

CHAPTER I

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Introduction

The role of education in the development of society and nation is well affirmed. In the total system of education, higher education occupies a special position. At the top of the entire educational structure it is not only responsible for providing manpower for different areas of production, planning, management and technological development but also equally contributes towards socio-economic and cultural advancement of the nation. Thus, it influences practically every important aspect of national activity.

Knowledge is at the heart of higher education. Its discipline, academic and professional are the categories that shape the pattern of teaching and research; the services which colleges and universities are organized to provide. In the context of modern higher education knowledge embraces what -the content and methods of a particular discipline, why -the larger intellectual and cultural issues they provoke, and the how -their practical application to the solution of personal, social and economic problems. According to Scott (1989), "Knowledge in its broadest sense and in an increasingly sophisticated level, now permeates our mass society and industrial civilization. It is a - perhaps the - central commodity in the post-industrial

society. knowledge of course, is as crucial a resource in the development of political democracy, the struggle for social justice and the progress towards individual enlightenment".

The basic character of higher education is not only to disseminate knowledge but to create, re-create and re-interpret the knowledge in the changing social perspective. So far as the goals of higher education are concerned there exists a global consensus about its purpose -which transcends the narrower aims of education as commonly perceived by the ordinary people. Mainly higher education aims at pursuit and transmission of knowledge, development and perfection of the individual, and preservation and progress of culture of the society and social ethos.

Regarding the perfection of individual Archer (1979) argued, "Universities should aim at producing a type of person educated in a particular type of way, who through his education is disposed to see and look at things in a particular way in the light perhaps of the best that has been thought and known, but certainly with the intellectual virtues of rationality, humility and patience". Alongwith the individual perfection higher education also contributes towards the improvement of society by cultivating the public mind, purifying the national taste and by fostering the social values. Renowned educationist J.H.Newman (1929) has summarized the above ideas about the goals of higher

education in the following words:

"If then a practical end must be assigned to a university course, I say it is that of training good members of society. Its art is the art of social life, and its end is fitness for the world.... (it is not) content with forming the critic or the experimentalist, the economist or the engineer, though such too it includes within its scope. But a university training is the great ordinary means to a great ordinary end; it aims at raising the intellectual tone of the society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgements, a truth in developing them, an elegance in expressing them, and a force in urging them".

There is no isolationism in this ambitious plea, for the education implicit in higher education has as its end the improvement of society, the fulfillment of the individual and the development of total insight which brings about the educated community in which rational judgements and mutual respect lead to appropriate, acceptable and morally defensible decisions.

1.1 Goals of Higher Education: Indian Perspective

In India higher education has passed through many transformations in the long process of its evolution. But the history of modern Indian universities - which epitomizes the system of higher education largely, can be traced to the establishment of some colleges by the East India Company in some strategic places like Calcutta (The Hindu College and Calcutta Madrassah), Benaras (The Hindu College), Bombay (Elphinstone College), Madras (Christian College) and at Agra, Patna, Hoogly and Dacca during the first half of the nineteenth century. The first three Indian universities were established in the year 1857 at Calcutta, Bombay and Madras. These universities were affiliating universities in the model of London University and their main purposes were to propagate western language, literature, science and philosophy to the natives of India. Though higher education experienced further expansion as some more colleges and universities were established in different parts of India by the then British Government, its objectives remained same. But after the independence of India the system was restructured and efforts were made to redefine the objectives in the light of the changing socio-political situations. The University Education Commission (UEC, 1948-49) reiterating on the restructuring of education recommended that in the process of change from colonial bondage to freedom the Indian universities are expected to

reshape the Indian civilization at par with the other great civilization of the world. "The universities, have to provide leadership in politics and administration, the professions, industry and commerce. They have to meet the increasing demand for every type of higher education, literacy, scientific technical and professional. They must enable the country to attain freedom from want, disease and ignorance, by the application and development of scientific and technical knowledge" (UEC, 1948-49). Commenting upon the aim of education the commission further stated, "the aim of education should be to awaken the innate ability to live and to train man for democracy and self development, to acquaint individuals with the cultural heritage and to impart them professional and vocational training universities should not function as post-offices where only information is transacted but they should aim at wisdom... Universities should provide a coherent view of the universe, not the fragmented pieces of knowledge organized in the form of various subjects". The UEC also urged the universities for the fostering of democratic values like equality, liberty justice and fraternity among the citizens of India.

The above ideals were reemphasized again in the report of Education Commission (1964-66). The Education Commission urged for achievement of more higher objectives than what Nehru (1947) called for in the following words, "a university stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth". In

the contemporary social context, Indian Universities and colleges need to impart education which will build a nation based on the principles of democracy equality, liberty and social justice. According to the Education Commission (1964-66) the universities stand to:

- (i) seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries;
- (ii) provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes, and moral and intellectual values;
- (iii) provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose;
- (iv) strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; and
- (v) foster in teacher and students and through them in society, generally, the attitudes and values needed for developing the good life in individuals and society.

In general the goals of higher education are perceived as much higher and much greater than the popular notion that exist about it, that is, transmission of knowledge. In fact, the emergence of higher education as a distinct stage of education with its own aims, content and pedagogy was due to the phenomenal increase in the stock of knowledge and more so due to man's increasing desire and need to know more and far more. But in the present times, the goals of education have been ratified in the social context and the reflection of which is found in the objectives that are enumerated by educationists, philosophers and various commissions and committees. In social context, higher education have three important functions: conservative - that is to maintain the status quo of an existing pattern of social life and give society stability; creative - that is to develop new thinking and create new knowledge by creating among the students the urge to think originally, independently and flexibly; and critical - that is to create an intellectual atmosphere to examine all ideals, values and to enable discernment of the direction in which the society is progressing. National Policy on Education (1986) also endorsed the same in brief, "Higher Education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skills. It is, therefore, a crucial factor for survival".

Thus, higher education is the crucial factor for survival as well as for the development and change. In addition to its usual scholarly functions of teaching and research it has now been assigned the task of extension and development. The system is now more accountable to the society as the ivory tower image of higher education is gradually sinking. The system of higher education now responsible for creation of ideological climate required for a better quality of life, intellectual dynamism, resourcefulness and economic prosperity of the society in particular and nation at large. The successful achievement of the goals of higher education *inter alia* depends a lot on the academic faculty or the teachers - their competence, devotion and most importantly the goal clarity.

