CHAPTER - I

INTRODUCTION AND RESEARCH DESIGN

Introduction

Human resource has become an integral part of the management process and strategies. The human resource professional is emerging as a major creative contributor for organizational growth. In view of this the latest thinking today refers to human resources as the most strategic of all the resources of the economy. The pivotal crux of the evolution of human resource development is currently in the process of a radical change in terms of treating ‘humans’ as an end rather than a means to an end i.e. a resource.

Human Resource Development (HRD) focuses on extracting extraordinary performance from an ordinary employee by enhancing his/her physical, mental, social and spiritual well being and enabling that individual to derive maximum level of life satisfaction. Human resource development offers a proactive, value adding, holistic, synergistic and long term perspective for ‘people development’ function in all forms of organizations. Its central purpose is to create, build and sustain conducive and congenial organizational climate for attracting, developing, motivating and retaining of human resource. Human resource development is a continuous process utilizing a battery of mechanisms or techniques called ‘HRD’ interventions. HRD activities are essentially institution building activities which transform a lethargic ‘organization’ into a more vibrant, dynamic and progressive ‘institute of excellence’ in place of a culture of complacency or culture of arrogance.
HRD in the Indian Context

The creation of a ministry for HRD by the Govt. of India in 1985 bears testimony to this awareness and concern at the national level. Efforts are afoot at various quarters in the country today to devise and implement methods of developing human resources. It is only in the recent years, that organizations have been attaching more importance, to human resource and their development.

It is in this context human resource approach is developmental. It is a set of interrelated activities by which human potentials are assessed, selectively upgraded and appropriately deployed for achievement of envisioned goals which foster human dignity. It is worth re-calling what Alfred Marshal said long ago, “The most valuable of all capital is that invested in human beings”. And India ranks high next to China in the world in terms of human population\(^1\) at 10, 95, 351, 995 est. While the world Human Resource Development Index (H.D.I.)\(^2\) has placed India at 127\(^{th}\) rank in terms of H.D.I. Though, we proudly declare of having a large human resource at our disposal, the reality is that we lag far behind in terms of its deployment, for economic development of the country leading to removal of poverty and unemployment. At present India is experiencing low growth at 4% long term average. This fact is proved when we compare the H.D.I. ranking of a small nation like Japan which stands at seventh rank with a H.D.I. value of 0.949 while that of a vast country like India is 0.308. Japan which is not endowed with much of natural resources is not handicapped at all because its overwhelming success is attributed mainly to her rich human resource opportunities for development and harnessing the best out of this resource. Even other countries like

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1. World Fact Book India, July 2006
2. H.D.I. Trends as per Human Development Report 2005
Germany and Korea are able to make rapid strides only because of their Human resource not in terms of numbers but in terms of quality, devotion to work and loyalty to nation.

**HRD through Education**

Education is a critical input for investment in human capital, being an important variable to convert a developing nation into a developed country. Therefore Education and HRD have one goal in common that is development of the individual according to his potential. HRD has a multiplier effect on the utilization of all resources. It is rightly said that HRD activities such as training and development, participation, communication, career advancement, performance appraisal, counseling, quality of work life through recruiting and selection process are found to have a positive relationship to performance. HRD activities can influence the organizations performance by direct means through increase of employee motivation by providing quality of work-life. Therefore a qualitative improvement in education is the backbone of HRD and economic growth. Thus qualitative improvement can be achieved through increased facilities of teaching aids and importance should be given to excellence in academic standards. In fact in education institutions the resources of the organizations are human resources. It is teachers and not other resources like machinery/materials that make a perfect product of the student who is also a customer of the educational sector.

It can be concluded that, to survive in today’s competitive society and to meet the challenges of globalization technological innovation are a must. An organization’s dynamism and performance depends on the extent of its understanding of the utility of “human capital” and its effective management for value creation in the long-run through systematic, timely and continuous HRD efforts. HRD being a recent concept, studies in this field especially regarding its linkage with higher education is lacking and is worthwhile to understand.
Hence, it was felt worth probing into the effects of HRD inputs, through professional development of teachers and the individual unit like academic staff colleges which are established specifically to improve quality of teaching and engaged in professional development of faculty in institutions of higher education and Universities. A case study, with special reference to Karnatak University, Dharwad was therefore chosen by the researcher.

The topic under study is “HRD IN UNIVERSITIES, WITH SPECIAL REFERENCE TO KARNATAK UNIVERSITY, DHARAWAD”. The term HRD includes the various HRD interventions like training, performance appraisal, career advancement schemes, counseling, management information system and attributes of quality of work life like team spirit, participation in decision making, morale, motivation through recognition influence human behavior and play a crucial role in the successful implementation of HRD interventions.

**Faculty Development in the Context of Higher Education**

The term ‘University’ is derived from the Latin word “Universities” meaning organized body of individuals, community or a corporation. The modern higher education system however is 150 years old, introduced in 1857. Infact Indian system of University based higher education dates back to sixth century B.C when Takshila was set up. Two other Universities Nalanda and Vikramashila in the east came up in the fourth and fifth century A.D. Today there are three main activities in University in the academic field-

I. Teaching, II. Research and III. Extension. These tasks are supposed to be accomplished by the teachers in various faculties. They are assisted by research associates, assistants and non-teaching employees. A University authority acts as a link between the funding
agencies and the faculty members. A good human relation among these components is essential.

**University V/s Industry**

Education has been considered akin to an industry providing Human Resource Development for different walks of life. The differences in University and industry is that the 'University' produces the trained human beings who are different from one another in all respects and shaped to accept the various challenges in different fields while industry produces goods being identical in shape and quality and not living beings. However, both University and Industry have one thing in common i.e. management of employees who work hard for raising the quality of the product. These employees work for achieving a common goal with a common objective in their organization but they have their own personal, mental, and societal needs. When these different needs are not fulfilled and the person feels many obstacles or barriers from the superior or fellow worker, he becomes depressed, does not want to work sincerely, and finally develops apathy towards work as well as the organization. It slows down the production rate and affects the quality and quantity, finally affecting the whole organization adversely. These phenomenon as per Rastogi and Kantharia (1992) is common to all types of organizations irrespective of their type of work, objectives, types of product and the number of employees working in the organization\(^3\). Comparative positions of various similarities and dissimilarities between the Industries and the Universities have been explained in the following table

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<table>
<thead>
<tr>
<th>Aspects</th>
<th>Industry</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Basically created to generate the wealth through manufacturing and buying and selling of goods or providing of services against payment</td>
<td>Created to provide facilities to train young minds in different areas to meet the needs of the society against payment direct and in direct</td>
</tr>
<tr>
<td>Legal status and structure</td>
<td>It has to have a registration with the government with by-laws for transacting business, a board of directors for policy decisions to translate the vision of the company</td>
<td>It has to have a central/federal or sate legislation, a council/board of governor, academic council etc, a visitor/chancellor to provide to carry out the main objectives of providing higher education to the society.</td>
</tr>
<tr>
<td>Organization and management</td>
<td>It will organize itself to achieve its objectives broadly; it will have a managing directors, general managers, departmental managers and technical personnel if it is a manufacturing one. Flexible management generally to meet changing needs.</td>
<td>It will have a president/vice chancellor, pro-vice chancellor/registrar and other officers support to carry out the main activity, that is teaching research and extension service through highly democratic management is not flexible</td>
</tr>
<tr>
<td>Culture</td>
<td>Strong hierarchical culture profit motivated and sharing of profits by individuals</td>
<td>Dominantly democratic than hierarchical with freedom of expression and experimentation. Both top down and bottom up policy, no sharing of surplus funds by individuals only ploughing back surplus funds , if any</td>
</tr>
<tr>
<td>Marketing</td>
<td>Identifying customers needs and changing demands , creating influence on public with special reference to the company products/services and incentives</td>
<td>Cooperative a student market faculty, dons or market and public marketing has assumed greater importance I a competitive world both at natural and international level.</td>
</tr>
<tr>
<td>Products</td>
<td>Products should be heavy engineering machine a consumer durable or just consumer product. They should be services like Banking, insurance electricity supply etc</td>
<td>Products are the trained and skilled students. Also research output and extension services to the community and the students.</td>
</tr>
<tr>
<td>Funds</td>
<td>Loan from the financial institution, shareholders money, public equity</td>
<td>Grants from government, income from the student fees, donations and income from he contract research, investments etc</td>
</tr>
</tbody>
</table>

(Source: Ghosh DK (1999) 'How Inevitable is the Business Concept in Higher Education System' University News, Jan 4, P-38)
Significance of HRD in University

University admits human beings as raw materials and educates them so that they become capable of performing different jobs. The overwhelming presence of knowledge workers in the Universities solicits a well designed HRD system that is capable of motivating and maximizing their potential. Moreover, the higher educational institution is largely dependent on Research and Development (R&D) activity for its existence, the very term R&D demands the services of competent human resources with a basic aptitude to change and learn on continuous basis therefore, sound HRD climate that provides a learning environment and encourages pro-action and advocates experimentation.

Three factors that form the basis of the concepts of Human Resource Development in this context are;

a. Its emphasis on emotional and psychological approach to the issues, that relates to the people.

b. Its objective for continuous individual growth with a view for narrowing down the gap between the individual and organizational goals through a process of integration, and

c. Its commitment to the philosophy of development for the achievement of this integration.

Human Resource Development refers to those policies and programmes that support and sustain equitable opportunities for continuing acquisition and applications of skill, knowledge and competencies contributing to the achievement of the goals of the organization. HRD is thus a continuous process to ensure the development of employees' potentials, dynamism, motivation, and effectiveness in a systematic and planned way, by providing the right type of climate in the organization and thereby ensuring optimization of human resources.
**Training and Development**

It may be mentioned here that HRD as a concept as well as an activity works at all levels. It is a combination of training and development process. In fact training and development, as per Ashok Kumar (1991)\(^4\), is one of the main instruments of HRD because training contributes to all attributes of HRD and Human Resource Management. Training and Development accelerates the acquisition of desired competence, as it is one of the sub-systems of HRD system. The training and development, is quite different concepts, which have been explained in the following table.

