

## **CHAPTER III**

### **REVIEW OF RELATED LITERATURE**

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In order to place the present study in proper perspective and to situate it in the context of previous research studies a comprehensive review of the current studies in the area of "Teacher Education in Higher Education" was attempted. This chapter throws light on the research trends in the above-said area which determined the conceptual framework of the present study.

In India, the idea of educating the teachers of higher education is of recent origin. As discussed earlier in the previous Chapters, the idea of teacher education programme for the teachers of higher education has been hesitantly accepted by the teaching community for which the studies on such programmes are also sparse. It has mostly remained as a matter to be discussed and debated among the scholars in various intellectual forums like seminars and conferences than a matter to be systematically and adequately inquired into. After going through the Surveys of Research in Education, (Buch, 1974, 1979, 1986 and 1991) books containing (research) review articles (Aggarwal, 1988 & Sharma, 1994), and the published research articles in the reputed national journals the researcher could locate only very few studies in the area of teacher education, teacher orientation, or, academic staff development in higher

education.

The studies reviewed are succinctly organised and presented under two broad headings, viz:

- (i) Studies on Academic Staff Development in Higher Education, other than ASOC,
- (ii) Studies on Academic Staff Orientation Course (1987).

### 3.1 Studies on Academic Staff Development in Higher Education Other than ASOC.

Academic Staff development programmes in the form of pre-service and in-service diploma courses, short-term orientation and refresher courses for in-service teachers, summer institutes etc. existed (in some institutions these are still existing) before the launching of ASOS (1987). These programmes had drawn the attention of some researchers specialising in the area of higher education to undertake specific problems for study at Ph.D. level and project level. As far as the researcher's knowledge goes, the first ever study conducted in this area was by Trivedi and Desai in 1969 and thereafter came a series of studies. Total 14 studies have been reviewed in this section covering a wide range of topics like the survey of training needs for teacher training/orientation at higher education level, the nature of such programmes, training inputs provided and their suitability etc.

Trivedi and Desai (1969), who studied the UGC orientation of college teachers organised at the

S.P.University, Vallabh Vidyanagar reported that the content of the programme included topics like Curriculum, teaching procedures, learning procedures, evaluation techniques, research methodology etc.

Mathew and Vinayak (1972) analysed the opinion of College teachers about the need of professional training. The study revealed that, 91 percent of respondents felt the need of training programmes. The respondents were also of the opinion that the content of such programme could include topics like, individual differences in learning abilities, programmed materials and self study devices, motivation in learning, methods of using audio-visual aids, psychology of creative thinking and problem solving, modern techniques of teaching, preparation of lesson plans and writing teaching notes, group dynamics etc.

Joshi and Singh (1978) made a survey of orientation programme for teachers in higher education. The study found that:

- i) Eighteen Indian Universities had initiated some pre-service and in-service programmes for teachers in higher education;
- ii) Two universities (Calicut and Annamalai) had sponsored pre-service programmes for both fresh and already appointed lecturers;
- iii) In other universities the programmes were in-service in nature and were organised by the departments of

- education of the respective universities;
- iv) Different syllabi were followed in different universities but the topics usually were related to methods of teaching, evaluation, educational psychology, philosophy of education and problems of Indian education system; and,
- v) The methods of orientation included, seminars, workshops, lectures etc.

Patted and Mench (1979), conducted a study on "Professional Preparation of College Teachers". The study was conducted with following objectives: i) to analyse the programmes of professional education of college teachers in India, UK and USA; ii) to analyse the views of college principals and other academic staff regarding the professional preparation of teachers; and, iii) to suggest models for such programmes. The sample of the study included 44 college principals, 85 college teachers, 12 Heads (of the department) and teachers of the university departments. Besides two administrators each selected from Calicut University, Bombay University, Madras University, University of Texas, New York, Glasgo, Aberdin and Ohio. The study revealed that:

- i) 96 percent of the respondents recognised the need for professional preparation of college teachers;
- ii) Most of them favoured both pre-service and in-service courses;

- iii) The objectives of such programmes perceived as, to familiarize with the aims of higher education, to help college teachers to deal effectively with the behaviour problem of college students and to develop teaching skills;
- iv) Various contents favoured for theory courses were, psychology of learning, principles and methods of college teaching, evaluation etc. and in practicum, the common activities suggested were: observation of good teaching followed by discussion, preparation of lecture plans and practice in teaching;
- v) The respondents preferred to give 20 percent of weightage to content enrichment, 30 percent to practical work, 10 percent to action research and 10 percent to other theoretical aspects of higher education; and,
- vi) Three model courses for the professional preparation of (College/University) teachers evolved.