1.2 The Role of Teacher in Higher Education.

Teachers play a vital role in any system of education and more so in higher education. The success of all educational endeavour depends on the teacher -his educational qualifications and professional competence. What are then the professional roles of a teacher in higher education for which a lot of pretext is made? To some the answer is simple, the teacher is supposed to teach or give lecture to a group of captive audience on a pre-specified subject as prescribed in the syllabus. But some visualize the teachers role is much more than that. According to National Commission on Teachers-II (1986), "the role and

responsibilities of teachers in higher education are particularly important. They not only transmit knowledge but are also expected to engage in creating new knowledge through research." In the changed situation, there are many expectations of the roles the teacher must play in colleges or universities. Students expect the teacher to teach well, be knowledgeable, well prepared and articulate. Teaching Community expect the teacher to be a productive scholar, engaged in research of some significance. The management of the institution requires the teacher to take part in the committee work of his/her department and carry his/her share of administrative work. The professional organizations of teachers expect the teacher to take interest, participate and adhere to the standards of the organization. The society not only expect the teacher to make his/her expertise available to the community but also much more than that to provide leadership and sustained momentum to social movements and a corrective influence to political institutions. According to Altabach(1990),"the professional role in politics is a widespread and important one. Whether as activists or experts, professors play a great role : their expertise, ability to communicate and their access to the mass media and those in power make them a powerful but generally unacknowledged force in many societies. In the Third World, where literacy rates are often low and educated population small the academic community is even more powerful."

In the context of teaching itself the University Education Commission (1948) urges the role of the teachers at college and university level should be :

- i) To transmit the intellectual and ethical heritage of humanity to the young;
- ii) To enrich and extend the boundaries of knowledge; and
- iii) To develop personality.

The responsibilities of a teacher primarily is to arouse the interest of the students in their concerned field of study, which is not merely a process to pass on factual information and the principles but also to stimulate the spirit of both curiosity and criticism, to help them learn how to learn, so that, they acquire a habit of exercising independent and unbiased judgement, and thereby learn to discern between adequate and inadequate, true and false, and relevant and irrelevant informations. Such a responsibility demands a fair amount of knowledge, expertise and intellectual maturity on the part of the teacher.

Research or quest for new knowledge is an essential part of teachers function in the system of higher education. It implies an enquiring attitude of mind and it is rightly said that, a university is a laboratory of thought, no one whose mind has ceased to wonder and whose intellect has stopped from questioning is fit for this profession (UEC,1948).

A college/university teacher has also a great commitment towards the society at large as he/she is the bearer of the traditions and ideals which also bear the ethos of society. A good teacher desiring to achieve results on the intellectual field must inevitably bring into his/her students respect for right values and truth. A college/university teacher is expected to be a man of culture in its deeper sense with scholarship, intellectual integrity and respect for the teaching profession itself.

Thus, a teacher in present day is called upon to play manifold roles. These include teaching and evaluation, research and innovation, extension and other functions like planning, management, administration, guidance of student for their academic as well as personality development. Teacher is the part and parcel of the whole system of higher education. He/She can ^{not} isolate himself/herself, can not delimit his/her roles only to teaching that also in a very narrower sense of the term.

But are the teachers at higher education level comprehended their multidimensional role properly? The answer to this question is well realized but hard to pronounce especially considering the sensitiveness of the issue and sentimentalism attached to it. The Programme of Action of NPE-1986 gives a unbiased and blunt observation in this context which reads;

"The educational system presents an uneven often

conflicting picture of great institutions, with large numbers of universities and colleges, where all norms of academic conduct are undermined, and it radiate excellence, and also those which do not open on time, are unkempt, and where the teaching and learning processes have little chance to germinate, large number of teachers, who inspire their pupils and known for their learning, but also teachers who thoughtlessly ignore their obligations, some times altogether absenting themselves from institutions...."

Mostly, the teachers have limited their activity to just teach content but not necessarily students. In this context what college/university teachers seem to assume is that by virtue of being in the presence of a particular brand of academic contents, students will learn how to think, how to solve problem and so on. But often that does not happen as effectively and efficiently the way the faculty presume it to happen. Besides that there exist a lot of myths about teaching like, "if one knows it one can teach it", "good teachers are born" and so on, when the pedagogical sciences have proved that it requires both the possession of specialised knowledge and a repertoire of skills to transmit that knowledge in an effective manner. Researches since 1930s has enquired into the components of effective instruction (in higher education) and have generated an exhaustive list containing the characteristics

of good instruction (Sherman et al. 1987). Good teaching is not just limited to knowing of the content or one's effective communication but it also involves the skill of classroom management, skills of establishing and maintaining a healthy and conducive classroom climate, skills of understanding the student characteristics, skills in organizing the content of teaching as per the established Theories of Learning- Behaviouristic, Cognitive and Humanistic, skills of using communication boosters, feedback, audio-visuals aids and so on what the teachers in higher education need to realize.

About the other roles of teachers in higher education also there are critical remarks. For instance, the National Commission on Teachers-II (1986) observed;

"With respect to the performance in their research function, a fairly large percentage of teachers rate quite low, particularly at the college level. Hardly a quarter of the college teachers have published any article and hardly ten percent any book. Even among university teachers, the situation is highly unsatisfactory."

In the affiliating universities and colleges teachers have no control over the curriculum, which is drawn up by a small group and imposed upon all. Teaching is not only purposeless but just an exercise of helping students somehow to pass the examinations. Hardly there is any effort to

relate the content of teaching with the social reality that exist or to the actual life situation. Hardly any teacher takes social issues to the classroom to find a solution for them. There are not even enough extension activities for social change and development. It seems most of the teachers in this context, are either unaware about their professional roles of a counsellor, innovator, administrator, planner, extension worker etc. in addition to teaching, or, if aware, are handicapped to play this role efficiently in the absence of suitable orientation in those aspects. The net result, higher education in India today, with an apparent decline in its standard, has been unresponsive to the changing needs and demands of the society thus rendering a defeat to its own nobler and larger objectives.

Therefore, there is a great and urgent need for systematic teacher education for the teachers at collegiate and university stage.

1.3 Need of Teacher Education in Higher Education

Teacher education for the teachers at lower level i.e. at Primary and Secondary stage is quite common. But at Higher Education stage it is not as common as at lower stages of education. It is rather a new concept. It has came into existence recently with different nomenclature at different places. Some of the common terminologies used today worldwide are, 'Academic Staff Development,

'Pedagogical Staff Development', 'Faculty Development', 'Academic Teacher Training', 'Academic Staff Orientation', 'Pedagogical Orientation' and so on. Though these programmes bear different nomenclature, follow different model, have different objectives and organized in different ways, the purpose of all of them is common, that is, to improve the quality of higher education by making the teachers competent to tackle the challenge their job more effectively and efficiently.

