CHAPTER I

INTRODUCTION
Chapter - 1

INTRODUCTION

1. Expansion of College Education in Post-Independent India

The college is one of the social institutions which we have inherited from our erstwhile imperial rulers. It constitutes the major segment of our university system.

In 1947-48 there were 19 universities, 636 colleges with total enrolment of 2,38,000 students (73:2-3). As against an enrolment of 21 lakhs students in 86 universities, 9 institutions deemed to be universities and 3900 colleges in the year 1971-72, there were 30 lakhs students enrolled in 1981-82 in as many as 118 universities, 13 institutions deemed to be universities and 4900 colleges (91:1).

Since independence it comes nearly a six-fold rise in the number of universities, eight-fold rise in the number of colleges and about twelve-fold increase in the number of students.

Thus it is seen that there has been unprecedented expansion of graduate and post-graduate education in India in the years following the attainment of independence.
2. New Role of University Education in Post-Independent India

The college forms the bulwark of our university/higher education, constituting the most important and vital segment of our affiliating university system. The usefulness of the college stems from the fact that all the avenues of higher achievement in most of the important fields of education like science, commerce, the arts, law, agriculture, engineering and medicine, are rooted through the college. It has also served as a springboard to generations of our eminent (not-so-eminent) men in civil services, politics, economics, journalism, and the sciences.

Based on the recommendations of the two Education Commissions (1947-48 and 1964-66), priority is given to higher education for the tasks of national reconstruction and cultural resurgence. This reflects the educational policy and concern of the central government for the improvement of university education and supply of manpower in the years following the attainment of independence.

In view of the fact that the independent India decided to be a Sovereign Socialist Secular Democratic Republic and to secure justice, liberty, equality and fraternity to all its citizens, a shift in emphasis regarding the role of university education is quite visible in the post-independent India.
In broad terms, the functions of universities in the new Indian context, are said to be the following -

i. To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs;

ii. To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral intellectual values;

iii. To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose;

iv. To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education;

v. To foster in the teachers and students, and through them in society gradually, the attitudes and values needed for developing the 'good life' in individuals and society (107:274-275).

3. Attempts to Vitalise College Education in India

The University Grants Commission which is responsible for the maintenance and development of standards in higher education in India, has launched a number of programmes to vitalise and improve college education in India.
Restructuring the Courses

The University Grants Commission has formulated certain guidelines for restructuring of courses at the pre- and post-graduate levels. The guidelines visualize reorientation of the existing courses to the needs of the region or community and the introduction of some relevant applied disciplines related to the basic subjects covered by the course. The applied subjects to be introduced develop appropriate skill and competence so that the students could apply theoretical knowledge to the problems of the region through field work and project and extension work.

Some of the new courses introduced in certain universities in the light of the University Grants Commission guidelines are listed below -

1. Post-Graduate Diploma in
   a. Population Education, Human Resources Development in Industry, Transportation Accountancy and Tourism (University of Madras),
   b. Personnel Management and Labour Welfare (Himachal Pradesh University, Simla and Kurukshetra University, Kurukshetra),
   c. Public Administration (University of Gorakhpur, Gorakhpur),
d. Social Work (Labour Welfare) (University of Calcutta, Calcutta), and

e. Adult Education (Sri Venkateshwar University, Tirupati).

ii. B.A. in Rural Services (Gandhigram Rural Institute, Gandhigram).

iii. Master of Arts in

   a. Social Work (Tata Institute of Social Sciences, Bombay), and

   b. Continuing Education (University of Madras, Madras).

iv. Master of Science in Agriculture, Chemistry and Agriculture Economics (Institute of Social Sciences, Agra).

v. Different papers at the degree and post-degree level

   a. Rural Development and Environmental Science as optional subjects at the degree level (Bangalore University, Bangalore), and

   b. Agricultural Economics and Industrial Economics at the post-graduate degree level (Karnatak University, Dharwad).
Examination System

"The University Grants Commission is overhauling the present examination system. The new system has three basic components: gradual replacement of external examination by internal assessment based on continuous sessional evaluation, creation of a network of question banks, and adoption of a grading system in place of the prevailing marking system.