Singh (1980) critically examined the pre-service and in-service education programmes for the teachers of higher education in India. The data were collected from different universities and institutions namely, Calicut University, M.S.University of Baroda, Madras University, Madurai Kamraj University and summer institutes organised in other institutions of higher learning by UGC. The important findings of the study are: i) The programmes were mainly helpful for the pre-service, in-service and untrained

teachers; ii) The teachers mainly required training about techniques of teaching, skills leading to effective teaching, skills in understanding the students' behaviour, developing confidence in teaching, educational psychology, techniques of evaluation etc. iii) The programme changed the attitude of teachers towards teaching in a favourable direction; iv) The teachers who underwent pre-service and in-service programmes separately favoured the same programme respectively; v) The respondents felt that, the programme should be of one academic year full-time, it should be provided during the probation period and there should be some procedure of evaluation at the end of the programme; vi) The syllabi were accepted by the participants; and vii) The methods of orientation like, lecture followed by discussion, multi-media approach and plain lecture were rated as first, second and third respectively in the order of preference.

Kadwadkar(1984) made a critical inquiry into the professional courses for college teachers especially the post-graduate diploma course in higher education of Madurai Kamaraj University and the diploma in higher education course of Bombay University. The sample of the study consisted of 90 teachers undergoing the professional courses and eight teacher educators. The study revealed that : i) Theoretical information relating to 'planning for teaching' ability and some components of 'teaching and testing'

abilities was given in a global way and related practical work was either not prescribed or not given due weightage; ii) no specific information relating to the ability, 'dealing with behavioural problems of students in the classroom', was given; iii) some theoretical informations regarding action research was given without any practical work; and no or very little emphasis was given to demonstrate professional abilities.

Patankar(1984) collected the views of 87 teachers of various faculties of M.S.University of Baroda regarding pedagogic training as a part of her Ph.D. study. The study revealed that, the teachers felt the need for some sort of pedagogic orientation for university teaching but they did not favour any programme that encroached upon their vacation time. The study further implicated that the university authorities need to plan out a pedagogic orientation of the University teachers so that effective techniques of instruction and evaluation could be confidently used by teachers.

Patted(1984) conducted a study on, "lecture patterns of college teaching" in Karnataka state. The study consisted a sample of 348 college teachers from 40 affiliated colleges of Karanataka University. Amongst other findings it was found that the college teachers need orientation and training in respect of the lecturing skills of ; i) expanded and evaluative information processing; ii) expanded and evaluative questioning, iii) reacting to students ideas at



the rationalized level; vi) giving extended directions; and, v) encouraging students' participation.

Prasad Rao(1984) investigated into, "Factors that make a lecture effective at the college level." On the basis of the findings the researcher suggested that, there should be proper orientation programmes for college teachers on how to make their lectures effective and also how to augment them by the use for teaching aids, demonstration etc.

Yadav and Roy(1984) conducted a survey on education and training programme for college teachers. They found that there existed a variety of such programmes like, 'In-service Training Course in Methodology of Teaching'(M.S.University of Baroda), 'Diploma in Education'(Madras University) and 'Induction Programme in College Teaching'(organised by All India Association of Christian Higher Education).

Bourai(1987) reported about a four week experiment of training programme conducted for the newly appointed lectures of Andhra University. Forty-five newly appointed lecturers participated in the programme. The training inputs covered four major areas, 'objectives of higher education', 'role and responsibility of teachers', 'methods and techniques of teaching', and 'education and assessment techniques'. The experiment concluded that :(i) most of the lecturers were interested in learning verbal communication skills rather than exposition of the content; (ii) junior

lecturers did have some initial difficulties in the teaching process which necessitated training programme; (iii) no single method of teaching was universally accepted; and, (iv) to improve the quality of teaching the need of audio-visual aids and project facilities were reiterated.