As discussed earlier in this chapter, the objectives of higher education have been radically changed and so also the roles of teachers at higher education stage. In addition to the above, the system of higher education has experienced expansion in an unprecedented scale world over and the qualitative expansion has led to a great concern for the quality of education. Besides, the expansion also warranted requirement of more number of competent teachers to man the institutions and it is a fact that, the born or natural academics are always short of supply. And all of the above factors have necessitated the organization of teacher education programmes for the teachers. According to UNESCO report on 'Academic Staff Development in Higher Education' (1989) the need of staff development programmes are justified on the grounds that:

- Rapid and profound changes in higher education have created a need for improved strategies for teaching and

learning; and

- Staff development programmes can make positive contributions toward improved teaching, research and other services in higher education institutions.

The change that is perceived in the system of higher education is multi-dimensional. Change in the social context of higher education, changes in the content of the disciplines, the emergence of new disciplines and inter-disciplinarity, changes in the characteristics of students, changes in technology -in particular changes in the information and communication technology and changes in theories of teaching and learning have made the staff development programmes expedient (UNESCO, 1985). From this point of view today the faculty have a much larger role to play than ever before and their discipline oriented education is itself does not guarantee the ability to transmit it. If teachers are well grounded in their subject, they will be *ipso facto* good teachers this thesis is now untenable especially when pedagogical sciences proved that teaching the prime important role of teacher demands both possession of specialized knowledge in the discipline and a good repertoire of skills for effective transmission of knowledge. Similarly the assertion that "teaching is an art" has also become dubious as it is less susceptible to empirical verification. Besides, evidence from other areas in education provide more than adequate testimony while common sense suggests that even artistry can be perfected

and the college and university teachers who have not had the benefit of being 'born' good teachers can at least be helped to improve to some extent.

Of late, it is widely acclaimed that, how to help student learn is more important than how to teach a content. This has made the teachers job more challenging. The teacher who used to acquire schemata concerned with teaching from those who were their teachers while they were students are now unsuitable. Now it is required on the part of the academics to learn how to make students learn for which there is the need for appropriate orientation and training.

After it has been stressed by various education commissions and committees, highlighted in the writings of learned educationists and after a long debate about its relevance in the intellectual circle in higher education the training, development and education of teachers has begun to be an accepted part of the academic scene. In UK, the need of academic teacher training for university staff has been emphasized by the Robbins Report (1963) and Hale Committee on Teaching Methods (1964). In USA, Carnegie Commission has stressed on the academic staff development at the university level.

In India the University Education Commission (1948-49) had officially mooted the idea of educating university teachers in order to improve the education system of the country. However, the UEC has stressed more on the

continuing education of teachers and research rather than initial orientation to keep them intellectually alive.

But the Education Commission (1964-66) came out with the following observation about the need and significance of training course for the college and university teachers:

" The problem of teaching methods in higher education has been a relatively neglected subject so far.... There is at present no provision for the professional initiation of a university teacher. A lecturer is generally expected to take on his full load of teaching work and sometimes even more from the first day of his appointment. He generally receives no initiation into his duties and no orientation to his profession. He is given no time for adaption and no chance to watch the good senior teachers taking their classes. He has no prescribed opportunity to study the syllabus, plan lectures, consult the head of his department or other senior colleagues about their, or to study the techniques of seminars and tutorial clases. He even lacks at times the knowledge of the mechanics of his profession and does not know how to set question papers or mark answer books. In this atmosphere of total neglect, the new teacher is too often content to copy mechanically the methods and procedures adopted by his own teachers and inflict them on his students. Thus, by and large, the dull pointless tradition of giving

lectures and dictating notes have passed on from generation to generation. The incalculable loss involved in this unimaginative approach can and should be avoided."

Therefore, the Commission recommended to re-orient the university teachers to adopt new and improved techniques of teaching. In this connection the commission has further observed:

"The tradition in India has been to regard training for college lecturers as unnecessary. Born teachers who can dispense with training certainly exist..... But the bulk of teachers unfortunately do not fall into these categories. For them some suitable form of training and orientation is essential not only to overcome their initial teaching troubles and to create a 'sense of confidence' but also to give them a reasonable understanding of educational objective and purposes, the *raison d'être* and place of their special subject in the curriculum, of new methods and techniques of teaching and learning, and a knowledge of psychology on which good teaching should be based. No question of *amour propre* should be involved. In most highly skilled profession and education is certainly one -training is regarded as an essential qualification.... Every university and where possible, every college should have regular orientation courses organized for a few week early in the session... (in which) new teacher

will learn to feel at home in the college, accept some of its ideals and traditions and come into contact with well-known teachers of their own institution and from outside".

The suggestions of the Education Commission (1964-66) were quite pragmatic. India has experienced enormous expansion of higher education since independence. When the first five year plan was launched in the year 1950-51 there were only 28 university, 695 colleges, and 1,74,000 students. Today we have a system of higher education consisting about 220 universities (about 8 times growth), 8210 affiliated colleges (about 12 fold growth), 50.47 lakh students (about 30 fold growth) and about 3,00,000 teachers in the year 1994. There is a growing concern that this phenomenal quantitative expansion has been accompanied by qualitative deterioration. One of the reason of this qualitative deterioration is attributed to the quality of teaching and teachers. Hence teacher education is the only panacea for quality degradation.

Another important factor that made teacher education especially the continuing education of teacher inevitable is the explosion of knowledge in all fields of education. A major phenomenon in the world of knowledge is its unusually rapid growth and equally high rate of obsolescence. It is estimated that knowledge in science and technology doubles in the less than ten years. Besides, the barrier between the

disciplines are collapsing. The explosion of knowledge has also led to adaption of interdisciplinary approach which requires a totally different pedagogy.

Thus, considering from all angles teacher education in higher education has become a bare necessity. The idea that a teacher in higher education might profit from some training or orientation which had been treated with incredulity and derision is now being accepted by the academic community - obviously after repeated persuasion and legislations. The ECHE (European Conference on Higher Education, 1985) summarizes the rationale for pedagogical training in the he following manner:

" To suggest that there was a need for the pedagogical upgrading of university teachers or to invest in such an activity seemed, 20 or 25 years ago, to be superfluous, negative, if not frankly undesirable. In the early 1980's, however, as a result of an irreversible trend, one can no longer conceive of the real democratization of higher education and an increase in its socio-pedagogical efficiency without assuming the continuing improvement of the psycho-pedagogical training of university teachers. The formula, teaching in university primarily depends on the mastery of a certain discipline is no longer tenable. It is becoming increasingly obvious that to educate means more than to transmit knowledge.

