CHAPTER-II

DEVELOPING CONCEPT OF ACADEMIC STAFF COLLEGE

2.1 INTRODUCTION

2.2 PROPOSALS INITIATED TO EXTEND TRAINING TO THE TEACHERS OF HIGHER EDUCATION

2.2.a University Education Commission Report, 1949

2.2.b Kothari Commission Report, 1964-66

2.2.c Conference of Vice-Chancellors held in Delhi 1969

2.3 PROPOSALS MADE FOR PROVIDING OPPORTUNITIES FOR THE PROFESSIONAL GROWTH OF COLLEGE/UNIVERSITY TEACHERS

2.3.a Faculty Improvement Programme, UGC, 1974

2.3.b Mehrotra Commission or the Fourth Pay Commission

2.3.c National Commission on Teachers II, 1984

2.3.d National Policy on Education 1986

2.3.e UGC proposal for Academic Staff Orientation Scheme

2.4 RECOMMENDATIONS MADE ON VARIOUS ASPECTS OF THE ACADEMIC STAFF ORIENTATION SCHEME AND THE ORIENTATION COURSES

2.4.a National Workshop on Academic Staff College held at Bombay University on 14th August, 1987

2.4.b Workshop organised by Universities on 4th September, 1987
2.5 ON EFFECTIVE PLANNING AND MANAGEMENT OF ACADEMIC STAFF COLLEGES

2.5.a Seminar-cum Workshop held from 26th to 28th December, 1988

2.5.b Annual Report for the year 1989-90, UGC, New Delhi

2.6 ON PERFORMANCES OF ACADEMIC STAFF COLLEGES

2.6.a Report of the Review Committee Meeting constituted by UGC, 1993

2.6.b Workshop on pedagogical skills of University teachers by distance mode, December 1-5, 1992

2.6.c First Directors Meeting held outside Delhi at Andhra University

2.6.d XII meeting of Directors held at Himachal Pradesh University on April 23, 1995

2.6.e Implementation of Higher Education Policy - A Review Meeting held on 26th-28th September, 1995. Higher Education Unit, NEIPA

2.6.f Annual Meeting of the Directors of the Academic Staff Colleges in India, 25th and 26th April, 1996

2.7 FOLLOW UP STUDY ON ACADEMIC STAFF COLLEGE PROGRAMME (DATE OF SUBMISSION : 9.12.96)

2.8 PROGRAMMES CONDUCTED BY ACADEMIC STAFF COLLEGES MARCH, 1998
2.1 INTRODUCTION

The Higher Education system in India is often criticized because it lacks relevance and significance and has not been able to contribute significantly to the national development. Colleges and Universities are the national institutions supported by the resources of the society. The teachers in these institutions have a moral responsibility of maintaining a high degree of respect in the minds of the public. If they fail to keep up with the frontiers of knowledge they will be giving yesterday's education to tomorrow's citizens. To enable a teacher to create a thirst for knowledge amongst his students, he must continue to learn and grow professionally.

2.2. PROPOSALS INITIATED TO EXTEND TO THE TEACHERS OF HIGHER EDUCATION

2.2.a. University Education Commission Report, 1949

After independence, Inter-University Board of Education and Central University Board of Education recommended to the Government of India that an All-India Commission on Education should be appointed to inquire into the requirements of higher education in India and put forward recommendations for reorganisation of the University Education. Accordingly on November 4, 1948, under the chairmanship of Dr. Sarvapalli Radhakrishnan, the eminent educationist who later became the President of the Indian Republic, University Education Commission was appointed. The Commission also known as Radhakrishnan Commission had officially mooted the idea of educating University teachers in order to improve the education system of the country. Accordingly success of a teacher will be measured through the quality of life and character of men and women of the society whom he has taught. For these competencies a teacher has to be prepared in a Professional College through a regular training or through an Orientation programme.
The University Education Commission recommended that Refresher Courses during vacations be organised by the Universities to expand, furnish and bring up-to-date knowledge of the teachers. A teacher, to keep alive and fresh, should become a learner from time to time. Constant outpouring needs constant intake; practice must be reinforced by theory and the old must be constantly tested by the new.