Ranjan(1988) conducted a study to identify self-development needs of university teachers. The sample of the study consisted of 40 teachers from 12 institutions (colleges) affiliated to two universities in Bombay(SNDT and Bombay Universities). The sample represented members from the faculties of Arts, Science, Commerce and Technology. The study revealed that, there is a need for organising training programmes for university teachers in the areas of self-awareness, personal goal setting, communication skills, team analysis.

Veeraraghban and Malik(1988) assessed the training needs of university teachers. In this context, the views of 151 teachers and 110 research scholars (M.Phil. and Ph.D. students) associated with Jawaharlal Nehru University were sought. The study revealed that :

- i) Sixty six percent to seventy eight percent of teachers and about 60 percent of the research scholars agreed that a fresh post-graduate and Ph.D. scholar is fit for teaching at college/university level without undergoing any training;
- ii) Most (58%) of the respondents made it clear that, the

M.Phil./Ph.D. programmes are so vast and so in-depth that, those enable the scholars to acquire enough knowledge in regard to the subject matter;

- iii) More students than teachers wanted that the latter should be given training before asked to teach in the college/university;
- iv) More Science faculty and research scholars felt the training would improve the teaching effectiveness amongst teachers; and,
- v) Almost 50-60 percent of faculty and students desired that, even the presently employed teachers should be given an orientation and training to make them more efficient in teaching.

### 3.2 Summary of the Findings of Section 3.1

On the basis of the research studies cited above following conclusions could be made:

- i) There existed various models of academic staff development programmes for the college teachers ranging from UGC sponsored orientation courses to full fledged diploma courses in different universities;
- ii) The need of orientation and training was endorsed by the responding teachers and other subjects as revealed in the studies conducted by Mathew and Vinayak(1972), Patted and Mench(1979), Singh(1980), Patankar(1984), Patted(1984), Prasad Rao(1984) and Ranjan(1988).
- iii) Only one study (Veeraraghban and Malik, 1988) revealed

that, post-graduates and Ph.D. scholars would not require any training to become effective teacher as the research programmes like M.Phil. and Ph.D. are too vast and too indepth to take care of the necessary requirements of becoming an effective teacher at higher education level. But the teachers and research scholars from science faculty asserted that training would improve teaching effectiveness.

- iv) There were multiplicity of opinion regarding the needs of such programme but mostly it was centred around the primary roles of a teacher like, teaching and evaluation.
- v) A wide variety of subjects were found in the curriculum of such programmes and the weightage for each topics were also varied depending upon the nature and models of those programmes.
- vi) Studies were basically mutually exclusive in nature and conducted on different models of academic staff development programme existed in different parts of India (and abroad) hence no common trend could be established.
- vii) Observed agreements and disagreements in the findings of different studies may have different implications which is not verified with follow up studies of similar in nature.
- viii) Finally, the quantity of studies conducted is apparently scanty in comparison to the importance and

exigency of the area (i.e. academic staff development in higher education).

### **3.3 Studies on Academic Staff Orientation Course (1987)**

After the implementation of ASOS and the establishment of ASCs it has drawn the attention of many researchers in the field of higher education. The researcher of the present study could locate total 16 studies on ASOC/ASCs out of which 11 are published in the form of research based articles in different leading journals on higher education, two are compiled from two different books (Dhar and Singh, 1990; Rao and Palsane, 1994) and three studies are compiled from reports prepared by National Institute of Educational Planning and Administration (NIEPA) which was monitoring the implementation of ASOS upto 1993. Most of these studies are undertaken by the people who were directly involved in organising the programmes (like the Director or other Faculty at ASCs) or indirectly involved in monitoring the programme (like the faculty of NIEPA and UGC officials). The findings of such studies might have been contaminated considering the authenticity of opinions expressed or response provided by the participants while undergoing the orientation course. This has been exemplified by the mutually contradicting findings reported by some studies (e.g. Rehman and Biswal, 1992; Rao, 1993; and Sharma et al., 1992 Vs. Rao and Palsane, 1994).

Given below the review of these studies followed by the conclusions drawn from it.