### Table 1.2

**Difference between Training and Development**

<table>
<thead>
<tr>
<th>Training</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a short term process.</td>
<td>It is a long term process</td>
</tr>
<tr>
<td>It utilizes systematic and organized procedures.</td>
<td>It utilizes systematic and organized procedures.</td>
</tr>
<tr>
<td>Managerial personnel acquire skill of training subordinates.</td>
<td>Managerial personnel get conceptual and theoretical knowledge and skill or managing it is rarely used.</td>
</tr>
<tr>
<td>Non managerial personnel acquire technical skill and knowledge for a definite purpose.</td>
<td>Non managerial personnel acquire technical skill and knowledge for a long term purpose.</td>
</tr>
<tr>
<td>It is primarily related with the job technical skill learning.</td>
<td>It is mainly useful for long term management development process.</td>
</tr>
</tbody>
</table>

*Source: ISTD Study for Diploma in Training and Development Paper-II, page 29*

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In the context of University education, HRD takes the form of faculty development because faculty is the instrument which is responsible for creating and disseminating knowledge. Let us therefore examine the concepts of teaching Faculty and Faculty Development.

**Teaching Faculty**

The modern concept of a Faculty is much broader than the traditional one. The faculty members are seen not as mere communicators or transmitters of knowledge and information. They are seen as facilitators of learning. From this point of view, the Faculty has a much larger role to play than ever before. The Faculty is expected to be not only thorough and up-to-date in their knowledge and comprehension of their chosen discipline but as facilitators or managers of learning. They are expected to be competent in the planning, organizing, implementing, monitoring and evaluating the teaching learning process.

Further, many other factors have been identified as contributing to the changing role of the faculty. Some of these important factors are:

i. Changes in the social context of higher education,

ii. Changes in the content of the discipline,

iii. The emergence of new disciplines and inter-disciplinary, changes in the characteristics of students,

iv. Changes in technology particularly changes in communication and information technology, and

v. Changes in theories of teaching and learning.

Thus, the enormous expansion of the educational system, the concern for quality and the changing role of the Faculty have all led to the necessity of taking a fresh and closer look at the Faculty Development Programmes.
Faculty Development

The term Faculty Development is used to describe many activities and to encompass a wide set of aims. Faculty Development can be basically considered as a process or intervention to bring about qualitative changes in the Faculty to facilitate and improve the professional competence of individual Faculty members in fulfilling their various obligations to achieve the goals and objectives of their institutions. Considered in this broad perspective, Faculty Development is seen in an organizational context and needs to be integrated with:

i. A deeper understanding of the basic values and principles that guides the institution;

ii. A greater understanding of the context and environment of which the institution is a part to enable the achievement of optimum performance; and

iii. Gaining commitment to those key, essential actions that dictate the achievement or non-achievement of the set goals.

Need For Faculty Development And Professional Learning

Teachers in University and College enter the profession usually with M.A/ M.Com/M.Sc M.Phil and PhD qualifications, but they usually do not have exposure to any teacher education programme before they enter service. During the seventh plan the UGC organized Academic Staff Colleges for University teacher education, there are 48 such colleges functioning today.

They organize Orientation Training programs for teacher with less than 8 years of experience. For experienced teachers they organize Refresher Courses. Besides, they
conduct seminars, conferences and workshops for Faculty Development. The coverage of these programmes is yet limited and their impact not assessed at all.

**Teachers Competence**

We need to design a systematic programme of professional learning for faculty members to ensure teacher competence and teacher effectiveness. At the outset, we need to be clear about two terms; Teacher competence is conceived as a matter of degree and defined in terms of the 'repertoire' of competencies that a teacher possesses. Teacher competency refers to any single knowledge, skill or professional value, which a teacher is said to possess. On other hand, teacher effectiveness refers to the effect that the teachers performance has on his students. Effectiveness must be assessing in terms of the behavior of 'students and the student outcomes' related to the under-graduate and post graduate programs in which they are engaged.

There is a broad consensus that Faculty Development and continuing education for University/College teachers of all categories becomes necessary for following reasons.

1) Demand for professional standards in two spheres
   i. The subject of these specialization and
   ii. Teaching in University /college programs

2) Change in technology, particularly in communication and information technology.

3) Changes in the education system philosophy pedagogy and educational technology.

4) Changes in students characteristics (clientele)

5) Changes in content of disciplines, emergence of new disciplines and inter-disciplinary studies.

6) Changes in the context of University / higher education
7) Changes in planning, management and systems organization.

8) Changes in life style of man and society

9) Paradigm shift in In-service Education of Teacher (INSET)

10) Futuristic orientation.

Considering the role that teachers in Colleges and Universities are required to play in the socio-economic development of the country, the need for their professional development cannot be over-emphasized. Professional development of teachers should have the two-fold aim of improving their knowledge awareness and motivating them so that they perform their functions more efficiently. Unlike teachers in schools, teachers in Colleges and Universities, it is important that they undergo some courses at the beginning of their profession, to enable them to have required orientation about their profession and various issues relevant to higher education. However, what is needed is perspective plan of action and regular structure and pattern for professional learning leading to development right through a teacher's career.

Major purposes for Faculty Development and continuing education of University teachers is to develop awareness, building knowledge, practicing teaching skills, conducting research, providing consultancy to Industry, Business, Commerce and Organization publishing material based on discussion, experimental work on research, enhancing institutional standards and professional reflection leading to new norms, standards and codes of ethics.

Recruiting talented young people as teachers, creating satisfactory conditions of work in which they could be fully effective, preparing them for the profession through continuous up-gradation, and teaching competence is the prerequisite for creating excellence in a University system.
Faculty Development Efforts in India

In India the University system as we see today, originated about a century a half ago with the establishment of Universities at Calcutta, Madras, Bombay, Allahabad and Lahore between 1854 and 1902 which were modeled after the British Universities of that period under the rapidly expanding situation with multiplicity of expectation from the higher education system, serious efforts are know underway to develop the policy perspectives in education involving deeper national introspection and fundamental changes in the structure content and delivery mechanism of our University system.

Growth of Higher Education in India

The higher education in India has expanded enormously. Since independence, the number of Universities has increased from 20 in 1947 to 342 as on 31-3-2005. Similarly, the enrollment of students has also increased, on an average there is 4.5 lakhs increase every year in the University system of education. According to annual report of UGC, there has been a considerable increase in the spread of Higher Education. Colleges increased by 0.55 times, colleges of general education increased by 1.90 times and Universities/Institution of national importance increased by 1.50 times.

Likewise the number of teachers in 2004-05 increased to 4,56,742. The regular faculty strength in University and colleges in the beginning of the year 2006 is 0.77 lakhs (16.39%) and 3.95 lakhs (83.61%) respectively, the total being 4.72 lakhs. This included 39,75 professors (8.70%) then 111274 readers (24.36%) 7034 senior lecturers (15.40%) 218731 lecturers (47.89%) 16669 tutors/demonstrators. Faculty in Universities and colleges all over India approximately there is ten-fold increase in the faculty strength from 1950 to 2003-04.
The following tables reveal this fact very clearly.

Table 1.3
Category of University Level Institution

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Central University</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>State University</td>
<td>17</td>
<td>35</td>
<td>65</td>
<td>98</td>
<td>134</td>
<td>164</td>
<td>167</td>
<td>211</td>
</tr>
<tr>
<td>Deemed University</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>9</td>
<td>22</td>
<td>39</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Institutions of National importance</td>
<td>-</td>
<td>2</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>41</td>
<td>85</td>
<td>123</td>
<td>175</td>
<td>229</td>
<td>291</td>
<td>342</td>
</tr>
</tbody>
</table>

(Source: Association of Indian Universities, University Institution in India, New Delhi and other publications)

Note: Two Universities (Punjab and Rajasthan) were established in 1947, after independence five Institutions established under state legislation on 31-03-05.)
Table -1.4
Growth of Higher Educational Institutions (category wise)

<table>
<thead>
<tr>
<th>Year</th>
<th>General Education</th>
<th>Professional</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947</td>
<td>459</td>
<td>132</td>
<td>591</td>
</tr>
<tr>
<td>1990-91</td>
<td>4862</td>
<td>886</td>
<td>5748</td>
</tr>
<tr>
<td>1994-95</td>
<td>6089</td>
<td>1230</td>
<td>7319</td>
</tr>
<tr>
<td>1999-2000</td>
<td>7782</td>
<td>2113</td>
<td>9895</td>
</tr>
<tr>
<td>2004-05</td>
<td>8361</td>
<td>2751</td>
<td>11112</td>
</tr>
</tbody>
</table>

(Source: Selected educational statistics, 2001-02, MHRD, GOI, Ministry of Education, annual report 2004-05)

The higher education system of India has seen seventeen-fold increase in the number of Universities and thirty-five fold increase in the number of colleges in comparison to the number at the time of independence. At present, there are 353 universities in all and 17625 colleges according to UGC Annual Report 2005-06.

Table-1.5
Enrollment/growth in intake capacity in higher Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Growth in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947</td>
<td>228881</td>
<td>-</td>
</tr>
<tr>
<td>1957</td>
<td>862075</td>
<td>277</td>
</tr>
<tr>
<td>1967</td>
<td>936117</td>
<td>8.5</td>
</tr>
<tr>
<td>1977</td>
<td>1829801</td>
<td>95.4</td>
</tr>
<tr>
<td>1987</td>
<td>3179725</td>
<td>73.7</td>
</tr>
<tr>
<td>1997</td>
<td>6842498</td>
<td>115</td>
</tr>
<tr>
<td>2004-05</td>
<td>9228000</td>
<td>34.86</td>
</tr>
</tbody>
</table>

(Source: UGC report 2005 CABE Committee)
Table -1.6

**Strength of teachers in higher Education**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Teachers (in lakhs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>0.4</td>
</tr>
<tr>
<td>1999-2000</td>
<td>3.51</td>
</tr>
<tr>
<td>2000-01</td>
<td>3.95</td>
</tr>
<tr>
<td>2001-02</td>
<td>4.0</td>
</tr>
<tr>
<td>2002-03</td>
<td>4.36</td>
</tr>
<tr>
<td>2003-04</td>
<td>4.56</td>
</tr>
<tr>
<td>2004-05</td>
<td>4.71</td>
</tr>
</tbody>
</table>


The regular faculty strength in the Universities and Colleges has been 0.77 lakhs (16.39%) and 3.95 lakhs (83.61%) respectively the total being 4.72 lakhs at the beginning of the year 2006.

