

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In the present chapter, some literature pertaining to the need of the orientation programmes in India and abroad, and also pertaining to the improvement of faculty teaching methods, evaluation etc., have been reviewed. It will be discussed under the following heads:-

- (i) Literature pertaining to the conceptual frame work of educational programmes for teachers.
 - (a) Foreign and (b) Indian.
- (ii) Literature pertaining to the research projects for faculty improvement programmes. (Specially Teaching Methods ^{and} Evaluation).
 - (a) Foreign and (b) Indian.

A review of the related literature of the researches already conducted in the past, is an important aspect of any

dissertation, as it gives the investigator a background of thinking already done on the particular problem. In the present study, the investigator has selected a problem related to which only a few researches have been conducted so far in India. As a result of this critical study, the investigator has attempted to evaluate a new dimension in higher education, viz., the university teacher education. In spite of the fact that this concept has been discussed by many educators in India as well as abroad, the available literature for research purposes is inadequate. Whatever is done by any investigator in this matter, is often not known to others, because the material is not available for reference. This has been the major limitation for the present investigator in reviewing the related literature.

Concept of Educational Programmes

The investigator has come across a few books which contain only a theoretical discussion of the concept without any empirical evidence to substantiate the theory. The concept and ideas are based on observations, experiences, common sense views about preservice and inservice education programmes in higher education.

Foreign Literature Related to the Concept

The foreign literature pertaining to the concept is discussed here.

The idea of an orientation programme in pedagogy of teaching for university teachers has been discussed by a few

American educators at the Conference of American Council on Education in 1949. The opinion was reflected in the idea of a programme, 'The Preparation of College Teachers and also in the invitation to re-examine the preparation of college teachers' edited by Joseph Axelrod (Washington D.C.) American Council on Education 1959. The important and relevant conclusions are summarized on pages 88-89. The book raises the question, whether Ph.D. programme should include training for pedagogic competence. The consensus of opinion of the teachers was in the affirmative. But there was disagreement on (i) how much or what kind of training that ought to be provided and (ii) whether it should be handled by experts in the subject matter or experts in pedagogy or by a combination of both.

The view of American Council is given in the report of the task force on 'New Horizon in Teacher Education and Professional Standards' edited by Lindsey (1961) under the foot note on page 154-155.

The book reviewed by the investigator is 'New Horizons for the Teaching Profession'. Teaching profession, responsibility of the teaching profession in sixties, preparation of professional personnel, accreditation of professional preparatory programmes, license to teach and the teaching profession in the decades ahead etc. have been discussed in this book.

Hale (1964) Chairman of the Committee on 'University Teaching Methods' investigated into several aspects of teaching-learning process in the universities of the U.K.

A Committee on Higher Education was appointed by the Prime Minister of U.K. under the Chairmanship of Robbins (1968) in 1961-63. Many good suggestions have been given in this report such as the pedagogical course should be introduced in higher education regularly and methods of teaching, evaluation, psychological problems should also be introduced in such courses for improvement of university teachers.

After the publication of the reports of the two aforesaid committees research units were established in several places to investigate into the problems of higher education. The prominent of these research units are the University Teaching Methods Research Unit of University of London and Institute of Education, London.

The book 'Recruitment and Training of University Teachers' written by Hacquaert (1967) consists of two parts. The introductory chapter and a few other chapters, thereafter, have been written by Professor Armand Hacquaert. The second part of the book which deals with higher education of different countries, has been edited by the same author, but written by different experts from the respective countries.

In this book, the author has tried to give an idea about the problems of expansion of higher education and the need for highly qualified personnel and skilful men in every sector of national life. These two things are demanded everywhere for the teaching staff, and they pose certain recruiting problems.

"From the point of view of the scientific and technological development, some doubt is being cast upon the efficiency of the traditional training essentially based on the preparation of a 'big work' more and more importance is being attached to published works as a whole and/or to the technical achievements of future professors." And this aspect of the new thinking concerns the pedagogical training of teachers in higher education; this is becoming increasingly necessary in view of the growing numbers of students and also because of new techniques and teaching methods. Other aspects relating to recruitment are also dealt ⁱⁿ this book in quite details.

In the book 'Research into Teaching Methods in Higher Education' Beard (1968) has discussed about various teaching methods, such as lecturing, its presentation and evaluation of teaching etc.

