

## CHAPTER I

### INTRODUCTION

#### Introduction

University is a place where teachers and students meet to learn the useful knowledge which has been experimented, tested and analysed through current experiences. Irrespective of time and space, a university propogates eternal truths which are found through reason or faith. University helps to develop a vision of perfected society of future, whether socialistic or democratic in its perpetual search for a Golden Age. Eversince, man has attained maturity, he has been in search of a utopia on the basis of his discovery of new knowledge. Today, the university education controls military, technological and economic potential of any country. University undergoes changes in its scope, functions and organisation within the passage of time. These changes occur in universit<sup>2</sup>ies as is evident from the history of higher education.

### History of Higher Education

The urge for higher learning is natural in human being and he has been in search of universal values, useful knowledge and a vision of a perfected society of future ever since he attained maturity. The search for these higher values has been a age long process and the ancient saints and philosophers of the world were earnestly engaged in solving the intricate questions pertaining to man and universe. They roamed about to deliver the message and sometimes the human beings came to listen to them from far off places. Gradually the seats of the saint and the philosophers were transformed into formal institutions of higher learning.

In India too, thinking in higher realm of religion and philosophy can be traced back to the early history of the Aryans. There were institutions meant for the needs of the advanced students, whose search for truth and knowledge did not cease with the period of formal school life but continued thereafter. Such students wandered through the country in search of literary celebrities and renowned specialists and satisfied their quest for knowledge through mutual discussions or listening to instructions.

The highest stage of education was represented in what were called the Brahmins Sanghas where the more successful students met for the advancement of knowledge by discussing their respective contributions. The Parishads or Assemblies of the Brahmins, learned in the Vedas and the Dharmasutras, probably attracted a number of students desirous of acquiring knowledge like Svetketu in the Chandogya Upanishad. Later there

grew-up well organized centres of learning for the advancement of knowledge of which the most famous was the Taxila. One type of institutions was known as 'Caranars' which were the bigger schools promoting the study of the entire Vedic Literature based on the fellowship of teachers and pupils and at the same time distinguished from the more restricted schools of grammar confined to the study of a particular treatise or branch of learning. There are illustrations of the Agraharas which symbolized a village as an institution. The word 'Agrahara' denotes a village consisting only of Brahman scholars who were assigned its entire revenues for its maintenance. It may, therefore, be compared to a settlement of teachers each of them being engaged in teaching, some students free of charge. They were like modern university towns of Oxford, Cambridge or Banaras, etc., where arrangements were made for the lodging and boarding of students who flocked in hundreds and thousands in ancient India.

Buddhism as a way of life came to be accepted around 600 B.C. The main educational Centres of Buddhism were monasteries or viharas. The Buddhist education was spiritual education and it comprised of secular subjects. The higher education included teaching of religion philosophy and medicine. The Vedas were also studied for acquiring comparative knowledge. Knowledge of Sanskrit was essential for higher education. Pali and other languages were also taught.

Nalanda was a Buddhist Centre of higher learning where students often spent as many as twelve years studying- the Vedas and the Upanishads, the works of Mahayana Buddhism and Jainism, the Systems of Philosophy and Logic. Vikramshila was

another international monastery which was founded by King Dharmपाल in the 8th Century A.D. It was a famous Centre of international learning for more than four centuries.

While some of the Hindu centres of learning, in the East and the South continued their work throughout the middle ages, the Muslim rulers encouraged the establishment of Madrasahs (colleges) at places like Lahore, Delhi, Rampur, Lucknow, Agra, Allahabad, Jaunpur and Ajmer. Most of the important institutions attempted to specialize in one or more branches of knowledge as Rampur did in logic and medicine; Lucknow in theology and Lahore in astronomy and mathematics. Higher education in the Madrasahs can be put under two categories: (a) Secular and (b) Religious. Secular education included in its curriculum subjects like Arabic, grammar, prose, literature, philosophy, law, astrology, arithmetic, history, medicine, agriculture, composition etc. Arabic was the medium of instructions. The religious education included a comprehension and profound study of the Qoran traditions of the prophet Mohammed's Islamic law and sometimes the tenets of the suficreeds.

With the advent of the British rule, the modern system of university education was established. But one fact is obvious from the discussion of the preceding pages that in ancient and medieval times, India had established her traditions of higher learning in the formal institutions. It is evident that the Indian system of higher education was both religious as well as secular. In the field of philosophy, India has excelled and has made definite contribution. Subjects like military science, medicine, astronomy, astrology, mathematics, literature, etc.

were other important areas of study in higher education. New knowledge was added through study and research.

The Britishers also felt the need of doing something for the education of the people. There were people, both the Britishers and the Indians, who advocated the establishment of colleges and the universities on the British model. There was a group of people, led by one of the greatest Indians of the century, Raja Ram Mohan Roy, who formed an association for founding an institution where the Hindus would receive instructions in European languages and science. The Hindu college was founded in 1817, and in 1818 the Bishop of Calcutta opened an institution which was to serve the double purpose of training young Christians as preachers, and of imparting knowledge of English language to Mohamedans and Hindus.

A beginning for the spreading of Western system of higher education was thus made in 1818. The dream to establish a university on the British model was realized in the year 1857, when three universities of Calcutta, Bombay and Madras were founded after the recommendations of the Wood's Despatch of 1854. Each of the three universities had at first the four faculties of Arts, Law, Medicine and Engineering to which a Faculty of Science was added later. With the establishment of those three universities, a demand for more universities was raised by other regions. By 1946-47, the number of the universities in India had gone upto 19 and correspondingly, there was an increase in the number of affiliated colleges also. Before independence, there were 297 Arts and Science Colleges, 199 Intermediate Colleges and 140 Colleges of Professional and Technical Education.

