

STAFF DEVELOPMENT POLICY FORMULATION: A STUDY

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ABSTRACT

The success of any organization largely depends on the effectiveness of its management which in turn is principally determined by the vision, acumen, skill and experience of its staff. Simply staff development is concerned, inter alia, with the identification, formation and enhancement of different kinds of skills, viz. technical, human and conceptual among staff. More specifically the concept of staff development aims at building and promoting an effective personality through learning and trait strengthening programmes. It includes development of skill oriented vision, mental poise, unbiased perception, vigilance, drive, communication skills, team building, competence decision making and problem solving capabilities, honesty etc. and the art of encouraging as well as tolerating different viewpoints, including dissent in the staff. Concept of staff development is of a recent origin in India, it started gaining currency very rapidly because of its positive impact. The present paper is a brief review of policy' formulation and present scenario of staff development at the tertiary level of education in the country.

KEYWORDS: *Staff Development Aims, Strengthening Programmes, Skill Oriented Vision, Vigilance.*

Introduction

In the Post-independence era, the Government of India set up a number of committees and commissions on education, viz. University Education Commission (1948-49) Education Commission (1964-66) National Commission of Teachers-II (1985), Mehrotra Committee (1986) and Ramamurti Committee (1990). In 1986 the National Policy on education and its Programme of Action (POA) 1986 were adopted by the Parliament. Both these documents were up-dated in 1992. All these have laid stress on the need for professional preparation 'of teachers engaged in higher education. A brief review of their observations and recommendations regarding professional development of teachers which also specify policy directions are given below.

University Education Commission, 1948-49

The Commission Suggests (p.96) the organization of refresher course for secondary school and intermediate college teachers by universities. It recommends that "In order that the scheme of refresher courses may become real sources, the authorities of schools and intermediate colleges. and the Government education departments should make certified attendance at a University refresher course once in every four or five years a qualification for promotion. Some such stimulus would be necessary until attendance at such refresher courses becomes a tradition." As an extension of this idea, it may even be made possible for a young university teacher to go and teach his subject for a year at an intermediate college and in his place a blight intermediate college teacher be asked to teach for a year in the university-such exchanges will establish a very desirable and mutually beneficial collaboration.

Education Commission (Kothari Commission), 1964-66

The Education Commission (1964-66) envisaged that India has tradition of orienting college and university teachers although recognizes its importance. Even though it realizes the importance orientation

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of university teachers, it does not recommend that full-fledged training colleges be established. However, it suggests that universities should draw up their own programmes for the orientation of their teachers, taking the following points into consideration:-

- Newly appointed lecturers should be given some time and opportunity to acclimatize themselves to the institutions to learn the traditions and pattern of work, and to get to know their colleagues and students.
- They should be encouraged to attend the lectures of senior teachers of their subject and study their methods of teaching and ways of handling their students.
- Regular orientation courses should be organized in every university and where possible every college for a few weeks early in the session in which some new and older teachers should participate.
- In bigger universities or groups of universities, these courses may be placed on a permanent basis by establishing a Staff College.

National Commission of Teachers-II, 1985

The Commission suggests the measures to be taken for enhancing the role of teachers in facilitating, motivating and inspiring students in the acquisition of knowledge, skills and values, and promoting through the spread of scientific temper, secular outlook, environment consciousness and civic responsibility. To achieve this assigned role and responsibility, orientation of teachers towards the profession and its values, skills in pedagogy, curriculum construction, use of audio-visual aids, communication skills, education psychology, evaluation methods etc., is essential.

Mehrotra Committee, 1986

The Report of the Committee on revision of pay scales of teachers of the tertiary education system (1986) recommended that participation of teachers at regular intervals in appropriate continuing education programmes, should be an essential requirement of career advancement. The Committee further suggests that an orientation course (3-4 week duration) should be specially designed for the new entrants before or after they start teaching. The main emphasis should be on developing methodologies of teaching in the concerned subject.

