

TRAINING FOR COLLEGE TEACHERS

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Recently stress has been given on the training for college teachers. The University Grants Commission has set up 48 Academic Staff Colleges in different parts of the country for the purpose. This training is being given on the assumption that all teachers are not born teachers. The content area in every subject is growing at a very fast rate. It may not be possible on the part of every teacher to study new areas with the help of his own resources. The techniques of teaching also get improved continuously. The teacher needs to get training in these newer techniques. Training is needed for new teachers as well as for old teachers. While new teachers need orientation courses, the old teachers need refresher courses. In such a situation, let us have a look at some of the views expressed by the researchers and educationists in a few foreign countries and in India.

Training for teachers of higher education in foreign countries:

Training for teachers of higher education exist for many years in many developed countries. Knowles (1977) reported that in the year 1961, the Tertiary Education Research Centre was established at the University of New South Wales, Australia to carry out research and development activities aimed at improving the university teaching learning processes. Kelly (1979) reported about individualised training programme for college teachers. Marsh (1979) referred to job centered expansion of inherent capabilities of individuals.

Bobkov (1981) reported that in the year 1966, compulsory in-service training for academic staff, to be conducted at five years intervals, was introduced in U.S.S.R.. Dorp (1981) reported that during the years 1963 to 1969, centres for research and development of teaching in higher education was established at every university in Netherlands. Goldschmid (1981) reported about in-service education programmes at the Lussane University of Switzerland. Kiel (1981) reported about the provision for training of teachers of higher education being made in the German Democratic Republic. Piskanin (1981) reported that since 1950, in-service training programmes for teachers of higher education were going on in Czechoslovakia. Bakhtar (1982) made a study on the typology of lecturing styles. The study reported 60 lecturing behaviours. Important findings of this study were:(i) lecturing styles were not significantly different according to years of experience, (ii) lecturing styles were different according to subject areas, (iii) the common weaknesses found lecturing styles were saying too much too quickly and assuming too much knowledge on the part of the students. An analysis of lecture indicated five clusters, which were (i) oral lectures, (ii) exemplaries, (iii) information providers, (iv) amorphous and (v) self-doubters. Cryer (1982) reported various activities undertaken for training of teachers of higher education.

Glenn (1987) in a study of faculty development programmes in member institutions of American Association of Bible Colleges recommended a: model Programme. Various aspects 'of the programme were (i) adequacy of policies, structure, budgets and time, (ii) transition from usual dominant leadership by the chief academic officer to a more shared leadership by the faculty, department chairmen and students, (iii) special training for leaders and participants, (iv) consultation, if affordable, (v) more advanced methods of needs assessment leading to a balanced programme serving all faculty, (vi) continuity, (vii) formative multiple evaluation practices, (viii) co-operate system for advanced studies, (ix) less frequent or more effective use of traditional practices, (x) an emphasis on educational methodologies, outside experts, peer co-operation practices, new faculty assistance, research dissemination and other practices, (xi) a transition to vocabulary participation, ; promotion and encouragement and (~ii) programme evaluation leading to enhanced effectiveness.

Main (1987) conducted an international survey of training of teachers of higher education. There were various types of introductory programmes, such as (i) practicum apprenticeship (F. R. of Germany and Sweden), (ii) mediated self-confrontation and self-review with the help of audio and video techniques. coupled with peer and student feedback in normal classroom situations (Israel and F. R. of Germany). (iii) Peer training (Sweden and U. S. A.), and (iv) workshop modules (Australia and Canada). The survey reported about the system of centrally organised training of tertiary teachers subject to public examinations in certain countries of the Eastern Europe. The German Democratic Republic had a systematic programme that produced accredited teachers of higher education on the basis of the success of the trainees in examinations consisting of viva-voce, practical test and essay. Certain universities of Australia and U. S. A. were reported to have developed mini courses for training of teachers of higher education. The study reported various types of inservice training programmes such as (i) advanced courses, (ii) part-time courses, (iii) self-learning activities, (iv) national and regional activities, (v) international courses and (vi) specialised courses.