A new section has been added to the second edition of the book which deals with the subject of courses of training and services for university teachers and inquires into their effectiveness. Since training of teachers in higher education, is presently under consideration, the various patterns it has so far taken and the views of teachers on its time duration and content, or on services they find helpful, are likely to be of general interest. The section on mechanical and manual skills has been considerably extended, although largely by drawing on findings in industrial studies, and substantial additions have also been made to the sections on objectives, economy and efficiency selection and evaluation,

In the book 'The Professors' edited by Anderson (1971), the editors have creatively assembled a group of lively and penetrating essays that present a vivid picture of the many dimensions of professional life; occupational setting, the art of teaching, publishing and tenure, leisure behaviour, cultural taste, sociological marginality, professional community, ethnic affiliation, religious beliefs and practices, political activity and ethical values.

In their engaging introduction to 'The Professors' Dr. Anderson and Dr. Murray have presented background commentary on the growth of the academic profession and life style followed by general observations on the topics that are discussed in the book. The first selected piece is Thorstein Veblen's classic statement; the academic personnel, articles by C. Wright Mills, Noam Chomsky, Theodore Raszak, Irving Louis Horowitz and Walter Lippman give special attention to the political and ethical roles of the professors. Jessica Bernard Christopher Jencks, David Reisman, Lewis Coser, Milton Gordon, Jacques Bargun, Robert A. Nisbet, J.H. Hexter, Alan Wolfs, Joel E. Gerstl, Melvin Seeman and Allan Mazur provide their views on many other aspects give us introductory comments for each topical section of the Professors, and in their own essay, they examine questions of 'Kitsch' leisure time, the intellectual subsociety, and religious behaviour of academicians.

A series of 'CAT' Centre for Advancement of Teaching Guidelines' has been published from Australia (1974-75). In these papers the methods of teaching and its different aspects,

along with process of evaluation of students have been discussed. The same Centre has been conducting a series of minicourses. A minicourse is a self contained flexible learning programme for individuals or groups usually involving a variety of media and strategies and with closely specified but limited objectives achievable in a short span of time. In Australia the first institution to adopt this model for inservice education and staff development was the (CAT) at Macquarie University in 1972.

In the U.S.A. the Carnegie Commission on Higher Education is supposed to have created an epoch in the study of this subject. Never before have the structures, procedures and content of an educational system been subjected to so extensive an expert examination as it was being done by the Commission. In many universities of the U.S.A. departments on higher education. This Commission emphasized the need and significance of pedagogical courses for the teachers in higher education.

Indian Literature

The idea of training for university/college teachers in India was given by Education Commission (1964-66) p. 85-86 for professional preparation of teachers in higher education (Discussed in Chapter I).

The preparation of teachers for higher education is a responsibility of the universities and recommendations on this subject are discussed in the chapters dealing with higher education, but the investigator confines his discussion only to

the professional training of the university teachers.

According to the U.G.C. report, orientation courses in pedagogy for university teachers were started from 1969 onward and these are still continuing in the form of summer institutes.

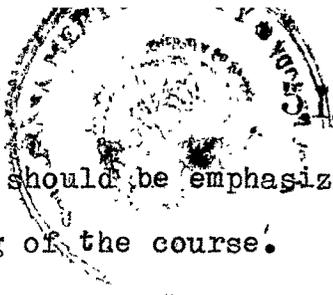
A report 'College Teachers Educational Programme' has been published by the working group of national council for teacher education under N.C.E.R.T. This working group felt the urgent need to develop suitable programmes for this purpose. It concluded that at the beginning college teacher required an orientation in the pedagogical theory relating to higher education.

An orientation course for fresh college lecturers of Agra and Meerut universities was organized from May 22 to June 30, 1969, at Meerut University with the financial assistance of the University Grant Commission. The director of the Summer Institute gave following suggestions for future considerations in his report. (Bhatnagar, 1970).

(i) The methodology used for orienting a group of teachers from college should give weightage to seminars, discussions and project work.

(ii) The teaching staff should include specialists in science humanities and language atleast one in each area with a background in psychology and education. This will, however, depend upon the specific groups enrolled for the course.

PHW 4198



(iii) The concurrent evaluation should be emphasized in the interest of the effective running of the course.

(iv) An intensive follow-up should be planned for the participants of the orientation course and a mechanism to keep contact with them should be evolved.

(v) The course in ~~sp~~ psychology of learning and motivation with a preliminary orientation in educational process should be conducted in the first week and the programme of the subsequent week should emphasize the specific problems of the participants as young teachers in the class. The participants should be advised to prepare a list of such problems so that categorization of problems may be done by the teaching staff for the purpose of modifying their approach towards teaching.