During 1960-61, the University Grants Commission started financing a number of Universities and Colleges for organising Symposia, Summer schools, and Refresher Courses. It was extended during Second Five Year Plan


Under the chairmanship of Dr. D.S. Kothari, an eminent Indian scientist, educationist and chairman of the University Grants Commission, the Government of India had set up a Commission for educational development vide No. F4 64,E.I dated 14th July, 1964 to advise the Government on the national pattern of education.

The Commission suggested that

(i) Newly appointed lecturers should be given some time and opportunity to acclimatise themselves to the institutions, to learn the traditional and pattern of work, to get to know their colleagues and students.

(ii) Every University and College should have regular Orientation Courses organised for a few weeks early in the session in which senior new and senior older teachers participate.

(iii) The best teachers of the institutions as well as some distinguished teachers from outside should discuss with them the outstanding problems of teaching, research and discipline as well as mechanisms of the profession.
In bigger Universities it may be possible to establish something like a Staff College, where teachers from all affiliated and constituent colleges as well as the University will be brought together for orientation, discussion, seminar, workshop etc.

2.2.c. Conference of Vice-Chancellors held in Delhi, 1969.

The conference of Vice-Chancellors held in Delhi in June 1969 recommended the organisation of suitable professional courses for College and University teachers for imparting training in the relevant aspects of Educational Psychology, Philosophy, Sociology, evaluation techniques, public relations and organisation of teaching in the subject concerned. It was felt that the College and University teacher should undergo professional training before he enters the teaching profession and should participate in short-term courses regularly once in 3 or 5 years by way of inservice education.

2.3. PROPOSALS MADE FOR PROVIDING OPPORTUNITIES FOR THE PROFESSIONAL GROWTH OF COLLEGE/UNIVERSITY TEACHERS

2.3.a. Faculty Improvement Programme, UGC, 1974.

In 1974, the University Grants Commission, in its Faculty Improvement Programme, proposed the Refresher/Short Term Courses of about six weeks' duration each, during summer or other vacations.

2.3.b. Mehrotra Commission Report

The Fourth Pay Commission known as Mehrotra Commission in its report re-emphasized the need of Refresher Courses for the teachers on the theme "Professional Development of Teachers". It had suggested to organise
(i) Orientation Programme for new teachers

(ii) Refresher Courses for teachers in general

(iii) The Refresher Courses should focus on

(a) Exposure to newer materials

(b) Better ways of disseminating the existing and new knowledge

2.3.c. National Commission on Teachers II, 1984


It was suggested in the report that urgent steps be taken by all concerned to institute short-term programmes for upgrading knowledge and skill of the teachers in service. The University, State Governments and the UGC must see to it that these activities of professional renewal and continuing education are organised on a large enough scale to enable most of the teachers to benefit from them.


National Policy On Education (1986) has emphasized the need for data-based objective appraisal of teachers. The policy proposed to provide opportunities for professional and career development so that teachers can fulfill their role and responsibility within the educational system. The National Policy on Education (NPE) in its Programme of Action (1986) proposed to

(i) Organise specially designed Orientation Programmes in teaching methodologies, pedagogy, educational psychology for all new entrants at the level of lecturers.
(ii) Organise Refresher Courses for serving teachers to cover every teacher at least once in five years.

(iii) Organise Orientation Programmes by using the internal resources of Universities and by bringing a number of colleges together.

(iv) To encourage teachers to participate in seminars, symposia etc.

2.3.e UGC Proposal for Academic Staff Orientation Scheme

In pursuance of National Policy on Education and Programme of Action, UGC has taken several steps to improve the status and motivation of University College teachers. The provision of training opportunities is one of them.

PHILOSOPHY

In the present-day system, a teacher is expected to update his knowledge in his area otherwise there is a danger of his becoming outdated.

It is believed that the teacher education programme would help the newly appointed teacher not only in becoming an effective teacher but also in discovering himself and his potential through a positive appreciation of his role in the total social, intellectual and moral universe within which he functions and of which he is an important member.

The Commission also made suggestions for giving Orientation Programmes for Heads of Departments, Principals and Deans to acquaint the top-level administrators with what the teachers are undergoing in the Orientation Courses.