### Higher Education Since Independence

There has been a phenomenal growth of higher education in India since 1947. In the post independence period, two commissions- the University Education Commission (1948-49) and Education Commission (1964-66) surveyed the field of higher education and made far reaching & recommendations for the qualitative improvement of higher education. There has been a rapid expansion of higher education. Today, there are approximately 120 universities and 5000 affiliated colleges in the country. The number includes all post secondary institutions except the Polytechnics, the primary teacher education institutions and others which are not affiliated to universities and do not award degrees. It may be pointed out that there has been a tremendous expansion in agriculture education, medical education, and technical education. Mention must particularly be made of the four regional technical institutions which have been set-up at Kharagpur, Kanpur, Bombay and Madras to impart technological education to graduate, postgraduate and research students.

### Development of Teacher Education

Ancient Time: The history of higher education in India could be traced back from the Vedic times. The aim of ancient education according to Manu, Panini, and Kautilya (Achyuthan, 1974), was an allround development of man. Education was not only for the present life of the people but was also meant for the preparation of life after death.

To achieve these aims and objectives of ancient education, the system was established on the premise of constant association between the teacher or Guru (as he was known) and the taught. In

the hierarchy of the teachers, Acharya occupied the highest position, the second was Upadhyaya and the third was Guru. The Acharya was supposed to be ten times more knowledgeable than the Upadhyaya.

Though there was no formal course of training nor any degree awarded; the teacher was under almost life-long examination. One of the ways of recruiting teachers was through the famous 'monitorial system'.

Monitorial System: According to Apte (1961), the intelligent scholars in ancient India guided the other scholars/students under the general supervision of their teachers. This system also existed at Taxila. Senior students at Taxila were often put incharge of their junior scholars during the temporary absence of their teachers. It afforded opportunities to intelligent students to learn the art of teaching and thus indirectly performed the same function which the "Teachers' Training Colleges" discharge today. It increased the efficiency and decreased the cost of the school by providing free assistance to the teachers.

Gautam Buddha introduced another parallel system of education. There was a good relationship between the teacher and the taught. There were excellent teachers in the Buddhist monasteries. The teachers, who were not able and efficient from the point of view of teaching-learning process, lived under the care of a qualified teacher and from these qualified teachers, they received instruction twice a day in contents as well as in the methodology of teaching.

Muslim Period:- With the establishment of the Muslim rule in India, the system of education was also changed. Madrasahs (Colleges) became the centres of higher education. Arabic and Persian which were the Court languages became the medium of instruction. Acharyas and Upadhyayas were called Mullahs and Molavis. The graded class system developed and a teacher could teach a group of students. The monitorial system was used here too. Any one, who had studied under a teacher and had obtained permission from him to teach from the book which he had copied out, was eligible to teach. The written permission was generally given in the very book which was to be followed as the text.

Ijaza Amma:- Qurashi (1967) mentioned in his book, teacher could also give a general licence (Ijaza Amma) which permitted a person to teach. In Damascus, Ibn Batuta was given a number of such 'diplomas'. It was the usual practice for granting a scholar to collect numerous ijazas. The ijaza or licence according to Professor Khuda Buksh served a two fold purpose, "It was at once an acknowledgement of the rights of the author and a certificate of competence of the licence".

The following is the ijaza granted to Maqrizi by his teacher Abu Hayyan.

"I have certified you (may God grant you success) in every thing, I have learned from my teachers in Spain, Africa, Egypt and Hizaz, and in every thing in which I was myself licenced to teach in Syria and Iraq."

British Period:- In the 1600 A.D. the East India Company was established by the Britishers in India for purposes of Commerce and Trade. But later on, it established its rule over India. The Company took a fairly long time to shoulder the responsibility for the education of the people they had begun to govern. Teacher education, as it constitutes today, is a direct lineal descendant of the training given by the missions in the late 18th century, to make their own votaries more efficient and persuasive.

The first **normal** school in India was set-up at Serampore (Bengal) by Carey, Marshman and Ward, in 1793. This was the result of collaborative efforts between the Danish and English missionaries. The Portuguese missionaries also ran a few seminaries to train candidates for the priesthood. Meanwhile, Dr. Andrew Bell had come across the monitorial system and began to employ it in Madras between 1789 and 1796. The Bell Lancaster system, as it came to be called, was to become the corner stone of teacher training schemes for many days to come.

The beginning of 19th century saw many sporadic attempts to give specialized training to teachers. As early as 1819, the Calcutta School Society began to train teachers for indigenous schools in its institutions for imparting elementary education. Bombay was the first presidency to recognize officially the importance of training.

In June 1826, Madras had the distinction of establishing the first normal school under government management and expenditure, and later on it grew into the present presidency college, Madras.

In Calcutta, Mrs. Wilson had founded the Central School in May 1824 under the auspices of 'Ladies Societies for Native Female Education'. It had a section devoted to training women teachers, at a time when women had not begun to go out for work in the West. (Mukerji, 1968).

Thus, by the middle of the 19th century, all the three presidency towns had established normal schools.

The secondary and primary teachers training has a common history till the beginning of the present century, when training colleges for graduates and undergraduates began to be set-up as separate from normal and training schools.

On the recommendations of Hunter Commission (1882) the University agreed to award a full-fledged diploma and on this basis by 1886, the Madras Normal School was recognized as a Teacher's College affiliated to Madras University, preparing candidates for the diploma of licentiate in teaching (L.T.). This was the first secondary teachers' training school of India. After some years, some universities awarded the degree of B.T. (Bachelor in Teaching).