The teaching learning process implies a bi-univocal relationship, since it engages both teachers and students in a complex and specific activity. It thus implies not only mastery of didactic objectives and of a specific educational technology, but also sound knowledge and understanding of students. It is difficult to imagine that a university teacher could accomplish his educational task without mastering up-to-date knowledge in the areas of teaching, educational technology and evaluation.... The problems of higher education sub-systems, and, on the other hand, those of the various processes involved in this level of education, bring to light the importance of university pedagogy as a discipline integrated in educational sciences as a whole".

Besides, the above referred remarks of various commissions and committees on the need of teacher education in higher education, the same feeling is shared by many educationists in their published books and scholarly articles (both conceptual and empirical) in the reputed journals. (However, it is quite difficult to provide all those references considering its immense number).

1.4 Genesis of Teacher Education in Higher Education

Teacher education in higher education is a recent phenomenon. It has received much attention only during 1960s

and 1970s when considerable efforts were put into academic staff development all over the world. In India it is reported that there were efforts in this direction even before independence as some provincial governments had the scheme of refresher courses for college teachers. In this section, an attempt has been made to present a brief history of teacher education in higher education in both India and abroad. Depending upon the references mainly collected through secondary sources - from books, articles, reports, research reports etc. the whole theme is organized and presented in two broad headings: (i) trends of teacher education in higher education in the foreign countries; and (ii) trends of teacher education in higher education in India.

1.4.1 Trends of Teacher Education Programme in Higher Education Abroad

1.4.1.1 United Kingdom: In UK the Association of University Teachers (AUT) first initiated the idea of providing training to the university teachers in 1945. But despite contact between AUT and the Committee of Vice-Chancellors and Principals (CVCP) in 1954 and 1961 there was not much progress. The idea of training university teachers was then officially suggested by the Robbins Report (1963). It recommended that all newly appointed should have organized opportunities to acquire the techniques of lecturing and of conducting discussion groups. The idea was further authoritatively promoted in the Hale Committee Report on

University Teaching Methods in 1964.

Universities responded quickly to the recommendations of the Hale Committee Report (1964) by instituting short term courses on University teaching methods. London University instituted a Teaching Methods Unit in 1965 which started offering courses nationally. London Institute of Education specially created unit for higher education. The University of Lancaster's Department of Educational Research, the School of Educational Technology of University of Surrey and the University of Aberdeen started vacation courses in the same year (i.e. 1965). Other universities appointed committees which organized their own courses and these attracted quite substantial numbers of staff, including experienced lecturers as well as new lecturers.

A survey conducted by the Society for Research into Higher Education (Greenway, 1971), revealed that training of some sort was provided in 41 universities of UK. It is also reported that as many as one third of the 46 universities in Britian, the responsibility of organizing training rested with a central service unit and these units had varying titles like, Centre for Educational Technology, Centre for Educational Practice etc.

Almost all the universities made some kind of provision for staff development or training. Those were usually organized in the form of structured short term courses for

new lecturers, sometimes including an induction element on introduction to the university which the newcomer is joining as well as a general coverage of initial training the length of such courses ranged from a morning to ten days.

An important development took place in the area of training and staff development in the year 1972 when CCTUT (Co-ordinating Committee for Training of University Teachers) established in the year 1972. This committee composed of representatives of CVCP, UGC (University Grants Committee), AUT and NUS (National Union of Students). In general the term of reference of the CCTUT were to keep itself informed of the needs of university teachers for training; to promote training at national and regional levels; to offer advice on training; and to disseminate information on staff development and training methods. (Nishbet and Mc Aleese, 1979).

Due to shortage of fund to run its programmes CCTUT was diminished in 1981 by its parent committee CVCP and it is re-titled as Committee for the training of the University Teachers (CTUT). The CTUT reformulated its objectives in the year 1986. At present the responsibilities of CTUT are:

- to maintain and enhance professional standards in teaching, research and associated administrative and management activities;
- to seek and take advantage of opportunities for training and career development;

- to take account of the views of clients within and outside universities. .

The training programmes in various units of academic staff training and development centres around the topics like, lecturing, small group teaching, Keller plan, assessment and examinations, objective testing, using overhead projector and other audio-visual materials, computer assisted learning, essay writing, laboratory work, student learning and motivation, assignments, tutorials, feature of university life etc.

1.4.1.2 United States of America: According to Gaff (1979), Faculty development in USA is the product of the 1970s. Prior to early part of this decade, it was virtually unheard of though some small-scale and relatively isolated ventures existed. During 1970s there were a flood of publication stressing the staff development and improvement of teaching. It is said that the publication of "*Faculty Development in a Time of Retrenchment* (Group for Human Development in Higher Education, 1974)", brought the concept to national attention. However, a survey conducted by Centra (1978) estimated that 50 percent of the institutions of higher learning in USA had instituted faculty development programmes. Some of these consisted only traditional approach of helping faculty to update or upgrade knowledge of their subject matter, many also incorporated some of the newer approaches such as teaching improvement and career enhancement.

It is also reported that, there were many institutions and programmes referred to as faculty development, teaching improvement, instructional development, learning resources, professional development etc. have been created to carry on the responsibilities for facilitating the improvement of instructions. These organizations followed different models of organizing the programmes. In many universities such centres came up after 1980s.

Some of the famous centres of staff development are:

- Center for Teaching Effectiveness, University of Texas, Austin, founded in 1973;
- Center for Teaching and learning, Southeast Missouri State University, established in 1985;
- Center for Teaching and Professional Development, Sonoma State University, California, began operation in 1986;
- Faculty Center for Teaching Excellence, Western Carolina University, North Carolina, has been in the process of evolving since 1981;
- Office of Instructional and Management Services, University of Illinois, Urbana, established in 1964;
- Faculty Teaching Excellence Program, University of Colorado, Boulder, Instituted in 1984;
- Center for Teaching Effectiveness, University of Delaware, established in 1986;
- Office of Teaching Effectiveness, State University of

New York, Buffalo, established in 1985;

- Faculty Center for Instructional Effectiveness, Eastern Michigan University, opened in 1985;
- Faculty Professional Development Council, State System of Higher Education, Pennsylvania, established in 1985
(Source: Weimer, 1990).

The programmes offered by all these centres and many other institution focus on improvement of instruction, helping faculty to develop in the several aspects of their instructional roles, expanding their instructional repertoire, sharpening their sensitiveness and skills in working with students and colleagues, and above all helping faculty members become more competent teachers.

1.4.1.3 Russia (The erstwhile U.S.S.R.): Bobkov (1981) reported that in the year 1966, compulsory in-service training for academic staff, to be conducted at five years intervals, was introduced in U.S.S.R. Russia is the only country which provides a comprehensive model of academic staff development as a matter of national policy and it is mandatory requirement of the university staff to undergo training at various stages of his career.