The University Grants Commission rightly thought that both Orientation and Refresher Courses should be organised with an entirely different philosophy and not to replicate the traditional B.ED. programme. The UGC formulated a scheme known as Academic Staff Orientation Scheme (ASOS) in the Seventh Five Year Plan. 48 Academic Staff Colleges were established in different Universities.

all over the country to plan, organise, implement, monitor and evaluate, on a regular basis, Orientation programmes for newly appointed College and University lecturers and Refresher Courses for the in-service teachers. In the first stage, the Commission decided to support one Academic Staff College in every State. In larger States, the Commission decided to support more than one Academic Staff College.

UGC Guidelines stressed on

(A) Establishment of an Academic Staff College in a University in any one of the possible formats.

(i) As a separate entity to be newly set-up and designated within the University

(ii) As a part of an existing department of continuing education

(iii) As a wing of the College Development Council

(iv) In the form of a State Institute of Educational Planning and Administration.

Whatever be the nomenclature and format, an Academic Staff College will carry out the various functions outlined below.

(B) MODALITY OF ACADEMIC STAFF ORIENTATION

It was recommended that Academic Staff Orientation Courses (ASOC) should be of eight week's duration. This period should be further divided into two or three modules (4+4 weeks, 2+4+2 weeks, or 3+2+3 weeks) so that participants are able to return to their Colleges/Departments between modules and implement the skills and strategies acquired during the Orientation Course. In order to make an Orientation Course optionally effective, the Academic Staff College will maintain a systematic record of all the participants, their professional growth, changes in their capabilities as teachers.
The objectives of the Academic Staff Orientation Course are to enable the newly appointed lecturer to

(i) Understand the significance of education in general, and higher education in particular, in the global Indian context.

(ii) Understand the linkages between education and socio-cultural development with particular reference to the Indian polity where secularism and egalitarianism are the basic tenets of society.

(iii) Understand the role of a College/University teacher in the national goal of achieving a secular and egalitarian society.

(iv) Acquire and improve basic skills of teaching at the College/University level.

(v) Be aware of the developments in his specific subject.

(vi) Understand the organisation and management of a College/University and to perceive the role of a teacher in total system.

(vii) Utilize opportunities for development of personality, initiative and creativity.

CURRICULUM FOR THE ACADEMIC STAFF ORIENTATION COURSE

The content of the course of Orientation Programme as suggested by the UGC, consists of four components, namely

(a) Component A

Awareness of linkages between society, environment, development and education.

(b) Component B
Philosophy of education, Indian education, Indian education system and pedagogy.

(c) Component C

Subject upgradation

(d) Component D

Management and personality development.

FUNCTIONS OF ACADEMIC STAFF COLLEGES

The main functions of Academic Staff Colleges have been envisaged to organise

(i) Orientation Programmes for newly-appointed lecturers.

(ii) Refresher Programmes for serving teachers.

(iii) Identify Resource Persons in the various fields of specialisation needed for running the Orientation Courses.

(iv) Orientation Programmes for Heads of Departments, Principals, Deans, etc.

(v) Setting up of a documentation centre-cum-library for reference and source materials necessary for Orientation Courses.

(vi) Evaluation and monitoring of programmes and their implementation.

(vii) Maintenance of systematic record of all the participants.

(viii) Their achievement, professional growth and change in their capabilities.

(ix) Recommendations for confirmation and promotion of teachers on the basis of successful completion of the course and performance.
MONITORING AND EVALUATION

UGC also proposed for introduction of monitoring and evaluation system in the Academic Staff Orientation programme. It is said that between any two modules the participants should be assigned specific tasks and they should be required to submit assignments on the various components of the course as implemented by them in their day-to-day teaching and study. These assignments should be evaluated by course instructors and discussed with the participants at subsequent modules. The actual course should be progressively modified in the light of the information collected through such assignments.

For evaluation of a course, three different kinds of evaluation may be carried out.

(a) Self evaluation by participants in terms of their perceived attitude change and skill enhancements.

(b) Programme evaluation by the participants to evaluate the effectiveness of the programme.