Sharma and Wizarat (1988) conducted a survey to identify the training needs of teachers at higher education to determine suitable duration and methodology of training and orientation; and, to assess the suitability of orientation programme conducted by the ASCs. The sample of the study consisted of 120 teachers selected from nine colleges from different part of India and out of them only 16 respondents happened to have attended the orientation programmes provided by the ASCs. The major findings of the study are:

- i) Most (84-99%) of the teachers felt the need of training in the area of general awareness which includes topics like, 'higher education and national development', 'philosophy and purpose of higher education', 'promoting national integration', 'developing scientific temper', 'community relationships', 'policy thrust in higher education' and 'UGC schemes and programmes';
- ii) Most of the teachers (79-99%) felt the need of the training in the area of teaching-learning process and professional development;
- iii) Similar trend was also found as most of the teachers reported to felt the need of training in the area of planning, management and development of corporate life;
- iv) Only 25 teachers responded to the question regarding

- duration of the programme and they favoured for programme of one to two weeks duration;
- v) Regarding the methodology of training the question was not properly comprehended by the respondents (A very unusual finding!); and
  - vi) No conclusion was drawn regarding the suitability of ASC orientation programme as there were very few (N=16) respondents.

Passi and Sahoo (1988) on the basis of their experience in conducting the first orientation programme of ASC, Indore University observed that, the participants had appreciated the relevance of component-B (Philosophy of Higher Education, Indian Education System and Pedagogy) and D (Management and Personality Development). Some of the participants did not perceive the direct relevance and immediate implications of component-A (Awareness of Linkages between Society, Environment, Development and Higher Education). All the participants were keen for the organisation of component-C (subject upgradation). Participants appreciated short presentation of topics followed by longer discussions and use of media like VCR. Participants felt that the four week duration of the programme should have been extended for few more weeks. Regarding the need and mode of evaluation the participants were equally divided in their opinion and those who were willing for assessment insisted on certification and

consideration of the same for their professional growth. So far as their participation is concerned it was observed that, a selective number of them participated very well in discussion while most of them acted as silent spectators and the learning material supplied to them remain unutilised.

Rao et al. (1990) investigated priorities and effectiveness in the ASC programmes. They reported that, (i) majority (75%) of ASCs followed UGC proposed curriculum; (ii) lecture-discussion method was the common practice; (iii) production of learning materials in audio and video form was inadequate; (iv) participants had a mixed feeling about the resource persons and the relevance of contents; and (v) the programmes above all were perceived to be satisfactory in promoting knowledge and in meeting the teachers' pre-programme expectations to a greater extent and somewhat satisfactory in the actual development of specific skills.

Dhar and Singh (1990) analysed the response of 23 ASC participants regarding the relevance of the orientation programme for university teachers. The study revealed that; (i) in the order of preference 'Subject Upgradation' was found to be the most relevant module followed by 'Science and Technology of Education', 'Higher Education in Socio-Cultural Environment' and 'University Management and Teacher Development'; and, (ii) Most of the topics under each module found to be relevant and useful by the participants. Participants suggested to include more practical works, to



allow more time for discussions and to arrange for better physical facilities.

Rehman and Biswal (1992) made a survey to determine the effectiveness of orientation programmes of ASCs. Necessary informations were collected from 12 ASCs through the performa developed by NIEPA for programme evaluation by the participants. The major findings of the study are:

- i) As regards level of courses 85 percent of the total 336 respondents rated the level of the programme as adequate, 12 percent as less than adequate and 3 percent as not at all adequate.
- ii) Out of total 225 respondents 73 percent assessed the quality of programme as up-to-date, 23 percent as not-so-up-to-date and 4 percent as obsolete.
- iii) Seventy five percent of the total 329 participants felt the communication process was very effective, 20 percent as not-so-very effective and 5 percent as not at all very effective.
- iv) Evaluation of instructional method revealed that, 66 percent of respondents rated it as innovative and 32 percent as not so innovative.
- v) About the resource persons 43 percent of the participants rated them as very competent, 52 percent as competent and 5 percent as not so competent.
- vi) Regarding the supply of reading materials 53 percent of respondents assessed it as sufficient, 39 percent as

not so sufficient and 8 percent as not at all sufficient; similarly about the quality of background documents 47 percent of the respondents assessed it as quite useful, 43 percent as of limited use and rest 10 percent as not so useful.

vii) About the library services, 46 percent of the respondents found it as good, 41 percent as satisfactory and 13 percent as not so satisfactory.

viii) Sixtythree percent of the participants rated the programme as inspiring, 34 percent as not so inspiring and 3 percent as not at all inspiring.

ix) About the extent of participation during the programme, 52 percent of the participants expressed that everybody participated enthusiastically, 45 percent of rated it as satisfactory and 3 percent as not so satisfactory.

x) Most of the respondents rated the hostel facility as satisfactory.

xi) Majority (67%) of the participants felt the (existing) duration of the programme as just alright and 28 percent as too long.