In accordance with an action plan drawn up by University Grants Commission 41 universities, 15 agricultural and technological universities and seven institutions deemed to be universities have already adopted continuous sessional evaluation at various levels. Some of them have done so on an experimental basis. An implementation committee has been formed consisting of educational experts from various universities to review the progress, in implementing these examination reforms" (1114).

"The University Grants Commission has also asked all universities to implement a minimum programme of examination reforms by April 1984" (1141).

Faculty Improvement Programme

The University Grants Commission (1091273-277) has been attaching great importance to Faculty Improvement by providing opportunities to teachers keep abreast of modern developments in their fields of study and research and to exchange ideas.
with experts in similar or related fields. One of the major functions of the University Grants Commission pertains to the raising and maintenance of standards in higher education and the focal point in the improvement of standards centers round augmenting the professional competence of the teachers in colleges, to make them better equipped to initiate and carry out high quality instructional programme. With that objective in view, the University Grants Commission has launched the following programmes for raising the professional competence of teachers in the colleges:

1. University Leadership Projects

The University Leadership Project is aimed to make a distinct contribution towards improvement of the professional competence of the teachers in the colleges and to make available to them the necessary curriculum (curriculum reform reflected in the syllabus and in examination reform) and other material required for better teaching and to establish a meaningful channel of communication between the university and college teachers.

College Science Improvement Programme (COSIP) and College Humanities and Social Sciences Improvement Programme (CHSICIP) are the two important programmes initiated by the University Grants Commission in 1970-71 and 1974-75 respectively under the leadership project.
ii. Refresher Courses or Short-term Institutes
(University or State based) of about six weeks’
duration each, during summer or other vacations.

These courses or institutes are directed towards
improvement of curricula, teaching methods and examination
reforms proposed to be introduced by the universities.

iii. Refresher Course or Institutes through
Correspondence method in major subjects,
statewise, with provision for two weeks’
contact classes for laboratory or other
allied work.

The programme is intended mainly for the undergraduate
college teachers for raising their qualifications and to
give them the subject-matter competence through correspondence
course so as to enable them to become better teachers familiar
with new subject material and the latest methods of teaching.

The programme envisages a one-year course through correspondence
covered in eight semesters and one independent project. Besides
the provision of courses through correspondence, over one
academic year, the participating teachers may be required to
have about 2-4 weeks’ contact classes and laboratory work in
the form of a short-term institute to be organised by each of
the participating departments of the universities in the State
for the benefit of the teachers coming from the colleges
affiliated to that particular university.
iv. All-India Advanced Level Institutes in specialised topics or subject of about six weeks' duration

The all-India advanced level institutes would enable teachers from universities/colleges from different regions to avail of the opportunities for getting acquainted with the latest developments in the subjects concerned through lectures, seminars, discussions and possibly through project work.

v. English Language Teaching Institutes on All-India Level, of six weeks' duration

These institutes are organised for the benefit of teachers of English in the degree colleges.

vi. Teacher Fellowships

Teacher fellowships are specifically meant to provide opportunities for teachers to work towards either an M.Phil. or M.Litt. or a Ph.D. degree and as such, may be of two types -

a. short term fellowship of one year's duration; and

b. long term fellowship of a duration not exceeding three years.

vii. National Associateship

According to this programme teachers from affiliated colleges or university departments may be selected for a single
visit during a year to work in any one of the universities or research institutions having specialized facilities connected with their research work over a period of 8-12 weeks.

viii. Seminars, Symposia, Workshops, Conference etc.

These are proposed for enabling academic meetings on an all-India basic or regional basis for specified purposes.

The programmes are intended to bring about all-round improvement in the professional competence of teachers in colleges with the primary objective of raising the standards of teaching at the undergraduate level on modern lines so as to have a direct impact on the improvement of postgraduate teaching and research.

In this context, two more schemes launched by the University Grants Commission deserve a special mention.

a. On the advice of the University Grants Commission, many universities have set up 'college development councils' with the objective of carrying out surveys of the development needs of the colleges with the district as a unit of the study. These surveys help the University Grants Commission to attend to the development needs of the colleges in a phased programme.
b. "A national programme of education for university students will be launched by Doordarshan from November 1, 1983 with the help of INSAT-1B. The programme will cover all the 5,000 colleges in various universities in the country during the next two years. The programme being experimented for the first time in India is aimed at assisting the students with the help of material and is not being intentionally linked with any curriculum. It would cover subjects like inflation, balance of payment in economics and similar general topics in other subjects. Some of these programmes might be on the 'classroom pattern' (1121).