(c) Formal evaluation of participants in terms of their achievements.

COURSE COMPLETION

It is again said that confirmation of the newly appointed lecturers should be linked with the successful completion of an Academic Staff Orientation Course. Those newly appointed lecturers who are already confirmed should be required to undergo the course.

REFRESHER COURSES

University Grants Commission also made a proposal for organising Refresher Courses for the benefit of in-service teachers. It is said that the College will identify University Departments/Colleges having adequate resources for organising the Refresher Courses.
Norms for providing assistance to University for organising Oriental Refresher Courses towards participants cost and working expenses.

The Commission also provides 100% assistance to the Academic Staff Colleges for organising Orientation/Refresher Courses. The outstation Resource/visiting faculty are to be paid TA/DA as per their entitlement according to University rules. Honorarium to outstation/local Resource Persons/visiting faculty may be paid.

(a) Rs. 150/- per session of 90 minutes with a ceiling of upto Rs. 450/- per day. This will be subject to a maximum of Rs. 1000/- per course. Outstation Resource persons may be invited only once per programme.

(b) **HONORARIUM TO COURSE COORDINATORS**

The University may appoint, if required, one Coordinator for each Orientation/Refresher course. A lumpsum honorarium of Rs. 500/- plus Rs. 25/- per week will be admissible to the Course Coordinator. If in special circumstances more than one Coordinator is appointed, this amount will be equally shared by them.

(c) **TA/INCIDENTAL CHARGES TO OUTSTATION PARTICIPANTS**

Teacher participants may be paid railway fare by 1st class and incidental expenses for the journey period as admissible in accordance with University rules. The participants may be provided free board and lodging by the University. However, to cover the cost of their boarding/lodging the Commission will pay to the University.

**READING MATERIALS TO PARTICIPANTS**

Reading materials within the ceiling amount of Rs. 200/- per participant may be procured by the University on the recommendations of the Academic
Advisory Committee of the Academic Staff College and presented to the teachers and participants only.

**WORKING EXPENSES FOR REFRESHER COURSE**

Working expenses upto Rs. 10,000/- for each Refresher Course in each discipline which do not involve laboratory work and upto Rs. 20,000/- per course which involve laboratory work are admissible. This will cover expenditure on postage, stationary, printing, transport, secretarial services and Group "D" staff, purchase of chemicals, small items of equipments for laboratory work.

**2.4. RECOMMENDATIONS MADE ON VARIOUS ASPECTS OF THE ACADEMIC STAFF ORIENTATION SCHEME AND THE ORIENTATION COURSES.**

2.4.a. **National Workshop on Academic Staff College held at Bombay University on 14th August 1987.**

The UGC had circulated detailed guidelines for starting Academic Staff Colleges in the country. After four workshops, the final workshop was held at the University of Bombay on 14th August, 1987 to take decisions on various aspects of the Academic Staff Scheme and Orientation Courses. Professor YashPal, Chairman, University Grants Commission presided over the workshop and explained the objectives of the Scheme and Orientation Course.

The views emerged in the workshop were as follows

(i) The Academic Staff College will be a separate entity as a sponsored project. It will be an inter-University institute catering to the needs of a number Colleges and Universities in the State and neighbouring States. The Vice Chancellor of the University where the ASC is located will have power to make appointments.
administrative as well as academic, subject to the concurrence of the UGC.

(ii) Each Academic Staff College should have an Academic Advisory Committee to advise on the Orientation Course and the selection of Resource Persons. The Committee should have representatives from the Universities and Colleges which constitutes its catchment area among its members.

(iii) Each Academic Staff College should have a Director to look after the functioning of the College and implement decisions taken from time to time by the Academic Advisory Committee and/or the UGC.

(iv) A Course Coordinator should be appointed for each Orientation Course. Provision for rotation of course coordinatorship should be there.

(v) The UGC may appoint a Standing Committee to guide/monitor/review the working of the Academic Staff Colleges.

CATCHMENT AREA

A separate communication was proposed to be sent to the Universities regarding the catchment area of each Academic Staff College.

