

## An Intensive Training Programme for Quality Enhancement in Higher Education through Various HRDCs'

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### Introduction

**E**ducation and Development are bipolar activities of human kind. The impact of education on the alleviation and or elimination of poverty and equal income distributions are the matter of importance. Equality of opportunity is a fundamental aim of education.

According to Frederick H. Harbinson, "A country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else." So the formal education system has therefore been looked upon as the principal galaxy for developing knowledge, skills, values, attitudes and aspirations, and that will enable individuals to institutional, social and personal mobility. Educational systems reflect the socio-economic structures of the societies in which they function; whether egalitarian or inegalitarian. The structure of formal education its strengths and weaknesses should really come under great scrutiny and with increasing mobility we find great drifts in classes and dignified white color jobs are getting status quo in personal ambitions. There is also the tendency for educational systems to perpetuate, reinforce and even reproduce those economic and social structures. Paradoxically, educational reforms can significantly induce corresponding social and economic reforms in the societies.

### History of Indian Higher Education

Education in India had undergone tremendous transformation after independence. British East India Company sent Thomas Babington Macaulay, a parliamentarian, to make structural changes in Indian education system which was earlier known as oriental education and literature, produced his famous Memorandum on Indian

Education which was scathing on the inferiority of native culture and learning. He argued that Western learning was superior, and currently could only be taught through the medium of English by English-language higher education—"a class of persons, Indian in blood and color, but English in taste, in opinions, in morals and in intellect" who could in their turn develop the tools to transmit Western learning in the vernacular languages of India, Vernacular language education. He remarked, "Mass education would be in the fullness of time by the class of Anglicized Indians the new policy should produce, and by the means of vernacular dialects:"

In India higher education is imparted in various levels .If higher education is meant for preparing the young generation for their livelihood, it should bring out the skills of the learner which enable them to perform in various tasks and prove their ability and dignity of the society. Those teachers employed in Higher education sector have wide range of activities to perform in their professional life apart from gaining academic achievements, laurels and awards. They are responsible for molding the life of our young generation which constitutes nearly 35% our population. A research data shows the more the learners climb the ladders of formal education the employability is reversing. Higher education in India should shoulder more responsibility to enhance the employable skill of the learners from academic skill to performing skills.

For improving the quality of higher education, different Commissions including Radhakrishnan Commission (1948) and Kothari Commission (1966) on higher education were appointed. The Education Commission under the Chairmanship of Dr.D.S. Kothari, the then Chairman, University Grants Commission, began its task on October 2, 1964. The main task of the Commission was to advise the Government on the

national pattern of education and on the general policies for the development of education at all stages-ranging from the primary to post-graduate stage and in all its aspects besides examining a host of educational problems in their social and economic context.

It recommended a sustained and purposeful development of academic staff. The National Policy on Education 1986 (NPE) has suggested that the present educational system does not provide opportunities to the teachers for professional and career development, initiative for innovative and creative work, and internalizing the techniques and value system to fulfill their roles and responsibilities.

NPE 1986 suggested various short term programme of professional development through ASCs. Consequently, in 1987 the UGC sanctioned Establishment of 48 ASCs. The ASCs started with the objective of Academic Staff Development Scheme is to conduct training for academic staff to become effective facilitators, leaders, managers that transform learning conditions of present HEIs. At present the number of Human Resource Development Centres in India is 66.

Higher education in India witnessed tremendous transformation in 1986 when the national policy on education suggested creation of Academic Staff Colleges, which was subsequently named as Human Resource Development Centres (HRDC) during the XII 5-year plan. India is experiencing a paradigm shift in the role of higher education in national development, particularly in capacity building in the areas.

The most urgent reform needed in education is to transform it, to endeavor to relate it to the life, needs and aspirations of the people and thereby to make it a powerful tool of social, economic and cultural transformation necessary for realization of our national goals. For this purpose, education should be developed as to increase productivity, achieve social and national integration, and accelerate the pace of modernization and to strive to build character by cultivating social, moral and spiritual values.