In this way University Grants Commission and other organisations are investing crores of rupees to worthwhile schemes to vitalize and improve college education in India.

4. Need of Professional Preparation for College Teachers

Teacher occupies the position of focal importance in the educative process. Good curriculum and syllabi, excellent instructional materials and physical facilities and allied expenditure are all of no avail if the teachers of right type are not secured. As such, selection of the right type of candidates to the teaching profession and their professional preparation should be a matter of prime importance for the qualitative improvement of education.
The significance of formal professional preparation of primary and secondary school teachers has been well recognised in India since long. The first independent institution for the training of primary school teachers was established in 1716 at Tranquebar (42166). The first college for the training of secondary school teachers was established in Madras in 1856 (241273). Today there are about 2,500 institutions for the professional training and education of primary school teachers and about 450 for the secondary school teachers in the country. Attempts are also being made in the country to vitalise these professional courses since it has been realised that improvement of teacher education brings about overall improvement of education. Many in-service short term training courses are also being organised in the country to apprise the teachers with the latest developments in education.

Although a six-weeks' summer course in education was organized in the University Teachers' College, Nycora for college lecturers for the first time in 1951, it is really very strange that the significance of professional preparation of college teachers was not recognised till recently in India. It was believed that a candidate with first class or second class Master's degree in a subject field can teach that subject effectively in the college. In other words, it was assured that if a candidate holds first or second class Master's degree,
knows the subject of his specialisation, and that the skill to teach it will automatically follow. But, it is a matter of common experience that many first or second class Master's degree holders have not turned out to be successful college teachers. Perhaps this belief held good in old days when candidates with keen academic interest, strong scholastic temperament, genuine interest in the teaching profession and research aptitude alone chose the teaching profession. But today a majority of our college teachers are of moderate quality and a large number of them join the profession somewhat unwillingly and many times as a last resort.

It is argued by some that teachers are born and not made. It is true that born teachers who can dispense with training do exist. But they are very few in number. It is also true that a college teacher with deep insight in his subject field may be quite effective and may win the confidence and love of his students by his scholarship and dedication to the profession. But how many of our present day college teachers belong to these categories of highly gifted and academically inspired teachers?

The college teacher today is confronted with pedagogical and psychological problems viz. teaching of large classes, reliable evaluation of student performance, student indiscipline and frustration etc. Majority of teachers are also finding it
difficult to keep in touch with the ever growing frontiers of their subjects of specialization.

Furthermore, every teacher has to select a set of methods or techniques which enable him to achieve the objectives towards which his teaching is directed. In this connection Robbins Report states "... While emphasizing that there is no betrayal of values when institutions of higher education teach what will be of some practical use, we must postulate that what is taught should be taught in such a way as to promote the general powers of the mind" (105:Para 26). Similarly Halsey Report states, "... it is not the latent developments or the acquisition of a corpus of knowledge that are most valuable. It is the development of a mind and its training in method and attack that are important" (106:Para 52).

The Indian Education Commission, 1964-66, has emphasized "a change in the character of teaching, to discourage cramming drastically and to stimulate curiosity, problem-solving and originality" (107:266-267). These statements suggest that the purpose of higher education is to develop certain habits of mind and thought and that formal information should be taught in such a way that it does not lie inert but synthesized and made part of student's mental abilities.

In this context it is being felt that college teacher should undergo professional training and education before he
enters the teaching profession and should participate in short term courses regularly once in three or five years by way of in-service education.

The Education Commission of 1964-66 was the first to draw the attention of educational thinkers in India to this problem of vital importance. In this connection, the Commission said:

A lecturer is generally expected to take on his full load of teaching work and sometimes even more from the first day of his appointment. He generally receives no initiation into his duties and no orientation to his profession. He is given no time for adaptation and no chance to watch the good senior teachers taking their classes. He had no prescribed opportunity to study the syllabus, plan lectures, consult the head of his department or other senior colleagues about them, or to study the techniques of seminars and tutorial classes. He even lacks at times the knowledge of the mechanics of his profession and does not know how to set question papers or to mark answer books. In this atmosphere of almost total neglect, the new teacher is too often content to copy mechanically the methods and procedures adopted by his own teachers and inflict them on his students. Thus, by and large, the dull pointless tradition of 'giving lectures' and dictating notes has passed on from generation to generation. The incalculable loss involved in this unimaginative approach can and should be avoided.

