CHAPTER-III
REVIEW OF RELATED LITERATURE

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3.1 INTRODUCTION

An intensive review of existing literature, publications, research works and deliberation on the subject is a prerequisite in any research endeavour. It provides knowledge of previous research on the problem and gives an insight into the various methods and procedures being used to achieve the objective of the investigation being undertaken.

From the works and deliberations of the leading authorities on education and previous research publications, the investigator became familiar with the areas where studies have already been carried out and the areas which are still untapped and unexplored notwithstanding their relevance and importance in the context of teacher education at higher level. While looking for related studies, importance was given on reports of studies of closely related problems that have been investigated, design of the study, procedure employed and data gathering instruments used, population that were sampled, variables that were defined, recommendations for further research and articles etc. Before deciding on the present study on inservice teacher education at higher level with special reference to Gauhati University Academic Staff College, related studies specially on five areas such as on Higher Education, Teacher Education and Professionalism, Staff Development and Academic Staff College programmes were referred to and studied.

3.2 STUDIES ON HIGHER EDUCATION

Ghanchi (1988) has said that the philosophy of "PERESTROIKA" imposed by Mikhail Gorbachev to liberalise and energise one of the most closed social structures of the world has a relevance for Indian higher education also.

It is hoped that "PERESTROIKA" imaginatively planned and carefully implemented in a climate of "GLASNOST" (the attitude of freedom, genuine and substantial) in the three areas namely structures, academics and operations of higher education will transform it into a power house of a first grade human resource capable of putting the country on the way of progress and prosperity.
In 1993, Ghanchi conducted an objective survey on the Indian Higher Education system. He found higher education is subjected to pulls and pressures by the five constraints namely philosophical, cultural, economic, operational and managerial and five strains especially systematic, demographic, developmental, political and ethical leading to deleterious consequences like immobilisation, stagnation, routinisation etc. These pressures apply a relentless squeeze on the system that devitalises the organism itself and at the same time gives it a false sense of survival.

Moral, spiritual and material strengths are needed to manage the crises in the higher education of today.

Sethumadhava Rao (1993) has felt that there is a need to evolve strategic Higher Education whereby quality, quantity and equality are maintained.

The education system needs to be restructured and updated and it is necessary to weed out the outmoded branches of study, introduce innovative ideas to combine theoretical knowledge with practical training. Best teachers should be recruited and innovative measures should be introduced in teaching that one can impart socially relevant and need based education.

Sodha and Passi (1993) said that futuristic higher education should introduce the popular concept of "Life long and continuing education for all."

The programme of a University should be linked with the soil on which it is placed. Job oriented programmes should be included in the curriculum for which there is a demand. Tuition fees should be increased to a moderate level which means the fees should keep pace with the cost of living. A few scholarships should be provided to real talented people which is desirable both from the economic and human development angles.
Kapur (1996) mentions the limitations of Higher Education as lack of motivation, lack of proper target, lack of discipline, lack of accountability, lack of mutual trust and lack of fairness in social, economic and political system.

Shah (1996) has tried to represent features of post independent India specially in case of higher education.

While offering solutions to the problems in the higher education system he said that students come to the college for the sake of status, symbol or for passing time, may be offered "General course" and may be admitted in noon or evening shift. Those students who enter College/University for attaining knowledge, the honours stream in the morning session may be offered. Preference was given to continuous evaluation as a replacement of the examination system.

Weekly, fortnightly test etc. would remove evils of private tuition fee. It is assumed that teaching learning process would be changed in this way.

Mohanty (1997) opines that if teaching is to us a calling and not a matter of accident, then the following saying of the nineteenth century thinker, Cardinal Newman will be helpful for us.

"A University training .... aims at raising the intellectual tone of society, in supplying true principles ........ it is the education which gives a man a clear conscious view of his own opinions and judgements, a truth in developing them, an eloquence in expressing them and a force in urging them .........."

Singh (1997) made a presentation of Challenges of Higher Education in India with special reference to the State of Punjab in Guru Nanak Dev University where he said that higher education is suffering from overcrowding, financial squeeze, absence of quality, inadequate infrastructural facilities, brain drain. He says that since the mid 19th century, the British have given a model which is based on the knowledge of English, access to college education, migration to city, at however modest a level in to the modern sector of economy.
It is said that overcrowding can be minimised by seeking to reverse the tendency to leave the village and move to town and also by improving the quality of Higher Secondary Education. The State Governments are responsible for functioning the institutions.

Keskar (1997) said that because of attitudinal change of the people, education has now become a service industry. It is regarded at present as customer service. Teachers should not only be good at their jobs, but they should be able to handle customer service well.

He laid emphasis on proper selection of individual at the time of entrance into the profession, continuous inservice training in the form of Refresher Courses, participation in seminars and conferences and inter collegiate transfer of teachers every 3 years on local basis to make them more responsive to changing environment, compulsory feedback on performance from students and self appraisal, withholding increments and promotion on the nonfulfilment of these conditions.

Dubhashi (1997) opines that the three main elements in the University system — the teachers, the students and the administrative staff tend to fight for their own so-called rights but forget the main purpose for which they exist. namely, pursuit of scholarship. Accordingly if the private efforts to provide higher education on self financing basis is to succeed, it is important that such efforts are not shackled by all kinds of constraints. The standard of education provided in different institutions and quality of teachers, students and infrastructure is bound to suffer. The sooner the liberalisation is accomplished in India, the better it would be for the future of higher education and the progress of the nation.

Ansari made an attempt to discern the growth of higher education institutions, enrolments and finance with a view to evolving perspectives for the future. It is observed that since education budget constitutes about one fifth of the overall State budget and a large part of it is on account of non-plan expenditure, the education sector including higher education obviously suffers a great deal.
result the on-going programmes get hampered, affecting thereby, the quality and relevance of education.

Goel (1998) said that there is a need to perfect the recruitment, placement and promotion criteria for higher education teachers. 48 Academic Staff Colleges established for meeting the need of orienting higher education teachers are not adequate to cater to the Orientation needs of teachers from all Universities (State and Central) and Colleges.