In the words of Kothari commission, **“If the educational system is to become a powerful instrument of national development in general, and social and national integration in particular,**

**we must move towards the goal of a common school system of public education—which will be open to all children irrespective of caste, creed, community, religion, economic conditions or social status”.** The Professional preparedness of teachers being crucial for the qualitative improvement of education, the Commission has urged that this should be treated as a key-area in educational development and adequate financial provisions should be made for it. Teachers have to be trained for minimum 28 days as they enter in their professions, provisions for their motivational training and consistent exposure to innovative trends and advanced knowledge in various disciplines and across discipline, through various comprehensive training programmes intensively under the supervision of ASCs. For this higher education system requires trained teachers who are knowledgeable, creative, inspiring, good researchers, IT savvy, effective managers, and role models. The need for effective and professionally qualified teachers is increasing due to significant developments taking place in higher education system, proposal to establish World Class Universities and Model Colleges, expansion and globalization of higher education.

For making higher education institutions foundations of economic trajectories of academic activity, the UGC- Academic Staff Colleges now renamed as UGC- Human Resource Development Centre (HRDC) have to envisage their new role, multidimensional and integrative in the higher education system. Hence, professional development Programs for teachers will have to be restructured and reengineered.

In order to achieve the objectives, the curriculum for the orientation course may have the following four components with minimum of 144 contact hours, that is, six hours daily for a four-week programme: The orientation programmes are meant for:

**A: Awareness of Linkages between Environment, Development and Education**

This component should aim at helping the teacher realize the larger context of education and the role of a teacher in society. Some illustrative topics to be covered are:

i Secularism, Modernization, Egalitarian Society, Rural Development, National integration, Youth, Multilingualism, Indiscipline, Multiple Cultures Role and Responsibility of a Teacher Equality, Value-based education, Status of Women and Children, Indian tradition, Creation of an Indian Identity Environmental Pollution, Human rights, Poverty, Sustainable development, Unemployment, Globalization and higher education, Urbanization, Public interest movements.

### **B. Philosophy of Education, Indian Educational System and Pedagogy**

This component should aim at imparting basic skills and sensitivities that a teacher needs for effective classroom teaching. Some of the illustrative topics are:

i. Philosophy of education: Aims at values-based education; role of social and educational institutions, comparative educational systems, ii. Indian education system, policies, programmes and planning; organizational structure, university autonomy. iii. Economics of education and human resource development: Resource mobilization. iv. Quality assurance in higher education: Indicators of quality assurance, assessment and accreditation, quality assurance agencies viz, UGC, AICTE, NCTE, NAAC, etc. v. Learner and the learning process: Understanding the adolescent learner, motivation, interests, human development, memory, aptitudes, intelligence, learning styles. vi. Methods and materials of teaching: Prescribed texts, effective classroom teaching techniques, and assignments. vii. Technology in teaching: Concept of teaching, levels of teaching and phases of teaching; audio, video, educational films, computers, outcome based learning, OERs and MOOCs. viii. Curriculum design: Approaches, curriculum development, needs-based courses and remedial courses. ix. Evaluation and feedback: Measurement and examination reforms, including setting question papers x. Alternate methods of learning: Distance and open learning, self-learning and informal learning

### **C: Resource Awareness and Knowledge Generation**

This component should aim at helping the teachers to be self-sufficient, and continuously abreast of new knowledge and techniques, processes,

methods and sources of knowledge. Some of the illustrative topics are: i. Information technology: New modes of information storage and retrieval, computer applications, communications, multimedia, computer-aided learning, Internet, etc. ii. Documentation centres: Information networks, information super highway, national and international databases iii. Libraries: Reference material, bibliographies, encyclopedia, periodicals iv. Institutions: Apex and specialized institutions, museums, laboratories, centres of excellence, etc. v. Research: Research projects, sponsoring agencies, academic writing and publication, Research Methodology etc. vi. Industry-university linkages.