..... For them some suitable form of training and orientation is essential, not only to overcome their initial 'teaching' troubles and to create a sense of confidence, but also to give them a reasonable understanding of educational objectives and purposes, the raison d'être and place of their special subject in the curriculum, of new methods and techniques of teaching and learning and a
knowledge of psychology on which good teaching should be based. No question of amour propre should be involved. In most highly skilled professions—and education is certainly one—training is regarded as an essential qualification (107:85-86).

Vice-Chancellors Conference (108:13) convened by the Union Ministry of Education and Youth Services and University Grants Commission, New Delhi held in April 1969 made following recommendation relating to college teacher education—"Universities may organise suitable courses for college/ university teachers for imparting training in the relevant aspects of educational psychology, philosophy, and sociology of education, evaluation techniques, public relations and the organisation of teaching in the subject concerned."

Joshi (56:9-10) has pointed out "Unfortunately, many teachers in our universities and colleges have not developed the intellectual capacity to see beyond what seems to be the obvious ————. The teacher must have a genuine enthusiasm to communicate to his pupils ————. It is high time that every university had a teacher education department with its teachers as its students ————. It will help in developing teachers ability and desire to think seriously, deeply and constantly ————. It cannot be over emphasised that educators must pass the acid test of not
only their own education but also their competence to
educate others at any level of education.

Hathai (70±63) observed that the minimum qualification
required for appointment as lecturers in colleges in India is
not very high. A second class master's degree is all that is
required. It happens that many young people having secured
an appointment (often, alas! by means of some illegal grati-
fication) seem to settle down to a dull routine and do not make
the effort necessary to become teachers of high quality. Many
teachers depend on the notes they made in the past when they
were students and do not read any new books or journals
pertaining to their subjects. It has been found that many
of the teachers in our colleges have no knowledge of new
developments in their fields of study and have no depth of
understanding. Having acquired their own degrees by the method
of memorization of facts all they can do in their turn is to
supply the students with a few 'notes' and prepared answers to
'expected' questions which they can memorize and so a tradition
of poor learning and bad teaching is perpetuated.

On the need of training for college teachers, Education
Correspondent of a leading English daily paper has stated
that - "What is considered a lacuna in higher education is
the non-incidence of a degree in teaching for a college teacher.
This is in contrast to the school scene where a teacher must necessarily possess a degree like B.Ed. With many complexities in college education surfacing in recent times, there is a growing recognition in academic circles of the need for in-service training programmes for college teachers" (110:25).

"College teaching is not an art that could be acquired through the mere possession of a Master's or a higher degree. It is an art that should be acquired by training in various aspects of teacher education such as teacher behaviour, teacher competency, classroom interaction, teaching styles and teaching abilities" (99:8).

In contrast to the practitioners of other professions, the college lecturer is entering the lecture hall without training in the basic skills that he is expected to exercise. It is assumed that mastery of the subject matter of his discipline automatically confers the ability to communicate it effectively to students. It is worthwhile to note that the college teacher is the only professional person who takes up his instructional position without any prior training or examination.

Some of the educationists feel that a short term course is a must for college teachers. The time honoured dictum
"The teacher must know both Latin and John in order to teach" holds good for all times to come and for all those who are involved in teaching.

Atma Ram (5), Chawla (28), Desai (39), Mahajan (68), Jacob (52), McLeish (72), Joshi (35), Jackson David and Jacques David (103), Krishnamurthy (63) and Narasimhiah (113) have also emphasized the need for pre-service and in-service training for college teachers.

5. Professional Preparation of the College Teacher - The Present Trend in India

It has now been recognized that academic excellence acquired by prospective college teachers by way of Master’s degree is not adequate for them to teach college students. It is believed that college teachers cannot be effective unless professional training courses are arranged for them. In other words it is believed that a sound program of professional preparation of college teachers is essential for the qualitative improvement of college education.

