

## **CHAPTER V**

### **ANALYSIS OF DATA, PRESENTATION OF RESULTS AND DISCUSSION**

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### ANALYSIS OF DATA, PRESENTATION OF RESULTS AND DISCUSSION

In this Chapter, the collected data has been analysed to delineate the results. For convenient organisation, the chapter is divided into ten sections. Each section is dealing with one objective of the study and the sections are arranged in the same sequence as objectives are stated in the Chapter II. Under each section, the objectives are made further focused followed by presentation of processed data in the form of results. After delineating the results those are discussed in the light of the research questions framed in Chapter II and previous research findings (if any) compiled in Chapter III.

#### 5.1 Progress of ASOS

The first objective of the present study was to determine the progress of ASOS from 1987 to 1993 i.e. after completion of 5 years since their inception. The progress of ASOS was studied with reference to orientation programme only and it was studied from two different angles: i) the quantitative growth of the number of orientation programmes conducted by different ASCs, and ii) the quantitative growth in terms of enrollment of the teachers into orientation programmes. For the objective 1, data were sought from the directors of all the ASCs through a mailed questionnaire

(Appendix A, Item Nos.12, 13 and 14). But due to lack of proper response from the directors inspite of the repeated enquiry made by the investigator, the related data were compiled from a Report, " Planning and Management of Academic Staff Development Programmes: Review Meeting of the Directors of ASCs" (hereafter referred as NIEPA Report) prepared by NIEPA. The data which directly collected from the directors (N=18) were matched with those were furnished in NIEPA Reports (1991, 1992 & 1993) to ensure the accuracy of data. It may be noted here that while preparing this research report the researcher got the above referred data for the year 1994 from the ASC Cell of UGC, so those have also been included.

#### **5.1.1 Quantitative Growth of Orientation Programmes**

The Table 5.1 shows the number of orientation programmes conducted by 45 ASCs, from the year 1987 to 1994 alongwith the percentage of growth during a year (specifically the time when estimations were taken). Percentage of growth is calculated on the basis of exact number of orientation programes conducted during the year upto the time when estimations were taken.

**TABLE 5.1**  
**Year-wise Growth of OP Conducted by ASCs**  
**from 1987 to 1994.**

Year	No. of OPs (Cumulative)	Exact No. of OPs	% of Growth
April, 1988	41	N.A.	--
July, 1989	273	232 (185)	--
July, 1990	273	140 (140)	-39.6
Sept, 1991	630	217 (140)	55.0
June, 1992	732	102 (135)	-52.9
April, 1993	867	135 (162)	32.3
April, 1994	1015	148 (148)	9.6

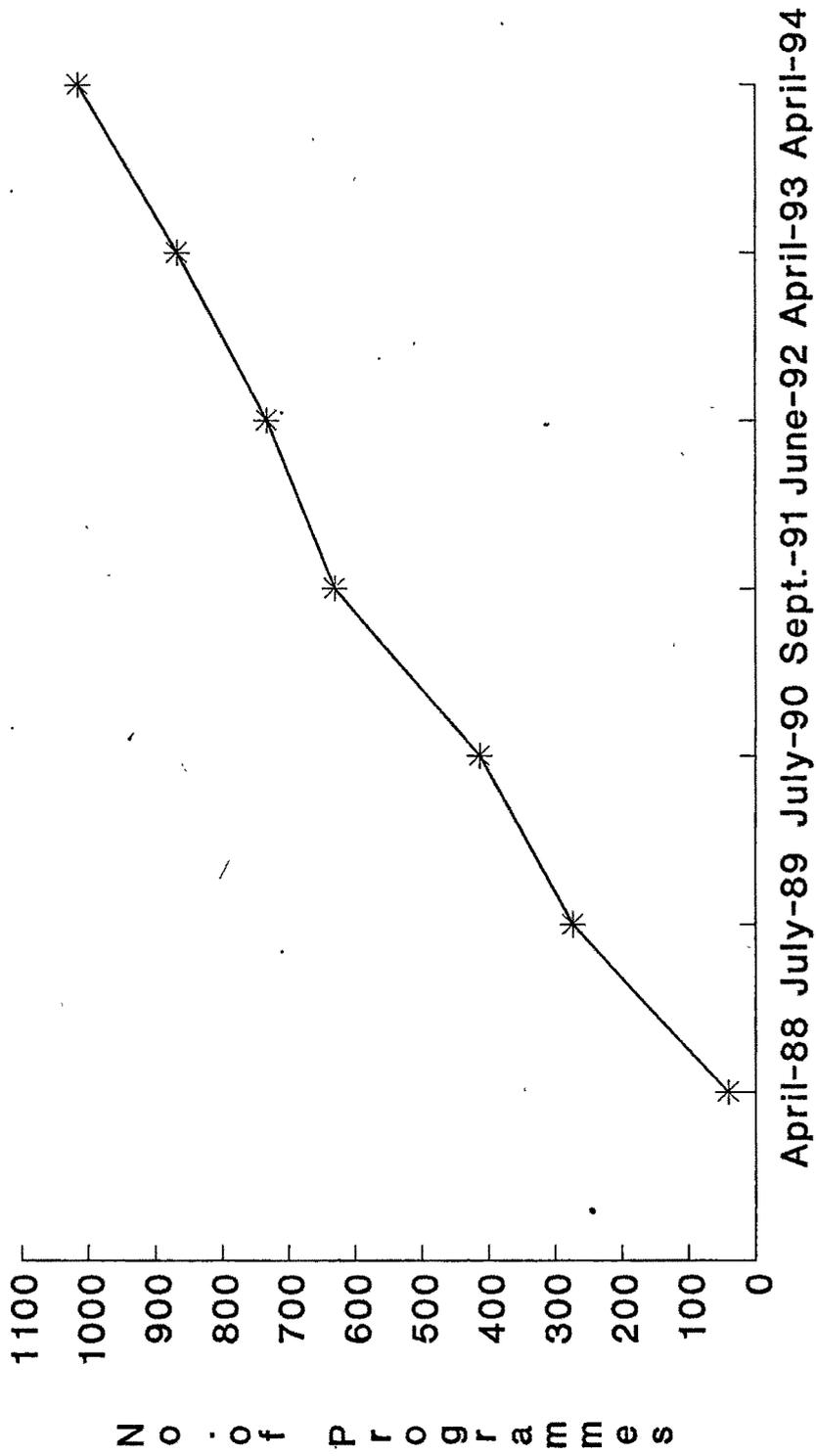
- Figures in parentheses are estimated No. of programme in a calendar year (12 months).

- % of growth calculated from exact increase in numbers of OP during a year.

It could be seen from the Table 5.1 that the number of orientation programmes increased from 41 during April 1988 to 1015 in April 1994 and the cumulative rate of growth worked out to be 23.76. The cumulative growth of orientation programme from 1988 to 1994 is graphically shown in Figure 1. Fluctuations were also observed in the exact number of orientation programmes conducted during a year (even in a calendar year exactly). Maximum 232 orientation programmes were conducted during April, 1988 to July, 1989 and minimum 102 programmes were conducted during September,

Fig. 5.1

Cummulative Growth of Orientation Programmes conducted by ASCs from April, 1988 to April, 1994.



1991 to June, 1992. Similarly the yearwise percentage of growth shows a wide fluctuation ranging between -52.9 (during June, 1992) and 55.0 (during September, 1991).

If the total number of orientation programmes conducted upto 1994 is compared with the number of programme projected (by the UGC) to be conducted, roughly only half the target is met with. As per the (revised) policy regarding orientation programmes each of the ASCs were expected to conduct 8 orientation programmes (of 4 weeks duration) in a year. But according to the latest NIEPA Report (1993) only one ASC conducted all the eight programmes, another conducted seven programmes and only 17 ASCs succeeded in organising at least four programmes during the year April, 1992 to March, 1993. Moreover, a great difference was observed in the number of proposed programme by ASCs to be conducted during April, 1992 to March, 1993 and the actual number of programmes conducted during this period. As per NIEPA Report, 1992, ASCs projected to organise 160 (data furnished by only 38 ASCs) orientation programmes (8 OP by 2 ASCs and 4 or more OP by 23 ASCs) during the year 1992-93, <sup>but</sup> the actual number (i.e. 135) of orientation programmes conducted during this period are in contrast far short of that.

#### 5.1.2 Quantitative Growth of Teachers' Participation in Orientation Programme

The Table 5.2 shows the number of teachers (participants) participated in the orientation programme

conducted by 44 ASCs from 1987 to 1994.

TABLE 5.2

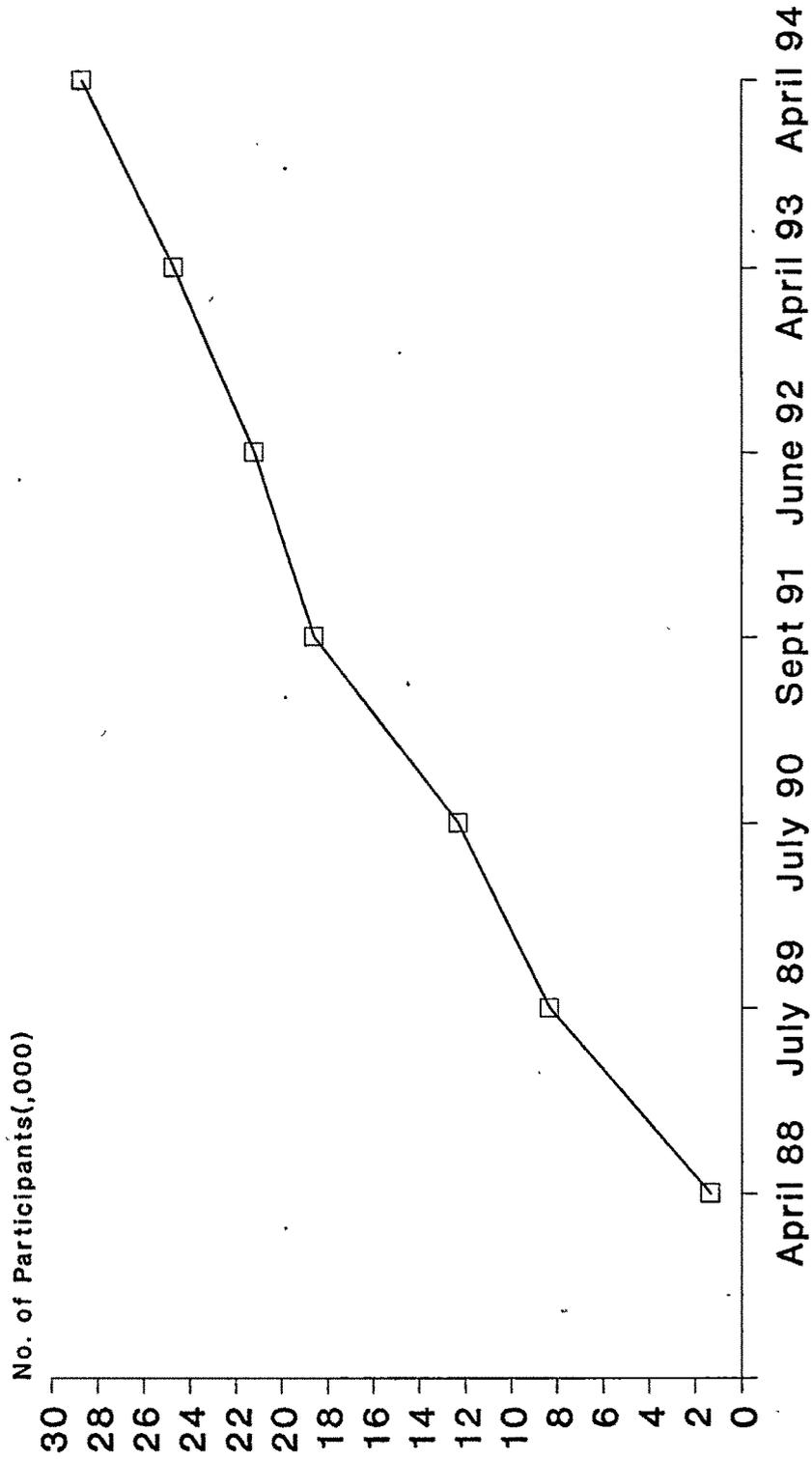
Year-wise Growth of Participants' Enrollment into the OP

Years	Number of Participants (Cumulative)	Exact No. of participants	% of Growth
April, 1988	1345	N. A.	--
July, 1989	8331	6986 (5588)	--
July, 1990	12305	3974 (3974)	-43.1
Sept., 1991	18583	6278 (5381)	57.98
June, 1992	21203	2620 (3493)	-58.26
April, 1993	24684	3481 (4177)	32.86
April, 1994	28665	3981 (3981)	14.36

- Figures in parentheses indicate estimated number of participants during a calendar year (12 months).
- % of growth calculated from exact increase in number of participants during a year.

It could be observed from the Table 5.2 that the attendance of participants in the orientation programme have been increased from 1345 in April, 1988 to 28,665 in April, 1994. The cumulative growth of participants' participation in orientation programme from 1988 to 1994 is graphically shown in Figure 2. The percentage of growth shown wide fluctuation as it was -58.26 percent during the year

Fig. 5.2  
Cumulative Growth of Participants' Participation in  
Orientation Programme from April, 1988 to April, 1994.



September, 1991 to June, 1992 and 57.98 percent during the year July, 1990 to September 1991. Looking from the angle of exact number of participants attended orientation programme during a year April, 1988 to July, 1989 recorded the enrollment of maximum 6986 participants and the year September 1991 to June 1992 recorded the lowest enrollment (i.e. 2620 participants).

The progress of ASOS seems to be far from satisfactory if the total number of participants who attended orientation programme is compared with what it was thought of while formulating the scheme of Academic Staff Orientation. According to the informations available, (As compiled in NIEPA Report, 1991, 1992 and 1993) the ASCs projected to orient 4714, 5665 and 5605 teachers respectively in the year 1992, 1993 and 1994, whereas, they could orient only 2620 teachers (i.e. about 56% of the projected number) during 1992, 3481 teachers (61.4%) during 1993 and 3981 teachers (71%) during 1994. Moreover, the number of teachers attending orientation programme every year is far less than the estimated figure of about nearly 10,000 new lecturers (UGC, 1991) joining the colleges and universities in a year.

## 5.2 Current Status of ASCs

The objective 2 of the study was to report the current status of ASCs with reference to infrastructure available, personnel and finance. In this connection data were collected from different ASCs through a questionnaire

(Appendix-A) mailed to the directors. Besides some financial data were compiled from NIEPA Report (1993).

#### 5.2.1 Infrastructure

According to the informations furnished by 18 ASCs necessary infrastructural facilities like, rooms, halls, furnitures (to some extent) etc. were made available by the concerned universities in case of 11 (61.1%) ASCs. Five ASCs arranged the necessary infrastructure temporarily with the help from the concerned universities. Only two ASCs had their own permanent infrastructure partly supported by the concerned universities and partly funded by the UGC.

Out of 18 ASCs (in the sample) 15 of them possessed separate library facilities, with library staff and reading rooms. Three ASCs did not have library facilities though only books were available and lying in the corner of the ASC office (in one of them). Regarding the adequacy of library facilities 5 (27.8%) directors stated that those were well-equipped, whereas, 10 (55.5%) of them expressed that libraries were neither well-equipped nor well maintained.

In case of eight ASCs it was found that there were no hostel or guest house facilities for the participants. The rest of the 10 ASCs possessed either some sort of hostel or guest-house facilities or made necessary alternative arrangements in the university guest house /hostels. (Participants' rating regarding library and accommodational

facilities are given in a separate section in this chapter).

The (seven) ASCs which were personally visited by the investigator also gave a testimony of variations that existed among them from the angle of infrastructural facilities available. Some of them were well equipped in terms of space, buildings, furnitures, equipments (like OHP, VCR, Video Camera, Xerox etc.), a good library with adequate space, sufficient books and journals and neatly maintained hostel/guest house. On the other hand, in many ASCs (precisely in 4) the overall infrastructural facilities were poor. The rooms where lectures are given were found to be made shift arrangements. In some cases those were even lacking adequate lighting and ventilation. The rooms were over crowded in hostel/guest-house. Libraries were also ill equipped considering the lack of sufficient books and journals, spacious reading room and library staff.

The investigator's interview with the director revealed that, lack of sufficient funds, lack of adequate co-operation on the part of the concerned university, frequent changing of directors, alternative or temporary deputation of persons to the ASCs as honorary director, deputy director, co-ordinators, and absence of a concrete policy regarding permanent institutionalization of ASCs were the main causes of such sorry state of affairs in some of the ASCs. The above findings support the findings of Rao and Palsane (1994).

### 5.2.2 Personnel

The staffing pattern of ASCs constitute provisions for the appointment of three full-time academic-cum-executive staff one each in the grades of a Director/Professor, a Deputy Director/Reader and an Assistant Director/Lecturer; and five full-time supporting staff. Besides the ASCs are given authorisation to recruit part-time supporting staff or to give daily basis appointment from the contingency grants kept at the disposal of the directors.

So far as the appointment of personnel against the sanctioned posts are concerned, a great discrepancy was observed. In case of eight ASCs only Directors/Professors had been appointed minus Deputy Director and Assistant Directors. There were at least two academic posts found filled up in five ASCs and in the rest five ASCs all the academic posts were filled up. Irrespective of the total number of academic staff, in case of two ASCs the Directors were not full-time appointees but having additional responsibility to look after ASC affairs with their regular assignments in their parent departments. Thirteen ASCs had filled up all the sanctioned posts for the supporting staff, whereas, in five ASCs one to two such posts were still lying vacant.

### 5.2.3 Financial status

ASCs came into existence as UGC sponsored scheme and UGC has accepted the responsibility to continue with the

scheme upto the eighth plan period i.e. upto March 1997 (It appears that UGC will continue with the scheme beyond eighth plan). This otherwise means UGC bears all the expenses of the ASCs. In an attempt to study the financial status and pattern of funding the investigator collected informations mainly through the questionnaire mailed to the directors, interviews held with the directors of selected ASCs and compiling financial data from NIEPA Report (1993).

The directors were asked to furnish the financial details in a prescribed format (Item No.15 & 16 of director's questionnaire, Appendix A). But complete informations could not be procured as majority of directors did not furnish the required details due to inexplicable reasons. However, total expenditure per year was quoted by some of the ASCs. In this regard it was found that, on an average the different ASCs spend 8 to 14 lakhs of rupees per year between 1987-88 to 1992-93. According to NIEPA Report (1993), in the year 1992-93 the total expenditure (Total expenditure included expenditure on orientation programme and refresher course combinedly) varied from a minimum of 1.3 lakhs to a maximum of 39.6 lakhs and the average being around 10 lakhs (per ASC).