In Russia, the aspiring academic, after completion of post-graduate studies, becomes a Junior member of the teaching staff of a university. It is compulsory on his part to undergo staff development training for the next five

years. Some of these are on the job training, and some of he has to attend in academic staff development units located either in his parent university or any other unit in the Soviet University System. The courses offered in those units normally last from three to six months, depending on the discipline area. Besides, there are optional special training project of shorter duration available to both junior and senior teachers and those programmes mainly deal with urgent and emerging issues. Some of these programmes are also part-time. In summary the Russian model of Academic Staff Development is comprehensive, compulsory and universal.

1.4.1.4 Australia: The teaching staff at Australian universities and colleges have not traditionally been trained to teach. The skill of teaching is perceived as a by-product of, or even as a natural accompaniment to, scholarship and competence in research. But in the 1960s due to powerful student movement which asked for better education and better teaching efforts were made to institute staff development units mainly to improving teaching.

The Australian University Commission in its fifth report (1972) declared to support the establishment of staff development unit and urged that all universities should have such units. In 1978, there were 14 such units operating at university level and the total number of units in universities and colleges is approximately 40. (Foster and

Roe, 1979). The main functions of these units are:

- to organize seminars and symposia in setting papers, evaluation and teaching for teachers;
- to organise seminars and symposia in other problems in higher education;
- to develop new audio-visual aids for teachers;
- to help those teachers who seek the help in improving their teaching.

The staff development programmes mainly dealt with the following topics: aims and objectives in developing a course of studies at tertiary level; small group teaching at tertiary level; lecturing techniques; use of OHP, and slide projectors; audio-tutorial techniques; illustrating the lecture; examinations; instructional TV; personalized system of instruction; peer teaching; team teaching etc.

To sum up it can be said that, staff development activities in Australia is somewhat narrowly conceived and only limited to improvement of teaching.

1.4.1.5 Canada: In Canada, pedagogical services are found in colleges and universities across the country. According to Shore (1979), the first established instructional service in Canada was that of the Southern Alberta Institute of Technology in Calgary in 1960. In the same year York University established a counseling and development centre which included a programme on the development of teaching skills and effectiveness. The other organizations which

developed during this period are: the *Centre de Recherche* at Cap Range, Ruebec in 1968; the Division of professional Development in Humber College, Toronto in 1969; the centre for Learning and Development at Mc Gill University in 1969. These centres were mainly came up to provide training for new teachers through orientation sessions and weekly seminars. it is reported that by 1974, there were formal agencies or standing committees at more than 13 universities and 65 colleges, plus two created to serve several campuses (Shore, 1979).

The instructional development activities those are carried out in these centres of professional development include: information dissemination; assistance for course and programme planning; production of packaged course material; staff workshop on instructional methods; course and teaching evaluation; applied research on learning in higher education; theoretical research; advising administrators on educational policy, such as changes in the reward system for good teaching; etc.

In Canada the progress of instructional development activities are assessed to be good especially at college level. In some universities there are hardly any facility for a teacher to approach for pedagogical help. But the situations are gradually improving.

1.4.1.6 Germany: In Germany there are provision for both

initial and in-service training programme for university teaching staff. These programmes were launched in 1970s. Basically there were two types of courses - 'introductory' and 'development'. The introductory courses aimed at : reinforcing the interest of the participants in teaching, in the learners needs and problems; conveying the participants basic information to help improve the setting out of subject matter and the organization to teaching arrangements; making them fully aware about the learners' interaction processes and to improve the teaching behaviour in relation to these interactions; and preparing them to bring innovations in teaching.

The contents of the courses included:

- Simulation of teaching arrangements, viz. exercises in techniques of lecturing, conducting seminars, self-checking, self-confrontation by video recordings etc.;
- Practice in group work like rôle play and interaction games, exercises in communication and co-operation etc.;
- Arrangements to pass information and to initiate discussions on how to plan, execute and evaluate any teaching arrangements;
- Management games and case studies on the solution of mock problems;
- Problems of examinations and methods for feedback in university teaching; and
- Workshop for the production of teaching learning

materials.

The development courses had identical contents as discussed above. Mainly the aim of development courses were to strengthen the initial stimuli obtained by participants from the introductory courses. Besides, there were opportunities for innovation in teaching and communication of fresh models (Lenhart, 1981).

1.4.1.7 Asian Countries: The staff development programmes for university and college teaching staff is reported to be common phenomena in Asian countries after 1960s.

In China, the "Report on Speeding up the Development of Higher Education (1983)" recognized the need for the establishment of in-service training centres for academic staff as exemplified by the one at Hangzhou University which focused among other thing on mid-career staff training at institutions of higher learning in teaching and administration.

In Pakistan, conferences, in-service seminars and summer institute had previously been organized by the individual universities till the Pakistani University Grants Commission recommended for the establishment of a National Academy for the organization of pre-service and in-service training for university and college teachers in 1975. The National Academy for Higher Education established in 1979; to promote good teaching and high research standards in the

universities and institutions of higher learning; and to help motivate the teaching community to improve its efficiency and its professional growth through training and retraining. Accordingly the Academy launched a three month residential programme for new academic staff in 1983. It was compulsory for all new staff. The topics suggested for the above programme included: newer teaching method and learning procedures; modern instructional technology; preparation of lectures; assignments and tests; evaluation techniques and assessment procedures; ethics and norms of university and college life; dealing with students, colleagues and seniors; administration, statutes, rules and regulations; management of laboratories, libraries and seminars; information and documentation; and, general knowledge and improvement of language.

A four-week residential in-service course was also proposed for the teachers who joined service earlier to be organized by the academy. The academy also supposed to organize summer seminars, educational workshops, work in the field of curriculum development etc. (Source: Bligh 1979, UNESCO 1985, Rambrahmam 1991).

So far as Bangladesh and Nepal are concerned training of college or university teaching staff has not made much headway. But currently steps are being taken in this direction to give some advance professional exposure to the teaching staff at college and university level with foreign

collaboration.

1.4.2 Trends of Teacher Education in Higher Education in India

The history of teacher education for the teachers of higher education can be traced back to late 1920s. It is reported that Uttar Pradesh Government started a scheme of refresher courses for intermediate teachers in 1927-29. (Rao & Palsane, 1994). But the pedagogical training for the tertiary teachers felt rather strongly since 1950s. According to Mehrotra (1993), the Director of College Education, Rajasthan and the Dean of the Faculty in the University of Rajasthan launched a collaborative orientation programme of 4-5 weeks duration to acquaint new teachers with the general pedagogical requirements of tertiary level and to give them some ideas of how to manage the facilities particularly in a discipline of experimental science.