Anand (1976) in his article 'Master of College Teaching (M.C.T.) course; An Experiment in the Preparation of College Teachers'; has given the contextual background of the course nature of the programme, problems facing the new course, objectives of the course and course of instruction and scheme of evaluation.

Buch (1976) has mentioned in his report on 'Inservice Education Programme in Methodology of Teaching for Fresh and Newly Appointed Lecturers of M.S.University of Baroda, that such programmes should be made compulsory for newly appointed lecturers of the University.

Anand (1977) has also written another article on 'Professional Training of College Teachers Through M.C.T.

Degree Course' wherein he has mentioned the conceptual framework of the total programme of M.C.T. degree course.

Mehrotra (1977) in his paper, 'Research in Education - A plea for Standards', has discussed the concept of research, conception of research in education, training for research, group research and research teaching extension.

Vedanayagam (1977) conducted a case study in India, 'Professional Orientation of Teachers of Higher Education'. The purpose of the study was to contribute to the faculty improvement efforts and solve the problems of student unrest. As an experimental beginning (in Madras University), a Diploma in Education (Dip.Edu.) programme was introduced. The course is going on well and at present the nomenclature of the programme has been changed from (Dip.Edu.) to (Dip.Hr.Edu.). The participants and the convener have found the course satisfactory.

In the article, 'Professional Preparation of College Teachers in Modern Democracy' by Patted (1977), the syllabus of different universities, aims and objectives of the programmes, evaluation process, duration of the course have been reported.

An article 'Can We Help Ourselves Teach Better? A Case Study of Series of Teaching Workshops at BITS Pilani' by Dave (1978) has been published. The author has laid emphasis on the need for training of university teachers in methods of teaching. The case study convincingly established the validity of the two major points- (i) The College/University teachers need training in methods as much as does a pre-primary/primary/

secondary teacher, and (ii) it is certainly possible to help him improve his modes and techniques of teaching.

During July 1978 a Summer Institute was conducted by Indore University, Indore financed by the U.G.C. The participants of the institute passed a resolution unanimously regarding usefulness of the course. They felt benefitted in the areas of philosophy of education, psychology of post-adolescents, methods of teaching and evaluation and also problems related with higher education.

Yadav and Roy (1978) have written an article, 'Professional Orientation for University Teachers' in which they have mentioned in the courses of different universities of India, along with all types of activities conducted by different universities of educational programme for the college or university teachers.

Researches in the Area of Faculty Improvement

This literature has been compiled with a view to throw light on the theme that the existing teaching methods evaluation procedures, current need improvement. Many researches on the aforesaid areas have been conducted in India and foreign countries and these reflect the need for faculty improvement programme, or, in other words, they pin-point the need for pedagogical courses for university/college lecturers.

Foreign Countries

In 1973 a research project was undertaken by Calivert (1973). The project was 'Professional Development Programme for Newly Appointed Faculty Members at selected Private Liberal Arts Colleges'. The conclusions were following :

(i) Participation in professional development programmes results in significant reduction in the severity of problems perceived by the new faculty;

(ii) Problems most frequently encountered by new faculty members are related to teaching duties and relationship with students;

(iii) The most significant factor in the adjustment of a new teacher to his faculty role is his relationship with other faculty members;

(iv) Faculties which have students at private liberal arts colleges experience the least of these problems.

(v) Problems tend to be perceived at the same level in all areas by any one of the faculty members.

The following recommendations have been given by the above investigator: (i) Colleges should establish faculty professional development programmes; (ii) New faculty should be informed about student characteristics; (iii) New faculty should be informed about effective planning and teaching techniques; (iv) Faculty should strive to establish a spirit of cordiality and helpfulness; (v) Older faculty should be informed about the problems of the new faculty.

Topics for further research were also suggested:

- (i) Specific problems in each large problem area.
- (ii) Methods of developing teaching skills in new college faculty.
- (iii) Effective inservice training programmes.
- (iv) Analysis of the adjustment factor.

A research project had been undertaken by Cottril (1973) University of Oklahoma State. The project was, 'A Comparison of Two Methods of Teaching-Listening Comprehension to College Freshman'.

The primary purpose of this study was to experimentally investigate the effectiveness of teaching listening comprehension to college freshman by a programmed approach as opposed to a conventional approach at different hours of the day.