So far as orientation programmes are concerned the amounts of expenditure for the year 1992-93 estimated to be ranging between a minimum of Rs. forty six thousand to a maximum of Rs. 8.6 lakhs and the average expenditure being

Rs. 2.9 lakhs. It may be noted here that about 8.8 million rupees were spent by 41 ASCs to organise orientation programmes during this year (i.e.1992-93).

Average per participant cost for the orientation programme reported to be Rs, 2275.00, whereas, the minimum per participant cost was Rs 448.79 and maximum per participant cost was Rs.5018.26 in different ASCs.

The reason<sup>of</sup> large variation in the expenditure pattern and costs was traced in the peculiar funding pattern followed. Initially ASCs were provided with establishment grant after receiving the proposal from respective universities. After that each of the ASCs were required to submit the advance budget estimate on the basis of which UGC sanctions the fund for the ASCs which are disbursed to the ASCs through the concerned universities. In the otherwords, ASCs do not have direct access to the fund, that it has to reach them via universities. Of course, the directors are provided with the contingency grant directly from UGC.

During the course of interview with the investigator majority of the directors attributed the poor progress of ASCs and lack of adequate facilities to the indirect method of disbursement of fund and unprecedented delay in sanctioning of the fund on the part of the UGC. However, the variations found in expenditure incurred on conducting of orientation programmes and in the per participant costs

(during the year 1992-93) largely depend upon the advanced budget estimate prepared by the ASC concerned with regard to total number of orientation programmes to be conducted and total number of participants expected to join in those programmes.

### 5.3 Teachers' Response regarding the Need of Orientation Programme

As discussed in the first chapter training, professional education and orientation of the college and university teachers have always remained as a hot debate in the intellectual circles of higher education. The present scheme of academic staff orientation is no exception to that. Though the scheme has been brought by the UGC -the apex policy making body in the field of higher education it is not categorically mentioned by the UGC about the basis or especially the empirical facts (if any collected) about the training or orientational need of the teachers at college or university level. It is true that there were sporadic attempts by the individual researchers to study the training needs of the teachers prior to the conception of the scheme. But there is lack of research evidences regarding the teachers' perception about the need of orientation immediately after the launching of ASOS.

One of the objective (No.3) of the present investigation was to study the college and University teachers' response regarding the exigencies of orientation

programme. An indepth inquiry has been made in this connection taking into account different background factors like educational qualifications, discipline (faculty), levels of teaching (at UG or PG), teaching experience, sex and age of the teachers. Teachers' response regarding the need of the orientation programme collected through two closed ended items viz. "you have chosen to undergo the orientation programme: voluntarily out of your own professional interest it is obligatory/ any other"; "Did you feel any need of orientation at the time of joining as a college/university teacher: Yes/No. (Item Nos 11 and 12); and, an open ended item (No.13), to list the aspects in which, they required orientation, in the participants' questionnaire (Appendix B). The collected data have been presented in a summary form followed by discussion in the following sub-sections. It may be noted here that the responses regarding the need of orientation programme have been collected from those teachers who came for receiving orientation to the ASCs (Seven) selected in the sample of the present study.

#### **5.3.1 Levels of Qualification of the Teachers and need for Orientation**

The minimum entry qualification for a lecturer at college/university level is a Master's degree in relevant subject with 55% of mark plus the other criteria like passing of a eligibility test conducted by UGC or, the concerned state wherever applicable. But at higher education

level quite a sizable number of teachers join the profession with additional research degrees like M.Phil. or Ph.D. or else, they procure the research degrees while in-service mainly due to the professional weightage or importance attached to those degrees.

In the present study, the investigator made an attempt to find out variations in the perception of the teachers possessing different levels of qualification about the need for orientation programme. The result have been summarized in the Table 5.3 and 5.4.

TABLE 5.3

**Qualification-wise Teachers' Preference to Undergo Orientation**

Level of Qualification	Preference for Orientation			Total
	Professional interest	Obligatory	Both	
Master's only	89 (60.9)	40 (27.4)	17 (11.6)	146(100)
M.Phil.	40 (60.6)	12 (18.2)	14 (21.2)	66 (100)
Ph.D.	20 (71.4)	4 (14.3)	4 (14.3)	28 (100)
Total	149 (62.1)	56 (23.3)	35 (14.6)	240 (100)

Figures in parentheses indicate percentages.

It could be seen from the Table 5.3 that amongst the teachers having only Master's degree about 61 percent of them preferred to join orientation programme voluntarily out of their own professional interest, 27 percent of them joined orientation programme as it is obligatory and 11.6

percent of them for both the causes. Corresponding figures (percentage) for the M.Phil. degree holders are 60.6, 18.2 and 21.2. Amongst the Ph.D. degree holders figures (percentages) are 71.4, 14.3 and 14.3 and 14.3 respectively. The above figures otherwise implies that more the level of qualification of the teachers more they are open towards their professional development.

Regarding the felt-need for some sort of orientation programme at the time of joining into the teaching profession there were varied response from the teachers having different levels of qualifications (see Table 5.4).

TABLE 5.4

**Qualification-wise Distribution of the Teachers according to their Response to the Felt-Need for OP**

Levels of qualification	Felt-Need for OP				Total
	Yes		No		
Master's only	99	(67.8)	47	(32.3)	146 (100)
M.Phil.	50	(75.8)	16	(24.2)	66 (100)
Ph.D.	25	(89.3)	3	(10.7)	28 (100)
Total	174	(72.5)	66	(27.5)	240 (100)

Figures in parentheses indicate percentages.

It could be seen from the Table 5.4 that amongst the teachers who felt the need of orientation the percentages of teachers having higher research degrees like that of M.Phil. and Ph.D. are higher than that of the teachers having only

Master's degree. Similarly amongst the teachers who had not felt the need of orientation the percentage of the Master's degree holders is higher than those of the M.Phil. and Ph.D. degree holders. The percentage of Ph.D. degree holders is the lowest (even negligible) in this category.

The above data shows that the ascent in the level of qualification is coincided with dropping of inhibitions by the teachers and their becoming open towards professional development. This finding is in accordance with the conclusion drawn regarding the preference to undergo orientation.

#### **5.3.2 Faculty Background of the Teachers and Need for Orientation**

Considering the fact that there may be variations in the perceived need for orientation by the teachers from different faculties. The collected responses were accordingly classified and analysed. It may be noted here that teachers of different disciplines (faculties) were broadly classified into three groups namely Arts, Sciences and Commerce. The Table 5.5 below shows faculty-wise frequency distribution of teachers in response to the question regarding their (teachers) preference to undergo orientation programme.

TABLE 5.5

Faculty-wise Distribution of Teachers according to their Preference to undergo Orientation.

Faculties	Preference for Orientation			Total
	Profess- ional interest	Obligatory	Both	
Arts	99 (61.1)	36 (22.2)	27 (16.7)	162 (100)
Science	33 (68.8)	11 (22.9)	4 (8.3)	48 (100)
Commerce	17 (56.7)	9 (30.0)	4 (13.3)	30 (100)
Total	149 (62.1)	56 (23.3)	35 (14.6)	240 (100)

Figures in parentheses indicate percentages.

It could be seen from the Table 5.5 that considering the faculty backgrounds (i.e. Arts, Science, and Commerce) of the teachers not much variations found in their perceived preference to undergo orientation. Little more than 60 percent of teachers preferred to attend the orientation programme voluntarily due to their own professional interest. But the percentages of teachers who stated to join the programme due to its obligatory nature though apparently same in case of teachers of Arts and Science faculties, it is little higher in case of commerce teachers. Finally it could be concluded that faculty background of teachers do not make much difference while exercising their choice to undergo professional orientation.

So far as felt-need for orientation programme is concerned the teachers of different faculty gave the

following responses as summarized in the Table 5.6.

TABLE 5.6

Faculty-wise Distribution of Teachers according to their Response to the Felt-Need for OP

Faculties	Felt-Need for OP		Total
	Yes	No	
Arts	120 (74.1)	42 (25.9)	162 (100)
Science	35 (72.9)	13 (27.1)	48 (100)
Commerce	19 (63.3)	11 (36.7)	30 (100)
Total	174 (72.5)	66 (27.5)	240 (100)

Figures in parentheses indicate percentages.

Table 5.6 shows that more than 70 percent of Arts and Science teachers felt the need of some sort of orientation when they initially joined the teaching profession, whereas, about 26 percent teachers from each of these faculties did not felt the need of getting any orientation. But among the teachers of Commerce faculty figures (percentages) are little different and those are closely similar to the figures regarding the preference to get orientation. In the otherwords, teachers of Commerce faculties seemed to be little reluctant as quite a sizable number (about 37%) failed to realize the need of orientation at the time of joining the profession (and 30% of them attended orientation because it is mandatory).

### 5.3.3 Levels of Teaching of the Teachers and Need for Orientation

As the orientation programmes are general in nature, teachers' teaching at both under graduation and post-graduation levels are expected to attend it. It may be possible that teachers teaching at different levels (i.e. Undergraduate and Post-graduate) have different perception regarding the need of orientation. The result of the analysis of the response of the teachers teaching at Undergraduate (UG) and Post-graduate (PG) levels in regard to their preference of undergoing orientation is presented in the form of a frequency distribution in the Table 5.7.

TABLE 5.7

Distribution of UG and PG (level) Teachers according to their Preference to Undergo Orientation

Levels of Teaching	Preference for Orientation			
	Professional interest	Obligatory	Both	Total
UG	137 (63.4)	46 (21.3)	33 (15.3)	216 (100)
PG	12 (50.0)	10 (41.7)	2 (8.3)	24 (100)
Total	149 (62.1)	56 (23.3)	35 (14.6)	240 (100)

Figures in parentheses indicate percentages.

It is clear from the Table 5.7 that quite a high (41.7) percentage of PG teachers stated to attend the programme because it was obligatory. Whereas, the figures (percentages) of UG teachers are almost identical with the figures of the total sample of the teachers. Thus, it could

be said that nearly 42 percent of P.G. teachers attended the orientation programme for its obligatory nature and not necessarily due to their own professional interest. However, 50 percent of them joined the orientation programme voluntarily due to their own professional interest.

Table 5.8 below summarizes the teachers reaction to the felt-need of orientation at the beginning of their career.

TABLE 5.8

Distribution of UG and PG (level) Teachers according to their Felt-Need for OP

Levels of Teaching	Felt-Need for OP		Total
	Yes	No	
UG	163 (75.5)	53 (24.5)	216 (100)
PG	11 (45.8)	13 (54.2)	24 (100)
Total	174 (72.5)	66 (27.5)	240 (100)

Figures in parentheses indicate percentages.

It is evident from the Table 5.8 that comparatively more (54.2%) PG teachers had not felt any need for orientation, when they joined as lecturers. But majority of UG teachers expressed that they felt the need of orientation at the beginning of their career. The above result corresponds with the previous result about the preference for undergoing orientation.

#### 5.3.4 Institutional Background of the Teachers and Need for Orientation

Orientation programmes are designed for <sup>both</sup> the university and college teachers. But taking into consideration the

present sample the number (8) of university teachers attending the orientation programme is quite negligible. The causes of the poor representation of university teachers in orientation may be manifold and pinning down of it is beyond the scope of the present study. However, on the basis of the available data for 8 university teachers and 232 college teachers a comparative perspective is given about their reactions to the item Nos. 11 and 12 (Appendix B). In the Tables 5.9 and 5.10 respectively.

TABLE 5.9

Distribution of College and University Teachers according to their Preference to Undergo Orientation

Institutional Background	Preference for Orientation			Total
	Professional interest	Obligatory	Both	
College	147 (63.4)	52 (22.4)	33 (14.2)	232(100)
University	2 (25.0)	4 (50.0)	2 (25.0)	8(100)
Total	149 (62.1)	56 (23.3)	35 (14.6)	240(100)

Figures in the parentheses indicate percentages.

TABLE 5.10

Distribution of College and University Teachers according to their Felt-Need for OP.

Institutional Background	Felt-Need for OP		Total
	Yes	No	
College	172 (74.1)	60 (25.9)	232 (100)
University	2 (25.0)	6 (75.0)	8 (100)
Total	174 (72.5)	66 (27.5)	240 (100)

Figures in parentheses indicate percentages.

It is evident from the Table 5.9 and 5.10 that 50 percent of University teachers attended the orientation programme because it is obligatory and 75 percent of them stated that they had not felt any need of orientation at the time of joining as a lecturer. But amongst the College teachers about 63 percent of them joined the orientation programme voluntarily due to their own professional interest and more than 74 percent of them felt the need of orientation at the time of initiation into the teaching profession. On the basis of the above fact it could be concluded that university teachers were mostly presumptuous about receiving orientation. In the other words, their belongingness to universities created a kind of obstinacy amongst them regarding participation in orientation programme.

#### **5.3.5 Teaching Experience and Need for Orientation**

Orientation programmes are meant for the fresh lecturers having not more than eight years of teaching experience after joining the college/university. In the sample of the present study it was observed that there were 84 lecturers having upto four years of teaching experience, 148 lecturers having 5 to 8 years of teaching experience and 8 lecturers having more than 8 years of experience (from a technical point of view it should not have occurred but, somehow due to the oversight of the authority at ASCs and lack of awareness among the teachers not only there were

these many teachers having more than 8 years of experience selected for orientation course but there were also teachers who have already attended the orientation programme once or twice, whereas, only one orientation is prescribed). Assuming that more exposure to teaching or more teaching experience on the part of the teacher would develop a recalcitrant attitude towards receiving orientation, the researcher, analysed the response to item number 11 (i.e. teachers preference to undergo orientation) taking into consideration the teaching experience of the teachers and the result is presented in the Table 5.11.

TABLE 5.11

Experience-wise Distribution of Teachers according to their Preference for OP.

Teaching Experience	Preference for OP			Total
	Professional interest	Obligatory	Both	
Upto 4 years	55 (65.5)	14 (16.7)	15 (17.8)	84 (100)
5-8 years	93 (62.8)	37 (25.0)	18 (12.2)	148 (100)
Above 8 years	1 (12.5)	5 (62.5)	2 (25.0)	8 (100)
Total	149 (62.1)	56 (23.3)	35 (14.6)	240 (100)

Figures in parentheses indicate percentages.

Table 5.11 shows that majority of the teachers upto 8 years of teaching experience attended the orientation programme due to their own professional interest. Twentyfive percent of the teachers having 5-8 years of experience attended the programme only because it is obligatory and

this percentage is higher than that of the teachers having upto 4 years of experience. However, a reverse trend was found in case of the teachers having more than, 8 years of experience. Therefore, it can be concluded that increase in the teaching experience is marked by more cases of resistance or defiance towards undergoing orientation course. It may be noted here that, analysis regarding the felt-need of the programme at the time of initiation into profession (Item No.12) was not made for the teachers of varied (teaching) experience as it was not necessary.

#### 5.3.6 Age and Need for Orientation

Age is not considered as a rigid criterion while appointing a lecturer into colleges/universities. As per the UGC rules there is no any upper age limit for the post of a lecturer. But some state governments and institutions prescribe age limit for this purpose which varies roughly from 30-40 years. In the present study, the age of the teachers selected in the sample varied from 23 to 48 years. Accordingly, the teachers were categorized into three groups considering their age, viz. upto 30 years, 31 to 40 years and 40 plus and their responses to item Nos. 11 and 12 (of the questionnaire, Appendix B) were analysed. The researcher was mainly interested in this context to know whether age of the teachers in anyway associated with their openness toward receiving orientation. The results are summarized in the Tables 5.12 and 5.13.

TABLE 5.12

Age-wise Distribution of Teachers according to their Preference for OP.

Age slabs	Preference for OP			Total
	Professional interest	Obligatory	Both	
Upto 30 years	103 (81.7)	11 (8.7)	12 (9.5)	126 (100)
31-40 years	42 (42.0)	38 (38.0)	20 (20.0)	100 (100)
Above 40 years	4 (62.1)	7 (50.0)	3 (21.4)	14 (100)
Total	149 (62.1)	56 (23.3)	35 (14.6)	240 (100)

Figures in parentheses indicate percentages.

Table 5.12 shows that most (81.7%) of the teachers below the age of 30 years attended the orientation programme voluntarily due to their own professional interest. Thirty eight percent of the teachers within 31 to 40 years range and 50 percent of the teachers above 40 years attended the programme because it was obligatory for them. The above data clearly shows that at the younger age (before thirties) teachers tend to join orientation programmes for their own professional development in a voluntary basis, whereas, teachers in late age (above thirties) more tend to attend the orientation programme because of its obligatory nature.

TABLE 5.13

Age-wise Distribution of Teachers according to their Response to Felt-Need for OP.

Age slabs	Felt-Need for OP		Total
	Yes	No	
Upto 30 years	106 (84.1)	20 (15.9)	126 (100)
31-40 Years	63 (63.0)	37 (37.0)	100 (100)
Above 40 years	5 (35.7)	9 (64.3)	14 (100)
Total	174 (72.5)	66 (27.5)	240 (100)

Figures in parentheses indicate percentages.

It could be seen from Table 5.13 that majority (84.1%) of the teachers had felt the need of orientation at the beginning of their career. In comparison to the percentage of younger teachers the older teachers' (i.e. above 31 years of age) percentages (i.e. 63% and 35.7% respectively for teachers in the category of 31-40 years and above 40 years) are higher amongst those who felt the need of orientation initially. Moreover, around 64 percent of the teachers above 40 years and 37 percent of the teachers in the range of 31 to 40 years and a meagre (about) 16 percent of the teachers below 30 years stated that they had not felt any need of orientation at the beginning of their career as college/university lecturer. The above data otherwise implies that, need of orientation was felt more by the young lecturers and less by those who are older. It meant increase in age led to dispose reluctance towards such programmes.

### 5.3.7 Sex and Need for Orientation

Sex is another important factor while analyzing the response of the teachers about the need for orientation programme. Accordingly, the collected responses regarding the teachers perception about the need for orientation were analyzed from male-female perspective. The results are presented in Tables 5.14 and 5.15.

TABLE 5.14

Distribution of Male and Female Teachers according to their Preference for OP.

Sex	Preference for OP			Total
	Professional interest	Obligatory	Both	
Male	120 (67.4)	39 (21.9)	19 (10.7)	178 (100)
Female	29 (46.8)	17 (27.4)	16 (25.8)	62 (100)
Total	149 (62.1)	56 (23.3)	35 (14.6)	240 (100)

Figures in parentheses indicate percentages.