Training for teachers of higher education in India:

The University Education Commission (1948-49) suggested various strategies for improving quality of lecturing. These were (i) keeping eye on the audience to see to what extent the students are responding to ideas of the teacher, (ii) putting questions on significant points to students during the course of the lecture, and (iii) mentioning important points on the blackboard. Commission pointed out the necessity for updating knowledge of teachers through self-study and research.

"No teacher who is not a master of the field, who is not in touch with the latest developments in his subject and who does not bring to bear upon his duties a free and untrammelled mind will ever succeed in inspiring youth with that love of truth which is the principal object of higher education. Nor is the mastery of a subject possible without a seeking for more knowledge, for knowledge is never complete and 'is always advancing and a teacher who is not a fellow traveller in this exciting pursuit and who stands merely watching others, misses the thrill of adventure which is potent a stimulus of thought.'" (Ministry of Education 1949, pp.68-69)

The Commission suggested for more use of familiar languages so as to facilitate better learning on the part of the students. It also suggested refresher courses for intermediate colleges. The Report of the Education Commission (1964-66) pointed out the necessity for training of teachers of higher education. The Commission stated the importance of such training in the following words:

"The tradition in India has been to regard training for college lecturers as unnecessary. Born teachers who can dispense with training certainly exist. Many are keen, devoted scholars whose scholarship may win over the respect of the students-though this is not always a safe presumption-and may thus be able to discharge their function satisfactorily in spite of professional inadequacy. But the bulk of teachers unfortunately do not fall into these categories. For them some suitable form of training and orientation is essential, not only to overcome their initial 'teaching' troubles and to create a sense of confidence, but also to give them a reasonable understanding of educational objectives and purposes, the *raison d'etre* and place of their special subject in the curriculum, of new methods and techniques of teaching and learning, and a knowledge of psychology on which good teaching should be based. No question of amour-propre should be involved. In most highly skilled profession and education is certainly one-training is regarded as an essential qualification." (Ministry of Education 1966. p. 154)

Some important suggestions of the Commission were as follows:

1. Newly appointed lecturers were to be given some time and opportunity to
 - (a) acclimatize themselves to the institution,
 - (b) learn the traditions and patterns of work,
 - (c) to get to know their colleagues and students,
 - (d) study the syllabus carefully,
 - (e) Prepare a detailed programme for the teaching work they propose to undertake.
 - (f) draw up their schemes of lectures,
 - (g) consult the library,
 - (h) select books to be recommended to students,
 - (i) discuss the above said activities with the senior colleagues and heads of departments,
 - (j) attend the lectures of some senior teachers of their subjects and study their methods of teaching and ways of handling students, and discuss observations made with them,
 - (k) enable senior colleagues attend the lectures of new lecturers and discuss their observations with them.
2. Organisation of regular orientation courses for a few weeks early in the session in which some new and some older teachers participate. The programmes will consist of
 - (a) discussion by best teachers of the institution-as well as some distinguished teachers from outside on the outstanding problems of teaching, research and discipline as well as the mechanics of the profession,
 - (b) facilities for new teachers to make social and academic contacts and find their feet in the new environment.
3. Establishment of institutions like staff colleges on a permanent and continuous basis in each bigger universities and a group of universities. The activities of these colleges are to include:
 - (a) Organisation of orientations, discussions, seminars, workshops.
 - (b) Publication of brochures, book lists, guidance materials, etc.

Kapruan (1974) reported about varieties of programmes for training 'of teachers of higher education such as the programmes of Technical Teacher Training Institutes and programmes run in Karnataka. The paper also referred to the Report of the Male Committee of U. K.. The paper suggested that the training programme for teachers of higher education should consist of psychology, pedagogy, and practice teaching, Katiyar (1974) pointed out the need for training of teachers of higher education. Singh (1974). suggested a programme of 35 week duration. Desai (1975) reported that a.

large number of comparatively young teachers did not possess and adequate language skill and the desirable clarity to the problems of English teaching. Kapur (1975) suggested a summer course of 4 to 6 weeks duration for every teacher as a condition for confirmation. He also suggested that every university should set up a teaching improvement unit capable of organising evening lectures, seminars and discussion groups on various teaching-learning situations.

