

An Evaluative Study on the Opinions of Participants of Orientation Programme of the Human Resource Development Centre (UGC-HRDC) in North Eastern Region of India

Mr. Zacharias Tirkey

University of Science and Technology, Meghalaya, 9th Mile, Khanapara, Baridua, Dist. Ri-Bhoi, Meghalaya-793101, India.

Abstract: *There were many efforts to organize training programme for the college and university teachers that came into light with the National Education Policy 1986. The institutions started professional development of the teachers in the colleges and universities around the country and so setting target to orient them for quality in their professional growth. Accordingly, UGC-Academic Staff Colleges were set in different parts of the country. National Policy on Education (1986), declares that teachers have multiple roles to perform like teaching, research, development of learning and coordinated programmes for professional development, it is the prime duty of the colleges and universities to direct teachers for continuous growth and development. North East Region of India has four Human Resource Development Centres namely, Gauhati University, North Eastern Hill University, Mizoram University and Manipur University, conducting various Orientation Programmes for professional growth of the teachers. The present study brings to light that the orientation programmes conducted by UGC-ASC or Human Resource Development Centres in North East Region of India is good, effective, rewarding and innovative. Hence, this is the need of the hour to bring qualitative growth in education in the region.*

1. Introduction

The development of higher education in India can be traced back to 1781. The then Governor General of India, Warren Hasting, took a leading role for opening an institution of higher education and consequently the Calcutta Madarsshah was founded. Since then, a number of institutions were opened by different agencies with different motives but there was no clear cut policy so it was in such disorganized condition up to 1854. Moreover, the progress was far from satisfactory. However the number of colleges increased to 185 during the period from 1854 to 1887 and it became impossible for the existing five Universities to cope with the

increased works. The Government Resolution of 1913 and the Calcutta University Commission 1917 therefore, advised to establish new universities and “consequently 16 universities were established by the year 1947 to run the 297 Arts and Science colleges, 199 Inter colleges, 16 engineering and Technical colleges, 82 professional colleges and 42 training colleges”. After the independence of India, considerable changes in the political, social and economic structures took place throwing greater challenges and responsibilities before the institutions of higher education to provide leadership, guidance and qualified personnel in various fields of national reconstruction. The academic problems assumed new shapes and the college and universities had wider concept of duties and responsibilities to meet the growing demand for every type of higher learning; Literary and scientific, technical and professional. It therefore led a rapid growth of colleges and universities in the country.

The growth of higher education during the post independence period has been very fast compared to that of a period 100 years prior to 1947. A quick review of one and a half decade (1947-1963) shows that the number of colleges increased from 437 to 2111 and the universities from 17 to 55 excluding 7 to be deemed universities, with an enrolment of 8, 45389 students. There arose the need of well trained teachers who will cater to the minds of the growing mass. The institutions began thinking in line with the professional development of the teachers in the colleges and universities around the country and so setting target to orient them for quality in their professional growth.

Over the years, the teacher fellowships and similar programmes were launched, but nothing like a system got evolved. During 1987, a number of Academic Staff Colleges ASCs were established. Thus, beginning as an experiment ASCs have made a steady progress in India by offering induction programmes, orientation programmes, refresher courses and short term courses to a large number of

teachers, administrators, educationists, etc., who are directly associated with higher education in various ways. The success of these courses during this period was weighed in terms of the personal trained. However, an aspect of far more serious concern than quantity is the quality and academic credibility of these courses. It is unfortunate that no serious efforts were made to consolidate and qualitatively uplift the teacher's retraining during this period.

The orientation programme, which basically targets the young teachers, intends to help them reinvent their own potentialities and responsibilities within the total complex of 'social, intellectual and moral universe'. The very instilling of this spirit, it is hoped, would increasingly sensitize the academic community to the programmes and issues facing the society today. The strategy thus envisaged would make the educational system more relevant and dynamic (www.ugc.ac.in).

Orientation programme refers to a short course/programme designed to introduce teachers at the tertiary level to a subject, course etc., with a view to enabling them to discover their roles and potentials. This scheme also aims at equipping a teacher not just with the professional know-how but also with a certain outlook inhering a deep social commitment. This programme is a well-intended departure from the conventional pedagogy-oriented teacher training courses. Moreover, it is designed to bring about qualitative improvement in the educational standards and to make higher education variously meaningful and relevant to the present day society. With regard to the orientation to the orientation programmes, the UGC states that it is believed that the newly appointed lecturers not only need to be oriented to become effective teachers, but that most of them are already highly motivated to acquire the basic skills necessary for becoming successful teachers. The orientation programme, therefore, must engender in the teacher awareness of the problems that the Indian society faces and the role of education in the resolution of these problems, as well as in the achievement of the goals set out in the Indian Constitution.