Upto 1960s the initiative taken in providing orientation or training to teachers at higher education was sporadic. Very few universities had such programmes to train their teachers. it is reported by Dhar and Singh (1990), that the Central Institute of English and Foreign Language has been organizing both in-service and pre-service university teachers training since 1958. The courses are especially meant for the language teachers. The duration of courses are 9 months for English and four months for other foreign languages with atleast 30 contact hours per week.

The content of course included: General Principle of Philosophy; Sociology and Psychology; and Methods of Teaching.

In the same year (i.e. 1958) some teachers of Delhi University voluntarily organized summer school of mathematics, the programme was later financially supported by the UGC.

During 1960-61 the UGC provided fund to a number of universities and colleges for organizing seminars, symposia, summer schools and refresher courses for the professional development of teachers at tertiary level.

When staff development programmes were just taking off the Education Commission (1964-66) strongly argued for the orientation of college teachers to protect the system from falling into the mediocrity. The commission recommended:

- i) Newly appointed lecturers should be given some time and opportunity to acclimatize themselves to the situation, to learn the tradition and pattern of work, and to get to know their colleagues and students.
- ii) Every university and college should have regular orientation courses organized for a few weeks early in the session in which some new and some older teacher participate;
- iii) In bigger universities it may be possible to establish something like a staff college where teachers from all

- affiliated and constituent colleges as well as the university will be brought together for orientation, discussion, seminar, workshop etc.; and,
- iv) where this is not possible, a conference centre would be necessary to facilitate discussion of the issues which teachers have to face (e.g. objectives of education, methods of teaching, enrichment of subject matter etc.).

Responding to the recommendations of the Education Commission (1964-66), the UGC started orientation courses in pedagogy in the form of summer institute from 1969. These courses were organized in places like, Agra, Meerut, Chhindigarh, Mysore, Vallabh Vidyanagar, Baroda etc. (Singh, 1980). After a gap of few years in 1974, the UGC further proposed for faculty improvement programmes in the form of refresher /short term institutes of six weeks duration each during vacations.

In another significant development in this direction, some universities started offering full-fledged Diploma or certificate courses for the inservice as well as prospective teachers in late 1970s.

The University of Bombay initiated a "Diploma in Higher Education" course of one academic year duration. The course was open for any Master degree holder who satisfies the criteria prescribed for the post of lecturer in colleges. Theoretical part of the course included papers like,

Educational Psychology; Methods of Teaching and Evaluation, Role of University Teacher; and Educational Research, The practicals included writing an essay paper on a given theme, observing three demonstration lectures and analysing them. In order to qualify for the diploma a candidate has to obtain 40 percent of the full marks in each paper and an aggregate of not less than 50 percent of marks.

The University of Calicut started a one year "Master of College Teaching" course in the year 1975. It was open for fresh post-graduates and, university and college teachers. The theory part of the course consisted of papers like, Philosophical and Sociological basis of Education; Educational Psychology; Development and Problems of Higher Education in India; and Curriculum, Teaching and Evaluation in Higher Education. The Practicum included teaching, development of instructional material, testing, term papers, and seminars. The candidates were assessed for their performance in theory as well as practical courses. In addition to that, they were tested for attitudinal change towards teaching.

Madurai (now Madurai Kamraj) University started a course on "Basic and Applied Pedagogy" of one semester duration for the university/ college teachers. The theory component of course consisted, Educational Psychology; Curriculum Development, and Methods of Teaching and Evaluation. Practicals included, role play, module

preparation, writing frames, case analysis, preparing test items etc. There was only self evaluation.

In the year 1976, Annamalai University initiated "Master of Higher Education" a one year degree course. The course was open for Master's degree holders fulfilling other criteria for the post of lecturer in colleges/universities. There were five theory papers namely, Educational Philosophy and Sociology; Advanced Educational Psychology; Developments and problems of Higher Education and Curriculum Development; Teaching Methods and Evaluation in Higher Education; and a Special Subject. Practicals included, curriculum plan for one unit, developing teaching materials, critical analysis of question paper, abstracting a research report etc. There were both internal and external evaluation.

University of Madras started a one year "Diploma in Higher Education" in 1977. It was meant for both fresh post-graduates and college/university lecturers. The theory portion of the course included papers like, Psychological Foundation of Education; Foundations in Educational Methods; and Foundations in Educational Evaluation. Practicals included, use and preparation of audio-visual aids, micro-teaching, test construction etc. The progress of candidates assessed internally for practicals and externally for foundation courses.

The M.S.University of Baroda launched an "In-Service Training Course in Methodology of Teaching" in the year 1976. The programme was of 72 hours duration(6 hours per week) and spread over one semester. It was meant for the fresh lecturers and was voluntary in nature. The theoretical inputs included topics covering different aspects of teaching and administration in the university. Practical activities were there like, analysing lecturing, participation in small group discussion, demonstration of lectures, planning scheme for lecturing etc. There was no any evaluation of participants. Presently the duration of course is reduced to 40 hours spread over 10 days and the other aspects remained almost unchanged.

Besides, all these, the All India Association of Christian Higher Education (AICHE) also started "Induction Programme in College Teaching". Sri R.K.M. Vidyalaya, College of Education, Coimbatore started a "Diploma in Education" course, which was also in same time with the others.

But during these days (i.e in 1970s) UGC's summer institute and refresher courses were also being organized in different institution of higher learning for the benefit of the college and university lecturers.

In 1978, the National Council of Teacher Education (NCTE) suggested for one semester and 18 credit course of

teacher education at collegiate stage. Later in 1980, it suggested three types of programmes for training of college and university teachers. The full time pre-service degree course like Master of Higher Education or College teaching, of two years duration which would be open for fresh post-graduates. There could be a Diploma or Certificate Course for beginning college teachers with less than five years of teaching experience. And short duration course of 4-6 weeks for teachers having more than five years of experience. Accordingly it also suggested a curriculum frame work (NCTE,1980). But these suggestions never got translated into reality (may be due to the non-statutory status of NCTE at that time).

In 1985 Nation Commission on Teachers in Higher Education , (NIEPA, 1985) revealed that facilities provided for professional development in higher education is inadequate and have been availed by only a small proportion of teachers, to be specific 13 percent of college teachers and 40 percent of university teachers. Therefore, it urged to take urgent step towards making provision for the organization of systematic professional development programmes for the teachers of colleges and universities.

Teacher training/education at the higher education took a new turn after the declaration of National Policy on Education 1986. Stressing on the importance of training of teachers the NPE (1986) observed :

"A major effort will be directed towards the transformation of teaching methods. Audio-visual aids and electronic equipments will be introduced, development of science and technology curricula and material research and teacher orientation will receive attention. This will require participation of teachers at the beginning of the service as well as education there after."

