CHAPTER - III

THE GENESIS AND GROWTH DIMENSION OF KARNATAK UNIVERSITY AND ACADEMIC STAFF COLLEGE-A PROFILE

An organized system of higher education was introduced in India through the establishment of the three universities of Bombay, Calcutta and Madras along the lines of the then London University. For a proper study of the University development, it becomes necessary that a brief historical narration of the origin and development of the University is given. It is in this context that a profile of the Karnataka University is provided here, as it is the study unit for the present research work.

The Karnataka University Committee which submitted its report in 1948 made a very strong plea for the establishment of a University for the Northern part of Karnataka. The report of the committee has very aptly described the movement for the formation of the University.

To understand the intensity of the feeling behind the demand for Karnataka University it is essential to remember that like few linguistic groups in the country the Kannada people had for a number of centuries, lost their integrated cultural life. The dismemberment of the Kannada region and its dispersal under different administrations aimed and aggravated. This disintegration had made it doubly difficult for the Kannada people to develop their culture. With the general quickening of the national consciousness towards the end of the 19th century the renaissance movement set in which took among other things in the form of a demand for higher education institutions in Karnataka. This demand led to the establishment of the Karnataka College in 1917, fifty-seven years after the establishment of the Deccan College in Poona and thirty-eight years after the establishment of the Gujarat College at Ahmedabad. This was undoubtedly a step in the right direction, and yet the Karnataka College could not by the very nature of things be run
as a regional institution devoted to the development of Kannada Culture. The popular opinion therefore only partly satisfied with the establishment of the Karnataka College insisted upon the need for a Karnataka University.

**Demand for Karnataka University**

The movement for the establishment of Karnataka University received strong support during the early twenties from some expert committees in the erstwhile Bombay state. The recommendation for separate University in the state made by the Bombay Presidency Educational Conference was accepted by the Saeller Committee in 1920. The Setalwad Committee on University Education in Bombay state also endorsed this in principle in their report published in 1924. The committee recommended to the Bombay University that there should be established in the Bombay state four more University each catering to Maharashtra, Gujarat, Karnataka and Sind. The senate of the Bombay University gave its assent to these recommendations at its meeting held in 1926.

**Historical Events Affecting Education in North Karnataka**

Karnataka was dismembered after the downfall of Vijayanagar Empire parts of Karnataka were found to be in five different states during the British Administration viz., Bombay, Coorg, Hyderabad, Madras and Mysore, North Karnataka area that formed part of the former Bombay state consisted of four districts of Belgaum, Bijapur, Dharwad and Karwar. This area was under the Maratha suzerainty before British seized power and started ruling over this territory. The language of the region was presumed to be Marathi and not Kannada according to the officers in the administration. However many eminent Kannadigas with the help of sympathetic British officers made efforts to impress upon the Government that the language of the region was Kannada and not Marathi.

However, the influence of Marathi was further continued by the misinformed British authorities. A British Company started Central Railway office at Dharwad and the name of the company was “The Southern Maratha Railway". Marathi schools were
started in Hubli and Dharwad in the year 1826. Efforts to impress the British officers about the Kannada as the regional language were continued during the subsequent period. The deputy collector of Dharwad in 1830 was Walter Illiate who was aware that Kannada was the language of the area and he started Kannada schools at Dharwad in 1831 at his own cost.

The developments in the sphere of education and culture very much retarded in the North Karnataka area since the area was tucked away in the Southern part of the huge former Bombay state which included Sind and was in the eclipse of the Marathi influence. This isolation of the Kannada area and its educational backwardness compelled the youth of this region to trudge the long and hazardous distance from places like Dharwad, Belgaum, Bijapur and Karwar to places like Bombay and Poona in quest of higher education after matriculation.

A demand for facilities for higher education led to the establishment of Karnataka College in 1917. Prior to this people of this region raised donations amounting to Rs. 3 lakhs from the public leaders like Sri Srinivas Rao Rodh and Artal Rudragouda jointly collected Rs. 3 lakhs from the public and handed it over to the Government for starting educational institutions.

**Demand for Regional Universities**

The following developments were noteworthy in the efforts towards the establishment of regional universities since 1917. The Educational Conference was held in 1917 in Bombay under the Presidentship of Sir Narayan Chandawarkar and a resolution was passed to the effect that independent universities should be established in the different language regions of the Bombay state.

**Sadler Commission 1917**

The government of India appointed Michael Sadler Vice Chancellor of Leeds University of England to study the developments of higher education system in India and
the demand for regional universities in India. The Commission endorsed the view regional universities should be established in India wherever possible. This led to the appointment of a Committee by the Bombay University in 1924 under the chairmanship of Sir Shimomlal Setalvad with a mandate to suggest ways and means of reorganizing the Bombay University. The committee recommended for the establishment of four more University each catering to Maharashtra, Gujarat, Karnataka and Sind. The Senate of the Bombay University gave its assents to the recommendations at its meetings held in 1926.

Karnatak University Association

In 1924 the All India Congress Committee session was held in Belgaum under the presidency of Mahatma Gandhi during which Shri R. B. Kulkarni published a book “Kannadigana Sarvaswa Athava Samyukta Karnataka Pranta” Mr. Kulkarni also advocated during this session for the establishment of a separate University for Karnataka. The concept received further fill up when in 1925 the Andhra University Bill was placed before the Madras State Legislature. In November 1925 Kannada Sahitya Parishad Convened a special general body meeting and constituted a sub committee to formulate proposals for the establishment of a separate University for Karnataka with Shri K. Sampatgiri Rao as convener of the committee with five other members. In the meanwhile, the Karnataka Provincial Congress Committee also started agitating for the establishment of Karnataka University.

The other developments leading to the ultimate realization of the separate University for the Karnataka region are,

- Establishment of Karnataka Vidya Peetha Samiti in 1942 at Belgaum.
- Establishment of Karnataka Vishwa Vidyalaya Samsthe in 1943 at Dharwad.
- Dr. K. S. Kamalapur took charge in June 1944 of the United Association.
- Shri B. M. Srikanthaiah and R. A. Jahagirdar worked as Secretary and President of the above Association actively.
• Submission of a demand to the Government for a new college of Agriculture.
• A Seminar on ‘Karnatak University’ was organized on 25-5-1940.
• Karnataka University Day was observed on 25 September 1946 all over Karnataka.
• Government of Bombay appointed the Karnataka University Committee under the
  chairmanship of Justice N. S. Lokur to prepare a blue print of the University.
• Karnataka University Bill was passed by the Bombay State Legislature in 1949.

**About Dharwad**

Dharwad city is located in the northern part of Karnataka State. It has a distinct
geographical climatic conditions and cultural features. Dharwad city lies on East
Longitude 75° 15' to 75° 36' and North Latitude 15° 19' to 15° 41'. The city is located at
696-697 meters above the sea level.

The city represents one of the important education and cultural centers of North
Karnataka. It is considered as the peace lovers’ paradise with its scenic surroundings and
salubrious climate.

Dharwad is considered as the “City of Learning” and an important center of
education. The city has two Universities- the Karnataka University and the University of
Agricultural Sciences. There are 2 independent science colleges, 1 independent commerce
college, 4 colleges of arts and commerce, 1 engineering college, 1 medical college, 1
Pharmacy College and 1 Dental College. There are 3 Homeopathy and Ayurvedic
Colleges. There are 8 other colleges including Law, Education, Business Education,
Computer Science etc.

Dharwad is a historic city and its history dates back to 11th century, the name
‘Dharwad’ is as old as a millennium i.e about 1000 years. Dharwad City was governed by
Rastrakutas, Chalukyas and Hoysala dynasties. It is believed that the name ‘Dharwad’
originated from DharaRao who constructed the Dharwad Fort in 1403. The city was part
of Malnad during the period of Chalukyas of Kalyan and Vijaynagar rule. A stone inscription indicates that it was ruled by Bhaskara Dev in 1117 A.D.

Adil Shahi Kingdom annexed the city in 1573. Chatharpathi Shivaji captured the fort in 1674 and was ruled by Maratha Kingdom for few decades till it was captured by Aurangzeb the Moghul Emperor. During the period between 1753 and 1788 Dharwad Fort changed hands between Peshwas and Hyder Ali and Tippu Sultan. The city came under British rule in the year 1818 and from 1820 Dharwad became the district headquarters.

Dharwad city is known for its cultural importance. People following different religious faith, culture and speaking different languages leave in the city.

Dharwad known for its scenic beauty so it is also called as “City of 7 Hills”. It has inspired many poets, writers, musicians, and artists of National and International repute. It has produced eminent Hindustani music exponents like the Late Dr. Mallikarjun Mansur, the Late Dr. Basavaraj Rajguru, Dr. Gangubai Hangal, Dr. Bhimsen Joshi and others. Three Jnanapeth awardees Dr. B. R. Bendre, Dr. V. K. Gokak and Shri Girish Karnad hailed from Dharwad.

**Karnatak University Comes into Existence**

The Karnatak University office started functioning in Bombay in August 1949 with the Late Shri. R. A. Jahagirdar a former judge of the Bombay High Court as the Vice Chancellor and Prof. D. P. Patravali Senior Professor of Mathematics of the Elphinston College Bombay as Registrar. The office of the University was shifted to Dharwad in the month of October and was housed in a portion of the Government Training College for man.

The University was finally incorporated on 1 March 1950 to serve the needs of higher education in the four Kannada speaking districts of Dharwad, Belgaum, Bijapur and Karwar.


Location of the University

The University is located on a vast expanse of 750 acres at top of the hill formerly known as Chota Mahabaleshwar. Dharwad is perched along with the six other hillocks inviting comparison with Rome. Karnataka University has its own ambience with a sylvan setting jurisdiction and the PG centres of the University.

Karnataka University covers newly carved out seven districts of Belgaum, Bijapur, Bagalkot, Dharwad, Gadag, Haveri and Uttara Kannada. It has satellite post graduate centres at Gadag and Haveri with provision for specialized instruction in pulp science in Bangur Nagar Dandeli with few more disciplines in Bagalkot.

The Belgaum campus with 178 acres at Bhoot Ramana Hatti has seven subjects and the Bijapur campus on 200 acres is provided with PG instruction in three subjects and PG Diploma in four subjects.

Post Graduate Faculties on the Main Campus Dharwad: The first two Post-Graduate Departments of Kannada and Statistics were started with effect from the academic year 1951 followed by the establishment of the PG Department of Chemistry in 1953 and then the Departments of Physics and Geology in the same year. The other PG Departments followed soon.