The progress of teachers' training programmes continued as L.T. and B.T. A new degree B.Ed. was started by the Andhra University in 1932. Bombay was the first to institute a post-graduate degree in education (M.Ed.) in 1936. The degree in education was awarded on the basis of the research pursuits undertaken as a part of the course. The different type of courses have been developed in different years.

Other measures for teacher improvement were also being followed vigorously. Refresher Courses in up-to-date methods, techniques of teaching and organizing physical and extra mural activities, were becoming more frequent. Uttar Pradesh sent out a mobile squad of instructors to give on the spot orientation courses to teachers. Moreover, the secondary training institution seminar on extension services was held at Hyderabad in 1954. It was the starting point of inservice education programme for teachers. All these efforts were in the direction of preparation for primary and secondary school teachers.

Need for Preservice/Inservice Training Programmes  
for University/College Teachers

In the present pattern of Indian education the professional training is provided to primary as well as secondary teachers before they meet their pupils. But in colleges or universities fresh lecturers meet their classes without receiving any professional training because since the very beginning the people concerned with higher education did not feel a need for any kind of pedagogy courses for the college/university teachers.

Though the feeling for formal training was not there, but for the improvement of teaching and evaluation in higher education different methods were suggested by different Commissions. The famous Wood's Despatch stated, "Our present aim should be to improve the teachers whom we find in possession," which indicates that there should be some inservice programme. In 1904 Indian University Commission recommended that there should be some improvement in the methods of teaching and evaluation. University

Education Commission (1917) suggested that there is a great need of improvement in standards along <sup>with</sup> the establishment of other universities. In the same way University Education Commission (1948-49) had given many suggestions to improve the quality of teachers not only in content but also in methods of teaching and techniques of evaluation in free India. But nothing was done in the sixties in this direction.

But a change seems to have crept in. Many educationists as well as the Education Commission (1964-66) have suggested that fresh university/college teachers should have some training course in techniques of teaching and in educational psychology in order to equip them for teaching particularly the undergraduate classes.

The Commission has pointed out that for lecturers some suitable form of training is essential to give them a reasonable understanding of educational objectives and purposes. This would help them in overcoming initial teaching trouble and help them to gain confidence. The Commission has rightly pin-pointed that teaching is a skilled profession like other highly skilled professions and training or orientation for the profession may be useful for them. The <sup>e</sup>ports states:

There is at present no provision for the professional <sup>i</sup>nitiation of a university teacher. A lecturer is generally expected to take on his full load of teaching work and sometimes even more from the first day of his appointment. He generally receives no initiation into his duties and no orientation to his profession. He is

given no time for adaptation and no chance to watch the good senior teachers taking their class. He has no prescribed opportunities 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 method 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.

The Commission further reports :-  
The tradition in India has been to regard training for college lecturers as necessary. Born teachers, who can dispense

with training, certainly exist. Many are keen devoted scholars, whose scholarship may win over the respect of the students, though this is not always a safe presumption and may thus be able to discharge their function satisfactorily inspite of professional inadequacy. But the bulk of teachers unfortunately do not fall into these categories. For them, some suitable form of training and orientation is essential, not only to overcome their initial teaching troubles and to create a sense of confidence, but also to give them a reasonable understanding of educational objectives and purposes, *raison d'etre* 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.

#### Development of Skills and Abilities

Beard (1968) had discussed that a wide variety of skills and abilities are required in learning at the university level, ranging from mechanical and manual skills, in which one procedure must be learned and repeated accurately, to higher mental abilities, such as skill in solving unfamiliar problems, where flexibility in thinking and capacity to consider unexpected possibilities play a considerable part in success. Different methods of learning and teaching are required in these cases, but an essential condition for learning is that the student should have adequate opportunity for initiative and should receive feedback regarding his success. These preconditions for effective learning have to be kept in mind which the lecturers plan in their lectures.

It appears from general observation that the skill of communication is very important, without proper communication, the effective presentation of matter is not possible. Oral skills have always been important in the medical profession for the physician or a surgeon must communicate with his colleagues or with his patients; in the legal profession also, oral skills have always been an essential requirement to elicit information or to exercise

persuasion. It became imperative to develop higher skills in communication among the military personnel during the world war as a matter of strategy importance. This awareness of the importance of communication skills was perceived by the scientists, classroom teaching and also speakers on the public platform. This need was further accelerated with the oncoming of T.V. and other audio visual aids which has made the listening public all the more critical. Consequently, not only must the student develop a capacity to present a report, or to engage in discussion with experts in other fields, but as in all communication, he must also be able to appreciate factors which influence decisions, such as interaction between members of a committee, their difficulties with subject matter, any prejudices they are likely to show and so on. Therefore, effective presentation of his case, the young scientist, like the doctor or lawyer, must learn to express himself well and should gain at least practical experience if not theoretical knowledge of group dynamics. The university teachers who have to prepare such students, in turn need orientation to develop such skills among the students of their classes.

The term 'study skills' which is another skill, is used here to cover all such skills as speed and comprehension in reading, note taking or methods of learning from notes and books; on the whole self study skills; thus they are essential verbal skills but do not include oral skills, verbal fluency or literary style. In the university there has been a tendency to take such skills for granted; exceptional slowness in reading may be remarked on but it is not usually thought of as remediable; it is rare to find a university teacher who makes it a point to observe the study habits of his students and guide them

to improve their techniques.