In a similar exercise Sharma et al. (1992) analysed participants' feedback about orientation programme collected from 15 ASCs. The data revealed the following trends:

i) Seventynine percent of the participants rated the level of programme as very positive, 14 percent as positive and 2 percent as less positive.

ii) Majority (94 percent) of the participants assessed the

quality of programme as positive (67% as very positive and 27% as positive).

- iii) Sixty seven percent and 24 percent of the participants felt the relevance of programme as very positive and positive respectively.
- iv) About the communication level of the resource persons most of the participants rated it as very positive.
- v) Regarding the instructional method, 51 percent of the participants rated it as very positive, 36 percent as positive and 12 percent as less positive.
- vi) About 47 percent of the participants rated the adequacy of reading material as very positive, while 39 percent of them rated it as positive and 13 percent as less positive.
- vii) Library service was rated as very positive, positive and less positive respectively by 38, 32 and 28 percent of the participants.
- viii) Hostel service was noted as very positive, positive and less positive by 51, 27 and 22 percent of the participants respectively.
- ix) Respectively, 57 percent, 37 percent and four percent of the participants rated the extent of participation as very positive, positive and less positive.
- x) About the duration of the programme, 24 percent of the participants rated it as very positive, 63 percent as positive and 8 percent as less positive.
- xi) The programmes were expressed as inspiring by majority

of the participants.

In yet another similar study Rao (1993) analysed the participants' feedback sheets submitted to NIEPA. The study offered the following conclusions:

- i) Most of the participants were satisfied with, 'the level of the content', 'relevance of the content', 'communication', 'resource persons', 'extent of participation' and 'skill development'. Whereas, quite a fair percentage of respondents (ranging from about 21% to 53%) expressed their dissatisfaction about, 'quality of contents', 'instructional methods', 'facilities for broadening of approach', 'inspiring (aspect)', 'possibility of implementation', 'duration' and 'skill development.
- ii) Regarding the infrastructural facilities, more than 30 percent of the participants were not satisfied with the facilities provided by the ASCs, especially the reading materials, reference materials and hostel facilities.
- iii) In general the programmes were successful because more than 90 percent of the participants felt that they were benefitted from the programme.

Rao and Palsane (1994) undertook a research project to study the system of ASC in all its aspects and to study their impact on the teachers and their teaching. The data were sought from directions, course-coordinators, faculties (of ASC), participants and principals of colleges (Numbers

in each category was not specified except it was mentioned that 12 ASCs were visited). The major findings of the study are:

- i) The participants on the whole looked disinterested and appeared like sleeping partners in the enterprise as the working and organisation of the courses were far from satisfactory.
- ii) The idea of orientation courses has been appreciated by the various people and there was a favourable attitude with regard to them.
- iii) Wide variations were there in staffing pattern, physical facilities and programme execution of ASCs.
- iv) Orientation programmes were found to be interesting and uniform.
- v) Instructional materials were scanty for orientation courses.
- vi) The competence of faculty varied widely with respect to their expertise, experience, interest, enthusiasm and preparation.
- vii) In majority of ASCs the physical facilities for participants were very unsatisfactory and even in some cases it were less than minimum for directors and staff.
- viii) The participants rated the contents, faculty, organisation, communication, preparation, methods, materials, and facilities mostly as unsatisfactory.

Few studies were found in one of the important dimension of ASOC that is the curricular components of the orientation programme. These studies mainly tried to focus on the relevance and suitability of (UGC) suggested curriculum now under implementation.