The University has now 41 post graduate departments covering various branches of knowledge. The University has five constituent colleges and 270 affiliated colleges. The total man-power of the teaching staff in the Post Graduate Departments is 297 and the man-power of the teaching staff in constituent colleges is 165.

The Post Graduate Departments run by the University relate to faculties of Arts, Commerce, Education, Law, Science, Social Sciences, Management Studies and Studies relating to Musicology and Culture of Karnataka, Journalism and Mass Communication, Library Science etc.
Other courses and special training programmes: The University had introduced Certificate and Diploma Courses in Kannada, German, French, Russian, Tamil, Statistics, Yoga, Music, Translation, Technology and Basava Studies.

The University has provided for a centre for coaching the students who take up the All India Competitive Examinations and for those seeking admission to IIT and IISc etc.

Library Facilities

The S. S. Basavanal Library has on its selves over 4,50,000 books and is receiving 434 periodical publications.

Support System

The following are the other components of the support facilities.

- The University has the Central Workshop setup in 1960. It attends to repairs and maintenance of equipments in the Science Departments. It manufactures accessories, gadgets and sophisticated equipments.
- There is a scientific instrumentation centre setup in 1976 with special financial assistance from the UGC.
- The University has a separate engineering department for construction and maintenance of buildings and infrastructure on the main campus.
- The horticultural section of the University has been established to give special attention to the ecological environment of the campus, maintenance of the gardens etc.
- A botanical garden with very rare species of plants is another facility for botanical research.

Belgaum Campus

The new campus at Belgaum was opened in 1982 for Post Graduate Studies and research leading to Master and Doctorate Degrees in Kannada, Marathi, Economics, Commerce, Geography, Sociology and Mathematics. The campus is situated on 200 acres of land on
Poona-Bangalore National Highway No. 4. The campus is 20 km away from Belgaum city. It has an academic building at an estimated cost of Rs. 75 lakhs. The campus has a hostel for students and a furnished guest house with well laid roads and independent water supply.

**Prasaranga**

Prasaranga (Publication Division) has been organized by the University to organize extension lecture camps in the rural areas, in, and around Dharwad. There are endowment lectures. Prasaranga also takes up the responsibility of publishing books based on research work besides publishing six Journals in Arts, Social Sciences in English and in Kannada.

**Students Amenities**

The following student amenities are provided by the University on Dharwad Main Campus.

- Six student hostels providing accommodation to 1200 male students and 250 lady students.
- A health centre with moderate equipments for the benefit of the students.
- The University employment information and guidance bureau is rendering useful services to the student community seeking information and guidance regarding higher learning and employment opportunities. An employment exchange office of the Government of Karnataka is attached to the Bureau.
- The University Industry Centre is functioning the Bureau helping to bring together University and industry collaboration.
- Post Graduate Gymkhana (Kreedaranga) is the forum for the students of the University is promoting sports and cultural potentialities among the students.
Organizational Structure, Governance and Management

The Karnatak University system can be studied under three main sub-systems.

1) Administrative System

The administrative system consists of various mechanisms used by the University for Policy making and University administration. This is the strategic level where the objectives and policies of the University are decided. The sub-system of the University system includes syndicate, academic council, board of studies and other sub-committees.

2) Governance System

The policies and activities determined by the Administrative system and are to be implemented by the Governance system. The Governance system consists of Registrar, Deputy Registrars, Assistant Registrars, The Registrar (Evaluation), Deputy Registrar (Evaluation), Assistant Registrars (Evaluation), Finance Officer, Director of Planning, Monitoring and Evaluation, Engineers and Other Administrative staff.

3) Academic System

The sub-system of the University consists of Deans, Head of Departments, Professors, Readers, Lecturers, Research Scholars, etc.

The University organization comprising these three sub-systems thus consists of the University Bodies (authorities as they are called at the University) and University officers. The Academic Organization comprises Faculties, Departments, College, Institutes and Administrative Organization consists of Legislative, Executive, Financial, Functions. They are manned by teachers, administrators, librarians, researchers, technicians, engineers.

The officers of the KUD are the Chancellor, the Pro-Chancellor, Vice-Chancellor, The Registrar, The Registrar (Evaluation), The Deans, The Librarian, The Finance Officer, The Director of Planning, Monitoring and Evaluation Board. The Director of Students Welfare, The Director of College Development Council, The Director of
Physical Education and such other officers of the University as the Chancellor may, on
the recommendation of the State Government from time to time, designate.

The Chancellor is the Governor of Karnataka, his role is only that of a ceremonial
head to preside that convocation, and all the administrative responsibilities have to be
practically shouldered by the Vice-Chancellor, as full time officer of the University. The
Pro- Vice-Chancellor, the Deans, Registrar, Registrar Evaluation, Finance Officer, etc.
assist him in the administrative matters and in the academic matters the Director of
Planning, Monitoring and Evaluation Board, The Faculty Deans and Departmental Heads
assist him.

The authorities of the KUD are the Syndicate, the Academic Council, the Finance
Committee, the Board of Studies, the Faculties, the Planning, Monitoring and Evaluation
Board, such other bodies as may by statutes be declared.

The Syndicate

The syndicate consists of the Vice-Chancellor and his team members. Vice-
Chancellor nominated one Dean, eminent educationists nominated by Chancellor. Vice-
chancellor nominated four Principals of affiliated colleges, State Government nominated
6 eminent educationists; they are one Professor of Post Graduate Studies nominated by
Vice-Chancellor, The Director of Medical Education, and The Commissioner for Public
Instruction, The Director of Pre-University Education or their nominees not below the
rank of Joint Director.

The Vice-Chancellor chairs the meetings of the syndicate. It is the principal organ
of the University. It has the power to manage the affairs of the University in particular, to
administer the funds and properties of the University.

Academic Council

The Academic Council is the principal academic organ of the University and is
expected to co-ordinate and exercise general supervision over the academic policies of the
University. It is responsible for the maintenance of standards of instruction, education and examination of the University. Also establishing and maintaining departments of research and specialized studies.

The Academic Council consisting of the Vice-Chancellor, Vice-Chancellor nominated ten principals of affiliated colleges, 5 professors, 5 deans and 6 students. The commissioner for collegiate education, the director of technical education or their nominees, not below rank of Joint Director. One Member of Karnataka Legislative Assembly, Two Members of Karnataka Legislative Council and eminent persons nominated by State Government. The Director of Students Welfare, Planning, Monitoring, Evaluation Board, College Development Council and Physical Education. The Registrar Evaluation and the Registrar Member Secretary are also its members. They generally advice the University in all academic matters, decide the curriculum and policy matters concerning the academics.

**The Finance Committee**

The finance committee consists of the Vice-Chancellor, the Secretary to the Government in charge of Finance Department, the Secretary to Government in charge of Higher Education of his nominee the Secretary to Government in charge of Planning Department or their nominee not below the rank of a Deputy Secretary, one member nominated by the Syndicate and Academic Council, the Registrar and Registrar (Evaluation). No expenditure other than provided in the budget is incurred by the University without the approval of the Finance Committee. Never the less in some matters i.e. if the incurring of expenditure by Vice-Chancellor is not satisfactory, the finance committee may refer it to the Chancellor, whose decision in the matter shall be final. Its formidable task is mobilizing sufficient resources for the University and in this way, it has key role to play.
**Board of Studies**

There shall be a Board of Studies for every subject or group of subjects may be prescribed by the ordinances.

**Faculties**

The KUD has the Faculties of Arts, Commerce, Education, Engineering, Law, Science and Technology and such other subjects as may be prescribed by the statutes from time to time.

The faculties headed by the Deans and the Departments are by the Heads, the Faculties and Departments have such powers and perform such duties as are assigned to them by the statutes, the ordinances of the University. The Faculties consider and make recommendations to the Academic Council on any question pertaining to their spheres of work and may appear to them necessary or any matter referred to them by the Academic Council. Launching of new courses, revision of syllabus and course of contents, appointment of examiners, coordination between department in respect of teaching and research are generally the agenda of Faculty Meetings.

**Planning, Monitoring and Evaluation Board**

Planning, monitoring and evaluation board plans the academic courses, research programmes, inter-disciplinary activities, interaction with outside agencies. These outside agencies provide training, extension and research and to monitor from time to time the implementation of the programmes and activities formulated by it.

The Board consists of the Vice-Chancellor, as its Chairman, the Registrar, the Registrar (Evaluation), two Deans, two Professors, one Educationist, one Officer of State Government, two Representatives from Trade and Industry nominated by the State Government.
HRD Practices in K.U.D

I. Recruitment Process:-

The study aims at developing strategies for improving HRD activities in Karnataka University Dharwad. For this purpose, the perfect understanding of the recruitment procedure for academic faculty is necessary. The following paragraphs provide the recruitment condition for the teachers of KUD and colleges affiliated to it.

Eligibility Condition for Direct Recruitment

I. Professor

An eminent scholar with published work of high quality with actively engaged in research, with 10 years of experience in post graduate teaching, and/or experience in research at University/National level institution, including experience of guiding research at doctoral level.

II. Principal(Professor’s Grade)

a. A master’s degree with at least 55% of the marks or its Equivalent grade of B in the 7 point scale with letter grade O, A, B, C, D, E and F

b. PhD or equivalent qualification.

c. Total experience of 15 years of teaching/research in universities/colleges and other institution of higher education.

III. Reader

Good academic record with a doctoral degree or equivalent published work. In addition to these candidates who join from outside the University system, shall also possess at least 55% of the marks or an equivalent grade of B in the 7 points scale with letter grades O, A, B, C, D, E and F at the masters degree level.

Five years of experience of teaching and/or research, excluding the period spent for obtaining the research degree. And has made some work in the areas of publications of research, contribution to educational innovations, design of new courses and curricula.
in the department of Journalism and Mass Communication and Social Work. Ten years of experience in that field is also considered for appointment as a Reader.

IV. Principal (Reader’s Grade)

a. A masters degree with at least 55% of marks or its an equivalent grade of B in the 7 points scale with letter grades O, A, B, C, D, E and F.

b. PhD or equivalent qualification.

c. Total experience of 15 years of teaching/research in universities/colleges and other institution of higher education.

V. Lecturers

Good academic record with at least 55% of the marks, or an equivalent grade of B in the 7 points scale with letter grades O, A, B, C, D, E and F at the masters degree level. In the relevant subject form an Indian University or an Equivalent degree from a foreign University.¹

Besides fulfilling the above qualification, candidates should have cleared the eligibility test (NET) for lecturers conducted by the UGC, CSIR or similar test accredited by the UGC.