Gupta and Dhar (1999) while discussing about overcrowded classes, disproportionate pupil-teacher ratio, ineffective method of teaching, examination system etc, said that there cannot be a better scenario than having committed, serious and involved youth who are genuinely concerned over their survival, welfare and progress. It is only when their anxiety level crosses threshold due to environmental factors and conditions beyond their control that educationists need to intervene to put an end or minimize their miseries. Measures need to be taken by the administrators, educationists and counsellors so that educational environments do not become breeding centres for hostility, frustration and failure.

3.3 STUDIES ON TEACHER EDUCATION

3.3.a Teacher training in foreign countries


Hale Committee (1964) reported that 58 percent teachers favoured training programme for new teachers.

Cohen (1968) suggested that the curriculum for teacher training programme for College level should cover aspects such as instruction methodology, principles of learning and psychological concepts.
Mayhew (1969) stated that "Teaching does require sophisticated skills and insights that can be developed through study, practice and evaluation."

Greenaway (1971) reported about varieties of programmes for training of University teachers in U.K. The duration varied from one day to six days.

Kelly (19__) reported about in-service training activities.

Skoog (1980) discussed the attempt made at the College of Education at Texas Technological University to improve college teaching through peer observation. The stages of this strategy were pre-observation conference, observation, analysis and strategy session, post observation conference and post observation analysis. The observation team generally had 2 to 4 colleagues and occasionally a graduate student.

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.

Dorp (1981) reported that during the years 1963 to 1969, Centres for research and development of teaching in higher education was established at every University in the Netherlands. Goldschmid (1981) reported about in-service education programmes at the Lussane University for Switzerland.

Kiel (1981) reported about the provision for training of teachers of higher education being made in the German Democratic Republic.

Lenhart (1981) reported about initial and in-service teacher training programmes for University teaching staff Germany. The programmes were started in seventies. The study reported about two types of courses — introductory and development. The development courses had similar content matter as found in case of introductory courses. The initial stimuli obtained from introductory courses were strengthened in development courses. There were opportunities for innovation in teaching and communication of fresh models.
Piskanin (1981) reported about in-service programmes in Czechoslovakia since 1950.

Brown and Daines (1983) found two day training course on lecturing for new lecturers useful, in terms of changes in behaviour and attitude.

E C H E (1985) reported the proceedings of the European regional seminar on University teaching and the training of teachers. The report said that University pedagogy must not be conceived of as a simple adaptation or expansion of school pedagogy. The problems of higher education systems, and 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.

Main (1987) discussed about varieties of pre-service and in-service programmes for training of University teachers. There were sequential and modular courses, full time and part time courses and self learning programmes.

UNESCO (1987) reported on European Network on Staff Development. The Report suggested for inclusion of individual consultancy-via-in-service training to be more effective method of training. It is said that such training becomes particularly efficient when it is stimulated by adequate incentives, including system of rewards linked to promotion, financial benefits and the periodic evaluation of teaching performance.

Dunkin (1990) found that induction process helped different teachers in varieties of ways.

Singh (1974) suggested a programme of 35 week duration. Desai (1976) reported that a large number of comparatively young teachers did not possess adequate language skill and the desirable clarity to the problems of English teaching. Kapur (1975) suggested a summer course of 4 to 6 weeks duration for every teacher as a condition for conformation. He also suggested that every University should set up a teaching improvement unit capable of organising evening lectures, seminars.
and discussion groups on various teaching-learning situations. Professional organisations were to be encouraged for conducting various teacher training programmes. These could be organised during evening hours and holidays. Jawaresh (1976) reported that in the year 1993, a training programme was instituted for new college teachers at the State College of Education, Patiala.

Anand (1977b) discussed about professional training of college teachers through M.C.T. Course of the University of Calicut. The weightage to different aspects were theory 62.5%, observation and practice teaching-25% and content enrichment-12.5%. Sessional work included class tests, assignments, term papers, textbook analysis seminar presentation, etc. Theory paper were philosophical and sociological bases of education, educational psychology, development problems of higher education, curriculum, teaching and evaluation in higher education.

Krishnamurty (1977) reported on a series of teaching workshops at B.I.T., Pilani. In January 1974, workshop-cum-seminar was introduced. The areas covered were what makes a good teacher, behavioural objectives, scheduling of lessons, micro teaching, oral communication and presentation technique etc.

Patted (1977) reported on various programmes for professional preparation of college teachers. Diploma in Higher Education Course of University of Bombay covered aspects such as educational psychology, methods of teaching, role of University education, educational research. Practicals included seminar presentation, demonstration lessons, observation and analysis of lesson. Diploma in Education Course of Sri R.K.M. Vidyalaya College of Education, Coimbatore covered aspects such as psychological foundations of education, foundations of educational methods, evaluation etc. He also referred to M.C.T. Course at Calicut University and courses at Anamalai and Karnatak Universities.

Singh and Nand (1977) reported on felt training needs of social science teachers of higher agricultural education. The study found that majority of the
respondents felt necessity for training. Most favoured duration for training was four weeks. The topics of the programme could be research method and techniques for extension, statistics for social research, communication programme development and psychology for extension etc.

Joshi and Singh (1978) reported about various attempts to provide training to college teachers. The one Semester Course offered at M.S. University of Baroda covered aspects such as objectives of University education, University governance, history of higher education, team teaching, lecture method, discussion etc. Practicals consisted of teaching competency including preparation and use of teaching aids, participation in seminars, symposia, workshop, interpretation of scores and project work. The study also referred to programmes at the University of Bombay, University of Calicut, Kumaon University, Nainital, S.P. University Ballabh Vidyanagar, S.N.D.T. University, Bombay, Karnatak University, Dharwad Indira Kala Sangit Mahavidyalaya, Khasragarh, M.P. etc.

NCTE (1978) suggested for one semester course and 18 credit hours. The theory courses suggested were (i) Teacher and Education in the Emerging Indian Society, (ii) Educational psychology and (iii) Study of the Indian youth from psychological and sociological perspectives.

