciplinary approach. The commission also suggested the following principles for improving the quality of teacher education

- reorientation of subject-knowledge;
- vitalization of professional studies;
- improvement in methods of teaching and evaluation;
- improvement of student-teaching;
- development of special courses and programmes; and
- revision and improvement of curricula.

The Indian government is constantly introducing reforms and innovations to improve the quality of education, to meet the changing aspirations of the people, and to satisfy the demands of the workplace. But one of the major factors that constrain reform in higher education, especially at the undergraduate level, is the still prevalent colonial legacy of the affiliating system, in which the college curriculum is controlled by the university with which the college is affiliated. "Awareness of the irrelevancies, distortions, and omissions in the curriculum is growing as this vast country, with its centralized control of education, finds it increasingly difficult to satisfy the diverse educational needs of people from different backgrounds. For example, feminist activists are calling for the inclusion of gender-related dimensions and the correction of gender distortions in textbooks. Similarly, issues of human rights and other social concerns are made conspicuous by their absence from the curriculum. Another constraining factor in the Indian system is the emphasis on examinations and grades at the expense of meaningful learning for personal development. Except in some enlightened autonomous colleges, inclusion of diversity issues in the curriculum has been totally ignored" (Beckham, E. F., 2000).

The quality of higher education definitely depends upon the quality of its teachers. The system of higher education gives a lot of importance in training the trainer. The Indian government's education policies laid down emphasis on faculty development programmes for enhancing the quality of teacher instruction and for a teacher's growth and development.

Bergquist, W.H. & Phillips, S. R. (1975) have proposed an approach to faculty development which is based on the assumption that significant changes must take place in a faculty at the three levels of attitude, process, and structure. An effective faculty development program often causes a faculty member to reexamine his own life goals and values. He may also try to improve his interpersonal skills and his ability to be creative and risk-taking in his design and execution of course programs.

In the past, three approaches have dominated the faculty development, the reduction of student/faculty ratios, the purchase of costly new instructional technology and the recruitment of new Ph.D's with supposedly fresh ideas, merit consideration in greater detail.

The reduction of student/faculty ratio has the dual effect. For some teachers, when confronted with fewer students, they will assume that class preparation is that much less important and will therefore concentrate a greater amount of their energy on research and publication. On the other hand, concerned teachers may find that with a smaller class, they are able to spend more time with each student on a one-to-one basis. But it has been found that lowering that ratio obviously does not necessarily improve the quality of teaching. A teacher will benefit from this approach only when he/she is imparted training in small group dynamics and in one-to-one teaching. The organization should also provide the opportunity to faculty members to discuss the significant changes that may occur in their relationships with students as a result of small classes. Finally, ofcourse, the faculty member must be supported and rewarded by the organization for developing these new skills.

The approach of purchasing new instructional hardware for faculty development was not able to fulfill its promise in higher education. There were many reasons for this. First, few academic institutions have the financial, artistic, or technical resources available for these instructional technologies. Second, many college teachers, either by their own lack of interest or by the default of their institutions, are not well acquainted with the potentials of instructional technology. "On many campuses, the new audio-visual center is a source of pride to the administration and a must stop for visiting trustees. Unfortunately, the center may rarely be visited by either students or faculty" (Bergquist & Phillips, 1975, p. 4). Research suggests that if the teacher views himself primarily as a dispenser of information, he may feel that his position is directly threatened by the new technology.