Devegowda (41:12-13) the then Principal of University Teachers’ College, Mysore (Karnataka State) organized first time in 1951 a six weeks’ Summer Course in Education for college lecturers drawn from Arts, Science, Commerce, Medical
and Engineering colleges. He was the pioneer who had brought the idea of providing training for college lecturers. This course had also influenced everyone in the field. Since then similar courses have been organised by other universities and the University Grants Commission also.

The Karnataka University, Dharwad conducted a short term professional orientation course in the year 1972. (79:5)

Andhra Pradesh was the first state in the country to have recognised the need for in-service training/orientation for the college teacher, as it started in 1973 a Collegiate Cell in State Council of Educational Research and Training which functions as the academic wing of the Directorate of Higher Education. The two broad aims of the Collegiate Cell in organising in-service programmes are, first, to emphasise teacher improvement and second, through self-evaluation and self-improvement of the teacher, improvement of the classroom situation. Different types of in-service programmes are undertaken (1) induction/orientation programmes for young lecturers of 10 to 12 days' duration, (2) Refresher courses/seminars/workshops for Senior Lecturers of 5 to 14 days' duration, (3) conference for College Principals of 3 days' duration. The emphasis is both on content and methodology, the extent depending upon the type of programme. Importance
is given to the interaction of the participants with the resource persons. The time-table includes lecture-cum-discussion, panel discussions, demonstration lessons, peer teaching, and visits to important scientific, historical, industrial and cultural centres. During the last one decade 920 Junior lecturers, 1350 Senior lecturers, 304 Principals of Junior Colleges and 451 Principals of Degree Colleges, in all 3030 had the benefit of attending different courses.

Department of Education, University of Madras, Madras (110125) organized a short term institute on teaching competency for teachers in arts and science colleges in Southern Universities from 9th to 28th November, 1981 with aid from the University Grants Commission. Twenty-four teachers from the five southern universities attended the 20-day programme. Participants were given exposure to areas like behaviour pattern of adolescent learners, instructional strategies and media, classroom management, educational evaluation, motivating students, improving communication techniques, identifying learner skills, task analysis, and conducting group discussions. After completion of the course one of the participants Mr. Puthukrishnan, Professor and Head of the Geology Department, JCC College, Tuticorin expressed that - "Many college teachers do need training in techniques..."
of teaching and curriculum construction. The institute gave us this. We saw ourselves in the process of teaching in the microteaching sessions through the closed circuit television and this helped in knowing our weak points."

Another participant, Mr. Ravindran, Professor of Politics, Christian College, Kotta Kada (Kerala State) expressed that - "What I liked most in the training is the fact that accountability of teachers was brought out very well. Such sessions as this include a sense of fellowship among teachers from the Southern States." Many participants suggested to have follow-up programmes to enhance teaching competency.

It may be added here that the Calicut University has instituted one year full-time professional course for the prospective and in-service college teachers leading to the M.C.T. (Master of College Teaching) degree. The Bombay University has instituted one year part-time diploma course for teachers working in colleges and university departments. Madras and Madurai Universities have instituted contact-cum-correspondence courses for in-service college teachers. The Ramakrishna Mission Vidyalaya Teachers' College, Coimbatore has also developed a professional diploma course for in-service college teachers. The Kolhapur University has also instituted

* This course has now been closed.
one year full-time professional course for the college teachers leading to Diploma in Higher Education.

6. College Teaching in India - The Present Status

Various methods of teaching have been proposed and are being practised at the college stage. Some of these methods and techniques are - lecture, library, discussion, tutorial, seminar, team teaching, assignment, laboratory teaching, language laboratory, programmed instruction, buzz system etc. But in view of the fact that our college class-rooms by and large consist of 100-150 students and that the educational facilities in our colleges are not that adequate, we have to depend on lecture method for a long time to come. Lecture method is also appropriate when the information is not available in a more convenient and efficient form such as textbook, and also when the information must be integrated from a number of courses.

The lecture is a method of exposition. As used in education, the lecture method refers to the teaching procedure involved in the clarification or explanation to the student of some major idea that has been cast into the form of a question or problem. The technique is, therefore, that of exposition. Exposition, while its purpose is to explain
something, none the less makes extensive use of narration and description. "The lecture" says James Michael Lee "is a pedagogical method whereby the teacher formally delivers a carefully planned expository address on some particular topic or problem" (90:115).