DURATION OF ORIENTATION COURSE

It was decided that to begin with, the course be of 4 weeks duration in a module, while 40 was considered to be a reasonably manageable number with a mixed group representing 4-5 disciplines at a time.
IDENTIFICATION OF RESOURCE PERSONS

The Resource Persons should be the ones who have not only achieved excellence in their own areas of study but have also clear and profound awareness of the issues that are involved in the whole spectrum of the teaching profession.

PROGRAMME EVALUATION

At the end of each course, the participants should be asked to provide an evaluation of the Orientation Programme not only with a view to improving future Orientation Programmes but also in the interest of their own professional development.

2.4.b. Workshop organised by Universities on 4th September, 1987

Prof. YashPal, Chairman, UGC made few remarks at one of the workshops organised by Universities to clarify the programme of Orientation Course and the Commission in its meeting held on 4th September, 1987 endorsed the recommendations also. Besides the Commission offered the following views.

SCOPE OF ACADEMIC STAFF COLLEGE

The Academic Staff College will cater to the teachers of the Colleges/Universities in the discipline of Humanities, Social Sciences and Sciences. For the present, teachers of Colleges/Universities in the disciplines of Agriculture/Medicine and Engineering/Technology will be outside the scope of the Academic Staff College.

REVIEW OF THE WORK OF ACADEMIC STAFF COLLEGE

The UGC will appoint a Standing Committee to guide, monitor and review the working of the Academic Staff Colleges. The Academic Staff Colleges will be required to follow the guidelines issued by the Commission from time to time for the smooth organisation of the Orientation Programmes and for effecting further improvements.
2.5. ON EFFECTIVE PLANNING AND MANAGEMENT OF ACADEMIC STAFF COLLEGES

2.5.a Seminar-cum Workshop held from 26th to 28th December 1988

A Seminar-cum-Workshop was held from 26th to 28th December 1988 where following recommendations were made for effective planning and management of Academic Staff Colleges. The recommendations were made under three categories:

(i) Academic

(ii) Administrative

(iii) Financial

(i) ACADEMIC

The Academic Staff College should remain academic institutions and should not be reduced to mere mechanically administrative and coordinating agency. They may organise courses and programmes during the vacations according to their needs like other University Departments.

The designation of Readers and lecturers should be retained and when a Professor is appointed as Director, he/she should be designated as Professor-Director. He should be the principal executive and academic officer exercising full administrative, academic and financial control. The Director should be member of the Academic Council and the Syndicate.

In case of appointment of the Academic Staff Colleges at least two posts of Readers/Associate Professors should be there. Each one of them could alternatively act as a Course Coordinator.

The need of a Research Cell having one senior fellow and a Research Assistant is strongly felt as a part of the Academic Staff College.
Annual replenishment of the books in the library and subscribing to magazines/journals and newspapers for the participants is considered very desirable.

(i) **ADMINISTRATIVE**

It was strongly felt by the Directors that construction of a suitable building to house the Academic Staff College be taken on a priority basis. The building may include a faculty guesthouse/transit hostel for participants and Research Persons, Director's office, room for administrative staff, seminar, classroom etc.

Following Administrative and supporting Staff is regarded as basic minimum requirement over and above the already sanctioned

(i) Administrative officer

(ii) Assistant Accounts officer

(iii) LDC Accounts

(iv) LDC General

(v) Senior Stenographer

(vi) Assistant librarian, Senior Professional Assistant

(vii) Peons-5

(viii) Safaiwala-2

(ix) Driver-1

(x) Mali-1

(iii) **FINANCIAL**

The working expenses should be enhanced from Rs 2 lakhs to Rs 3 lakhs in view of Refresher Course.
Funds for equipments be raised from Rs. 3 lakhs to Rs. 5 lakhs. A separate bank account for Academic Staff College should be maintained so as to overcome operational difficulties.

2.5.b Annual Report for the year 1989-90, UGC, New Delhi

The University Grants Commission in its annual report has reminded the system of providing financial assistance for various programmes of faculty improvement which provide opportunities for teachers to keep in touch with the developments in their field of study and research and to interact with experts in their subject areas and related fields.