Faculty development has also meant to bring in new faculty men and women into the system with new ideas and fresh perspectives with the hope that such people will serve as catalysts in keeping their departments flexible and constantly changing. There are two assumptions which underlie this strategy: first, there will be continuous growth of the colleges and hence there will always be positions for new faculty, and second, these new faculty members will be sources of instructional innovation. But both these assumptions are challenged in the current times. With so many youngsters clearing the eligibility to become faculty members every year, the colleges today do not have enough positions for the young faculty member. Secondly, the young faculty members are often an inexperienced teacher. "The young faculty member is almost by definition an individual who could satisfactorily adapt to a traditional academic setting. Since innovation in curriculum or course design often requires a certain amount of risk taking on the part of the innovator, it is unrealistic to expect a new faculty member, without tenure, informal power or influence, knowledge of organizational roles or norms, or even conditional peer acceptance, to take the innovative step. While there are certainly exceptions to this rule, the expectation must be that the newcomer will first "learn the ropes," and then innovate if the innovative ideas haven't been lost in the process of learning organizational survival" (Bergquist & Phillips, 1975, p. 5).

Faculty development has mostly paid primary attention to the process of instruction, most often to instructional methods and technology and student evaluation of instruction. But the attitude of the faculty member toward teaching also holds importance. Research suggests that if he/she does not value teaching or does not perceive himself as being primarily a teacher, he will not spend time either improving his skills as a lecturer or exploring alternate instructional methods and techniques. He/she may also be fearful of displaying his shortcomings as a teacher. Thus, an effective faculty development program must deal with the attitudes of the faculty member, as well as with related values, philosophies, and self-perceptions. Wilkerson, L & Irby, D M (1998) suggests that "workshops and students' ratings of instruction, coupled with consultation and intensive fellowships, are effective strategies for changing teachers' actions. A comprehensive faculty development program should be built upon (1) professional development (new faculty members should be oriented to the university and to their various faculty roles); (2) instructional development (all faculty members should have access to teaching-improvement workshops, peer coaching, mentoring, and/or consultations); (3) leadership development (academic programs depend upon effective leaders and well-designed curricula; these leaders should develop the skills of scholarship to effectively evaluate and advance medical education); (4) organizational development (empowering faculty members to excel in their roles as educators requires organizational policies and procedures that encourage and reward teaching and continual learning). Comprehensive faculty development, which is more important today than ever before, empowers faculty members to excel as educators and to create vibrant academic communities that value teaching and learning."

Research also suggests that a comprehensive program of faculty development is the one which consequently provides training for faculty in improved classroom performance, which assists the faculty member in developing a supportive environment within his academic organization, and which allows him

to examine and reflect on his own personal values and attitudes as they influence his professional life. Instructional development, organizational development, and personal development thus become the essential components of any effective program of faculty development (Bergquist & Phillips, 1975).

It is suggested that to make a faculty development program effective, course content, the preferred teaching style of the faculty member, the preferred learning styles of the students, and the educational environment in which the course is held must be taken into account. Each of these four factors interacts with the others to help or hinder the amount of learning that will ultimately take place. Apart from these four factors, the skills, knowledge, and motivation of the teacher and students are critical to effective education. The primary goals of any faculty development program should be then to provide faculty members with the knowledge and tools that enable them to plan for and implement instructional approaches that are responsive to various learning, content, and environmental styles. An effective faculty development program is the one which contains elements having immediate application to the primary function of the faculty member i.e. instruction in the classrooms.

A faculty member may a lot of times encounter restrictions and barriers to transferring its newly acquired knowledge and skills resulting from institutional, divisional, or departmental policies, norms, and procedures. He confronts, in other words, the structural constraints of the organization within which he operates. "A lot of times the faculty member who has just returned from an exciting week-long workshop on faculty development will often be immediately confronted with barriers of skepticism, suspicion, and open hostility. Even a faculty development program which is not based on workshops but rather tries to work within the system will encounter organizational resistance if it is all successful. Ironically, the success of many faculty development programs can be measured in their early stages precisely by the degree of resistance they encounter" (Bergquist & Phillips, 1975, p. 141).

A faculty development program needs to deal directly with the organizational issues that are associated with change and most of the times these issues are not systematically confronted by higher education. Thus the successful transfer of the learning of faculty development program depends very much on the organizational development which has three interrelated aspects: team-building, decision-making, and conflict-management.