No doubt, there is a quantitative exponential growth in higher education, but perhaps the quality of higher education has not improved over the years. There is a common feeling that the quality has deteriorated gradually with time in terms of competency.

A major concern on the quality of education is seen by the Kothari commission and the country paper in higher education at UNESCO world conference and in UGC Golden Jubilee seminars.

Sen Committee 1973, Mehrotra (1986) and Rastogi committee (1997) strongly affirm the critical role of teachers in maintaining and improving the standard of higher
education. But today if you look at the percentage of professors Cadre which is only 8.70% to the total staff it can be concluded that not much progress has been made in the scheme of training of teachers as initiated by UGC from time to time, this may be due to lack of clear Human Resource Strategy, supporting plans and objectives of bureaucratic procedures and practices leading to very poor perception of human resource generally.

The Phenomenal growth of higher education in India in the Post-Independence period demands, that in order to organize this huge section well and to achieve the maximum out of our limited resources, management should be more effective. It is time that, this aspect of the University System is given proper and urgent attention so that Universities are able to make maximum use of the limited resources through proper and timely planning. That will also help avoid many a problems, which are created as a result of delay in competent handling of various important matters.

**Faculty Development Programs for Non-Technical Teachers**

Several researches were carried out to explore the necessity of training teachers of higher education, its objectives, content of such training programmes, varieties of these programmes and their critical appraisal. It would the worthwhile to mention here, the recommendations and suggestions made by some of the National Level Committees, Commissions, and Policies etc.

National Commission on Teachers in Higher Education (NCTE 1980) suggested three types of programs for training of college and University teachers-

I. The full time pre-service two years degree courses for fresh post graduates

II. Diploma or certificate course for beginning college teachers and

III. Short duration course of 4-6 weeks for teachers having more than five years of experience.
In 1982, UNESCO regional office at Bangkok brought out a document compiling the cases of staff development program in Asia. India too has started programs of staff development in the similar way through seminars, workshops, summer schools and University leadership programs. However, such programs were occasional and subject-theme specific and these provided opportunities to a very limited number of teaching staff in the higher education system. Studies related to National Commission of Teachers in Higher Education (1983-85) revealed that only very small proportion, to say 10 to 15 percent teachers in colleges, got the opportunity to attend seminar/workshop and the remaining teachers had no such opportunity in their career 4

The National Policy on Education 1986 and its program of action (1987) emphasized the need for improvement of the quality of higher education. In the policy document, it was viewed that the present system does not accord teachers a proper economic and social status and opportunities for professional and career development, initiative for innovation and creative work, proper orientation in concept, techniques and value system to fulfill their role and responsibilities and the motivation of teachers was considered important for implementation of the policy.

As a response, UGC in 1987 launched a scheme envisaged systematic and organized efforts of staff development through the institution of academic staff colleges.

U.G.C. committee (1991) reviewed the functioning of the academic staff colleges (ASC's) and suggested continuation of the scheme. Committee suggested taking adequate steps for the short and long term planning, monitoring and feedback mechanism of ASC's and networking of ASC's.

4. NIEPA Review report 1992 planning and implementation of academic staff development program
Professor R.P. Rastogi pay review committee report submitted in 1997 recommended the need for introducing Pre-Induction training programs for teachers through academic staff colleges but till date no step in this direction has been seriously taken.

Thus, from the Radhakrishnan commission in 1948-49 to Rastogi committee in 1997, great emphasis has been placed on the teacher and his overall development in determining the standard of education, which provides crucial inputs to national development, particularly in terms of intellectual self-reliance.

**Initiatives by UGC Faculty Development Programmes Projects**

**I. Travel grant:**

UGC has been providing financial support to college teachers, vice-chancellors and the commission members for presenting their research papers in international conferences abroad, for enriching their knowledge. For further research, they provide an opportunity to learn working mechanism and techniques/good practices followed in higher sectors of the host country also to collect source materials and availing of fellowship grant on cent percent basis. During 2005-06, 220 college teachers and four vice-chancellors availed this facility. The amount released for this purpose is 0.46 crore. The assistance available for them once in 3 years. For college teachers assistance is limited to 50% of the admissible expenditure and for vice-chancellor and UGC members, it is on cent percent basis.

**II. Cultural Exchange programme:**

Implementing the Bilateral Exchange Program between India and other countries such programmes have been in operation from 2004-05 involving 11 countries in Educational Exchange Programme. Under collaborative 22 foreign language teachers have been appointed in the various Indian Universities. United Kingdom makes
nominations for the award of common wealth academic staff fellowship to enable promising faculty members in Indian Universities and colleges to do research work at the Universities/ Institutions. In United Kingdom 80 teachers have availed this facility with an expenditure of Rs. 55.28 lakhs

III. Establishment of UGC network center:

UGC network resource centers are established in colleges to create awareness amongst staff about the use of computer in various activities like Administration, Finance, Examination, and Research and have an access to multi-media material in teaching and learning at for these purpose places of eminence in India and abroad. For this purpose, First time Assistance given is:

Non recurring to the extent of Rs 1.5 lakhs
Recurring to the extent of Rs 10,000/- p.a

IV. Programmes for strengthening of research:

A. Special Assistance Programme (SAP)

Objectives of the SAP are to identify and support University departments. Those have potential to undertake quality teaching and research in various educational disciplines including allied disciplines during 2004-05, supported Grant of 33.81 crore was extended towards these programme

B. Major and Minor research project:

Projects approved 2004-2005 are:

i) Major Project duration 3 year : 483
ii) Minor Project duration 2 year : 85

Amount released for this purpose is Rs 25.12 crore
C. Research workshops, Seminars and Conference:

The UGC has been providing financial assistance to Universities and colleges for organization of programmes such as research workshop, seminar, conference etc., both at national and international level. It also provided financial assistance to non-University institutes like NIEPA for organizing such programmes as identified by the UGC. The amount released by UGC for this purpose for the year 2004-2005 was 4.27 crores.

D. Emeritus Fellowship:

The UGC floated the scheme of Emeritus Fellowships in order to provide an opportunity to the highly qualified, experienced and superannuated teacher of universities, colleges and approved institutions, who have been actively engaged in research and teaching programmes of the University deemed universities in the preceding years to undertake research, without any restriction of position or pay scales. The fellowship is awarded on the basis of quality of research and published work contributed by the teacher in his/her service career. The amount released for this purpose for the 2004-2005 – Rs. 0.41 crore

New Initiatives of the UGC

E. Scheme of Professors of Eminence 2004-2005

A new scheme of Professors of Eminence was launched in 2004-2005 with objectives of recognition outstanding professor in higher education system on the basis of their proven competence in teaching, research and educational management. Directly recruited professors with ten years of service having PhD or equivalent qualification or 28 years of service are eligible for consideration. The universities forward the recommendation to the UGC selection committee and the final selection would be made by a high-powered committee to be chaired by honorable Human Resource Development Minister
F. Training and Development of Academic Administrator:

Within the contest of globalization and development in technology higher education is under going unprecedented change and the academic administrator have to respond to these challenges and steer the course of their institutions to provide world class education. The UGC addressed the issue by creation of a structured system to impart training and development opportunities to the staff, administrators and senior functionaries with the broad goal of attaining excellence in academic governance through launching a centrally coordinated decentralized scheme involving a large number of training institutions, selected ASC and even put training providers on the pattern training division of the Department of Personnel and Training Government of India (DOPT).

Growth of Technical Education

Technology is the major driving force of economic development and national productivity. The technological capacity of a country is a key determinant of the pace, quality and quantum of economic growth and has an important role in social as well as economic development. Today Universities are running technical courses like Hotel management, M.B.A. and M.C.A. Therefore a study of education has been included in the preview of the research carried out.

The post independence era has witnessed commendable progress in Technical and Professional education. In the year of independence 1947, there were 46 Technical and Professional Institutions with 320 intake capacity. Fifty seven years after, in 2004-2005 there are 5340 colleges for technical/ Professional education with intake capacity of post graduate, graduate and diploma level in engineering, management, architecture, computer applications, pharmacy, hotel management, catering, applied arts and crafts courses. 
Thus, during last five decades, in India Enormous expansion has taken place in Technical/Professional Education.