Table 5.14 reveals that, most (67.4%) of the male teachers preferred to undergo orientation voluntarily due to their own professional interest, whereas, only about 22 percent of male teachers attended the programme for it is obligatory. The corresponding figures for female teachers are 46.8 percent and 27.4 percent. Slightly more (27.4%) number of female teachers found in the category of those teachers who attended orientation because it is obligatory. However, there is not much difference in the response



pattern of the male and female teachers regarding their preference to undergo orientation course.

TABLE 5.15

Distribution of Male and Female Teachers according to their Felt-Need for OP.

Sex	Felt-Need for OP		Total
	Yes	NO	
Male	137 (76.9)	41 (23.1)	178 (100)
Female	37 (59.7)	25 (40.3)	62 (100)
Total	174 (72.4)	66 (27.5)	240 (100)

Figures in parentheses indicate percentages.

It could be seen from the Table 5.15 that about 77 percent of the male and 60 percent of the female teachers felt the need of orientation at the beginning of their career as a lecturer. Comparatively, more female teachers than the male teachers had not felt any need of orientation. In the other words, amongst the female teachers there was comparatively little more reluctance towards undergoing orientation.

Irrespective of their diverse background it was found that 62 percent of the teachers preferred to undergo orientation voluntarily out of their own interest, about 23 percent attended only because it was compulsory for them and around 15 percent for both reasons. Regarding the felt need for orientation at the time of their first initiation into the profession of college/university teaching, about 73

percent responded affirmatively and rest 27 percent negatively. It could be concluded that, though the majority of teachers felt the need of orientation and attended the same voluntarily, still quite a sizable number of teachers are yet to realize the importance and need of orientation and subsequently reluctant to attend it on a voluntary basis.

#### 5.3.8 Qualitative Analysis of the Need for Orientation

A wide range of responses were collected through an open ended item (No.13) of the participants' questionnaire (Appendix B) and through personal informal interviews held with the participants. Most of them highlighted about the immediate role of the teacher like, teaching, communication and evaluation and expected to get specific and concrete suggestions from the orientation course. The genuine interest of teachers to know about the teaching skills at higher education level and their frank confession about lack of adequate preparation for the job of teaching at higher education level is well expressed in the following two excerpts:

"When I joined I had no experience, I did not know how I will tackle the students. A lack of confidence was with me. I was nervous because I was not familiar to face a large class with adult students. I was not trained like B.Ed.trainees".

"When I joined as a College teacher there was a

curiosity in my mind and heart to get myself oriented in teaching methodology so that I might be able to make my teaching interesting and more comprehensible on the part of the learners".

In addition to teaching and teaching related activities the teachers also realized the other diversified role of teachers at higher education level and also expected much more from orientation programmes. Some of the important aspects in which they needed orientation are the following:

- To have an exposure of standard/practice of higher education in different parts of India;
- To get an exposure to other academic disciplines in an interdisciplinary manner;
- To get general awareness about the system of education and higher education in particular;
- Awareness about college and university administration;
- Acquaint with new innovations and recent trend in education;
- Acquaint with aims and objectives of higher education;
- To get clear perception about the teacher's (in higher education) roles and duties towards society;
- Students' guidance;
- Upgradation of skills in research;
- Subject upgradation; and
- Career development.

#### **5.4 Suitability of the Present Model of Orientation Programme**

The objective number 4 of the study was to determine the suitability of the present model of orientation programme with reference to its structure, content and instructional process. Accordingly the specific aspects (viz. structure, content and instructional process) of the orientation course have been discussed separately in the following sub-sections.

##### **5.4.1 Suitability of the Structure of Orientation Course.**

Though different models of orientation course (See Ch.I, Section 1.5) were suggested at the time of launching of the ASOS it was generally found that, almost all the ASCs followed the four week model of orientation course consisting of four components. To know the adequacy of duration of the course and the desirability of various components informations were separately sought from the directors (N=18) and the participants (N=240). The results have been presented and discussed separately under sub-section headings 5.4.1.1 and 5.4.1.2.

###### **5.4.1.1 Adequacy of Duration**

It was observed that all the ASCs tried to organise orientation programme of 144 contact hours spread over four weeks and about 6 hour of instruction per day. The directors and the participants were asked to give their

rating regarding the adequacy of the total duration of the current programme and their responses are summarized in Table 5.16.

TABLE 5.16

**Frequency Distribution of the Responses of Directors and Participants about the Adequacy of Duration of OP**

Respondents	Degree of Adequacy			Total
	G.Ext.*	S.Ext.	Not.	
Directors	12 (67)	5 (28)	1 (5)	18 (100)
Participants	75 (31)	106 (44)	59 (25)	240 (100)

Figures in parentheses indicate percentages rounded off.

\* G.Ext. = To a great extent, S.Ext. = To some extent, Not. Not at all.

Table 5.16 reveals wide variations in the perceptions of directors and participants about the adequacy of the duration of orientation programme. Twelve (67%) out of 18 directors felt that the present duration of the programme as adequate to a great extent, whereas, only 31 percent of the participants felt so. Quite a sizable number of participants (25%) rated the duration of the programme as not at all adequate. The above finding is not in agreement with that of Rehman and Biswal (1992), Sharma et al. (1992) and Rao (1993).

To know more about the desirable duration of orientation programme both the directors and participants

were asked to give their suggestion in terms of total effective instructional hours per day and the total number of working days. Accordingly their responses were converted into total number of instructional hours per programme (by multiplying No. of hours with No. of days) and the following frequency distribution was found (Table 5.17).

TABLE 5.17

Frequency Distribution based on the Responses of Directors and Participants about the Suggested Span of OP.

Respondents	Suggested span of OP			Total
	< 120 Hrs	121-160 Hrs	> 160 Hrs	
Directors	4 (22)	14 (78)	0	18 (100)
Participants	94(39)	79 (33)	67 (28)	240 (100)

Figures in parentheses indicate percentages rounded off.  
< : less than, > : more than

It could be seen from the Table 5.17 that majority (14) of the directors suggested the span of the orientation programme should be between 121 to 160 hours (i.e. nearly equivalent to the existing 144 hours duration), whereas, four directors wanted the length of the programme to be lessened to about 120 hours. Amongst the participants little different trend was observed. About 39 percent of the participants wanted the duration of the programme to be cut down to about 120 hours, 33 percent of them suggested the similar range as it is existing at present (i.e. 121-160 hours) and an impressive 28 percent wanted the duration to be increased beyond 160 instructional hours.

Interviews with directors and participants revealed that there were mixed opinions about the ideal number of instructional hours per day and the total number of working days per programme. Six directors suggested the instructional hours should be reduced to 4 to 5 hours per day and, to slightly increase the numbers of days so that the total number of instructional hours did not fall far short of 144 hours. The above suggestion was made by the directors especially considering the hectic schedule of 6 hours of instruction per day which was found to be taxing for the participants who were middle aged adults.

So far as the participants are concerned, the out of station candidates mostly wanted the reduction in total numbers of days and slight increase in the instructional hours per day to make up the gap. However, there was a formidable feeling amongst the participants in general that, the orientation programme needed to be cut short considerably.

#### **5.4.1.2 Importance of Components of OP.**

The UGC suggested four components of orientation viz, 'Awareness of Linkages between Society, Environment, Development and Education' (A); 'Philosophy of Education, Indian Education System and Pedagogy' (B); 'Subject Upgradation' (C); and 'Management and Personality Development' (D). The ASCs were given the autonomy to flexibly structure the programme contents in and around the

above components. In the other words, there was flexibility in the allotment of weightage to each component in terms of time. The variations in the allotment of weightage to different components by the ASCs was studied by analyzing the directors responses to the item, No.17 of directors' questionnaire (Appendix A). The obtained results are presented in the Table 5.18.

TABLE 5.18

Component Weightage Pattern in ASCs		(N=18)			
Components	Weightage Ranges in Percentage				Average* weightage
	< 10%	11%-19%	20%-29%	> 30%	
A	0	2 (13%)	6	10 (45%)	29%
B	0	2 (15%)	4	12 (40%)	31%
C	1 (5%)	6	10	1 (30%)	20%
D	0	6 (12%)	12 (25%)	0	20%

\* Average weightages are estimated by taking the sum of exact weightages for each component divided by 18 (i.e. Nos. of ASCs).

- Figures in the parentheses indicate minimum and maximum weightage allotted to each of the component.

It could be seen from the table 5.18 that there were wide variations in the allotment of weightages to different components of orientation programme by different ASCs. The component A has received an average weightage of 29 percent of the total allotted time, however, the minimum and maximum weightages given to component A were 13 percent and 45 percent respectively. The minimum, maximum and average

weightages given to component B were 15, 40 and 31 percent respectively. Component C received minimum 5 percent, maximum 30 percent and average 20 percent of weightage. Component D received an average 20 percent weightage while, minimum and maximum weightages being 12 percent and 25 percent respectively. On the basis of the above data it could be concluded that component A and B were given nearly equal weightages and those were quite higher than that of the components C and D, Components C and D on the other hand received equal weightages.

In this connections the interviews held with the directors revealed that there was no concrete policy followed so far as the allotment of weightages are concerned. The causes of variations in the allotment of weightages were mainly attributed to the availability of resource persons and experts during the organisation of orientation programmes. The above findings supported the findings of Indiresan (1992) which revealed that a wide variation existed in allotment of weightages to different components and it varied from ASC to ASC.

#### 5.4.2 Relevance of Curriculum

The curricular components are vital in the orientation programme. As orientation programmes are organized for a limited period of time it is expected that the participants should get adequate exposure to those topics which are most

relevant from the professional point of view. During the formulation of ASO scheme UGC proposed a model curriculum consisting several topics grouped under components -A, B, C and D. It is observed that more than 75 percent of ASCs followed the same curriculum (Rao et al. 1990) though it was left to the concerned directors of ASCs to include other relevant topics and drop less relevant topics. In the present study an attempt has been made to determine the relevance of UGC proposed topics. Subsequently, the directors' and participants' ratings were collected in a three point qualitative rating scale - Most Relevant (MR), Not So Relevant (NR) and Irrelevant (IR) for each of the topics (see item Nos. 18 and 16 respectively in appendix A & B)

The results pertaining to the relevance of different topics are presented component-wise under sub-section headings 5.4.2.1 to 5.4.2.4. Under each sub-section headings. The comparisons made between the ratings of participants and directors; and, between the participants of different faculties (i.e. Arts, Science, Commerce) are also shown. Comparisons were mainly made to see the differences that exist among the functionaries and the beneficiaries regarding their perceptions about the relevance of topics.

#### **5.4.2.1 Relevance of Topics under Component - A**

There are 19 topics enlisted under component -A. On the basis of the ratings given by directors and participants a

frequency table has been prepared which is reproduced below:

TABLE 5.19

Directors' and Participants' Rating regarding the Relevance of different Topics under Component A

Sl.No. of Topics	Directors (N=18)			Participants (N=240)		
	MR	NR	IR	MR	NR	IR
1+	17 (94)	1 (6)	-	180 (75)	50 (21)	10 (4)
2	12 (67)	6 (33)	-	77 (32)	124(52)	39(16)*
3	18(100)	-	-	221 (92)	19 (8)	-
4	7 (39)	10 (56)	1 (5)*	130 (54)	85 (35)	25 (10)
5	10 (56)	7 (39)	1 (5)	134 (56)	84 (35)	22 (9)
6	17 (94)	1 (6)	-	190 (79)	38 (16)	12 (5)
7	12 (67)	6 (33)	-	152 (63)	59 (25)	29 (12)
8	7 (39)	9 (50)	2 (11)*	116 (48)	81 (34)	43 (18)*
9	17 (94)	1 (6)	-	176 (73)	47 (20)	17 (7)
10	10 (56)	8 (44)	-	166 (69)	48 (20)	25 (10)
11	11 (62)	6 (33)	1 (5)	185 (77)	47 (20)	8 (3)
12	9 (50)	9 (50)	-	133 (55)	73 (30)	34 (14)
13	11 (62)	7 (38)	-	146 (61)	71 (30)	23 (9)
14	12 (67)	6 (33)	-	161 (67)	74 (31)	5 (2)
15	17 (94)	1 (6)	-	163 (68)	56 (23)	21 (9)
16	17 (94)	1 (6)	-	218 (91)	22 (9)	-
17	18 (100)	-	-	190 (79)	47 (20)	3 (1)
18	14 (78)	4 (22)	-	134 (56)	86 (36)	20 (8)
19	15 (83)	3 (17)	-	128 (53)	90 (38)	22 (9)

Figures in parentheses indicate % rounded off.

\* Topic considered mostly irrelevant.

+ See appendix G for corresponding title of the topics represented here by the serial numbers.

It could be seen from the Table 5.18 that there existed wide variations in the ratings of participants and the directors. However, there were consensus about some of the topics. Except three topics namely, 'Egalitarian Society (Sl.No.2)', 'Multilingualism (Sl.No. 4)', and 'Casteism (Sl.No.8)' all other topics viz. 'Secularism', 'National Integration', 'Multiple Culture'. 'Equality', 'Status of women', 'Environmental Pollution', 'Poverty', 'Unemployment', 'Urbanization', 'Modernization', 'Rural Development', 'Youth Indiscipline', 'Role and Responsibility of a Teacher', 'Value Based Education', 'Indian Tradition' and 'Creation of Indian Identity' were considered as most relevant topics. So far as the theme 'Casteism' is concerned both directors as well as participants were of similar opinion as very few (i.e. less than 50%) of them rated it as most relevant. But the theme 'Egalitarian Society' was rejected by the participants only. Similarly 'Multilingualism' was rejected as a relevant topic only by the directors. The topics considered as most relevant were rated so by about 50 percent to cent percent of the directors and 53 percent to 92 percent of the participants. The topics which were found to be highly relevant (i.e. more than 90% of respondents rated it as most relevant) are: 'Secularism', 'National Integration', 'Equality', 'Environmental Pollution', 'Youth Indiscipline', 'Role and Responsibility of a Teacher' and 'Value Based Education'.

The relevance of topics under component - A to the participants was also further analyzed taking into account their faculty backgrounds. In fact, it is likely that there would be difference of opinion amongst the participants of different faculties regarding the relevance of various themes. Accordingly the results have been summarized in the Table 5.20 :

TABLE 5.20

Ratings regarding Relevance of Topics (Component A) by the Participants of Arts, Science and Commerce Faculties.

Sl.No. of Topics	Arts (N=162)			Science (N=48)			Commerce (N=30)		
	MR	NR	IR	MR	NR	IR	MR	NR	IR
1	125(77)	34 (21)	3 (3)	38 (79)	5 (10)	5 (10)	17 (57)	11 (37)	2 (7)
2	45 (28)	87 (54)	30 (18)*	30 (63)	14 (29)	4 (8)	2 (7)	23 (77)	5 (7)*
3	150(93)	12 (7)	-	43 (90)	5 (10)	-	28 (92)	2 (7)	-
4	88(54)	60 (37)	14 (9)	29 (60)	16 (33)	3 (6)	13 (43)	9 (30)	8 (27)*
5	94(58)	51 (31)	17 (11)	32 (67)	16 (33)	-	8 (27)	17 (57)	5 (17)*
6	125(77)	32 (20)	5 (3)	40 (83)	3 (6)	5 (10)	25 (83)	3 (10)	2 (7)
7	101(62)	42 (26)	19 (12)	32 (67)	10 (21)	6 (13)	19 (63)	7 (23)	4 (13)
8	86(53)	46 (28)	30 (19)	25 (52)	18 (38)	5 (10)	5 (17)	17 (57)	8 (27)*
9	116(72)	29 (18)	17 (10)	41 (85)	7 (15)	-	19 (63)	11 (37)	-
10	113(70)	32 (20)	17 (10)	32 (67)	13 (27)	3 (6)	21 (70)	4 (13)	5 (17)*
11	128(79)	25 (15)	9 (5)	32 (67)	11 (23)	5 (10)	15 (50)	11 (37)	4 (13)
12	100(62)	46 (28)	16 (10)	25 (52)	16 (33)	7 (15)	8 (27)	11 (37)	11(37)

Table 5.20 continued

St.No. Of Topics	Arts (N=162)			Science (N=48)			Commerce (N=30)		
	MR	NR	IR	MR	NR	IR	MR	NR	IR
13	108 (67)	47 (29)	7 (4)	30 (63)	15 (31)	3 (6)	8 (27)	9 (30)	13 (43)
14	108 (67)	54 (33)	-	32 (67)	16 (33)	-	21 (70)	4 (13)	5 (17)
15	116 (72)	34 (21)	12 (7)	32 (67)	11 (23)	5 (10)	15 (50)	11 (37)	4 (13)
16	147 (91)	15 (9)	-	41 (85)	4 (8)	3 (6)	30(100)	-	-
17	130 (80)	32 (20)	-	41 (85)	4 (8)	3 (6)	19 (63)	11 (37)	-
18	97 (60)	54 (33)	11 (7)	24 (50)	19 (40)	5 (10)	13 (43)	13 (43)	4(13)*
19	87 (54)	60 (37)	15 (9)	24 (50)	19 (40)	5 (10)	17 (57)	11 (37)	2 (7)

Figures in parentheses indicate % rounded off.

\* Topic considered mostly irrelevant.

It could be seen from the Table 5.20 that participants from commerce faculty were little more critical about the relevance of topics. As many as 7 topics viz. 'Egalitarian Society', 'Multilingualism', 'Multiple Culture', 'Casteism', 'Urbanization', 'Modernization', and 'Indian Tradition' were rated as mostly irrelevant by them. Only one topic, 'Egalitarian Society' was rated irrelevant by most of the participants from Arts faculty, whereas, no topic fall short of the level (50%) of most relevant in the ratings of participants from Science faculty.

On the basis of above data it could be said that perception of participants regarding the relevance of topics do vary considering their faculty background. However, there were common agreement about the relevance of 12 topics out of total 19 topics listed under component A.

Both the directors and participants were asked to suggest some topics which they consider as most relevant. Only very few of them listed the topics of their preference. The list of suggested topics are given in the Tables 5.21 and 5.22.