Research suggests that only when the organization adopts methods and relevant norms for the management of conflict can effective decision-making take place. Similarly, team-building is a useful precursor of conflict-management, and an organization needs to proactively confront and deal with all these issues. Bergquist & Phillips (1975) suggested that the different departments of the colleges can be interviewed not only about their teaching but also about their perceptions of their own department. This information can be summarized and given back to the departments in a general meeting; this procedure often stimulates department-wide changes in teaching and administration and can aid in the process of team-building. Research also suggests that there is a fourth aspect of organizational development is managerial training which an important component of faculty development is also. "Of the various managerial approaches which seem to be particularly appropriate to higher education, management by objectives (MBO) clearly stands out." Given the diffusion of mission and goals in most academic departments, an MBO program may be particularly helpful in providing clarity and consistency to often chaotic management. A management development program might alternatively focus on the financial aspects of administration" (Bergquist & Phillips, 1975, p. 141).

Any process of bringing change has to be preceded with a thorough evaluation of the system. Thus any organization that wishes to change in a systematic and thoughtful manner must continually assess the discrepancy between current operations and desired outcomes. Student evaluation is probably the most commonly used method of instigating change in faculty performance. But two other sources of evaluation, by the instructor himself and by his peers, are both used more sparingly.

Student evaluations of teaching hold great importance as it draws attention directly to teacher instruction. It gives teaching a "fighting chance" against research as a basis for evaluating faculty performance. If effectively conducted, student evaluations produce data that allow for valid comparisons between teaching performances. It can also help to increase the teacher's "accountability" in the classroom. Student evaluations may also provide a new medium for student-faculty interaction, thus hopefully assisting the faculty member in the development of instructional skills. He is being provided with new information concerning his own capabilities and style. The instructor, then, becomes accountable to the students who, in turn, become responsible for providing the instructor with valid and useful information about his classroom performance.

In many instances, the faculty member's performance in the classroom is not being directly or justly assessed. The student evaluation provides fair, though limited, input concerning instructional performance in the classroom and hence can be useful in both faculty evaluation and development. Students often do bring a unique point of view to classroom observation that cannot be supplied by another

faculty member. "As an instructor begins to receive helpful and descriptive information about his teaching from a student diagnostician, he finds himself in a situation where he is learning from a student or, perhaps better, in which he is working with a student as a colleague on a mutual problem. Confronted with this possible change of roles, many instructors may begin to alter their overall attitudes toward students and, more generally, their conceptualization of the learning process" (Bergquist & Phillips, 1975, p. 88).

But the self-evaluation process carried out by the instructor is also important. An effective faculty development program should contain a phase in which faculty are asked to assess their own strengths, weaknesses, and areas for improvement. The faculty members can be asked to fill out the same evaluation instrument that is being completed by his peers or students. Discrepancies can thus be noted between not only the faculty member's own ratings and the ratings he desires of himself, but also between his own ratings and the ratings of others. This procedure becomes essential to personal growth as well as to instructional development.

It won't be wrong to say that any preparation for change in instructional performance occurs only when the teacher is confronted with information that is discrepant with his self-image but which does not deflate his self-esteem. The colleges need to build an environment where this information is requested by the instructor, rather than forced on him; it is descriptive, rather than evaluative; it is concrete, rather than general; it is presented in a context of trust, rather than threat. The process of change only takes place when the instructor is presented with information, training, and consultation which are directly related to perceived needs.

Andrew J. H., Patricia A., Angi M., Peter D. T. (2013) reported that having a formal mentoring programme for beginning teachers is an effective way of their development. But a number of conditions contribute in the realization of successful mentoring, such as the effective selection and preparation of mentors.