**Table 1.7**

Growth of technical education since 2000

<table>
<thead>
<tr>
<th>Year/programs</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree (Engg)</td>
<td>776</td>
<td>838</td>
<td>1057</td>
<td>1208</td>
<td>1265</td>
</tr>
<tr>
<td>Degree (Pharmacy)</td>
<td>230</td>
<td>237</td>
<td>274</td>
<td>294</td>
<td>320</td>
</tr>
<tr>
<td>Degree (Architecture)</td>
<td>103</td>
<td>107</td>
<td>107</td>
<td>108</td>
<td>107</td>
</tr>
<tr>
<td>Degree (Hotel Management)</td>
<td>36</td>
<td>38</td>
<td>40</td>
<td>43</td>
<td>49</td>
</tr>
<tr>
<td>Post degree (MBA)</td>
<td>712</td>
<td>749</td>
<td>819</td>
<td>930</td>
<td>958</td>
</tr>
<tr>
<td>Post degree (MCA)</td>
<td>494</td>
<td>553</td>
<td>865</td>
<td>1006</td>
<td>1034</td>
</tr>
<tr>
<td>Total</td>
<td>2351</td>
<td>2552</td>
<td>3252</td>
<td>3959</td>
<td>3733</td>
</tr>
</tbody>
</table>

Source (I) Technical Education Independent India 1947-1997

Table-1.8

Intake in Technical Education (in lakhs)

<table>
<thead>
<tr>
<th>Year/ programme</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree (Engg)</td>
<td>185758</td>
<td>228580</td>
<td>283804</td>
<td>359721</td>
<td>380803</td>
</tr>
<tr>
<td>Degree (Pharmacy)</td>
<td>11725</td>
<td>12341</td>
<td>13941</td>
<td>15415</td>
<td>16410</td>
</tr>
<tr>
<td>Degree (Architecture)</td>
<td>4642</td>
<td>4155</td>
<td>3972</td>
<td>3560</td>
<td>3400</td>
</tr>
<tr>
<td>Degree (Hotel Management)</td>
<td>1875</td>
<td>1960</td>
<td>2100</td>
<td>2205</td>
<td>2640</td>
</tr>
<tr>
<td>Post degree (MBA)</td>
<td>57977</td>
<td>60224</td>
<td>65102</td>
<td>64403</td>
<td>71251</td>
</tr>
<tr>
<td>Post degree (MCA)</td>
<td>17385</td>
<td>24747</td>
<td>40787</td>
<td>53258</td>
<td>56388</td>
</tr>
</tbody>
</table>

Source (I) Technical Education independent India 1947-1997

It may be observed from the above tables that, the technical educational institutions have increased in a span of five years. At the degree level, from 2,351 in 2000 to 3,733 in 2004. Similarly, the sanctioned intake of the students has also increased in many folds from 18242 in 2000 at graduate level to 403253 in 2004 and at postgraduate level from 75362 in 2000 to 127639 in 2004.

**Strength of Technical Teachers**

Teachers in Technical / Professional Institutions largely function as employee of government or private colleges. There are thus two categories of technical teachers; those, who are employee of the central / state government and those, who are employees of private trusts and teach at the affiliated colleges. Government teachers have better working conditions, better office facilities and enjoy a higher professional status as compared to those teaching in private colleges.
The strength of Technical Teachers as per AICTE estimate in 2004-2005 is depicted in the following table:

<table>
<thead>
<tr>
<th>Professors</th>
<th>13,703</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers</td>
<td>27,407</td>
</tr>
<tr>
<td>Lecturers</td>
<td>54,814</td>
</tr>
<tr>
<td>Total</td>
<td>95,924</td>
</tr>
</tbody>
</table>

Source: AICTE Annual Report, NIMIS estimate 2004-2005

From the above three tables the observance of the U.R. Rao committee, which has reviewed the performance of the All India Council for Technical Education and put up the following facts, which holds true now also.

A serious situation has arisen in recent years because of the mushrooming No. of Pvt. Technical institutions and polytechnics. Totally there are 1268 engineering degree colleges (of which 986 are in the Pvt. Sector) with a total sanctioned intake of over 0.36 million students. Further, there are 1086 Master of Computer Application (MCA) and 980 Master of Business Administration (MBA) institutions with an intake of about 53000 and 64000 students respectively; obviously, this is occurring at the expense of quality.

One of the serious consequences of virtually unregulated growth of technical institutions is the extreme shortage of quality teachers at various levels. According to one recent (though conservative) estimate, over 10000 PhDs will be required in the next 3-4 years to meet the basic needs of the engineering institutions in the country. According to NTMIS estimates, however, the situation is far worse. For the desired teacher student ratio of 1:15 and professor, reader and lecturer in the ratio of 1:2:4 the estimate for total
faculty for the current intake of 359721 students is 95924 comprising 13703 professors 27407 readers (requiring as many M.Techs.) According to the report, there is a short fall of nearly 26000 Ph.Ds and 30000 M.Tech. The committee has also noted that the faculty position in other disciplines is as bad, if not worse.

To combat the grave situation, through upgradation of skills and for providing opportunity for exchange of knowledge, the AICTE operates a number of programs for career development of teachers in technical education.

Faculty development programmes and teachers upgradation of knowledge and skill attain greater significance in removing obsolescence and keeping with the latest development in the society. University campuses today are hosting a number of postgraduate professional courses and affiliated graduate and postgraduate technical and professional courses. Keeping this in view, All India Council for Technical Education (AICTE) has launched number of career development schemes for technical teachers to ensure quality, relevance, excellence and equity in technical education.

**Faculty Development Scheme of AICTE**

The All India Council for Technical Education is a statutory body established by Central Government, through act No 52 of 1987. With the proper planning and coordinated development of technical education (TE) system throughout the country for promotion of qualitative improvement of technical education, in relation to the unplanned quantitative growth and regulation, proper maintenance of norms and standards in TE system.

The career development activities operated by bureau of Career Development (CD. bureau) are geared to ensure quality relevance excellence and equality in technical education through upgradation of technical teachers. The objectives envisaged are to support programme aimed at promoting quality in teachers to promote programmes that
facilitate career and faculty development to recognize and support meritorious teachers to provide opportunities for upgradation of knowledge and skills to technical lecturers and working professionals. Also, to encourage research and development and to formulate schemes for facilitating participation of women in technical education, etc.

A detailed picture of schemes operated by CD bureau of AICTE for teachers from AICTE approved TE institutions are highlighted below;

1. Schemes of travels grant: It enables meritorious teachers to interact at international level conferences/seminars/symposiums etc.

2. Schemes of seminar grant: It provides forum for interaction of academicians and working professional and opportunity for sharing of innovation and inventions.

3. Emeritus fellowship: It was launched during 1994-95. It utilizes the services of highly qualified and experienced superannuated professors at technical education institutes/universities/colleges in stimulating and achieving excellence in TE. There may be one hundred position of emeritus fellowship at a time. The fellowship is tenable for a period of 2 years only or up to the age of 70 years whichever is earlier.

4. Schemes of career award for young: this scheme was instituted by AICTE during the year 1994-95. This scheme identified young talented teachers for promoting their professional growth by enabling them to devote maximum time in research study with minimum teaching responsibility.

5. Schemes of faculty development: It is intended to provide opportunities through AICTE approved staff colleges institution for induction training to teachers employed in AICTE approved institution in engineering, pharmacy, management, and architecture disciplines to facilitates up-gradation of knowledge and skill.
6. **Schemes of visiting professionals**: It is aimed at supplementing and providing expertise eminent teaching/research scholars in those areas in which the host institution does not have experts. Eminent scholars holding the post of professor shall be considered for appointment as visiting professors.

7. **Early Faculty Induction Programme (EFIP)**: During 2003 AICTE has taken the initiative to launch a revised “Early Faculty Induction Programme” with distinct features. It aims at attracting bright and young students of AICTE approved institution to take teaching as their career.

8. **Quality Improvement Programme (QIP)**: These programmes are providing opportunities for faculty members of AICTE recognized institutes. Since the inception of QIP scheme, curriculum development cells have been set up. QIP is being implemented with the objective of upgrading the expertise, qualification and capabilities of the faculty members of the degree level technical institutions.

The major activities under the QIP include.

a) **Masters and Doctoral programmes**: Under these schemes, faculty members of AICTE approved institutions are given opportunities to upgrade their qualifications. Certain selected institutions offer Masters and PhD programmes to the faculty members and they are paid scholarship and contingency grant by the council. Recently the facility of pursuing Master Degree Programme has been extended to approve polytechnic teachers also.

b) **Short-term programme**: In order to upgrade the knowledge and skills of the teachers working in the different institutions in the country, AICTE provides financial assistance for organizing short term training programmes in emerging areas of technical education.
c). **Curriculum development**: The major QIP centers are providing assistance to organize workshops for curriculum development. This provides a model curriculum, which is used as a base document by many institutions.

9. **AICTE-INAE**: Distinguished visiting professionals AICTE and Indian National Academy of Engineers (INAE) have jointly initiated this scheme. Under this, highly experienced technical professionals from industry and technical institutions for short duration to give technical lectures, for the benefit of faculty and students. They also help in improving curriculum design and in formulation and guidance on the projects for students.

The council has also initiated to set up 100 virtual classrooms in identified technical institutions under EDUSAT schemes to share knowledge of premier and well-established institutions, in a phased manner. Grants to the extent of 2.38 crore have been sanctioned for programmes in engineering and technology at postgraduate level.

**Scope, Significance and Need of the Study**

The Indian system of higher education is the third largest in the world, next only to the U.S.A. and China. Education plays an important role in the overall development of human beings. School education in the initial years helps in the formation of personality of children whereas higher education shapes the children for facing the challenges of life. In order to achieve these objectives, we need competent and skilled teachers both in school and higher education. In higher education at present there are about 355 universities and 18,064 colleges in the country, where nearly 10 million students are taught by over 4,72,000 teachers.  

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Education Commission (1964-66) stated that the preparation of teachers for higher education is a responsibility of the universities themselves.\(^6\) The National Policy on Education, 1986 visualizes that education should become dynamic as never before and stressed upon professional development of teachers.\(^7\) There is at present no provision for professional initiation of a University teacher. He generally receives no initiation into his duties and no orientation to his profession. In teaching profession nothing is more important than securing a sufficient supply of high quality candidates to teaching profession providing them with the best possible preparation and creating satisfactory conditions of work in which they can be fully effective.

Human resource can be a sustained source of high productivity and competitive advantage in the global economy. Changing employment opportunity patterns, huge demand for skilled human power, explosion of knowledge, opening up of new avenues for the spread of education caused by the convergence of communication and computer technologies, increased participation of private player, socio-economic development have all brought in drastic changes which we might call sweeping changes in the higher education sector, the changes being more pronounced in the last two decades. Individuals and organizations for their survival and success, require constant learning to sense and respond, correctly and quickly. Herein lies the role and responsibility of higher educational Institutions (Viz. universities and colleges) to develop learning processes to suit and use the inputs and to provide the outputs. To serve this purpose higher educational institutions have to be themselves sound as learning organizations, to be proactive, to be responsive to globalization.

