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1.1. HIGHER EDUCATION

Higher Education as defined in Encyclopaedia Britannica (15th edition) and accepted in 1962 by 44 nations participating in UNESCO conference on Higher Education in Africa, is "All types of Education (academic, professional, technological or teacher) provided in institutions such as Universities, liberal arts colleges, technological institutions and teachers' colleges for which

(a) The basic entrance requirement is the completion of secondary education.
(b) The usual entrance age is about 18 years, and
(c) In which courses lead to giving of a named award (degree, diploma or certificate of higher studies).

Higher education implies more specialised study normally undertaken after successful completion of a good basic education which normally lasts for 12 years. The term 'Higher Education' signifies higher courses in any institution.

Under this come education in colleges, Universities and centres of Advanced Studies. The colleges include both graduate and post graduate colleges affiliated to the Universities getting grant-in-aid or controlled and managed by State Governments. Universities are famous for their quality and standard and pursue research work of a very high order. They can be classified according to their constitution in three categories — affiliating, unitary and federal.

1.1.a Objectives of higher education

Radhakrishnan Commission 1948, had stated the following objectives of higher education.

1. To give birth to great personalities, who can provide proven leadership in the field of politics, administration, commerce, agriculture, industry and other avocations of life.
2. To produce intellectuals who will be able to direct, guide, preserve and revive our national culture, civilisation, customs and traditions.

3. To give birth to new values of life.

4. To ensure intellectual development of students through University education.

5. To provide useful knowledge necessary for leading a democratic way of life.

6. To teach students the lessons of morality, good behaviour and ideal citizenship.

7. To integrate man and society.

8. To instill among the students thoughts leading to universal brotherhood.

Higher education should ultimately aim at search for truth and achievement of excellence. It must promote the development of total personality of students and inculcate in them the commitment to society.

It has been realised that higher education is not a means of awarding degrees and distribution of favours, it is a means of improving the quality of life of everybody, to live with dignity in a highly competitive world.

1.1.b Higher education in developed and developing countries

By the end of 1970s, the pyramidal structure of education has changed in developed and developing countries compared to what it had been two decades earlier. The United States and Canada have now graduated from the stage of mass education to that of universal access to secondary and higher education. Developed countries outside Europe and North America, such as Japan, Australia and
New Zealand have greatly advanced their rate of students completing secondary and higher education. Even the developing countries like India and Pakistan have taken tremendous efforts to broaden their educational opportunities.

1.1.c Development of higher education in India

India has a long tradition of learning. There were gurukulas and ashramas run by individual scholars in ancient times. There also existed parishads or assemblies of renowned scholars, where disputable points in connection with religion were discussed. During the Buddhist period, a number of viharas and sangharams or monasteries developed into a kind of educational centres. The Universities of Purushapura, Takshashila, Jagaddal, Vikramashila and Odantpur, Nalanda, Jayendra Vihara, Kanchi, Vallabhi and other centres were some of the famous places.

The Muslims established their own institutions of higher learning in Delhi, Agra, Lucknow, Jaipur and several other places.

The development of higher education during modern period can be divided into:

The age of colleges (from the early days of the British rule till 1857)

The era of parent Universities (1857 to 1917)

The rise of new Universities (1917 to 1947),

And higher education in Post - Independence period.

The number of university level institutions during the last five decades has increased from 19 to 242, of colleges from about 700 to 10,600 and of students from 0.2 to over 7.5 million. Though the number of Colleges and Universities have increased by leaps and bounds, it is felt that the quantitative expansion has not been accompanied by qualitative improvement. The system is compared...
radarless ship on the high seas. The huge machine consumes a tremendous amount of national energy, finance, time, physical resources and investments in man and material, but yields no output of quality and utility.

1.1.d Mushroom growth of institutions vis-a-vis quality

The draft proposal on higher education for the 21st century as adopted in the UNESCO World Conference on Higher Education (1998) envisages the quality of higher education as a multidimensional concept. It has again been realised that the quality depends on

(i) Quality of content and techniques of education.

(ii) Quality of the infrastructure.

(iii) Quality of students and

(iv) Quality of teacher

An individual of high teaching skill and competence may be appointed as a teacher but one cannot force him to apply his knowledge and skill unless he is motivated to do so. The success of an educational system depends to an extent on the teaching methodology, competence and motivation of the teacher himself who is at the centre of the stage. He should be committed to his subject and develop the same commitment in his students. As the backbone of the educational system and architect of society, it is the responsibility of the teacher to guide and inspire his students and enrich his discipline.