Those students who aspire to take up the teaching profession later on, require to develop these study skills and communication skills all the more, in order to be able to be effective in their communication, as well as to preparing evaluative items when they become teachers. The skills of preparing instructional material, adopting appropriate techniques of teaching as per the needs of the classroom situation, the use of audio-visual aids - all these may be or rather, should be developed in the orientation courses for university/college teachers in either preservice or inservice programmes.

It may be possible in the bigger universities or a group of universities to place these activities on a permanent and continuing basis by establishing something like a college staff where teachers from all affiliated and constituent colleges as well as the university will be brought together for orientation discussions, seminars, workshops etc. Where this is not possible, a Conference Centre would be necessary to facilitate discussion of the issues which teachers have to face, e.g., objectives of education, methods of teaching, enrichment of subject matter etc. The staff college or conference centre should also produce in cooperation with the other members of the faculty, occasional brochures, booklists, guidance materials, etc. for the use of all teachers.

A sound programme of professional education of teachers is essential for the qualitative improvement of education.

Investment in teacher education can yield very rich dividends because the financial resources required are small, when measured against the resulting improvement in the education of millions. In the absence of other influences a teacher tries to teach in the way in which he himself was taught by his favourite teachers and thus tends to perpetuate the traditional methods of teaching. In a situation like the present when new and dynamic methods of instructions are needed such an attitude becomes an obstacle to progress. It can be modified only by effective professional education which will initiate the teacher to the needed revolution in teaching and lay the foundations for future professional growth.

However, some feel that fresh teachers are best trained under the guidance and supervision of the senior professors in the department. Such guidance was usually received by fresh teachers in the past.

Some others suggest that newly appointed lecturers should be given some time and opportunity to acclimatise themselves to the institution, to learn the traditions and pattern of work and to get to know their colleagues and students. They should be expected to study the syllabus carefully to prepare a detailed programme for the teaching. They ought to draw up their schemes of lectures, consult the library and select books to be recommended to the students. They should discuss these with the heads of their departments or other senior colleagues and invite their suggestions for improvement.

New lecturers may be encouraged to attend the lectures of some senior teachers of their subject and observe their methods of teaching and ways of handling their students. After the lectures the senior teacher can discuss his methods and techniques with his junior colleagues, who should be free to *express* their opinions and raise questions. If this is done, they would not mind, if later the head of the department or some other senior colleagues visit their classes. It is wrong to think that such visits are derogatory, and that they should be avoided. If the college community is a fellowship of learning such interchange of visits should be acceptable and welcomed.

But with rapid expansion of collegiate institutions mature and experienced teachers may not easily be available. In such cases a formal course in educational psychology and in techniques of teaching will go a long way in making the teachers more self confident, and effective in handling at least the undergraduate classes. If the students are properly approached and the subject is presented in an appropriate manner, the class will be well disciplined and become interested in the subject.

From the above discussion, it seems obvious that every university and wherever possible every college should have regular orientation courses organized for a few weeks, early in the session. The best teachers of the institutions as well as some distinguished teachers from outside should discuss with them the outstanding problems of teaching research, content as well as the mechanics of the profession. During such courses, new lecturers will be able to make social and academic

contacts and find their feet in their new environment. They will learn to feel at home in the college, be able to accept its ideals and traditions and come into contact with well known teachers of their own institution and from outside. Care should be taken to associate with these courses only such persons as those who enjoy a high reputation in the academic community for their scholarship and character and those, who are likely to exercise a beneficial influence on new members.

Now efforts are being made to orient the university teachers on a formal way on different aspects of teaching-learning process in different countries including India. A brief discussion of such orientation programmes in the U.K., U.S.A., Australia, U.S.S.R. and India is made in the pages which follow.

#### Emerging Trends of Pre-service and In-service Education Programmes for University/College Teachers

The trends are discussed under two categories:  
(a) Trends in Foreign Countries and (b) Trends in India.

#### Trends in Foreign Countries

In Great Britain, in Australia and in other Commonwealth universities, there is no formal training in teaching prior to appointment as lecturer. Instead an apprenticeship is performed as a tutor, or demonstrator, or assistant lecturer for a few years, during which the candidate prepares himself for a Master's or a Doctor's degree. According

to different journals and books, the new trends in pedagogical courses in different countries are reported here:

United Kingdom: During the last decade a major change has appeared in the attitude towards training for university teachers in U.K. In the beginning, the university teaching could be called the hidden profession (an activity not exposed to the scrutiny of outsiders). But today, it has become a profession under public scrutiny. Only three universities in the United Kingdom offered a centrally organized course of training in 1965; and in 1975, one university conducted such a course. The Minister of State for Higher Education, Mr. Gerry Fowler (Batho, 1978) went so far as to comment in April 1976 that the present economic problems and the possibility of an even more serious situation in the future, make it imperative that teaching methods in higher education should be used at maximum efficiency.

An agreement between the Association of University Teachers and the University Authorities pannel of October 1974, made it mandatory for the British Universities to provide a programme of staff development and training but it cannot be said that this obligation has been fully carried out as yet. (Batho, 1978).

The University Grants Committee has itself played a leading role in bringing about a change of attitude towards the training of university teachers. In the mid 1960s, it produced three important reports examining general aspects of teaching and learning in universities. The Hale Report of 1964 was especially influential, with its emphasis on the specification

of teaching objectives, the operational skills of teaching, and the motivation of students. The Brynmor Jones Report of 1965 recommended the establishment of central service units in universities for the production, storage, retrieval and presentation of teaching materials and the promotion of research in such areas as course development, particularly in connection with the development of the use of closed circuit television. The Perry Report of 1967 underlined the importance of more adequate financial support for university libraries in general and provision for undergraduates in particular, in 1971 and 1972, the U.G.C. made grants totalling £ 130,000 to enable universities to explore experimentation in training for university teaching especially in cooperative ventures between adjacent institutions.