Airan (1979) pointed out the necessity for organising training programmes for college teachers. The said programme could be a part time programme spread over a term organized in the evening hours by a University or a group of colleges.

Patted and Mench (1979) analysed the programmes of professional education of college teachers of Bombay, Calicut and Madras Universities of India, New York, Ohio and Texas universities of U.S.A. and Aberdeen and Glasgow Universities of U.K. They surveyed 44 College principals, 85 College teacher heads and teachers of University Departments and 2 administrators. The main recommendations were
a. Need for professional preparation of College teachers

b. Need for introduction of such courses at pre-service as well as in-service stages.

c. The common objectives of the courses were—development of awareness about aims of higher education, methods of teaching and evaluation, psychology of learning and development of skills in effective dealing with behaviour problems, and development of teaching skills.

Srivastava (1979) suggested courses on college teaching techniques specially for new teachers. Besides, the seniors were expected to give guidance to juniors.

NCTE (1980) suggested three types of programmes for training of College and University teachers. The full time pre-service degree could be Master of Higher Education or College Teaching. Its duration could be two years for fresh graduates. There could be a Diploma or certificate course for beginning college teachers with less than five years of teaching experience. A short duration course for 4 to 6 weeks could be organised for teachers having more than five years of experience.

Singh (1980) conducted a study of the pre-service and in-service programmes for education of teachers of higher education in India. Some of the important findings were

a. Usefulness of the programmes for the participants.

b. Important aspects of the programmes were techniques of teaching, skills of understanding, behaviour of students, motivating students and evaluation.

c. Necessity for evaluation of performance of the participants of the courses.
d. Duration of pre-service programme to be one academic year and that of an in-service programme to be one semester.

Bhusan and Sharma (1984) suggested that the training programmes for higher education teachers should give stress on areas such as

a. Re-orientation on subject knowledge.

b. Vitalising professional studies.

c. Problem solving processes, and

d. Training on effective communication and human relation networks.

Taneja (1984) suggested that the contents of the training programme for higher education teachers should consist of

a. Nature of teaching learning emphasising the interaction among the variables ----- teacher, student and learning environment.

b. Psychosocial needs of youth and underlying individual differences, motivation, and mechanism of behavioural changes.

c. Modern techniques of evaluation of teaching learning outcomes.

d. Current issues in higher education.

Yadav and Roy (1984) conducted a survey of programmes available in education and training of college teachers in India. The programmes reported by them were

a. In-service teacher training course in methodology of teaching (V University of Baroda).

b. Diploma in Higher Education (Bombay University)

c. Master of College Teaching (Calicut University)
Besides mentioning objectives for professional orientation programmes, they suggested certain activities to be undertaken in the training programmes, such as orientation talks, symposia on teaching behaviour and teachers functions, workshops, etc.

Hommadi (1985) suggested full time and part time courses leading to degrees and diploma respectively. There could be optional specialisation of Methodology of College Teaching as part of M. Phil. Courses.

Raza and Fernandes (1985) suggested training programme for College teachers during their first year of service.

Sen (1986) referred to the necessity of training programme for College teachers. According to him, such a programme should have provision for practical teaching under the guidance of experienced professors.

Anand (1987) referred to attempts by some Universities to have their own training centres for training of College teachers. He suggested giving responsibility to Departments of Education to run such courses.

Bouri (1987) conducted a study of 4 weeks experimental programme.

a. the participants were more interested in verbal communication rather than exposition of the content.

b. Junior lecturers had some initial problems and

c. teaching facilities and audio-visual aids were essential for improvement of the quality of teaching.
Chalam (1987) said that teachers in Colleges and Universities must equip themselves with technology of teaching, research methodology, upgrade subject matter, develop evaluation skills and administrative capabilities and so on. They should identify themselves with the roles of disseminator of knowledge, creator and inspirer of new ideas. They should be oriented in the matters of self-development, evaluation technique etc.

George (1987) suggested feedback from Resource Persons and members of the Advisory Committees of A.S.C.s. after each session.

Ramamurti (1990) gave the following remarks on the training of teachers of higher education.

In order to enhance the quality of teachers in the University system, pre-induction training for a period of one year after recruitment should be organised. This training should be organised on a decentralised basis by the respective Universities themselves. (Rec. No. 207).

Chandra (1990) reported about Refresher Course in Home Science. The methods included lecture, discussion, library study, field trip etc. There were gains in terms of teaching competence, appraising students performance, using various methods of teaching and teaching aids. etc. There was opportunity to interact with distant colleagues and to experience different methods of classroom presentation.

Uberoi (1990) reported about functioning of Centre for professional Development at Delhi University. Verma (1990) gave certain guidelines for carrying out ASC programmes. No lecture was to be delivered for more than 40 minutes at a time. The ASC should go for courses which can fill up gap and promote enrichment.

Boice (1991) reported about problems faced by new entrants to teaching profession. They taught cautiously and blamed external factors such as...
students, heavy work loads, etc., responsible for their poor performance. They were passive about change and improvement.

Kapur (1991 b) referred to Acharya Ramamurti reports suggesting the provision of one year training course. He suggested experimentation before taking a decision. He also suggested making provision for confirmation of employees only after successful participation in training programmes.

Rajamanoy and Aravanam (1991) suggested that an Orientation Course should have 96 sessions of one and a half hour each. Ramabrahman (1991) reported defects in the evaluation proforma used for participants. It did not have space for mentioning causes of various reactions. The Refresher Course should be related to the course content being taught by the participants. Gupta and Bhardwaj (1991) found ASC programmes useful.

Kapur (1992 a) gave a few suggestions for qualitative improvement of programmes of Academic Staff Colleges. The professors were to be given notice one year in advance. A professor selected for the programme should have extensive experience in teaching concerned courses and interest in history and pedagogy concerned subject. He also suggested necessity of conducting separate programmes for undergraduate teachers and post graduate teachers.

Kapur (1992 a) suggested introduction of students reaction surveys.