NCTE (1978) document entitled "Teacher Education Curriculum-A Framework" suggested a programme of one semester duration "to provide some pedagogical theory and general methods of teaching to college teachers in order that they may use more effective techniques than the traditional types of lectures and practical in teaching college students" (p. 22). Various areas to be governed by this course were

1. Pedagogical theory:

- (a) Teacher and education in the emerging Indian society.
- (b) Educational psychology.
- (c) Study of the Indian Youth in psychological and sociological perspectives.

2. Core training programme package.

3. Special training programme package in subject concerned. The duration of them course was to be 18 **credits**.

Joshi (1979) surveyed 190 teachers of 18 colleges and 3 universities of Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh, Rajasthan and Uttar Pradesh. He found that lecture method was used in most of the cases. The percentage of time spent on discussion periods, on an average was 19.89 and 14.57 per cent for degree and post-graduate classes respectively. Tutorials and seminars were not very popular. About seventy two per cent participants were interested. in the use of audio-visual aids. Patted and Mench (1979) analysed the programmes of professional education of college teachers of Bombay, Calicut and Madras universities of India, New York, Ohio and Texas universities of U. S. A. and Aberdeen and Glasgow universities of U. K. They surveyed 44 college principals, '85 college teachers, 12 heads and teachers of university departments and 2 administrators. The major recommendations were:

1. Need for professional preparation of college teachers.

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

3. The common objectives of the courses were:

- (a) Development of awareness about (i) aims of higher education, (ii) methods of teaching and evaluation, (iii) Psychology of learning
- (b) Development of skills of effective dealing with the behaviour problems
- (c) Development of teaching skills

4. The common items of the course were:

- (a) Psychology of learning,
- (b) Principles and method of college teaching
- (c) Evaluation techniques
- (d) Psychology of creative thinking and problem solving (e) Observation of good teaching followed by practicum
- (f) Preparation of lecture plan
- (g) Practice teaching

Singh (1980) conducted a study of the pre-service and in-service programmes for education of teachers of higher education in India. Some of the important findings were: (i) usefulness of the programmes for the participants, (ii) important aspects of the programmes were techniques of teaching, skills of understanding, behaviours of students, of motivating students and of evaluation, (iii) necessity for evaluation of performance of the participant of the courses, (iv) duration of pre-service programme to be one academic year and of in-service programme to be one semester.

Rai (1982) conducted a study of objectives, courses and methods of teaching followed at the undergraduate level social sciences. Some of the findings were (i) lecture method was used by majority of teachers, (ii) methods or approaches favoured were tutorial, lecture-cum-assignment, problem solving, group discussion and seminar, (iii) methods or approaches not favoured were individual library work, experimental method, multimedia approach and programmed instruction, and (iv) non use of useful teaching aids such as charts, films, maps, models and cyclostyled materials.

Bhusan and Sharma (1984) suggested that the training programmes for higher education teachers should give stress on areas such as (i) re-orientation or subject knowledge, (ii) vitalising of professional studie3, (iii) problem solving processes and (iv) training on effective communication and human relation network.

Mathur (1984) pointed out that methods of teaching at higher education stage and school education stage ought to be different. He suggested the use of methods such as group discussions, group conferences, seminars and workshops.

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

- i) nature of teaching learning: emphasising the interaction among three variables -teacher, student and learning environment,
- ii) psycho-social needs of youth and adolescent underlying individual differences, motivation, and mechanism of behavioural changes,
- iii) modern techniques of evaluation of teaching learning outcomes and (iv) current issues in higher education.

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

- (i) In-service training course in methodology of teaching (M. S. University of Baroda).
- (ii) Diploma in Higher Education (Bombay University),
- (iii) Master of College Teaching (Calicut University),
- (iv) Diploma in Education (Madras) and
- (v) Induction programme in College Teaching (All India Association of Christian Higher Education).

They listed the objectives for professional orientation programmes. They also suggested activities to be undertaken in the training programmes such as (i) orientation talks, (ii) symposia on teaching behaviour and teachers' functions, (iii) workshops, (iv) seminar to post-graduate students, (v) conducting discussion with students, (vi) preparation of book reviews, (vii) preparation of instructional unit, (viii) evaluation and, (ix) self-instructional materials, etc.

