Chapter I

INTRODUCTION

The role of higher education in national development is well established. Higher Education in India has expanded very rapidly in the last four decades after Independence. Therefore, unlike most developing countries, India can be proud of having developed a system, which is capable of meeting most of the human resource needs of the country in all disciplines and professions. However, the issues, which are of paramount concern today, for all of us are the quality and the relevance of education with specific reference to the increasingly changing Socio-economic milieu.

The road to the development of a nation is through the education system and if we compromise on education at any level, we will jeopardize the socio-economic development of the country. There is no denying the fact that tremendous increase in scientific and technical manpower has provided India an adequate substratum to enter the field of globalization and to become self sufficient. But, if we want to maintain high moral standard and ethical values in our public life in the professions in business and

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in the development of rural economy as well as prepare our students to enter the world of work as productive and responsible citizens and as parents rearing our future generations. We need to do considerable rethinking in respect of the education system and its relevance to the rapidly changing socio-economic environment. Education should be instrumentality for developing not only economically prosperous society but also one, which can flourish in the context of pluralism and democracy. The major problem which we are faced with today, therefore is increase the relevance of education to the development needs of our country as it enters a very competitive global environment a country of largely the poor in an agrarian economy facing a more prosperous global industrial community as fast approaching the 21st century.

The goal of higher education is not to award degrees on the basis of indifferent instruction and dubious and unreliable system of evaluation. The goal rather is to develop the younger people of the country in such a manner that they not only have a satisfying personal life but can also make a worthy contribution to the progress of the society to which they belong. The institutions of higher education, therefore have to provide all round development of the students - intellectual, physical, moral and spiritual
development of the mind, body, heart, personality, disseminate knowledge, promote skills and develop outlook so as to produce, young persons who are intellectually, alert, physically strong, morally upright a ethically sensitive, socially committed and economically self reliant. Then alone can be institutions of higher education fulfill their purpose. The only way to do this is to ensure that the quality of higher education is such as fulfills these goals.

The quality of education would depend on the content of education. It must fulfill the standards of excellence the pattern of course, their curricula and syllabi should be well designed. The courses should have relevance to the world in which we live. At the same time they should keep pace with the progress of knowledge in every discipline. There has been a veritable explosion of knowledge on diverse fields and our courses cannot afford to remain stagnant.

The students of our institutions of higher education must have access to the new frontiers of knowledge's in all fields. Our board of studies and Academic Councils are responsible for designing courses and syllabi. They should be every alert and dynamic. They should introduce new discipline and interdisciplinary courses bearing in mind the twin aspects of
expansion of knowledge and the demands of the employment market.

Quality\(^2\) of education is however not a mere matter of syllabi and curricular. The teachers must have the competence and the learning which is required for first absorbing the new inputs of knowledge and then passing on to their students. A good teacher has to be a student all his life. He has to be developed to scholarship. At the same time, he must also have the capacity to transfer the knowledge. A teacher has to be a good communicator. He should be able to stimulate the minds of the students and invoke in them an abiding interest in the subject. The teacher should be committed to his subjects and develop the same commitment in his students. He must be both motivated and committed. The teacher should also adopt techniques of teaching. For too long the teachers depended on the traditional classroom lecture method. Today we have verity of new techniques including the computer technology and electronic media for dissemination of knowledge. These modern methods of teaching should be availed of. Today we have Academic Staff Colleges where teachers are given orientation courses as well as Refreshers Courses. These courses should

introduce the teachers to innovative techniques including assignments to the students, tutorials, problem solving sessions, individual and team studies, practical, project etc.

To achieve the goals of the higher education it was observed by the top-level educationist and policy maker that the teachers of different discipline should be equipped with the updated knowledge and make them to use latest technologies, which are developing day by day in the field of education. And also make them aware the need of society and country. As, from last 40 years there has been a significant development in the use of technological aids. The new methods of teaching, due to advancement in educational technology have made the job of the teacher the key figure in the educational system, not only exact and demanding but also exciting and interesting. In almost all the disciplines, especially the sciences and technology, there has been a knowledge explosion.

The National Policy on Education 1986 (NPE) in its programme of action makes a pointed reference to the crucial link between teacher motivation and quality of education.

The National Policy Education recognized the need for improving the status of the teacher and proposed to provide
opportunities for professional and career development, so that teachers can fulfill their role and responsibility within the system of higher education. It was proposed to enhance the motivation skills and knowledge of teachers through systematic orientation in specific subjects, techniques and methodologies, and thereby inculcate in them the right kind of values, which would in turn encourage them to take initiative for innovation and creative work.

Keeping the above objectives in view, the following steps were proposed.

(a) To organize specially designed Orientation Programmes in pedagogy educational psychology and philosophy, socio-economic and political concerns for all new entrants at the level of lecturers.

(b) To organize such programmes (Orientation/ Refresher Courses) for serving teachers to cover every teacher at least once in 3-5 years.

