CHAPTER VII
SUMMARY OF FINDINGS, CONCLUSIONS AND SUGGESTIONS

HRD mainly aims at building human competence, creating a climate congenial for work and improving employee satisfaction with work life. This is achieved through the employee's competency development with the help of training programmes and other HRD interventions. Effective implementation of HRD subsystems help in improving the morale and motivation levels of employees further enhancing their team spirit and boosting their job satisfaction. Positive HRD Climate brings out the best in the employees ensuring success of an Organization.

The study has revealed some significant findings relating the human resources development in general and human resources development in institutions of higher education like universities in particular. The study was confined to Karnataka University as a case analysis. The center for imparting training to the teachers at the higher i.e the courses conducted by the Academic Staff College of University and their impact on the professional development of the post graduate faculty who participated in those ASC programmes have also been analyzed and the findings have been presented in this chapter. Based on the research study some useful suggestions have been made for further streamlining of the programmes conducted by the Academic Staff College of the University.

1.1 Theoretical formulations and evolution of modern management perceptions have led to the acceptance of human resources development as a proactive, value adding, holistic synergistic and long term perspective for people development function in all forms of organization. Human resource development is a continuous process using a battery of mechanisms or techniques called “HRD interventions”. 

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HRD activities are essentially institution building activities which transform a lethargic organization into a more vibrant dynamic and progressive institute of excellence in place of a culture of complacency or culture of arrogance.

1.2 Education is a critical input for investment in human capital being an important variable to convert a developing nation into a developed country. Education and HRD both aim at developing an individual according to his potential. A qualitative improvement in education is the backbone of any strategy of HRD and economic growth. Hence qualitative improvement can be achieved through increased facilities of teaching aids and improved excellence in academic standards.

1.3 Academic Staff Colleges are established specifically to improve quality of teaching and professional development of faculty in institutions of higher education and Universities. The quality of teaching is a crucial element for the overall quality of higher education. Academic Staff Colleges are expected to provide opportunities of staff development of teachers in higher education.

1.4 Reviews of relevant and related literature on HRD and HRD interventions have indicated a positive co-relationship between proper use of HRD interventions and the resultant improvement in enhanced productivity of man power or human resources in different type of organization including educational institutions.

2.1 Conceptually HRD and human development have been perceived to be identical by many experts and writers on the premise that the outcome of both would be same as both aims at development of human beings. However human development prospective would be considered with all the members of society. HRD treats human beings primarily as an input in the production process - a means rather than an end.
2.2 Human relations and HRD concepts are closely related to each other. Both approaches seek to improve employee morale and motivation through employee participation in decision making and effective two way communication. Both go together and are interdependent.

2.3 Human resource management (HRM), Human Resource Planning (HRP) and Human Resource Development (HRD), have been used interchangeably by some organizations. However HRP deals with future aspects of manpower requirements of the organization for its various jobs. HRM emphasis the potential of employees as organizational asset by adopting proactive approach. The essence of HRD is growth and development of the individual and thereby the organization.

2.4 Economists have perceived human resources as human capital and development of human resources as an investment activity. Psychologists have stressed the need for proper understanding of the needs and behavior of the employees and timely and appropriate motivation beside to achieve an increase in the productivity of organization. Sociologists perceive that sociology of human resources is concerned with the services classifying, predicting and understanding human behavior in the business and industry. The relationship between management and HRD is quite close. Management deals with varied managerial procedures of planning, implementing, monitoring and evaluation to extract work from an individual in the organization. HRD is an instrument to reach this goal.

2.5 HRD interventions help in improvement in leadership abilities, effective communication, team spirit, heightened morale and enhanced motivation. These in turn will result in boosting productivity. The HRD interventions used for raising the productivity includes training, performance appraisal, career planning and counseling,
organization development, employee relations and their quality of work life, organization communication, quality circles, rewards and human resource information.

3.1 Karnataka University the study unit came into existence in 1950. It covers districts of Belgaum, Bijapur, Bagalkot, Dharwad, Gadag, Haveri and Uttar Kannada Districts. The University has post graduate campuses at Belgaum, Bijapur and Karwar. The University conducts post graduate courses in 47 subjects in the faculties of arts, commerce, education, law, social science, management studies, musicology, journalism and mass communication, library science, physical education etc. The University conducts certificate and diploma courses in Kannada, German, French, Russian, Tamil, yoga, music, translation, Basav Studies etc. The University conducts coaching students who take up all India competitive examinations and for those seeking admissions to IIT and IISC etc. The University has well developed library with around 4,50,000 books and receives 434 periodicals.

3.2 The support system of Karnataka University consists of central work shop, scientific instrumentation center, a separate engineering department, horticulture department, botanical garden etc

Prasaranga of the University conducts extension lectures and endowment lectures and takes up publication work of the University. It publishes 6 journals in Arts and Social Science.

3.3 The students amenities of the University consists of hostels for students, health center, employment information and guidance bureau, post graduate gymkhana etc.

3.4 The academic system of University consists of Deans, Head of departments, Professors, Lecturers, Research scholars etc.
The authority of the University consists of the Syndicate, Academic Council, The Finance Committee, The Board of Studies. The Faculties, the Planning, Monitoring and Evaluation Board etc.

The officers of the University are The Chancellor, The Pro Chancellor, The 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 Student Welfare, The Director of College Development Council and The Director of Physical Education.