Procedure for Recruitment:

There is a Board of Appointment for selection of teachers in the University with the following composition.

1. To the post of Professor Reader and Assistant Professor.

1. The vice Chancellor or Ex-officio Chairman.

2. The chairman of the Department council concerned, if he is professor or if he is not the professor, a professor from the same department and in case there is no professor in the department, a professor in any other University in the state in the same department to be nominated by the state government.

¹ "UGC regulations, 2000 regarding minimum qualification for appointment and career advancement of teachers in Universities and colleges."
3. Four experts to be nominated by the chancellor in the concerned subject/field to the recommendation of the state government from among the parsons serving in any University of the state or any other Institutions recognized by the state government for whom one shall be a person belonging to schedule caste or scheduled tribe and another from any other backward classes.

4. The selection committee for the selection for the post of lecturers shall consist of three experts instead of four experts and one professor from any of the University in the state to be nominated by the chancellor on the recommendation of the state government. Other composition of the board will be is same as that for the selection of the post of professor.

5. The registrar shall be the member secretary of the board.

Atleast four members including two outside experts must constitute the quorum.

Every post of Professor or Reader, Assistant Professor or Lecturers to be filled by selection shall be widely advertised together with the minimum or other qualification, Experience the scale of pay, the number of posts, the last dates of receipts to the application etc… provided that such teachers who are already in service of University possessing the specified requirement shall also be called for the interview and their cases shall be considered on par with the other applicants.

The process of selection involves inviting the Bio-Data and reprints of three major publications which one could be a book or research reports, before the interview, and getting them assessed by the some three external experts, who are invited for the interview. The assessment report is placed before the selection committee

The board shall interview and adjudge, the merit of each candidate by awarding the marks in accordance with the qualification advertised possessed and their performance in the interview. The board then will prepare a list of persons selected and arranged in the order of merit, which will be forwarded to the syndicate which shall make
the appointment by operating the select list from among the candidates selected and arranged in the order of merit.

ii. Conditions for Career Advancement

1. Lecturers (senior scale)
   a. Minimum length of service for eligibility to move into the grade of lecturers (senior scale) would be four years for those with PhD, five years for those with M.Phil, six years for others for the level of lecturers, and for eligibility to move into the grade of lecturers (selection grade)/Reader, the minimum length of service as lecturers (senior scale) shall be uniformly five years.
   b. For movements into grades and above, the minimum eligibility criterion would be PhD; those without PhD can go up to level of lecturers (selection grade).
   c. A reader with a minimum of eight years of service in that grade will be eligible to be considered for appointment as a professor. The candidate should present himself/herself before the selection committee with some of the followings
      i. Self-appraisal reports (required)
      ii. Research contribution/books/articles published.
      iii. Any other academic contribution,
      iv. Seminar/conferences attended.
      v. Contribution to teaching/academic environment/institutional corporate life.
      vi. Extension and field out research activities.
   
   For the promotion at every stage, the candidate should possess consistently good performance report that is mandatory.

Conditions for Orientation/Refresher Course

   The participation in Orientation/Refresher Course/summer training is required. Any of these programs must be at least 3-4 weeks duration, is also a mandatory
requirement for career advancement from lecturers to senior scale lecturer and from lecturer (senior scale) to lecturer (selection grade)

The requirement for completing the course would be as follows:-

1. For promotion from lecturers to lecturers (senior scale), one orientation course would be compulsory. Those without PhD need to do one refresher course in addition.

2. Two refresher courses are compulsory for promotion from lecturers (senior scale) to lecturers (selection grade).

3. The senior teachers like reader/lecturers (selection grade) and professors may attend Two seminars/conferences in their subject to higher level or they may attend refresher Courses offered by Academic Staff Colleges.

The selection committee for career advancement shall be same as those for direct recruitment for each category.

Participation

The University is an academic enterprise, performing its mission of teaching, research and extension. Through the operative sub-systems that is teaching cum research department constituent colleges and affiliated colleges.

In the University systems, powers reside statutorily in appointed officers such as the vice chancellor, the pro-vice chancellor, the registrar, the finance officer and the controller of the examination but since the finances of the Universities are regulated through state government management of Universities depends considerably on government funding moreover, though the officers of the Universities have powers, the freedom to exercise those powers for the good of the University depends upon the provision of the University court, executive council and academic council. The faculties, the board of studies, finance committee etc, which are the authorities of the University. Although the Vice chancellor as the academic and executive head of the University, has certain powers vested in him/her. The other officers have to implement the decision of
these bodies only. The University system works on excessive centralization at the level of Vice-chancellor and the authorities.

However, at the level of management of the University department with the introduction of the rotation of headship of the department and employees ready to shoulder the responsibilities within the department almost all the heads were of the opinion that participation of the teachers in the decision making process was necessary and an integral part of democratic process. They are using participate style of decision making. Infact, the UGC committee report on Management Universities (recommendation no-115) suggests, the department of a University being the basic operative units, should be enabled to function with freedom and wider academic administrative and financial power. Karnataka University should carefully examine the suggestion made by UGC committee.

**Performance Appraisal System**

In order to improve the quality of retain relevance in higher education, the University system has opted for a self appraisal system to develop their teaching faculty, which is done annually. It is of the view that if individuals understand the objective they are expected to achieve and the standards buy which they are to be evaluated; they are to a great extent in the best position to appraise their performance. According to Carl R Rogers “external evaluation, both positive and negative, does not make for personal growth. An employee grows and becomes a self responsible person only when he recognizes that the locus of evaluation lives within him and not outside, that he is free of judgment of others”. Thus, the performance appraisal is done for the purpose of improving individual himself to the appraisal.2

2 Human Resource Management- Principles and Practice- a book written by P.G Aquinas)
Process of Performance Appraisal

Each individual has to fill the performance appraisal report of self appraisal. The report is divided into two parts –

i. Report-I performance appraisal

ii. Report-II performance appraisal

Report-I is to be filled by the teacher already in employment at the time of introduction of the scheme and for new entries at the time of joining the institution. In addition, the performance appraisal Report-II is to be filled at the end of every academic year. The faculty is assessed on the parameters such as teaching, Extensions works/communication service, participation in corporate life, punctuality, responsibility, accountability, and commitment. (For details refer self appraisal form attached to the appendix no- ii). The performance reports are verified of factual data by the head of the department or a person to be nominated by the Vice chancellor. Only if minimum criteria requirements are not fulfilled the appraisee is called upon and warned to do the same. Other than that there are no discussions.

Management Information System in University

Management Information System (MIS) is a network of communication channels and information processing center collecting information from its sources of origin, storing, updating and processing it and supplying the processed information to the various users managing the organization.

Typical levels of management and the potential system users in an organization like a University are

• The Executive council and the vice chancellor, the registrar office.

• The other officials of the University.

Karnatak University being a very important social organization, with a mission to bring about a social transformation. It is poised to transform itself from classical
affiliating model to becoming the hub of all activities related to the enhancement of knowledge and application of information technology along with suitable Human Resource Development and set the place of education development of society. For this it has to move with time. Hence it should always consider the needs of external and internal user and its impact on their functioning in University administration. The MIS at three levels forms this angle.

- **Operational Level:** The information at this level which is collected periodically includes preliminary statistics of the students, enrollment and eligibility of teachers, subjects, annual reports, scholarship, elections, work load, budget abstract etc…

- **Tactical level:** The information at tactical level includes eligibility of students, utilization of funds, areas of expansion, working for additional grants, legal aspects etc…

- **Strategic level:** Such information is usually supplied to all external and controlling institution, such as UGC, MHRD, Executive concern etc³.

The Following Charts Depicts the MIS Flow in Karnataka University

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³ Kuptan S.S (1990) "Management Information System and University Administration." University News, August 27)
Even though it has been functioning for over decades, its administration has not developed into a systematic and independent branch of information science. This may be due to a lack of sound and comprehensive system of planning and control within the organization and traditional approach and attitude of administration. The University is still lagging far behind in terms of modernization of administrative machinery. There is the need to have a perfectly structured MIS System in Karnataka University Dharwad.

**Work Environment/Quality of Work Life**

The first and foremost tool to be used in developing Human Resource in any organization/institution is to create a positive, cordial and favorable work environment in congenial physical working environment to provide a comfortable working place for the staff. The University has a well build infrastructure, importance being given to illumination, ventilation, drinking water, sanitation facilities and sitting arrangement. K.U.D has standard layout ambience space for sitting of the staff with individual cabins. The support services available in the University are central library book to the tunes of Rs. 3.80 lakhs journals/periodical subscribed national, 338 national international e-journals through UGC Info. net, Computer services, press, workshops, hostels, guest house, housing, canteen, Grievance redressed cell and a non resident centre with an advisor to cater the problem of foreign student registered for various courses. There is a wide scope for learning and participation to the faculty in essence; an OCTOPAC (Openers, Collaboration, Trust, authenticity, pro-activity, autonomy and confrontation) culture is being created in the University. This in turn leads to improvement in quality of co-operation, development of the individual, member's dedication or commitment to the organizational vision and mission career opportunities and rewards are very significant in providing a developed climate in the University. Grants have been provided by UGC to purchase personal computer. Most of the senior are equipped with them but some of the juniors are still in line to get them. At present there are 250+ computers in the University.
The research experience has shown that audiovisual techniques can significantly increase and reinforce training. In the teaching of abstract concepts or unfamiliar subjects, visualization can be essential to understand as they add interest to a presentation. They also facilitate listening and remembering. Following audio-visual is frequently essential in the University both for training and development of teaching faculty and administrator by academic staff colleges and for teaching purposes to the students.  

Table 3.1

<table>
<thead>
<tr>
<th>Audio aids</th>
<th>Visual Aids</th>
<th>Audio/Visual Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape recorder:</td>
<td>Slide projector, film,</td>
<td>Motion pictures, T.V, VCR,</td>
</tr>
<tr>
<td></td>
<td>overhead projector, bulletin board,</td>
<td>LCD</td>
</tr>
<tr>
<td></td>
<td>flip charts, models, handouts</td>
<td></td>
</tr>
</tbody>
</table>

Source: ASC, KUD

Though audio-visual aids technology is more powerful than conventional methods of training courses and transfer of technology activities, but its application has not been found very popular for teaching in University Department, even now.