As reported by Vivienne C., Ekaterina K., Yu-Hao K. L., Lorraine L., Ian M., Liz N. & Irena Z. (2010) there are three emerging trends which intend to broaden teachers' learning and enhance their practices through continuous professional development: globalization, mentoring, and re-thinking teacher evaluation. However, teachers cannot bring about necessary changes without organizational and systemic change; namely, collaboration with governmental agencies and other institutions. Vivienne C. et al. (2010) suggested that transforming schooling in the twenty-first century depends on education policies being supported by expanded teacher participation in education policy-making, more coherent governmental policies across agencies, and collaborative, differentiated models for career-long continuing professional development.

The importance of FDPs has increased even more with the introduction of credit based system in higher education. The UGC suggested a need to switch over to semester system from the annual cycle of examination system, wherever possible. Equally important then is the changes in the examination and assessment of the students. It is realized that there is a need to bring a major component of internal assessment through tutorial, essay writing, seminar and presentation by students and subsequent reduction in the written component. All these new developments in the higher education system call for skill development of teachers as well. The UGC in its Action plan for Academic and Administrative Reforms mentioned that "curricular flexibility and learners' mobility is an issue that warrants our urgent attention. These can be addressed by introducing credit based courses and credit accumulation. In order to provide with some degree of flexibility to learners, we need to provide for course duration in terms of credit hours and also a minimum as well as a maximum permissible span of time in which a course can be completed by a learner. The Choice-Based Credit System (CBCS) imminently fits into the emerging socioeconomic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations." The UGC has given in a nutshell, the rationale for the introduction of CBCS: enhanced learning opportunities, ability to match learners' scholastic needs and aspirations, inter-institution transferability of learners (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working learners to complete the programme over an extended period of time, standardization and comparability of educational programmes across the country, etc.

With this background of literature on FDPs, the researchers initiated a case study on a single Mumbai College affiliated to the Mumbai University to investigate the ground reality of the utility of such FDPs for today's college teachers and also their attitude towards such programmes.

Purpose

To study

- 1.the attitude of college teachers towards the FDPs
- 2.the level of participation by the faculty members in such programmes
- 3.the level of transfer of learning of such programmes on the job as a teacher
- 4.the difficulties faced in a positive transfer of the learned knowledge and skills
- 5.the future steps or improvements to be made in this regard

Method

Participants

The data was collected from 30 faculty members of the Mumbai College affiliated to the Mumbai University. The data was collected from teachers belonging to both the aided and non-aided sections. The college under consideration is a multi-faculty college catering to undergraduate and post-graduate courses. The faculty’s teaching-experience profile whose responses were collected is as follows:

Faculty Teaching Experience (in years)	Number of Faculty
0-5	6
5-10	3
10-15	5
15-20	4
20-25	2
25-30	4
30-37	6

Research Method

Case study of a single Mumbai college affiliated to the University of Mumbai

Measures

The researchers developed a questionnaire based on their own experience in the field and the past research in this area. The questionnaire was developed to measure the attitude of teachers towards FDP, the level of transfer of the skills learned by the teachers during an FDP and the difficulties faced by the teachers in this regard, the benefits of attending such programs, and the attitude of teachers toward some future steps with respect to FDP by the college.

Analysis of data

The responses of the participants were both quantitatively and qualitatively analyzed depending on the nature of the question asked.

Results and Discussion

A new set of students to teach every year, the changing syllabi and the advances in the subject, make teaching, as opposed to general perception, a very dynamic field of work. Teachers are expected to make changes in their teaching methodologies, update their knowledge from time to time in order to effectively deliver as a facilitator. But, for this to happen, a realization, an understanding on the teacher’s part of his/her duties and his/her role in a student’s growth is extremely essential.

Of course the fact that there are various other factors affecting a student's growth cannot be overlooked. The researchers asked the teachers to rank in order of Importance some factors that they thought are important for a student's growth.

They are given below in the order of importance as ranked by the faculty.