3.5 Karnataka University had 256 affiliated colleges with 1, 04,027 students and 3,471 teachers in 2004-05. The number of students in the post graduate departments was 4,687 with 255 P.G. teachers.

3.6 The Academic Staff College of the Karnataka University was established and started functioning from 25 August 1987 as a center for training newly appointed teachers as well as those who were already in service.

The ASC conducts i) Orientation ii) Refresher and iii) Need based Refresher Courses.

3.7 Organizational Structure of the ASC

The Organizational structure of the ASC consists of 1) Director 2) Assistant Director 3) Assistant Office Superintendent 4) Computer Operator and 5) Peon.

The programme management of the ASC consists of 1) Director 2) Assistant Director 3) Assistant Office Superintendent 4) Course coordinator
3.8 Area Served by the ASC

The courses conducted by the ASC are provided to teachers in the Karnataka University area, as well as from other universities in and around Karnataka State. The Area of the Service of the ASC is decided by the UGC.

Administrative Structure of the ASC

The Administrative Structure of the ASC include 1) The Advisory Committee 2) The Director 3) The Course Coordinator and 4) The Standing Committee.

3.9 Duration of the Courses Conducted by ASC

The orientation course is of 4 weeks duration. It consists of 74 to 84 sessions. The Refresher Course is of 3-4 weeks duration since 2005. Interdisciplinary Reference Course has been incorporated for the benefits of the participants in subjects of Social Science, Environmental Science, Language and literature.

3.10 Programmes Conducted by the ASC

The ASC has conducted 35 orientations courses with 1164 participants up to 2004. The number of Refresher Courses during the same period was 78 with 3065 participants and the ASC conducted 5 need based refresher courses with 215 participants up to 2004.

Subject wise courses conducted by the ASC indicate that relatively more programmes have been organized in Statistics, Kannada, Commerce and History. In subjects like Botany, Chemistry, Library and Information Science, Physics and Economics the total number of programmes conducted is 5, while in other subjects the total number of programmes conducted by the ASC is less than 5.
3.11 Resource Persons

Scholars from Universities and from neighboring states have been drawn by the ASC as resource persons. Senior teachers of the Post graduate department of the University have been associated as resource person and course coordinators. Resource persons are also drawn from industry for subjects like Chemistry and from CEDOK for other subjects like Commerce and Management.

Method of Conducting Courses

Apart from lecturing the resource persons conduct seminar and group discussions. Courses are participative in nature and hence approximately half the time is devoted for discussions among the participants.

Other programmes of the ASC

The ASC conducted other programmes such as 1) Principals Workshops 2) Workshop for Administrators 3) Workshop for Research Scholars and 4) Chairmen's Seminars

3.12 Finances of ASC

The ASC received grants from UGC. The UGC grants to ASC indicate a sustained growth since 1996-97 onwards. The grants reached the highest level of Rs.27, 06,909 in 1999-2000 and reached the maximum level of Rs. 40, 00,000 in 2006.

Expenditures of ASC rose from 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 2000-01. The expenditure of the ASC has fluctuated during the period from 1987-88 to 2005-06.
4.1

a) Maximum number of faculty covered by the study constituting 31.4% of the total were in the age group of 51-55 years followed by 19.4% in the age group of 45-50 years, 16% of the age group of 36-40 years, 13.1% in the age group of 56-60 years, 33.3% in the age group of 41-45 years, 5.7% in the age group 31-35 years, 1.1% in the age group of less than 30 years.
b) Large majority of 78.9% of the faculty covered by the study were male respondents while 27.1% of them were females.
c) Maximum of 98.3% were married while 1.7% were unmarried.

4.2

a) The data collected from the field survey revealed that maximum participants (14) covered by the study belonged to faculty of chemistry followed by those belonging to English (9), Zoology (8), Physics (7) and Kannada (7).
b) Maximum number of 75 faculty covered by the study (42.8%) were professors followed by readers (32.6%) and lecturers (24.6%).
c) Maximum of 146 respondents' faculty possessed PH.D degree, 11 faculties possess post graduate degree with NET/SET, 11 faculty possessed post doctoral degree and 7 faculty possessed M.Phil.

4.3. The service length of the maximum number of respondent faculty (25.7%) was above 25 years followed by those with service length of 6-10 years (21.1%), while 21.1% of the faculty had service length of 6-10 years, 19.5% with 16-20 years, 15.4% with 21-25 years, 10.9% with 11-15 years and 7.4% with less than 5 years of service.
4.4

a) Maximum of 82 respondents faculty (42.9%) did not hold any academic position in the University followed by 67 faculty who held the position as chairman'/HOD, 11 as HOD and another 11 other positions, 2 faculty worked as dean and another 2 faculty worked as dean and HOD

b) Large majority of 62.9% of the respondent faculty worked as members of board of studies, 14.9% as members of B.O.S. and Syndicate, 4.6 as BOS of Karnatak and other University, 2.9% as members of advisory boards, 2 members (1.1%) worked as members of syndicate and as executives, 9.7% as members of employee union and 1 faculty respondents worked as member of other bodies of the University while 6 faculty (3.3%) were not members of any body in the University.

4.5 Salary status of the respondents faculty indicates that maximum of 55 were drawing Rs. 30000 and above, 43 had salary in the range of Rs.20001 to Rs.25000, 39 Faculty with Rs.14000- 20000, 33 faculty with Rs.25001-30000 and 5 faculty were drawing a monthly salary of Rs.10001 – 14000.