Training and Development Activities

Training and development which is an act of increasing the knowledge and skills among the faculty and heads is aimed at enhancing productivity and improve the quality of teaching, research, through training and consultancy. It is expected to trigger innovative teaching and personal advancement. The faculty and the staff development

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4 Krishnamurthy R., "Need for training in educational Technology", University News September 23, 1991
programme will be successful provided the following three important constituents act together

1. Faculty and staff members
   - Interest on self development
   - Achievement motivation
   - Develop positive attitude
   - Self initiative to learn

2. Institutional encouragement
   - Incentive to encourage higher qualification up gradation.
   - Providing opportunity and encouraging self development.

3. Funding from the UGC
   - Budgetary grants from government agencies/Central government.
   - Identify selected industries/organization so that entire training cost is done by the government

K.U.D has adopted the above road map to face the new challenge of twenty first century the University College Development Council office is liaison between the UGC, University and the constituents/affiliated colleges of the University Jurisdiction. At present 136 colleges are included under section 2f and 12(B) of UGC act 1956.

Under the non planned grants for the period of tenth plan 30 colleges were sanctioned an amount of Rs. 33,60,000 under the scheme of UGC NRC (National Resource Centre) grant for purchase of computer Network etc.

The Planning, Monitoring and Evaluation Board in the University plays a vital role in planning research programmes interdisciplinary activities, interaction with outside agencies for training, extensions and research and monitors from time to time the

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5 U.Surya Rao and N.S Surenthiran "Faculty development in higher education, University News march 29,2004

6 Records maintained by the College Development council in the University)
implementation of the programmes and activities formulated by it for the development of the teaching faculty and the administrators. It consists of eminent Academicians and Educationists. Beside the mandatory training programmes conducted by the Academic Staff College at the University, that is orientation and refreshers courses. The faculty is deputed for trainings to reputed institutions in the country and abroad. They are sponsored to conferences/symposiums both international and national level. The teaching faculties are send to deliver special lecturers whenever called upon by other educational institution. A lot of encouragement, motivation is provided for publication of books and research papers. The University also conducts conferences, symposia and seminars through various departments in the University for the Benefits of teaching faculty.
TABLE 3.2
Statement Showing the Details of Academic activities carried out by the teaching faculty
(For the period 2000-02 to 2004-05)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No. of Books Published</td>
<td>42</td>
<td>97</td>
<td>67</td>
<td>45</td>
<td>57</td>
</tr>
<tr>
<td>2</td>
<td>No. of Research Papers Published</td>
<td>317</td>
<td>379</td>
<td>324</td>
<td>467</td>
<td>456</td>
</tr>
<tr>
<td>3</td>
<td>No. of Conferences/symposium/Seminar conducted by the various departments</td>
<td>90</td>
<td>92</td>
<td>90</td>
<td>121</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>No. of Conferences/Symposiums Attended By The Teachers</td>
<td>05</td>
<td>133</td>
<td>225</td>
<td>64</td>
<td>234</td>
</tr>
<tr>
<td></td>
<td>• Foreign</td>
<td>248</td>
<td>180</td>
<td>76</td>
<td>404</td>
<td>302</td>
</tr>
<tr>
<td></td>
<td>• National</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>No. of Special Lectures delivered by the teachers</td>
<td>397</td>
<td>363</td>
<td>436</td>
<td>365</td>
<td>515</td>
</tr>
</tbody>
</table>

(Source: Annual Reports of Karnataka University; Dharwad for the years 2000-01, 2001-02, 2002-03,2003-04, 2004-05)

It can be gathered from the above table that the number of academic developmental activities conducted by the various departments of the University are less in number. Therefore, there should be more involvement and increase in number of conferences, symposium and seminars conducted at departmental level for the benefit of the teaching faculty. Attendance to international conferences, symposium and seminars attended by the teachers are less in numbers, therefore more teachers have to be sent for interaction at international level. 36 teaching faculty have been benefited by...
attending international seminars and 15 teachers were resource person as national seminars workshop in the year 2005-06.

**Research Activities**

Research progress often depends on a large extent on the infrastructure facilities. Therefore, to support the research activities in the good established Science Department there exist at University Science Instrument Centre, this is housed well with major equipment needs for conducting research in physical and life sciences. There is a central workshop in the University to cater to the needs of teaching and research programmes.

Details of research project completed and their total outlay:

1) Major research project completed
   - 13(Thirteen)
   - Total Outlay
   - :- Rs 41,47,680=00

2) Minor Research projects completed
   - :- 16(Sixteen)
   - Total Outlay
   - :- Rs 2,63,000=00

Total 56 projects with an out lay of Rs 8,29,35,047 are under progress/ ongoing research.

**Collaborations with International Institutions**

The University has strong collaborative and linkages with both National and International level Institution mainly. Most of the other departments have not involved in the international collaborative and linkage activities resulting in uneven development of research activities in those departments as compared to the well established departments of science.

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7 Records maintained by the Planning, Monitoring and Evaluation Board and Annual reports of KUD.
International Collaboration

Department of Chemistry has linkages with agencies like Hindustan Ciba-Gaigi, Novartis Switzerland, E-Merc USA, Taaf USA, Dupont USA.

Collaborative programmes with South-West Texas University exist for study of Polymers as model for membranes and their effect on binary Liquid mixtures and other applicators.

Department of Physics has collaboration with ICTP, TRIESTE, Italy for promoting research and teaching.

Department of Geology has research association with a number of researchers at the Universities of Oulu, Finland for studying banded iron formation of Karnataka

Linkages with the Mineralogical-Petrological Institutes, University of Bonn, Germany are established specially to study unusually complex mineralogy of Chromiferous Quartzite’s of Ghattisohalli of Chitradurga District.

Joint research project on Amphibolites Granulites, Facies transition in South India is being perceived with scientists at University of Chicago and University of California Los-Angeles.

The department of anthropology is conducting a joint International project “Molecular Analysis of South Indian Population” along with the University of Utah, USA and Andhra University, Waltair.

A number of teachers from the department of Zoology have visited Academic Institution and universities abroad:

- Population Council Bio-Medical Division, New York USA
- Alexander Von Humbolt Stiftung, Germany.
- Professorship for Ministry of Education Japan.
- North Carrolina State University, NC, USA department of Toxicology and Entomology.
• DAAD Fellowship.
• National Institute for Basic biology Okazak, Japan.

National level Collaboration

Department of chemistry has collaboration programmes in crystal structure determination, organic complexes, heterocyclic Compounds with Mysore and Bangalore Universities. The department also has linkages with Research centre, Bangalore for a variety of Biological and Pharmacological activity.

Department of physics has collaboration with following Institutes/Universities for Research and teaching

1) BARC, Mumbai
2) TIFR, Mumbai
3) Solid state physics Laboratory, Delhi
4) Nuclear science Centre, New Delhi
5) Inter University Consortium Calcutta.

Department of management has an MOU with Centre for Entrepreneurship Development for Karnataka (CEDOK), to offer EDP's at under graduate and postgraduate levels.

The University has started two year International Diploma Programme in Reproductive Health Management under an agreement signed with Groningevi University Netherlands, and JSS of Economics Research Dharwad.

Organization Development in the University

In the context of changing roles of Higher educational Institution, Organization Development is considered as a response to change, a complex educational strategy intended to change the belief, attitudes, values and structures, of the University system so that they can better adapt to new technologies, market and challenges and the dizzying rate of change itself. It relates, in principle to the process whereby organizational
weakness diagnosed and changes initiated for improving the performance to respond to change in a planned manner.

A concept take OD is rather unknown to non-profit making public institutions like K.U.D management by objectives (MBO), and many such concepts are still unknown to traditional administered institutions and hence they may face some distinctive challenges to Institution like K.U.D which can be identified as follows, the present University set up by different Acts, regulation and statutes, therefore the decision makers are influenced by a set of agencies, directly or indirectly.

The University administrator may apparently have a sufficient power to take decision but it has to approve by a good number of committees and the legal frame work, making the process to lengthy complicated and time consuming, in some cases defeating the decision itself. The extent of direct supervision by a departmental head and controlled by a numerous nominated bodies complicates approaching OD values.

Though the inelastic and stringent system makes it hard to introduce a change or a new procedure within a rigid legal set up. K.U.D thrives with a mission to ensure a uniform quality of higher education by using modern technology and by

Leveraging on her excellent knowledge base created in last five decades in arts, science, commerce, management and social science faculty. Built painstakingly by dedicated teachers by embarking on new out reach, networking and collaboration with leading laboratories, Universities in India and abroad corporations and public bodies or Organizations in order to achieve its vision and succeed in becoming a model University with the needed excellence for the whole country, the University has drawn up, plans of taking up programmes through adopting well thought out processes almost all the science department of K.U.D have strengthened their physical infrastructure with the "Centre of
Excellence" in Polymer science. It plans to offer choice based credit system for all undergraduate (UG) and post graduate (PG) programmes. 8

To achieve excellence in higher education, Karnataka University plans to network colleges extend facility for hosting web pages of each networked college, in addition to exploring ways of offering select broad based courses on line to start with and to end up on E-learning model. Most of the labs are networked through optical fiber cable with high band width and high speed internet connectivity. It is also proposed to set up a central computer facility for the use of teachers and researchers. The academic excellence that has been built in past 50 years would be strengthened by networking with foreign University, research Organizations/Institutions inside the state and outside the states by offering specific programmes courses for Organizations.

As a part of the administrative reforms and also towards bringing in transparency and good governance all the educational Institution/colleges will be networked and the processes like applications, examination results and accessing Library Information centers Including the linkages Interactive class room facilities will be provided.

Infact, during the last phase of the planned period efforts were made to adopt and initiate the structural changes in the governance. Administrative reforms were brought in certain areas this included developing human sensitive Human Resource Policies and Plans involving not only the teaching staff but also the non teaching staff to nurture the academic potential all the teachers they were offered HRD programmes along with Personality Development and ICT. Awareness programmes including travel abroad is also encouraged.

There is a focused development in the various departments of the University too. The academic programmes envisaged are keeping in line with the needs dictated by the regional, national and international consideration.

In designing and implementing organization development programmes in the University there should be greater commitment on the part of the top management. It is the top management that has to create the necessary climate, that is the structure and the procedures which fosters the development of the talent of the people at all levels and in all functions adequate provisions for intellectual environment and effective use of internal resources and stimulation towards innovation are necessary for successful implementation of organization development plans and achieving good results.