Passi and Pal (1991) conducted an empirical study to find out the relevance of existing curriculum of ASCs. To realise the objectives of the study, 62 participants were asked to comment upon 33 topics (which covered components: A, B and D) to determine their usefulness. On the basis of participants' rating it was found that, three topics (youth and Indiscipline, Multiple Culture and Multilingualism, and Value Based Education) in Component-A; two topics (Library Study and Evaluation method) in component-B; and, two topics (How to run a club and University Management) in Component-D as irrelevant. The researchers however, remained perplexive about the trend of finding and made a plea for further investigation.

Dhar and Singh (1990) attempted to study the relevance of various modules (components) and independent themes discussed within the modules by seeking participants' rating. Regarding the relevance of modules as well as themes, opinions in the form of rating were sought from one batch of 23 participants belonging to social science stream. Later on evaluative ratings (in the same 3 point scale Most Relevant, Relevant and Irrelevant) were sought from another

batch of 18 participants belonging to humanities stream. (The researchers used two different terminologies 'Relevance of Module' in case of first batch and 'Evaluation of module' in case of second batch, though followed the same methodology). The study revealed that:

- i) The participants from social science stream perceived the fourth module (Subject Upgradation) as most relevant followed by second (Science and Technology of Education), first (Higher Education in Socio-Cultural Environment) and third (University Management and Teacher Development) modules in the order of preferences.
- ii) Participants from humanities stream on the other hand rated the first module as most relevant, second and fourth module as equally useful and third module as least useful; and,
- iii) Mostly the themes included in each of the modules were rated as relevant (response varied) from 56% to 99% of the participants for independent themes). In the other words a high majority of participants from both the batches found almost all the topics (themes) as relevant.

Rajmony and Arvanan (1991) conducted a study to find out: usefulness of various topics during orientation programme; effective strategies for conducting of the programme; the effective duration; and the expectation of academic faculty from ASCs. The data were collected from the

academic faculty working in Pondicherry and Annamalai University areas. The study enabled to identify 33 core topics and 8 strategies for implementation based as a cut-off point of 60 percent as weightage. The core topics identified were, 'Role and Responsibility of Teachers in Higher Education', 'Human Values', 'Role of Science and Technology in Higher Education', 'Environmental Pollution and Control', 'Education and Society', 'Indian Tradition and Culture', 'Education and Economic Development', 'Problems of Youth', 'Promoting Health', 'Education and Rural Development', 'Role of Women in National Development', 'Poverty', 'Unemployment and Under employment', 'Aims and Objectives of Higher Education', 'Concept of Teaching Learning as applied to Higher Education', 'Curriculum Development in Higher Education', 'Models of Teaching', 'Students Evaluation', 'Creativity and Innovation in Higher Education', 'Motivation and Adolescents', 'How to make use of Library', 'Educational Objectives', 'Lesson Planning', 'Student Management', 'Subject Paper', 'Action Plan for Teaching a Topic', 'Personality Development', 'Logical Thinking', 'Academic Freedom', 'Effective Writing', 'Administration of Higher Educational Institutions', 'Communication Skills', 'Students' Guidance and Counselling', 'Professional Ethics and Code of Conduct', 'Organisation of Sports and Games', and 'Leadership styles'. The eight strategies identified were, 'Lecture-cum-discussion', 'Audio-visuals', 'Seminars', 'Study Visits', 'Project Work',



'Open Sessions', 'Experimental Sessions' and 'Assignments'. Regarding the duration it was concluded that a total of 96 sessions of one and half hours each would be required to cover the curriculum of orientation programme which is about 144 contact hours.

Indiresan (1992) analysed the components of orientation programme and the time tables followed by the ASCs (As a part of the monitoring exercise conducted by NIEPA regarding the implementation of ASO scheme). The researcher found that a wide variation existed in allotting of weightages to various components and it varied from ASC to ASC. The weightages ranged from zero for Component-C to a maximum of 50 percent for Component-A. Similarly a large variation was also observed in the time tables of different ASCs. Total timing per day, sessioning and time allotment per sessions also differed from ASC to ASC.

Pal (1993) assessed the views of 63 participants and 18 directors of ASCs, about the curriculum of orientation programme through semantic differential scale. The quantitative analysis of data revealed that directors have considered the curriculum to be more favourable than the participants. Both the participants and directors placed the curriculum within acceptable limits on thirteen out of fourteen semantic differential scale, which suggested that the curriculum was acceptable to a great extent. It was also found that both the directors and participants converge on

the idea of curriculum being heavy.