The main findings for the sample, the Xerox programmed approach to teaching listening comprehension to college freshmen is significantly better than the conventional method.

Also in 1972 a research project had been taken by Estelle (1973), University of Pittsburgh. The project was, 'Open Learning and Lecture Method of Teaching College Mathematics.'

Sepe (1973) had taken up a research project in the American University in 1972. The project was, 'An Experimental Study of the Impact of Instructor Evaluation on Classroom Teaching Performance'.

The results of the hypothesis testing indicated that student evaluation feedback, as employed in this study was not effective in significantly changing instructional behaviour, nor in reducing the discrepancy between student and instructor evaluation. The evaluational process had no significant effect on instructional behaviour.

A substantial positive bias was noted in the student and instructor evaluation data. As a result, the lack of impact of the feedback on the instructors may have been more a function of measurement artifacts than a result of the instructor's behaviour.

The study also questioned the ability of instructors to interpret and act upon the information gained from the evaluation procedures. Both students and instructors were shown to have a limited ability to provide candidate evaluation of instruction. Recommendations for the improvement of student evaluation procedures through the instruction of students and instructors in the use of evaluation procedures were made. In addition supportive service to the instructional staff were proposed and areas of future research were cited.

A survey was conducted by Greenway (1972) in U.K. to find out the number of such programmes that are being conducted and duration of these programmes.

A questionnaire was prepared and sent to the registrars of all U.K. universities. The registrars had given their responses to the questionnaire. The data was collected and

analysed. The findings are given below :

- (i) Most of the universities had started this orientation programme since 1965.
- (ii) Some universities started this programme later than 1965.
- (iii) The policy for conducting such programmes had been made by the Syndicate.
- (iv) This programme was mostly conducted by the education departments of the universities.
- (v) The participants of these courses were the university teachers newly appointed as well as experienced persons.
- (vi) The course and topic which were dealt in the seminars, were different in different universities. The theme of the course remained same, and most of the topics were related to methods of teaching, evaluation, and university governnace.
- (vii) Every university had decided the duration of course according to their need, capacity and interest. The training was provided by 41 universities for their own staff. Four universities provided no formal training, but they actively encouraged and paid for their staff to attend courses elsewhere. The directors were satisfied with these courses. The educators felt that the training provided to the university teachers were effective and purposeful.

The conclusion which may be drawn from this survey is that a considerable start has been made in the training of

university teachers. The growth and development of such programmes have not been very consistent and they are still in the initial stage. All the same the foundations have been laid. Its future shape and effectiveness will no doubt be considerably affected by the availability of money and manpower perseverance in such programmes.

Weber (1974) had undertaken a project 'Inservice Training of College Teachers; Aims and Practices for Faculty Development'. Its objectives and findings are as follows:

The three fold objectives of the study were (i) to determine the similarities and differences as perceived by students and varied educators, regarding the importance of certain desirable characteristics of general college teaching as well as of teaching in specific academic areas; (ii) to ascertain the importance, desirability and feasibility, as reflected by individual judgement of selected institutional inservice procedures and practices; and (iii) to provide from the collective judgement recommendations for an institutional inservice faculty development programme.

Inservice modes of conduct of inservice programmes and practices were assembled from the literature and then these items were evaluated by a total 95 faculty members, organization/union officers and administrators. Their judgements offered in the questionnaires and personal interviews of selected inservice practices and recommendations for an inservice programme were consolidated.

Analysis of the evaluation (qualitative and descriptive data) revealed considerable agreement among the under-graduates from institution to institution on the characteristics of general and specific college teaching. 'Knowledge of Subject' and 'clear explanation' were extremely high in importance while research and publications were consistently low.

Intergroup agreement was reasonably high among students, faculty members, officers, administrators and legislators on effective general and specific college teaching characteristics.

Concurrence between this study and similar research studies was also evident.

Self evaluation, recognition for teaching and faculty participation in curriculum and instructional policy, were judged to be the three most important inservice practices whereas observation and class visitation and video tap facilities were rated lowest.

No institutionally organized inservice programmes, as defined in the study, were in existence at any of the selected institution during 1972-73.

As a result of the student evaluation, the workshops and seminars as the most common and beneficial techniques and the institutes promised to provide the maximum inservice opportunities.

Participants recommended that the inservice faculty development programme be voluntary, varied ongoing, and flexible; be cooperatively designed, administered and evaluated by the faculty and administration, and be supported morally and verbally by the professional organizations and unions.