1.2 TEACHERS IN HIGHER EDUCATION

The dream of a learning society can become a reality only when the dream merchants (teachers) are well equipped with moral, professional, intellectual, practical and communication skills to convince the customers through their efficient service.
The status of the teacher reflects the socio-cultural ethos of a society.

The importance of teacher in higher education has been dealt in detail by University Education Commission (1949). The Commission is of the view that the success of an educational process depends on the character and ability of the teacher. Butler (1950) describing the position and role of teacher from the idealistic point of view says that the "Teacher is central in this pattern of Education.

The teacher has a vital role to play in our effort to relate education to national development and social change. It is the responsibility of the teacher to guide and inspire his students, to enrich his discipline and to inculcate values which are in consonance with other cultural heritage and social objectives.

This involves the transmission of knowledge from one generation to the other and extension of the boundaries of knowledge through research, investigation and enquiry.

In its most comprehensive sense, teaching includes behaviour of teachers that are intended to cause student learning. His success will be measured not in terms percentage of passes alone but through the quality of life and character of men and women of the society whom he has taught.

1.2.a Recruitment of teachers

Henry Rosovsky, Dean of the Faculty of Arts and Science at Harvard University says:

"At Harvard we ask a traditional question: who is the most qualified person in the world to fill a particular vacancy. Then we try to persuade that scholar to join our ranks. We may not succeed in attracting our first or even our second choice, but our goal is elevated".

It has been realised that, after independence, as the higher education system expanded and additional teaching posts were created, the principle of recruitment
the most qualified person in the country to each teaching post was gradually compromised. The target group for search successively shrunk because of regional and communal considerations. It is again said that if one were to single out the factor most responsible for the gradual decline in the academic standards in higher education, it can be said without hesitation that it was because teaching posts were invariably not filled by recruiting the best qualified persons.

Therefore, it is believed that the most important task for a Vice-Chancellor as well as Principal of a College for building up his/her institution is the recruitment of teachers.

1.2.b Committed teachers

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.

Better qualifications and UGC scales of pay have boosted the image of a teacher in higher education. Committed teachers, with internal locus of control, contribute effectively to intrinsic and extrinsic student motivation. Unhealthy factors such as strikes and student indiscipline are minimised or eliminated completely when such disciplined teachers with their integrated styles of leadership are available, maximising work in a humane atmosphere is possible with these excellent people. The participatory methods of teaching and utilising the best educational technology are followed by such good teachers.

1.2.c Updating knowledge

It is important that teachers shall be required to continuously update and upgrade their stock of knowledge through a well organised mechanism of inservice training programmes at regular intervals. A well planned system of inservice training programme utilising both conventional and distance mode and strengthening networking of institutions at different levels may help to prepare such professionals.
1.3 PROFESSIONALISM IN HIGHER EDUCATION

As a subject of study, professionalism has assumed a new significance in the fast changing world. It involves quantitative improvement and enhancement of knowledge and skills on a specified subject by an individual. It goes beyond the limit of bookish knowledge and by virtue of experiences gained in the process, reaches the stage where the individual is made capable of doctoring a subject in relation to life and work situation.

1.3.a Meaning of a profession

A profession involves:

- Activities that are essentially intellectual
- Commands a body of specialised knowledge
- Receives extended professional preparation.
- Demands continuous in-service training.
- Affords a life career and permanent membership
- Sets up its own standards
- Exalts service over personal gains
- Possesses a strong closely knit professional organisation

1.3.b Is teaching a profession?

Even though all the characteristics are needed for teaching, it is still regarded as undeveloped and underdeveloped profession. Teachers themselves are uncertain as to the nature of their occupation and which category they belong to—nonprofessional, semiprofessional or professional. It is high time that teachers are accorded the status which other professions like Medicine, Law etc. enjoy.
Teaching is, in actual, a profession in which the edifice of the future society is built, and therefore it is imperative that it is associated with all the characteristics of a profession based on objective criteria. Professionalism implies skills and competence for effective teaching to fulfill the objective of the educational programme.

1.3.c Teachers' professionalism in higher education

Professionalism implies professional preparation of teachers and their professional development through the mechanism of continuous inservice training programme. It requires a prolonged period of preparation along with a sizeable body of specialised knowledge and observance of professional ethics by members.

It is also defined as "Involving dedication, sense of belongingness, honest academic conduct, awareness about social needs and values, good knowledge of subjects and genuine interest towards the students and institutions."