4.6 Maximum of 116(66.3%) of respondents faculty were not working in professional capacity outside University as consultants or guest lecturers while 59 faculty(33.7%) were associated in such activities.

4.7

a) Large majority of 157 respondents have research publications to their credit with a minimum 1-5 research papers in case of 39 respondents faculty to maximum of 25 and more research papers in case of 15 faculty.

b) Maximum of 52 respondents faculty have published 1-5 research papers in International journals and the minimum of 4 faculty have published 25 and more
research papers in International journals. A small number 18 faculty has not published any research papers and 80 faculties have not published research papers in international journals.

c) A large number of 100 respondents’ faculty have not published any book. Majority of 34 faculties have published 1 book and a lone faculty has published 6 and more than 6 books.

4.8

a) Majority of 87 faculty respondents have attended 1-5 seminars and a minimum of 8 faculties have attended 16-20 seminars.

b) Maximum of 128 respondent faculties have attended 1-5 training and development programmes and minimum of 1 faculty attended 11-15 training and development programmes.

c) Maximum of 68 respondent faculty attended training programmes in the University campus, 57 faculties attended training programmes outside the campus, a minimum of 14 faculty attended training both within and outside the campus.

d) Maximum of 52 respondents’ faculty attended training for duration of 1 month and minimum of a faculty attended training programme of 1 year.

4.9

a) A minimum of 24 respondents’ faculty participated in strikes while a maximum of 151 faculty did not participated in strikes.

b) Reasons for strikes in which the 24 respondents’ faculty participated included demanded for revision of pay scales, improving welfare facilities, protest against ill treatments by management, discontent about management policy and other reasons.
The HRD climate in the Karnatak University is largely favorable for the Professional development of the faculty in the postgraduate departments. This happy trend is observed by the researcher through the personal interviews with the selected faculty respondents. The responses indicate that the top administrative officials of the University are found favourable in making the faculty enjoy their work. The responses of a majority of the faculty endorsed this view despite dissenting opinion of some faculty respondents.

A substantial majority of faculty respondents perceived that top management of the University believed that human resources are an important resource.

A large majority of faculty respondents have endorsed the view that development of juniors is an important part of the duty of the Head of the Department at the post graduate departments level. This perception further indicates a favorable HRD climate and helpful in the career planning and advancement of the faculty. Faculty development is facilitated by favorable existing personnel policies as indicated by substantial majority of faculty respondents.

Career advancement of junior faculty is encouraged through active interest of senior faculty in the former as observed by the majority of faculty respondents. Lack of competence on the part of some faculty is not ignored rather they are helped to acquire competence.

It is found through responses of the faculty that, University administrators believe that faculty behavior can be changed further people can be developed at any
stage of their life this view has not been endorsed outright by substantial majority of respondent faculty.

Majority of faculty covered by the study believed that people in the University are useful to each other this is a favorable HRD climate in the University. Hence it is quite useful for career planning and advancement.

5.4

The departmental atmosphere should be encouraging to the faculty for their career planning and advancement. This needs informal behavior of the faculty and they should even discuss their personal problems with the HOD. This aspect of the HRD climate is supported by thin majority of faculty. As many as 57 faculties (32.6%) opined that such atmosphere is found some times and always. As many as 51 respondent faculties took a negative view of this aspect.

A favorable environment for the faculty to develop itself by acquiring new knowledge is necessary for the faculty. Such an environment provides psychological stimuli for career planning and advancement. Such an environment is found in the University academic life according to substantial majority of faculty respondents.

5.5

Top management of the University should make effort to identify and utilize the potential of the faculty. This goes a long way in development of the faculty as a human resource. Responses of the selected faculty could not confirm positively the existence of such an effort on the part of the top management of the University.

Recognition of scholarly achievement of the faculty through appreciation by the top management would promote healthy HRD climate in the University. Though
majority of the respondent faculty has endorsed the view maximum number of 62 faculty (35.4%) have partially accepted it saying it is ‘sometimes true’.

5.6

Professional development needs proper understanding among the employees. Lack of such mental impression is not conducive for healthy HRD climate. The responses of the faculty covered by the study do not provide an outright positive picture of this aspect of the HRD climate in the University. However a thin majority of the faculty observed that people in the organisation do not have any fixed mental impression about each other.

5.7

The system of performance appraisal in the University has been appreciated by large number of faculty respondents. They have endorsed the view that performance appraisal reports in the University are based on objective assignment and adequate information and not on favoritism.

5.8

A proper counselling to the faculty in their professional development is a necessary component in the HRD climate in the University. It is found that faculty is encouraged to experiment with new methods of teaching and trying out creative ideas for moulding students. This aspect of HRD is supported by large majority of faculty respondents.

5.9

The role of the Head of the Department in a University in the professional development of the faculty is very important. He has to treat his junior colleagues with understanding and help them to learn from their mistakes. This aspect of positive
approach of the Head of the Department of the University is endorsed by a large majority of faculty respondents. Further the faculties are communicated about their short falls in a non-threatening way according to large majority of faculty respondents.

5.10

There is a vague and ambiguous response from the faculty respondents that behavior feedback given to faculty by top management is taken seriously and used for development. There is no outright positive response in affirming the above statement from the faculty covered by the study.