The researcher concluded that:

1. Students and other educators do know and do agree on the characteristics of effective college teaching.
2. There is a set of characteristics peculiar to effective teaching in certain specific academic areas.
3. Current institutional inservice efforts are haphazard and tenuous.
4. A preservice development approach is necessary and if absent, orientation and inservice practices involving professional skills must be employed.
5. Special emphasis should be placed on the 'self tailoring' or 'self service' aspects of inservice development.
6. Both institutional and individual motivation are vital in stimulating interest in the inservice concept;and
7. College/Faculty members are capable of analysing their strength and weaknesses and with the proper incentives will concern themselves with the quality of their undergraduate teaching.

Anderson (1974) undertook a project, 'Effects of a Training Programme for Teaching Assistants'.

The purpose of this study was to ascertain the effects of selected parts of the training programme for teaching assistants and other Faculty at the University of Missouri-Columbia, by the Centre for Educational Improvement, College of Education during winter semester 1973. The study proposed to answer the following questions:

1. Does the teaching assistant training programme offered by the Centre for educational improvement at the University of Missouri-Columbia cause cognitive change in the teaching assistants and teachers as measured by the IBS Questionnaire?
2. Does the training programme for educational improvement cause affective attitude change in the teaching assistants and teachers as measured by the IBS Instrument?
3. Is there a difference after training in the verbal behaviour patterns of teachers as measured by the verbal interactive behaviour categories?
4. Is there more student initiation, questions response involvement and speaker change in the classroom?
5. Is there more positive reinforcement, questions encouragement, effectiveness and less directing of students, negative reinforcement and domination by the teachers?

The treatment group included 14 participants in the training programme offered by the Centre for Educational Improvement. The second group which was composed of 29 teaching

assistants and other faculty members at the University of Missouri, had no treatment. Three research instruments were administered at the beginning and at the end of the research period. They were cognitive IBS Questionnaire, an effective attitude instrument and audio tapes which recorded the participants in a teaching situation. Tapes were analysed and verbal interaction was coded into one of the eleven categories: student initiation, student questions, student response, teacher's positive reinforcement, using student ideas, teacher questions, teacher lecture, directing student, negative reinforcement, silence and confusion, indices were also calculated from the categories.

Statistical analysis included the 't' test, analysis of covariance, U-test and the rank analysis of covariance. The following conclusions were drawn within the purpose and results of this study:

1. University teaching assistants and other faculty members can participate in a training programme for a period of 15 weeks and become significantly more familiar with the writing and use of behavioural objectives and with the use of statistics in testing and evaluation procedures as evidenced by the results of a cognitive questionnaire. The difference between the treatment and no treatment group was significant at the 0.05 level.
2. The participants of the training programme had changes of attitude towards teaching skills, behavioural objectives, verbal interaction analysis,

testing and micro-teaching during the course of the programme as measured by an affective attitude instrument, forty eight of 79 attitudes were significantly different at the .05 level between the treatment and no treatment group.

The members in the treatment group felt that educational theory and research had specific suggestions to help in teaching process, that specific behavioural objectives could be written for testing at the synthesis and application levels, that verbal interaction analysis could be used to enhance a teacher's awareness of his own verbal behaviour; and that micro-teaching was a practical and efficient method for applying teaching concepts.

3. Actual classroom verbal behaviour could be changed as a result of the training programme. Treatment group classes demonstrated significantly more student response, teacher questions, positive reinforcement and silence with less teacher lecture than the no treatment group (.05 level). No significant difference between groups were found for the categories of using student ideas, directing students, negative reinforcement and conclusion. All indices of verbal behaviour were significantly different between the treatment and no treatment groups. Indices of verbal behaviour showed more student involvement, speaker change, encouragement and effectiveness with less teacher domination.

Kumpf (1974) had undertaken a project, 'An Analysis of the Needs for Community College Teacher Preparation'.

Administrators, educators and instructors were asking themselves as to what type of individual was best suited for teaching in the community college setting. The major purpose of this research was to collect, study, and analyze data which would be used in revealing a need for community college teacher education. The study provided a general understanding of the nature of the position of the community college instructor and the preparation necessary at this level of instruction. The population for the study consisted of three separate categories: (i) Administrators, (ii) Faculty and (iii) Students; all from community, colleges, junior colleges, and technical institutions located in South Western Ohio, Northern Kentucky and South-Eastern Indiana.