The past experience and the present education scenario present a dismal picture which is an indicative of the need to professionalise teaching at all levels. The poor level of education is often attributed to the lack of professionalism among the teachers especially in case of higher education.

1.4 ACADEMIC STAFF DEVELOPMENT IN HIGHER EDUCATION

1.4.a Meaning of the term academic staff development

Rastogi defines "Academic" as a scholarly person who works in higher education and "staff" to a body of persons employed by an educational institution. Taken together, the term "Academic staff" refers to the scholarly persons employed in an institution of higher education.
Academic staff encompasses the whole range of academics, ranging from the position of lecturer to that of a professor and it serves to distinguish teaching staff from administrative staff, general staff and technical staff (Amir Awang 1981).

R S Adams and D Battersby (1991) defined staff development pedagogically as essentially a matter of the provision of the means whereby the academic staff can upgrade their teaching capability, be that teaching concerned with large groups, small groups or individual tutoring and student advising.

"Staff development includes the provision or the means for the development of individual competency in academic knowledge; research capability; teaching, administration and community service." (UNESCO Report 1986)

1.4.b Programmes conducted for staff development

In the past, attempts have been made by many countries, viz. Australia, U.K., USA, Canada, Singapore, Malaysia, China and Korea to offer programmes for staff development in higher education. In 1982 UNESCO regional office in Bangkok, brought out a document compiling the case studies of staff development programmes in Asia. In India staff development focus on instructional materials, assessment of learning results, evaluation of courses, improvement of supervision skills, ways to improve lectures etc. To examine the aspects of development and quality of higher education several commissions and committees were set up. The Radhakrishnan Commission in 1948, the Kothari Commission in 1964-66, National policy on Education 1986 expressed concern for deterioration of quality of higher education and at the same time proposed for organising programmes of staff development. The University Grants Commission which is an apex body for University education in India and carries out the major responsibility under section 12 of the UGC Act for promotion and coordination of University education, the determination and maintenance of standards of teaching, examination and research also envisaged a change in the system, formulated a new scheme called Academic Staff Orientation Scheme. This was primarily done with the following objectives.
1. To keep the system uptodate.

2. To extend all traditional and modern teaching methods and technology.

3. To introduce subject oriented courses for inservice teachers as a part of the Seventh Five Year Plan.

To implement this scheme at the national level in 1987, the Commissioner started Academic Staff Colleges in 48 centres throughout the country. Thus was born the concept of Academic Staff Colleges.

The institution of Academic Staff Colleges in the major Universities of India is a measure of far-reaching consequence adopted by the country to improve the quality of its higher education with a view to meeting growing requirements of trained manpower, scientists, thinkers and administrators. These colleges have been designed to motivate teachers by improving the professional competence and increasing their awareness of the objectives of education, specially higher education, and of their role and responsibility in achieving them. Opportunities are given here for the development of personality, initiative and creativity. The colleges were established to plan, organise, monitor and evaluate Academic Staff College Programmes for newly appointed College and University teachers and Refresher Courses for inservice teachers.

Different workshops and seminars were held for the development and upbringing of the Orientation/Refresher Programmes of the Academic Staff Colleges. In 1988, under the Gauhati University, the Academic Staff College, Assam was established.

Earlier in 1958, under the auspices of Department of Mathematics in Dibrugarh University, summer school was organised for the first time in the country. This marked the beginning of a new era followed by the drawing up of schemes and programmes, training, refresher courses, research studies and so on and so forth.
In 1987, Centre for Professional Development of Teachers in Higher Education (CPDHE) was established as the Academic Staff College for Delhi University that decided to organise along with the Refresher Courses a new mode of the general Orientation Course for the lecturer, at the college level, at their door step so to say.

In 1991 the Indira Gandhi Open University (IGNOU) launched a Diploma Programme in Higher Education (DHE) later renamed as Post Graduate Diploma in Higher Education (PGDHE) to provide necessary knowledge, understanding and skills pertaining to Higher Education to University and College teachers.

The National Assessment and Accreditation Council (NAAC) launched by UGC in 1994 is engaged in assessing and accrediting an institution. Dally (1994) in the article "Towards Higher Standards in the Education of Teacher Education" has said that NAAC could also consider the assessment and accreditation of an individual teacher irrespective of the institution he/she is serving in. This will give one the due recognition and scope for professional advancement.

Rao and Palsane (1994) in their book "Training for Higher Education" have said that training of teachers at higher level is inevitable to keep the teachers abreast of new knowledge in the concerned subject area and to train him in latest methodologies and techniques of training.