Rank 1	A student having a specific goals set
Rank 2	Teacher's knowledge of your subject and current trends in it
Rank 3	Mentoring of student by the teachers
Rank 4	Innovative teaching practices
Rank 5	Student classroom participation
Rank 6	Student's participation in extracurricular activities
Rank 7	Student attendance in lectures
Rank 8	Student's participation in co-curricular activities

Noteworthy amongst these is the fact that the factor knowledge of subject and current trends has been ranked 2nd. As well as the innovative teaching practices are thought of as important (rank 4). These clearly indicate the need for continuous development on the part of the faculty in order to aid the growth of the single greatest stakeholder in education: THE STUDENT.

The researchers wanted to know if the faculty considered the student's feedback as an essential parameter in aiding a teacher's growth as research do shows that student's evaluation of teacher as an instructor is an important process of the teacher development. As expected the faculty do feels that perceptions of their consumers the students is important for their continuous growth as the average rating for this factor on a scale of 0 to 9, was 7.

When asked to rate the extent to which their development programmes contributes in making their students employable the faculty felt that such programmes have very little to contribute in this regard with an average rating of only 4 on a scale of 0-9. In an age where every academic audit along with student's academic progression, asks for the percentage of student employed, this observation points to an opportunity to expand the deliverables of education.

The researchers wanted to understand the faculty member's comprehension of the various facets of his/her job as a teacher. It is only when we know what is expected of us can we deliver it consciously.

Given below is a small summary of the responses.

Skills needed	% of faculty who thought this skill is important for their job.
Communication & Language skills	40 %
Interpersonal & organizational skills and skill to work as part of a team	17%
Time management, multi -tasking ability	7%
Effective Curriculum transaction (teaching, research, innovation, better subject knowledge, evaluation methods)	100%
Student centric approach (mentoring, being proactive towards various student activities)	33%
ICT skills	7%
Attitudinal traits (commitment, punctuality, sense of belonging from the above being the more effective delivery of curriculum isn't the job of a teacher.	24%

As was in olden India, teachers of the college (gurus) still expect out of themselves balanced values that they think the student's will emulate. Interpersonal skills to handle and communicate with students, colleagues, administrative authorities and management authorities is also important in the eyes of the faculty. It can be seen that the faculty do considers a lot of skills important to furnish their role as a teacher but the researchers also wanted to investigate the actual level of participation of the faculty members in such FDPs.

Skill	On a scale of 0 to 9, on an average extent to which the faculty are keen on attending a programme to learn the skill	% of faculty who have already done some programmes based on the skill
ICT	6.15	43%
Syllabus Related	7.20	84%
Teaching Methodology	7.20	70%
Research	6.56	46%
Subject knowledge apart from syllabi	7.59	76%

The above table sums up the areas of skill development, the faculty are keen on. It is apparent from the above table that, although syllabus related workshops are important in the minds of faculty members, they are also keen to expand their sphere of knowledge beyond what the syllabus demands. This is an encouraging observation. The openness of the faculty to learn newer teaching methodologies conveys their hunger for more effective curriculum transaction. As was said by O. Ivar. Lovaas "If the cant learn the way we teach, we will teach the way they learn." A large percentage of faculty members have learned ICT skills by themselves or from their colleagues. Another area, that is, Research does seems to be an area rated low on priority by the faculty. The data indicates that research is an area were faculty participation needs to be encouraged. Overall, the data indicates a healthy participation of faculties across a wide range of skill development programmes which do supports the fact that the attitude of the faculty members toward the FDP programs matters. A positive attitude towards such programmes leads to a higher participation of the faculty members in such programmes.

We never learn something until we apply it. A skill learnt is of no use until it is applied. A teacher's skill development must result in institutional prosperity. This would in turn result in the prosperity of the teacher (academic growth, research), of the organization (a skilled employee is an asset in more ways than one) and that of the student (better student learning and engagement).

Indeed this was observed in the responses of the faculty on a scale of 0 to 9, they rated the extent to which a programme helped them in better student engagement at 5.5, in institutional growth at 4.2 and in their research activity at 4.2.