TABLE 5.21

**Most Relevant Topics Suggested by the Directors (Component-A)**

---

Adult and Continuing Education  
Biotechnology  
Economic System  
Foreign Policy of India  
Fundamentals of Criminal Law  
Futurology of Education  
Human Rights  
Judicial Creativeness and Social Justice  
Microbes  
National Character  
National Policy on Education  
Population Control  
Privatisation of Education  
Public Interest Litigation  
Scientific Temper  
Social and Technological Forecasting  
Terrorism and Extremism

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TABLE 5.22

**Most Relevant Topics under Component-A Suggested by the Participants**

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Adult Education  
 Aesthetic Aspects of Education  
 Bureaucracy in India  
 Child Labour  
 Corruption in India  
 Cultural Heritage of India  
 Culture Specific Development  
 Current Economic Situation in India  
 Drug Abuse among College Students  
 Feminism  
 Mutual Funds  
 National Planning  
 New Education Policy  
 New Industrial Policy  
 Politics, Moral value and Moral Bankruptcy  
 Reservation Policy vs. Right to work  
 Securities Scam  
 Self Employment Programme  
 Social Stratification

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**5.4.2.2 Relevance of Topics Under Component-B**

Component-B "Philosophy of Education, Indian Education System and Pedagogy" comprises of 29 topics. Regarding the relevance of those topics separate ratings were collected

from both the directors and the participants. The Table 5.23 below summarizes the comparative ratings given to each of the topics by both the directors and participants in the form of frequency distribution.

TABLE 5.23

**Directors' and Participants' Rating regarding the Relevance of Different Topics under Component-B**

Sl.No. of Topics	Director (N=18)			Participants (N=240)		
	MR	NR	IR	MR	NR	IR
20	18 (100)	-	-	217 (90)	23 (10)	-
21	10 (56)	7 (39)	1 (5)	183 (76)	52 (22)	5 (2)
22	12 (67)	6 (33)	-	141 (59)	85 (35)	14(6)
23	10 (56)	8 (44)	-	144 (60)	74 (31)	22 (9)
24	12 (67)	5 (28)	1 (5)	163 (68)	68 (28)	9 (4)
25	18 (100)	-	-	152 (63)	73 (30)	15 (6)
26	15 (83)	2 (11)	1 (6)	152 (63)	67 (28)	21 (9)
27	15 (83)	3 (17)	-	163 (68)	77 (32)	-
28	12 (67)	5 (28)	1 (5)	132 (55)	76 (32)	32 (13)
29	12 (67)	5 (28)	1 (5)	138 (58)	77 (32)	25 (10)
30	18 (100)	-	-	174 (73)	61 (25)	5 (2)
31	15 (83)	3 (17)	-	178 (74)	45 (19)	17 (7)
32	7 (39)	6 (33)	5 (28)*	107 (45)	91 (38)	42 (17)*
33	7 (39)	6 (33)	5 (28)*	137 (57)	84 (35)	19 (8)
34	17 (94)	1 (6)	-	150 (62)	55 (23)	35 (15)
35	18 (100)	-	-	206 (86)	34 (14)	-
36	15 (83)	3 (17)	-	177 (74)	52 (22)	11 (5)
37	18 (100)	-	-	195 (81)	45 (19)	-

Table 5.23 continued

Sl.No. of Topics	Director (N=18)			Participants (N=240)		
	MR	NR	IR	MR	NR	IR
38	18 (100)	-	-	200 (83)	40 (17)	-
39	17 (94)	1 (16)	-	204 (85)	36 (15)	-
40	9 (50)	9 (50)	-	147 (61)	71 (30)	22 (9)
41	15 (83)	3 (17)	-	170 (71)	58 (24)	12 (5)
42	18 (100)	-	-	184 (77)	41 (17)	15 (6)
43	14 (78)	4 (22)	-	146 (61)	88 (37)	6 (2)
44	15 (83)	3 (17)	-	132 (55)	90 (38)	18 (7)
45	17 (94)	1 (6)	-	178 (74)	52 (22)	10 (4)
46	15 (83)	3 (17)	-	177 (74)	53 (22)	10 (4)
47	18 (100)	-	-	180 (75)	56 (23)	4 (2)
48	15 (83)	3 (17)	-	140 (58)	85 (35)	15 (6)

Figures in parentheses indicate % rounded off.

\* Topics considered mostly irrelevant.

It could be observed from the Table 5.23 that there existed almost a common agreement among the directors and participants about the relevance of topics under component-B. Twentyseven out of 29 topics were rated as most relevant by more than 50 percent of directors and the participants. The topics found to be most relevant are: 'Aims and Objectives of Education', 'Role of Educational Institutions', 'Family and State in Education', 'Western and Indian Models of Education', 'Human Growth and Development', 'Memory', 'Intelligence', 'Education and Society', 'Indian

Education System', 'Economics of Education', 'Higher Education', 'Curriculum Design', 'Teaching-Learning Process', 'Methods of Teaching', 'Skills in Teaching', 'Lesson Planning', 'Evaluation Methodology', 'Classroom Techniques', 'Teaching Aids', 'Teaching Material Production', 'Using Library', 'Reference Skills', 'Self Study', and 'Note Making and Review'. Only one topic which was rated irrelevant by most of the participants and the directors is 'School Education Pattern'. In addition to that, one more topic, 'Non-formal Education' was also rated as (mostly) irrelevant by the directors only. The most favoured topics by both the directors and the participants are, 'Aims and objectives of Education', 'Higher Education', 'Skills in Teaching', 'Methods of Teaching' and 'Teaching-learning Process'.

Participants rating about the topics were further analyzed taking into consideration their faculty backgrounds. The results have been summarized in Table 5.24.

TABLE 5.24

Ratings regarding Relevance of Topics (Component - B) by the Participants of Arts, Science and Commerce faculties

Sr.No. of Topics	Arts (N=162)			Science (N=48)			Commerce (N=30)		
	MR	NR	IR	MR	NR	IR	MR	NR	IR
20	146 (90)	16 (10)	-	44 (92)	4 (8)	-	27 (90)	3 (10)	-
21	127 (78)	30 (19)	5 (3)	37 (77)	11 (23)	-	19 (63)	11 (37)	-
22	101 (62)	54 (33)	7 (4)	32 (67)	16 (33)	-	8 (27)	15 (50)	7 (23)*
23	101 (62)	47 (29)	14 (9)	30 (63)	18 (38)	-	13 (43)	9 (30)	8 (27)*
24	119 (73)	34 (21)	9 (6)	33 (69)	15 (31)	-	11 (37)	19 (63)	-
25	114 (70)	35 (22)	13 (8)	27 (56)	21 (44)	-	11 (37)	17 (57)	2 (7)*
26	108 (67)	33 (20)	21 (13)	27 (56)	21 (44)	-	17 (57)	13 (43)	-
27	119 (73)	43 (27)	-	27 (56)	21 (44)	-	17 (57)	13 (43)	-
28	102 (63)	47 (29)	13 (8)	21 (44)	22 (46)	5(10)*	9 (30)	7 (23)	14 (47)*
29	107 (66)	44 (27)	11 (7)	24 (50)	18 (38)	6 (12)	7 (23)	15 (30)	8 (27)*
30	125 (77)	32 (20)	5 (3)	32 (67)	16 (33)	-	17 (57)	13 (43)	-
31	122 (75)	30 (19)	10 (6)	37 (77)	8 (17)	3 (6)	19 (63)	7 (23)	4 (13)
32	76 (47)	63 (39)	23(14)*	25 (52)	15 (31)	8 (17)	6 (20)	13 (43)	11 (37)*
33	93 (57)	57 (35)	12 (7)	33 (69)	15 (31)	-	11 (37)	12 (40)	7 (23)*
34	100 (62)	39 (24)	23 (14)	29 (60)	12 (25)	7 (15)	21 (70)	4 (13)	5 (17)

Sr.No. Of Topics	Arts (N=162)			Science (N=48)			Commerce (N=30)		
	MR	NR	IR	MR	NR	IR	MR	NR	IR
35	148 (91)	14 (9)	-	39 (81)	9 (19)	-	19 (63)	11 (37)	-
36	128 (79)	34 (21)	-	38 (79)	5 (10)	5 (10)	11 (37)	13 (43)	6 (20)*
37	142 (88)	20 (12)	-	40 (83)	8 (17)	-	13 (43)	17 (57)	- *
38	143 (88)	19 (12)	-	44 (92)	4 (8)	-	13 (43)	17 (57)	- *
39	144 (89)	18 (11)	-	43 (90)	5 (10)	-	17 (57)	13 (43)	-
40	102 (63)	47 (29)	13 (8)	30 (62)	18 (38)	-	15 (50)	6 (20)	9 (30)
41	122 (75)	28 (17)	12 (7)	32 (67)	16 (33)	-	16 (53)	14 (47)	-
42	130 (80)	21 (13)	11 (7)	41 (85)	7 (15)	-	13 (43)	13 (43)	4 (13)*
43	102 (63)	54 (33)	6 (4)	33 (69)	15 (31)	-	11 (37)	19 (63)	- *
44	91 (56)	58 (36)	13 (8)	33 (69)	15 (31)	-	8 (27)	17 (57)	5 (17)*
45	129 (80)	27 (17)	6 (4)	38 (79)	10 (21)	-	11 (37)	15 (50)	4 (13)*
46	124 (76)	34 (21)	4 (3)	44 (92)	4 (8)	-	9 (30)	15 (50)	6 (20)*
47	132 (81)	26 (16)	4 (3)	33 (69)	15 (31)	-	15 (50)	15 (50)	-
48	89 (55)	62 (38)	11 (7)	40 (83)	8 (17)	-	11 (37)	15 (50)	4 (13)*

Figures in parentheses indicate % rounded off.

\* Topics considered mostly irrelevant.

It could be noted from the Table 5.24 that 50 to 90 percent of the participants from Arts faculty rated all the topics except one (School Education Pattern) as most relevant. Fifty to 92 percent of the participants from Science faculty also rated all the topics except one (Memory) as most relevant. In comparison to the participants from Arts and Science faculties participants from Commerce faculty largely varied in their opinion regarding the relevance of topics under component-B. As many as 17 topics (viz. Family and State in Education, Western and Indian Models of Education, Human Growth and Development, Motivation, Memory, Intelligence, School Education Pattern, Non-Formal Education, Curriculum Design, Teaching process, Methods of Teaching, Classroom Techniques, Teaching Aids, Teaching Material Production, Using Library, Reference Skills and Note Making and Review) were either rated as not so relevant or irrelevant by about 50 percent of participants from Commerce faculty.

Regarding the relevance of topics under component-B it was observed that, there existed a kind of consensus among the directors and the participants from Arts and Science faculties. But the difference of opinion exhibited by the participants from Commerce faculty regarding the relevance of such a large number (17) of topics raises some inexplicable questions like why the Commerce teachers are less interested in some of the quite relevant topics otherwise from professional point of view like, Methods of

Teaching, Classroom Techniques, Curriculum Design, Teaching Process, Teaching Aids, etc. May be, it is also possible that the general pedagogical orientation appeared to them as less significant. Does it mean that teaching of Commerce require an entirely different pedagogy? is another emerging question which requires further careful and thorough investigation and it is beyond the scope of the present study.

In addition to the topics listed in the UGC proposed curriculum, some more topics were enlisted by both directors and participants as most relevant. Separate lists of topics given by the directors and participants have been summarized in Tables 5.25 and 5.26.

TABLE 5.25

Most Relevant (Additional) Topics Suggested by the  
Directors for Component-B

---

Achievement Motivation  
Classroom Management  
Computer Aided Instruction  
Computer Awareness and Application  
Conducting of Interactive Sessions  
Managing Laboratory Work  
Preparation of Question Bank  
Role Playing  
Self Learning Approach

---

TABLE 5.26

**List of Additional Topics Suggested by Participants for  
Component - B**

---

Use of Computers in Classroom Instructions

Communication Skills

Preparing for Softwares for Classroom Use

Conducting of Interactive Sessions

Preparation of Learning Materials

---

#### 5.4.2.3 Relevance of Component-C

Component-C of the orientation programme which is titled as 'Subject Upgradation' have two major thrusts: (i) to enable the teacher to translate the relevant syllabus into a detailed plan of classroom presentation, and to effectively present the basic concepts at the appropriate level, and (ii) to make the teacher self-sufficient in keeping himself continuously abreast of the new knowledge in his discipline (UGC, 1987). Though separate refresher courses for each discipline are proposed for the experienced teachers it is also necessary to give them an initial exposure to the new development in the concerned subjects at the time of orientation. It was left to the directors of ASCs to decide about the inclusion of suitable topics or activities in this component. It is generally observed that the participants of different disciplines are just directed to visit the respective departments of the

concerned universities (where ASC is situated) for this purpose. The heads of the departments and other staff members of the departments concerned used to hold some informal discussions or at best a (few) seminar(s) for this purpose. In some ASCs this component is a totally missing element and in some very less weightage is given to it in terms of time, however, the average weightage given to component C by 18 ASCs is 20 percent as discussed in the subsection 5.4.1.2 of this chapter.

As no specific titles (of topics) suggested by the UGC, the opinions of the directors and the participants were collected about the relevance of the component (i.e. Subject Upgradation) itself.

So far as opinions of <sup>the</sup> directors are concerned, 50 percent of the directors rated 'Subject Upgradation' as most relevant and the rest rated it as not so relevant. In general nearly 85 percent of participants rated it as most relevant and the rest 15 percent as not so relevant. Considering the faculty background of the participants about 95 percent of participants from Science faculty, 88 percent from Arts faculty and 50 percent from Commerce faculty rated it as most relevant.

In general it could be concluded that subject upgradation is considered as most relevant by majority of the participants, whereas, half of the directors shared the same opinion. Moreover, 'Research Methodology', 'Review of

Journal Article', 'Preparation of Annotated Bibliography', 'Project work in concerned subjects' were the few specific topics and activities suggested by the directors and participants as most relevant under component-C.

#### 5.4.2.4 Relevance of Topics Under Component- D.

Component-D entitled as "Management and Personality Development" aimed at to familiarize the teachers with the organization and management of the college/university, and, to enrich their personality and professional competency other than teaching. There are 11 topics under this component as suggested by the UGC. Regarding the relevance of these topics opinions of both directors and participants were collected on a three point rating scale ranging from most relevant, not so relevant to irrelevant and the result is summarized in Table 5.27.

TABLE 5.27

Directors' and Participants' Rating regarding the Relevance of different Topics under Component-D

Sr. Nos. of Topics	Directors (N=18)			Participants (N=240)		
	MR	NR	IR	MR	NR	IR
50	17 (94)	1 (6)	-	168 (70)	54 (22)	18 (8)
51	12 (67)	6 (33)	-	174 (73)	44 (18)	22 (9)
52	9 (50)	9 (50)	-	153 (64)	52 (22)	35 (15)
53	18 (100)	-	-	190 (79)	50 (21)	-
54	15 (83)	3 (17)	-	152 (63)	63 (26)	25 (10)
55	8 (44)	10 (56)	- *	165 (69)	44 (18)	31 (13)
56	5 (28)	13 (72)	- *	90 (38)	82 (34)	68 (28)*
57	7 (38)	11 (62)	- *	115 (48)	74 (31)	51 (21)*
58	17 (94)	1 (6)	-	178 (74)	42 (18)	20 (8)
59	18 (100)	-	-	160 (67)	48 (20)	32 (13)
60	15 (83)	3 (17)	-	167 (70)	54 (22)	19 (8)

Figures in parentheses indicate % rounded off.

\* Topics considered mostly irrelevant.

It could be observed from the Table 5.27 that majority (More than 50 percent) of the directors and participants rated 8 out of 11 topics as most relevant. The topics found to be most relevant are, 'Logical Thinking and Discussion', 'Speech Training and Debating', 'Public Speaking', 'Communication Skills', 'Effective writing', 'Group Behaviour', 'Team Work' and 'Student Counselling'.

Two topics which were rated not so relevant by majority of the directors and participants are, 'How to run a Club' and 'Sports'. One topic namely, 'Extra-Curricular Activities' was acceptable to the majority of participants as most relevant, whereas, the same was considered not so relevant by about 56% of the directors. The most favoured topics by both directors and participants are, 'Logical Thinking and Discussion', 'Communication Skills', 'Group Behaviour' and 'Team work'.

Participants' rating about the relevance of topics under component-D was further analysed taking into consideration their faculty background. Table 5.28 below summarizes the result.

TABLE 5.28

Ratings regarding Relevance of Topics (Component -D) by the Participants of Arts, Science and Commerce Faculties

Sl.No. of Topics	Arts (N=162)			Science (N=48)			Commerce (N=30)		
	MR	NR	IR	MR	NR	IR	MR	NR	IR
50	115 (71)	38 (23)	9 (6)	38 (79)	10 (21)	-	15 (50)	6 (20)	9 (30)
51	122 (75)	33 (20)	7 (4)	37 (77)	5 (10)	6 (13)	15 (50)	6 (20)	9 (30)
52	98 (60)	37 (23)	27 (17)	40 (83)	6 (13)	2 (4)	15 (50)	9 (30)	6 (20)
53	129 (80)	33 (20)	-	44 (92)	4 (8)	-	17 (57)	13 (43)	-
54	112 (69)	35 (22)	15 (9)	27 (56)	15 (31)	6 (13)	13 (43)	13 (43)	4 (13)*
55	122 (75)	25 (15)	15 (9)	32 (67)	8 (17)	8 (17)	11 (37)	11 (37)	8 (27)*
56	70 (43)	56 (35)	36 (22)*	16 (33)	22 (46)	10(21)*	4 (13)	4(13)	22(73)*
57	78 (48)	52 (32)	32 (20)*	32 (67)	11 (23)	5 (10)	5 (17)	11 (37)	14 (47)*
58	122 (75)	25 (15)	15 (9)	37 (77)	6 (13)	5 (10)	19 (63)	11 (37)	-
59	115 (71)	25 (15)	22 (14)	32 (67)	8 (17)	8 (17)	13 (43)	15 (50)	2 (7)*
60	125 (77)	22 (14)	15 (9)	33 (69)	15 (31)	-	9 (31)	17 (57)	4 (13)*

Figures in parentheses indicate % rounded off.

\*Topics considered mostly irrelevant.

It could be seen from the Table 5.28 that 60 to 80 percent of the participants from Arts faculty rated all the topics except two (No.56, How to Run a Club/Society and No.57, Sports ) as most relevant. Similarly, except the topic No.56 (How to run a Club/Society) all other topics under Component-D were rated as most relevant by about 56 to 92 percent of the participants from Science faculty. In comparison to the ratings of participants from Arts and Science faculties a great variation was found in the ratings made by the teachers from Commerce faculty about the relevance of topics under Component-D. As many as 6 topics out of total 11 topics listed under component-D were rated as not so relevant and irrelevant by more than 50 percent of participants from Commerce faculty. As it is observed consistently in case of topics under both component-A and B, the teachers from Commerce faculty have shown a kind of critical attitude in (mostly) disfavoured a large number of topics. The same trend was also found here in case of component-D.