The data collected and interpreted in this study were categorized into five areas: (i) Data related to the professional or occupational experience of the respondents, (ii) Data related to the educational preparation necessary for teaching in a community college, (iii) Data collected from administrators and faculty concerning the evaluation of their students in respect to their intellect, ability motivation, maturity, educational background and other general characteristics, (iv) Data related to the instructors, background in education, whether they hold part-time jobs other than their teaching positions, if they have administrative duties to perform, the number of hours they are in the classroom, and the use of

effective of visual aids in the classroom and (v) Data related to the students work experience, academic goals, and importance of vocational and technical education.

Based upon the data collected in this study persons preparing to teach at the community college level should have a master's degree in the candidate's major area of the study. The bachelor's degree is acceptable for initial employment at this level, but individuals should be encouraged to complete the requirements for the master's degree.

Based upon the evidence presented, the curriculum for the preparation of the community college instructor should consist of the following: (i) A master's degree in the candidate's major discipline, (ii) Professional education electives including guidance and counselling courses and psychology courses, courses in teaching methodology in higher education, curriculum, development in the community college, and administration and organization of the community college, (iii) Internship programme practice teaching in a community college under the supervision of the competent teacher, (iv) Provision should be made for prospective community college instructors to obtain related practical work experience outside the field of education and (v) seminars, workshops and inservice programmes specially designed for the community college instructor should be designed for persons currently employed in a community college setting.

White (1975) had conducted a research, 'Improving College Teaching Through Preservice Preparation for Teaching'.

The problem was to summarize and analyse efforts made to improve college teaching as reported in research and literature, with special emphasis on preservice preparation.

The study reveals widespread belief that the Ph.D. degree does not typically prepare recipients for undergraduate teaching that administrative attitude forms a barrier against improvement of teaching, because of the reward system, that colleges should assume responsibility for assisting faculty and teaching assistants to improve their teaching and that a conflict between teaching and research needs allievation. It was also revealed that many materials are available and many procedures have been developed for improving undergraduate teaching and that individual traits have much to do with the success with which faculty members motivate students. Preservice preparation involved orientation, methods, workshops, seminars, and internship. In the 1960's the Doctor of Arts degree was seen as an alternative to do Ph.D. The university study revealed widespread lack of preparation of associate instructors for teaching and lack of supervision of their efforts. This does not include the special funded programme AITSP (Associate Instructors Teaching Skills Programme) which involved only five departments and which was successful.

Conclusions reached were that much consideration has been given to the improvement of undergraduate teaching but that far reaching changes have not been noted. Reward systems need to be reconsidered. Lecturing continued to be the dominant mode of teaching and is accompanied by widespread efforts to improve it and to supplement it or replace it with other procedures.

A high incidence of undergraduate teaching is done by graduate students, who need help and the Ph.D. degree is primarily a teaching degree despite its emphasis on research.

The recommendations which would normally be made at this stage of a report of a study seem obvious from the findings and conclusions. The only recommendation that seems worthy of emphasis, is that institutions utilize such efforts to improve teaching which have been described in this report as they apply to their own situation. Moreover, the institutions should grant higher status to teaching.

Erickson (1976) had undertaken one research project, "A Survey of the Inservice Training Needs and Interests of Instructional Improvement Centres in Higher Education".

This study was undertaken in order to assess the inservice training needs and interests of instructional improvement Centre personnel and asked two primary questions, viz., (i) what resources, programmes and activities are currently provided by instructional improvement, centres in higher education? and (ii) in what areas might persons working in these centres seek inservice training opportunities. Information related to these questions was collected through structured telephone interviews with 27 Directors of Instructional Improvement Centres.

Director's responses to questions about the areas in which they might seek inservice training for their staff members revealed considerable range of interests and diversity of

priorities. Thus the findings in this study did not produce any consensus of opinion from directors regarding the areas in which inservice training would be most useful to instructional improvement centre personnel. However, while the directors' specific interests and priorities varied widely, there was agreement among 22 of the 27 directors interviewed that they would like to have opportunities for inservice training beyond those now available to them. Thus, it was concluded that the creation of inservice opportunities in several areas would find a receptive audience among persons working in instructional improvement centres. Although not a primary question in this study, interviews with directors provided initial opportunities to explore possible strategies for making inservice training experiences available to interested persons or centres. Again directors opinion varied widely and their responses did not indicate a clearly superior strategy for providing inservice training experiences. However, when asked if members of their staffs would be likely to participate in inservice training offered through an institute for instructional improvement in higher education, Nineteen directors answered 'yes', whereas only three directors answered 'no'. Thus, it was suggested that one way to respond to the inservice training needs and interests expressed by directors might be to create an institute to coordinate and sponsor a variety of inservice training experiences.