### **D: Personality Development and Management**

Under this component, teachers should be familiarized with the organization and management of the college/university. They should be made aware of the ways in which they may develop their own personalities. Illustrative topics may be:

i) Communication skills: Verbal and non-verbal ii. Thinking skills and scientific temper ii) Creativity iii) Leadership, team building and work culture iv) Administrative skills: Decision-making, service rules, human relations and interpersonal effectiveness v) Educational management: Institutional management, management of Committees, examinations, hobby clubs, sports and co-curricular activities vi) Student guidance and counseling viii. Mental health: Attitudes and values vii) Career planning and time management viii) Teacher effectiveness: Qualities of an effective teacher, code of conduct, accountability and empowerment.

### **Assumptions**

It is generally recognized that the present system of higher education does not provide opportunities for the professional development of teachers. At the same time, it is realized that the teacher is the pivot of the educational system. The University Grants Commission has realized the need to resolve this dichotomy. The result is the creation of the ASOS. The intention of the University Grants Commission in sponsoring the ASOS and the establishment of Academic Staff Colleges in 51 universities in the country is to bring about qualitative improvement in higher education. The objective of the course is clear, to strengthen the

teacher's motivation and attitudes in his/her quest for excellence. It is also the desire of the University Grants Commission to inculcate a sense of pride in the young teacher in his/her belonging to this noble profession. The scheme is not meant to produce mere trained teachers and duplicate traditional teacher training programmes. This programme is designed to enable the teacher to discover for himself his potential through a positive appreciation of his/her role in the total social, intellectual, economic and moral universe within which he/she functions. Therefore, the Rastogi Committee has also recommended the link between staff development and career advancement through Academic Staff Colleges.

### Objectives of the study

- 1.To enhance Professional development of faculty of higher education in India started formally with the establishment of academic staff colleges (HRDCs) in 1986.
- 2.To make domain study of orientation courses conducted in HRDCs, which has undergone several changes in its format, objectives and content.
- 3.To develop and strengthen professional area of orientation courses transacted in various HRDCs with deep research foundations.
- 4.To analyze the curriculum of orientation courses by the Ministry of Human Resource Development and the University Grants Commission about HRDCs.
- 5.To analyze Policy changes, and the establishment and enrichment of dedicated nodal centers (HRDC) of faculty development.
- 6.To ensure excellence in higher education and to impart orientation and training to the teaching community through various HRDCs to meet the emerging challenges of related to higher education in the country

### Research Methodology

- 1.22 orientation and refresher programmes conducted by various HRDCs in India, where the researcher conducted the intensive programme of 6 hours selected for the study
- 2.376 faculty members attended the course for 6hours are the sample selected.

- 3.Tools, the package with various activities and audio-visual aids were developed by researcher with the help other faculty members
- 4.Time and space was allocated by HRDCS
- 5.Feedback collected at the end of the programme
- 6.An Intensive Programme to train the faculty: The programme consists of Ten aspects which are necessary , important to become successful faculty members and train the faculty and transfer the knowledge and bring out proper learning outcome.

### Findings

1. 98 % (368) of faculty members could remember the content transacted through story telling method.
2. 96 % ( 360) faculty members enjoyed activity based content transaction.
3. 72% (270) of faculty members agreed lesson planning can enhance strategic objective based teaching.
4. 64% (240) faculty members agreed micro teaching activity motivate classroom atmosphere.
5. 98%(368) faculty members believe in their core competencies and want to develop other competencies by intensive training.
6. 99% (372)faculty members remarked a proper successive training curriculum should be implemented in all HRDCs
7. 73%(274) faculty members suggested intensive training programme could able develop communication skills
8. 56%(210) agreed they can implement various teaching methods in their class room.
9. 83%(312) looked upon Faculty Intensive Programme should be conducted in their institutions.
10. 71%(266) agreed quality teacher and teaching can transform students for long time career life.

### Conclusion

Professional development of faculty of higher education in India started formally with the establishment of academic staff colleges in 1986.

Since the last three decades, this domain has undergone several changes in its format, objectives and content, but has not developed into a robust and professional area with deep research foundations. A critical look at the apex level with proper research evidences can be induced to find proper feedback and implementation policies can become the savior of higher education. Policy changes, and the establishment and enrichment of dedicated curriculum and transaction for faculty development, are essential to address the present crisis in higher education today.

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