Passi and Pal (1994) examined the acceptability of proposed curriculum of ASCs by 70 participants who attended orientation programmes at the ASC, Indore. The study revealed that, out of total 46 topics for which options were taken two topics namely, 'Higher Education and Secularism' (component-A) and 'Theories of Adult Learning' and 'Principles of Learning' (component-B) were found to be unacceptable. Among the topics which reached higher levels of acceptability were: 'Role of College and University Teachers', 'Higher Education and Scientific Temper', 'Goals of Higher Education in India', 'Higher Education and Economic Development and 'Higher Education and Modernization', in component-A; 'Methods of Teaching', 'Organization of Curriculum and Courses', 'Examination System', 'Techniques of Teaching' and 'Preparation of Teaching Aids', in component-B; and, 'Planning of Higher Education', 'Organisation of Higher Education', 'Communication Skills' and. 'Logical Thinking' in component-D.

Regarding the effectiveness of resource persons commissioned for ASCs Passi and Pal (1992) examined the perception of ASC participants. The data were collected from 62 college teachers who attended the orientation programmes at ASC Indore. The researchers used a rating scale for the collection of data and the data were analysed quantitatively.

The results shown that, out of total 33 presentations made by the resource persons four presentations were found to be not effective. The researchers attributed the cause of above finding to the incompetence of the resource persons. It was also reported that, those resource persons who used simple language for their presentation, created informal environment, encouraged discussions, distributed handouts, respected the participants individuality, were punctual in time, had the likingness for topic etc. proved to be more effective.

Deshpande and Jantli (1991) studied the effect of orientation course on teaching methods in higher education on the attitude of ASC participants towards the teaching at tertiary level. Pre-test, post-test single group design was followed in the study and the sample consisted of 42 lecturers. A Likert type attitude scale was used for attitude measurement. The important findings of the study were: (i) lecturers after participating in the orientation programme displayed a significantly more positive attitude towards lecturing than before; (ii) lecturers displayed a significantly more positive attitude towards communication aspect and stimulus variation; (iii) lecturers in general displayed a significantly lower positive attitude towards the use of humour in making lecture effective; and, (iv) the researcher concluded that the orientation has been effective in modifying the attitude of lecturers towards lecturing.

Gupta and Buddhi (1992) also followed Pre-test post-test design to study the impact of orientation programme on teachers in higher education. The sample consisted of 20 participants. The pre-test was administered when the participants joined the programme and post-test was conducted at the end of the programme. The study revealed that, the frequency of listed teaching-aids varied from 0-6 during pre-test, whereas, it increased upto 3-15 during the post-test. From the frequency of the methods of teaching listed by participants in the pre-test and post-test questionnaire it was found that mean value changed significantly from 1.60 to 3.45. Lecture, seminar and tutorials were commonly used teaching methods. Most of the participants were using very little of the teaching aids. Finally it was observed that awareness about the teaching aids and methods of teaching increased significantly after attending the course.

Benakanal and Sahoo (1994) conducted a study on "faculty development and ASCs" to identify the future needs of the college teachers for in-service training and to identify the possible alternatives in the nature and forms of ASC in future. The data were obtained from 30 lecturers working in degree colleges of Karnataka State, 13 directors of ASCs and 10 resource persons commissioned by the ASC, Indore. A close ended questionnaire was used for data collection. The study revealed that about 40-69 percent of the respondents (all clubbed together) favoured the

objectives of professional preparation of college teachers as: (i) to broaden the knowledge on contemporary development in one's own field; (ii) to acquaint with new technologies of teaching, new areas of studies and new innovations in examination system; (iii) to develop expertise in a special field of study; (iv) to develop understanding of the role of teachers in the context of social developments and the nature of adolescents in changing social context; and, (iv) to have an exposure to methods of conducting research. The respondents suggested variety of professional preparation courses in the form of part-time summer/winter schools, degree courses in full-time basis and, or in distance education mode, and diploma or certificate courses on a part-time basis and or in distance education mode. Regarding the content of such programmes it was reported that the respondents favoured the areas like 'Educational Psychology', 'Philosophical and Sociological Foundations of Education', 'Educational Technology', 'Educational Evaluation', 'Research Methodology', 'Computer aided Education and Computer Application', 'and 'Higher Education in India'. The respondents preferred the following methods of training (orientation) such as: seminar, extension lectures by experts, workshops, group activities, paper presentation, peer presentation and project /dissertation /term paper in the same order.