Each Academic Staff College is expected to organise 5 to 6 Orientation Programmes and 5 Refresher Courses in the allotted discipline in Social sciences, Sciences and Humanities and 2-3 courses in Languages in a year.

In collaboration with the National Institute of Educational Planning and Administration, the Commission organised two Seminar-cum meeting of the Directors of the Academic Staff Colleges in July and December 1989.

During the year 1989-90 the total number of programmes held was 411 in number (Orientation courses 191, Refresher course 225) with 12,091 participants (5,775 and 6,316 in both the courses).

The Commission provided 100% assistance to the Academic Staff Colleges for organising Orientation/Refresher Courses till the end of the 7th plan. While deciding the Annual Plan of the Department of Education for 1990-91 at a meeting held in January, 1990, it was decided that before institutionalising the Academic Staff College Scheme in the 8th plan the UGC should undertake a comprehensive review of the Scheme. A Commission has since been constituted for the purpose. It has also been decided to extend assistance to the Universities on ad hoc basis upto 31st March, 1991 on the existing pattern.
2.6. ON PERFORMANCES OF ACADEMIC STAFF COLLEGES


A high powered Review Committee constituted by the Commission in 1990 submitted its report in February, 1991. The Committee, taking into account the performances of Academic Staff Colleges, recommended the continuance of twenty Academic Staff Colleges till the end of the Eight Plan. Twenty-five Academic Staff Colleges were to be reviewed after one year and in case their performances continued to be unsatisfactory, they should be closed down. The Committee also recommended to discontinue three Academic Staff Colleges where no progress was made.

Recommendations were also made on preparation of short and long-term plans for Academic Staff Colleges on a regular basis, monitoring the progress of Academic Staff College through quantitative and qualitative information, giving feedback to Academic Staff Colleges for their future development when required.

During that period, the UGC thought of reviewing the Scheme from time to time to know about the problems encountered by the Colleges and to take stock of the structure. The National Institute of Educational Planning and Administration (NIEPA, New Delhi) and Dr. G.D. Sharma, Head of the Higher Education Unit, was given the responsibility to conduct the meeting of the Directors of Academic Staff Colleges in the country. So far 10 meeting have been held upto 1994

2.6.b Workshop on upgradation of pedagogical skills of University teachers by distance mode, December 1-5, 1992 (Centre for professional development in higher education, University of Delhi, Delhi 110007, India)

On the request of UGC, the Centre for Professional Development in Higher Education (CPDHE) organised a workshop on upgradation of pedagogical skills of University teachers through distance mode, that aimed at to reviewing the present
facilities available for the training of University teachers and to explore the possibility of introducing other mode(s) like distance education for such training.

It was found that in the southern zone till 30.10.92 the number of Orientation Courses held varied from 16 to 24 and the number of Refresher Courses from 15 to 35. The number of participants covered varied from 884 to 1702. Madras had the highest number of participants (1702) followed by Kerala (1605) and Calcutta (1459). In the West zone 10 Academic Staff Colleges were functioning. Whereas in the East zone, among the 7 Staff Colleges functioning Gauhati University had the highest number of participants (1023) followed by Bihar (893) and Uttrakhand University. The Staff Colleges in the Northern zone organised 257 Refresher Courses and 203 Orientation Courses till June 1992.

The problems faced by Academic Staff Colleges are:

Declining response of the participants to the courses. Some have problems with regard to duty leave, deputation, hostel facilities, distribution of catchment areas, classroom and library facilities.

Major problem is the inordinate delay in the receipt of grant from the UGC.

Following suggestions have been put forward.

UGC should prepare a list of national speakers and send some of them to Academic Staff Colleges periodically in various courses to observe functioning of the Colleges.

Status of the Academic Staff Colleges and its Director should be clearly defined in relation to the University structure.

To overcome the financial problems, advance budget estimates for one year should be prepared by the colleges.
2.6.c. First Directors meeting held outside Delhi at Andhra University

The first Directors meeting outside Delhi was held at the Andhra University, Visakhapatnam.