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Today higher education is indeed addressing key issues like increasing demand, relevance, quality and excellence in governance and resources constraints. Among these qualities excellence in higher education is conceived as key factor in attaining the standards set in the higher education. There is an urgent need for faculty development of persons who are already in the teaching profession in colleges and universities, to create intellectual capital through development of research and innovations and thereby increasing their proficiency in subject matter. At this juncture efficient administration of the universities has assumed paramount importance in the wake of emerging challenges before the tertiary education. The existence of HRD policies and practices designed to realize the latent potentials of employees at all levels become the litmus test of an organization's orientation. The shift can occur only through a systematic approach to change as also development and maintenance of its human resource.

The HRD Climate is mixture of values, expectations, policies and procedures that influence work, motivation, commitment and ultimately, individual and work unit performance. Positive climate encourages while negative climate inhibits discretionary effort. The HRD climate in totality refers to the quality of working environment. If people feel that they are valued and respected within the organization, they are more likely to contribute positively to the achievement of business outcomes. Therefore creating a healthy HRD organization climate requires attention to the factors, which influence employee perceptions, including the quality of leadership, the way in which participation is there in decision making process and whether the efforts of employees are recognized and rewarded.

Several studies have been undertaken by scholars and government agencies to assess the performance of higher educational institutions. The rate of return studies, studies on productivity of education and the estimation of performance indicators of
universities are major themes on which scholars have produced voluminous literature. However, these studies relate to the aggregate system of education and its performance without any specific reference to quality component. Therefore educationists and policy makers have devised separate tools of analysis to assess quality of individual institutions. The quality of teaching is a crucial element for the overall quality of higher education and Academic Staff Colleges (ASC) are established to provide opportunities of staff development to teachers in higher education. As ASCs are now considered as important units to improve quality of teaching learning process in the country its quality assessment is critical for the future of colleges and universities. This will facilitate the assurance of quality of staff development that has a seed value for overall development of higher education.

The researcher therefore felt the need for an exploratory study of human resource development practices in universities, with special reference to ‘Karnatak University, Dharwad’

Karnatak University in the city of Dharwad is a premier institute of higher learning in North Karnataka known for its high academic attainments. Karnatak University Dharwad, completes over five decades of delivering quality higher education since its inauguration way back in March 1950. The ‘Five Star’ rating awarded to the University by the NAAC (National Assessment and Accreditation Council) is a testimony to the role the University has played in furthering the cause of higher education in the backward region of North Karnataka and more importantly its shift towards special emphasis on quality and excellence in all spheres. But in today’s rapidly growing and dynamic University environment, the role of University administrators and their tasks are not only becoming more and more complex but more demanding than ever. Similarly the existing teachers have to be tuned to teach new frontiers of knowledge in the existing
subjects/new subjects. The problem now is how to fit them into the re-framed/re-designed or new curriculum. Therefore to meet the challenges of change and to operate successfully in the ever changing and dynamic environment, both academic and non-academic personnel of the University need to be equipped with the requisite knowledge, skills and attitude.

With this view, in this study an attempt has been made to identify the human resource development sub-systems prevailing in the organization and HRD climate through perception that academic teachers have towards the HRD practices such as participation in decision making, performance, appraisal, career advancement training and development counseling, quality of work-life and organizational development existing in the University setup. Further the study has been extended to critically analyze the working of the academic staff college with respect to its infrastructure, course relevance and the developmental and training activities carried out by the ASC setup for the purpose of professional development of the academic staff in Karnataka University, Dharwad.

The current study is confined to an analysis of human resource development in Karnataka University Dharwad, its satellite campuses and constituent colleges. It covers the spectrum of various sub-systems of HRD and their effect on Faculty Development in the University. The scope of the study thus includes

I. Theoretical aspects of HRD and its relation to education field

II. HRD climate in Karnataka University Dharwad through HRD sub system constituting Participation, Training and Development, Performance Appraisal, Career Development, Counseling, HR Information and Communication, Organization Development and Quality of work life

III. Academic Staff College as a center for professional development of the teaching staff.
Objectives of the Study

The present study is undertaken to achieve the following objectives. The major objective being to draw the attention of the Administrators and policy makers towards the Human Resource Development and Faculty Development problems confronted by Karnataka University and trying to spell out strategies for improving HRD activities in Karnataka University Dharwad. Very few articles and reports have been published on Faculty Development requirements of Karnataka University Dharwad. No systematic and comprehensive studies on Human Resource Development systems in Karnataka University Dharwad. The present study aims at describing management-oriented skills needed in successful functioning of training and development system in Karnataka University Dharwad. The work is based on in-depth study said 'critical analysis of the following aspects of HRD and Training activities'.

1) To highlight the need of professional development of teaching staff in the University set up in this competitive era of globalization.

2) To ascertain the HRD policies and practices adopted in Karnataka University Dharwad.

3) To evaluate the effectiveness of HRD practices in building a congenial atmosphere in the University.

4) To study the attitudinal reactions that the teaching staff have towards the HRD sub-systems and practices such as training, performance appraisal, career advancement schemes, quality of work life, etc., which exists in the University set up of Karnataka University Dharwad.

5) To study the HRD systems of professional development of academic staff.

6) To examine the organizational and management aspect of ASC Karnataka University Dharwad.
7) To know the role played by ASC Karnataka University Dharwad in professional development of academic staff by ascertaining the perceptions and opinions of the participant teachers attending the programmes conducted by ASC Karnataka University Dharwad with respect to aspects like quality of course, relevance of the contents, etc.

8) To assess the problems faced in implementing the HRD practices highlighting the importance of a HRD Department in a large University set up like Karnataka University Dharwad.

9) To make the suggestions in the light of findings of the study.

Limitations of the study

1. The area of the study has been limited to Karnataka University Dharwad only, the study excludes the observations of participants of the affiliated colleges of Karnataka University Dharwad and other Universities and Institution.

2. The study confines to the teaching staff of Karnataka University Dharwad, it excludes the observations of non-academic staff.

3. A deliberate unwillingness on the part of the participants in general to respond frankly to the questions raised by the researcher was quiet visible. It is indeed ironical that though the participants express their views freely and frankly, during discussions it appears that they were reluctant to commit themselves to writing or questionnaire prepared by the researcher for this purpose.

4. The study has been conducted by visiting and interviewing the faculty of all the departments. Some of the respondents had no care attitudes which led to difficulties in extracting some genuine and important information.

However an honest attempt has been made to report and analyze the perceptions of the faculties on various aspects of Human Resource Development without any bias.
**Hypothesis**

In the current study, the following hypotheses are formulated and tested.

1. The HRD policies evolved and pursued by K.U.D have resulted in the development of Human Resource.

2. The perceptions of respondent participants regarding the functioning of Academic Staff College are that, it has contributed in the development of human resource in Karnataka University Dharwad.

**Research Methodology**

The present study is intended to investigate into the HRD climate prevailing in the Karnataka University Dharwad and examining the Academic Staff College and its role as a center for professional development. The HRD climate refers to that environment, in which the various functions of HRD, including the subsystems and their practices being followed in an organization. The perceptions of the faculty members towards the existing interventions of HRD in the University, have been elicited for this purpose the subsystems have been classified into typical concepts viz, Career advancement of the faculty, Counseling, Quality of work life, Organization development, Participation, Human resource information and communication, Training and Development and Performance appraisal. This study is also directed towards examining the opinions of the selected teachers on the performance of ASC at Karnataka University Dharwad. Based on the important parameters, which in turn reveals the role played by this college, at Karnataka University Dharwad. The parameters being: contents of the course, profile of the resource person, relevance of topics/contents of orientation programme and refresher course, course material provided, teaching methodology and organization and management.
Method of Data Collection

This exploratory study is based on both primary data and secondary data. The primary data is collected from the respondents who happen to be the faculty members of various PG departments of K.U.D, Karnataka University PG centers of Karawar, Belgaum, Bijapur, Dandeli, Gadag, Haveri and K.U.D constituent colleges viz Karnataka Arts College, Dharawad, Karnataka Science College, Dharawad, Karnataka University College of Education, Dharawad, University College of Law, Dharawad, and Karnataka University College of Music, Dharawad.

For this purpose, two separate sets of questionnaires were formulated and were administered to elucidate the pertinent information from the respondents. Among them, questionnaire part 1 consisting of 55 questions, is meant for HRD climate study, which analyzes the perceptions of the respondent teaching staff, towards the HRD system prevailing in the University. The questionnaire was formulated by referring the model questionnaire by T.V.Rao. This questionnaire consists of multiple-choice questions with categorical responses. In this questionnaire researcher has used five point scales, which is as follows:-

1) Almost always true
2) Mostly true
3) Some times true
4) Rarely true
5) Not at all true

The second set of questionnaire i.e. questionnaire part 2, was administered on the teachers who had attended the Orientation Programmes, the Refresher Courses and different Training Programmes organized at Academic Staff College Karnataka University Dharwad. This helped in pointing out certain shortcomings and bringing out
suggestions on how to improve upon them and bringing about overall improvement in the performance of ASC at Karnataka University Dharwad.

The researcher held personal talks with the administrative officials of the University. Some information was gathered through informal interviews with the resource persons. ASC coordinator was kind enough to discuss the various aspects of the ASC in detail.

Secondary data on the topic has been collected substantially by referring to books, magazines, journals research papers, University News, annual reports of K.U.D and annual reports of U.G.C. Also other articles available in the libraries of various Universities and Institutes have been referred to.

**Sampling**

The sample selection is made based on stratified random sampling. The teaching fraternity of the University is divided into three strata based upon the designation and nature of work in the University. (Proportionate random sampling method has been made use of) The total teaching staff at present is 348. A sample survey of 175 employees of Karnataka University Dharwad has been conducted with the following breakup for assessing the HRD climate.