Joshi (1986) inner paper 011 effective lecturing at the :university level suggested certain effective factors for lecturing which were :(i) audience analysis, (ii) budgeting of time, (iii) physical setting, (iv) selection and organisation of content, and (v) specialisation of objectives. According to her, the presentation of lectures could be made effective through suitable personality characteristics and cognitive skills. The personality characteristics suggested by her, were (i) modulation of voice. (ii) gestures, (iii) humour, (iv) pause, (v) speech, (vi) language, (vii) confidence, and (viii) ability to establish report. The cognitive skills suggested by her were (i) introducing, (ii) explaining, (Hi) using examples, (iv) posing questions, (v) use of aids, (vi) facilitating note-taking and (vii) achieving closure.

The National Policy on Education 1986 realised the importance of training of teachers and made following observations:

"A major effort will be directed towards the transformation of teaching methods. Audiovisual aids and electronic equipments will be introduced, development of science and technology curricula and material research and teacher orientation will receive attention. This will require participation of teachers at the beginning of the service as well as continuing education thereafter. (Ministry of Human Resource Development 1986 p. 15)

The Programme of Action document made the following observations:

"The present system does not accord teachers a proper economic and social statu~ opportunities for professional and career development, initiative for innovation and creative work, proper orientation in concept, techniques and value system~ to fulfill their roles and responsibilities. Motivation of teachers is important for the implementation of the policy."

In order to achieve this, it is proposed:

- (a) To organise specially designed orientation programmes in teaching methodologies, pedagogy, educational psychology, etc. for all new entrants at the level of lecturers:
- (b) To organise refresher courses for serving teachers to cover every teacher at least once in 5 years.
- (c) To organise orientation programmes by using the internal resources of universities and by bringing a number of colleges together
- (d) To encourage teachers to participate in seminars, symposia, etc. (Ministry of Human Res.ource Development 1986 p. 43)

Bourai (1987) conducted a study of 4 week experimental programme for lecturers. He found that (i) The participants were more interested in verbal communication skilf rather than exposition of the content, (ii) junior lecturers had some initial problems and (iii) teaching facilities and audio visual aids were essential for improvement of the quality of teaching.

Chelam (1987) discussed various issues concerning academic staff orientation scheme. He suggested that the academic staff training colleges should function as units of the National Institute of Educational Planning and Administration, New Delhi. He further suggested that the staff orientation programmes should be administered in three phases so that the participant could try out the skills in his own institution and report to the training institution his experience. George (1987) suggested a model for administration. of academic staff orientation programmes. Joshi (1987) pointed out the need for acceptance of the form of successful participation in academic orientation course as the criterion for confirmation of the

newly appointed lecturers. Singh (1987) pointed out the importance of having desirable teacher trainers for successful administration of academic staff orientation programmes.

Passi and Sahooa (1988) conducted a study on a programme conducted by the /Academic staff College of Devi Ahilya University, Indore.' The programme had 60 participants covering 22 subjects. There were 32 resource persons. .The .participants favoured short presentation followed by discussion, small group discussions and use of modern gadgets. They reported that the cyclostyled materials and handouts were not utilised by most of the participants. The researchers' suggestion limiting the maximum number of participants in a programme to 30. They remarked that cultural programmes and :wo get-togethers helped in sustaining the interest of the participants in the programme.

The original UGC scheme has been revised. Instead of allotting all subjects of a region to a particular Academic Staff College, various subjects and regions have been distributed. For instance, the Academic Staff College of Utkal University is expected to run programmes for teachers of Psychology of eastern region and all teachers of Oriya. The teachers of Education are to be covered by Kurukshetra university and Bombay university.

Observation of classroom activities of college teachers:

The researcher conducted a study of classroom activities of 20 teachers of a college. The classes of these teachers were observed. An observation' schedule was developed and utilised for the purpose. In no case, this study is the sample of the total population of teachers of the college. The researcher, at the time of observation occupied seat at the last bench. The experience of the teachers whose classes were observed varied from 1 to 18 years. The study was conducted with the objective to find out the specific skills on which the teachers need orientation training if any.