**Awards: Achievements of the Teachers**

Seven teachers have received National recognition for teaching/research/consultancy. The awards are as follows.

- Professor L.P. Vidhyarthi Memorial Award by the Indian Social Science Association
- Award of IATLIS Montvale National Best Teacher Award
- FNA and FASC
- Sahitya Ratna

**Role of Academic Staff College in Professional Development**

HRD is increasingly recognized as a very important activity in the most organization and University system is no exception. In order to meet these challenges and opportunities, there is a need to continuously develop the human resources by updating their knowledge on a regular basis.
Scheme of Academic Staff College

Despite of several other A.I.C.T.E and U.G.C initiated faculty development schemes, the scheme of ‘Academic Staff College’ launched by U.G.C. remains the major and the largest formal and institutionalized Faculty Development initiative.

Academic Staff Colleges have been established to provide training to college teachers on an ongoing basis throughout the year and this is a substitute for the annual Summer/Winter institutes, for updating knowledge of teachers, in various disciplines. 48 such ASC’s were set up throughout the country in 1987\(^9\) and it is in 20 years now that the programme of development of academic staff through the institutional mechanism of ASC has progressed steadily and systematically. Until 1987, no mechanism was there for the professional development of teachers.

Historical Background of Academic Staff Colleges

Staff development particularly the academic staff of the University system, as a method to improve quality in higher education was evolved in 1970’s in the west after the campus crisis. Staff development programmes are practiced by units of higher education, consisting of consultancy and project works. The above approaches have been employed simultaneously at different universities in several countries. However there was no known model suitable for the third world countries. It was during the early part of 1980’s that the Government of India wanted to implement the recommendations made by Radhakrishnan Commission, in 1948 on University Education and the Kothari Commission 1968 to improve the quality of teaching in colleges and Universities.

The UGC tried for a viable model. In the mean time, the “Andhra University Teachers Training Model” based on the experiences of the developed countries was implemented which was purely based on the objectives of improving the

performance of the teachers in the classroom. The model was structured with four important components broadly covering the present objectives and approaches of ASC. It was taken as a National model without duplicating the so-called teaching model of school education\(^\text{10}\).

The UGC wanted that the academic staff orientation programmes as experienced at Andhra University be adopted as a national model with some modification. The staff orientation programme was linked with implementation of scales of pay of University teachers in 1986. Therefore it became inevitable for UGC to adopt the scheme as a UGC sponsored programme. A separate unit with funds was earmarked for this purpose in UGC to train all the teachers in the cadre of lecturer. As the number of teachers at that time was found to be around two lakhs, it became the world's largest ever training programme at the University level through the establishment of 45 ASC's in the country.

The UGC had later realized that mere orientation of the teachers for class-room performance was not sufficient. The teachers need to be provided with opportunities to upgrade their knowledge base to cope up with the changing knowledge in sciences and social sciences. With this purpose a method of refresher courses was introduced. Today the staff colleges are entrusted with the task of organizing two kinds of courses:

1) Orientation courses for junior teachers,

2) Refresher course in the subject areas for senior teachers.

In addition to well established staff colleges, advanced centers of learning in the country were also provided funding to organize subject oriented refresher courses. The UGC has selected 228 colleges and deemed to be universities for Career Oriented Courses to be started from the academic year 2005-2006, ear marking an amount of Rs 2.88 crores.

\(^{10}\) U Surya Rao and N.Surendiran; "Faculty Development in Higher Education", University News March 29, 2004
UGC Guidelines for Establishment of an Academic Staff College

The UGC in 1993 proposed certain guidelines for the establishment and working of ASC, which have been discussed in detail in the following paragraphs:

I Location of an academic staff college:

An ASC may be established in a University in any one of the possible format:

1. As a separate entity to be newly set up and designated within the University.
2. As a part of an existing department of continuing educational institution;
3. As a wing of the college development council;
4. In the form of a state institute of Educational Planning and Administration.

An ASC located in a University will have to draw upon all possible existing resources available in the University as well as in other universities and learning institutions within the state and outside.

Whatever the nomenclature and format, an ASC will carry out the various functions mentioned in the following paragraphs.

II Modality of academic staff orientation:

In order to make a course optimally effective, the ASC will maintain a systematic record of all the participants. 85-90% of the participants may be drawn from the institutions falling within the catchment area assigned to an ASC and remaining 10-15% participants may be taken to all India basis. In case ASC does not get the required no. of participants from its catchment area it may accept 25% participants on all over India basis.

III Conditions for establishing an ASC and its functions:

An ASC will organize academic staff orientation courses on a regular basis up to five Orientation Courses in a year. It will necessarily be a full- time and residential. ASC is also expected to organize programs for improving the professional competence of the teachers in their area of specialization.
Functions of an ASC:

a) Formulate a programme of orientation along the broad guidelines.

b) Identify resource persons in various field of specialization preferably from within a distance of 300-400 Kms.

c) Setup library.

d) Monitor and evaluate the effectiveness of the courses and grading their performance.

e) Providing opportunities for teachers in service to further widen their knowledge, to pursue research studies.

f) Introducing new methods and innovations in higher education, so that participants can in turn develop their own innovative methods of instruction.

g) Each ASC may organize one or two orientation programmes for principals/heads/deans/administrative officers and other decision-makers to enable them to understand their new roles as supervisors, and to facilitate reform in higher education through appropriate modification of the management systems at various levels.

IV Curriculum: Components of the orientation course,

1. Component A- Awareness of linkages among society, environment, development and education:

   This aims at helping the teacher realize the larger context of education and the roll of a teacher in society

2. Component B- Philosophy of education, Indian Educational System and Pedagogy.
This component should aim at imparting basic skills and sensitivities that a teacher needs for effective classroom teaching.

3. Component C: Resource Awareness and knowledge Generation

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

4. Component D: Personality Development and Management

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

V. Monitoring and Evaluation of Participants:

When possible, in the concluding week of the Programme experts, preferably external, evaluates and assess the participants on the basis of multiple choice objective tests, and give grades to participants, taking also into account other evaluations already done.

The grading is assigned as follows:

i. A: 75 percent and above

ii. B: 60 percent to less than 75 percent

iii. C: 50 percent to less than 60 percent

iv. F: Below 50 percent

Those teacher participants who get F grades are required to repeat the programme after a gap of one year without financial commitment from UGC/ASC.
The total marks are to be fixed at 100 and the same is decided in the following manner:

i. Overall response 20
ii. Seminars 20
iii. Project/survey/others 20
iv. Micro-teaching/participation 20
v. Multiple-choice objective tests 20

The above distribution may be adjusted to meet specific requirements.

The grades should be indicated on the certificate to be given to the teacher participant at the end of the Programme.

VI Structure of the ASC: Staffing norms/patterns;

a) Academic staff:

I. Professor-director-(professor's scale of pay); It should be preferably filled by principal of a college. A superannuated person cannot be appointed as a director.

II. Reader (Reader's scale of pay) : 1

III. Lecturer (Lecturer's scale of pay) : 1

For the reader and lecturer, the qualification will be same as in case of similar posts in the University.

b) Non-teaching staff:

I. SO : 1

II. Senior assistant : 1

III. Junior assistant : 1

IV. Librarian or technician : 1

V. Steno-typist/computer operator : 1
VI Peon : 1
VII Hostel Attendant : 1

(In case of those ASC's that have independent accommodation/hostel facilities).

VII UGC assistance in X plan:

a) Financial Assistance:

The UGC will provide 100 percent assistance to the ASC. The working of ASC shall be reviewed from time to time to continue assistance. Initially a lump sum grant as approved by the commission is realized to an ASC. Further, release of grant will be made to ASC as soon as 75 % of the previous grant is utilized.

b) The following financial assistance will be payable to each ASC.

1. Core Assistance
   i) Salary : On actual basis
   ii) Books and equipment : Rs 50,000 pa
   iii) Working expenses :

   a) Rs 3 lack lump sum pa
   b) In addition, Rs 30,000/ each for humanities and social science subjects Rs 40,000/ each for science subjects will be given as working expenses for Refresher Courses. The subject of Refresher Courses will be assigned each year by the UGC.
   c) An additional working expenses of Rs 30,000/ will be provided for orientation course.
   d) An imp rest amount of Rs 5,000/ for meeting expenses from time to time may also be made available to the ASC.
   e) The U.G.C will provide financial assistance upto Rs.50,000/- per meeting for workshops for Academic Administrator

2. Programme Cost: includes TA/DA/incidental charges

For local participant Rs 50/- per day.
For outstation participant; first class railway fare, and Rs 200/- per day in “A” class cities Rs 150/- for other places

Reading material: worth Up to Rs 300/- per participant for refresher Course and Rs 200/- for orientation programme is provided.

3. Resource Person:
   a) T.A : as per UGC – ACS norms for outstation resource person
   b) D.A Rs 200 /- per day
   c) Local resource person Rs 200/- per day
   d) Honorarium Rs 300/- per lecture for session of 90 minutes

4. Course Coordinator: Rs 2000/- will be paid as honorarium (he/she cannot withdraw honorarium for taking classes in the same course) The UGC will provide financial assistance upto Rs 50000/- per meeting for workshops for academic administrators

Performance of Academic Staff Colleges

Recognizing the significance of recommendation of Mehrotra committee for transformation and modernization of teaching methods in higher education it was considered necessary that some formal training programmes for University teachers would be appropriate. The NPE-1986 re-emphasized the need of professional quality in newly recruited teachers at the beginning of their services as well as promise for continuing education thereafter. The UGC suggested Orientation Programme for new lecturer and Refreshers Courses for all the teachers of regular intervals for appointments in the academic year 1988-89 and after. Subsequently the UGC established 48 ASC’s and 93 equivalent institutions in selected universities during seventh five year plan. The scheme was implemented in 1987-88 with objective of professional development of teachers out of 48 ASC’s three of them were later closed and two recognized universities/institution refuse to conduct the courses. At the end of the eighth year plan,
the UGC reviewed the scheme and extended it to IX year plan. In 1999 there were 43 ASC's which were reviewed by the UGC reviewing committee through NIEPA. At present during X plan there are 51 ASC's (UGC report 2004-05) the ASC's also conduct the seminars for principals of the colleges located in the attachment area in order to make them realize the significance of training programme conducted by ASC's and recognized universities/institutions. ASC's have already conducted a large number of programmes for the benefit of teaching faculties and administrators, which can be seen in the following table:

Table-3.3

Programmes Conducted by Academic Staff Colleges in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Orientation Programmes</th>
<th>Refresher Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Programme</td>
<td>Participants</td>
</tr>
<tr>
<td>Till 31\textsuperscript{st} march 2002</td>
<td>2200</td>
<td>62000</td>
</tr>
<tr>
<td>2003-04</td>
<td>260</td>
<td>8000</td>
</tr>
<tr>
<td>2004-05</td>
<td>296</td>
<td>10000</td>
</tr>
</tbody>
</table>

Source- UGC estimate (UGC Annual Report) Government of ministry of HRD

As mentioned in the U.G.C Annual Reports, it can be gathered that the UGC has not been maintaining any year wise data of the participants and programmes conducted by their staff colleges. The data given in the Annual Reports of the UGC have been estimated. One reason for this may be the most of the ASC are not responding to the request of UGC to furnish year wise details of the programmes and participants and it could not be ascertained if there might exist any mechanism of compiling the data collected.
If, we go by the estimates of the UGC, till up to 1990 about 12305 participants had attended the Orientation Programme and 8861 participants had attended the Refresher Courses up to 1998 about 50,000 teachers attended the Orientation Programme and about 1,50,000 teachers participated in it. During the first three years of X plan 51 ASC's continued their Orientation Programme and Refreshers Courses for in service teacher and newly appointed lecturers. A total of 296 Orientation Programme / Workshop and 127 Refreshers Courses had been approved in 117 Universities. As the table shows till 31st march 2002 the ASC's had conducted 2200 Orientation Programmes and about 5500 subject Refreshers Courses (including those conducted by selected universities covering about 155000 teachers).

During 2005-06 the approval of the UGC was given to 228 colleges/ institution and 2 deemed universities, about 81,000 teachers have attended Orientation Programmes during 2004-05,while about 2,20,000 have participated in Refreshers Courses. There is a back log of nearly 1,00,000 teachers in the country who are waiting to undergo these courses.

It is worth noting here that ASC scheme is not a regular scheme of UGC. The performance of each ASC is assessed every five years and on the basis of such performance appraisals extension is granted for another five years.

**Academic Staff College Review Committee Report**

It is worth noting here that a high powered review committee constituted by the UGC in 1990 submitted its report in February 1991. The committee discussed the following issues.11

1) Continuation of academic staff college

2) Action towards the performance

3) Steps for improvement of the academic programme

11. "HRD in Universities; Study of Delhi University Published by Aravalli Books International (P) Ltd, New Delhi 2000 p 38-39
4) Methodologies of conduct of Orientation and Refresher Courses

5) Resource person, their education and participants evaluation

6) Problem of infrastructure

The review committee, taking into account the performance of Academic Staff Colleges recommended the continuance of twenty ASC until the eighth plan and to take the necessary steps to put them in permanent footing. The committee further recommended that since the performance of twenty five ASC has not been satisfactory in relation to organization of programme, they should be reviewed after one year and in case, their performance continued to be unsatisfactory they should be closed down.

The committee also recommended discontinuing the remaining three academic staff colleges, where no progress was made. Thus out of 48 academic staff colleges, only 45 colleges were in function in then.

The committee observed that most of the academic staff colleges in the country are functioning in their own way of the deviation which the committees are found as under

1. The Orientation Courses are conducted in a mechanical manner without taking in to account the specific interest of the participants. The components suggested by the UGC related to subject up-gradation are missing at many places. Even wherever it is introduced it does not serve the purpose since the topic covered at a higher level.

2. As Regards the Refresher Courses there isn't any specific syllabus at some places there is no course time table, no list of topics to be covered and no heading available. The participants attend because of statuary compulsion otherwise they feel happy to be away from such courses.
3. No Academic Advisory Committee meets to determine the nature of Refreshers and Orientation Course to be conducted and also to select the resource person of high caliber.

Some of the other important recommendations made by the review committee are

1. In order to ensure proper development of both Orientation and subject Refresher programmes, short and long plans for ASC’s may be prepared on regular bases and proper policy director may be given from time to time.

2. The innovation being carried out in ASC’s and reading and references material develop by them should be properly coordinated so as to avoid duplication and help sharing the benefits of each others effort.

3. The progress of ASC’s should be regularly monitored through quantitative information based on such analysis, necessary feed back may be given to ASC’s for their future development.

The Missing Link in Staff Development

Again in 1999\(^1\) the UGC through NIEPA (National Institute of Educational Planning And Administration), reviewed the courses offered by the staff colleges in India to asses the utility of the programme, It was revealed that the teacher in higher education system have accepted the model. It has become a part of the teaching and learning culture in the country that every teacher wishes to go to Academic Staff College once in at least two year. Though the ASC’s have fulfilled the objective for which they were established the process of organization of course become routine and stereotyped. As the successive pay commission linked the time scale promotion with attendance at staff colleges, the colleges are left with little opportunities to experiment and innovate new methods to the staff development. The Refresher Course is almost became a replica of postgraduate

teaching programme of concern discipline in 4 weeks crash programme.

The review of 43 ASC’s conducted by UGC through NIPEA in 1999 showed that 1574 Orientation Courses were organized by 43 ASC’s which were attended by 44209 participants, which per Orientation Programme works out to 28 participants, which was much below the target of 40-50 participants per Programme set out in the scheme. ASC at Kerala and Gorakhpur respectively succeeded in engaging in 737 and 562 participants with a dismal average of 17 in both cases. It was further revealed that, during 1997-98 out of 43 ASC’s, Calicut and Hyderabad not conducted any Orientation Courses, Three ASC’s Nagpur, Kurukshetra and Delhi ran one programme each. While in eleven and twelve cases only two and three programmes respectively could be conducted. In remaining 15 ASC’s, the Orientation Programmes conducted range between 4-8 programmes each, which are not encouraging figures.

The thrust areas identified that, the reading material selected and the resource person who transacted the content with participant had to inevitably repeat what is happening in the postgraduate department in the University.

The review put forward that, the Academic Staff Colleges have also failed to respond to the needs and requirement of teachers who are teaching innovative courses. Some of the participants who attended some of these courses ASC remained largely unsuccessful in both attracting the requisite number of participants as well as running these courses on sustained basis, this was primarily due to the reason that the majorities of ASC’s were set up without conducting need analysis as required under the guidelines of the schemes. NIEPA studies in 1999 brought out that, of the 43 ASC’s only 13 ASC’s were conducted need analysis. Unimaginative implementation of the scheme resulted in not only underutilization of the infrastructure created, but also resulted in incurring huge amount of recurring expenditure on their maintenance.
Audit test check of the records of the 10 ASC's revealed that the ASC's were not functioning to their optimum capacity as percentage of short fall in terms of days was 7.94% to 72.9%. ASC at Delhi University and JN Vyas University showed declining trend as percentage in shortfall in terms of days during 1992-93 to 1999-2000 ranged from 14.95% to 54.21% and 20.09% to 72.90% respectively. In other cases, the classes for Orientations Courses could not be held showed huge fluctuation from year to year. Thus the poor functioning of deprived teachers of the required skill orientation and the UGC could not implement the scheme successfully.

Further the observation of the ASC review committee report in 1999 that no Academic Advisory Committee meets to determine the nature of Refreshers/Orientation course to be conducted and to select the resource person of high caliber, today also the same situation prevails.

The experts review committee also recommended the following which the UGC has agreed to implement to immediate effect as on February 2005

i. The number of participants in orientation programme could be at least 30 and that in Refreshers Courses be 25

ii. The temporary contract teachers who have been teaching at least for two academic sessions in an institution which has been affiliated to a University for least two years may be allowed to participate in the Orientation Programme/Refresher Course to enhance their skills.

Professional Development and the Role of Academic Staff College in Karnataka University, Dharwad.

University administration is expected to face new challenges of the 21st century. This involves the development of human resources at the University level. In the wake of ever changing and dynamic environment both teaching and administrative personnel of
the University has to be equipped with the requisite knowledge, skill and attitude. Karnataka University has set up its Academic Staff College as per the UGC guidelines.

The Academic Staff College of Karnataka University was established and began functioning from 25th August 1987 as a center for training newly appointed as well as in service teachers. Initially the ASC was allowed to conduct only the Orientation Programmes and since 1990-91, subject specific Refresher Courses are also being conducted.

Objectives of the ASC

The ASC of Karnataka University has the following objectives:

1) To broaden the knowledge on contemporary developments in one's own field.
2) To develop an acquaintance with the new technologies of teaching.
3) To develop acquaintance with new areas of studies.
4) To develop expertise in special areas of field study.
5) To develop an understanding of the role of teachers in the context of social development.
6) To allow an exposure to top methods of conducting research.

Initially the ASC was allowed to conduct only Orientation Programmes but since 1990-91, subject-specific Refresher Courses also being conducted. Orientation Programmes are conducted for younger teachers and Refresher Programmes are conducted for senior teachers.

Orientation Programme

Orientation programmes are designed to meet the needs of the newly appointed lectures in colleges and universities since they had no formal training in teaching in the normal course. The eligible teachers must have an average length of experience of around 4 to 5 years and the age variation between 30 and 40. Hence programme is around 35 years of age and about 5 years of teaching experience.
Objectives and HRD Implications of Orientation Programme

The HRD implications of the Orientation Programmes are indicated by the following objectives of the programmes.

1. To understand the significance of education in the global and Indian context.
2. To orient the young teachers towards the philosophy of higher education, pedagogy and its role in national development and national reconstruction.
3. To acquire and improve basic skills of teaching at college/University level.
4. To develop professional competence by obliterating archaic teaching methods and knowledge.
5. To familiarize teachers about modern teaching technologies, communication skills and research methods.
6. To build up the awareness of the developments in the specific subject by updating their knowledge in the concerned discipline.
7. To understand organization and management of college/University and to perceive the role of a teacher in the total system.
8. To utilize opportunities for development of personality initiative and creativity.

Components of the Curriculum

The following components are considered in the curriculum of the programme.

❖ Awareness of linkages between society, environment, development and education.
❖ Philosophy of education, Indian educational system and pedagogy.
❖ Subject up gradation.
❖ Management and personality development.

The UGC has laid down the objectives and curriculum but it has given freedom to the Karnataka University to evolve and actual content and an appropriate methodology.
Refresher Programme

Refresher courses are subject specific. The number of participants is restricted to 50 in normal course. But the Vice Chancellor can allow accommodation of additional number up to 100 to 125 depending upon the demand for the subject. The duration of the Refresher programme is three to four weeks.