In addition to the topics suggested by the UGC under component-D the participants as well as the directors suggested few topics considered to be most relevant by them. The list of these additional topics are presented separately in Tables 5.29 and 5.30.

TABLE 5.29

**Most relevant (Additional) Topics suggested by the Directors  
for Component-D**

---

1	Autonomy and Accountability in Higher Education
2	Career Advancement Schemes
3	Decision Making
4	Leadership Behaviour
5	Preparing Book Reviews and Research Notes
6	Professionalism and Professional Ethics
7	Socializing Students
8	Transaction Analysis
9	Writing Research Papers.

---

TABLE 5.30

**List of Additional Topics Suggested by Participants for  
Component-D**

---

1	Creative Thinking
2	Critical Thinking
3	Leadership Behaviour
4	Teacher's Moral Development
5	Tolerance and Emotional Control
6	UGC Schemes, Research Fundings etc.
7	Preparing of Research Articles

---

From the above discussion about the relevance of specific topics suggested by the UGC, majority of the topics were rated as most relevant by majority of the participants

and the directors. Common consensus were observed regarding the rating of few topics as irrelevant (Viz. Egalitarian Society, Multilingualism, Casteism, School Education Pattern, Non-formal Education, How to Run a Club/Society and Sports). The above finding regarding the irrelevant topics endorses the findings of Passi and Pal (1991) who also reported the topics like, 'Multilingualism' and 'How to Run a Club' as irrelevant. However, the present study contradicts with the findings of Passi and Pal (1990) in this connection too, as some topics which were reported as irrelevant by them like, 'Youth and Indiscipline' and 'Value Based Education', were found to be rated as most relevant by nearly 90 percent of the directors and participants.

Fifty three out of the total 60 topics suggested by UGC were found to be rated as most relevant by majority (i.e. 50 to 90%) of the directors and the participants irrespective of their faculty background. However, it was also distinctly observed that the teachers of Commerce faculty were quite critical about the ratings of the topics and it was found that nearly half (exactly 30) of the total number of topics were rated by majority of them as irrelevant. The above fact raises serious doubts regarding the meaningfulness of designing of a general orientation programme with common topics for the participants of all disciplines. It requires further indepth probing about the exact orientational needs of Commerce teachers which could

supply appropriate insight in designing exclusive orientation programme for the teachers of Commerce discipline.

#### **5.4.3 Suitability of Instructional Methods and Instructional Materials**

In the present study an attempt was made to study the exact nature and suitability of the instructional methods followed in the ASCs. The inquiry mainly focused on (i) the nature of instructional methods followed in different ASCs - the directors' perception about the appropriateness of these methods, directors' suggestion about the further improvement of methods; (ii) Assignments given to the participants to work upon, and participants' reaction about their usefulness; (iii) Instructional materials supplied to the participants, participants' rating regarding the adequacy, quality and difficulty level of the instructional materials, and suggestions of the participants regarding instructional materials; and (iv) participants' reaction about the organizational climate of orientation sessions and orientational styles of the resource persons.

##### **5.4.3.1 Instructional Method**

The informations collected from the directors suggested that a large variety of instructional method or training methodologies were employed in orienting the participants. The table 5.31 below gives the details about the instructional methods employed alongwith the number of

ASCs in which those were adopted.

TABLE 5.31

List of Instructional Methods and Number of ASCs in which those were employed

	Instructional Methods	No.of ASCs
1	Lecture	18
2	Seminar	18
3	Group Discussion	18
4	Workshop	14
5	Brain Storming	12
6	Lecture-cum-Discussion	12
7	Panel Discussion	7
8	Micro Teaching	5
9	Role Playing	5
10	Self Exploratory Exercise	5
11	Debate	4
12	Quiz	1
13	Fish Bowl	1
14	Colloquium	1
15	Microlab	1
16	Simulation Exercise	1
17	In Basket Exercise	1
18	Behavioural Games	1
19	Interactive Video Method	1

Looking to the Table 5.31 it could be said that, 'Lecture', 'Seminar', 'Group Discussion', 'Workshop', 'Brain

Storming' and 'Lecture-cum-Discussion' were widely followed methods of instruction in the orientation programmes. In addition to the above many other innovative methods were adopted by some of the ASCs as shown in Table 5.31. It was also observed that there were stress on employing more and more interactive and group activity based methods.

Regarding the appropriateness of the instructional methods followed, about 83 percent (15) of the directors felt quite satisfied, whereas, 3 directors were not satisfied with the methods followed. Further investigation regarding the causes of dissatisfaction of directors revealed the fact that the resource persons could not deliver upto the expectations in conducting the interactive sessions in efficient manner. However, all the directors stressed on the inclusion of as much interactive and innovative methods as possible.

#### 5.4.3.2 Assignments and Appraisal

Assignment is a common feature of instructional process found in all the ASCs (N=18). The data regarding the assignments were collected through a check-list type item (No.27) in the directors' questionnaire (Appendix A) and similar items (No. 28 &29) in the participants questionnaire (Appendix B). The list of assignments is given in the Table 5.32 alongwith the number of ASCs where those were prescribed.

TABLE 5.32

## List of Assignments prescribed by the ASCs

---

1	Demonstration of Teaching Skills	18
2	Lesson Planning	14
3	Use of Educational Technology	14
4	Framing of Test Papers	12
5	Project work in Concerned Discipline	10
6	Book Review	5
7	Development of Self-learning Materials	1
8	Development of Computer Software for Teaching	1
9	Preparation of Information Maps	

---

As shown in the Table 5.32, nine different types of assignments were found in the curriculum components of the ASCs. The most common assignments or practical works given to the participants to work upon were, demonstration of teaching skills, lesson planning, use of educational technology, framing of test papers and project work in concerned disciplines. In some ASCs other assignments like, book review, development of self-instructional materials, development of computer packages for teaching and preparation of information maps were assigned to the participants.

The data collected from the participants revealed that generally one (participant) had to work upon 3 to 5

assignments depending upon the ASC concerned. Asked about the practical relevance of the assignments prescribed in general the following responses were procured (Table 5.33).

TABLE 5.33

## Participants' Response about Relevance of Assignments

	Yes	No	Total
Do the assignments generally have Practical Relevance?	209 (84%)	31 (16%)	240

It could be seen from the Table 5.33 that approximately 84 percent of participants felt that the assignments given to them had practical relevance, whereas, a meagre 16 percent of the participants had a difference of opinion. The cause of difference of opinion observed in this case may be attributed to the defiant attitude present among them to undergo orientation programme. Assignments/activities like, lesson planning, framing of test papers, development of self instructional materials and computer softwares were described as the enriching experience by quite a good number of participants.

Assignments given to the participants were generally assessed to determine their progress as well as involvements in the programme. In some ASCs those were graded and assigned marks. The marks and grades obtained by the participants were generally made public to them. Some ASCs

also send the marks and grades obtained by the participants to the concerned head of institution from which the participants had been deputed. Some ASCs had the provision of declaring the best participant and the decision regarding declaring one as <sup>the</sup> best participant was largely determined by the obtained grades or marks in the assignments.

So far as the appraisal or assessment of the participants are concerned different mechanisms were followed in different ASCs. Some of the appraisal mechanisms employed were the following:

- Preparing of a seminar paper and regular presentation of the summary of the presentation by resource persons;
- Development of a research proposal;
- Preparing of a 20 page write-up essay in the concerned subjects which were evaluated and the results were discussed in the group;
- Entry behaviour and exit behaviour test (objective type);
- Entry test consisting of 100 objective type items relating to various aspects of higher education;
- Observation of their participatory performance by the directors/co-ordinators/conveners;
- Collecting feed-back response from the resource persons regarding the involvement and attainment of the participants;
- Evaluation test covering all the topics covered

- during orientation. Normally such tests included 10-14 short answer type questions; and,
- Usual filling up of the self-appraisal performa.

It may be important to note here that in some ASCs appraisal and assessment of participants were quite rigid and formal. On the other hand it were minimum and informal in some ASCs. Out of 18 ASCs from which the data were procured, three ASCs did not have any appraisal mechanism.

Interviews held with participants revealed that, majority of them disliked and were quite critical about any kind of appraisal/ assessment and the reporting of the grades or marks to their parent institutions. However, the directors felt that employment of appraisal and assessment mechanism is quite helpful in instilling a kind of commitment, responsibility and accountability in the participants.

#### **5.4.3.3 Instructional Materials**

As per the budget stipulations for the organisation of orientation programme, each of the participants should be provided with instructional/ reading materials worth Rs.200/-. The present study attempted to find out the adequacy, quality and difficulty level of the instructional materials supplied to the participants. In this context, the participants were asked to give their ratings about the instructional materials supplied to them by the (seven) ASCs

(selected in the sample of the study). The responses were analysed ASC-wise.

In response to the question, "whether sufficient reading materials were provided during the orientation programme", in general 70 percent of the participants replied affirmatively and the rest 30 percent replied negatively. The above fact closely supports the findings of Rao (1993). The ASC-wise responses are summarized in the Table 5.34.

TABLE 5.34

**Participants' Reaction Regarding Adequacy of Reading Materials**

Code name* of ASCs	Whether Reading Materials given was sufficient					
	Yes		No		Total	
A	15	(53.6)	13	(46.4)	28	(100)
B	20	(62.5)	12	(37.5)	32	(100)
C	31	(100)	-		31	(100)
D	29	(69.1)	13	(30.9)	42	(100)
E	25	(69.4)	11	(30.6)	36	(100)
F	32	(88.9)	4	(11.1)	36	(100)
G	16	(45.7)	19	(54.3)	35	(100)
Total(N=7)	168	(70.0)	72	(30.0)	240	(100)

Figures in parentheses indicate percentages.

\* ASCs are represented by their code names to protect their identity.

It could be seen from the Table 5.34 that the participants gave varied opinion about the adequacy of

reading materials. Only in one ASC all the participants opined that reading materials supplied were sufficient. In two ASCs the reading materials supplied were found to be insufficient by more than 45 percent of the respective participants. The interviews held with the participants of ASCs, A and G revealed that, the discussion brief or the write up of the lectures were not supplied in most occasions. The above fact closely follows the finding of Rao & Palsane (1994) which stated that Instructional materials were scanty. The participants of the other ASCs also expressed similar opinion that the write up of all lectures were not supplied and sometimes those were supplied long after the lectures were over. The participants suggested that reading materials, write-ups of the lectures or discussion briefs should be supplied well in advance to them. However, one significant point observed by the investigator is, ASCs have shown positive change in supplying more and more reading materials since last few years. Otherwise according to Rehman & Biswal (1992) only 53 percent of participants rated it as adequate in 1991.

*Quality of Reading Materials:* Regarding the quality of reading materials participants' responses were sought on a three point rating scale: 'quite useful', 'to some extent useful' and, 'not at all useful' (Item No.21 Appendix B). The obtained responses are summarized in the Table 5.35.

TABLE 5.35

## Participants' Rating of the Quality of Reading Materials

Code Name of ASCs	Ratings						
	Quite useful		To some extent useful		Not at all useful		Total
A	7	(25.0)	18	(64.3)	3	(10.7)	
B	21	(65.6)	11	(34.4)	-		32 (100)
C	24	(77.4)	7	(22.6)	-		31 (100)
D	18	(42.9)	19	(45.2)	5	(11.9)	42 (100)
E	13	(36.1)	20	(55.6)	3	(8.3)	36 (100)
F	10	(27.8)	24	(66.7)	2	(5.6)	36 (100)
G	15	(42.9)	11	(31.4)	9	(25.7)	35 (100)
Total	108	(45.0)	110	(45.8)	23	(9.6)	240 (100)

Figures in parentheses indicate percentages.

It could be seen from the Table 5.35 that in case of two ASCs (i.e. B and C) more than 65 percent of the participants rated the quality of reading material as quite useful. But in case of others about 40 percent of participants shared the similar opinion in rating the reading materials as quite useful though majority of them rated it as useful to some extent. A meagre 25 percent of participants in ASC-A and nearly same percent of participants in ASC-F rated the reading materials as quite useful. About 26 percent of participants in ASC-G rated the reading materials as not at all useful. The above fact depicts the standard of reading materials provided to the participants in majority (5 out of 7 ASCs in this sample) of

the ASCs which require proper and prompt improvisation.

The above finding closely supports the findings of Rehman and Biswal (1992) and slightly differs from that of Rao (1993).

In this context, the participants were further asked to state if they faced any difficulty in understanding the content of reading materials and to state the exact nature of difficulty. In general it was found that nearly 80 percent of participants denied to find any difficulty while a meagre 20 percent of them found it difficult to follow mainly due to language problem. It may be important to note here that mostly the reading materials were prepared in English and the orientations are provided in English, whereas, quite a good number of participants come and join the orientation programme with very limited exposure to English language and medium of instruction prior to it.

#### **5.4.4 Nature and Quality of Instructional process**

In the section 5.4.3 it has been discussed the type of instructional methods employed in the orientation programme, the type of instructional material provided to the participants and the way the participants rated those instructional materials. The prescription or employing of a particular set of instructional methods and providing of sufficient number of instructional (reading) materials by themselves do not determine the quality and success of a

programme like ASOC. It is equally important, how the instructional process is organized, in other words, what type of organizational climate is created while providing orientation and what is the quality of instruction provided by the resource persons invited to such programmes. In this context, the participants (sample in the present study) were asked to give their ratings about the general organizational climate of the orientation programme and the orientational (instructional) style/approach of the resource persons. Participants were specifically instructed to give their ratings without keeping in the organizational climate of a particular day/session, and the orientational style of any single resource person but by considering the general or mostly pervading organizational climate and the average or usual style of orientation of the resource persons. The collected responses were analyzed ASC-wise as the organizational climate was likely to vary because each of the ASCs commissioned a different panel of resource persons. It may be noted here that the ratings given by participants are limited to the concerned ASC and its panel of resource persons.

#### **5.4.4.1 Ratings Regarding Organizational Climate**

Separate qualitative ratings in three point scales were sought from the participants of different ASCs about the organizational climate of orientation sessions - whether it was rigid and authoritative or democratic (Item No.25,

Appendix B). The Table 5.36 below summarizes the response of the participants (ASC-wise) in a frequency distribution format.

TABLE 5.36

ASC-wise, Participants' Rating Regarding Organizational Climate

Code Name of ASCs	Too Authoritative			Democratic		
	I	II	III	I	II	III
A (N = 28)	6 (21.4)	13 (46.4)	9 (32.1)	17 (60.7)	11 (39.3)	0 (0)
B (N = 32)	4 (12.5)	12 (37.5)	16 (50)	17 (53.1)	13 (40.6)	2 (6.25)
C (N = 31)	6 (19.4)	21 (67.7)	4 (12.9)	11 (35.5)	17 (54.8)	3 (9.7)
D (N = 42)	14 (33.3)	24 (57.1)	4 (9.5)	16 (38.1)	21 (50)	5 (11.9)
E (N = 36)	4 (11.1)	18 (50)	14 (38.9)	15 (41.7)	16 (44.4)	5 (13.9)
F (N = 36)	24 (66.17)	12 (33.3)	0 (0)	12 (33.3)	24 (66.7)	0 (0)
G (N = 35)	4 (11.4)	26 (74.3)	5 (14.3)	17 (48.6)	8 (22.9)	10 (28.6)
Total Sample (N = 240)	62 (25.8)	126 (52.5)	52 (21.7)	105 (43.8)	110 (45.8)	25 (10.4)

I = Always, II = Mostly, III = occasionally  
 Figures in parentheses indicate percentages.

Table 5.36 shows that nearly 26 percent of the participants in aggregate felt the organizational climate

was always authoritative, whereas, variations were observed at individual ASCs. As high as 67 percent of participants in one ASC (F) rated the organizational climate as always authoritative while in other ASCs the percentage of participants sharing the similar opinion ranged between 11.1 percent to 33.3 percent. On an average, about 53 percent of participants felt that the organizational climate was mostly authoritative, however, in this category ASC-wise variations ranged between 33.3 percent to 74.3 percent. Fifty percent of the participants in ASC-B opined that occasionally the organizational climate was authoritative, whereas, in other ASCs the corresponding figures varied from zero to 38.9 percent. The subjective remarks collected through an open ended item (No.27, Appendix -B) and through informal interviews confirmed that some resource persons were too authoritative and simply went for preaching and sermonizing in a stereotyped manner without allowing any interaction and the worse without entertaining any question or query from the participants. In this context, a participant observed;

" The behaviour of resource persons and others (ASC staff) appears to be too undemocratic. They suffer from prejudice and behave like dictators which affects the total intellectual atmosphere of orientation programme as well as motivation of the participants".

Similar sentiments were also shared by a good number of

participants across the ASCs.

It may be further noted from the Table 5.36 that on the whole, nearly 44 percent of participants rated the organizational climate as always democratic and nearly same percent (exactly 45.8%) of participants stated it as mostly democratic. In the individual ASCs depending upon the ASC concerned about 33 percent to 61 percent of the participants rated the organizational climate as democratic always and about 23 percent to 67 percent of the participants rated it as mostly democratic. On the whole, only 10.4 percent of the participants rated the organizational climate as only occasionally democratic, while, as high as about 29 percent of participants in ASC-G shared the same opinion.

From the above discussions about the authoritative and democratic nature of the instructional process (organizational climate) it could be concluded that mostly it was democratic to some extent as well as authoritative to some extent. Very few of them might have created extremely authoritative climate for which the dissentments were found amongst the participants (as exemplified in the excerpt quoted). It may be noted here that, the frequency distributions were not precisely identical though participants' rating were sought about the same aspect but through two independent items semantically opposite in meaning to each other. The obvious reason could be the inherent subjectivity of the terms, authoritative, and

democratic.

#### 5.4.4.2 Ratings Regarding the Quality of Instruction

To examine the quality of instructions, the participants were asked to give their ratings in three point qualitative rating scales covering three specific aspects viz. communication skills, orientational style and the quality of presentation (Item No.26, Appendix B).

Participants rated the communication skills of the resource persons in a three point rating scale ranging through, very effective, not so effective and ineffective. The results are presented in a frequency distribution format (ASC-wise) in Table 5.37.