Mohanty (1995) pointed out defects in ASC programmes such as lack of provision for observation of good teaching, training in classroom management, etc. He suggested linking of ASCs with the IGNOU. The distance education mode can have the contact programmes at the ASCs. This would not require teachers to be absent during term time.
3.4 STUDIES ON PROFESSIONALISM

Pace (1954) reported about an internship programme for College teachers of USA. The intern teachers were given reduced work load and full and independent responsibility for at least one class. They observed teaching of senior colleagues. The teaching activities were observed and feedbacks were given.

Swamy (1969) said that the public attitude about teaching profession was somewhat mixed. People understand that it requires competence that can only be developed through professional preparation. Many others regard teaching as a work that requires only a good general education. Swamy gave importance on raising the profession of teaching to the level or strata of Law or Medicine.

Venkataramu (1969) has said that teacher should be fairly intelligent (and not necessarily, very) if he has to understand the difficulties of his pupils and properly guide them in their studies. In order to understand the mental and emotional needs of his pupils and motivate them in the desired direction, the teacher should be a fairly good psychologist. He also has to be a fairly contended person and be prepared to sacrifice many personal ambitions.

Krishnamurthy (1970) has tried to evaluate the criteria for a profession in the Indian context. He found out the following obstacles standing in the way of college teaching.

a. Lack of professional preparation

b. Lack of public recognition

c. Low income

d. Lack of comprehensive knowledge on teaching

e. Lack of proper professional organisation.
Accordingly the college teaching in India has not yet attained the status of a full fledged profession. Centralised efforts of all belonging to the profession are needed to elevate the profession to its due status.

Knowles (1971) reported about establishment of Tertiary Research Centre in 1961, at the University of New South Wales, Australia, to carry out research and development activities aimed at improving University teaching learning process.

Coles (1977) referred to Staff development through curriculum development.

Boud and Mc. Donald (1981) referred to Staff development through intern consultancies.

Lopez (1984) reported that learning resources in 93 resource centre in 93 resource centres in Britain varied from video tape to lecture notes.

Taneja (1984) has mentioned that for successful teaching on the part of teachers and for meaningful learning on the part of the students, specific understanding and skills are called for at all levels of education. It is said that competence in teaching is held in a teacher through Orientation courses, which should have avowed objectives, pragmatic content and deliberated implementation.

Ahmed Commission (The National Commission on Teachers II) viewed professional development as follows —

"The survey data reveal the low level of participation of teachers in various programmes linked to their professional development. About 2/3 rds to 3/4 ths of the college teachers never participated in any seminar, summer school/ workshop/training programme or research project ....."

Mathur (1984) said that in teaching in the University level the main objective in education is achieved through discussion, seminars, group conferences and workshop etc. Here the teacher has to learn to adopt great flexibility in teaching. Teacher education at this stage will have no fixed curriculum regarding methods or techniques of teaching.
Mathur mentions publishing, engaging in research and Ph.D. being the three crucial issues in teacher education about which there is much controversy. None of these can be equated with good teaching. Teacher education should essentially be gone through by all the teachers certainly as an essential inservice requirement.

Taylor (1987) gave stress on "the quality, dedication, motivation and productivity of Academic Staff."

UNESCO (1987) referred to contribution of various factors for rise in professional development programmes. Some of these were

1. Concern to improve quality.
2. Initiative by some teachers to do research on teaching.
3. Emergence of competing new institutions that forced the traditional ones to look for alternative methods of instruction.

The Report mentioned a few obstacles for Staff development programmes such as

1. More stress on research than on teaching, in case of promotion.
2. Lack of special expertise and resources for teaching innovations.
3. Limited application of innovations.

Sloper (1989) pointed out necessity for improving academic staff policies in Australia. The study pointed out various factors that had influenced Academic Staff Development in the West. Some of these were democratization efforts of the 1960s, stress on participation of persons in education of early 1970s, stress on accountability of late 1970s, stress on rationalisation of early 1980s and stress on quality of late 1980s.
UNESCO Asia (1989) Report on Academic Staff Development Unit stated on different aspects of the academic staff development programme as given below:

1. Need and Justification.

2. Rapid and profound changes in higher education throughout the region have created a need for improved strategies of teaching and learning.

3. Staff development programmes can make positive contributions towards improved teaching, research and other services in higher educational institutions.

4. Where Staff development units do exist, these are not always properly organised and these operate on an ad-hoc basis.

5. The establishment of a permanent Staff development unit is justified on the following grounds:

   a. Staff development is a continuous process which requires careful planning.

   b. Various services for professional development of faculty members could be provided in a cost effective manner.

   c. Systematic Staff Development Programmes can be developed in consonance with the needs of each particular higher educational institution.

Altbach (1991) found that the professorate was under increasing strain in recent years. The responsible factors were demands for accountability, increased bureaucratization of institution, fiscal constraints etc.

Smith (1992) suggested use of decentralised partnership model and analysed merits and weaknesses of management models.
Mohanty (1995) mentions about the programmes being undertaken for professional development of teachers in India.

1. Facilities to conduct research.
2. Facilities for participation in Seminars or conferences
3. Establishment of centres of Advanced study.

UGC along with the other organisations for example ICSSR, ICPR, ICAR, CSIR, NCERT takes responsibility of conducting the above mentioned programs.

Hariharan and Ramabrahman (1999) made an attempt to study the correlation between the evaluation made by self, peer and experts as one's teaching skills at the Academic Staff College, Hyderabad. 35 teachers with teaching experience ranging from a few months to eight years, who came to attend Orientation Courses in the said institution formed the sample.

Each teacher was asked to choose any topic of his interest and teach the same in a classroom comprising their trainee colleagues. The time given was 30 minutes. They were informed that the teaching would be assessed on the criteria of method of teaching and not the content load.

It was found that barring a negligible few, the qualitative analysis of self and peer followed the same direction while the expert feedback supplemented the same with a few more additional observations. When it came to quantitative assessment, there was an absolute lack of correlation between the three sources.