In the article: "Professional Preparation of Teachers at Higher Education" Anand said that the rational behind the professional preparation of teacher at College/University stages namely qualitative instruction is a function of formal education and training of teachers.

It is relevant to quote Dr. Krishna Murthy's (1970) statement who said that college teaching in India has not yet attained a full fledged profession and responsibilities for this lies mainly on the man on the profession who could neither
build up a strong professional organisation nor develop a code of professional ethics. Concerted and concentrated efforts of all belonging to the profession are needed to elevate the profession to its due status.

A critical evaluation of the teaching-learning system adopted for the orientation of University and College teachers in the existing Academic Staff Colleges in India was undertaken by Dr. B C Das, Dibrugarh University for a better understanding of the system of Orientation Programmes at the tertiary level.

1.5 THE FELT NEED

It has been observed that majority of the teachers use traditional methods of teaching in the classroom. Teachers do not give due emphasis on listening and speaking. As regards objectives and methods of teaching, no uniformity seems to exist among College/University teachers. Use of aids is neglected. Dictating notes has become the easiest way to pass the routine time for the teacher on the one hand and on the other hand in getting readymade notes for the students.

Teachers are not aware of the latest development in their fields. Most of them are not interested in teaching. Besides they are not aware of the effectiveness or otherwise what they do in the classroom since teaching is regarded as an easy way traffic.

It is a well accepted fact that preservice training is essential for nursery and higher secondary teachers. But this is not the case with the teacher of tertiary level. Even then in the recent times various training programmes were organized for the teachers of higher education. It is a matter of controversy whether there is a need to organise such training programmes and also the thrust of the training programme.

Some argues that the teachers who are appointed for such job possess a very high level of knowledge and skill in teaching and therefore need not be spuriously fed.
The teachers at this level dealing with the adult learner should not have much problem in delivering the information.

But the other group opines that when a new teacher is appointed in the remotest part of the country, has to deal with too many new subjects and students not having any experience, feel at a loss and for him training is the only solution to handle such situation. They feel that since teacher's job in higher education is stupendous, an inexperienced teacher being a layman cannot do justice to the profession unless he is meticulously prepared for it. The other controversy is the thrust of the training programme. The inservice training that the teacher receives in higher education is on the content and not on the methodology whereas at the secondary level it is more on methodology and less on the content. Those who subscribe to this view opine that highly knowledgeable teacher of higher education by natural creativity can make learning more interesting and innovative than the application of standardised methodology which will make teaching dull and passive.

After having made an indepth study of the views and opinions given by leading exponents on the need to bring in professionalism in teaching in higher education followed by the steps taken by various authorities in establishing specialised institutions for the purpose of organising training programmes, the investigator strongly felt the need for the present study. Comparing the size of population and the magnitude of the problem cropping up in the field of higher education, such efforts need a closer study as to how far these programmes are objective oriented having its impact on the teacher. An attempt has been made to analyse the developmental trend of Academic Staff College under the Gauhati University and to examine whether these types of courses are sufficient enough for upgrading the basic skills of teachers required in higher education. It is also felt necessary to take opinions and suggestions from the Resource Persons, Course Coordinators and the Directors for improving the status of the courses conducted by the College.
(a) The present study can contribute to the development of professionalism in teaching leading to the improvement in quality education.

(b) The study can give necessary feedback to Course Coordinators and Resource Persons on the areas where the trainees need to be given proper guidance.

(c) As a result of the study, the authority of Academic Staff College under the Gauhati University may be in a better position to ascertain how best it can identify and fulfill the needs and requirements of the participant teachers.

It has been viewed that unless the training programmes conducted till date could inculcate innovative methods of teaching, ensure accountability and promote professionalism among the teachers trained under the scheme, the final target of protecting the quality of higher education remains unattained. The most meaningful and crucial target test of any training programme, more so, the one at experimental stage is to check and recheck the validity through well planned follow up studies. In the absence of such a national level follow up study, a proper understanding of the impact of Orientation and Refresher Courses is not possible. There has been a serious initiative towards such academic exercise either by the UGC or by the NEIPA, which have been acting as a consort to UGC in the scheme of Academic Staff Colleges. Only when there is concrete data on positive change in classroom performance by trained teachers, can one make any sensible reference to the target achieved in its strictest sense.

1.6. 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."
1.7 OBJECTIVES 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) Relevance 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) Effectiveness 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 Directors on the performance of the College and to take suggestions from them to bring in necessary changes for improvement of the courses.

1.8 DELIMITATION OF THE STUDY

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