TABLE- I
Number of lessons in which the skill was observed

Sl. No.	Skills	Lessons in which the skill was observed	
		Number	%
1	Using Blackboard		
	(a) Cleaning of blackboard before starting teaching	6	30
	(b) Using blackboard during teaching (c) Mentioning topic on the blackboard (d) Mentioning teaching points on the blackboard	8	40
	© Mentioning teaching points on the blackboard	0	0
	(d) Mentioning topics on the blackboard	8	40
	(e) Cleaning of blackboard, before leaving the class room	4	20
2	Using aids other than blackboard	0	0
3	Introducing lesson before presentation	6	30
4	Questioning techniques		
	(a) Giving opportunity to students to put questions.	0	0
	(b) Giving opportunity to students to answer questions of their peers.	0	0
	(c) Putting questions to students (d) Putting of questions to teachers by students on own initiative	4	20
5	Using reinforcement techniques.	0	0
6	Modulation of voice of the teacher:		
	(a) Audibility of voice to the last bench (18	90
	(b) Variation in pitch of voice to focus teaching points etc.	15	75
7	Using humour during teaching	4	20
8	Dictating notes to students	1	5
9	Giving home assignments for students	1	5
10	Body movement of the teacher during teaching:		
	(a) Movement of head	19	95
	(b) Movement of hands	14	70
	(c) Movement of eyes	14	70
11	Closure techniques:		
	(a) Giving closure statement/explanation	6	30
	(b) Leaving class before scheduled time	5	25
	(c) Leaving class after scheduled time	6	30
	(d) Leaving class just in time	9	45
12	Maintaining discipline in the class room:		
	(a) Remaining unconcerned about sleeping of students during teaching	2	10

	(b) Remaining unconcerned about coming in and going out of students during teaching	2	10
	(c) Remaining unconcerned about noise in the class room	4	20
	(d) Maintaining discipline during teaching	12	60

Study of opinions of college teachers:

A questionnaire was served to 20 college teachers to study their awareness of skills of teaching, their need for getting training and their opinions on certain classroom. practices. The responses are given below:

TABLE II

Sl. No.	Skill	Awareness		Need for Training	
		No.	%	No.	%
1	Effective use of blackboard	10	50	18	90
2	Use of teaching aids other than blackboard	2	10	17	85
3	Formulation of instructional objectives	4	20	16	80
4	Organisation of content	14	70	14	70
5	Pacing of lessons	14	70	14	70
6	Creating set for introduction of lessons	10	50	12	60
7	Introduction of lessons	10	50	12	60
8	Structuring of questions	6	30	18	90
9	Delivery and distribution of questions	10	50	12	60
10	Types of questions	6	30	18	90
11	Response management	10	50	12	60
12	Explaining	14	60	8	40
13	Stimulus variation	14	70	13	65
14	Reinforcement	14	70	11	55
15	Prompting student participation	14	70	11	55
16	Achieving closure	16	80	12	60
17	Illustrating with examples	17	85	12	60
18	Evaluating performance of students	15	75	10	50
19	Diagnosing learning difficulties	15	75	11	55
20	Management of class	18	90	6	30
21	Methods of teaching				
	a) Lecture	20	100	0	0
	(b) Lecture cum discussion	20	100	5	20
	(c) Tutorial	20	100	5	20
	(d) Team teaching	8	40	18	90
	(e) Seminar	14	70	6	30
	(f) Problem solving approaches	12	60	12	60
	(g) Projects	3	15	18	90
	(h) Assignment	12	60	10	50
	(i) Role play	3	15	18	90
	(j) Syndicate	0	0	18	90
	(k) Sensitivity session	0	0	18	90
	(l) Brain storming	0	0	18	90
	(m) Fish bowl	0	0	18	90
22	Utilisation of self-learning strategies:				
	(a) Programmed learning materials	1	5	18	90
	(b) Modules	1	5	18	90
	(c) Worksheets	1	5	18	90
	(d) Self learning kits	1	5	18	90
		1	5	18	90