Table 1.10

<table>
<thead>
<tr>
<th>S No.</th>
<th>Strata</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professors</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>Readers</td>
<td>57</td>
</tr>
<tr>
<td>3</td>
<td>Lectures</td>
<td>42</td>
</tr>
<tr>
<td>4</td>
<td>Total</td>
<td>175</td>
</tr>
</tbody>
</table>

Source: Field Study
Care was taken to cover all the departments of the University. Since, the study flows into two directions, one being to assess the HRD climate in the University and other being to evaluate the role of ASC. A sample size of 150 respondents was selected at randomly from who had attended the Orientation Programmes, the Refresher Courses and different Training Programmes organized by the Academic Staff College at Karnataka University Dharwad, were selected randomly for eliciting their opinion to evaluate the role played by ASC, in their professional development.

**Statistical Tools and Techniques**

The data collected from primary sources have been classified and tabulated subject to suitable conventional statistical tools such as percentage, mean percentage and standard deviation etc. The SPSS package has been made use of in analyzing the collected data. Tables and Charts have been provided wherever it is necessary. Statistical tools are selected in consistent with the objectives of the study.

**Review of Literature**

The literature of Human Resource Development in general is extensive and vast but concerning HRD in universities in particular is limited. A good number of research papers based on case studies and others focusing on conceptual dimensions have been published. In addition to these a few good reference books have been published on the subject. The present review has been confined only to some of the relevant and useful studies taking into account their direct bearing on the present study in providing good conceptual dimensions to the research work.

The HRD concept includes the traditional areas of personnel management and newer emerging themes, especially those from behavioral science. Hence this study, a survey of HRD clinic in recent times has been preceded by a brief survey of some
significant work done in behavioral sciences area. The review is more indicative that exhaustive.

Though a large number of articles are available on higher education in India and universities in general only a few of them are related to HRD practices and interventions in them. However an attempt is made to present the available literature in two sections:

❖ Studies relating to HRD in general – study relating to conceptual understands, impact of HRD subsystem practices having a significant role to play on the perceived organization and performance of the organization.

❖ Different views, presentations and paper survey studies and thesis related to University in particular.

Frederick Taylor\(^8\)

The earliest recognition of the importance of human being in managing an organization starts with the work of Frederick Taylor, who established that for increased performance efforts have to be made to satisfy employees' needs.

Thereafter, as a discipline of management science, Human Resource management took into consideration the workers feelings, desires and relationships with one another in enhancing productivity.

Mayo Elton\(^9\)

The Hawthorns studies conducted by Elton Mayo and his associates in 1924 prove that, some immeasurable force was constantly pulling up the output of a group. It was the attitude of the members of the group that is how they feel about these organizations, their work and their colleagues. And also increase in their contentment, decrease in their absenteeism and an atmosphere of complete trust which increases productivity.


\(^9\) Mayo Elton, "The human problems of an Industrial Civilization, New York, Vikring, 1933)
Maslow\textsuperscript{10}

Studies conducted later by Maslow provides a basis for an entirely different theory of management, it asserts that human beings have hierarchy of needs. The needs being physiological needs, safety needs, social needs, egoistic needs and the needs of self-fulfillments. He analyzed their effects and concluded that when these needs are neglected in industrial settings, hostility or reluctance to acceptance of responsibility by the employees will be the end result. Therefore they should be satisfied so as to obtain, sustained and consistent efforts towards organizational objectives.

Satisfaction is an indicator of an employee's motivation, to come to work. Therefore to make the organization efficient there is need to balance employees' expectations and organizations need.

\textbf{M.S.S. Varadan, Brayfield, and Crockett}\textsuperscript{11}

M.S.S. Varadan and Brayfield and Crockett maintains that people in organization look forward to Good salaries, pay packets, promotion potential sense of achievement, conducive working conditions, job security, freedom of self expression, challenges and supportive supervision. These needs may vary from person to person, but what matters is to match these with the organization needs like high quality work, commitment to the organization, objectives, consistency or output, loyalty to the organization, conformity, co-operation and creative ideas. It can be therefore said that a person's motivation to attend his job is strongly influenced by the relative attractiveness of attending the job.

\textbf{R. K. Shankar}\textsuperscript{12}

R. K. Shankar connects organizations success to manpower planning. According to him the success of an organization depends on its adequate, capable, experiences, trained and

\textsuperscript{10} Maslow A. H., Motivation and Personality, New York, Harper and Row Publishers Inc., 1954)  
efficient personnel. He suggests recruiting, selecting and placing the right person in the right job. In other words right person in "right place" is the dictum.

Bansal, M. P.\(^\text{13}\)

Bansal, M. P. (1991) stated that training and development, the career and succession planning and the appraisal system could improve capabilities skills and knowledge of the employees and prepare them to handle higher responsibilities for achieving organizational goals effectively.

Rashmi Mayur\(^\text{14}\)

Rashmi Mayur (1976) suggested that through comprehensive training programmes not only skill can be improved and better services provided, but concurrently unlimited potentials of the employees can be actualized. Moreover, work should be converted into a challenge with fair and objective performance evaluation systems along with systematic reward and punishment.

Pareek U. and Rao T. V.\(^\text{15}\)

Pareek U. and Rao T. V. emphasized that in order to develop skills and capabilities of human being required to implement organizational goals, there should be training based on objective assessment of the needs organization development helping the employees for diagnosis of problems, performance feedback and counseling of self-assessment and assessment by the boss, system development and research giving clues for developing interventions and work affairs. In their book the difference between the traditional and personnel function and new human resource function has been clearly brought out. They also opine that HRD is equaled to training by some organization, but HRD in fact covers a very broad aspect a part of which is training.


Bharadwaj R. and Kandelwal 16

Bharadwaj R. and Kandelwal (1993) pointed out that the appraisal systems such as performance approval potential appraisal and counseling are needed for improving individuals' capabilities. The career system leads advancement while the training brings new changes in employees. Further the work systems, the culture systems and the self-renewal system also becomes more essential for developing the human beings.

Shukla S. K. 17

Shukla S. K. (1987) stated that in order to implement HRD programmes in an organization various systems should be introduced in it in a scientific manner like mechanization of data on human resources for maintaining succession, planning, job rotation, job analysis, review of annual appraisal system and further decentralization of decision making powers.

Prasannasal K. 18

Prasannasal K. (1992) found in his study the highest preference for HRD through training and development, performance appraisal, human resource planning and staffing which would help the employees acquire and develop individuals' capabilities and organizational culture. Whereas, he found the least preference for HRD through career development, employer assistance, union-labor relations, role analysis and personnel research.

Arya P. P. and Tandon B. B. 19

Arya P. P. and Tandon B. B. (1991) suggested that the HRD can be made more effective increasing the capabilities of employees for continuing growth and development in the organization. The performance and potential appraisal make human beings take up new through job description and analysis, scientific recruitment and selection, promotion, transfer and separation based on objective assessment, training and development for responsibilities whereas the employee's welfare and the rewards lead to the motivation.

According to Gunnigle et.al. (1997), people are the life blood of organizations. A company's workforce represents one of its most potent and valuable resources consequently, the extent to which a workforce is managed effectively is a critical element in improving and sustaining organizational performance.

In practice organizations may need to manage the necessary conditions to help their people change behaviors in order to absorb new learning and effectively apply what have been learned to support organizational requirements. Thus, it is important for organizations to effectively manage the way in which people are sources, paid, counseled with and toward the desired organizational learning. The existence of policies and practices designed to realize the latent potential of the employees at all levels becomes the litmus test of an organizations orientation.

Rao and Abraham 20

A very educative and informative survey of research in HRD has been carried out by Rao and Abraham. A framework for understanding and analyzing human resource, mechanisms processes and outcomes and their relationship with organizational effectiveness has been presented by Rao. According to them though HRD departments

have been started in many companies, HRD mechanisms and processes have been initiated by them a lot is spoken about the field research investigation and literature, are not abundantly available. As HRD itself is a recent phenomenon, it will take some time for such literature to be available.

A survey of 53 companies conducted by Rao and Abraham revealed that though 59% of organizations surveyed had not paid much importance to HRD in these companies, the remaining companies had HRD either as a separate department set up for the purpose or through their personnel department.

Recognizing the need for studying the HRD process and climate variables the X.L.R.T. centre for HRD Jamshedpur has developed a 38 item HRD climate survey questionnaire. The questionnaire measures various HRD climate dimensions like openness, trust, collaboration, commitment by top management, objectivity in rewards led many companies have used this questionnaire which implies that there is growing awareness to implement systematic HRD programs by organizations.

Aditya Birla21

Aditya Birla in his lecture in Madras on October 12, 1990 on the topic ‘My experience of Indian management and the present business environment in Article in the Hindu, October 20, 1990, while listing key factors for success in Indian business environment suggests that major investment should be made in selection, training and building up of people, he add your men will be as loyal to you as you are to them. One must have the forbearance, fortitude and a large heart to bear the losses in training of the people.

Mathur22

Mathur emphasized that the industrial and other organizations in India, have been making

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21 Article ‘Personnel function in 21st century’ in the Hindu Feb 22, 1990
22 Mathur B. L., HRD Strategic Approaches and Experiences
efforts to improve productivity of human resource through a new culture encompassing positive attitude and high level of organizational and personnel discipline. Performance appraisal and development procedures constitute the principle medium, through which human talent in the organizations may be effectively studied.

A Thothathri Raman

A Thothathri Raman in his article “Unsackle Education, Make It Industry” has observed that future of human resources (HR) depends upon the present and the way we would go about shaping the human resource not after we have acquired these in our companies and institutions but while they are on the way of being made into a ‘resource’ from being raw resource. This according to Raman means that education and the societal outlook shapes and streamlines our human resource for use in our industry.

The author has provided a list of educational institution producing talent without worth using. We have close to 1400 management schools collectively having a capacity of around 60,000. There are 280 plus universities and about 26000 engineering colleges and around 300 medical schools. He says those in the know how agree that not more than ten percent of this capacity produces any talent worth using. The result says the author there is a mad frenzy at around 100 business schools come November December to pick talent at a price, any price resulting in obnoxious salary packages not matching in any way the intrinsic talent of the students and also pushing up the human resource costs of these companies for no reason.