3.5 STUDIES ON STAFF DEVELOPMENT

A regional workshop on Academic Staff Development was held in Australia from 5th to 16th November, 1984 the report of which addresses the vexed issue of academic staff development. Chapter one gives some attention to trends and issues in academic staff development and to evaluating the current status of academic...
staff development in general. Chapter two provides a brief synopsis of provisions made in countries represented at the workshop. Chapter three deals with separate but related aspects namely 1. the case in favour, 2. alternative models and some techniques. Chapter four attempts to achieve a measure of closure in the matters raised in the preceding chapters.

Staff development is a concept which has grown in interest in the last few years in all sections of education. The theoretical and experimental literature on the topic "Educational Staff Development" is examined and a comprehensive review of the subject provided. It explores various models of staff development - formal courses, financial incentives for instructional innovations, apprenticeship schemes and institutional rewards schemes. It shows the deficiencies of each of these models and suggests a new model that treats the teacher as a learner. The core of the model is the availability of counselling services to help professional identify areas of learning difficulty, to search for improvement strategies, and to offer personal backup for individual professional development. The model is described and case studies are cited as evidence that it can be applied successfully in higher education.

The report on "Inside Staff Development" is based on a three-year investigation into the professional development needs of staff in further education in the U.K. and how they can be met more effectively. After the introductory chapter, chapter II describes the content of staff development policy documents and identifies some of their philosophical viewpoints. Useful examples of two such documents are appended to this chapter. The following chapter explores decision making structures within which such documents operate and again provides small actual examples of the terms of reference of staff development committees. Means of assessing staff needs is then discussed with similar extensive practical examples of the issue under discussion. The role of professional tutors within the institution, induction procedures, post experience training, teacher exchange schemes, curriculum development, administration and management are then discussed in turn. The widespread use of examplary material to illustrate
practical outcomes of what is being described is an essential feature of the report. Finally it identifies 39 recommendations at the levels of the institutions and the local authority level, that between them cover a full range of development activities. Overall, the point is made that staff development needs are now greater than ever has. Old skills are required to be continuously adapted in the light of new curriculum development.

Another study "On policy issues concerning staff development" suggests that as yet there is no consensus on what constitutes the ideal scheme of staff development. Many countries and education authorities still lack a coherent policy: some have adopted a basic competency model and some a professional staff development model: every system, however, has its weak and its outstanding teachers and a comprehensive staff development policy must meet the needs of both. Here it is maintained that any staff development policy must address the task of ensuring a minimum level of competency among teachers. This is not, however, to be considered sufficient, because it does not attend to the needs of the majority of the profession for most of their careers.

The study on "Staff and faculty development in South East Asian Universities" examines the practices and recommends for more efficient means of achieving faculty development in the light of social and economic change. Case studies of Malaysia, Indonesia, Singapore and Thailand are discussed.

A participant observational study on staff development within the languages department of North Manchester College was made. An account events before and during the project was taken. Chapter 2 looks at the background to the proposal, suggesting that prolonged uncertainty in the environment had affected staff moral and considering how previous events and initiatives had pointed to new possibilities for the inservice training sessions. Chapter 3 traces the stages of the project between June and December 1982 through formulation and negotiation, reassessment and reformulation, development and continuation. Chapter 4 concludes.
review the theoretical issues raised by the project. Chapter 8 suggests for strategies for staff development programme in a College, outlining the opportunities and responsibilities of staff at different levels. This is linked in chapter 9. To an account of how these conclusions were reached.

Higher education institutions throughout the Western world are under challenge. They work in a variety of academic and social contexts and the book named "Staff Development in Higher Education: An international Review and Bibliography" reflects their diversity, so that the reader may explore the concepts and practices of staff development in different countries namely Australia, Britain, Canada, Denmark, East and West Germany, India, Netherland, New Zealand, Sweden, Switzerland and the United States. Each chapter is a self contained and up-to-date review of staff development in higher education in the country concerned.

The book on "staff training and development for the new youth programmes" focusses on what the author Dr. Plunkett believes to be one of the most important ingredients of educational quality, viz, staff training and development. Paying particular attention to the development of youth programmes in Western Europe, the author argues that they can no longer be regarded as a transitory device which will disappear at the first upturn in the labour market. Attention therefore needs to be focussed on the quality of such programmes and little progress will be achieved unless appropriate policies to improve the quality of staff are taken. Plunkett outlines how European countries approach the issue of staff quality in youth programmes, discussing both the achievements and shortcomings. Part of the book is devoted to development of staff training.

The volume on "Student Achievement through Staff Development" describes the development of a comprehensive system for the support of educational personnel. This system provides services to teachers and administrators at the individual level. The text includes discussions and review of the research underlying the claim that staff development be selective from the array of options that promote...
increases in student learning and procedures for programmes designed to develop high levels of skill and the ability to transfer knowledge and skill to the classroom. Other topics addressed include evaluation of staff development programme, stages of growth of personnel and initial preparation of teachers.

The contributions to the volume named "Teacher renewal: Professional issues, personal choices" address issues of teaching improvement and professional development from the perspectives of the teachers themselves. The empowerment and renewal of teachers is the key to school improvement, too often, technical solutions are offered that bypass the key role of teachers in education reform. The book is divided into four parts: the teacher and teaching as a vocation; the teacher and public policy issues; the teacher and the curriculum; and the teacher's personal choice.

In the article entitled "Adult life phases; Blueprint for Staff Development" Duncan and Mc Combs (1982) identify five life phases related to one's career:

i. Entering to the community college (early 20s to 27-29)

ii. Transition (late 20s, early 30s)

iii. Setting down (early 30s to 42)

iv. Transition (early 40s)

v. Restablization (around 45).

For each phase, they list characteristics of the life phase and possible organizational responses which might be useful to both the individual and the institution. Organizational responses include both content and strategies/incentives.

In the article entitled "Are they in roses; teachers and staff development" Bruce Mcpherson said that staff development programmes need to account for the low image of teachers and to plan ways in which teachers can develop personal and professional meaning from their work. While staff development deals mainly
with methods and techniques, unless these are linked to larger educational ends, teachers are left trapped in their roles as technicians while their existential being is screened out of their work. Staff development should involve teachers in setting goals, improving conditions of teaching and learning, and gleaning personal and professional meaning from their work as teachers.