2. Significance of the Study

Our belief is that the teacher is central to the system of Higher Education and the success of the structure rests on his/her motivation and abilities. The earlier conception that a good teacher learns on the job or improves by emulating senior colleagues is outdated. Teachers need to acquire skill-sets, for the different kinds of roles they have to play to be successful educators. Given the importance of the communication and knowledge revolution, they have to continuously update their knowledge and also

need to handle and be aware of the different kinds of databases available. Teachers also require an orientation to pedagogies, the science of teaching, because teaching is about communicating and becoming an effective communicator is not easy. Education is also about imparting values and the notion of the preceptor, that is, teaching by precept is an essential aspect of the Indian ethos. What values do we accept and how effectively can we communicate them is an important topic for discussion at this institution. Educators also double up as mentors, and require a basic knowledge of counseling and psychology—all this has to be learnt. We emphasize the notion that the teacher is a professional who requires training in the technologies of teaching—the orientation programme. (University Grants Commission: guidelines for Academic Staff Colleges, e-source)

UGC-ASC is one of the major service oriented organization. Education system is a very important segment for the overall development of the country. Teachers working for the cause of higher education will have to continuously endeavor to develop their professional skills with a view to providing top class service to their students. It is pertinent to empirically examine the various reactions of teacher training programmes that have been organized in different universities of North-eastern part of India like, North Eastern Hill University Shillong, Gauhati University Guwahati, Manipur University and Mizoram University. It is due important that special attention is to be paid towards the studies on service oriented organization, which play vital role in education system of the North East Region. For teacher quality improvement it is prime duty of the university to know the various opinions of teacher participants, towards the orientation programmes so that consensus and collective effort of academic staff colleges (also known as human resource development center) be fruitfully achieved in the long run.

3. Objectives Of The Study

The objectives of the study are as follows:

- a) To study the opinions of the participants of types of institutions, teaching experiences and sex towards orientation programmes.
- b) To study the problems faced by the participants of orientation programmes.
- c) To give suggestions for the orientation programmes.

4. Hypothesis

- a) There is no significant difference in the mean scores of male and female participants of

Orientation Programme in North Eastern states of India.

- b) There is no significant difference in the mean scores of below ten years and above ten years teaching experiences of Participants of Orientation Programme in North Eastern States of India.
- c) There is no significant difference in the mean scores of Govt. and Non-Govt. Educational Institutions' participants of orientation programme in North Eastern States of India.

5. Limitations of the Study

The investigator due to the constraints of time, resources and data availability has limited the research on UGC- ASC of North-Eastern Region in India: North-Eastern Hill University Shillong (NEHU), Gauhati University (GU), Mizoram University (MZ.U) and Manipur University (MU) by selecting randomly 20% of participants in orientation programmes who attended the Orientation Programme within the time period of 2009-2011 in NEHU, G.U. and MZ.U. and MU.

6. Review of Related Literatures

Thus, various related studies are based on empirical work on Academic Staff Colleges. The studies like: Bhusan 1973, Chauhan (1973), Joshi and Singh (1978), Chalam (1987), Joshi (1987), Singh (1987), Passi and Sahoo (1988), Das (1990), Dhar and Singh (1990), Pandey (1990), Srinivasan (1990), Deshpande and Jantli (1991), Passi and Pal (1991), Passi and Rajendra Pal (1992), Rehman and Biswal (1992), Kapur (1992), Joseph (1993), Sethumadhava Rao (1993), Rao and Palsane (1994), Passi Pal (1994), Patil (1995), Singh (1997), Rastogi (1998), Vijayakumar (1998), Dutta (2000), Sharma (2000), Das and Gogoi (2001), Bhagabati (2002), Das (2004), Sharma (2006), Sharma (2007), Raju and Viswanathappa (2007), Singh and Seema (2008), Pawar & Mouli (2008), Tiwari, Chaudhary & Bhowmick (2008), Bajaj (2008), Behera (2009), Das (2009), Biswas (2009), Goswami (2010), Kumari (2011), Bawa & Chauhan (2012), having same relevance are available and found that orientation programs and refresher courses conducted by Academic Staff Colleges are designed to improve the skills, the methods of teaching, broadening the attitude, personality and horizon of the teachers are found to be useful.