The author has emphasized that it is not just desperate demand for human resource but poor HR supplies that is to blame, which itself is the result of insensitive and fragmented education system. The author has pleaded for education to be made an industry with unrestricted entry to corporate and professionals.

Jyoti D. Nayak\textsuperscript{24}

Jyoti D. Nayak in the article “Human Development Strategy in 21\textsuperscript{st} Century” has discussed that there is a need for proper HRD strategy in the organization to maintain competitive edge operations like recruitment and selection, grooming, succession, career planning, appraisal systems, job design, performance management and many more. Human being is a scarce organizational resource, ‘People’ is a key word, so treat the man as he is and he will remain as he is, treat as he can and should be and he will become as he can and should be. The author says the unseen human potential should be believed and should be best utilized by investing more on human capital.

Riouzul Hassan Siddiqui\textsuperscript{25}

Riouzul Hassan Siddiqui in his article “Measures for Making Training and Development Programmes More Effective and Efficient in Human Resources Development” has observed that the most valuable asset of an organization consists of its human resources. Every aspect of a firm’s activities is determined by the competence, motivation and general effectiveness of its human organization. The author says of all the tasks of management managing etc. recruiting, maintaining and developing the human component is the central and most important task because all else depend upon how well it is done. The author has tried to analyze how to ensure the right kind of people at the right place at the right time through proper selection and training to do the things which result in both the organization and individual receiving the maximum long range benefit.


Anil Kumar Singh

Anil Kumar Singh in his paper “Philosophy of Management and Human resource Management Practices in Indian Organizations” has opined that Indian Organizations are tending to become competitive to meet globally prevalent standards. In this background, the author says, HRD has to play a crucial role in terms of making and enabling employees to constantly learn, unlearn, change and adopt themselves for organizational objectives. Adaptability of organization has never been so important than it is today. HRD has to play a catalytic role in building and facilitating a right kind of work environment. HRD is formulated on the conviction that people are important and their involvement is necessary for an organization to be effective. The author has perceived that this conviction is translated into practice through a variety of programs to facilitate individual for better adjustment to the environment.

H. K. Swain and B. B. Acharya

H. K. Swain and B. B. Acharya in their article “Exploring the New Trends in Human Resource Practices, Organizational strategies in an Information Age: An Analysis from Global Scenario” the authors have mentioned that the traditional HR functions have undergone lot more changes. Instead of maintaining and keeping records, maintenance of discipline, it has brought manifold functions like organizational development, study human resource behavior, developing interpersonal communications, skill development and human resource development within their agenda. The authors maintain that the technical developments, organizational restructuring added with downsizing the organizations forced by e-commerce, e-management, e-HR policies and practices have influenced the human resource managers. The Flexi Age has imposed the organizations to

change their outlook and way of functioning. This has influenced the employment
relations in the organizations all over the world. The authors have concluded that the
future HR managers look forward many more changes to come for utilization of human
capital during coming days.

J. P. Sharma

J. P. Sharma in his study “HRD Initiative in Delhi University” has emphatically
mentioned that in today’s rapidly growing and dynamic environment the role of
University administrators and their tasks are not only demanding than ever similarly the
existing teachers may not be suitable or willing to teach new frontiers of knowledge. The
problem is therefore how to fit them into the re-framed / re-designed or new curriculum to
meet these challenges both teaching and administrative personnel of the University need
to be equipped with the requisite knowledge skills and attitude.

G. V. S. Gurunath

G. V. S. Gurunath in his article “Net worth of Human Capital” has observed that Human
Capital has long been recognized as an important asset by knowledge intensive industries
like bio-technology and information technology. However its valuation has grabbed most
of the attention of the academicians, researchers and practitioners. The author suggests
that an out dated degree without training to keep the work force upto date with the latest
breakthrough in the industry will result in insecurity amongst the individual employees.
This will result in loss of productivity. The author has further suggested that to minimize
a risk it is in the benefit of the company needs to draw out the strategy to continuously
enhance the net worth of its human capital in order to survive in these times when
knowledge and people is the key to the success of any enterprise.

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28 J. P. Sharma – GRD Initiative in Delhi University, Indian Journal of Commerce, Bo. 52, No. 2, April-June, 1999.
Ajaya Kumar Singh\textsuperscript{30} 

Ajaya Kumar Singh in his paper “HRD perspectives in the 21\textsuperscript{st} Century” has expressed the view that the pivotal crux of the evolution of HRD is currently in the process of a radical change in terms of treating humans as end rather than means to an end i.e. a resource. The basic change in focus has given birth to a new term ‘Human Development’ (HD). HRD treats human beings primarily as an input in the production process – a means rather than an end. HD is more relevant in this context which focuses in a systems framework all issues in society – whether economic growth, trade, employment, political freedom or cultural values – from the perspective of people. It puts people at the centre of its concern. The author says the essence of Human Development has two basic aspects.

1) The information of human capabilities for improved health, knowledge, skills and wisdom.
2) The use of acquired capabilities – for productive purposes, for leisure or for being active in cultural, social and political affairs.

P. S. Yadapaditya\textsuperscript{31}

P. S. Yadapaditya in his study “Strategic Human Resource Development (SHRD) – A Key to Competitive Advantage” has perceived that SHRD is a continuous process utilizing a battery of mechanisms or techniques called SHRD interventions. Its activities are essentially institution building activities which transform a lethargic and progressive institution. It promotes an all round culture of excellence in the place of culture of

\textsuperscript{31} P. S. Yadapaditya “Strategic Human Resource Development – A Key to Competitive Advantage”, Ibid., p. 195.
complacency or culture of arrogance. SHRD offers a proactive, value adding, holistic, synergistic and long term perspective for people development function in all forms of organizations.

Sikha Suman\textsuperscript{32}

Sikha Suman in her article “Strategic HRM and its Linkage with Knowledge Management” has argued for a prudent HRM she observes that the knowledge organization requires a different management approach compared to the non-knowledge organization. In terms of human resource training the focus is placed on developing people who are capable of tapping internal and external information and turning it into useful organizational knowledge. The performance appraisal apart from providing the input to KM (Knowledge Management) activities also aims at bringing organizational improvement through effective directing of the employees behavior.

M. G. K. Murthy\textsuperscript{33}

M. G. K. Murthy in his paper “Globalization and HRD” has affirmed that a strategic integration of organization with global environment warrants a new paradigm of HRD. A new of HRD has taken root in organization design with utmost role for HR in shaping corporate / business strategies and organizational adaptation to external environment. The author has further mentioned that the new HRD also frames environment / responsive strategies unheard off in the present century. The new paradigm and functioning of HRD is quite new conceptualization of what is already emerging in some of the organizations world over to meet the challenges of globalization. The author perceives that HRD is the centre stage of new organization design and organization development which alone

enables the 21st century organizations to achieve globalization. The author has suggested that a new type of quality circles (which may be styled as ‘Strategy Circles’) be designed and promoted to usher the new philosophy of HRD at the work place / organization members’ level.

P. K. Yadav and P. B. Singh

P. K. Yadav and P. B. Singh in their article ‘Value Added Human Development – Reorienting and Reengineering HR’ have maintained that in the face of competition and resource shrinkage all staff functions are under pressure to demonstrate their value addition and refocuses their resources. The authors have mentioned that there are three unique ways in which HR can contribute to business success-building organizational capabilities, enhancing employer satisfaction and shaping customer satisfaction. New HR measures should be impact oriented instead of being activity oriented. The authors have observed that for this three HR measures are considered internal organizational measure, internal strategic measure and external strategic measures.

Survey of Literature related to Higher Education and University

Arthur Lewis

According to Arthur Lewis “There are great differences in development between countries which seem to have roughly equal resources so it is necessary to enquire into the differences in human behavior.

All managers are human resource managers at Infosys” – the chief executive officer Nandan Nilekani of Infosys says so, that is their machines are human beings,

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computers and software are look in their hands their finances are their employees and their employees are their human resources. In essence, all the resources of his company are human resources – same view holds good for educational institutes.

**Jawaharlal Nehru**

According to Jawaharlal Nehru ‘A University stands for humanism for the adventure of ideas and for the search for truth of stands for the onward march of the human race towards higher objectives. Universities are place of ideas and idealism. If the universities discharge their duties adequately, then it is well with the nation and the people.

**Phillip Hcooms**

According to Phillip Hcooms of International Council for Education Development ‘Educating a nation and keeping that nation’s education system in step with the times seem to be many times harder than putting a man on the moon.

**Amit Shoemaker and S. R. Desilva**

According to Amit Shoemaker and S. R. Desilva in a conference paper presentation organizing for success ‘Relationships with Academics University hierarchies and each other conducted on Saturday 3 April 2004’ while the national environment in which a University operator is important, and will create differences, collectively traditional universities are facing significant human resources challenges. These include:

- Impact of information revolution and demand for individually focused learning.
- Competition for leading scholars and researchers.
- Competitive international remuneration levels.

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36 Report by Education Commission 1966
37 ‘Transforming Organization for brand building through it's employees’. The New Survival Mantra published by IPS Academy Indore 2005
38 Organisation for Success – Relationship Academics University Hierachies Conducted at Ohio University on 3rd April 2004
❖ On-line competitors operating across borders eg. UZI Global
❖ Academic staff ownership of intellectual property of teaching / learning materials.
❖ Aging of academic staff.
❖ Skills shortage in some disciplines.
❖ Limited autonomy in developing local human resources solutions.
❖ Funding not meeting demand for education hence stresses with large classes, higher workloads.
❖ Changes in student demand or limitations of funding resulting in need for restructure and retrenchment.

Shri R. P. Singh

According to Shri R. P. Singh, Vice Chancellor Maharana Pratap University of Agriculture and Technology, Udaipur – 'The Strategies to overcome the challenges in higher education may include steps like linkages and intensive tie-ups of universities with development departments, industries and non-government organizations facility and faculty upgradation, development of faculty competence and capability in emerging areas of science and technology.