TABLE 5.37

Participants' Rating about the Communication Skill of the Resource Persons

Code Name of the ASCs	Ratings of Communication Skill					
	Very Effective		Not so Effective		In-effective	
A (N=28)	17	(60.7)	11	(39.3)	0	(0)
B (N=32)	23	(71.9)	09	(28.1)	0	(0)
C (N=31)	08	(25.8)	23	(74.2)	0	(0)
D (N=42)	18	(42.9)	22	(52.4)	2	(4.8)
E (N=36)	12	(33.3)	22	(61.1)	2	(5.5)
F (N=36)	32	(88.9)	04	(11.1)	0	(0)
G (N=35)	05	(14.3)	25	(71.4)	5	(14.3)
Total(N=240)	115	(47.9)	116	(48.3)	9	(3.8)

Figures in parentheses indicate percentages.

It could be seen from the Table 5.37 that nearly 48 percent of the participants in general rated the communication skills of the resource persons as very effective and not so effective. Only about 4 percent of the participants in the total sample felt that the communication skills of the resource persons were ineffective. However, looking to the ASC-wise distribution, majority of the participants (60 to 89%) in three ASCs (A, B and F) expressed that the communication skills of the resource persons were very effective. Very few participants (only 14.3 and 25.8% respectively) of ASC G and C rated the communication skill of the resource persons as very effective. In contrast, majority of participants (71.4 and 74% respectively) in both these ASCs (G and C) rated the communication skill of resource persons as not so effective. It could also be observed that more than 50 percent of participants in another two ASCs (D and E) also shared the same opinion. In three ASCs (G,D and E) some participants expressed that the communication skill of the resource persons were ineffective. The number of such participants were very less.

In general it could be concluded that regarding the effectiveness of the communication skills displayed by the resource persons the participants were equally divided in their opinion though variations were observed at individual ASC level. The above finding of the present study squarely

differs from those of Rehman and Biswal (1992) and Rao (1993) which concluded that quite a large percentage (more than 74%) of participants felt that the communication process was very effective. But it supports the finding of Rao and Palsane (1994) which revealed that <sup>the</sup> participants rated the communication process as unsatisfactory.

Regarding the orienting styles of the resource persons the participants were asked to give their responses in terms of whether those were 'innovative', 'not so innovative', or 'traditional'. The collected responses are summarized in the Table 5.38 below.

TABLE 5.38

**Participants' Rating about the Orienting Styles of the Resource Persons**

Code Name of ASCs	Orienting Styles		
	Innovative	Not so Innovative	Traditional
A (N=28)	15 (53.6)	12 (42.9)	1 (3.6)
B (N=32)	20 (62.5)	10 (31.3)	2 (6.3)
C (N=31)	13 (41.9)	15 (48.4)	3 (9.7)
D (N=42)	17 (40.5)	21 (50)	4 (9.5)
E (N=36)	12 (33.3)	24 (66.7)	0 (0)
F (N=36)	22 (61.1)	2 (5.6)	12 (33.3)
G (N=35)	0 (0)	16 (45.7)	19 (54.3)
Total (N=240)	99 (41.3)	100 (41.7)	41 (17.1)

Figures in parentheses indicate percentages.

It could be seen from the Table 5.38 that about 53

percent to 63 percent of participants of three ASCs (B, F, and A) rated the orienting styles of the resource persons as innovative. Importantly enough, none of the participants of ASC-G rated the orienting styles as innovative, in contrast 54.3 percent of them rated it as traditional and the rest 45.7 percent as not so innovative. In all, 41 percent of the participants rated the orienting styles as innovative, nearly same percent of participants rated it as not so innovative, while, only 17 percent of them rated it as traditional. On the basis of the data shown in Table 5.38, it could be concluded that out <sup>of</sup> 7 ASCs selected in the sample majority of the participants (more than 50%) in 4 ASCs (G, E, D and C) shown their dissatisfaction over the manner in which the orientation programmes were conducted by rating it as either not so innovative or traditional.

In comparison with the similar findings reported by Rehman and Biswal (1992) and Sharma et al. (1992) it was observed that over a period of time less and less participants <sup>are</sup> perceiving the orientation methods as innovative. It may be noted here that as per Rehman and Biswal's (1992) findings 66 percent of respondents gave it innovative rating and Sharma et al. (1992) reported that only 51 percent of the participants rated the instructional method followed as very positive, while, in the present study it is found that only about 41 percent of participants rated the orienting style as innovative.

Regarding the overall quality of the presentation made by the resource persons the participants were asked to rate those as excellent, good and poor. The collected responses are presented in a frequency distribution format in the Table 5.39 below.

TABLE 5.39

Participants' Rating regarding the Overall Quality of Presentations made by Resource Persons

Code Name of the ASCs	Quality of Presentation		
	Excellent	Good	Poor
A (N=28)	8 (28.6)	20 (71.4)	0 (0)
B (N=32)	21 (65.6)	11 (34.4)	0 (0)
C (N=31)	3 (9.7)	28 (90.3)	0 (0)
D (N=42)	5 (11.9)	37 (88.1)	0 (0)
E (N=36)	4 (11.1)	32 (88.9)	0 (0)
F (N=36)	10 (27.8)	26 (72.2)	0 (0)
G (N=35)	0 (0)	31 (85.7)	5 (14.3)
Total (N=240)	51 (21.3)	184 (76.7)	5 (2.1)

Figures in parentheses indicate percentages.

It could be seen from the Table 5.39 that around 21 percent of <sup>the</sup> participants in general rated the quality of presentation as excellent. At the individual ASC level though there were wide variations in terms of the number of the participants rating the quality of the programme as excellent, in most of the cases those numbers were minimal except in one ASC (B) where 21 out of the total 32

participants (around 66%) gave the same rating. None of the participants of ASC, G gave excellent rating to the quality of presentation, instead, about 14 percent of them rated it as poor though nearly 86 percent of them rated it as good. In general, nearly 77 percent of the participants rated the quality of presentation as good though ASC-wise variations in the percentage of participants ranged between 71.4 percent to 90.3 percent except that of ASC, B where majority of them gave excellent rating. Except, one ASC (i.e.G) in no other ASCs participants gave poor rating to the quality of presentation made by the resource persons. From the above discussion it could be concluded that the quality of presentation was mostly good and in some cases excellent. The above finding remonstrates that of Rao and Palsane (1994) which reported that the quality is mostly unsatisfactory.

#### **5.5 Participants' Perception of the Orientation Programme**

The objective No.5 of the present investigation was to study the participant teachers' perception of the orientation programme. In this context, participants' responses to the items in the perception of the ASOC scale (Appendix-C) were scored and on the basis of their obtained scores it was determined, how many of them perceived the orientation programme as very good, good, neutral (neither good nor poor), poor and very poor. The result is presented in the Table 5.40. ASC-wise frequency distribution of

participants on the basis of their perception score is also shown in figure 5.3.

TABLE 5.40

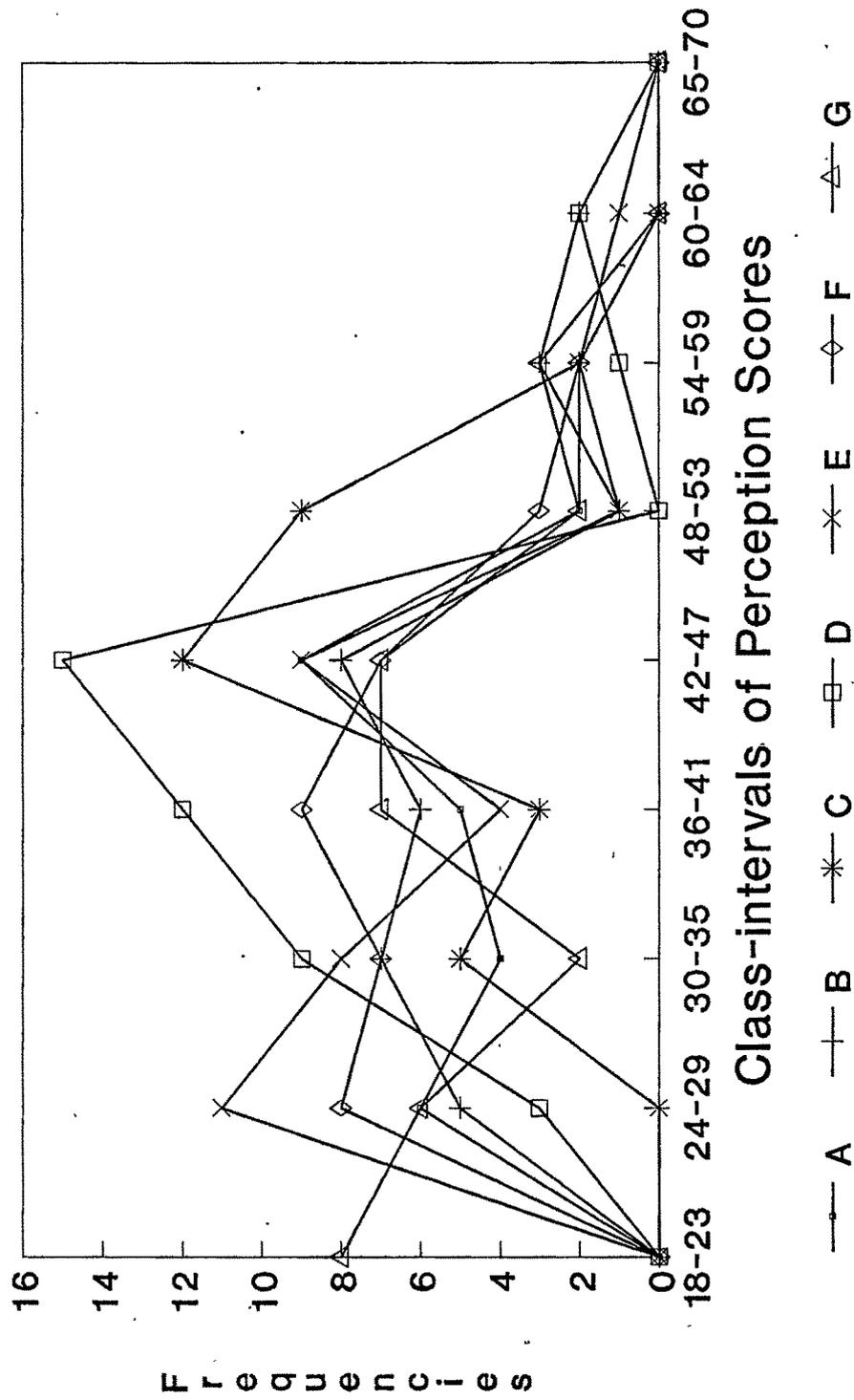
ASC-wise Distribution of Participants according to their Perception Towards OP

ASC Codes	Perception					Total
	V.Good	Good	Neutral	Poor	V.Poor	
A	-	3 (10.7)	15 (53.6)	10 (35.7)	-	28 (100)
B	-	5 (15.6)	15 (46.9)	12 (37.5)	-	32 (100)
C	-	2 (6.5)	21 (67.7)	8 (25.8)	-	31 (100)
D	-	3 (7.1)	27 (64.3)	12 (28.6)	-	42 (100)
E	-	4 (11.1)	13 (36.1)	19 (52.8)	-	36 (100)
F	-	5 (13.9)	16 (44.4)	15 (41.7)	-	36 (100)
G	-	5 (14.3)	14 (40)	10 (28.6)	6 (17.1)	35 (100)
Total		27 (11.25)	120 (50.4)	86 (35.8)	6 (2.5)	240 (100)

Figures in parentheses indicate percentages.

It could be seen from the Table 5.40 that only about 11 percent of the participants out of total 240 perceived the orientation programme as good. But looking from individual ASC-wise about 7 (seven) percent to 15 percent of participants perceived the orientation programme as good. None of them perceived the orientation programme as very

Fig. 5.3  
 ASC-wise Distribution of Participants in terms  
 of their Perception Scores.



good. In the total sample about 50 percent of the participants perceived the programme as neither good nor poor, however, individual ASC-wise it varied from minimum of 36 percent to maximum of 68 percent. In comparison to the number of participants perceived the orientation programme as good, nearly 36 percent of them perceived it as poor and about 3 percent as very poor. Individual ASC-wise, minimum of 25.8 percent of <sup>the</sup> participants in ASC-C and maximum of about 53 percent in ASC-E perceived the orientation programme as poor. Only in one ASC (i.e.G) about 17 percent of the participants perceived the orientation programme as very poor.

From the above data it could be concluded that the participants' overall perception about the orientation programme were not good, as only very few of them perceived it as good, whereas, considerably a large number of them perceived it as poor and half of them were ambivalent in their perception.

As a part of the objective-5 to study the variations in the perception of participants of different groups (viz. ASC-wise, faculty-wise, Qualification-wise and sex-wise) , the data were analysed by using ANOVA and t' test and the results are presented hypothesis-wise.

*Hypothesis No. 1:* It was hypothesized that, there will be no significant difference in the mean perception scores of <sup>the</sup> participants of different ASCs. To test the hypothesis one

way ANOVA was applied and the result is summarized in the Table 5.41.

TABLE 5.41

Summary of One Way ANOVA of Perception Scores of Participants of Different ASCs.

Sources of Variance	S.S.	df	M.S.	F
Among the Groups	1552.35	6	258.73	2.35*
Within the Groups	25671.61	233	110.18	
Total	27123.96	239		

\* Significant at 0.05 level.

The ANOVA results presented in the Table 5.41 shows that there are significant differences ( $P < 0.05$ ) in mean perception scores of the participants of different ASCs. Therefore, the null hypothesis No.1 was rejected at 5 percent level of confidence and it was concluded that participants of different ASCs significantly differed in their perception towards the orientation programme.

Furthermore, to know the possibility of difference in the perception of the participants from any two ASCs, 21 pairs of mean comparisons were made by applying the t' test. The results are summarized in Tables 5.42 and 5.43.

TABLE 5.42

The  $t'$  Ratios obtained from the comparison of Mean Perception Scores of the Participants of 7 ASCs

Code Name of ASCs (Groups)	A	B	C	D	E	F	G
A	-	0.64 (62)	0.30 (56)	0.42 (68)	0.73 (62)	0.33 (62)	1.46 (61)
B		-	0.40 (61)	0.34 (72)	1.36 (66)	0.38 (66)	2.04* (65)
C			-	0.10 (71)	1.10 (65)	0.13 (65)	1.79 (65)
D				-	1.28 (76)	0.24 (76)	2.12* (75)
E					-	0.94 (70)	0.86 (69)
F						-	1.71 (69)
G							-

Figures in parentheses indicate df.

\* Significant at 0.05 level.

TABLE 5.43

Mean and S.D. of Perception Scores of Participants of different ASCs

Code Name of ASCs	Mean	SD	N
A	38.96	8.99	28
B	40.56	10.14	32
C	39.64	7.99	31
D	39.83	7.56	42
E	37.19	10.19	36
F	39.36	9.43	36
G	34.83	12.89	35
Total Sample	38.54	9.59	240

It could be seen from the Table 5.42 that out of 21 pairs of mean difference comparisons made, except of two pairs in all other cases the difference was found to be not significant. The mean differences were found to be significant in the case of the participants of ASCs G and D; and in the case of ASCs G and B. In the other words, the mean perception scores of the participants of ASC B and D when compared with that of ASC G significant differences were found to be existing. Considering the individual mean perception scores of the participants of different ASCs (See Table 5.43) it may be noted here that, the mean was highest (i.e. 40.56) in case of ASC, B and lowest (i.e. 34.83) in

case of ASC,G. The mean perception scores of the participants of ASC,D is the second highest, i.e. 39.83.

*Hypothesis No.2* : To find out facultywise variations it was hypothesized that there will be no significant difference in the mean perception scores of the participants of Arts, Science and Commerce faculties. The hypothesis was tested by applying one way ANOVA and the results are presented in Table 5.44.

TABLE 5.44

Summary of One Way ANOVA of Perception Scores of Participants of Arts, Science and Commerce Faculties.

Sources of Variance	S.S.	df	M.S.	F
Among the Groups	624.13	2	312.06	3.24*
Within the Groups	22815.28	237	96.27	
Total	23439.41	239		

\* Significant at 0.05 level.

The ANOVA results presented in the Table 5.44 shows that there are significant differences ( $P < 0.05$ ) in mean perception scores of the participants of Arts, Science and Commerce faculties. Therefore, the null hypotheses No.2 was rejected at 0.05 level and it was concluded that, participants of Arts, Science and Commerce faculties differ significantly in their perception about orientation programme. To find out the significance of difference between any two groups t' test was applied and the results are shown in the Table 5.45.

TABLE 5.45

Mean Differences in Perception Scores of Participants of Arts, Science and Commerce Faculties

Groups of Comparison	Mean Differences	t' ratio	Status of significance
Science & Arts	41.52 - 38.41	1.91	N.S.
Arts & Commerce	38.41 - 35.93	1.76	N.S.
Science & Commerce	41.52 - 35.93	3.06	0.01

N.S.- Not Significant at 0.05 level.

Table 5.45 shows that, the mean perception scores of the participants of Science Faculty is the highest (i.e. 41.52) in comparison to those of the participants of Arts and Commerce faculties. However, the difference in the mean perception scores of the participants of Science and Commerce faculties was found to be significant ( $P < 0.01$ ), whereas, the differences between the other groups (Viz. Arts and Science; and, Arts and Commerce) were not significant ( $P > 0.05$ ). Thus, it could be concluded that the participants of Science faculty significantly differed from their counterparts from Commerce faculty so far as their perceptions about orientation programmes are concerned, whereas, not much variations were found among other groups (viz. Arts & Science; and Arts & Commerce).

**Hypothesis No.3:** Qualification-wise the participants were categorized into two groups: first, those who were only

master's degree holders and second, those who possessed higher qualifications after post-graduation specifically the research degrees like M.Phil. or Ph.D. Considering the qualification level it was hypothesized that, there will be no significant difference in the mean perception scores of the participants. The hypotheses was tested by applying t'test and the result is shown in table 5.46.

TABLE 5.46

Significance of Difference in the Mean Perception Scores of the Participants of different levels of Qualifications

Levels of Qualifications	Mean	S.D	N	df	t'ratio
Masters only	38.36	10.42	146	238	0.71(N.S)
M.Phil. & Ph.D.	39.25	8.99	94		

N.S. = Not significant at 0.05 level.

Table 5.46 shows that the mean perception scores of participants having M.Phil. or Ph.D. degrees (or both) is greater than that of the participants having only masters degree but the mean difference found to be statistically not significant ( $P > 0.05$ ). Therefore, the null hypotheses No.3 was retained and it was concluded that the participants having only master degree and the participants having additional research degrees like M.Phil. and/or Ph.D. do not vary significantly from each other considering their perception regarding orientation programme.

*Hypothesis No.4:* Considering sex it was hypothesized that there will be no significant difference in the mean perception scores of male and female participants. To test the hypothesis t'test was applied, the result of which is presented in Table 5.47.