Academic Staff College - A Study of its Working

The ASC started functioning on 25 November 1987 to and has now been functioning for nearly two decades. It is the first major step in the University to tackle the problems relating to academic Obsolescence and apathy as stipulated and envisaged by the Expert committee and executive council, the ASC undertook the responsibility of conducting Orientation and Refreshers courses. For the University and college teachers these courses are based on the frame work of modern techniques and methodologies including Computer Assisted Learning with respect to various discipline.

Administrative Structure of ASC

The Administrative structure evolved and suggested by the UGC consists of the following.

1) Advisory Committee

The Advisory Committee gives advice on the courses and appoints the Resource Persons. The committee may meet twice a year.

2) Director

A full time director looks after the functioning of the ASC and implements the decision taken.

3) Course Coordinator

A coordinator is nominated for each course.
4) Standing Committee

The standing committee guides and monitors the functioning and working of the ASC.

At the time of the establishment ASC, the UGC proposed four administrative posts namely Director, Dy. Director, Assistant Director and Section Officer. Since the inception of the ASC, the post of Dy. Director has not been filled up. Infact, the posts are not fully equipped according to the required norms proposed by the UGC.

The first director of academic staff college was Dr.V.C.Chawadi (From 24-11-1987 to 12-1-1993) presently the Executive council of KUD has appointed Dr.S.T.Nandibewoor as the director of the ASC. He is the fifth Director of the ASC, who took over the additional charge in 2005. He is heading the Department of Chemistry. Dr.R.N.Nayak is the present Assistant Director.

The Academic Staff College has a Director, an Assistant Director, an Assistant Officer Superintendent, a Technical Assistant who handles library also, a Computer Operator, a Clerk cum Typist and a Peon. The supportive staff is hired on the contract basis.

There is a Course Coordinator, who is a senior faculty member of the Karnataka University Dharwad. The Course Coordinator contacts Resource Persons, draws programme schedules and decides course contents.
The organizational structure of the academic staff college is indicated below:

**Figure 3.2**

Organizational Structure of the Academic Staff College

<table>
<thead>
<tr>
<th>Organizational Structure</th>
<th>Programme Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Director</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Assistant Director</td>
</tr>
<tr>
<td>Assistant Office Superintendent</td>
<td>Assistant Office Superintendent</td>
</tr>
<tr>
<td>Computer Operator</td>
<td>Course Coordinator</td>
</tr>
<tr>
<td>Peon</td>
<td></td>
</tr>
</tbody>
</table>

Source: ASC, KUD

**Area Served by the ASC of Karnatak University**

The ASC provides the orientation and Refresher Programmes to teachers of Karnataka University as well as from other Universities in and around the Karnataka State. The area of the services of an ASC is decided by the UGC. It allots the area to a University, which keeps on changing. Since its inception the ASC of Karnataka University has covered the following Universities.

Kannada University Hampi, Goa University, Mangalore University, Mumbai University, Gulbarga University, Kuvempu University, Mysore University, Shivaji University, Tirupati University, Bangalore University.
The details of participants from host University and other Universities, which fall under the Catchments area of ASC, KUD, have been depicted in the following table:-

Table 3.4
Details of Participants University

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>University</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Karnataka University Dharwad</td>
<td>3141</td>
</tr>
<tr>
<td>2</td>
<td>Other Universities</td>
<td>1303</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4444</td>
</tr>
</tbody>
</table>

Nearly 30 percent of the participants are from outside KUD area, thus catering to the requirements of the catchments area.

**Infrastructure of the Academic Staff College**

The ASC of Karnataka University is located on the main campus of the University in a building shared with students' welfare section.

The physical facilities of the ASC include Office space for academic and supportive staff, seminar room, library and a separate computer lab.

**Learning / Teaching Aids**

The ASC of KUD has the following Audio-Visual Aids;

Table 3.5
List of Audio-Visual Aids

<table>
<thead>
<tr>
<th>Aids</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mikes</td>
<td>2</td>
</tr>
<tr>
<td>Overhead Projector</td>
<td>2</td>
</tr>
<tr>
<td>Slide Projector</td>
<td>1</td>
</tr>
<tr>
<td>TV</td>
<td>1</td>
</tr>
<tr>
<td>VCR</td>
<td>1</td>
</tr>
<tr>
<td>LCD Scanner</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: ASC KUD
The ASC has a Xerox machine. It provides cyclostyled reading and reference material to the participants.

**Performance of the Academic Staff College, KUD**

The ASC's performance relating to different programmes conducted, financial management education mechanism adopted etc has been provided here.

**Courses Conducted by the ASC**

The ASC has conducted three kinds of courses viz.,

- Orientation Courses
- Refresher Courses and
- Need based Refresher Courses occasionally.

Each course has a curriculum with a definite focus. Orientation courses have curriculum, which are split into various units-societal context of higher education, psycho-sociological dimension of university education, functions of teachers in higher education and service conditions to teachers.

In Refresher Courses the focus is on updating knowledge in particular subjects. The teacher participants undergo training in the form of practical exposure to various software packages like Tally, MS-Dos, etc. Likewise the course on current trends in life sciences has components covering various aspects of living beings on the 'Earth' and factors affecting them. Topics like 'Environmental pollution, Cloning and Stem cell research, application of biotechnology in reproduction human welfare, Time management, Urcadian, Rhythms, Mechanisms and Health implications, Recent trends in Agriculture, etc.

**Duration of Programme**

Following details provide the information about the duration of the programmes of the ASC of the University.
INAUGRATION OF ORIENTATION COURSE

DIRECTOR ADDRESSING THE PARTICIPANTS AT THE INAUGURATION
OF ORIENTATION COURSE CONDUCTED FROM 27-12-2006 TO 18-1-2007
Vice Chancellor inaugurating the Refresher Course conducted for Environmental science teachers from 27-6-2006 to 27-7-2006.
**Orientation Course**

A course of 4 weeks duration is open to all the teachers irrespective of their field of specialization. It consists of 74 to 84 sessions.

**Refresher Course**

The subject specific course is of 3-4 week duration open to teachers of their respective subject and specialization.

Since 2005 Inter Disciplinary Reference Course (IDRC) has been incorporated for the benefits of the participants in subjects of social science, environmental science, language and literature.

**Programmes Conducted Since Inception till 2005**

The following table provides details of the number of programmes conducted by the ASC up to 2005.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Programme</th>
<th>No. Of Programme</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation Programme</td>
<td>36</td>
<td>993</td>
<td>268</td>
<td>1261</td>
</tr>
<tr>
<td>2</td>
<td>Refresher Course</td>
<td>81</td>
<td>2404</td>
<td>711</td>
<td>3115</td>
</tr>
<tr>
<td>3</td>
<td>Need based Refresher Course</td>
<td>05</td>
<td>165</td>
<td>50</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>122</td>
<td>3562</td>
<td>1029</td>
<td>4591</td>
</tr>
</tbody>
</table>

Source: ASC, KU

**Resource Persons**

The ASC has drawn faculty for various courses from amongst the eminent scholars from universities and the neighbouring states. The college has also associated senior teachers of the postgraduate departments of the Karnataka University as resource persons and as course Co-ordinators. Resource persons are also drawn from industry for...
subjects like chemistry and from SEDOK for other subjects in commerce and management.

**Method of Conducting Courses**

The resource persons use the following methods in their conducting of courses.

**Seminars and Group Discussions**

The resource persons make reading material and lecture notes available to participants. Since the courses are participative in nature, approximately half the time is devoted for discussions among the participants.

**Resource Persons Availed by the Academic Staff College**

The Academic Staff College of the Karnataka University has availed of resource and for the Refresher Courses. Resource persons from outside the University and from the local areas particularly from the P.G. Departments of the University have been used for the purpose. The following table provides details of the number of resource persons availed by the ASC of the University between 1987-88 and 2003-2004.
REFRESHER COURSE CONDUCTED

Participants attending the lecture at refresher course conducted in social sciences from 5-11-2006 to 5-12-2006.
Table 3.7:
Resource Persons for the Academic Staff College – KUD

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Year</th>
<th>Orientation Programme</th>
<th>Refresher Course</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Local (KUD)</td>
<td>Out Station</td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td>1987-88</td>
<td>58</td>
<td>75</td>
<td>133</td>
</tr>
<tr>
<td>2</td>
<td>1988-89</td>
<td>100</td>
<td>138</td>
<td>238</td>
</tr>
<tr>
<td>3</td>
<td>1989-90</td>
<td>206</td>
<td>213</td>
<td>419</td>
</tr>
<tr>
<td>4</td>
<td>1990-91</td>
<td>133</td>
<td>96</td>
<td>229</td>
</tr>
<tr>
<td>5</td>
<td>1991-92</td>
<td>95</td>
<td>76</td>
<td>171</td>
</tr>
<tr>
<td>6</td>
<td>1992-93</td>
<td>42</td>
<td>20</td>
<td>62</td>
</tr>
<tr>
<td>7</td>
<td>1993-94</td>
<td>26</td>
<td>34</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>1994-95</td>
<td>42</td>
<td>22</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>1995-96</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>1996-97</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>1997-98</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>1998-99</td>
<td>31</td>
<td>22</td>
<td>53</td>
</tr>
<tr>
<td>13</td>
<td>1999-2000</td>
<td>143</td>
<td>52</td>
<td>195</td>
</tr>
<tr>
<td>14</td>
<td>2000-01</td>
<td>69</td>
<td>42</td>
<td>111</td>
</tr>
<tr>
<td>15</td>
<td>2001-02</td>
<td>68</td>
<td>50</td>
<td>118</td>
</tr>
<tr>
<td>16</td>
<td>2002-03</td>
<td>108</td>
<td>75</td>
<td>183</td>
</tr>
<tr>
<td>17</td>
<td>2003-04</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1121</td>
<td>915</td>
<td>2036</td>
</tr>
</tbody>
</table>

* Resource persons for need based refresher course held

Source: ASC-KUD

Subject wise Courses Conducted and the Number of Participants

The data about the subject wise courses conducted by the Academic Staff College indicate that relatively more programmes were organized in Statistics, Kannada, Commerce and History. The following table provides the details.
INAUGRATION OF PRINCIPALS WORKSHOP