Mistry (1978) had undertaken one project, "Improving College Teaching: Model Faculty Development Programme for Indian Unitary".

The purpose of the study was to determine:

- (a) specific topics that constitute an orientation programme.
- (b) different formats of planning and conducting inservice faculty development programme.
- (c) specific topics that are utilized in the faculty development programmes.
- (d) different alternatives adopted by the colleges in United States to improve college teaching and
- (e) formulation of a model faculty development programme for an Indian unitary university.

A questionnaire was mailed to 389 institutions spread across 48 continental states. 238 institutions responded to the questionnaire. The institutions were classified by kind and size. The data on the orientation programme inservice faculty development programme and other alternatives was analysed according to the classification of the institutions.

Conclusions: Sixty five percent of the responding institutions indicated conducting orientation programme small and medium size institutions reported greater frequency. The most emphasized topics for orientation programme were identified as role of a faculty member, information about promotion and tenure, information about campus facilities and fringe benefits. It was evident that the orientation programme dealt more with the mechanics rather than with in depth discussions on pedagogy.

About 50 percent of the institutions reported of conducting inservice faculty development programme. Church

related and small institutional reported greater frequency. The location of the programme within the institution, the planners and the administrators of the programme varied to such an extent from institution to institution that it was impossible to discern any uniform pattern. 30 percent of the respondents reported that attendance at the programme was mandatory for all new faculty members. A few institutions reported that the 'doors of the programme' were open to all faculty members. All institutions (by kind and size) reported utilising the three formates (a short term programme, an on going programme, and a combination of both) in equal proportions. This indicated that certain institutions believed that one short term programme was enough for the development of good teachers. The respondents indicated that they placed maximum emphasis on topics, course planning, alternate teaching techniques and evaluation of students' work for the programme. In different alternatives for improving college teaching, the results indicated a need to establish an institute for teaching and utilization of a teacher counsellor. Most of the institutions reported assigning standard teaching load only a small number indicated acceptance for the proposal of the new faculty members being assigned to senior faculty member for guidance and to the practice of team teaching. Majority of the institutions reported rewarding good teaching by either salary increase, or promotion, or both.

Recommendations: The orientation programme should contain more indepth topical discussions in pedagogy rather than the 'mechanics' of the campus. The inservice faculty development

programme should be of an on going nature, utilizing the evaluation procedure to provide feedback information for modifying the programme according to the needs of the faculty members. The attendance at the programme should not be mandatory, colleges and universities should provide concrete evidence of their attitudes towards good teaching to motivate the faculty members to self evaluation and self improvement.

Team teaching, establishment of a Centre for teaching and creation of the posts of teacher counsellors should be encouraged. More researches may be done in the area of evaluation of teaching. Behavioural objectives and competencies of a faculty member should be identified and on the basis of those an evaluation system can be evolved. Research grants may be given to new faculty members for the purpose of improving their teaching. Regional centres for improvement of college teaching could be opened at various locations to provide facilities for those who do not have them.

Model Programme: Taking into consideration the results of the study in the United States and the needs of an Indian faculty member, a model programme was developed. The model consisted of two basic parts, part one which could be incorporated immediately with the available resources and the part two; a long range programme which could be implemented on the viability of the additional resources. The part one comprised of the two days orientation programme, followed by a year round faculty development programme both at the university and the department levels.

Incorporation of such supporting programmes as teaching evaluation, course evaluation and reward for teaching excellence was envisaged within one year of the start of the programme. The part two of the programme dealt with the establishment of higher education departments, centres for teaching and centres for research in higher education.

Vincent (1974) had conducted one research project on 'A Comparison of the Discovery Approach with the Lecture Approach in Teaching General Botany'.

He has compared two methods, which method is more effective than the other for improving and making teaching more effective.

Marcy (1974) had undertaken a research project, 'A Comparison of three Methods of Teaching College Chemistry'. He has mentioned the effectiveness of three methods in one subject in different situations.

Roe (1975) had undertaken a research project, 'A Comparison Between Two Methods of Teaching Social Studies at the College Level'. The investigator has mentioned the effectiveness of different two methods in social subjects at college level.