5.11

Freedom to approach the Head of the Department and colleagues in the University to find out their strengths and weakness has been considered as 'sometimes true' by maximum number of 67 faculty respondents indicating that they are not sure of such freedom always. Positive and negative assertion is made by an almost equal number of faculty respondents.

5.12

There has been positive assertion by a substantial majority of faculty respondents that faculty development programmes are taken seriously by sponsored faculty and learn from the programme. This indicates good level of motivation on the part of the faculty for training and self development in their chosen fields.

There is a greater amount of agreement among the faculty respondents that opportunity given to the faculty to try out what they have learnt during the training programme. This naturally involves better methods and techniques of teaching.
seminars, discussions etc such opportunities is conducive for the development of professional skills of the faculty.

5.13

Most of the faculty respondents' i.e 67% have concurred with the view that selection of faculty for Faculty Development Programme (FDP) and training courses is on the basis of genuine training needs.

5.14

It is found through personal interaction with the respondents' in the post graduate departments of the University that there is mutual trust among the colleagues in the department. Such congenial atmosphere is necessary and ideal for HRD. Further maximum numbers of faculty respondents have agreed with the view that there is freedom of expression of feeling of the faculty with senior colleagues and Head of the Department.

Freedom to take initiative in routine matter by the faculty is ensured in the department without waiting for the Head of the Department. This view is indicated by large majority of faculty respondents. Such freedom is helpful in promoting a sense of responsibility among the employees. This HRD climate is in the best interest of professional development of the faculty. Delegation of authority and handling of higher responsibility in the department is another aspect of HRD climate in the University which has been affirmed by large number of faculty respondents.
Team spirit and team work enhance the organization performance. Viewed in this context the existence of team spirit among the colleagues in the post graduate department of the Karnataka University has been affirmed by a large majority of faculty respondents. This very positive aspect of HRD climate is reflected in the fact that problems in the PG departments of the University are discussed and the faculties try to solve them rather than keep accusing each other. This aspect has been asserted by majority of faculty respondents.

Transparency in the University plans for future development is found in the University. Responses of the majority faculty covered by the study indicate that future plans of the University are made known to faculty to help develop them for future responsibility. This indicates a proper communication of information among the employees of the organization.

Employee welfare ensures greater involvement in the organizational work and enhances the morale of the employees. This is an important component of the human resources development programme of any organization including the educational institutes like universities. Responses of majority of faculty respondents indicate that University ensures employee welfare and thus the employees save a lot of mental energy for work purposes.

Job rotation enhances the effectiveness of the organization and promotes employee development. The HRD climate in the University has been favorably
affected by the rotation of jobs this has been affirmed by majority of faculty respondents.

Responses of large majority of faculty indicate that the hidden talents of the faculty is made known to them through their participation in faculty development programmes, seminars, conferences, workshops etc.

5.19

a) Appraisal system in the University has been perceived to be beneficial by a substantial number of faculty respondents. Good number faculty respondents did not subscribe to this view. Those supporting the beneficial effects of appraisal express the view that appraisal system provides opportunities for a discussion between the appraisers and appraise on the expectations, achievements, failures, constraints and improvements required.

b) Appraisal system provides an opportunity for self review and reflection of the appraise according to large majority of faculty respondents. However, more than 50% of the faculty respondents have rejected the view that appraisal system encourages open communication between appraisers and appraise through performance review process. Further more than 50% of faculty respondents have rejected the view that appraisal system has the scope for correcting the biases of the reporting authority through a review process.

c) The view that performance appraisal are taken seriously by top management is accepted partially by majority of faculty stating that such view is ‘sometimes true’. The same number (74) of faculty respondents also considered as ‘sometimes true’. The view that the data collected through performance appraisal is used for deputation,
job enrichment, promotions etc. The responses of selected 175 faculties do not conclusively affirm the above views.

**d)** The responses of the faculty covered by the study do not firmly confirm the view that, the appraisal data inputs are used for recognition and encouragement of high performers and desirable behaviors. The inconclusive responses of the respondents indicate that efficacy of performance appraisal is suspected because it is not utilized to the maximum extent and it therefore needs proper attention in this regards.

**e)** Self appraisals are means to get employees self evaluate their performance. Employee self appraisal can provide the management significant insights into employee talents, temperaments and motivational factors. The whole performance management is more effective, as self appraisal gives employees a chance to measure their own skills and performance. Employees became more performance conscious. Responses of more than 60% of the faculty responses indicate that systematic assessment of faculty self appraisal is conducted in the University.

**5.20**

Organizational development involves a simultaneous development of human resources. Majority of the faculty respondents have accepted the view that each and every employee is given a chance to suggest his opinion on how to develop an organization.

**5.21**

**a)** Interaction between faculties of different departments is encouraged in the University according to majority of faculty respondents. Such an environment is quite conducive for professional development and it is an ideal HRD climate.
b) According to more than 45% of the faculty respondents, participative mechanisms are not used in the University. Such mechanisms like team work/ problem solving teams are used according to 24% of the faculty only 'sometimes'. While 12% and 18.3% of the faculty positively asserted the use of such mechanisms in the University. A good number of faculties accounting for 24.6% and 21.1% felt that such participative mechanisms were not used in the University.

e) Interaction with the top officials will promote two way communications between the employees and the management. Such interaction help in avoiding conflicts and promotes proper communication. The responses of majority of faculty indicate that direct interaction of faculty with top administrators like Vice-Chancellor and Registrar of the University is encouraged.

d) Communication process is encouraged through making available the newsletters, house magazines, suggestion schemes etc. Such facilities are made available according to majority of faculty respondents.

