CHAPTER-VII

SUMMARY

Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenge of time. There are moments in history when a new direction has to be given to an age old process. India is in the threshold of that moment now.

Higher education is defined in the International Standard of Classification of Education (ISCED) Handbook as:

"More specialised study normally undertaken after successful completion of a good education lasting for at least eleven years".

It provides people with an opportunity to reflect on the critical socio-economic, cultural, moral and spiritual issues facing humanity. It contributes to the national development through dissemination of specialised knowledge and skills. Being at the apex of the educational pyramid, it has also a key role in providing teachers for the education system.

Though there has been a mushroom growth of colleges and Universities in India, the quantitative expansion has not been accompanied by qualitative improvement. The principle of recruiting the most qualified person in the country to each teaching post is gradually compromised that may lead to deterioration of academic standards in higher education. Besides, dictating notes has become the easiest way to pass the routine time for most of the teachers on the one hand and on the other hand in getting ready-made notes for the students. The teachers are not aware of the effectiveness or otherwise what they do in the classroom since teaching is regarded as one way traffic.
Teaching in higher education is not mere dispensation of knowledge but development of independent creative thinking ability, social consciousness and commitment to the common weal and national integration along with a good value system. Professionalism in teaching implies professional preparation of teachers and their professional development through the mechanism of continuous inservice training programme. However, it is believed that the teachers who are appointed for teaching in higher education possess a high level of knowledge and skill in teaching, need not be spoonfed. But others say that since teacher’s job in higher education is stupendous, an inexperienced teacher being a layman cannot do justice to this profession unless he is properly trained. Besides, training helps in improving the competence level of teachers. Training do not automatically lead to a qualitative change in the role performance, unless the teachers are properly motivated to put in their best with drive and dexterity. Motivation springs from an inner drive combined with a social concern and a sense of responsibility towards the students. Unless the drive come from within, the training programme will not bear much fruit.

As far back as in 1949, the University Education Commission had officially mooted the idea of educating university teachers in order to improve the education system of the country. Recommendations of the Commission were later reiterated in 1964-66 by the Kothari Commission. In 1986 the National Policy on Education proposed for organising Orientation and Refresher courses for higher education teachers as instruments of in-service training and continuing education. The University Grants Commission under section 12 of the UGC Act also envisaged change in the system and accordingly in 1987 Academic Staff Colleges were established in the country to plan, organise, monitor and evaluate Orientation Programmes for newly appointed college and university teachers and Refresher Courses for in-service teachers. The Academic Staff College of Assam was established on August 1988 under the Gauhati University.
In the present study an attempt has been made to analyse the developmental trend of Academic Staff College established under the Gauhati University and to examine whether these types of courses are sufficient in upgrading the basic skills of teachers required in higher education. Opinions and suggestions from Resource Persons, Course Coordinators and Directors, were taken to bring about necessary changes which will help in further improvement of the course. Views of participants also were taken to find out, inter alia, whether the present curriculum of the course is capable of meeting the challenges they are facing.

**TITLE OF THE STUDY**

The study is entitled as:

"INSERVICE TEACHER EDUCATION AT HIGHER LEVEL WITH SPECIAL REFERENCE TO GAUHATI UNIVERSITY ACADEMIC STAFF COLLEGE: AN EVALUATIVE STUDY."

**OBJECTIVE OF THE STUDY**

A. To analyse the developmental trend of the Academic Staff College with regard to
   i) Organisation
   ii) Admission procedure
   iii) Courses of study
   iv) Facilities at the study centre
   v) Teaching learning process
   vi) Functions
   vii) Teaching and reference materials
   viii) Evaluation
B. To know the views of participants with regard to

(a) Level of Programme
   i) Organisation
   ii) Admission procedure
   iii) Standard of the course

(b) Quality of the programme
   i) Quality of the course
   ii) Relavance of the course content
   iii) Extent of communication
   iv) Extent of expertise of the Resource Persons
   v) Instructional methods

(c) Teaching and reference materials
   i) Text and reference materials
   ii) Reading materials
   iii) Library facilities

(d) Physical facilities
   i) Food and lodging facilities
   ii) Duration

(e) Effectivenss of the programme
   i) Skill development
   ii) Extent of participation
   iii) Utility
   iv) Satisfaction

(f) Impact of the programme
   i) Motivation
   ii) Inspiration
   iii) Research
iv) Professional development
v) Exaltation of service over personal gains
vi) Teacher student relationship
vii) Career development

Participants' views on higher education
i) Objectives of Higher Education
ii) Constraints in the system of Higher Education
iii) Remedies

To know the views of Resource persons, Course Coordinators and the Directors on the performance of the College and to take suggestions from them to bring in necessary changes for improvement of the courses.

HYPOTHESES

Following hypotheses were drawn for the study

i. There is no relationship between participants' choices/preferences and level of the programme with regard to organisation, admission procedure and standard of the course.

ii. There is no relationship between participants' choices/preferences and quality of the programme with regard to quality of the course, relevance of the course content, extent of communication, extent of expertise of the Resource Persons and instructional methods.

iii. Participants' choices are independent of sufficiency of course materials supplied during the course (with regard to text and reference materials, reading materials and library facilities).
iv. The Staff College is able to provide adequate physical facilities

v. There is no relationship between the options made by the participants and the effectiveness of the programme with regard to extent of participation and utility of the programme.

vi. There is no relationship between the views of the participants and the impact of the programme with regard to motivation, inspiration, research, professional development, exaltation of service over personal gains, teacher student relationship and career development.