Change is the only constant factor. With the changing times the profile of the students also changes. An effective teacher is the one who can adapt the instructional delivery to the different student profiles. A rating (scale: 0 TO 9) of 5.56 was given by the teachers to their preparedness to adapt to changing student profiles which do indicates that changes needs to be brought in the structuring of the FDPs in a way which can prepare the teachers in this regard.

The researchers identified certain factors that could hinder the effective transfer of acquired knowledge or skill in a training program. Following is a brief analysis of the responses.

Factors that hinder the effective transfer of the acquired knowledge-skill-abilities of a training programme to the students.	Percentage of teachers that agree that the factor is a hindrance.
Student not being receptive	67%
Work family conflict (responsibilities leading to lack of time)	10%
Time pressure in terms of the academic calendar	67%
Limitations of syllabus design	60%
Not a mandatory requirement	10%
Lack of institutional policy on recognizing such work	13%
Lack of formal policy regarding the same at the department level	20%
Infrastructure problems	27%

The researchers expected a higher number citing work-family conflict as a hindrance, but surprisingly the responses indicated otherwise. Also, the fact that although delivering more than the syllabus is not a mandatory requirement, most teachers seemed to overlook that factor. Some other deterrents to effective transfer seem to be the pattern of evaluation and its effect on students and the heavy workload of 20 lectures taking up most of the time and energy of the faculty.

The participants willingness to attend various FDP programmes (related to ICT, syllabus, teaching skills, research methodologies etc) organized by the institution was gauged. It was found that mostly, faculty members wanted to attend such programmes once a year. Most faculty felt that on-campus programs should be held for a duration of 2 hours per day as opposed to half day and full day workshops.

86% of the faculty members felt that a formal policy by the institution whereby each department gets a day/half a day free in the week to carry out for research/department/completion of administrative responsibilities/sharing of information.

The college considered for the survey had a lot of experienced staff (on the verge of retirement) and thus a lot of newly appointed staff members. Keeping this in mind, the researchers asked the faculty if a formal mentoring program for newly appointed staff members existed in their departments. Most of them responded that there weren't any such formal mentoring programs. The mentoring is informal and need-based.

The PBAS form is now mandatory for career advancements. The PBAS form is a quantitative method of appraising a faculty's performance in an academic year. There is a good amount of weightage given to faculty development programs in the PBAS. The researchers wanted to understand if this new career advancement scheme is fueling the participation of faculty members in FDP'S. Almost 75% seemed to disagree thereby implying that FDP'S attended are not for merely gaining points in the PBAS. But interestingly, of the 25% who agreed, 66% were faculty members with more than 20 years of teaching experience.

Also, the effectiveness of the PBAS in improving a teacher's role in an educational institute was rated at 3.98 (on a scale of 0 to 9). This rating indicates that although the PBAS is now a parameter in career advancements, it is merely perceived as a quantifier of the teacher's activities and is not a driving force motivating the teacher's growth per se.

There was a disparity in the responses received from faculty with regards to recognition of their innovative teaching practices. While some of them felt that their innovative methods were recognized through (avenues) like the diary, PBAS, NAAC, AQAR reports, communication during meetings, the Principal, the Head of the Department, many other felt their methods weren't being recognized. Some teachers felt there was no need for recognition as long as the students benefitted from it. On being asked what their suggestions in this regard was to encourage discussion/sharing of teaching methods in staff meetings to formal mention of the same in the 'Best Department Award' the college awards. .

On being asked what skills would make them face the demands of the credit based grading system better 30% of the faculty thought they needed to develop their time, stress and team management skills in order to better equip themselves against the onslaught of the CBGS. Some 17% also felt the need for training for effective use of advancing technology. Reduction in evaluation time using online tests was

suggested. Around 17% felt the need for larger student involvement in curriculum transaction. Ideas like a teaching assistant for a teacher were floated. Another, 26% thought that keeping in mind the new system, the workload -administrative as well as teaching should be reduced. Some (10%) felt the need for improved structured decentralised infrastructure for more productivity.