5.22

Salary is related to the financial aspects of needs, motivation and rewards. Salary is a form of employee compensation which influences the growth and profitability of an organization. Salary provides the employees a sense of recognition and determines their social status. The responses of maximum number of 114 faculties (65.1%) indicate that they are satisfied with the salary they receive.

5.23

Affirmation about the conducting of Faculty Development Programme (FDP) Workshop, Conference, and Seminar in a fitting manner and with adequate resources has been made by more than 60% of the faculty respondents. Thus the efforts of the
University in equipping the faculty with necessary skills in their academic work quite apparent from the responses of the faculty.

5.24

Employee management relation in the University is conducive for the proper development of the faculty in their professional field. There is a greater degree of agreement among majority of faculty covered by the study that the relation between the employee and management is conducive for the faculty development.

5.25

Responses of majority of faculty respondents indicate clearly that the existing career advancement schemes, promotion policies and procedure adopted are designed to suit faculty achievement needs. This is highly encouraging trend in the direction of human resource development process in the University.

5.26

a) Involvement of faculty in departmental decision making in the University has been affirmed by huge majority of faculty respondents. Such involvement provides opportunity to the faculty to shoulder responsibility and indicate their sense of belongingness.

b) Large majority of University faculty covered by the study have rejected the view that faculties are given opportunities to debate and determine University personnel policies. This aspect needs a proper consideration and autonomous bodies like the University should try to associate the employees in evolving suitable personnel policies to keep the employees happy and satisfied in their jobs.
There is great deal of acceptance on the part of faculty respondents about the adequacy of welfare facilities. Large majority of faculty indicated their approval of the welfare facilities introduced by the University.

Majority of faculty respondents have rejected the view that they have not achieved their most important goal at their work. This view implies that the faculty respondents are happy about their work achievements. The HRD climate has been quite favorable in their professional development. Majority of faculty respondents again reject the view that they can do little to bring about better conditions at work. This approach again reflects on their positive frame of mind. It indicates that faculty can contribute towards bringing better conditions of work.

There is a great deal of satisfaction among the faculty about their research guidance of doctoral research students. Large majority of faculty have affirmed this aspect of job satisfaction.

Information obtained from the faculty respondent reveal that maximum number of them (51.3%) attended orientation courses followed by those who attended refresher courses (28%). However a lesser number of them (20.7%) attended both type of courses. This implies that those who attended both the courses had passed through both phases of their service life.

Maximum number of faculty covered by the study (76%) attended only one program of the ASC, while 14% and 10% of the faculty respondents attended two and three programmes respectively.
6.2

Infrastructural facilities like lecture room, modern training tools, books and sitting arrangements in the library in the ASC have been found satisfactory by maximum number of 143 (95.3%) faculty respondents. Library resources are not very adequate according to 70.7% of the faculty respondents. This calls for further improvement in the ASC.

Accommodation facilities are not available at the ASC according to 78% of the faculty respondents while 21.3% found the facilities adequate. The ASC should have its own accommodation facilities since it depends now on the University’s hostel accommodation for few participants.

6.3

Referring to the problems faced in the ASC 13.3% faculty participants mentioned the problem of inadequate lecture/ reading room. Teaching speed of resource person was considered a problem by 8% of the faculty respondents. Inadequacy of use of latest teaching tools was found by 20.7% and inadequate general facilities were mentioned by 8% of faculty. The usefulness of course contents and methodology of conducting of courses was not adequate according to 1 faculty. All these problems were mentioned by 49.3% of the faculty respondents.

6.4

The feedback about the course contents of the ASC from the participant faculty of the University largely indicate a favorable impression of the course contents. However the trend and tenor of the responses indicate that their could be more advanced and better course contents of the programme than the present one since 73.3% of the faculty respondents have given a restrained opinion about the
course contents when they mentioned that some new information was gained. Even a few faculty 13.3% felt that they already knew most of it. Regarding the quality of the course contents large majority of 78% of the faculty respondents felt that the course contents were not so up to date. This calls for updating of the course contents to update the knowledge and skill of the faculty.

6.5

Relevance of the course contents of the programme of the ASC is found suspect by majority of 68.7% of the faculty who felt that the course content was partly relevant. The course contents were found relevant by 22.7% and not relevant by 8.7% of the faculty respondents.

Enrichment of teaching competence of the participants in the ASC programmes is positive according to 43.3% and it is positive only after some extent according to 49.3% faculty participants.

6.6

a) Improvement in teaching methods due to ASC programmes is asserted by 32.7% while 58.7% of the faculty felt that improvement was only to some extent. Participation in ASC programmes was not possible according to 8.7% of the faculty respondents.

b) The course contents of the ASC have brought about change in attitude towards teaching according to 46% and to only to some extent according to 46.7% of the respondent faculty.

c) Enrichment of the knowledge of the participants in ASC programmes was possible according to 40% and possible only to some extent according to 54.7% of the respondents' faculty.
d) Some lectures delivered at the ASC broadened the visions according to 63.3% of the faculty respondents. While 27.3% of faculty felt that only few lectures broadened their visions. All lectures arranged in the ASC broadened their visions according to 9.3% of the respondents. ASC programmes have helped the participants in the formation of skills which could be implemented in their class room teaching. Though the degree of assertion of this outcome of the ASC training differs the overall tenor of responses is indicative of the positive impact of the ASC programmes on the skill formation of the faculty which could be implemented in their class room teaching.

f) The knowledge gained through participation in ASC programmes is found useful, 'useful to some extent' and 'useful to great extent' according to different faculty covered by the study.