A study was made on "changes in teachers behaviour and perceptions of self and students after training in Carkhuff's programme development". An answer to the question whether training that results in changed teacher behaviour and improved student outcomes is accompanied by related changes in teacher perceptions of self or others is sought. The study is focussed on the content of written responses to open ended instructions administered before and after a training intervention. The intervention was training in Carkhuff's programme development skills (1983). Results indicate that teachers shifted from judgemental to informational statements and from negative to positive statements about students and increased the number and positiveness of their statements, following the training. It is concluded that, after training, the teachers perceived self as more adequate, perceived changes resulting from application of skill as satisfying, perceived students more positively and were freer to discuss and evaluate their own performances.

In the article "Faculty Development : Planning for individual and institutional renewal "Wurster, Stephen H.; McCartney, Jesse F (1980) said that many faculty members fill a "crisis in self esteem" that the university must meet. Private Universities have been in the forefront in this regard, but some State Universities have established improved faculty development programs. One of these was Ball State Universities. Ball States plan included:

i) Appointment of a Dean for academic planning and faculty development.

ii) Selection of a faculty development Task Force.
iii) Participation in the project on Institutional Renewal through improvement of teaching (PIRIT)

iv) Establishment of an office of Instructional Development

The focus of the plan was faculty involvement. The offshoot of all these activities was to make faculty members feel more as part of the institution, to be better in their work, to be better prepared, and ultimately improve the university.

In the article entitled "Cooperative approaches to faculty development," Comrad and Hammond (1982) have recommended three ways by which faculty can update and/or enhance teaching skills:

i) Cooperative arrangements with business and industry, whereby faculty in fast changing technical fields would work in that area for periods of four weeks to a year.

ii) Paired arrangements with faculty of a nearby community college, whereby participants could share areas of mutual interest and

iii) Paired arrangements between faculty, whereby part-time faculty could work with master full-time faculty to learn about the college and the teaching progress.

Faculty development of Schools, Colleges and Departments of education should address the special needs of teacher education and reflect current knowledge of adult and career development. The article entitled "Faculty Development in Teacher Education: An agenda" (1986) proposes six priorities for faculty development that can strengthen the role of teacher education within the academy while developing the vitality of the education faculty individually and collectively.

The paper on "Faculty development via field progress for middle aged, disillusioned faculty" (1986) reviews reasons that traditional faculty development programs have neglected middle age, disillusioned faculty- (colleagues who are chronically depressed or angry about their jobs, who are inactive and unenthusiastic as teachers).
and researchers, and whose campus participation is passive at best. Thus, 84 of the 45 middle aged, disillusioned faculty involved in program with their chairs acting as field-based developers, have shown significant progress in the preliminary stages of reestablishing communication and departmental activity, and have renegotiated for more meaningful roles as teachers, scholars, and colleagues, and 47 have earned public rewards for meeting the goals set in the recontract.

Ramabrahman attempted for taking an honest and critical overview of the achievements of Academic Staff Colleges established in 1987 under the Academic Staff College scheme launched in 1986 — both in terms of quantitative and qualitative statistics. It has been realised that the UGC's efforts to meet the challenge of quality through staff training programme for 3 lakhs (0.3 million) teachers training 6.4 million students in the country is running into rough tracts with the goal of quality being bypassed by need of career advancement.

While launching the 48 Academic Staff Colleges, the UGC envisaged that the Academic Staff Colleges would reach the target of training about 2.75 lakh lecturers in Orientation and Refresher Courses in a period of 5 years that is by 1992. The author observed that by the end of 7th plan, the number of teachers covered under Orientation and Refresher Courses was only 41,970. By 8th plan, the number of teachers trained rose to 76,500. Further, in the 9th Plan, 1,17,945 teachers are expected to be trained. Data suggests that the framed target to cover 2.75 lakh teachers in five years was rather overambitious.

It has been mentioned that the original proposal of covering 2.75 lakh teachers in five years has been for an eight-week training. The original plan also envisaged that teachers trained in an Academic Staff College for the first phase with four week training would return to the same Academic Staff College for the second phase. Here, they are expected to come with the feedback after applying the trained skills in classroom.
3.6 STUDIES ON ACADEMIC STAFF COLLEGE PROGRAMMES

With the change in the objectives of higher education, responsibilities of the functionaries of teachers have subsequently been changed. It is said that in order to organise and systematise the profession of teaching at this stage, it is not enough to allow the young teachers to be left to themselves and develop their own ways of effective teaching.

Chalam (1987) suggested that the Academic Staff Orientation Scheme should have concentrated more on socially relevant and productively useful syllabus for curriculum to save the system from decay. He further suggested that the Staff Orientation Programmes should be administered in three phases so that the participant could try out the skills in his own institution and report to the training institution his experience.

Joshi (1987) pointed out the need for acceptance of the norm of successful participation in Academic Staff Orientation Course as the criterion for confirmation of the newly appointed lecturers.

Singh (1987) pointed out the importance of having desirable teacher training for successful administration of Academic Staff Orientation Programmes.

Passi and Sahoo (1988) conducted a study on a programme conducted at the Academic Staff College of Devi Ahilya University, Indore. The programme had 60 participants covering 22 subjects. There were 32 Resource Persons. The participants favoured short presentation followed by discussion, small group discussions and use of modern gadgets. They reported that the cyclostyled materials and handouts were not utilised by most of the participants. The research suggestion was for limiting the maximum number of participants in a programme to 30. They remarked that cultural programmes and two get togethers helped sustaining the interest of the participants in the programme.
Dhar and Singh (1990) in the book entitled "Academic Staff Colleges - developing concept" have said that the philosophy, purposes and directions of Academic Staff Colleges must be understood by University teachers working on both sides of the table — standing as Resource Persons or sitting as participants. It has been envisaged that through professional and career development teachers can fulfill their role and responsibility within the educational system.