DELIMITATION OF THE STUDY

The scope of the present study which broadly falls under teaching and teachers training, is limited to the study of inservice teacher education at higher level with special reference to Gauhati University Academic Staff College.

It has been found that since August 1988 till December 1998 the Academic Staff College established under the Gauhati University has been able to accommodate 1059 participants in their programme of Orientation upto the 30th course and 2660 participants in the Refresher Courses upto the 77th course in different disciplines.

Stratified randomization technique was adopted for the selection of the sample. Decision was taken for inclusion of atleast 10% of the participants attending the Orientation Course and 5% to 10% of the participants of the Refresher Course in each discipline. Since the number of participants was found to be significantly less in Commerce compared to Arts and Science streams, the investigator decided to include 10% of the total population. In case of Orientation course, yearwise and disciplinewise sample study with reference to age and sex was taken and for Refresher Course sampling was done facultywise with reference to participants age, sex and experience.
For Orientation programme a sample of 106 participants and for Refresh Course a sample of 184 participants was taken for the study.

In order to achieve the objectives of the study data was collected through self constructed questionnaire and interview.

While analysing the developmental trend of the Academic Staff College under Gauhati University, activities undertaken by the College since its inception, organisation, course materials and physical facilities provided by the college, financial management etc. have been discussed.

On the basis of the data collected, percentagewise representation of the participants was found out. In analysing the profile of the College/University teachers, participants were categorised in terms of age, sex, experience, discipline and marital status. For giving statistical treatment to the obtained data or compare the observed frequencies in given categories with a set of theoretical expected frequencies, chi-square test was used which is an index of the divergence of fact from hypothesis.

Analysis and interpretation on the views of the participants, Resource Persons and Course Co-ordinators on the performances of Gauhati University Academic Staff College was made on the following areas.

i. Participants' views on the Orientation programmes

ii. Participants' views on the Refresher Courses

iii. Comparative study of the Orientation Programmes and Refresher Courses.

iv. Comparative study of the participants views on Refresher Courses under different streams namely Arts, Science and Commerce.
v. Resource Persons' views on Academic Staff College Programmes

vi. Course Co-ordinators' views on Academic Staff College Programmes

The salient features of findings of the study are mentioned below

1. The Academic Staff College has tried its best to cover a good percentage of participants in both Orientation and Refresher Courses.

2. Highest number of attendance was found within the age group of 30-35 years in Orientation Course and in Refresher Course it was within the age group of 35-40 years. The actual attendance was in number which was equal in both the courses.

3. Significant relationship was found to have developed between the choices of the participants and the level of the programme with regard to organisation, admission procedure and standard of the course in case of Orientation Course, Refresher Course, in the comparison between Orientation and Refresher Courses and in the comparison between Science and Commerce and Arts and Commerce under the Refresher Course. No relationship was, however, found to be existing between Arts and Science.

Resource Persons and Course Coordinators also responded positively in case of level of the programme.

4. As in the case of level of the programme, on quality of the programme, also significant relationship was found with the choices/preferences of the participants in case of Orientation programme, Refresher Course, comparison between the two courses and comparison between Science and Commerce and Arts and Commerce under the Refresher course.
60% of the Resource Persons and 100% of the Course Coordinators rated quality the programme as average.

5. With regard to food and lodging facilities participants of both Orientation and Refresher Courses expressed dissatisfaction. With regard to duration of the programme majority of the participants of the Orientation Course rated as too long. However, majority of the participants of Refresher Course gave a positive feedback.

Both the Resource Persons and Course Coordinators expressed satisfaction in this regard.

6. Satisfactory result was found with regard to effectiveness of the programme from participants of Orientation and Refresher Courses. Comparison between the two courses, Resource Persons and Course Coordinators except in the case of comparison between Arts and Science under the Refresher course.

7. With regard to impact of the programme, participants of Orientation and Refresher Courses expressed satisfaction. A negative result was found while comparing between Arts and Science under the Refresher Course.

8. 90% of the participants of both Orientation and Refresher Courses had chosen to say that the prime objective of higher education is self development out of five choices given to them.

9. Notebook and tuition facilities were regarded as the major constraints of higher education by the participants of both the Orientation and Refresher Courses.
10. Both Resource persons and Course Coordinators have regarded lack of adequate resources and infrastructure as the major constraints in higher education.

11. Participants, Resource Persons and Course Coordinators have opined that higher education should not be made compulsory.

12. It has been suggested that course contents should meet teachers' requirements and students' expectations, practice sessions should be introduced and interaction in the class should be encouraged instead of one way lecturing.

In the light of the above findings, following suggestions have been given:

1. The Academic Staff College established under Gauhati University should provide the teacher participants a model of the methodology they are expected to employ in their classroom.

2. The programmes undertaken by the Academic Staff College should help the participants in realising "Teaching" as a profession that involves qualitative improvement and enhancement of knowledge and skills on a specified subject, dedication, awareness about social needs and values, genuine interest towards the students and institutions.

3. Academic Staff College programmes should help the Resource Persons and the Course Coordinators in identifying the areas where proper guidance is to be given to the teacher participants.

4. Institution needs to seriously think about physical facilities to be provided to the participants and Resource Persons.

5. Academic Staff College programme should help the authority in ascertaining how best it can identify and fulfill the needs and requirements of the participant teachers.
The real success of a course shall be realised when the intellectual and attitudinal gains of the teachers are passed onto the students in their day to day classroom interaction.

If higher education can be given a facelift, then the route must lie for success through the personnel trained by Academic Staff College.

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