6.7

The period of orientation course of the ASC has been found adequate by large number of faculty respondents (88.7%) the period of refresher course too has been found adequate by maximum of 89.3% of the faculty respondents.

6.8

a) Among the problems faced by the faculty respondents during the training in the ASC accommodation problem has been mentioned by maximum number of faculty (33) followed by the problem of deputation leave (14) language (10) finance (5) traveling (2) and others (17). However maximum number of 69 faculty participants in the ASC programs indicated that they did not face of these problems. Maximum number of faculty felt that problems are not unavoidable while substantial number of respondents felt that problems are unavoidable while substantial number of respondents felt that problems are unavoidable.
The teaching methods of the resource persons include lecturing, tutorials, seminars, group discussions, practical and field exposure, project work etc as indicated by the faculty respondents. The varied methods are supposed to provide a better skills and innovative methods of teaching for the participant faculty.

b) Innovative methods of teaching were adopted by some resource persons as asserted by 71.3% of the respondents' faculty. Few faculties maintained that only few resource persons used innovative methods in their teaching and presentations. A still smaller number of faculty respondents indicated that all experts used innovative methods.

c) Preparation of the teaching of the experts was done well by all experts according to 14.7% of respondents, few experts prepared well according to 85.3% of respondents. There is need for proper suggestions to experts/ resource persons to prepare their presentation/ lectures well so that the participants are benefited by their expertise providing of reading materials is given by all experts according to only 8% of the faculty respondents. While 67% of faculty respondents felt that some experts did so and 24.7% of faculty respondents indicated few experts provided reading materials. There is need for improvement in this direction.

6.9

a) The scheme of evaluation for awarding grades among participants is considered excellent by 1.3% of faculty respondents, very good by 8%, Good by 43.3% and fairly good by 33.3% of the faculty respondents. However 14% of the faculty respondents did not appreciate this scheme of evaluation for awarding grades among participants.
b) The scheme of evaluation of participants has some positive impacts. Maximum number (51) of faculty respondents indicated that the scheme of evaluation is helpful in assessing oneself in terms of his strength and weakness. It increases seriousness among participants according to 49 faculty respondents while 15 respondents regarded both the benefits due to evaluation scheme. It is significant to find that 18 faculty respondents felt that the scheme of evaluation is not at all useful in any way. The overall impact of the courses at the ASC on the participants was positive to some extent according to maximum of 92 faculty respondents (61.3%). A good number of 43 faculty respondents (28.7%) felt it had positive impact on the participants however 15 faculty respondents (10%) felt that there was no impact of the courses of the ASC on the participants.

6.10

The relevance of the courses of the ASC for the post graduate teaching felt to some extent by 53.7%, while the relevance was affirmed fully by 22% of the faculty respondents. Lesser number of 16 faculty respondents felt that the courses were not relevant for the postgraduate teaching. There is no unanimity of opinion among the post graduate faculty respondents about the relevance of the courses conducted by the ASC.

Hypotheses and Research Findings

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

1) The HRD policies evolved and pursued by KUD have resulted in the development of Human Resource.
2) The perceptions of the respondent participants regarding the functioning of academic staff college are that, it has contributed in the development of human resources in KUD.

To evaluate the above hypotheses a sample survey has been conducted in person by the researcher to collect relevant data. Since secondary data was not available, a sample survey of 175 employees of KUD has been conducted with the following breakup for assessing HRD climate.

**Table 7.1**

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<th>Sample of Respondent Teachers</th>
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<tr>
<td>Professors</td>
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</tbody>
</table>

The total population of teaching staff of Karnatak University is 348 at present. The sample selection is made on the basis of systematic sampling within stratified sampling concepts. The teaching fraternity of the University is divided into three strata based upon the designation and nature of work in the University (Proportionate Random Sampling method has been made use of). Since, the study flows into two directions, one being to assess the HRD climate in the University and the other being to evaluate the role of ASC. We have formulated two separate questionnaires to elucidate the pertinent information. Among them questionnaire part-I was meant for HRD climate study and the questionnaire part-II was meant for studying the role and performance of ASC (Please refer Annexure 1 and 2).

The survey was of interview in nature and the researcher has filled questionnaire by recording the responses of the interviewee. In only five cases, the
survey was in postal format and in 2 cases it was in telephone form. The analysis of the collected data is elaborated in detail in the subsequent paragraphs.

**HRD Climate Study in KUD**

HRD climate refers to that environment, in which the various functions of HRD including subsystems and their practices being followed in an organization. A University set up is also a large organization having large number of employees working under different cadre. An HRD climate necessarily involves recruitment, training, counseling, placing and promotion methodology adopted to execute the routine workforce of the University. Therefore, to assess the existence of such a climate in the University. We have selected 8 subsystems which an University is expected to be having practiced regularly.

We classify these HRD subsystems / practices into eight typical concepts viz. Career development, Counseling, Quality of work life, Training and Development, Performance appraisal, Participation, Organization development, HR information, and communication. The study of HRD climate in University is now clearly a critical evaluation of the existence of above sub systems.