The discussion themes identified for the programme were as follows:

2. An overview of higher education in the context of liberalisation.
3. Autonomy of Academic Staff Colleges in India.
4. Implications of vocationalisation of first degree and orientation of teachers.
5. Review of the material prepared by Delhi University for Orientation Courses.
6. The need for orientation of Research guides and Academic Functionaries.

Decisions were taken to constitute 2 or 3 groups of the participants to discuss the above mentioned issues and arrive at some consensus.

2.6.d. XII Meeting of Directors held at Himachal Pradesh University on April 22-23, 1995

The XII meeting of Directors of Academic Staff Colleges was held at Himachal Pradesh University, Shimla, on April 22-23, 1995. The recommendations made by the different groups were as follows:

1. Institutionalization of the Academic Staff Colleges.
2. Status of ASC as an autonomous inter University institute within the University structure be established.
3. Quality, relevance and extension should be the main thrust of Academic Staff Colleges.

4. Follow up of the programmes and impact studies with college be mandatory with additional Rs. 50,000/- earmarked for this purpose with one research associate.

5. The existing condition of successfully completing two Refresher Courses for getting senior and two for selection grade should continue. However, every teacher should be allowed to attend an Orientation Programme.

2.6.e. Implementation of Higher Education Policy—a review meeting held on 26th—28th September, 1995, Higher Education Unit, NIEPA

NIEPA at the instance of UGC organised a high level three day meeting on 26-28 September, 1995, to review the implementation of policy and programs of action.

The UGC Chairman narrated the efforts made by UGC in the implementation of the policy.

Some of the recommendations made by the group of delegates are:

(i) A national apex body covering general higher education, agricultural, medical, legal and other professional fields be set up at the earliest for better coordination among the various fields of Higher Education at the national level.

(ii) State Council for Higher Education (SCHE) should be formed in States with the support of UGC, NIEPA, and other similar bodies.

(iii) The Scheme of Academic Staff College may be extended to the Five Year Plan.
(iv) The Academic Staff Colleges may be made permanent establishments in the Universities.

(v) The Academic Staff Colleges be provided with proper infrastructural facilities for their effective functioning.

2.6.f. Annual meeting of the Directors of the Academic Staff Colleges in India, 25th and 26th April, 1996

Annual meeting of the Directors of Academic Staff Colleges for the year 1996 was held in the Pondicherry University on 25th and 26th April, 1996.

Some of the recommendations made by the plenary of the Directors were as follows:

(i) The Academic Staff Colleges may be made permanent entity on the basis of review being made by the UGC and be institutionalized into innovative, vibrating and versatile institutions.

(ii) Permanency in the appointment of core staff is required for providing consistency and pursuing the mission of achieving educational excellence. Directors engaged on honorary basis should be appointed for not less than five years.

(iii) The UGC may provide funds for providing accommodation to the participants which is essential for effective interaction.

(iv) ASCs should develop a mechanism for measuring the impact of programmes, development of learning environment and motivation of participants.

(v) The Academic Staff Colleges may be given the responsibility of organizing training courses for professional development of teaching staff working in Colleges and Universities.
Assessment of the performance of participants of both the Oriental and Refresher Courses should be seriously considered by the ASCs, taking into account their performance in seminars, interviews and assignments. Unless the teachers display better performance then they should not be awarded certificates.

2.7. FOLLOW UP STUDY ON ASC PROGRAMME (Date of submission 9.12.96)

The Academic Staff College at Sri Venkateswara University happens to be the first institution in the country to make a follow up study on Oriental Programmes/Refresher Courses in depth. The committee, in the first phase sent letters to 150 principals inviting their reactions on the impact of the programme. About 15 Principals sent their remarks. In the second phase, a three member committee constituted by S.V. University visited 30 colleges. Discussions were held with the Principals, Correspondents, teachers who participated in Oriental Programmes/Refresher Courses, teachers who had not participated in the programme so far, some students of BA, BSC, BCom to know the opinion on the relevance of the courses, methodology, evaluation and some general issues of higher education. Different opinions were made by the teachers as well as students.

Recommendations of the Committee were as follows

(i) The courses may be devised after making a survey on the relevance and utility, since the students are not interested in the traditional conventional courses.