Indian

As already mentioned that this is a new area of research and very few researches have been conducted in this area in India. Whatever has been done and the available literature pertaining to them are being discussed under.

A project (Joshi and Singh S. 1978) was undertaken to survey all Indian universities with regard to the orientation programme. A monograph 'Orientation Courses for University Lecturers' was published by CASE. Which dealt with such courses in the form of preservice and inservice programmes.

For this project, a questionnaire was prepared in July 1977 and it was sent to the Registrars of all Indian Universities. There are 115 universities and a few deemed universities which have been covered and were surveyed. Out of the 130 questionnaire the investigators received responses from 80 respondents.

The analysis of the data revealed that 18 universities out of 80 have already sponsored such preservice and inservice programmes. The two universities viz. (i) Calicut University and (ii) Annamalai University, have sponsored preservice programmes for both freshers and already appointed lecturers. In both the universities the course is for a year. Other universities are conducting inservice programmes for their newly appointed teachers. The Syndicates of these universities have given the task of conducting this to their respective departments of education. Every university has its own syllabus. Though the

topics usually are related to methods of teaching, evaluation, educational psychology, philosophy of education, and problems of Indian education, some practical aspects are also covered by workshops such as: how to prepare lectures and how to conduct seminars etc.

Joshi (1979) reported, 'A Survey of University Teaching Methods', his findings are as follows :

(i) The lecture method seems to be the most popular technique employed by the teachers of colleges and the universities in the degree classes. On an average the major proportion of time 65.71 percent is spent on lectures in colleges at degree level, but in the universities 51.85 percent of time is spent for the same classes. The responses further reveal that at postgraduate levels the time spent on lectures is comparatively less.

(ii) The time spent on discussion period on an average is 19.89 and 14.57 percent for degree and postgraduate classes respectively.

(iii) The tutorials and seminars are also not very popular teaching devices at college and university stage

Teaching and examinations are inter-related in higher education and examination takes a large part of student's academic life. The majority of teachers feel that the existing system of examinations provide incentive to hard work and it has a positively ~~xxx~~ good influence on the teaching.

According to the investigator's experience, there is a need to improve teaching and evaluation constantly in colleges

and universities. This can be done in two ways:-

- (i) By improving the academic qualifications and
- (ii) By getting orientation in pedagogy and evaluation techniques.

The university teachers improve their academic qualifications in their own subject area by earning Ph.D. degrees, writing articles or attending the conferences on their areas of specializations. But at present there is no tradition in our colleges or universities, where the teachers can get orientation in the methods of teaching or setting of good question papers.

Implication of the Related Literature

Taking into consideration the review of the available related literature, the investigator has got a clue that the emphasis has been to improve the higher education in order to achieve our higher educational objectives; to help develop the skills of teaching and evaluation to improve the efficiency of the teachers in the following two aspects:-

- (i) Content, and
- (ii) Presentation of Content.

The first part of the improvement is based on subject matter that can be developed by research work, which is a continuous process.

The second part is the communication of the content material and this part is also equally important.

In this study the investigator wants to enquire into only one aspect of the improvement, that is, the presentation of the content.

The factors, which are important in order to improve the quality of the presentation skill, can also be termed as the pedagogical aspect.

The entire literature which has been reviewed can be categorized as,

- (a) literature pertaining to commission reports, books, journals, etc.
- (b) literature based on research findings.

The literature pertaining to the conceptual discussion of inservice training has emphasized the importance of the pedagogical aspect and the role of the teachers in different ways. This part mostly has been discussed in books, journals, reports of the committees and commissions.

The second category is based on research findings.

The research projects, which have been undertaken by different educators or professors, are directly related to pedagogical courses.

In these researches more emphasis has been given on the teaching and evaluation skills.

The two methods for conducting programmes, have been undertaken for the improvement of the faculties.

- (i) Preservice programmes and
- (ii) Inservice programmes.

All these researches have been conducted in foreign countries only. There is not a single study conducted so far in India which is related to preservice and inservice programmes. Though such programmes have already been taken up by different universities for faculty improvement.

The partial absence of literature in India does not reflect the unimportance of the theme or topic. The study shows that researchers and educators have been attracted towards the topic in recent years. But on the other hand, the literature and researches in this area in other countries justify the inclusion of the area in the list of significant topics for the researches. Teacher education programme for college university teachers is a recent development not only in India but in other countries as well.