CONCLUSION AND RECOMMENDATIONS:

To conclude, we found that the faculty have a positive attitude towards attending and applying the skills learnt in FDP'S. Most faculty members were student oriented and wanted their skills to percolate down to the students and the institution. We found that enthusiasm and emphasis on research as a skill by the faculty was deficient. We found that there was a higher inclination towards seeing effective teaching as the single most important skill for being a good teacher. Although this is a positive aspect, but it indicates that other facets of a teacher's role like student mentoring, for instance were not perceived to be as important. This depicts that the faculty may have a lopsided view of what they are expected to do as part of their role. Need was felt to better acquaint the teachers with all facets of their job.

Based on the above findings the following are the recommendations:-

I. Are informal exchanges with more experienced colleagues able to address the professional orientation needs of newly recruited faculty? In general, the role of formal mentoring programs have been noted to be important for familiarizing and integrating new staff members into an institution.

One way of carrying this out for the newly appointed teaching staff members the college could be to conduct an orientation program every year. This orientation program could be separately designed for full time faculty members and part time faculty members keeping in mind their specific needs and roles.

The content of these programs could focus broadly on teaching methods, designing course syllabi, conducting discussions, lecturing skillfully, constructing tests, lesson planning and organization, cognitive styles of learning of student's, evaluating one's own teaching, identifying resources for research funding, providing information to the newcomers about support services for faculty and students that are offered by the college. The duration of this programme could vary. For part time faculty members, a quick orientation on interesting teaching styles and information about support services provided by the college to students and faculty would probably suffice.

What can an institution expect in the way of benefits and costs, if it decides to sponsor a substantial orientation program for new faculty members?

Value for Individual Faculty Members:

- 1.They learn how to approach their basic professional responsibilities as a faculty member more systematically and with a better information base
- 2.The faculty members establish lasting contacts with other faculty members around campus.
- 3.Newcomers can quickly get a sense of the real values of the institution, what new directions the college is heading in, and what the relative priorities are.

Value for the Institution.

1.These programs shorten the learning time needed for newcomers to become fully functioning members of the organization

2.These programs seem to increase the ability of faculty members to identify with their institution.

The researchers feel the potential benefits of such programmes outweigh the costs incurred by college in developing professional competence of the faculty

.(www.deefinkandassociates.com/files/NEW_FAC_OR_PROG.doc)

II.Considering that time is of great importance especially in this credit-based semester system, institutions while organizing faculty development programs can keep it on-campus for not more than 2 hours daily rather than keeping it half-day/full day programs and not more than once or twice a year.

III.Having an institutional level policy to create time slots within the timetable could help professional development, as this would give them time to have intra- and inter-department interactions, sharing of recent research and current trends.If such a time slot are created and is utilized in the right spirit, the researchers feel it would enhance the quality of work carried out.

IV.Considering the mixed response about whether it is beneficial to have formal methods to recognize and

reward innovating teaching practices, with some saying it is informal, some saying it get reported and some saying it is not required, one thing that is clear is that there is no clear recognition of teachers putting in such efforts. The researchers feel that innovative ideas if recognized publicly can motivate teachers for being open to learning of newer methods of curriculum transaction.

V.The credit system was introduced in Mumbai University affiliated colleges in the year 2011-12. Since, then colleges have been grappling with the burden of more number of exams, hence double the evaluation. On the other hand, the system results in less time to deliver subject content to the students. With this increased pressure to deliver more in less time, certain skills are necessary to adapt to the new scenario. The researchers recommend that having some workshops on designing assignments, time management and stress management can benefit. Also if the university considers changing the workload pattern and the evaluation system by using online formats of conducting examination and if the college improves the infrastructure requirements for the same, time can be made available for teaching learning.

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