WORKSHOP CONDUCTED FOR PRINCIPALS OF CONSTITUENT AND AFFILIATED COLLEGES IN SEPTEMBER 2006.
Table 3.8:
Subject wise Courses Conducted by the Academic Staff College (1987 to 2005)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Subject</th>
<th>Number of Courses</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Statistics</td>
<td>11 (10+1)</td>
<td>393 (358+35)</td>
</tr>
<tr>
<td>2</td>
<td>Botany</td>
<td>05</td>
<td>173</td>
</tr>
<tr>
<td>3</td>
<td>History</td>
<td>07</td>
<td>308</td>
</tr>
<tr>
<td>4</td>
<td>Kannada</td>
<td>11 (10+1)</td>
<td>484 (394+90)</td>
</tr>
<tr>
<td>5</td>
<td>Chemistry</td>
<td>05</td>
<td>201</td>
</tr>
<tr>
<td>6</td>
<td>Library and Information Science</td>
<td>05</td>
<td>211</td>
</tr>
<tr>
<td>7</td>
<td>Physics</td>
<td>05</td>
<td>188</td>
</tr>
<tr>
<td>8</td>
<td>Zoology</td>
<td>04</td>
<td>131</td>
</tr>
<tr>
<td>9</td>
<td>English</td>
<td>04</td>
<td>140</td>
</tr>
<tr>
<td>10</td>
<td>Commerce</td>
<td>09 (7+2)</td>
<td>405 (315+90)</td>
</tr>
<tr>
<td>11</td>
<td>Hindi</td>
<td>04</td>
<td>174</td>
</tr>
<tr>
<td>12</td>
<td>Economics</td>
<td>05</td>
<td>198</td>
</tr>
<tr>
<td>13</td>
<td>Mathematics</td>
<td>02</td>
<td>74</td>
</tr>
<tr>
<td>14</td>
<td>Political Science</td>
<td>02</td>
<td>76</td>
</tr>
<tr>
<td>15</td>
<td>Sociology</td>
<td>02</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>Geography</td>
<td>01</td>
<td>44</td>
</tr>
</tbody>
</table>

Source: ASC, KUD

(Number of subjects and participants include need based Refresher Courses conducted)

The details in the above table indicate optimum participation in the courses by teachers of Kannada (484), Commerce (405), Statistics (393) and History (308). Here the number of participants varied from 308 to a maximum of 484 in Kannada. The number of participants was above 200 in Chemistry and Library Science. A substantial number of participants are observed in subjects like Economics, Physics, Hindi and Botany. Participation is found moderate in other subjects.

Other Programmes Conducted by the ASC of KUD

The ASC at Karnatak University Campus has conducted other programmes mentioned below.

- Principal's Workshop
- Workshop for Administrators
- Workshop for Research Scholars in Science, Languages, Social Sciences and Chairmen's Seminars.
University has been conducting regularly symposia for Research Guides in order to improve the research capabilities and sharpen research skills. The ASC conducted 11 symposia for the Guides and 20 workshops for Research Scholars till March 2005. 298 Guides and 791 Research Scholars attended these respectively.

In order to improve the competence of the administrators in higher education the ASC has organized seminars for chairpersons of P.G. Department of the University as well as the principals of colleges. The deliberations of these seminars related to the problems in day-to-day administration, their solution, and the planning for future development. The ASC conducted 5 seminars for Principals till March 2005.

**Finances of the Academic Staff College – KUD**

The Academic Staff College of Karnatak University received a grant of Rs. 9,50,000 from the UGC in 1987-88, which however slumped to Rs. 7,10,000 in 1989-90. There has been a sharp spurt in the UGC grant in the subsequent two years till it slumped again in 1992-93. A sustained growth in the UGC grant to the ASC is observed from 1996-97 onwards. It is significant to note that the UGC grant reached the highest level in 1999-2000. When the UGC grant was Rs. 27,06,909 Maximum of UGC grant to ASC of Rs. 40,00,000 was given during 2006 April up to November 2006. This amounts to more than 5 times increase in UGC grant from Rs. 7,10,000 in 1989-90 to Rs. 40,00,000 in 2006.

Expenditure of ASC rose from a bare Rs. 1,26,319 in 1987-88 to Rs. 16,58,412 in 1990-91. Maximum expenditure of ASC was Rs. 46,11,242 in 2000-2001, which declined, steeply in the subsequent period. The trend of fluctuations in expenditure by the ASC of the University is observed over the period from 1987-88 to 2005-2006. The following table provides the above details.
Plan wise Grants Received from UGC by the ASC of Karnatak University

The total grants to ASC from the UGC rose from Rs. 43,97,771 in 7th Five Year Plan to Rs. 88,74,225 in IX Five Year Plan but declined to Rs. 62,04,500 in X Five Year Plan.

The UGC gave grants for purchase of books by the ASC to a tune of Rs. 1,41,528 between VII plan and X plan. Grants for equipments rose from Rs. 3,50,000 in VII plan to Rs. 20,00,000 in X plan. Salary grants to ASC from the UGC rose from Rs. 6,50,000 in VII plan to Rs. 22,49,575 in IX plan but declined to Rs. 18,00,000 during the X plan.

Grants for working expenses rose from Rs. 5,97,771 in VII plan to Rs. 12,92,704 in the IX plan while for the participation cost UGC grant rose from Rs. 27,00,000 VII plan Rs. 52,64,454 in IX plan but declined to Rs. 24,04,500 in X plan.

The total grants from the UGC to the ASC during the period from VII plan to X plan were Rs. 2,50,83,806. Of this Rs. 1,41,528 was for books, Rs. 25,56,520 was for equipments, Rs. 57,42,372 was for salary, Rs. 27,49,845 was for working expenses and Rs. 94,20,239 was for participant cost.
The adjoining table provides the details.

Table 3.9

Cumulative Statement of Accounts Showing the Utilization of Grants Received from the UGC from Inception to 30-12-2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Grants Received from UGC Rs.</th>
<th>Expenditure Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>950000</td>
<td>126319</td>
</tr>
<tr>
<td>1988-89</td>
<td>--</td>
<td>449073</td>
</tr>
<tr>
<td>1989-90</td>
<td>710000</td>
<td>313787</td>
</tr>
<tr>
<td>1990-91</td>
<td>1100000</td>
<td>1658412</td>
</tr>
<tr>
<td>1991-92</td>
<td>1637771</td>
<td>919156</td>
</tr>
<tr>
<td>1992-93</td>
<td>900000</td>
<td>675686</td>
</tr>
<tr>
<td>1993-94</td>
<td>1475000</td>
<td>603814</td>
</tr>
<tr>
<td>1994-95</td>
<td>1400000</td>
<td>1942836</td>
</tr>
<tr>
<td>1995-96</td>
<td>685792</td>
<td>1420162</td>
</tr>
<tr>
<td>1996-97</td>
<td>1146518</td>
<td>1898646</td>
</tr>
<tr>
<td>1997-98</td>
<td>2018349</td>
<td>1448309</td>
</tr>
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Source: ASC, KUD
Evaluation of programmes conducted by ASC at Karnatak University Dharwad.

Evaluation of the ASC Programmes is necessary in order to determine; development objective to achieve, the effectiveness of the methods of instruction and the best the and most economical training activities were conducted.

The evaluation thus evolves investigation whether ASC at K.U.D has achieved its goals efficiently and effectively. And the purpose of evaluation is to discover whether there is a better way of doing things. It is a quality control mechanism to ensure the quality and assure that ASC at the University will improve the quality of teaching and learning in the field of higher education.

Mechanism of Evaluation Adopted by ASC at KUD

Mehrotra committee, in 1986, while revising the pay scales and service conditions of College and University teachers have linked the career advancement of teachers with the attendance at the A.S.C. as one of the important criterion and suggested three kinds of evaluation of Orientation and Refresher Programme, Self-evaluation by the participants in terms of their own perceived attitudinal changes and the skill advancement.

Evaluation, by the participants to assess the effectiveness of the programmes and, Formal evaluation by the participants in terms of their achievements.

As observed by Mehrotra committee, the success of any Programme is assessed, by finding out from the persons who have attended that Programme. Going with this belief Academic Staff College at Karnataka University of Dharwad has evolved Evaluation proforma through which the participants are asked to furnish their reaction to various aspects of the Programme in the last week of the Programme.

The various aspects of the programmes on which the feedback of the participants are elicited divides into three parts:
Assessment of the course in the level of quality relevance, communication, reading material and resource persons, duration of the course, library facilities and overall assessment of extent of participation.

Impact of the Programme consisting of broadening approach, inspiring, and skill development are the other dimensions for assessment.

Two separate feedback proforma are given, one to elicit feedback on the relevance and impact of the course attended, the weightage assigned is in percentage-100%, 75%, 50%, 25%, 0%.

Another proforma is an evaluation sheet for the resource persons, where in, the participants have to assign weightage in the numbers from 0 to 5; 0=poor, 1=Bellow average, 3=Good, 4=Very Good, and 5=Excellent on the aspects of level of information conceptual clarity, lecture plan, Language clarity, Interaction, classroom atmosphere, and remarks as to whether the session were useful and interesting.

The topics / contents/ resource persons obtaining the highest marks, are continued in the next programmes and those getting lowest marks and not appreciated by the participants, are withdrawn/ dropped from future programmes.
Organizational Structure of Karnataka University, Dharwad

Figure 3.3

Chancellor
   ↓
Pro-Chancellor
   ↓
Vice-Chancellor
   ↓
Policy Making Bodies
   ↓
   The Syndicate
   ↓
   Academic Council
   ↓
   Finance Committee
   ↓

Academic Heads
   ↓
Registrar
   ↓
Registrar (Evaluation)
   ↓
Finance Officer
   ↓
Director of Planning, Monitoring and Evaluation Board
   ↓
University Engineer
   ↓

Administrative Officers
   ↓
Miscellaneous Officers
   ↓
   Director of Student Welfare
   ↓
   Director of College Development Council
   ↓
   Director of Physical Education
   ↓
   Librarian
   ↓

Dean Faculty of Arts
   ↓
Dean Faculty of Social Science
   ↓
Dean Faculty of Management
   ↓
Dean Faculty of Education
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Dean Faculty of Law
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Dean Faculty of Commerce
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Dean Faculty of Science
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Source: Karnataka University Dharwad for the year 2005-06
MAP 3.1

KARNATAKA STATE HIGHLIGHTING DHARWAD
MAP 3.2

DHARWAD CITY HIGHLIGHTING KUD
MAP 3.3

LAYOUT PLAN OF KUD CAMPUS
Photo 3.5

VIEW OF KARNATAK UNIVERSITY, DHARWAD