(c) To encourage teachers to participate in seminars, symposia, workshops.

(d) To organize Refresher Courses for serving teachers to cover every teacher at least once in 5 years.
Keeping the above, in view and realizing the lacunae in the professional development of college/university teachers, the University Grants Commission (UGC) thought of organizing Orientation Programmes for new entrant and Refresher Courses for the benefit of in-service teachers at various levels of their progression. The commission rightly thought that both the Orientation and Refresher courses should be organized with an entirely different philosophy so as not to replicate traditional B.Ed. programme. In the seventh five-year plan; the university grants commission formulated a new scheme, which came to be known as the scheme of establishing Academic Staff Colleges (ASCs).

A College/University teacher has to continuously update his knowledge in his chosen field of expertise or run the risk of becoming totally outdated in a short period of time. Hence, Academic Staff Colleges have been given the responsibility of organizing Refresher Courses also for these teachers in which its University departments have acknowledged expertise and organize Refresher Courses in those subjects. The curriculum for these courses is to be drawn in consultation with the subject experts and the duration of the course is of three weeks.
These Refresher Courses have been planned with the following objectives in mind:

(1) To provide opportunities for in-service teachers to exchange experience with their peers to facilitate mutual learning.

(2) To provide a forum for serving teachers to keep abreast with the latest advancement in specific subjects.

(3) To create a culture of learning and self-improvement amongst lecturers.

(4) To provide opportunities for in-depth knowledge to pursue research studies.

(5) To introduce and enlighten them on new methods and techniques of imparting knowledge so that the participants can in turn develop their own models of teaching.

To achieve above objectives the ASCs started organizing Orientation Programmes in October- November 1987. The UGC decided to give them the responsibility of organizing Refresher
Courses also. Thus ASCs started organizing Refresher Courses in 1988. Different ASCs were allotted different subjects. The number of subjects allotted to different ASCs also varied from place to place. The criteria for allotting Refresher Courses subjects to different ASCs were the academic reputation of respective subjects in different universities.

The UGC has permitted 5 ASCs located in 5 different universities to run the Refresher Courses exclusively for Physical Education along with Orientation Courses these ASCs are L.N.I.P.E., (Deemed University), Gwalior (M.P.) earlier this Institute has offered courses through Refresher Courses Center, Kurukshetra University, Kurukshetra, Chennai (TN), Mysore University, Mysore (A.P.) and along with these ASC some Refresher Courses Centers (RCC) are also conducting courses for Physical Education professionals. The number of RCC's and the number of courses under it are not fixed. In a year it completes approximately 2-3 courses.

The Refresher Course will be of 3 weeks duration with minimum of 21 working days and 108 contact hours (6 hours a day) and these courses are totally funded by UGC i.e. the total
expenditure of participants including TA/DA, lodging, boarding, and honorarium to the Resource Persons and working expenses etc.

The Refresher Courses were started in 1986 with setting some objectives and goals. The ASCs and RCC's are conducting the Refresher Courses in Physical Education from about 16 years.

Physical Education is an integral part of education as it helps in all round development of individual i.e. social, moral intellectual and physical development takes in an individual who takes part in physical education activity. Country has developed a lot in the field of Physical Education and some more development in this field is yet to be needed. The number of Physical Education colleges and institutions are increasing day by day and the Physical Education teachers as well as the sport officers are required to equip with the latest changes, trends and development in the field of Physical Education, sports and games. Therefore, the teachers of Physical Education discipline are required to attend the Refresher Courses after regular interval in order to update their knowledge and also for their promotion to higher scale.

The National Policy on Education (NPE) 1986 has recommended these courses to provide opportunities to the teachers for their professional and career development. Now after one and a
half decade the achievement have to be evaluated and to know the
success of this policy and this analysis will also help to know the
lacunas and further what is to be added in the curriculum of these
Refresher Courses after implementing the new ideas, methodologies and latest technology of teaching this policy can be made successful.

Keeping the above points in mind the Researcher has felt to
analyze and Review Critically the Physical Education Refresher
Courses under career advancement scheme offered by ASC's of
various universities.

**Statement of the Problem**

The purpose of this study was to analyse critically and to
review of courses under Career Advancement Scheme offered by
UGC, Academic Staff Colleges of various universities for Physical
Education professionals. The professionals of Physical Education
who have undergone these courses were the subject of this research
their views had been analysed critically i.e. to what extent the
participants of the Refresher Course had been benefited. The
quality of courses, the course content, the quality of resource
persons, the facilities, infrastructure provided to them during the
course, whether they have been given computer education or not, lodging/boarding facility etc. Further the suggestions, ideas and their views about the course had been subjected to review and evaluation.

Further research scholar intended to assess the Refresher Courses in depth and detail, hence documentary evidence, administrative personnel’s, Resource Person all were part of this research project.

Hence keeping all the consideration in mind this research project is titled as "Survey of UGC Programme conducted at various Academic Staff Colleges".