Several universities have been conducting courses lasting for two weeks in which the specificity of teaching was recognised. This course paid particular attention to the development of practical teaching skills as well as informing participants of the range and scope of teaching. The universities, Manchester Institute of Science and Technology and London Institute of Education specially created a unit for higher education. The university of Lancaster's Department of Educational Research, and the University of Surrey's School of Education Technology, the University of Aberdeen, started vacation courses in 1965 which have been constantly revised in the light of criticisms from the participants. The university of Sheffield which alone has made attendance at its introductory conference compulsory for all new members of staff, established a confidential counselling service. Two counsellors from a pannel of sixteen

experienced but non-professional staff will on invitation observe the new lecturer either in an actual or in a contrived teaching situation and comment on his teaching from a videotape which is played back in private. The new lecturer may call upon the service as frequently as he feels the need and may choose whether his counsellors are drawn from within or without his subject area. Sheffield pioneered in two other ways by producing four leaflets on different techniques of teaching in higher education and by compiling one of the most comprehensive bibliographies on university teaching so far available.

Most universities, however, contented themselves with short courses with little attempt at follow up for new staff and with the occasional half day conference on a specific aspect of university teaching for established staff. Greenway's survey (1971) has discussed about such courses.

The Brynmor Jones working group 1972 held that the time had come for the arrangements made by individual universities to be supplemented by a more formal scheme of training organised at local, regional and national levels and suggested the following scheme :-

- (i) An induction course of 2-3 days in length provided by the lecturer's own university.
- (ii) An initial course of training either a continuing course extending over several terms or a concentrated course lasting about two weeks, usually provided on a regional basis, for which staff should be allowed adequate study time.

- (iii) A system of continuing assistance arranged within the lecturer's own university.
- (iv) An advanced course or courses of about a week's duration (after 3-7 years of service) provided on a regional or national basis.
- (v) A specialist course or courses for senior members of staff involved in providing continuing assistance for new teachers or in advising on developments in teaching and learning in higher education.

Two recent reports enable one to assess reactions to these recommendations, the interim report of the 'senior research fellow at Sheffield' and the report of 'the coordinating officer of the coordinating committee' for the training of university teachers, both of whose appointments were financed by the U.G.C. The findings of these two reports were found to be useful for the purpose.

All universities now offer the new staff, an introduction to university organization and services, either separately or as part of an introductory training course, but new staff report that departmental induction is generally very informal and done in a very fragmentary fashion.

Three days initial training is the most popular length for such courses and they are generally held in the lecturer's university. The majority of new entrants favour courses being held shortly but not immediately before the start of session in the lecturer's own university. Approximately, 70 percent of new teaching staff take the opportunities offered to them.

In only a few universities the techniques of micro-teaching have been fully explored and are used as methods of continued guidance in the development of teaching skills. Over 75 percent respondents in response to the Sheffield questionnaire expressed interest in attending further courses or seminars for the university teachers. The most popular topics from the point of the respondents were, 'small group methods', 'course evaluation', 'examinations and assessment' and 'student learning' and motivation. The overall majority were in favour of some kind of guidance service being offered to new lecturers to help them improve their teaching learning process. Their thinking has been also extended for training for experienced staff members.

United States of America: The introduction of new teaching aids has stimulated the interest in university teaching methods, as may be seen for instance from the many important contributions to the I.A.U.P.L. University Conference at Vienna in 1965, devoted to teaching methods and aids in higher education. During the last few years, numerous books and papers have been published on this subject, whereas researches on these matters have been encouraged from many sides.

As Bergquist and Phillips (described by John A. Centra, 1975) have shown that teaching must come to grips with three major aspects of academic life: there must be a development of the teacher as a person, instructional improvement and enhancement of the organizational system that provides the environment for the first two.

Although faculty development is hardly new, it has been mainly in the 1970s that it has expanded to include a variety of activities and special programmes. As a way of better understanding the theory and practice of faculty development, various models have been offered. The Bergquist and Phillips were to offer some conceptual ideas about the field. Their models described three related components of faculty development: instructional development, personal development, and organizational development. Under the first category they included such practices as curriculum development, teaching diagnosis, and training; personal development, which they said, generally involved activities to promote faculty growth, such as interpersonal skills training and career counselling; while organizational development sought to improve the institutional environment for teaching and decision making and included activities for both faculty and administrators. Team building and managerial development would be part of organizational development.

For the purpose of above types of development a letter by John A. Centra (1975) sent to the president of every college and university in the United States asked whether the individual institutions or any part of the institutions had an organized programme or set of practices for faculty development and improving instruction. This initial letter elicited affirmative replies from institutions with relevant programmes, whatever titles they used and from institutions that had a number of development practices but there were no formal programmes.

There were approximately 2600 accredited degree granting

institutions in the country (two years college, four years college and universities). There were 1783 respondents to the initial inquiry, close to 60 percent (1044) said that they had programmes or sets of practices and identified the persons on campus who coordinated or were most knowledgeable about them and 3 to 4 percent said that they were planning such programmes.

The practices included those that helped faculty sharpen or update their skills as teachers, as researchers or scholars, as academic advisors, or as professionals. Also included were practices that aided in the personal development of faculty members as well as those that attempted to foster better institutional environments for teaching and learning.