Now to study whether all the above subsystems are into existence, we have established a hypothesis based on our pilot study the “There is a positive HRD Climate in KUD”.

For this purpose questionnaire Part-I is specifically designed including 55 questions targeted to elucidate the related information. A random sample method of data collection was adopted during the survey and there was a proper response by the respondent. The response was to the tune of 92.5. Due care has been taken to chose the respondent to cover all the levels of employee in the KUD.
These 55 questions in the questionnaire part-I have been clubbed into eight main theme questions/criterion on HRD climate assessment in accordance with the model presented by TV Rao, and details of the classification is mentioned in table 7.2 here below. Each group in the table 7.2 represents a typical HRD subsystems and the related study.

Table 7.2
HRD Climate Questions on Sub-Systems

<table>
<thead>
<tr>
<th>HRD Subsystem</th>
<th>No. of Questions</th>
<th>Questions clubbed from Questionnaire-I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development</td>
<td>03</td>
<td>48, 38, 49</td>
</tr>
<tr>
<td>Counseling</td>
<td>06</td>
<td>6, 7, 10, 17, 20, 25</td>
</tr>
<tr>
<td>Quality of Work Life</td>
<td>15</td>
<td>1, 2, 9, 13, 14, 16, 24, 26, 27, 28, 31, 46, 52, 54, 55</td>
</tr>
<tr>
<td>Organization Development</td>
<td>02</td>
<td>12, 41</td>
</tr>
<tr>
<td>HR Information and Communication</td>
<td>07</td>
<td>18, 29, 30, 42, 43, 44, 45</td>
</tr>
<tr>
<td>Participation</td>
<td>03</td>
<td>36, 50, 51</td>
</tr>
<tr>
<td>Training and Development</td>
<td>12</td>
<td>3, 4, 5, 8, 11, 19, 21, 22, 23, 32, 33, 47</td>
</tr>
<tr>
<td>Performance Appraisal</td>
<td>07</td>
<td>15, 21, 34, 35, 37, 39, 40</td>
</tr>
</tbody>
</table>

The questionnaire was of multiple-choice questions and of closed ended in nature with categorical responses. Therefore, only the mean standard deviation, which was suitable for the present analysis. They are calculated using SPSS package and the output has been presented in the following table 7.3.
Table 7.3:

HRD Subsystems – Mean and Standard Deviation

<table>
<thead>
<tr>
<th>S. No.</th>
<th>HRD Subsystem</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Career Development</td>
<td>3.27</td>
<td>1.17</td>
</tr>
<tr>
<td>2</td>
<td>Counseling</td>
<td>3.285</td>
<td>1.285</td>
</tr>
<tr>
<td>3</td>
<td>Quality of Work Life</td>
<td>3.634</td>
<td>1.29</td>
</tr>
<tr>
<td>4</td>
<td>Organization Development</td>
<td>3.05</td>
<td>1.29</td>
</tr>
<tr>
<td>5</td>
<td>HR Information and Communication</td>
<td>3.35</td>
<td>1.51</td>
</tr>
<tr>
<td>6</td>
<td>Participation</td>
<td>3.35</td>
<td>2.76</td>
</tr>
<tr>
<td>7</td>
<td>Training and Development</td>
<td>3.52</td>
<td>1.51</td>
</tr>
<tr>
<td>8</td>
<td>Performance Appraisal</td>
<td>3.30</td>
<td>1.30</td>
</tr>
</tbody>
</table>

Source- Field Survey

From the table 7.3 above, it is clear that all the HRD subsystems are having mean more than 3 almost all are near to 4 with little variation. Where the mean 4, corresponding to “mostly true” option in the response. This analysis deeply supports the claim that there is a sign of all 8 subsystems being in existence in the present contest of study.

In turn, the above analysis also points out the following aspects.

1) All the subsystems of HRD are effective in the context of study in KUD.
2) The quality of work life, Training and development along with performance appraisal are predominant practice of HRD in KUD.
3) Participation is found to be variant.

Further, the item wise percentage of respondents assessing the HRD climate was tabulated in table 7.4.
Table 7.4 clearly indicates that there is positive HRD climate in the University.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>HRD Subsystem</th>
<th>Positive %</th>
<th>Negative %</th>
<th>Net Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Career Development</td>
<td>88</td>
<td>10</td>
<td>78</td>
</tr>
<tr>
<td>2</td>
<td>Counseling</td>
<td>86</td>
<td>11</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Quality of Work Life</td>
<td>94</td>
<td>9</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>Organization Development</td>
<td>83</td>
<td>11</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>HR Information and Communication</td>
<td>85</td>
<td>12</td>
<td>73</td>
</tr>
<tr>
<td>6</td>
<td>Participation</td>
<td>83</td>
<td>11</td>
<td>72</td>
</tr>
<tr>
<td>7</td>
<td>Training and Development</td>
<td>91</td>
<td>5</td>
<td>86</td>
</tr>
<tr>
<td>8</td>
<td>Performance Appraisal</td>
<td>87</td>
<td>8</td>
<td>75</td>
</tr>
</tbody>
</table>

Source- Field Survey

Here the net difference indicates the percentage of positive response by the employees supporting their stand on various HRD subsystems listed into. They strongly opine that there is a positive HRD climate in the University justifying the claim.