7. Methodology of the Study

a) Research Design

The present study is undertaken in the form of Survey Research Design and Stratified Simple Random Convenience Sampling is used in the Selection of the Sample.

b) Population

There are 16 OPs conducted by UGC-ASC: Gauhati University, North Eastern Hill University, Mizoram University and Manipur University in the period from 2009-2011 respectively as per the data available from the Annual Reports of the Universities mentioned above and 529 Participants for Orientation Programme is the Population of the study. The table given below will indicate the above figures.

Program	PT
OP	529

*PT=Participants, OP=Orientation Programme

University	PT
NEHU	235
G.U.	280
MZ.U.	14
Total	529

*Source of the Sample: Annual Reports of the Universities- 2009-2011.

a) Sample Size

Based on the previous records 20% available population is selected randomly as the sample of the study from the courses organized 2009-2011 in OP. The following table will illustrate the figures clearly;

Program	PT
OP	106

*Source of the Sample: Annual Reports of the Universities, GU, NEHU, MZU, MU : 2009-2011.

b) Tools

The Researcher used the five (5) points self developed opinionnaire as tool for the collection of data and got the required information from the participants.

- i) Opinionnaire Scale towards Orientation Programme for Participants.

e) Data Collection

The investigator personally visited UGC-ASC cell of the 3 delimited universities in North-Eastern Region of India to get the number of participants made visits to the various affiliated colleges of the those universities, distributed the opinionnaire scale for participants of orientation programmes. The researcher personally collected the filled-in information, through personal visits and by post

f) Statistical Techniques

After the collection of the Data, the investigator used Statistical Package for Social Sciences (SPSS) for data analysis by Standard Deviation, Average Mean, Percentages and t-Test to bring out the interpretation respectively.

8. Data Analysis

The analysis given below the pages is subjected to the information collected from the field from the participants of Orientation Programmes.

Table 8.1 Mean Differences between Male &Female

Category	Male	Female
Number (N)	46	61
Mean (M)	137.02	143.36
Standard Deviation (SD)	18.70	23.95
df	105	
Table value at .05 level	1.980	
t-value	-1.54	

From the above table 8.1, it is clear that the calculated t-value is -1.54 which is lesser than the table value at .05 level of significance with df=105. Therefore, it is not significant which means the Null Hypothesis H0: There is no significant difference in the mean scores of male and female participants' opinions of Orientation Programme in North Eastern states of India is retained.

Table 8.2: Mean Differences between Teaching Experiences

Category	Below10yrs	10 yrs &Above
Number (N)	36	71
Mean (M)	146.47	137.68
Standard Deviation (SD)	29.72	16.24
df	105	
Table value at .05 level	1.980	
t-value	-6.60	

From the table 8.2, it is clear that the calculated 't' value is -6.60 which is lesser than the table value at .05 level of significance with df=105. Therefore, it is not significant which means the Null Hypothesis H0: There is no significant difference in the mean scores of opinions of below ten years and ten years and above teaching experience of Participants of Orientation Programme in North Eastern States of India is retained.

Table 8.3: Mean Differences between Types of Institutions

Category	Govt.	Non-Govt.
Number (N)	92	15
Mean (M)	140.34	142.47
Standard Deviation (SD)	21.47	25.64
df	105	
Table value at .05 level	1.980	
t-value	11	

From the above table 8.3, it is clear that the calculated 't' value is 11 which is greater than the table value at .05 level of significance with df=105. Therefore, it is significant which means the Null Hypothesis H0: There is no significant difference in the mean scores of opinions of Govt. and Non-Govt. Educational Institutions participants' of orientation programme in North Eastern States of India is not retained.

Table 8.4: Percentile Grading & Interpretation

Percentage	Grade	Interpretation	Remarks
0-20	E	Not Satisfactory	Need to Improve
21-40	D	Satisfactory	better options
41-60	C	Good	Alright
61-80	B	Very good	Done well
81-100	A	Excellent	Keep up

The following analysis is done basing on the Percentile Grading and Interpretation and is subjected to the information collected from the field.

From the table 8.4, it is very much indicated that the sex wise percentile grading & interpretation reveals that male participants opinions about the Orientation programmes in North Eastern Region of India with 48.94% is good and female opinions about the Orientation programmes with 51.20% is also good. The overall male and female opinion of the participants of Orientation programmes is 50.23% which is found to be good.

Table 8.4 reveals that Teaching Experiences wise percentile grading & interpretation for below 10years

(52.31%) and 10years and above (49.17%) participants' opinions about the Orientation Programme in North East Region of India is good. And the overall opinion of the participants of Teaching Experience wise (50.23%) is also found to be good.