Wergin, Jon F. and others (1976) have also discussed about their concept of faculty development which covers a wide landscape. It includes development as a teacher: sharpening of teaching and evaluation skills, obtaining feedback on teaching behaviour, and clarifying values of teaching and learning. But it also includes development of other faculty roles, such as planning and managing curricula and advising students. At another level faculty development seeks to design an organizational climate where faculty members may work towards accomplishment of personal and professional goals. In short, the purpose of faculty development is to help faculty members function more comfortably and effectively in the university setting.

A few activities which have been conducted in U.S.A., are presented in a chronological order:

- (i) Workshops on simulations and self instructional packages.

- (ii) Conversion of a department curriculum to self instruction.
- (iii) Subject matter objectives.
- (iv) A school faculty retreat.
- (v) A follow-up retreat.
- (vi) Faculty inservice series.
- (vii) Seminar in human interaction skills.
- (viii) Curriculum development retreat.
- (ix) Effective methods of evaluation of teaching learning process.
- (x) Psychological treatment of students.

Australia: According to Fred J. Schonell, the university has shown keen interest in instituting such courses as the turn-over of teachers is very high and the fresh and new appointments are large in number. Such seminars have been successfully conducted by several universities in Australia (Haequaert 1967).

Mayer (1974, 75, 78), Fellow in Continuing Education, Macquarie University, has reported that Mini courses have been developed in his department. These Minicourses are very useful for professional development of teachers and trainers at all levels. The courses are appropriate for university and college lecturers, teachers and trainers in areas of special education.

These Minicourses which are meant for teachers of universities, consist of methods of teaching like seminars, lectures, discussion method etc.; evaluation process for teaching learning process and other aspects of pedagogical training.

The minicourse programme is now offered in four ways :-

1. By a central programme of minicourses held at Macquarie University.
2. Through purchase of training manuals without attendance at minicourses.
3. By contact with groups and organizations for especially adapted minicourses.
4. Through the decentralized programme of selected minicourses at venues other than Macquarie University.

The characteristics of minicourses on teaching are:-

- (1) Responsive to need
- (2) Self contained
- (3) Short duration
- (4) Specific objectives
- (5) Skills orientation
- (6) Wide participation
- (7) Varied learning activities
- (8) Variety of media
- (9) Structured programme
- (10) Creative activity
- (11) Evaluation
- (12) Follow-up.

Union of Soviet Socialist Republics (Russia): The quality of teaching in higher education has recently been questioned in the U.S.S.R. According to V.V. Skoly (Moscow), the Council of Ministers of the Soviet Union decided recently that a number of teaching institutes be entrusted with the mission of supervising the training of professors and teachers for all the university level institutions. It was also decided that inspections of all the universities and colleges be carried out by the Ministry of Higher Education in order to ensure a better control over the quality of education.

Many universities give special lectures on pedagogy and philosophy. In the higher level technical schools, commissions are constantly and systematically working towards the improvement of teaching methods along with evaluation procedures. Hacquaert (1967) reports that pedagogues are frequently invited from the U.S.S.R. to developing countries to lecture for a few months or years.

### Trends in India

After the report of the Education Commission (1964-66), a few institutions started taking steps to launch orientation programmes for the teachers of higher education. The U.G.C. initiated a scheme in 1970 to organize summer/short term institutes for the orientation of junior and fresh lecturers in methods of teaching. The Centres where these summer/short term institutes were conducted are, Chandigarh, Indore, Mysore, Meerut, Vallabh Vidyanagar and Baroda.

The Maharashtra Government initiated such a scheme for lecturers of junior colleges. It presupposes that the new entrants to the teaching profession are not fully equipped to deliver the subject matter according to the needs, aspirations and age of the students.

The other universities, have also been conducting some courses. The emerging trends in the area of preservice and inservice education programmes (teacher education) in India and in some of the other countries may be classified under two heads:

Preservice Programme: On the basis of the available literature, it is found that there are only two universities which have initiated preservice course for university/college teachers. This is a bold experiment which needs observation and study over a period of some years.

The Annamalai and Calicut Universities have been conducting preservice programme since 1977 and 1975 respectively. The Annamalai University is awarding 'Master of Higher Education' (M.H.Ed.) degree and Calicut University is awarding 'Master of College Teaching' (M.C.T.) degree. This course is of one year duration in both the universities. The clients are fresh students, who have obtained their postgraduate degrees and are well qualified for university lecturership. These two universities have theory papers as well as practice teaching. Supervision of candidates during practice teaching has been done by staff members. In Calicut University students have to write one dissertation on their respective fields of specialization at the M.A./M.Sc./M.Com. degree with the help of their respective departments. The evaluation of the dissertations is done by the respective departments to which the students belong. The Calicut University is one of the leading University which is conducting preservice programme keeping all the aspects of training programmes in view. The duration is one academic year. There are theory papers-

- (i) Philosophical and Sociological Bases of Education,
- (ii) Educational Psychology, (iii) Development and Problems of Higher Education in India in a Comparative Perspective,
- (iv) Curriculum Teaching and Evaluation in Higher Education,
- (v) Methodology of Teaching the Subject of Specialization.

The practical aspect is: (i) Practicum-I Teaching Instructional Material and Testing, (ii) Current Developments in the Subject of Specialization.

The students have to undergo practice teaching training in the colleges. They teach the subject of their postgraduate specialization.

Inservice Course: Some other universities have been conducting inservice programmes in India. The Madras University awards to the participants 'Diploma in Higher Education' (D.H.Ed.) after completion of one semester course on methods of teaching and evaluation in higher education. The participants of this course are the lecturers who are already working in the university/college departments. This university has made a few centres in the affiliated colleges also for conducting such course such as R.K.Mission Vidyalaya, Coimbatore.