To achieve this objective in the Programme of Action (POA) of NPE-1986 it was proposed :

- to organise specially designed orientation programmes in teaching methodologies, pedagogy, educational psychology etc. for all new entrants at the level of lecturers ;
- to organise refresher courses for serving teachers to cover every teacher at least once in 5 years;
- to organise orientation programmes by using the internal resources of universities and by bringing a number of colleges together; and
- to encourage teachers to participate in seminars, symposia etc.

In pursuance of the recommendations of NPE-1986 and its POA, the UGC formulated, a scheme for the orientation of newly appointed college and university lectures, in consonance with the Seventh Five Year Plan Proposal. This scheme is called as the Academic Staff Orientation Scheme (1987). Under this scheme the UGC announced to support the

establishment of 48 Academic Staff Colleges all over India during the Seventh Plan period. (Details about ASOS is given in section 1.5).

Another important development in this direction which is worth mentioning here is the launching of "Post-Graduate Diploma in Higher Education"(PGDHE) programme by the Indira Gandhi National Open University (IGNOU) through distance mode. This programme has been launched with a view to providing a university/college teacher or a person who is qualified (Post-graduation with 55% of marks) and who aspires to be one, with the necessary knowledge, understanding and skills pertaining to higher education. This programme is of one year duration (extendable upto another three years) with 30 credits. It comprises of four theory courses : (i) Higher Education : Its Context and Linkages;(ii) Instruction in Higher Education;(iii) Higher Education : The Socio-Psychological Field; and (iv) Planning and Management of Higher Education. Besides, a candidate has to prepare a project report on any issue of higher education. A 10 days extended contact programme is also the compulsory practical component of the Diploma programme which carries 20 percent weightage. During this contact programme several activities are conducted like, demonstration lectures, discussions, small group work, workshops, practice in communication skills, course designing, test designing etc. There are both continuous

and term end evaluation of students progress which leads to awarding of the diploma (IGNOU, 1992).

This is in brief the genesis of teacher education at territory level in India. The next section deals with the details of ASO scheme (1987) of UGC.

1.5 Academic Staff Orientation Scheme (UGC, 1987)

Following the recommendation of NPE (1986) to organise orientation programmes for all new entrants at the level of lecturers, the UGC formulated a scheme for the orientation of newly appointed college and university lecturers in consonance with its Seventh Five year Plan proposal. This scheme is called as the "Academic Staff Orientation Scheme" (ASOS). ASOS is based on certain assumptions :

- i) Teacher though is the pivot of higher education system it is observed that the system did not provide opportunities for the professional development of teachers;
- ii) Teaching is no longer merely an art and learning the art of teaching on the part of the young lecturers by emulating the model teaching behaviour of their seniors is less scientific and consequently little convincing when pedagogical sciences have been considerably developed.
- iii) Large scale expansion of the higher education system made the need of effective teachers demanding beyond proportion;

- iv) Standard of higher education has deteriorated and restoring the standard is possible by increasing the competency of teachers; and
- v) Teacher may initiate innovation and creative work to raise the standard of higher education if he is motivated and encouraged through systematic orientation in specific subjects and methodologies.

The UGC announced to support the establishment of at least one Academic Staff College (ASC) in every state and wherever necessary in the bigger states more than one ASCs during the 7th Plan period. It is thought that, ASCs may be established in a University: (i) as a separate entity to be newly set up and designated within the university; or, (ii) as a part of an existing department of continuing education; or, (iii) as a wing of the College Development Council; or, (iv) in the form of State Institute of Educational Planning and Administration. The functions of an ASC as detailed out by the UGC are to plan, organize, implement, monitor and evaluate orientation courses for newly appointed college or university lecturers and to organise refresher courses for serving teachers. Initially UGC approved 48 ASCs (list given in Appendix H) but some of them could not take off and some were discontinued after a review (UGC, 1991). At present 45 ASCs are in a functional state.

1.5.1 Organizational Structure of the ASC

The Commission made provision for the appointment of three core academic staff and five non-teaching staff as per the following stipulations for the smooth functioning of ASCs.

i) Core - Academic Staff

Director / Professor	- One
Reader/ Deputy Director	- One
Lecturer/Assistant Director	- One

ii) Non-Teaching Staff

S.O.	- One
Senior Assistant	- One
Librarian/Technician	- One
Steno-typist	- One
Peon	- One

The ASCs were however, given freedom to invite specialists as resource persons for conducting of orientation/ refresher courses. The commission specified, the resource persons are to be paid an honorarium of Rs. 150/- per a session of 90 minutes plus TA/DA as per university rules. There were also provisions for appointment of a teacher as course co-ordinator in honorarium basis, and supporting staff on daily remuneration basis during the conducting of orientation/refresher courses.

So far as financial assistance to the ASCs are concerned UGC decided to provide 100 percent financial

assistance till the end of 7th Plan period. Subsequently, after a review conducted in 1991, the provision of UGC assistance was extended upto the end of eighth plan period (i.e. 1992-1997). What it appears at present, the UGC will continue to support the ASCs during ninth plan period too (As expressed by the UGC officials dealing with the ASOS in the course of an informal talk with the researcher).

1.5.2 Academic Staff Orientation Course

The Commission initially recommended for an Academic Staff Orientation Course of eight week duration which can be conveniently divided into two or three modules (4+4, 2+4+2, or 3+2+3 weeks). But later on after a National Workshop on ASC held at Bombay in August 1987 it was decided to go for organizing the orientation course of 4 weeks duration and of one module only. It was further decided that each ASC will organize eight orientation courses in a year and about 40 teachers selected from 4-5 disciplines may be oriented at a time. The participants were to be mostly (about 85%) drawn from the institutions falling within the catchment area of an ASC and the remaining may be selected on all-India basis.

1.5.3 Objectives of Academic Staff Orientation Course

The Commission specified the following objectives of the Academic Staff Orientation Course/Programme; to enable the newly appointed lecturer to :

- i) understand the significance of education in general,

and higher education in particular in the global and Indian contexts;

- ii) understand the linkages between education and economic and socio-cultural development with particular reference to the Indian polity where secularism and egalitarianism are the basic tenets of society;
- iii) understand the role of a college/university teacher in the national goal of achieving a secular and egalitarian society;
- iv) acquire and improve basic skills of teaching at the college/university level;
- v) be aware of the development of his specific subject;
- vi) understand the organization and management of a college/university and to perceive the role of a teacher in the total system; and,
- vii) utilize opportunities for development of personality initiative and creativity.