**Hypotheses**

Following hypotheses were formulated on the basis of preliminary survey, scholar's own understanding and expert’s guidance:

(1) The study will significantly reveal the drawbacks; maladies and inefficiency factor in course implementations in various aspects.
(2) The study will significantly reveal the worth of such courses for professional upliftment for physical education.

(3) The study will significantly reveal the standard of Refresher Courses in Physical Education.

**Delimitations**

1. This study was delimited to those ASC's, which are conducting Refresher Courses for physical education professionals.

2. Study was delimited to only Refresher Courses in Physical Education.

3. This study was delimited to the subject's Physical Education teachers working in colleges and universities who were participants in the Refresher Courses offered by UGC ASC.
Definition and Explanation of Terms

Career Advancement Scheme

It is a scheme of UGC, which is accepted by government for giving promotions to the teachers, working in colleges and universities. The implementation of this scheme is as follows:-

(1) Lecturer (Senior Scale)

A lecturer will be eligible for placement in a senior scale through a procedure of selection if she/he has:

(A) Completed 6 years of service after regular appointment with relaxation of one year and two years, respectively, for those with M.Phil and Ph.D.

(B) Participated in one Orientation Course and one Refresher Course of approved duration, or engaged in other appropriate continuing education programmes of comparable quality as may be specified or approved by the University Grants Commission (Those with Ph.D. degree would be exempted from one Refresher Course.

(C) Consistently satisfactory performance appraisal reports.
(2) Reader (Promotion)

A lecturer in the senior scale will be eligible for promotion to the post of Reader if she/he has:

(A) Completed 5 years of service in the senior scale.

(B) Obtained a Ph.D. degree or has equivalent published work.

(C) Made some work in the areas of scholarship and Research as evidenced e.g. by self assessment, reports of referees, quality of publications, contribution to educational innovation, design of new courses and curricula and extension activities.

(D) After placement in the senior scale participated in two Refresher Courses/summer institute of approved duration, or engaged in other appropriate continuing education programme of comparable quality as may be specified or approved by the University Grants Commission, and.

(E) Possesses consistently good performance appraisal reports.
University Grants Commission

The UGC was established as early as 1953 although; the act was passed by parliament in 1956. It is apex body for University education in India and carries the major responsibility under section 12 of the act, for the promotion and coordination of university education. It is also charged with the determination and maintenance of standard in teaching, examination and research while teaching and research have been seen, traditionally, as the responsibilities of academic bodies, in recent years, the UGC has added extension as the third dimension of higher education system although, there has been no amendment to that effect in the preamble to section 12.

The assessment of the needs of universities and the disbursement of funds recommending measures to be taken by a university for improvement; advising the central and state governments on questions refereed to it; only giving advice, if asked for, on the establishment of a university or expansion of the activities of the university, collecting information on university education for universities and also requiring universities to furnish information. Recently clause 12 (ccc) was added for empowering the UGC to establish institutions for providing common facilities,
services and programmes for a group of universities, or for universities in general.

The UGC, today, is a large institution of about 800 employees and 6 regional offices. The UGC functions are divided into Bureaus that carry out the mandate for instance; there are bureaus, which are responsible for policy, non-formal education (adult/continuing education and population education), central, state and Deemed Universities, international cooperation, college development, technology and computer education, vocational education, Academic Staff Colleges, special assistance in science and technology and also research projects. The regional offices are mainly responsible for college development grants and all grants related to teachers.

All the Academic Staff Colleges are running on the guidelines laid down by UGC under the supervision of those universities where those ASC’s are located. It is also giving the 100% financial support to the ASC’s for conducting the Orientation as well as the Refresher Course for all the disciplines including Physical Education.
Significance of the study

U.G.C. Refresher Courses are no doubt came in to existence and implementation with a noble idea i.e. to continuously update the knowledge of teachers in higher education systems.

What it ultimately aimed at is raising the standard of higher education constantly and making it up to date with requirement of society that is changing rapidly.

U.G.C. made it mandatory for teachers working in college / universities by linking it with promotions.

This scheme is in implementation since 1986. And hence this study through in depth review and analysis will definitely throw light on to what extent its objectives, goals and purposes are achieved in real sense.

Apart from achievement it may also reveal lacunas, maladies etc. in scheme implementation to specific detail. In addition to this it will highlight following factors to forefront to our educationist and policy makers.

(a) The real worth of such schemes.
(b) Whether to sustain with such schemes with continuous grants and upgradation.
(c) Whether to bring major changes in Carrier Advancement Scheme for College / University Teachers.
(d) Evolve new system of evolution and monitoring of U.G.C. Carrier Advancement Scheme.

(e) Evolving a system to deal with specific and common problems of schemes implementation for example quality of Resource Person.

(f) Identifying thrust areas of the schemes and taking up appropriate follow up.

(g) Ensuring successful implementation of U.G.C. Refresher Course Schemes.

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