The Madurai University since 1976, has also been conducting regular courses for university/college lecturers and awards certificate to the participants. The Madurai University is conducting this course for the lectures who are working either in the affiliated colleges or in the departments of university. The University is having its own course.

Since 1975, the M.S.University of Baroda has made compulsory course for the newly appointed lecturers to undergo such a training. During the probation period they have to attend this course in the Faculty of Education and Psychology of the University. Recently the University Authorities have decided the

course into three phases: (i) 40 percent course of the Faculty of Education & Psychology has to be conducted as the Faculty of Education, (ii) 40 percent course by the respective departments of the participants, and (iii) 20 percent will be conducted by the Faculty to which the participants belong. The Faculty of Education and Psychology has formulated its own course, which consists of mainly methods of teaching, needed skills in methods of teaching, evaluation techniques such as grading system etc., problems of higher education, philosophical and sociological basis of higher education, modern trends, and some practical aspects of higher education. The classes in this university are being conducted in the evening mostly, thereby enabling the lecturers to attend the course.

Though these courses in many universities are not regular, these are the efforts to improve teaching efficiency of their lecturers by conducting such courses from time to time. The U.G.C. also financially helps the departments of education of the university and colleges to conduct the summer/short term institute occasionally. These U.G.C. assisted courses are meant to provide opportunities to the college teachers to undergo a course on methods of teaching, evaluation and such other allied subjects.

The courses of different universities from where the data has been collected, have been discussed in the chart. The various aspects of the courses have been mentioned in the chart.

In India and in other countries of the world, the most prevalent practice is to provide inservice education for the

CHART

DIFFERENT ASPECTS OF ORIENTATION PROGRAMMES OF HIGHER EDUCATION IN VARIOUS INSTITUTIONS

Various Aspects	PRESERVICE PROGRAMME		INSERVICE PROGRAMME		U.G.C. Programmes	
	Calicut University	Annamalai University	M.S. University	Madras University		Madurai University
1. Name of the course/ programme	Master of College Teaching (M.C.T.)	Master of Higher Education (M.H.Ed.)	Course on Methodology of Teaching.	Diploma in Higher Education (D.H.Ed.)	Basic and Applied Pedagogy.	Summer Institute or Inductive Programme.
2. Clientele	a. Fresh post-graduates b. University/College Teachers sponsored or joining on their own.	Master degree holders of newly appointed having any of the alternative qualifications laid down for the post of university/college lecturers.	Fresh and newly appointed university lecturers.	1. Fresh post-graduates 2. University/College Teachers.	University/College Teachers.	University/College Lecturers.
3. Duration of Course	One Year Degree Course	One Year Degree Course	72 hours (6 hrs/week) Spread over one semester.	One Year (200 hrs)	One Semester (60 hrs)	Duration is not fixed (Nearly about 21 days)

Various Aspects	PRESERVICE PROGRAMME		INSERVICE PROGRAMME		U.G.C. Programmes	
	Calicut University	Annamalai University	M.S. University	Madurai University		
4. Objectives of the Programme	<p>1. To develop a competency for are not effective teaching in higher edu.</p> <p>2. To familia- rise the students with the theoreti- cal concepts related to higher edu.</p> <p>3. To familia- rise the students with developments and problems of higher education.</p> <p>4. To familia- rise the students with current trends in instruction and evalua- tion in higher education.</p>	<p>General objectives are not given. According to the content of the course specific objectives have been described which will be available along the course.</p>	<p>1. Making teaching effective</p> <p>2. Improving lectures and other methods of teaching according to the better exami- nation papers</p> <p>3. Setting better exami- nation papers</p> <p>4. Conducting seminars and tutorials.</p> <p>5. Motivating the youth for achieving higher excellence.</p>	<p>General and specific objectives have not been formu- lated according to the syllabus.</p>	<p>1. To make the participants aware of human beha- viour with particu- lar reference to behaviour of adolescents social influences &amp; group behaviour.</p> <p>2. To sensiti- ze the participants to the need to motivate the learners and to introduce them to the techniques of motivation.</p> <p>3. To provide fundamentals of teaching learning process.</p> <p>4. To make aware them with develop- ment of curri- culum and technology.</p>	<p>1. Need and scope of methodology at under- graduate level.</p> <p>2. Suitable methods of evaluation.</p> <p>3. Suitable methodology.</p>

Various Aspects	PRESERVICE PROGRAMME		INSERVICE PROGRAMME	
	Calicut University	Annamalai University	M.S. University	Madras University
5. Theoretical Courses/Papers	<p>1. Philosophical and Sociological Basis of Education</p> <p>2. Educational Psychology</p> <p>3. Development and Problems of Higher Edu. in India</p> <p>4. Curriculum Teaching and Evaluation in higher Education.</p>	<p>1. Educational Philosophy of Sociology</p> <p>2. Advanced Educational Psychology</p> <p>3. Developments and Problems of Hr. Edu. and Curriculum Development</p> <p>4. Teaching Methods and Evaluation in Hr. Edu.</p> <p>5. Special Subject.</p>	<p>1. Few topics on philosophy and sociology</p> <p>2. Guidance &amp; Counselling</p> <p>3. Problems of Hr. Edu. university governance</p> <p>4. Teaching methods and evaluation.</p>	<p>1. Educational Psychology</p> <p>2. Planning and Teaching</p> <p>3. Methods of Teaching and Evaluation</p>
				<p>U.G.C. Programmes.</p> <p>Few topics related with all papers but course is not fixed. The centres had prepared their own course.</p>

continued.....