Aman Agarwal

According to Aman Agarwal Director, IIF Business School Delhi University in his article “Self-Assessment Governance Growth Model for Educational Institutions (Aman Agarwal)” it is important that an institution invests in human capital. The two components faculty and administration form the basic part of these. The over time yield rich returns in terms of brand equity, market acceptability and laying down strong foundations. Research is a vital component for development and growth of a faculty.

39 ‘Challenges in Higher Education’ University News May 2-8, 2005
40. Brand Building. The New Survival Mantra published by IPS Academy Indore 2005
Today class-room teaching has to be based on domestic and international scenario in every subject. The approach has to be a case study and research based approach, with examples, presentations, projects, video presentations, teleconferencing and group individual involvement.

The smooth functioning of any organization is determined by the satisfied and motivated faculty and administrative human resource it possess in an increasingly diversified competitive inter-dependent institution and corporate world there is a need for educators having leadership in executive roles.

Dr C. P. Shrimali

According to Dr. C. P. Shrimali, Professor and HRM Chief Management Development Institute, Gurgaon) “For any educational institution the faculty is the key resource, which develops competencies and required behaviors of students. In fact all institutional deliverables in terms of products and services are the outcomes of faculty. Educational institutions are known by the faculty and their credentials outcomes from the faculty depend on their competence, commitment and motivation. It is therefore essential to invest in faculty development, building their commitment and enhancing motivation through appropriate recognition and reward mechanism. Formulation and implementation of policies and processes for Development of work expectorating environment and developing behaviors for deliverable, which determine excellence and enhance image and help in institution building and its branding.

Dr. Man Mohan Singh

Dr. Man Mohan Singh said ‘don’t make education a prisoner of either bureaucracy or

41. Article building competencies into higher education in a book brand building. The New Survival Mantra published by IPS Academy Indore 2005
ideology. Education must develop on the foundations of professional excellence and intellectual integrity.

Various Other Studies and Recommendations

R. P. Rastogi⁴³

Prof. R. P. Rastogi ‘Pay Review Committee recommendations on professional development submitted its report in 1997 with recommendations that teachers must have opportunities for professional development through attendance at national and international conferences, seminars and refresher courses and pre-induction training at academic staff colleges.

Shukla⁴⁴

According to Shukla committee suggestions systematic procedure have to be put in place nationally for training and retraining of faculty which should encompass the following.

1) Induction training for new recruits.
2) Periodic short term programmes for subject updating.
3) Industrial training.
4) Training towards advanced degrees.
5) Training in administration and management.

H. M. Kasinath and G. M. Patted⁴⁵

Prof. H. M. Kasinath and Prof. G. M. Patted of Karnataka University, Dharwad in their joint article published in University News on Jan 9, 1995 have emphasized the need for pre-induction training courses in universities to improve teaching in Higher Education. They suggested following model for professional training of teachers in Higher Education.

⁴⁵. 'Professional Training of Teachers in Higher Education' University News Jan 09, 1995
Table: 1.11

Pre-Induction Training Course

<table>
<thead>
<tr>
<th>Title of Course</th>
<th>Diploma in Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration</td>
<td>One Year</td>
</tr>
<tr>
<td>Break-up of the Course</td>
<td>The course consisting of two semesters, devoting the first semester to the study of theoretical aspects and second to the practical aspect with 20 weeks duration each. The suggested break-up is as follows.</td>
</tr>
<tr>
<td>First week</td>
<td>Orientation</td>
</tr>
<tr>
<td>18 weeks</td>
<td>Course Programme</td>
</tr>
<tr>
<td>Last week</td>
<td>Semester Examination</td>
</tr>
</tbody>
</table>

In sixties and seventies, some such orientation programmes for college teachers were organized by individual universities like University of Calicut developed a professional 1-year course known as Master of College Teaching, University of Bombay designed a professional 1-year duration course entitled Diploma in Higher Education.

Jayalakshmi Indiresan

Prof. Jayalakshmi Indiresan in her article published in University News 14, 1991, highlighting the need of faculty development in Higher Education, has pointed out certain deficiencies of the Training and Development System in the institutions of higher learning and suggested that faculty development to be truly effective must be seen as a continuous process and not as sporadic or one time intervention.

46. 'Need for Faculty Development in Higher Education', University News Feb 14 1991
Any faculty development programme has to be backed by a systematic analysis and identification of training needs and not ad-hoc or done superficially. Some principals even expressed the opinion that there was no need for a formal procedure for identifying the training needs. Some pleaded they had no time or resource or competence for a systematic study and analysis. (Till Today there is no formal procedure for identifying the training needs).

The implication of this is how far are the institutions that should be deriving benefit from the various faculty development programmes, are concerned and committed to making the best use of these programmes. Further what steps are being taken within the institutions to provide additional support and consolidate the gains and make the faculty development an ongoing process. To elicit answers to these vital questions, responses were obtained by NEIPA on a semi-structured questionnaire from 75 principals of colleges representing various types of colleges – government managed and private managed, located in urban areas and rural areas, women’s colleges, men’s colleges and co-educational colleges, the principals drawn from all over the country were attending orientation programmes organized at NIEPA. An analysis of the responses of the college principals, who are responsible for the faculty development programmes has shown that not much importance has been given to this aspect of management, in their institutions. There seems to be a lack of knowledge and appreciation of a clear policy and procedure for faculty development.

Faculty development has to go hand in hand with faculty appraisal both for diagnostic purposes identifying the needs and to assess the impact of various interventions, unfortunately, evaluation is a very sensitive area and many heads of the department and principals have reported problems in this area. There are objections and opposition from teachers for any evaluation. Evaluation is not perceived as part of faculty
development but seen as an instrument for promotion and for other administrative purposes.

L. K. Maheshwari and Motilal Dash47

L. K. Maheshwari and Motilal Dash wrote about the drastically deteriorating quality of teaching over the years, which in turn have contributed to the decline of overall quality of higher education. Research and teaching work synergistically to advance knowledge in a discipline, which in turn, influenced the nature of the teaching process. However, over the years, reward structures for individual faculty such as tenure, promotion and salary increases, have mostly favored those who have published work and or grant supported research to their credit and very often the academic prestige of universities is linked with achievement in these types of scholarly activities only. In this process sometimes, even the quality of publication is not looked into. Little weight age is being given on one’s accomplishment as a good teacher. While there is no question that research is an important component of academics, sole emphasis of this has encouraged teacher to ignore teaching. In addition, the increased pressure to perform research, less time and attention are devoted to teaching. The present Indian University scene assumes that as soon as a person has acquired a higher degree of Ph.D., he is considered qualified to teach in the classroom. The experience does not justify this assumption and the issue of training such persons before sending them to the classroom is not new. Therefore the developmental schemes should emphasize improvements in faculty teaching skills, subject knowledge, industry and other real life exposures benefitting the classroom teaching both on campus and also at off-campus centers.

47. L. K. Maheshwari and Motilal Dash Article ‘Faculty Development in Professional Educational Institutions in India’ published in University News Vol. 44, No. 17, April 24-30, 2006).
A survey study conducted by Prof. J. P. Sharma about the perceptions of teachers, about the relevance of the refresher / orientation courses attended by them was conducted by administering a structural questionnaire on a sample of teachers – lecturers, senior lecturers and readers belonging to different departments of the Delhi University and colleges affiliated to it. The study revealed that a vast majority of the respondents perceived the orientation and refresher courses attended by them to be relevant and helpful in their teaching work, personal growth, research work and further study. No significant differences have been perceived in the relevance of the courses by the respondents categorized on the basis of their gender, in respect of all except one factor – further study. The male teachers feel the courses more relevant in respect of further study than the female teachers. Further, no statistically significant differences have been found in the perception of the responding teachers categorized on the basis of their grade.

Organization of the Study

The research study is organized into the following seven chapters

Chapter I: Introduction and Research Design.

The chapter provides an introduction to the topic research and specifies the major objectives of the research work. The other aspects included in this chapter relate the 'need for the research' and the hypothesis provided by the researcher. The research methodology guiding the empirical survey and the reviews of literature are the other aspects covered in this chapter.


The discussion in this chapter is focused on the concepts of HRD and other related areas of human resources management. Approaches of management experts, psychological, sociological, economic relationship with the HRD have been elaborated to provide conceptual dimensions of the HRD. A brief discussion of HRD interventions and the evaluation of HRD in the Indian context etc., form part of the analysis in this chapter.

Chapter III: Genesis and Growth Dimensions of Karnataka University and Academic Staff College –A profile.

This chapter provides brief descriptions of these two study units. The analysis provides the background for the HRD climate in the University academic life and the role of the academic staff college in the professional development of the faculty.

Chapter IV: Personal and Professional Profile of the Faculty.

This chapter provides details of personal and professional profile of the respondents faculty covered by the study which includes such details as age and gender composition, marital status, academic designations and status, length of service, administrative positions held, membership of University bodies, salary etc. academic
achievements, participation in seminars, training undergone etc are the other aspects covered in this chapter.

Chapter V: HRD Interventions and HRD Climate in the Karnatak University. An Analysis of the Perceptions and Experiences of the Faculty.

This is one of the two core chapters. The analysis in this chapter is bases in the data obtained from the field survey covering the selected faculty of the University. The perceptions and the experiences of the faculty respondents about the HRD climate in the University have been analyzed in this chapter.

Chapter VI: Role of Academic Staff College in Professional Development- Perceptions and Experiences of the Faculty- An Analysis.

The analysis in this core chapter is devoted to providing details of the perceptions of the selected faculty who had undergone training at the ASC about the quality and impact of the course conducted at the ASC.

Chapter VII: Summary of the Findings, Conclusions and Suggestions.

The chapter contains a summary of the research findings detailed in the earlier chapter and conclusions derived from the findings. A few suggestions based on the research study have been provided at the end of the chapter.