### 3.4 Implications of the Review (of Section 3.3)

On the basis of the reviews cited above following general conclusions could be arrived at. The training or orientational need of the participants in the context of orientation course has not been inquired into adequately as only one study (Sharma & Wizarat, 1988) is reported in this area. The relevance of the components of orientation course has been studied from the angle of participants' perception about it, and, it has been reported that participants' responses varied in this regard (Sharma & Wizarat, 1988; Passi and Sahoo, 1988; Dhar and Singh, 1990; Rao, 1993; Passi and Pal, 1994; and Benakanal and Sahoo, 1994). Comparison of responding pattern taking into the participants' background (Stream, level of education etc.) has not been made (except Dhar and Singh, 1990). This shows a gap in the process of making inquiry into the need and relevance of the orientation programme which is apparently not comprehensible without making reference to the participants' background and comparing the participants' perception with that of the functionaries of ASCs especially of the directors of ASCs who seem to be instrumental in designing the programme and its components at local level.

The relevance of the ASOC curriculum or the specific contents are studied widely and there are mixed responses about it in general. In this context some findings (e.g. irrelevant rating of the themes like, Evaluation method

youth and indiscipline) are quite surprising as has been expressed by the concerned researchers, (e.g. Passi and Pal, 1991). This otherwise indicates that more indepth probing is required not only to understand the relevance of content but also to study the reason behind participants' rating of a particular content as irrelevant where as the same is thought to be relevant and prescribed for them by the concerned authority (either UGC or ASC concerned). A comparison of response pattern of the participants of different backgrounds could have thrown certain light on the relevance of curriculum but such comparison is not attempted extensively. In this context, only one study was reported by Pal (1993) in which the perception of participants and the directors were compared.

Instructional methods followed and instructional material provided to the participants were reported to be adequate, innovative and satisfactory by Rehman and Biswal (1992), Sharma et al. (1992) and Rao (1993), whereas, the findings of Rao and Palsane (1994) were exactly opposite.

Similar contradictions were evident regarding the participants' rating of the resource persons, where the findings of Rao and Palsane (1994) disagreed with those of the others (e.g. Rehman & Biswal, 1992; Sharma, 1992; and Rao, 1993).

There were mixed findings about the other facilities (like, hostel and library) provided by the ASCs and it

differed from ASC to ASC. But Rao and Palsane (1994) pointed out that the facilities for the participants were very unsatisfactory and for ASC staff it were less than minimum. In this context, no study have clearly stated why the facilities are very unsatisfactory and less than minimum when all the ASCs are supposedly receiving equal financial support from the UGC. This warrants further investigation.

Overall quality of the orientation programme was reported to be satisfactory by Rao et al.(1990), Rehman and Biswal (1992), Sharma et al.(1992) and Rao (1993), whereas, Rao and Palsane found it far from satisfactory. This trend also corresponds with the other trends cited above where the point of difference is immaculately distinct between Rao and Palsane (1994) versus others. It is quite difficult to comprehend while the studies conducted at NIEPA (e.g. Rehman & Biswal, 1992, Sharma et al. 1992 and Rao 1993) described the orientation programme as satisfactory to a great extent, very effective, very positive and successful, consistently from 1991 to 1993 at the same time Rao and Palsane in 1994 came out with a totally opposite viewpoint. A close scrutiny shows that there existed differences in methodology and approach in making inquiry but according to the present researcher it may not be the only and sole reason for observing the serious contradictions.

Mostly it has been observed that the studies conducted regarding the orientation programme are too generic and



there is hardly any focus on further probing or looking beneath an observed fact. The comparative analysis of the participants and other functionaries of ASCs are almost absent. Many of the studies were very limited in their scope and it raises the doubt about the external validity of the researches.

The trends of research finding, their contradictory nature, gaps in the process of inquiry and the research approach followed, provided enough insight to the present investigator in preparing the framework of how to go about in making the present inquiry. The next chapter gives the details of the research approach and methodology followed in conducting the present study.