From the table 8.4, we can find that the type of Institutions wise the analysis reveals that both Govt. (50.12%) and Non-Govt. Institutions (50.88%) participants' opinions about the Orientation Programmes in North East Region of India is good. The overall opinion of the participants of types of institutions (50.23%) is also found to be good.

The following analysis done is subjected to the informations collected from the participants of the various Human Resource Development Centre in North East India such as Gauhati University, North Eastern Hill University, Manipur University and Mizoram University.

From the above table 8.4, the areas wise opinion of the participants of the Orientation programmes in North East Region of India is good. The overall opinion of the participants of the Orientation Programmes in North East Region of India is also found to be good.

9. Major Findings

The various findings given in the following lines are subjected to the investigators analysis which is brought forth from the Opinions of the participants.

- a) The Null Hypothesis H₀: There is no significant difference in the mean scores of male and female opinions of the participants' of North Eastern Region of India is retained.
- b) The Null Hypothesis H₀: There is no significant difference in the mean scores of opinions of Participants of below ten years and ten years and above teaching experience in North Eastern Region of India is retained.
- c) The Null Hypothesis H₀: There is no significant difference in the mean scores of opinions of participant of Govt. and Non-Govt. Educational Institutions in North Eastern Region of India is not retained.
- d) The male opinion about the Orientation programmes in North Eastern Region of India is Good and female opinions about the Orientation programmes is also good. The overall male and female opinion of the participants of Orientation programmes is Good.
- e) Below 10 years and 10 years and above participants' opinions about the Orientation Programme in North East Region of India is

good. And the overall opinion of the participants of Teaching Experience wise is also good.

- f) Both Govt. and Non-Govt. Institutions participants' opinions about the Orientation Programmes in North East Region of India is good. The overall opinion of the participants of types of institutions is good.
- g) The areas wise opinion of the participants of the Orientation Programmes in North East Region of India is good.
- h) The overall opinion of the participants of the Orientation Programmes in North East Region of India is good.
- i) For some participants, orientation programme was a rewarding experience where they learnt new and innovative ways to make teaching more effective.
- j) Some topics are repeated in various orientation programmes.
- k) It is found that Resource persons invited for different lectures during orientation programmes are not all subject experts.

10. Suggestions

The following given suggestions are illustrated from the investigators point of view which are drawn from the analysis of the data and also from the observations and suggestions of the participants of Orientation Programmes.

- a) Facilities for accommodation can be improved during orientation programmes.
- b) There is no urgent need for orientation programme for university teachers.
- c) T.A. & D.A. can be made appropriate for the participants.
- d) Reduce the number of days for the orientation programmes.
- e) Supply of printing materials can be done on the basis of themes under lecture.
- f) The university can devote bus services to and fro during orientation programmes.
- g) Lecture method can be improved with timely discussion about the particular topics with the participants of Orientation programmes.
- h) It will be most appropriate if the orientation course were not to be included in the promotions of the college and University teachers.

- i) Recent trends in teaching methodology for college teachers can be included in the course content.
- j) There can be inclusion of topics of various areas to bring dynamism and planned interaction for the participants during orientation programmes.
- k) Orientation programmes can be made wider in field as to include Visual and Performing Arts as new thrust areas for study and research.
- l) The orientation programme can be clubbed along with refresher courses for longer duration so that the teachers can opt for various specialized areas without any time constraints.
- m) Resource persons for orientation programmes can be invited from the subject experts from any part of India.

11. Conclusion

As the growth of higher education in India is speeding up in comparison to other countries, the methods, systems, curriculum transactions, teachers, institutions like colleges and universities etc., are to be modified, improved and cherished in the same line. Teachers in colleges and universities are the first human resource for the growth of intellectual community to transact the curriculum to the learners in the society. Therefore, there arise the question of quality teachers with quality training to nourish the present generation and so the Human Resource Development Centres have taken the responsibility to give orientation to the newly appointed teachers who would in turn get equipped with techniques, methods, to groom the young minds with sound personality. The present study reveals that the orientation programmes conducted by different Human Resource Development Centres in North East Region of India to the teachers at college and university level is good, effective, rewarding and innovative. North East Region of India is always considered backward area in India by many people which is not the fact in real perception. But the presence of quality teachers with quality performance, in every college and university in the region can enhance the quality of students who would be better persons in the society and thus live in healthy environment to promote peace, harmony, prospects and sound life.

12. References

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