(ii) Pre-service training (at the cost of the candidates) should be made compulsory for recruitment of teachers at the degree Colleges as well as PG Departments of the University.

(iii) Facilities are to be given to all the teachers who have not participated in any programme of the Academic Staff Colleges.
(vi) In order to make the teacher fully equipped with the latest trends in subjects, the teachers may be asked to participate in the Orientation Programme/Refresher Courses periodically at least once in 5 years.

2.8 PROGRAMMES CONDUCTED BY ACADEMIC STAFF COLLEGES TILL MARCH 1998

A good number of Academic Staff Colleges started functioning in late fall of 1987. The first review meeting of Academic Staff Colleges held in April 1988 indicated that 41 Orientation Programmes were conducted by them by giving opportunities to 1345 teachers. In another 6-7 months period, subject Refresher Programmes were also added and Academic Staff Colleges conducted 21 Orientation and 26 subject Refresher Programme by December 1988. These provided opportunities to 3601 and 649 teachers Orientation and subject Refresher programmes respectively. Since then, the Programmes have been regularly conducted by Academic Staff Colleges. By April 1994, 28,665 teachers have been given opportunity for general Orientation Programme and 41790 teachers got the opportunity for subject Refresher Programmes. Since the inception till December 1998 Academic Staff Colleges have conducted 1574 general Orientation programmes and 3664 subject Refresher programmes benefitting 44209 and 102958 teachers respectively.

Thus a total of 147124 teachers have been given the opportunity by the Academic Staff Colleges in the country for general Orientation and subject Refresher programme. The growth of the programmes and number of participants indicated in table 2.1 and its graphical representation in fig. 1 reveal that there has been a steady upward trend.
TABLE-2.1

No. of programmes conducted by Academic Staff Colleges from April 1988 to March 1998

<table>
<thead>
<tr>
<th>Year</th>
<th>Orientation Programme Progs (no)</th>
<th>Partis (no)</th>
<th>Refresher Programme Progs (no)</th>
<th>Partis (no)</th>
<th>Total Progs (no)</th>
<th>Partis (no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec'88</td>
<td>117</td>
<td>3601</td>
<td>26</td>
<td>649</td>
<td>143</td>
<td>4250</td>
</tr>
<tr>
<td>July'90</td>
<td>413</td>
<td>12305</td>
<td>335</td>
<td>8861</td>
<td>748</td>
<td>21166</td>
</tr>
<tr>
<td>Apr'94</td>
<td>1015</td>
<td>28665</td>
<td>1567</td>
<td>41790</td>
<td>2582</td>
<td>70455</td>
</tr>
<tr>
<td>Mar'98</td>
<td>117</td>
<td>3970</td>
<td>435</td>
<td>12725</td>
<td>552</td>
<td>16695</td>
</tr>
</tbody>
</table>

By the end of Eighth Five Year Plan, the University Grants Commission had reviewed the performances of Academic Staff Colleges and had identified three categories among them. The six parameters decided to categorise the Academic Staff Colleges are as follows:

1. Score given to Academic Staff Colleges by each expert member who visited the Academic Staff Colleges.
2. Number of Refresher Courses organised by the Academic Staff Colleges.

3. Number of participants in the Refresher Courses.

4. Number of Orientation/Refresher Courses organised by the Academic Staff Colleges.

5. Number of participants in the Orientation Courses.

6. Year of establishment of Academic Staff Colleges.

In the first category, there were 24 Academic Staff Colleges which had been given extension for the full 9th Plan period; in the second category there were 13 Academic Staff Colleges which have been given extension for the 9th Plan period with a condition that the review will take place after 3 years. The third category includes 8 Academic Staff Colleges which had been given extension only for one year with a review at the end of the year. The Academic Staff Colleges had to show improved performances.

Since these Academic Colleges could not cater to the needs of all the teachers, the Commission has selected 93 Universities and specialised institutions to conduct Refresher Courses in different disciplines in addition to the Academic Staff Colleges. During the year 1998-99, 16.3 Orientation Programmes and 16.3 Refresher courses were conducted by Academic Staff Colleges. Besides these, around five hundred courses were conducted by other institutions/Universities (Refresher Course Centres).