TABLE II

Sl. No.	Classroom Practices	YES		NO	
		Number.	%	Number.	%
1	Blackboard Work				
	(a) Ensuring clean blackboard before starting teaching activity	16	80	4	20
	If No, reasons are				
	(i) lack of time	4	20		
	(b) Ensuring clean blackboard before leaving classroom after finishing teaching	10	50	10	50
	If No, reasons are				
	(i) lack of time	10	50		
	(ii) Unnecessary	3	15		
	© Using blackboard in every lesson	16	80	4	20
	If No, reasons are				
	(i) lack of time	2	10		
	(ii) Unnecessary	2	10		
2	Question answer activity				
	(a) Putting questions to students during teaching	10	50	10	50
	If No, reasons are				
	(i) lack of time	8	40		
	(ii) Unnecessary	4	20		
	(b) Putting questions to students at the end.	4	20	16	80
	If No, reasons are				
	(i) lack of time	12	60		
	(ii) Unnecessary	4	20		
	(c) Opportunity given by the teacher to students to put questions during teaching	6	30	14	70
	If No, reasons are				
	(i) lack of time	13	65		
	(ii) Unnecessary	1	5		
	(iii) Large class	4	20		
	(d) Questions put by students on their own initiative	3	15	17	85
3	Use of humour	10	50	10	50
4	Sometimes teaching is finished				
	(a) before the scheduled time	10	50	10	50
	(b) after the scheduled time	4	20	16	80
5	Students are allowed to enter into or go out of the classroom freely during the teaching	2	10	18	90
6	Sometimes students are found sleeping in the classroom				
	(a) If Yes, he/she is not disturbed for avoiding				
	(i) loss of time				
	(ii) disturbance				
	(b) they are reprimanded				
7	Sometimes students are found talking in the classroom				
	If YES				
	(a) they are not reprimanded for avoiding				
	(i) loss of time				
	(ii) disturbance				
	(b) they are reprimanded				
8	Notes are dictated to the students				
	If YES, the reasons are such practice				
	(a) helps quick coverage of the course				
	(b) presents better communication				
	(c) saves the teacher from memorisation				
	(d) Saves students from the problem of procuring textbooks and reference books				
	(e) dictation of notes can be facilitated if				
	(i) college provides facilities for cyclostyling of notes for distribution to students				
	(ii) notes are corrected by the teacher				
9	(a) Observation of classroom teaching of colleagues is very much helpful				

	(b) Others are invited to observe the teaching and provide feedback				
	Video recording facility should be made available for the purpose.				

The study indicates that there is a need for pedagogical training of the teachers. It may be interesting to note that a senior teacher of 18 years experience was found remaining standing in the classroom for the whole period in attention position, without any movement of head, hands and eyes while explaining the topic from the text book. The findings point out the necessity of training for all teachers, irrespective of the number of years of experience.

Suggestions for improvement of academic staff training programmes:

Following suggestions are given for improvement of the quality of the academic staff training programmes: .

- (a) Observation of teaching of participants: There should be provision for demonstration lessons by expert teachers followed by discussions. The participant teachers should deliver lessons which are also to be followed by discussion. If possible, the training institution should employ video and audio techniques for the purpose.
- (b) Training in audio-visual skills: There should be provision for training in audio-visual skills such as techniques of using blackboard, techniques of handling various types of projectors and other audio-visual equipments, etc. and preparation of various audio-visual instructional materials:
- (c) Training through protocol materials: A number of protocol materials are available for training. These should be utilised for improvement of the quality of the training programmes.
- (d) Subject wise training: Each subject requires certain specific skills. Hence teachers of a particular , subject should be grouped together for training.
- (e) Training according to level of classes taught : 'While selecting participants from teachers of a particular subject, it may be better to have groups of teachers according to the levels of classes taught. For instance, the nature of post-graduate class teaching taught to be different from the nature of undergraduate class teaching.
- (f) Training for all teachers: There is necessity of such training for all teachers may be given preference.
- g) Training with the help of CCTV: Closed circuit television can improve the quality of training programmes. Every academic staff college should be equipped with a CCTV studio.
- (h) Need for diversity in programmes: There is a need for diversity in programmes.

As revealed from the tables given above, the college teachers are not uniform in their perception of need for training. Hence, participants need to be grouped for training purposes.

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