1.5.4 Curriculum of ASOC

The Commission suggested that the curriculum of ASOC (Academic Staff Orientation Course) may have 4 components with minimum of 144 contact hours spread over four weeks duration to achieve the above mentioned objectives.

- i) **Component-A:** Awareness of linkages between Society, Environment, Development and Education. Nineteen illustrative topics (see Appendix G) were suggested to be covered under this component with the aim to help the newly

appointed teacher realise the larger context of education and the role of a teacher in a society.

ii) **Component-B:** Philosophy of Education, Indian Educational System, and Pedagogy. This component aimed at imparting basic skills that a teacher requires for effective class-room teaching. Twentynine illustrative topics have been suggested under this component organized in 15 broad themes.

iii) **Component-C:** Subject Upgradation. No any illustrative topic suggested for component C but it is made clear that it should have two major thrusts: a) to enable the teacher to translate the relevant syllabus into a detailed plan of classroom presentation, and to effectively present the basic concepts at the appropriate level; and, b) to make the teacher self-sufficient keeping himself continuously abreast of the new knowledge in his discipline.

iv) **Component-D:** Management and Personality Development. It is envisaged by the Commission that this component should help the teacher in familiarizing himself with the organization and management of the college/university; and to appreciate his role and function within the larger framework of the system. Eleven illustrative topics have been suggested for this component.

In addition to the above four component a fifth component namely, Component E; Distance Education was later added (in April, 1992) keeping in view the need of teachers

working in the distance education system. However, this component finds a place in the ASOC only when participants come from the distance education system.

It may be noted here that, the topics suggested by UGC are only exemplar one. It was left to the ASCs to suitably incorporate other relevant topics alongwith those are suggested by UGC. It was also left to the ASCs concerned to suitably allot weightages to each of the components in terms of contact hours.

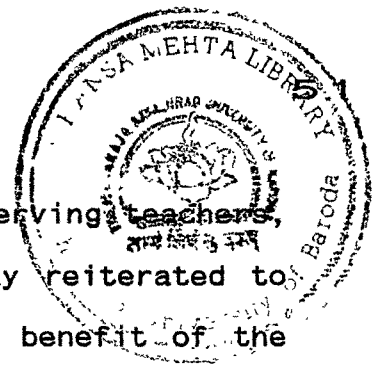
Evaluation: UGC suggested three different kinds of evaluation:

- i) Self-evaluation by participants in terms of their own perceived attitudinal change and skill enhancement;
- ii) programme evaluation by the participants to evaluate the effectiveness of the programme; and
- iii) formal evaluation of participants in terms of their achievement.

In this context, it was recommended by UGC to assign specific tasks to the participating teachers and to ask them to prepare assignments on the various components of the ASOC and those assignments should be evaluated by course instructor and discussed with participants in the interest of their own professional development.

1.5.5 Refresher Courses

In consonance with NPE (1986) recommendation for



organization of refresher courses for all serving teachers, the National Workshop on ASC held at Bombay reiterated to organize refresher courses in ASCs for the benefit of the new teachers. Later in 1988-89, UGC initiated a programme for identifying university departments for conducting subject oriented refresher courses for in-service teachers and identified 200 university departments for this purpose. At present each of these centres alongwith the ASCs conduct about 2 to 21 refresher courses in a year in various disciplines (NIEPA, 1993). Refresher courses organized at present are of three week duration (108 contact hours) and it is meant for those lecturers who have put at least 5 years of service at college/university level. However, relaxation in terms of years is given to those teachers possessing Ph.D. degree and thus a teacher with Ph.D. degree may attend the refresher course after putting four year of service.

1.5.6 UGC Review Committee on ASC Scheme

UGC appointed a committee in the year 1991 to review the Academic Staff College Scheme with reference to continuation of ASCs in the 8th plan period, to take action towards poor performance and to suggest steps for improvement in academic programmes. The Committee in general felt, "the establishment of ASCs has provided opportunities to large number of teachers in higher education for general orientation as well as subject upgradation. It is also

mentioned that spread of this opportunity for larger number of teachers is going to have salutary effect on the quality of higher education in the country" (UGC, 1991). The Committee however, recommended in favour of the continuance of the scheme during the 8th plan period. But at the same time it recommended to close down three ASCs and gave extension to 11 other ASCs for a year with a warning to improve their efficiency. Later on, the extension to these 11 ASCs extended upto the end of 8th plan period after observing their progress as satisfactory. Some of the other major recommendations of the committee were the following:

- i) In order to ensure proper development of both orientation and subject refresher programmes, short and long term plans for ASCs may be prepared on a regular basis and proper policy directions may be given from time to time.
- ii) The innovations being carried out by ASCs and reading and reference material developed by them should be properly coordinated so as to avoid duplication and help showing the benefits of each others efforts.
- iii) The progress of ASCs should be regularly monitored through quantitative and qualitative information. Based on such analysis, necessary feedback may be given to ASCs for future development.
- iv) A mechanism should also be created for networking of ASCs.

- v) A consortium of ASCs may be set up in close collaboration with NIEPA for carrying out these activities.

Most of these suggestions never translated into action. Not a single consortium of ASCs has come up so far though it was proposed to have six such institutions in different regions of India. So far as networking amongst the ASCs are concerned it is yet to be materialised. Previously at the behest of UGC, the directors meets were annually organized in NIEPA and during such meetings the Higher Education Unit of NIEPA used to bring out a comprehensive report on the basis of the annual reports and participants' feedback questionnaires submitted by the ASCs to NIEPA. But after 1993, though such meetings of the directors of ASCs are organized annually by the UGC in different universities no report has been brought up. However, the ASCs regularly submit their annual reports to UGC.

1.6 Organization of the Report

The purpose of this chapter as may be clear by now was to describe the genesis of the teacher education/orientation programme for the college and university teachers; and to review the various models of such programmes/courses existed both in India and abroad so far to highlight the need and importance of teacher education in higher education. Thus, this chapter gave a glimpse of contextual background of the concept of academic staff

orientation and subsequently a prelude to the present study.

The second chapter explicitly tries to situate the focus of the present study by explicating its rationale, delineating the statement of the problem, specifying the objectives and spelling out the hypotheses. It further defines the broader framework of the present inquiry by precisely pinning down its scope and delimitation. The third chapter gives a comprehensive review of related studies conducted in this area and also tried to draw their implications for the present study. Chapter IV enunciates the methodological or procedural details of the study and this chapter is titled as 'Research Approach and Methodology'. The obtained results of the inquiry are presented and discussed objective-wise in the Chapter V. The sixth chapter summarises the whole study, lists out the major findings and conclusions and discusses the implications deduced from them.