TABLE 5.47

Significance of Difference in the Mean Perception Scores of the Male and Female Participants

Group	Mean	S.D.	N	df	t
Male	38.35	9.69	178		
				238	0.81 (N.S.)
Female	39.56	10.38	62		

N.S.: Not significant at 0.05 level.

Table 5.47 shows that the obtained t' value of difference between the mean perception scores of male and female participants is not significant ( $P > 0.05$ ). Therefore, the null hypothesis No.4 was retained and it was concluded that, male and female participants do not vary in their perception about orientation programme.

From the aforementioned discussions about the participants perception of the orientation course, it could be concluded that, mostly orientation courses were not perceived as good as most of the participants were either neutral in their perception or perceived it as poor. Of course, variations were observed in the perception of participants of different ASCs and the participants of Science and Commerce faculties. This indicates towards the

loophole in the assumption of having a standard or uniform type of orientation course of all the teachers. However, significant differences in the perception of participants were not observed considering the level of qualification and gender of the teachers..

#### **5.6 Problems of the Participants (Objective - 6)**

The success of any scheme or programme depends upon the magnitude and dimensions of the problem and difficulties faced by the target group of the people for whom the scheme is designed or programme is meant for. As mentioned earlier, the present study intended to examine the problems faced by the lecturers to get themselves enrolled into the orientation programme and other difficulties faced by them during the orientation programme.

The data regarding the specific problems faced by the teachers were collected through some structured questions (viz. Item Nos. 14, 15, 23, 24, 31, 32) set in the participants questionnaire (Appendix-B) and through informal discussions held with them during when they were undergoing orientation programme. The results are presented and discussed in the following sub-sections.

##### **5.6.1 Difficulties regarding Enrollment into the Orientation Programme**

In response to a question, (item No.14, Appendix B) "whether the teachers got proper co-operation from their

parent institutions?" it was found that, 196 of them (i.e. around 82%) out of total 240 teachers under the sample of the present study responded affirmatively, whereas, the rest of them (around 18%) denied to have received proper co-operation. But, majority of them expressed that their request made to the concerned authority in their parent institutions were not readily accepted. Quite a good number of participants expressed that, the head of the departments/institutions showed their reluctance to allow the new lecturers to attend the orientation programme with the prelude that teachers' prolonged absence will harm the students, coverage of courses will be delayed etc. It was also expressed by the teachers that the informations regarding orientation programmes are not disseminated by the college authority with the intention of not to let them attend orientation programme. It was even expressed by some of them that the processing of their applications for orientation course were intentionally delayed so that one can not attend the programme. Some of the participants expressed that there were confusions regarding interpretation of 'duty leave' regarding which the concerned institutional authorities argued that they can not sanction duty leaves for such a long duration of about 28-30 days. Institutional authorities even set the condition to allow them to go for orientation programme in 'leave without pay' which is a deterrent in their career advancements/sanction of increments. It was also revealed by some of the

participants that, it is either the concerned authorities lack of awareness about the orientation scheme or, their sceptical attitude regarding the salutary impact of such programme which might have influenced their decision regarding deputing the lecturers for such programmes. The above observations made by the participants suggest that the importance of the orientation course has not been trickled down to the degree it should have been otherwise to each and every institution of higher education across the country.

#### **5.6.2 Problems Faced during the Orientation Programme**

It has been discussed earlier in section 5.4.3 that some participants faced difficulties in following the instructions given in English medium. However, this is a rare problem which has been noticed in the course of the present study. Otherwise, the directors of ASCs were supposed to organise the orientation programmes in such a way that the participants having inadequate exposure to English language or incompetent in English language, should not form a part of the mixed group alongwith those who are competent in English. Accordingly, looking to their acquaintance with a particular language the resource persons should be commissioned to conduct the programme. In case the situation is compelling to make such grouping of the participants the resource persons/instructors are supposed to be instructed to make bilingual presentations. It is also observed by the investigator that, this is the practice in

many of the ASCs where either they conduct the programmes in bilingual mode or, they make grouping considering the medium of instruction background of the participants.

About the other problems, it was observed by quite a good number of participants that they found it difficult to properly complete their assignments (like preparing a seminar paper, writing a long essay etc.) without adequate reference books in the ASC library or the rigid rules like borrowing of books from the library. Most of the outstation participants especially shared the same opinion. In response to a question (Item No.31, Appendix - B) "whether it was convenient on their part to make use of library during the programme?" about 60 percent of them replied affirmatively, the rest 40 percent of them only replied negatively. Further, when asked to give their ratings about the facilities available in the library 19.6 percent of the participants felt that ASC libraries were well-equipped and well-maintained to a great extent, about 62 percent of them felt it is well-equipped to some extent and the others (19%) felt that the library was not at all well-equipped and well-maintained. It may be recalled here that 10 (55.5%) out of 18 directors of ASCs admitted that the libraries were neither well-equipped nor well-maintained. However, this fact is not generalizable to all the ASCs. Because, at the individual ASC level wide variations were observed in terms of the physical facilities available. In general, majority of the outstation participants expressed that, the library

timings and rules should be made flexible for the optimum utilisation of it by the participants staying on-campus during orientation programme. Some of them also voiced that there were no facilities available in the library for xeroxing or photo copying and neither there were any alternative arrangements made by the ASCs for which they have to spend valuable time in coming and going to distant places for this purpose. It may be noted here that many of the ASCs are located in remote and deserted places though within (or even sometimes outside) the campus of the university concerned. The above mentioned findings about the library facilities of ASCs closely follow the findings of Rao (1993). With reference to findings of Rehman and Biswal (1992) and Sharma et al. (1992) it could be said that the ASCs are constantly improving their library facilities. In this context, the directors of ASCs stated that in the years to come the difficulties of participants regarding library reference and library utilisation will be minimised and even eliminated.

Regarding the difficulties faced by participants pertaining to the boarding and lodging facilities provided by the ASCs, the participants' ratings were collected and followed up by the interviews held with selected participants. In response to the question (No.32, Appendix-B) whether they are satisfied with the lodging and boarding facilities provided by ASCs, varied responses were obtained

which have been summarized in the Table 5.48 below:

TABLE 5.48

Participants' Rating about Boarding and Lodging Facilities at ASCs

Code Name of ASCs	Ratings		
	Mostly	To some extent	Hardly
A (N=24)	7 (29.2)	17 (70.8)	-
B (N=29)	8 (27.6)	12 (41.4)	9 (31.0)
C (N=31)	28 (90.3)	3 (9.7)	-
D (N=30)	8 (26.7)	19 (63.3)	3 (10)
E (N=21)	9 (42.9)	10 (47.6)	2 (9.5)
F (N=24)	4 (16.7)	18 (75)	2 (8.3)
G (N=28)	1 (3.6)	20 (71.4)	7 (25)
Total(N=187)	65 (34.7)	99 (52.9)	23 (12.3)

Figures in parentheses indicate percentages.

In the present study out of 187 participants who availed the boarding and lodging facilities provided by ASCs during orientation programmes about 35 percent of them rated the facility as mostly satisfactory, about 53 percent of them opined that it was satisfactory to some extent and only 12 percent of them stated it as hardly satisfactory. Considering the boarding and lodging facilities provided at individual ASCs wide variations were observed in the participants responses. As high as 90.3 percent participants of ASC-C rated the facility provided as mostly satisfactory, whereas, only a meagre 3.6 percent of participants of ASC-G gave the same response. Twenty five percent or more

participants of ASCs-B and G stated that the boarding and lodging facilities provided by the ASCs were hardly satisfactory. Besides these two ASCs (i.e. B and G) in other ASCs the facilities provided could be taken for granted as satisfactory.

The above mentioned finding corresponds to the findings of Rehman and Biswal (1992) but significantly differs from the findings of Rao (1993) and, Rao and Palsane (1994). It may be recalled here that according to Rao (1993) 45 percent of participants did not feel the boarding and lodging facilities as adequate, and Rao and Palsane (1994) concluded that in majority of ASCs the physical facilities for participants were very unsatisfactory and in some cases less than minimum. The above conclusion seems to be quite true in the cases of two ASCs (B and G) under the present sample. But the inconsistencies noticed in the findings of different researchers is quite obvious. Observations regarding the boarding and lodging facilities are likely to vary as the ASCs do not possess any permanent infrastructure for that. The investigator's discussion with the directors revealed that sometimes they (directors) have to make last moment alternative arrangements if due to any reason the university guest houses and other hostel facilities provided by the university were not made available for unavoidable circumstances. But, it was also noticed by the investigator that the directors were quite aware of the problems

regarding physical facilities for the participants and they are trying to better the facilities each time by learning from their experiences and participants feedback. They do realize that, the quality of physical facilities have a direct impact on the overall effectiveness of the programme.

Among the other problems faced by the participants the following observations were made by some of the participants during the interviews held with them.

- Lack of prior dissemination of informations regarding exact nature of the programme, exact nature of assignments to work upon caused difficulty for many participants as they were not fully prepared for those in advance.
- Many a times non-supplying of synopsis or discussion briefs in advance or at least before the scheduled session caused difficulty for the participants to meaningfully participate during discussion.
- Out-station married female participants had the difficulty to stay out for such long period of time and complained that they suffered home sickness.
- In some ASCs the physical distance between the place of accommodation and the programme venue caused difficulty to them.
- Though it appears unusual, some participants highlighted about the problem to get the reimbursement of TA and DA. In the same line local participants also

- complained about non-payment of the local conveyance from their place of residence to the programme venue.
- Difficulty to clarify some doubts regarding the presentations made by off campus/ external resource persons as they normally come for one to two sessions.

### 5.7 Operational Problems of the ASCs (Objective - 7)

To know the operational problems of the ASCs some general informations were sought from all the directors of ASCs through a mailed questionnaire (Appendix A). In addition to that the researcher interviewed seven directors of ASCs to know more about the problems. Out of the total 18 directors responded to the question whether they were able to conduct required number of orientation programmes half of them replied affirmatively and the other half negatively. Those who were not able to organise required number of orientation programmes attributed the causes thereof to: lack of core staff, shortage and/or untimely release of fund by UGC, shortage of infrastructure, lack of accommodational facilities for out station participants, lapse of time in transition to receive the fund via university and local problems in colleges (like, strike, examination work, assessment of papers etc.).

On the basis of the above observations about the causes responsible for organisation of adequate number of orientation programmes by ASCs the researcher identified certain specific dimension of problems that are faced by the

ASCs. All the various types of problems of the ASCs can be classified into some broad categories viz. problem relating to: Infrastructure; Human Resources; Funding; Response from the teachers (to be oriented), Availability of Resource Persons; Technical Support from UGC; Technical Support from the University; and, Demeanour of Participants during orientation programme.

#### 5.7.1 Problems Regarding Infrastructure

The basic infrastructure of a ASC includes, office space, lecture halls, library hall, accommodation facilities, books and journals for the library, interior furnishings, equipments like OHP, slide projector, TV, VCR, Video camera, computer, xerox machine, copiers, type writers, etc. The data collected in this context revealed that out of 18 ASCs, 13 of them had their own permanent infrastructure, five of them made temporary arrangements for office, lecture halls and accommodation etc. in collaboration with the concerned universities. Some of the directors expressed that ASCs should be provided with its separate infrastructure as temporary arrangements made time to time tell upon the overall functioning of the ASC. Many of them, even in those ASCs where they have been provided with permanent infrastructure, opined that the infrastructure provided are highly inadequate. Some of the directors highlighted about the problems felt due to non-availability of xeroxing facilities, other electronic

equipments, like TV, VCR, Video camera and computers, and, lack of adequate number of books and journals. Another major problem mostly felt by the directors was to provide accommodation for outstation participants in the absence of any permanent arrangement.

The researcher observed that, a wide disparity existed among the ASCs in terms of their physical facilities. There are ASCs which are better equipped from all aspects and there are others where facilities are inadequate as it is rightly pointed out by the directors. But, the cause of the above anomalies may be attributed to what Rao and Palsane (1994) have pointed out, the lack of interest and enthusiasm on the part of the directors, who could not utilized the fund provided to them, hence the quality of infrastructural facilities in those ASCs were poor.

#### **5.7.2 Problems regarding Human Resources**

As mentioned in the Section 5.1 of this chapter, out of total 18 ASCs furnished necessary data, there were only 5 ASCs which filled up all the three academic posts and 13 ASCs filled up all the sanctioned posts for supporting staff. In 5 ASCs, the posts of director were lying vacant, whereas, in two ASCs directors were not full time appointees but holding additional responsibility to look after the ASC affairs alongside their regular assignments in their parent departments. Lack of adequate number of core academic staff

was considered as a major hindrance in conducting of adequate numbers of orientation programme by many of the directors.

The directors revealed the causes of non filling-up of core academic staff are : uncertainty about the continuance of the scheme, which makes the people feel insecure to join such posts; and, inordinate and unreasonable delay in completing the formalities of appointment by the universities. After the initial appointments also some of them prefer to leave the post in favour of equivalent posts in the teaching departments of colleges and universities. Among other reasons the lack of any provision regarding providing of ancillary facilities like staff quarter, compensatory benefits (as the posts are non-vacational in nature) and other benefits were discouraging for the eligible candidates to join as well as retain the posts after joining.

In case of supporting staffs also the same problem was observed.

### **5.7.3 Problems Regarding Funding**

Almost all the directors of ASCs opined that, funding is a major problem for the smooth functioning of ASCs. In this connection the responses collected through the mailed questionnaire and through semi-structured interviews mainly indicated two types of problems regarding funding, one is

disbursement of fund and the other is allocation of fund.

Regarding the disbursement of funds, majority of the directors were quite dissatisfied with indirect method of funding which they feel , led to further complicacies. As per the existing funding pattern, the directors are required to submit advance budget estimate for the forthcoming year alongwith statements of expenditure and fund utilisation certificates of the year to be completed, on the basis of which UGC sanctions the fund. According to the directors, the preparation of advance budget estimate and completing of other formalities like preparation of statement of expenditure etc. though inevitable but a time consuming process and the problem was in worsened state in those ASCs which lacked adequate number of staff to deal with this matter. Hence, there was delay in receiving of fund from the UGC. Some of the directors even pointed out that, after furnishing all the details and completing all the formalities also there were inordinate delay in sanctioning of fund by the UGC for which they were forced to cancel some scheduled programme on the last moment.

Another problem which is inextricably intertwined with the above problem is no direct disbursement of fund to the ASCs. As the funds for ASC come through the (concerned) university the whole process get delayed due to the bureaucratic practices that predominantly exist in the university administration. Unfortunately, according to the

directors, this problem persists after repeated drawing of the attention of the authorities of the UGC during the annual review meeting of directors of ASCs.

So far as the allocation of funds are concerned many of the directors felt that it was extremely inadequate considering the growing rate of inflation over a period of time. However, this feeling was only about the recurring working expenses allotted to the ASCs for conducting of the programme. Some of the directors also felt that, grants for equipments, books and journals were to be increased substantially to enable the ASCs to improve their infrastructural facilities which is a major deterrent in the smooth functioning of ASCs.

#### **5.7.4 Response of the Teachers for Orientation Programme**

Many of the directors have pointed out that inadequate response of the teachers in the catchment area has been a major cause of non-organisation of required number of orientation programmes. This phenomenon is different in different regions. Wherever, the career advancement of lecturers has been linked with the attendance or participation of orientation programme, in those places response is quite modest, even demanding, whereas, in other places there is only lukeworm response among the teachers about such programmes.

Another reason for poor response of the lecturers for

such programmes as pointed out by the directors is lack of clarity and awareness about the ASOS on the part of the college authorities and authorities of the state directorates of education/higher education who have the administrative control over government colleges. It has created unnecessary problem regarding deputation of the teachers for such programmes.

Some of the directors pointed out that when regional or local response is faint the rigid rule regarding selection of participants from outside the catchment area of ASC (e.g. only about 20% of participants can be selected from outside) makes the organisation of orientation programme impossible sometimes.

#### **5.7.5 Problems Pertaining to Resource Persons**

The ASCs heavily rather totally rely on the help of external resource persons to conduct the orientation programme as the core academic staff of the ASCs are extremely inadequate for this purpose. As the ASCs totally depend on the external resource persons for the conducting of their programmes it is obvious that there would emerge different types of problems. To understand the nature of the problem in this context data were collected through mailed questionnaire and personal interviews with seven directors of ASCs.

In response to a question whether they find any

difficulty in getting adequate numbers of competent resource persons in their locality/region, out of total 18 directors, six of them replied 'yes, to a great extent', seven of them said 'yes, to some extent' and five of them did not have any problem. Interviews with the directors in this context made it clear that except of those ASCs which are located at strategically located places and in the large and famous universities the others do have faced the problem of getting adequate number of resource persons from their respective region. It was also expressed by the directors of these ASCs, that the UGC guidelines regarding invitation of external resource persons from far distant places and the anchor put on the excessive expenditure on TA and DA have added to the problem. Many of the directors even expressed their dissatisfaction over existing rate of TA/DA, remuneration and local conveyance rules as they found it quite inadequate and sometimes it even caused embarrassment. Some of the directors pointed out that, taking approval of Vice-Chancellors on the list of resource persons to be invited everytime is a unnecessary ritual which sometimes delays the programme schedule.

To another important question, whether the directors get proper co-operation from the resource persons, all the 18 directors replied in mostly affirmative manner. Though there were occasional incidents of last moment request from the resource persons to either cancel or reschedule the sessions which created problem for the directors in making

last minute arrangements. Mostly such incidents occurred in case of resource persons coming from far distant places (it may be noted here that, the directors can invite some resource persons from distant places looking to the fund earmarked for the payment of TA/DA etc.).

In rare cases, some directors expressed their lack of proper acquaintance with the availability of competent people to be invited as resource persons considering their expertise in the corresponding topics or themes as enlisted in the suggested curriculum for orientation programme. Therefore, they urged to have a national directory of resource persons to sort out the problem.

#### **5.7.6 Problem Relating to Participants' Demeanour**

Participants of the orientation programmes are mature persons having varied qualifications, one to eight years of teaching experience and most of them are in their thirties. Importantly enough about 23 percent of them came forward to attend orientation programme not because of their professional interest but because attending of orientation course is mandatory for them. They are such a group who have mostly developed the habit of speaking and explaining (as their profession warrants that) than to listen as a captive audience. Hence, the possibility of certain kind of irregularities in their behaviour during the orientation programme is obvious.

Regarding the participants' demeanour separate ratings were collected in a three point qualitative rating scale (Item No.29, Appendix A) from the directors (N=18) and in a similar scale (Appendix-D) from the resource persons (N=30). The results are shown in the comparative perspective in the Table 5.49.