Both Dhar and Singh conducted a study on Academic Staff Colleges established under Benaras Hindu University which showed that even though most of the participants without knowing the utility of the programme, participated with lukewarm zeal, it helped the bright ones in receiving reinforcement and furthering their insights. Intellectuals visualise new horizons in their own and allied disciplines. Dormant spirits were enkidled and sparked.

Pandey (1990) discussed about success of Academic Staff College of Benaras Hindu University. It brought the four institutions of Varanasi closure and enlarged the knowledge and skills of the teachers.

Srinivasan (1990) pointed out the necessity of follow up programmes for participants of Orientation and Refresher Courses of the Academic Staff College. The responsibility for follow up could be given to the Colleges of Education.

Despande and Jantli (1991) found that participants of Academic Staff Colleges displayed a significantly more positive attitude towards teaching.

Passi and Pal (1991a) conducted a study on the relevance of the Academic Staff Colleges" curricula. The topics not found useful by majority of the participants were youth and indiscipline, multi-lingualism, value based education, library, methods of evaluation, how to run a club and University management. Topics found useful were egalitarian society, philosophy of higher education, methods of teaching etc. They suggested inclusion of topics such as classroom control, psychological tests etc.
Indiresen (1991) pointed out various drawbacks in functioning of Academic Staff Colleges. The group of participants was heterogenous. There was much variation in needs and aspirations of the members of the group. The Principals did not take the Academic Staff College Programmes seriously. She argued against making these programmes compulsory. She suggested need to make these programmes attractive for encouraging voluntary participation.

Ramabrahman (1991) reported defects in the evaluation proforma used by participants. It did not have space for mentioning causes of various reactions. The Refresher Course should be related to the course content being taught to the participants. UGC Committee (1991) reviewed the functioning of Academic Staff Colleges and suggested continuation of the scheme. The Committee suggested that steps should be taken for

a. Short term and long term planning for Academic Staff Colleges.
b. Coordination of innovative materials developed by various Academic Staff Colleges.
c. Monitoring and feedback mechanism
d. Networking of Academic Staff Colleges.
e. Establishment of a consortium Academic Staff Colleges with NPEL.

The Committee recommended discontinuance of three ASCs, review of working of 25 specified ASCs after a year and continuance of 20 ASCs.

Passi and Rajendra (1992) said that availability of qualified Resource Persons is regarded as essential for effective functioning of an Academic Staff College. Both Passi and Pal made an attempt to examine the perception of participants of the Resource Persons commissioned for Academic Staff Colleges.
The Institute of Education (IOE) Indore had organised Oriental Programmes for College and University teachers under the scheme of Academic Staff Orientation. Among the programmes one was attended by 62 college teachers. The duration of this course was of four weeks. The courses covered three curriculum components viz component A, component B and component C. Component C i.e. Subject upgradation was not included in the programme.

The data were analysed by applying chi-square test to study the opinion of the participants.

The researchers observed that those Resource Persons who used simple language for their presentation, created informal environment, encouraged discussions, distributed handouts, respected the participants in their class, were punctual in time, linked the topic in their day-to-day teaching etc. proved to be more effective.

Rehman and Biswal (1992) made an analysis over the participants' evaluation on the programmes of Academic Staff Colleges. The analysis was made on the basis of comparable information for only 12 Academic Staff Colleges covering 1372 participants of Orientation Programmes out of the total number of orientee participants during the year 1990-91.

85% of the total 336 respondents assessed the level of the programmes conducted by the Academic Staff College as adequate, 12% as less adequate and rest 3% as not at all adequate.

43% of the total 1350 participants rated Resource Persons as very competent, 52% as competent and 5% as not so competent.

Out of 1309 respondents 28% rated duration as "too long", 67% as "just alright" whereas 5% as "too short"
Positive responses in various aspects of the programme by a large portion of participants was an indicative of the success of the programme.

Kapur (1992) found that the undergraduate teachers were interested more in listening to senior Professors in their subjects rather than advanced or research topics, of which they see no immediate relevance for themselves.

After directing 40 summer schools and giving lectures in about 100 meetings, Kapur found most successful Refresher Courses/Summer schools as:

i) Those in which the participants paid all the expenses themselves

ii) Those in which the participants had to teach the new topics taught in the Summer School in the immediate future.

iii) Those in which the participants were completely involved.

He said that there should be close co-ordination between Academic Staff College running Refresher Courses and Board of Studies framing curriculum. Besides suggestions were made on introducing student reaction surveys of teachers in Colleges and Universities, on measuring success of teaching by observing the quality of output of graduates.

Joseph (1993) analysed the functioning of Academic Staff Colleges vis-a-vis the course conducted by them and found that while in Orientation Course 50% of the time is to be spent on awareness of linkages between society, environment, education, Indian educational system and pedagogy, management and personal development, 50% of the time is meant for subject upgradation. In the Refresher Course 50% of the time is to be spent on teaching technologies and strategies and 50% of the time on subject upgradation.

He made proposal for the introduction of "Teacher Development Course" which will focus attention on teaching as a subject in the classroom which entails both knowledge of the subject, techniques for transfer of knowledge etc.
interactional strategies. It is said that during the course itself, the teacher can be familiarised to adapting the new techniques and to the extent possible, some of the difficulties faced by them could be solved through advice from the experts and discussions among peers. This can be an informal beginning of the follow-up work very much needed for the success of any training programme.

Mehrotra (1993) conducted a study on the basis of a number of statistical studies such as discoveries/papers published annually where he observed that in every discipline knowledge is doubling exponentially and this doubling period has been estimated to be as short as less than 5 years for fastly developing fields like Bio-Chemistry and Bio-technology and about 10-11 years for disciplines like Mathematics.

Mehrotra assumed that in 1950 a teacher was expected to have command over 1 unit of knowledge, his counterpart would have been expected to possess 16 units of knowledge in 1990. The total knowledge is expected to become 25 units in 2000 A.D. The knowledge during the Academic 1990-2000 would increase at the average rate of 1.6 units. That is, a teacher to remain updated in his discipline, will have to learn annually 1.6 times the total amount of knowledge which he himself or his counterpart was supposed to have mastered in 1950.