Various Aspects	PRESERVICE PROGRAMME		INSERVICE PROGRAMME		U.G.C. Programmes	
	Calicut University	Annamalal University	M.S. University	Madras University		Madurai University
6. Practical Courses	<p>1. Practicum in teaching instruction material &amp; testing will be conducted by the faculty members with assistance of senior personal from affiliated colleges. Each student will have to do internship in one of the colleges under select senior persons in the subject of specialization.</p> <p>2. Current developments in the subjects of specialization will be organized on an intra-disciplinary</p>	<p>1. Curriculum plan for one unit</p> <p>2. Planning and developing new teaching materials for teaching</p> <p>3. Review of one reported research study</p> <p>4. Depth study in one topic as a basis for research</p> <p>5. A critical study of question papers set in the university examination</p>	<p>1. Micro-teaching lessons</p> <p>2. How do I teach with criticism of colleagues</p> <p>3. Practical discussion in seminars.</p>	<p>1. Practical Training</p> <p>2. Lecture followed by discussion</p> <p>3. Micro-teaching</p> <p>4. Use of audio-visual aids</p> <p>5. To study the classroom climate</p> <p>6. Paper presentation in seminars</p> <p>7. Construction of papers</p> <p>8. (i) Case study in research (ii) Survey research</p> <p>9. Special subject method</p>	<p>1. Role play by the participant</p> <p>2. Preparing modulus</p> <p>3. Writing frames by participants</p> <p>4. Case analysis by the participants</p> <p>5. Workshop session (Item writing)</p> <p>6. Application of (Statistical concepts)</p> <p>7. Teaching as a profession (Debates)</p>	<p>Practical work is there but specific is not given.</p>

Various Aspects	PRESERVICE PROGRAMME		INSERVICE PROGRAMME		U.G.C. Programmes
	Calicut University	Annamalai University	M.S. University	Madras University	

basis by collaborating with concerned university departments and post-graduate departments in affiliated colleges for highly specialized content areas special lectures will be arranged by inviting specialists from outside institutions.

7. Methodology Teaching

Coverage on Pedagogical courses.  
 1. Lecture  
 2. Tutorial  
 3. Seminar  
 4. Symposia  
 5. Development in the subject specialization.

Coverage on techniques of teaching  
 1. Lecture  
 2. Seminar  
 3. Symposium  
 4. Syndicate  
 5. Team teaching  
 6. Project method as applied to teaching of engineering courses.

1. Teaching Competency  
 2. Lecture  
 3. Seminar  
 4. Symposium  
 5. Project  
 6. Demonstration  
 7. Group Discussion

1. Debates  
 2. Workshops  
 3. Writing *Prizes*  
 4. Lecture  
 5. Discussion  
 6. Seminar

Not fixed

	PRE-SERVICE PROGRAMME		IN-SERVICE PROGRAMME			
Various Aspects	Calicut University	Annamalai University	M.S. University	Madras University	Madurai University	U.G.C. Programmes
8. Educational Technology	Software materials like different types of instructional materials.	P.L.M.	P.L.M. Multimedia approach.	1. Preparation of software materials like instructional materials. 2. Teaching aids and their uses 3. P.L.M.	1. P.L.M. 2. Preparation of frames.	-
9. Place of Research	1. Methodology of Educational Research 2. Review of Research in Different Disciplines 3. Dissertation	-	-	-	-	-
10. Linkage with Community Life	Discussion of Topics like; 1. Social Service 2. Youth Movement 3. Adult Education 4. Extra-mural scheme.	-	-	-	-	-

Various Aspects	PRE-SERVICE PROGRAMME		IN-SERVICE PROGRAMME	
	Calicut University	Annamalai University	M.S. University	Madras University
11. Evaluation	Internal 50% External 50% Study of the participants attitudinal changes with regards to teaching.	Internal as well as External Evaluation. With test papers the allotment of marks have been given with syllabus.	Self Evaluation. Participants were required to give their reactions about the usefulness of the course.	1. Foundation- Self Evaluation. External Assessment. 2. Practical Internal Assessment.
				Self Evaluation.
				U.G.C. Programmes

lecturers of the university/colleges. The duration of the courses differ, but one point is common, i.e. the inservice course<sup>s</sup> are mostly on the basis of voluntary participation by the lecturers. This has the benefit of participation only of the willing lecturers who are interested to find solution of their classroom problems.

The M.S.University also provides inservice courses for its staff members. The only difference is that the course is obligatory for those who are on probation. However, the course is open for others, who wish to attend the same.

#### Rationale for the Study

A need to educate the teachers at university level has been felt since long. But it appears that most of the Indian universities have not made a serious attempt in this direction. However, a few universities have already introduced the pedagogical course for university teachers. But these programmes are organized by a very limited number of universities on a regular basis. There are many issues related to the programme and its implementation because these programmes are not uniform and are not properly spelt out. What should the syllabus be? What should be the duration of the course? Should it be a preservice course or an inservice course? Who should organize such courses the concerned departments or department of education? How to overcome the resistance towards such orientation course? Should it be compulsory or voluntary? What is the opinion of the participants, who have attended such courses? What do other

college teachers, who have not attended such courses, feel about orientation courses? These are a few questions to be answered.

The orientation programmes have been introduced in Indian universities. Their growth is recent one. Both the types of courses- preservice and inservice are in operation in different universities of India. Now there seems to be a need to study both types of the courses to find answers to the questions raised in the above paragraph. Hence, this study has been undertaken.