TABLE 5.49

**Directors' and Resource Persons' Rating of Participants Demeanour**

Participants' Demeanour	Ratings by directors			Ratings by R.P.		
	I	II	III	I	II	III
1.Participated enthusiastically	8 (44.4)	8 (44.4)	2 (11.1)	11 (36.7)	14 (46.7)	5 (16.7)
2.Co-operative	15 (83.3)	3 (16.7)	-	17 (56.7)	10 (33.3)	3 (10.0)
3.Superficially came just to complete the formality	5 (27.8)	10 (55.6)	3 (16.7)	8 (26.7)	19 (63.3)	3 (10.0)
4.Came with a sort of defiance	-	7 (38.9)	11 (61.1)	3 (10.0)	10 (33.3)	17 (56.7)

Note: I = Mostly, II =To some extent, III= Rarely.  
Figures in parentheses indicate percentages.

It could be seen from the Table 5.49 that in response to a question regarding the participation of the participants in the orientation programme, about 44 percent of the directors stated that mostly the participants participated enthusiastically, equal number of the directors felt that to some extent they participated enthusiastically and only 11

percent of the directors stated that rarely the participants participated enthusiastically. So far as the resource persons are concerned, about 37 percent of them felt that mostly there was enthusiastic participation, about 47 percent of them felt that it was only to some extent and nearly 17 percent of them stated that rarely there was enthusiastic participation on the part of the participants. Eighty three percent of the directors expressed that participants were mostly co-operative and the rest (nearly 17%) of them said that participants were co-operative to some extent only. Amongst the resource persons about 57 percent of them stated that participants were mostly co-operative, 33 percent of them stated it was true to some extent and 10 percent of them opined that the participants were not at all co-operative. On the negative side, about 28 percent of the directors and 27 percent of the resource persons felt that, participants just came superficially to complete a formality (of undergoing orientation), nearly 56 percent of the directors and 63 percent of <sup>the</sup> resource persons felt it true only to some extent, whereas, 17 percent of the directors and 10 percent of the resource persons made it clear that they rarely agreed with the statement. Majority of both the directors and <sup>the</sup> resource persons ( nearly 61% and 57% respectively) asserted that rarely the participants came with defiance, whereas, about 40 percent of the directors and 33 percent of the resource persons agreed to it (that participants come with a sort of defiance) only to some

extent, and only 10 percent of the resource persons exclaimed that, mostly the participants came with a sort of defiance.

In the light of the above referred data it could be concluded that, most of the directors and resource persons felt that participants were co-operative and participated in the programme enthusiastically. Participants' defiant behaviour at least in some cases, though observed by the directors and resource persons it was not a major problem as majority of the participants were rarely possessed or exhibited their defiant attitude. But it became quite apparent that majority of the directors and *the resource persons* either mostly or to some extent agreed with the statement that, participants come for orientation programme just to complete the formality. Interviews held with the directors revealed that, sparse cases of irregular or undesirable behaviours of the participants though noticed, those were handled properly without jeopardising the programme in any manner.

#### **5.7.7 Problems Pertaining to Availability of Technical Support**

Organisation of orientation programme is considered to be a highly skilled job for which it is necessary that the academic staff of the ASCs should be provided with constant academic and technical support by the UGC. It is true that, since the inception of the ASOS, the programmes

are monitored by the UGC for which review meetings of directors are organised. The purpose of such review is to make stock taking of the programme conducted in a year, to discuss the various problems of ASCs, to chalkout future plans regarding planning and management of ASCs and to recommend valid suggestions to improve upon the programmes. It is outside the purview of the present study to make an assessment of such review meetings of directors. However, the researcher interviewed seven directors of ASCs to know whether they were provided with proper academic and technical support from UGC and the local university /universities.

Some of the directors stated that, though the review meetings were conducted in regular intervals the academic and technical help from the meetings were not totally upto the mark. The expression of the directors in this context appeared to be somewhat not so satisfactory and they felt that, some concrete suggestions and guidelines should be provided by the UGC regarding various organizational aspects of the programme.

So far as technical and academic support from the local university is concerned, UGC urged that the ASCs should form an Academic Advisory Committee (AAC) at the local level and the committee should give advice and suggestion regarding structuring of the programmes, commissioning of resource persons, instructional approach to be followed, modalities of appraisal of participants

performance etc. But this AAC never get materialised in many places mainly due to lack of co-ordination and support from the concerned university as well as its academicians and the directors were simply left on their own to decide in consultancy with the other academic staff of the ASCs and the course co-ordinators appointed time to time. The directors envisaged that there should be proper co-ordination between the ASCs and the local universities to chalk out concrete plan of action to make the orientation programme more effective and successful. And the academics of the local university/ies, institutions of higher education are the invaluable human resources whose academic talent and expertise should be duly utilised in this context to derive maximum benefit out of it.

#### **5.8 Impact of orientation Programme (Objective-8)**

It was also one of the major objective (No.8) to study the impact of orientation programme on the teachers once they have undergone it. It is obvious that, one may require to wait for some time to see the impact of any programme on its clientele. In the present study, the investigator allowed a lapse of six months time to study the impact of orientation programme. As per the research plan, a structured self-evaluation questionnaire (Appendix-F) was sent to all the teachers who constitute the sample of the present study. The questionnaire contained 14 direct questions to elicit the reactions of teachers regarding

those aspect of a teacher's professional duties where a possible impact of orientation programme is expected. The questions were to be answered in yes or no form.

Out of total 240 questionnaires mailed to the teachers who attended orientation programme the researcher could get back 175 questionnaires alongwith complete response. The responses were analysed by calculating frequencies and percentages. The results are presented in the following paragraphs in the same sequence as questions were put in the questionnaire.

In response to a question, whether orientation programme was inspiring 64 percent of the teachers said yes and rest 36 percent said no.

Fifty six percent of teachers agreed that orientation programme was instrumental in realisation of the broader goals of higher education on their part, whereas, the rest 44 percent of teachers replied negatively.

Out of total 175 teachers, 44.6 percent of them stated that, their approach towards teaching changed after realising the broader goals of higher education while, the rest 55.4 percent gave a negative reply.

About 30 percent of teachers stated that, their relationship with students has changed after attending orientation programme, whereas, a majority (70%) of them

disapproved the fact.

In response to a question regarding change in the style of teaching after attending orientation programme nearly 27 percent of teachers responded affirmatively and the rest 73 percent negatively.

About half (54%) of the teachers stated that they tried to incorporate certain new skills of teaching and communication as it were suggested during orientation programme but 46 percent of the teachers replied no.

A majority ( 62.9 percent) of teachers asserted that they tried to innovate with their teaching styles after attending the orientation programme, whereas, 37.1 percent did not.

In response to a question, whether they have substantially gained from orientation programme regarding writing articles and research papers in professional journal, 24.6 percent of teachers replied affirmatively and the rest 75.4 percent negatively.

Out of 175 teachers only 19.4 percent said that attendance of orientation programme had encouraged them to actively participate in collective decision making in various aspects of college/university affairs, while the rest 81.6 percent denied it.

In response to a question, whether orientation

programme has influenced, their general professional conduct, 51.4 percent of the teachers replied affirmatively and the rest 48.6 percent negatively.

In the context of the impact of orientation programme, the teachers were asked to state whether their institutional climate is conducive for experimenting or innovating with teaching, classroom management, evaluation etc. In response, only 20 percent of the teachers said yes and 80 percent no.

Only 23.4 percent of the teachers asserted that the innovation and experimentation initiated by them was appreciated by their colleagues and seniors.

As many as 60 percent of the teachers observed that, sharing of the experience about orientation programme amongst their colleagues motivated them (colleagues) to undergo orientation.

It is clear from the foregoing paragraphs that, there were mixed reaction amongst the teachers regarding the impact of the orientation programme. About half of them or more pointed out that orientation programme was inspiring, it helped them in realising the broader goals of higher education, encouraged them to try innovative teaching styles and influenced their general professional conduct. At the same time only a few of them mentioned about any change in their relationship with students, teaching style,

improvement of writing skills (research paper/articles) and participation in collective decision making. It could be inferred from the above fact that, possibly in some ASCs, proper orientation was not given in these aspects. But a significant point to be noted here that the institutional climate was not conducive and the innovations initiated by the teachers were not appreciated by their colleagues and seniors as it was expressed by nearly 80 percent of the teachers.

In the above context, the interviews held with the directors also threw some light. When asked about whether they received any complementary and followed up communications from the teachers who attended orientation programme and the institutional heads/authorities who deputed teachers to orientation programme, it was revealed by the directors that, though the number of such communications were very few but sometimes those were very insightful, thought provoking and enlightening. All the directors agreed that, there should be a permanent tie up of ASCs with the institutions of higher educations in its catchment area and there should be a co-operative endeavour to improve the quality of higher education by engineering professional development programmes for the teachers in regular intervals. They further viewed that, ASCs should be consolidated and upgraded as the resource centres for the professional development of the teachers of higher education.

### 5.9 Directors' Reaction about the Success of ASOS (Objective - 9)

The objective-9 of the present study was to draw the implications about the success of ASOS in the light of the reactions of the directors. From epistemological point of view the success or failure of any scheme is tacit and independent of anybody's reaction or opinion about it. There could be several external criteria to make an evaluation of the scheme in terms of successful achievement of its objectives. Even if the present study is non-evaluative in nature, its objectives somehow make indirect appraisive references. The progress of ASOS (Objective-1), Status of ASCs (Obj. 2), teachers perception of the need of orientation course (Obj.-3), suitability of the present model of ASOC (Obj.-4), participant teachers' perception of ASOC (Obj.-5) and the impact of orientation (Obj.-6) give the implicit testimony of the success or unsuccess of the scheme. To make it explicit without bringing in the researcher's own opinion in this context, it was thought of to put this question to the directors of the ASCs as they are the right persons who have been outrightly involved and have closely observed the orientation course in action, therefore, the best judge of its success or failure.

Out of 18 directors of ASCs who responded to the question, "Do you feel that ASOS has succeeded in its endeavour?" (Item No.36, Appendix-A) 12 (66.6%) of them agreed that ASOS is mostly successful. The rest six (33.4%)

of the directors expressed that the scheme was partially successful or successful to some extent only.

Further elaborating their views on the causes of success the following observations were made by the directors:

- new lecturers are enthusiastic to learn techniques of teaching;
- young lecturers' interest on new innovation and latest development in the field of teaching-learning and instruction;
- fresh lecturers' appreciation of ASCs as a platform for interaction and mutual exchange of ideas of the teachers from different parts of India;
- initiative and commitment of the director;
- adequate planning by the directors;
- continuous monitoring; and,
- constant modification and reviewing of the programmes, selection of relevant topics, adopting of interactive and activity based instructional system and judicious choosing of resource persons.

Similarly mentioning the causes of any failure the directors made the following observations:

- participants' restlessness, lack of patience and interest in listening the lectures for long time;
- participants' dissatisfaction over longer duration of the programme;

- participants' dissatisfaction over selection of the topics for orientation course;
- lack of proper support and suitable environment in the college/universities to put the inputs of orientation course into practice on the part of the teachers; which affects the motivation of other teachers to attend orientation course;
- lack of adequate infrastructure and human resources, in ASCs;
- untimely release of fund by UGC and some times insufficiency of fund;
- lack of autonomy on the part of the director;
- lack of proper guidance and monitoring by UGC;
- insufficient orientation to the directors about proper implementation of the schemes;
- no permanent recruitment and frequent change of personnel due to variety of reasons;
- uncertainty over the continuance of the scheme which affects the psyche of the ASC staff and they always try to flee to other departments, institutions or organisations in favour of job security; and
- lack of provision for proper incentives for the teachers after attending orientation course.

On the basis of the above mentioned facts it could be concluded that there were mixed views about the success of the ASOS. The exhaustive list of the causes of unsuccess

itself implies that the scheme is not entirely but partly successful. For achieving success in true sense of the term the causes of unsuccess as specified by the directors may be taken into consideration and accordingly appropriate steps should be taken by the concerned functionaries of the ASCs and the think tank of ASOS to remedy those.

#### 5.10 Measures of Improvement of ASOP (Objective-10)

The present study intended to make recommendations for the improvement of ASOP. In this chapter, so far, the suggestions for improvement in various aspects of orientation programme have been discussed separately in each sections. Here in this section those suggestions were once more compiled and presented in a comprehensive form to have a ready reference. It may be noted here that, these suggestions were made by both the directors and participants while giving their responses to the various questions put to them through the questionnaires (Appendix A and B), semi-structured interviews (Appendix-E) held with the directors and informal discussions held with the participants. The obtained suggestions are organised and presented in the following paragraphs taking into consideration different aspects of the orientation programme.

##### *Organizational*

1. The ASCs should be given an institutional shape on a permanent footing.
2. Uncertainty regarding the continuance of the ASOS must

be removed to improve the quality of programmes.

3. The directors should be given autonomy in academic, administrative and financial aspects for smooth running of ASCs.

#### *Funding*

1. To improve the infrastructural facilities more fund should be allocated by the UGC.
2. There should be regular and periodic flow of funds for the ASCs without much delay and haze1 what normally is observed.
3. The funds should be directly disbursed to the ASCs instead of disbursing it through concerned universities to improve the efficiencies of ASCs.
4. Working expenses and recurring expenses for books and equipments should be proportionately increased time to time keeping pace with the rising inflation.
5. There should be flexibility in mobilising the allocated fund from one head to another depending upon the necessity for it.

#### *Duration of ASOC*

1. The overall duration of the course should be reduced by a week or so.
2. The whole programme may be divided into two different phases and there should be a minimum gap of 6 months between the first and second phases.
3. Six hours of instruction per day is tiresome and

exhausting. Therefore, instructional hours per day may be reduced and accordingly duration of the course may be increased to make up the requirement of time.

*Curriculum of ASOC*

1. Appropriate and relevant topics should be included in the curriculum as it were observed that there were some irrelevant topics.
2. There should be judicious selection of topics and precaution should be taken against overloading of the curriculum.
3. Topics should be more focused and indepth than superfluous and superficial one.
4. Subject upgradation should be given more time and there should be clear cut mention about the themes to be discussed and activities to be carried out.
5. Equal stress should be given to management and personality development aspect (Component-D).
6. In component-B, topics are to be dealt in more depth, it should more focus on use of technological and electronic gadgets in instruction and evaluation.
7. The curriculum of ASOC may be given a concrete shape by preventing the orientation course from becoming a platform for deliberations on a series of isolated and even mutually exclusive topics pertaining to higher education without any clearly defined objectives in the context of professional developmental needs of the new

entrants into the teaching profession at higher education level.

*Instructional Process*

1. Orientation courses must be conducted more in interactive manner than plain lectures.
2. More time and stress should be given to interaction and participants' participation in the sessions.
3. The talks on various themes should be more focused and substantive than too generic and superficial.
4. Provisions should be made to engage the participants in various practical activities like, curriculum designing, curriculum planning, setting of papers, demonstrating innovative teaching and communication skills, preparing of research proposals, research papers, instructional material for students etc. to keep their motivation intact.
5. Orientation sessions should be logically sequenced than just going for random selection of topics for different session.
6. Themes of totally different in nature should not be included in the sessions of some day and in case it is done then some time gap should be allowed for the participants to consolidate the ideas of first session before starting the subsequent sessions.
7. It would be better if the presentation made on a theme theoretically be followed by extensive discussions and related practical/ activities.

8. If necessary instructions are to be given in a particular language looking to the linguistic background and familiarity of the participants than to provide it through one language rigidly.
9. Instructional climate should be more open and democratic than rigid and authoritative.

#### *Reference Materials*

1. Instructional inputs given to the participants in the form of lecture or organising interactional sessions must be supplemented by distributing abstracts of the talks, discussion brief or if possible full-fledged transcripts of the talks.
2. Books, clippings from the journals, books and news papers should be provided to the participants.
3. Abstracts of the lecture and discussion briefs must be supplied in advance for the meaningful participation on the part of the participants.
4. ASCs should prepare reference materials to be used during the orientation courses by utilizing the expertise of its core academic staff and the expertise of the resource persons invited.
5. Reference materials prepared by the individual ASCs must be circulated to other ASCs to let others take the benefit of the expertise of an ASC and to prevent unnecessary duplication in preparing identical reference materials at different ASCs.

*Appraisal*

1. Appraisal of participants progress during the orientation course should be made mandatory.
2. There should be continuous evaluation of participants' progress by designing suitable methods.
3. Evaluation should be systematic and objective based so that it can give proper feedback to the participants as well as to the functionaries of ASCs.
4. Approach towards evaluation should be more constructive, diagnostic and remedial than mechanical and stereotyped one tantamount to the methods of evaluation normally adopted for the students in schools and colleges.
5. ASCs should evolve suitable programme appraisal mechanism for any alteration in the structure, content and methods of the ASOC in the future.

*Resource Persons*

1. Resource persons should be selected carefully and strictly on the basis of merit and expertise.
2. Resource persons of national repute should be invited so that participants can get an exposure and take benefit of their (R.P.s) expertise.
3. An all India directory of resource persons should be made available to ASCs by UGC.
4. Resource persons are to be sufficiently oriented in advance about the objectives of ASOC to achieve the

academic excellence in orientation programme.

*Miscellaneous*

1. Orientation courses should be preferably organised during vacations.
2. After the final selection of the participants for orientation course, they should be supplied with the details, e.g. the course objectives, instructional strategies, activities to be conducted, evaluation mechanism etc. of the course, so that they could come accordingly prepared and the programme would become more effective.
3. ASCs should improve their infrastructural facilities especially the accommodation facilities.
4. The UGC should send clear cut instructions regarding the ASOS to all the colleges, university, state directorates of education/ departments of education to overcome all kind of confusions, mis-interpretations and irregularities observed regarding the selection and deputation of teachers for ASOC.
5. Attendance of orientation course should be made mandatory for all the college/university teachers all over India and if necessary appropriate regulations may be brought in by the UGC to strictly implement the rules.
6. Some sort of incentive may be provided to the teachers after successful completion of orientation course.

7. ASCs should also organise follow-up courses (other than refresher courses) at regular intervals for those who have once attended the orientation course.
8. The plan to have consortia of ASCs should be pursued seriously by the UGC.
9. There should be permanent tie-up of ASCs with the colleges and universities in the catchment areas for mutual exchange of ideas and expertise regarding improvement of the system of higher education.
10. ASCs should be further consolidated and upgraded to the status of resource centres for the professional development of the teachers in higher education.