Accordingly Refresher courses should focus upon exposure to new materials, better ways of disseminating the existing and new knowledge, mutual evaluation of both the participants and resource personnel, encouragement of teachers for participation in seminars, symposia and conferences etc.

Sethumadhava Rao (1993) presented the scenario of higher education system in India and paid stress on the transformation of the value system. He said that microteaching and group dynamic sessions should be introduced for the Orientation Courses. Besides an objective yardstick be used while finalising the micro detailed plan of the Refresher Courses.
The Principals of the colleges should be informed by the Course Director regarding the grades secured by the participants of the College.

Kasinath and Patted (1995) said that college teachers to be effective in their classrooms need professional training. They prepared a model for the purpose that is based on the analysis of Professional preparation courses instituted in the Indian and Western Universities.

Suggested model is named as Diploma in College Teaching (DCT). Duration of the course was decided as one year consisting of two semesters devoting the first semester to the study of theoretical aspects and the second to practical aspects with 20 weeks duration each.

The model attempted to incorporate the modern trends like semester system, interdisciplinary approach, continuous internal assessment, giving equal weightage to external and internal assessment and to different aspects of a course, lengthening the duration of the course.

Singh (1997) observed that the system of self evaluation and routine monitoring has made the teachers realise that the fruit of this evaluation is professional development and self empowerment.

He said that ad hoc nature of the institution of Academic Staff Collegs should be done away with. It must be accorded a permanent place in the University higher education system. Coordinators and Resource Persons should be given orientation about the interactive techniques of teaching. The Principal of Colleges have to be convinced about the usefulness of such programmes.

Patil (1995) tried to evaluate the performances of Academic Staff Colleges on

i) Attainment (for the objectives) of the Scheme of Academic Staff Colleges formulated by UGC.
ii) Achievements of the Academic Staff Colleges.

iii) Constraints over the conduct of Academic Programmes.

On attainment of the Academic Staff Orientation Scheme (ABSOS), Patil suggested that UGC should deal with various State Governments so that financial liability of the positions of Academic Staff Colleges can be taken over by the State Governments as soon as the UGC Scheme is over.

On achievement of Academic Staff Colleges he found that till March 2011 more than 967 Orientation courses and 1595 Refresher courses with 27675 and 43710 participants respectively were held. Participants evaluated the courses as effective, relevant and useful to the academic development of teacher participants. He further said that the scheme of the Academic Staff College have been appreciated and very well received by University and College teachers. Unfortunately, the Scheme has been unnecessarily tagged with the revised pay scales and therefore, in majority of the cases, the State Governments have made the participation of University/College teachers in the Refresher courses/Orientation programmes mandatory. In spite of this, a large number of college and University teachers responded very well to this Scheme and voluntarily participated in the courses organised by various Academic Staff College.

Patil found that the inadequacy of physical facility has hampered a lot the functioning of the Academic Staff Colleges and as a result the colleges are not in a position to offer the required number of Refresher courses and Orientation programmes expected by the UGC.

In many of the Academic Staff Colleges, the University Professors have been asked to hold additional charge of the Director of the Colleges with honorarium per month. Being preoccupied with their normal work they cannot spare the required time for the Academic Staff Colleges and it is likely that this could be one of the reason for the deterioration of the quality of academic programmes of the Academic Staff Colleges.
Rastogi (1998) has said that Universities play a central role in the development of the nation, as such special attention is to be given on preparation, training and upgradation of the University Staff — both academic and administrative.

Academic Staff Development is considered as a process or intervention to bring about qualitative changes in the faculty to facilitate and improve professional competence of individual faculty members in fulfilling their various obligations to achieve the goals and objectives of their institutions.

The higher education teachers should at least keep themselves aware of the advances and research in their own subjects.

Based on the interaction and actual experiences of the teacher participants, Advant (1998) opined that the entire scheme should be reviewed. The Refresher courses are supposed to refresh the knowledge of a teacher participant. The programme of Refresher courses for undergraduate and postgraduate teachers should be separate. Feedback and appraisal from participants is necessary to be taken.

The Refresher course activity be a planned educational activity. The course should have well defined objectives. Objectives should be designed in such a way that after completion of these courses, the teacher is benefitted by way of additional knowledge by acquiring new skills, and wish a new vision leading to effective presentation of the subject.

Vijayakumar (1998) has found that only a limited number of participants show keen interest in the Orientation and Refresher courses. Most of them attend the courses because of compulsion for obvious reasons. When teachers go for Refresher courses having 22 days duration, the regular work in colleges is affected. Vijayakumar suggested that participants should be selected based on interest in the area as evidenced by research work or teaching. The whole programme should be fully residential and the duration of the programme may be limited to seven days. Participants should be rated based on classroom participation, involvement etc.
Pethe (1998) focussed on Refresher courses in social sciences specially Economics and tried to identify diverse problems for which remedial measures were suggested.

From the macro perspective, most college teachers do not like the duration of the Refresher courses that implies three and a half weeks away from the college teaching. It is said that the course should be of around seven to ten days and in any case not more than two weeks.

The themes were found to be too broad, that makes the life of the coordinator easy.

It is felt that importance should be given on participant homogeneity. The system giving lectures on one's own research work should be covered up by discussing pedagogic issues related to specific and relevant syllabi content.

It is hoped that intellectual and devoted teachers would be able to significantly change the academic and social environment in the colleges, for the benefit of students, for their own benefit and for the benefit of the society. Academic Staff Colleges have a great responsibility in this matter.

Dutta (2000) expresses satisfaction over the functions of the Academic Staff Colleges, most of the colleges are able to achieve the objectives of Academic Staff Orientation Scheme.

A review on 15 aspects of Orientation Programmes conducted by Sharma (2000) from 1988 to 1992 on 1842 teachers reveal positive responses from the teacher participants indicating the success of the programme.

He has highly appreciated the Staff Development Programme initiated under the scheme of ASCs as a very important input for the development of excellence and relevance in the system.

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