

Working Paper on Teachers Workload in Open and Distance Education – A Case Study of KSOU

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Abstract— Teachers workload in higher education is specified by University Grants Commission, New Delhi, as 16 hours of Teaching per week. However the Teachers workload in open universities is not specified and do not get covered in the above specification. The UGC as a central body or the open universities at their level should work out the workload on their own. The author has made an attempt to specify the workload of teachers in distance education considering the various activities that are performed by the teachers in open universities.

Keywords-Open Univeristy; workload; teachers;

I. INTRODUCTION

Open and Distance Education has become increasingly significant in enhancing the knowledge. It is contributing phenomenally for the Gross Enrollment Ration. It enables the learner to learn in their own pace, amidst of their other commitments. It is nowhere inferior to the education provided through conventional mode. UGC is consistently striving to enhance the quality of distance education.

Increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

II. DISTANCE EDUCATION

Distance education allows a wider access to education, It has inbuilt flexibility in learning pattern. The distance education which was earlier known as correspondence course has hugely transformed into Open and Distance Learning. means a mode of providing flexible learning opportunities by overcoming separation of teacher and learner using a variety of media, including print, electronic, online and occasional interactive face-to-face meetings with the learners or Learner Support Services to deliver teaching-learning experiences, including practical or work experiences;

In describing open and distance learning, UNESCO (2002) says “The term open and distance learning reflects both the

fact that all or most of the teaching is conducted by someone removed in time and space from the learner, and that the mission aims to include greater dimensions of openness and flexibility, whether in terms of access, curriculum or other elements of structure”

The Karnataka State Open University is state public university in the state of Karnataka established in 1995 vide KSOU Act of 1992. The university is offering programmes in Undergraduate, Post graduate and PhD.

III. STATEMENT OF THE PROBLEM

As per UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standard's in Higher Education, 2018 , **The workload to be borne by the teachers teaching in the conventional mode of education** is shall not less than One hundred and eighty teaching days in an academic year. In addition to this the provided by the University/College. Further the regulation also stipulates that the direct teaching-learning work load should be as follows:

Assistant Professor - 16 hours per week

Associate Professor/Professor - 14 hours per week

However this cannot be applied to teachers engaged in distance Education.

The UGC Online and Open Distance Learning regulation 2020 notified on 04th September 2020 lay down the minimum standards of instruction for the grant of degrees at the undergraduate and post graduate levels and grant of post graduate diploma, through Open and Distance Learning mode and Online mode. It also specifies in consistence with the UGC ODL regulation 2017 that the workload of a teacher shall take into account teaching, research and extension activities, preparation of lessons, evaluation of assignments, term papers etc. shall be in accordance with the guidelines issued by the Commission. Further it states that the time spent on extension work where it forms an integral part of the course specified shall count towards the teaching load.

However UGC Regulations, 1985 regarding the Minimum Standards of instructions for the Grant of the First Degree through Non-formal/Distance Education notified on 25th November 1985 specifies in more detailed way. It describes in addition to what is stated above that

- i. Preparing, editing writing, revising, translating lessons and other reading materials and checking the academic content thereof:
- ii. Teaching under personal contact programme as described in sub regulation
- iii. Correction of student response sheets:
- iv. Maintaining a record of work done by him term wise and submitting the same to the Institution:
- v. Work during vacations to prepare reading materials, reading of proofs, etc. vi. Such other work as may be assigned in connection with teaching or examination.

It can be observed here that though the commission lies down broad guidelines on work load as above , there is no such exact guidelines. Hence this paper is an attempt to formulate a draft annual work load in terms of hours. As the researchers are working Karnataka State Open University, attempt has been done to draft work load for the faculty members of KSOU.

IV. OBJECTIVES

The Objectives of this study are:

1. To collect secondary data on workload of teachers working in distance education
2. To identify the various activities of the teachers of KSOU which are the integral part of their work load

To develop a table for annual work load fixing up hours for different activities that suits the teachers of Distance Education

V. RESEARCH METHODOLOGY

This working paper has both primary and secondary data. The secondary data is collected through journals. The various regulations, statutes and orders which have bearing over design of workload are studied. Since the researchers are working in KSOU the primary data is collected by the way of observation of the work pattern of the faculty members. The researchers have also discussed with various faculty members and administrative authorities who schedule the activities. Feedback is also taken from the faculty members about the draft workload. Tthe normal time required by a teacher to carry out such activities is also observed and estimated.

VI. REVIEW OF LITERATURE

Neerja Sood in the paper Assessment of Faculty Workload in Distance Education: case of Indira Gandhi Open University made an attempt to analyses the workload of the faculty working in IGNOU. The researcher states that when the distance education was under the control of DEC, it was

opined that the work of teachers in Distance education is collective in nature and a flexible norms can be adopted. The researcher prepared questionnaire and collected response from 35 teachers. The response collected was about the activities carried out by teacher and the time spent on such activities.