National Policy on Education, 1986 Up-Dated in 1992

One of the inputs considered for the improvement of quality and motivation of teachers in National Policy of Education, 1986 and its Programme of Action (P O A) was to provide opportunities to prepare others at the beginning of their tenure (general orientation) followed by continuing education (subject up gradation). The programme of Action dwells on teacher training at some length. It states:

"The present system does not accord teachers a proper economic and social status, opportunities for innovation and career development, initiative for innovative and creative work, proper orientation techniques and value system to fulfill their role and responsibilities. Motivation of teachers is important for the implementation of the policy. In order to achieve this, it is proposed:

- to organize specially designed orientation programmes teaching methodologies, pedagogy, educational psychology etc. for all new lecturers;
- to organize refresher courses for serving teachers to cover every teacher at least once in five years;
- to organize orientation programmes by using the internal resources of universities and by bringing a number of colleges together;
- to encourage participation in conferences, seminars, symposia. etc.

Rama Murti Committee, 1990

The Committee in its document entitled "Towards an Enlightened and Human Society, NPE, 1986-A Review, Report of the National Policy on Education (1986), December, 1990" observed that the duration of orientation programmes of Academic Staff Colleges was inadequate and recommended a pre-induction training period of one year after recruitment in order to enhance the quality of the teachers in the university system. The Committee further stated that the training should be organized on a decentralized basis by the respective universities themselves. But it did not discuss the contents of the pre-induction training. The recommendations to increase the duration of pre-service training for a period of one year after recruitment was not considered practicable by the Department of Education, Govt. of

India and the University Grants Commission. Similar views were expressed by the respondents in the present study.

Implementation

• Academic Staff Orientation Scheme

The intent in both the NPE and POA is quite clear. It recognizes the need for enhancing the status of teachers by providing the opportunity for career development so that they can perform their role and fulfill their responsibilities within the education system. Consequently, the UGC formulated the Academic Staff Orientation Schemes and established 48 Academic Staff Colleges* in the different universities with a view to:

- Producing specially designed materials required for effective implementation of orientation courses,
- Monitoring the various components and stage of the orientation courses,
- Evaluating the effectiveness of the orientation courses,
- organizing refresher courses for in-service teachers,
- organizing orientation programmes for Heads of Departments, Principals, Deans and other decision makers in order to familiarize them with the philosophy of orientation so that they are able to understand their new role as supervisors and to facilitate reform in higher education through appropriate modification of the management system at various levels.

Orientation Programmes

In the first phase, the concentrated on general orientation of young teachers to inculcate a sense of pride in their belonging to a noble profession and motivating teachers to become innovative and creative. The specific objectives of Academic Orientation Courses (AOC) for freshly recruited teachers and those who do not have more than 8 year of service experience are:

- to understand the significance of education in general, and higher education in particular, in the global and Indian context;
- to understand the linkages between education and economic and socio-cultural development with particular reference to the Indian policy, where secularism and egalitarianism are the basic tenets of society;
- to understand the role of a college/university teacher in the national goal of achieving a secular and egalitarian society;
- to acquire and improve basic skills of teaching at the college/ university level;
- to be aware of the developments in their specific subjects:
- to understand the organization and management of college/ university to perceive the role of teachers in the total system:
- totalize opportunities for development of personality, initiative and creativity.

The orientation programmes offered by the ASCs are of four weeks' duration and are expected to meet not only the organizational but also the social goals, in addition to providing instructional skills, managerial skills and orientation for self-development.

Refresher Programmes

Later, during the second phase of the development of the scheme. the ASCs and other institutions identified by the University Grant Commission conduct subject-oriented refresher courses in the narrow field of specialization in each discipline for in- service teachers for (i) updating their knowledge and (ii) providing opportunities for serving teachers to. exchange experience with their peers, to mutually learn from each other, and to develop better ways of disseminating existing and new knowledge. These refresher courses are of three week duration. The participation of teachers in these programmes is envisaged as an integral part of Career Advancement of teachers as recommended in the pay revision (1986) report by Prof. Mehrotra and accepted by the Government of India and the UGC.

IGNOU P.G. Diploma in Higher Education

In addition to the ASC's programme of orientation course, the IGNOU launched a P.G. Diploma in Higher Education in 1992 for those who teach or aspire to teach in universities colleges and other institutions of higher education, through distance mode. The UGC has recognized the diploma

equivalent to two refresher courses in Education and one orientation course for a discipline other than Education. To the best of our knowledge there are few takers for this programme.