The primary purpose of the lecture is to present salient facts and concepts in an orderly manner and in as brief a time as possible.

The merits of the lecture method are -

i. It presents the material in an orderly, logical fashion so that it can be clearly understood by the students.

ii. It covers a great deal of material in the shortest possible time, thus promoting instructional efficiency.

iii. It ensures that the students will be exposed to a maximum amount of material.

iv. It vitalizes ideas which too often appear cold and impersonal when printed in the pages of books.
v. It provides better opportunity for clarification of and emphasis upon important meanings.

vi. It can be adapted to the abilities, interests, previous knowledge, and needs of the students.

vii. It can be organized in accordance with the principles of educational psychology rather than the logical organization of textbook materials only.

viii. A well-prepared and well-delivered lecture saves the time of the students.

ix. Lecture serves as a pattern of good oral expression, which may tend to counteract careless, incorrect speech of the pupils.

It is true that lectures are fruitful if they are well planned and effectively delivered. The lectures exercise profound influence on the students' minds only when the lecturer is highly learned, skilful and conscientious. The speech should be fluent but the language should be simple and he must be familiar familiar with the judicious use of blackboard and must be prepared to come down to the level of the average student, if necessary.
According to Pans! et al. (76:68-69) lecture method has been discredited because of certain inbuilt limitations. Students do not get sufficient opportunities to ask questions and get their doubts clarified. They cannot contribute for the development of arguments. Every student is supposed to listen at the same rate which may not be suitable to students of varying capabilities. There is no personal and immediate contact between the teacher and the taught. There is a possibility of introducing bias and specific values in the contents by the lecturer. The problem solving skills do not develop among students.

In order to overcome these drawbacks, lectures are generally supplemented by tutorials, seminars etc.

But unfortunately, the lecture method itself has been degenerated into dictation of notes or reproduction of outdated material. The method has failed to provide proper insight into subjects for students curbing their creativity. As a result, these lectures have become unpleasant, uninspiring and even boring. To quote Desai (40:202),

these lectures are stereotyped, bookish, often delivered in a mechanical way without little (any) effort on the part of the lecturer to establish rapport with the students, and they hardly attempt to provide the students an insight into the
subject. Jussawalla (59:11) has also rightly pointed out that such a weekly routine has succeeded in creating in the student mental fatigue, boredom, want of interest in work, and a kind of inertia due to lack of the right kind of stimulation.

In this connection, Srivastava (94:104) has pointed out that like a teacher, politicians and practitioners of law also learn their living through speaking. These people take great care in making the best possible use of their voice. But teachers in general, with secured salaries, do not bother much about it while speaking in a classroom. If self-employed people in law, politics, sales etc. find weakness in the effectiveness of their personality and presentation, they do take steps to improve their speaking – resonance of voice and its modulation with pause, if necessary. They develop better enunciation techniques and are forced to have logical sequencing of points. They also develop skills for pitching the voice for getting good and proper reception. Many business houses teach their salesmen in these abilities. But learning the details of speaking is not done in an organised way by teachers in higher education.

Lecturing requires skills of a wide range of instructional technique for imparting a particular type of
knowledge to a particular group of students of a particular time. Thus an effective lecturer certainly requires more skills and abilities than simply be able to stand in front of the students and talk or read out lecture notes.

7. Improving College Teaching via Microteaching

Spectacular advances in the field of education since the second world war have been mirrored by a rapidly increasing demand for education. At the same time educationists have pointed out importance of teacher training through different techniques. One of the promising programmes for improving college teaching is microteaching.

In the absence of pedagogical preparation courses, in the state of Karnataka, microteaching course seemed to be the most practical solution for the training of college teachers. Furthermore, it was also thought that self-instructional microteaching course might provide opportunity for independent study. There is also possibility of using the course for remedying a particular weak skill. Self-instructional microteaching course forces lecturers to rethink about the work they are doing. The methods and emphasis of the self-instructional microteaching course are very different from those which most lecturers have previously
experienced. Hence, investigator decided to prepare self-instructional microteaching course for college teachers.

It is exactly in this premise that the present educational research is construed keeping in view the Indian conditions.

Since there is excessive reliance on lecture method in Indian colleges, it was decided to prepare self-instructional microteaching course with a view to improve lecturing process of college teachers.