Juliet ObhajjieInegbedion of National Open University of Nigeria identifies that there is dearth of literature and guides on the determination of academic staff workload in open and distance learning. From the findings he concludes that, the focus of the academic activities is more on course development, course material writing, course review and course coordination. The findings reveal the need to address the management of academic workload. He further opines that 43 hours of teaching can be fixed per year.

Tight (2010) in United Kingdom observed that Academic staff are not only saddled with academic workload of teaching or preparing to teach but they also carry out administrative duties such as attending to students complain and participating in committee activities.

VII. ACTIVITIES PERFORMED BY DISTANCE EDUCATION FACULTY IN KSOU

In open and distance learning the academics are the core in quality determination. The academics are the staff that are certified as subject matter experts in their respective fields of study. The academic staff plan the programmes, develop the curriculum, manage courses/programmes and carry out administrative duties. The extent of flexibility with which these activities carried out by the academic staff to meet the set standards determines the quality of learning and knowledge gained.

The effectiveness and efficiency of the academics could be thwarted with the assigned workload. Workload is the specified duties assigned to an employee. The University of Exeter (2016) emphasized that

“Academic workload planning allows us to plan for an equitable and transparent spread of workloads. It means that workload is distributed strategically to maximize capacity and share departmental workload in ways that build on the strengths of all staff”

The faculty members in open universities and in dual mode universities by and large take up the following activities:

Table -1: Academic Activities of Faculty members in KSOU

Sl No	Activity	Type
1	Self-Learning Material Writing	Occasional
2	Self-Learning Material Editing	Occasional
3	Self-Learning material revision	Occasional
4	Coordinating the self-learning material	Occasional

	development	
5	Translating the SLM from one language to other	Occasional
6	Conducting contact programmes	Regular
7	Conducting counselling sessions	Regular
8	Assignment Valuation	Regular
9	Term end paper valuation	Regular
10	Developing audio lessons	Regular
11	Developing video lessons	Regular
12	Developing curriculum for new programmes	Occasional
13	Attending board of studies meeting	Regular
14	Attending board of Examiners meeting	Regular
15	Question Paper setting	Regular
16	Conducting practical lab sessions	Regular
17	Project Guidance	Regular
18	Course work classes for PhD	Regular
19	Guiding students for Phd	Regular
20	Conducting seminars, test, special lectures	Regular
21	Invigilation for examination	Regular
22	Other examination related works as assigned	Occasional/ Regular
23	Admission counselling	Regular
24	Self-Development writing research papers, attending conferences	Regular
25	Any other administrative works as assigned	Occasional/ Regular

VIII. MODEL OF WORKLOAD

As stated in statement of problem, UGC defined workload for regular mode teachers as 40 hours per week, 16 weeks per semester and 2 semesters in a year can also be applied to distance education teachers.

The total teaching done by teachers in conventional mode is $40 \times 16 \times 2 = 1280$ Hours

Considering this the total working hours for Assistant professors- 1200 hours

Now considering each activity, the researchers have estimated the time required for each distinguished activities.

Table- 2: Time estimates for different activities

S No	Components	Hours
01	Revision of SLM	20 hours per Unit
02	Preparation of Assignment Questions	06 hours per course/ Paper
03	Translation of Assignment Questions	02 hours per course/ Paper
04	Pre-admission counseling	20 hours per year
05	Teaching/Counselling UG, PG, PhD	50 hours per year
06	Practical including lab	30 hours per each credit
07	Evaluation of Assignments	10 assignments per Hour
08	Question paper setting	3 hours per question paper
09	Translation of question paper	2 hours per question paper
10	Evaluation of answer scripts	6 papers per Hour
11	Guidance of Project work/ Dissertation work	10 hours per student
12	Invigilation/ custodian/coordinator/examination observer etc.	4 hours per session
13	Research and Extension	75
14	Ph.D. Guidance (Apart from Course work class)	60 hours per student
15	Writing of SLM Units	60 hours per unit
16	Proof Reading	04 hours per unit
17	Editing of Course Units (content/ Language)	10 hours per unit
18	Development of E-Content (in 04 quadrants)	20 hours per unit/Module
19	Development of Audio-Content and Recording	10 hours per programme of 15 minutes duration

20	Development of Video Content and Recording	15 hours per programme of 20 minutes duration
21	Development/Updating of Programme Guide	5 hours per programme

IX. SUGGESTIONS

1. The workload does not take into consideration teacher student ratio. For the departments where numbers of students are more, much time is devoted to answer the student queries through phone, email mode. Some departments may offer more programmes and courses than others. Department wise work load has to be calculated based on which student teacher ratio has to be fixed
2. Some works like practical's is only for science department, few departments may engage in trainings, skill development, personality development etc. It

demands more hours. Hence it is not possible to have a uniform workload calculation for whole university. .

3. Similar teachers of few departments may engage more in administrative works or community related works.
4. Apart from the above workload the faculty members of the open university shall have coordinate various activities like getting self-learning material developed/revised/edited by outside experts, arranging personal contact programmes at various places inviting outside experts, Conducting of Board of Studies and Board of Examiners meeting , arranging workshops for curriculum development, designing new programmes etc

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