Status of In -Service Programmes in the State of Rajasthan

On the basis of the recommendations of the Education Commission the University of Rajasthan initiated a programme of orientation courses of four-week duration during the summer break for college teachers in collaboration with the Directorate of College Education as far back as in 1969. With the initiation of Summer Institutes by the UGC in 1974, subject based summer institutes came to be organized by different departments of the University of Rajasthan, particularly by English, Chemistry, Physics and Life Sciences departments. In this sense the University of Rajasthan became one of the leading universities in the country for excellence in conducting Summer Institutes. The HCM Institute of Public Administration, Rajasthan, Jaipur also conducted Induction Programmes for newly appointed teachers and for Principals. However, these programmes were not held on a regular basis as these are now conducted by Academic Staff Colleges at Jaipur and Jodhpur since 1988.

Curriculum of Orientation Course and Delivery System

In order to achieve the objectives of the orientation courses, a model curriculum was suggested by the University Grant Commission which has the following components with a minimum of 144 contact hours i.e. 6 hours daily for a four-week programme.

- Component A: Awareness of linkages between society, environment development and education.
- Component B: Philosophy of education, Indian education, Indian education system pedagogy.
- Component C: Subject-upgradation.
- Component D: Management and personality development.

Later, Component E was added to provide information on the distance mode of education, environment and pollution. The course is designed by individual colleges around these major components based / on the need of the teachers of the catchments area and the available expertise. The major thrust has been on making the system of education socially relevant.

Evaluation: Feed Back From The Participants

From the very beginning of the implementation of the staff orientation scheme, each staff college conducts a feedback session at the end of the course and a structured questionnaire (development by NIEP A) is given to the participants to express their opinion of the courses on a three-point scale. The results of the feedback session are presented in Table-3. We have also culled similar information from a report entitled "Academic Staff College - Working and Impact" by Rao and Pal sane.

Effectiveness of Orientation Courses

Under the auspices of the UGC's major project entitled "To Study the Efficacy of Academic Staff Development Programmes of Academic Staff Colleges and Develop follow up programme on a Continuing Basis" reorganized a workshop for resource persons, course coordinators and participants who have earlier attended orientation refresher courses. In this workshop about 30 faculty members participated and expressed their views on the orientation and refresher courses. Keeping in view the operational objectives and workshop suggestions, the UGC's proforma for feed-back from participants on a three-point scale was suitably modified and includes 10 dimensions of the orientation courses. They are: (i) content level, (ii) content relevance, (iii) quality of contents, (iv) communication, (v) instructional methods, (vi) resource persons, (vii) reading material, (viii) broadening of the approach, (ix) inspiring, (x) skills to implement. On closer examination, these chosen areas can be grouped into two classes: (a) input aspects and (b) impact aspects. The first seven dimensions are input aspects which depend upon the organizational ability of ASC in conducting a course and the rest three are the impact variables which reflect the programme effectiveness in terms of learner receptivity and reaction. A nine-point differential scale is used.

The scale is bipolar having contrasting adjectives (better to worse) at each end for each dimension of the course with a in point scale in between. The respondent is required to mark how far he agrees with the word characterizing the dimension. The nearer he is in agreement with the word given on the left the more he moves towards 9. On the left, the adjective used is a desirable characteristic of the dimension and on the right, undesirable characteristic of the dimension of the course. Thus a respondent can score a maximum of 9 representing highly desirable course on that count and minimum 1 representing highly undesirable course on that dimension. The overall Index of Effectiveness (IF) is

calculated to show the overall picture of the course by using the following formula.¹

$$\text{Index of effectiveness} = \frac{(\text{Total score} - 10)}{80} \times 100\%$$

A high IE indicates that the respondent feels that it is a highly effective course and low IE indicates that the course is not so effective.

Summing up

The study indicates that the staff development programmes are programmes to improve the skills method, to broaden attitudes and horizons and to inspire necessary the young teachers is fond to be useful and quantitatively successful. The programme has been successful in developing positive and constructive attitude towards national cardinal principles and in fostering the development of personal qualities in the young teachers as creativity, rationality, secularism, humanism, group commitment, patience and confidence. It may be said that the Academic staff colleges are moving in the direction of achieving the goals.

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¹ Adopted from Udai Pareek-Making Organizational Roles Effective. Tala McGrail" Hill-1993.