Further the item wise percentage of respondents assessing the HRD Climate was tabulated in table 7.4. which clearly indicates that there is positive HRD climate in the University. This proves that the HRD policies evolved and pursued by KUD have resulted in the development of Human Resources.

**Role of Academic Staff College in the Development of HR in KUD**

Several studies have been undertaken by scholars and government agencies to assist the performance of higher education institution major portion of the studies
emphasis upon the role of academic staff college in improving the quality and standard of teaching in the institution and overall higher education in the vicinity of the Universities.

This study is directed towards the examining the opinions of the selected teachers on the performance of ASC in KUD based on the important parameters which in turn reveals the role played by this college present in KUD. The parameters being:

a. Contents of the course
b. Profile of resource person
c. Relevance of the topics/contents
d. Course material
e. Course teaching methodology

Organization and management

The opinion of the selected respondents has been collected and compiled in SPSS package. Further a course tabulation of the data has been presented in the following table 7.5
Table 7.5

Opinion of Respondents on the Performance of ASC

<table>
<thead>
<tr>
<th>Parameters</th>
<th>Opinion of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>Course contents</td>
<td>17</td>
</tr>
<tr>
<td>Resource Persons</td>
<td>15</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>20</td>
</tr>
<tr>
<td>Methodology</td>
<td>15</td>
</tr>
<tr>
<td>Course material</td>
<td>18</td>
</tr>
<tr>
<td>Organization and</td>
<td>14</td>
</tr>
<tr>
<td>management</td>
<td></td>
</tr>
</tbody>
</table>

Source- Field Survey

We shall now look into the above parameters one by one and assess the overall performance of the ASC of KUD
Course contents

The contents of the course designed should be in conformance with the objective of the course, the level of standard that is desired to be developed among the participants. This includes basically the topics to be covered during the course and also improves the practical demonstrations if any. More the compatibility of the contents with the objectives of the course, more the effectiveness of the programme.

In the present context of the study the respondents were enquired about the effectiveness of the factor and they have opined differently. Around 17% of the persons opined that the course contents have been excellent, 43% opined it to be moderate.
Which is fairly a large percentage supporting the quality of the course contents to be high. Only 32% have marked for good and ‘Not up to mark’.

**Resource Persons**

The proficiency of the resource persons is ultimately a dividing factor in the success of any training programmes. The resource person’s personality directs the courses into the direct of its objectives. Enough care has to be taken while choosing the resource person based up on their academic excellent, research background, know of white paper produced, seminars/conference attended, books written etc.,

We have collected opinions of the respondents up on this factor and studied. The data reveals that 15% of the respondents opined that, the research persons are ‘Excellent’, 47% opined ‘moderate’ and remaining ‘good’ and ‘up to the mark’. This portion of ‘not up to mark’ is quite higher in this factor compared to all other and draws special attention as to the scope of future improvement of ASC.

**Teaching methodology**

Today’s teaching is embarking up on advance teaching AIDS and equipments such as LCD, OHP and PowerPoint presentations etc.

Case study analysis, role plays, group discussion seminars, white paper approach etc. have been latest teaching methodology. Which every ASC should and must adopt this advanced methodology among its participants, so that the level of teaching improves among its participants and in turn the overall level of teaching develops in the affiliated colleges of the University.

The current survey also involve selecting responses upon this factor form the respondents were 15% respondents opined that the methodology adopted in the ASC
is excellent and 44% opined moderate and 32% opined good and the remaining said not up to the mark.

Organization and Management

Around 14% of the respondents reveal that the organization in the KUD ASC is excellent, and of them selected for excellent 44%. The 25% opined good and remaining 17% accepted that the organization and management of the activities in the ASS are not up to the mark.

This is also among from the point of view of ASC that it should improve upon. A better organizing and management the executive of the programme increase the value of the programme and knowledge dimension, 17% is fair bit of discontention among the respondents. But in all 59% accept that the organization is moderate and as to overall grading of the institution.

Course Material

The study material supply is a crucial part of any training programme. This study material support the training ion both the concepts of theory and practical to memorize it again and again. Mere explanation of facts will not help super imposition of knowledge in one’s mind. It need to be backed by related home work, class work, problem solving, and repeated reference to the subject material.

An attempt is also made in the current study to asses the quality of course material supplied by ASC out of 150 respondents 41% opined that the quality and relevance of course material was moderate, 18% opined excellent and 19% opined good. Remaining ruled out the quality course material by choosing not up to the mark option.
**Infrastructure**

The basic infrastructure requirements being library, laboratory, class rooms, sitting arrangements, canteen etc. Every ASC shall have to arrange for the above infrastructure in order to facilitate teaching and learning. The relevant teaching AIDS along with the basic infrastructure facilities lead our institutions to 100% success. Current study reveals that around 20% opined that the facilities are excellent, 40% opined moderate, and 15% opined good and the remaining not up to the mark.

From table 7.5, it is clear that the opinion of the respondents is uniform and there is not much difference in them. This narrow difference clearly indicates that the opinion among respondents is uniform or almost same. So, there is no significant difference among the opinion of the respondents on the overall performance of the ASC, which in turn crops up a statistical hypothesis stated as ‘ASC has a significant role in development of Human Resource in KUD’.

**Table 7.6**

<table>
<thead>
<tr>
<th>Parameters</th>
<th>$X^2$ value</th>
<th>$X^2$ tabulated value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Contents</td>
<td>43.6</td>
<td>7.815</td>
</tr>
<tr>
<td>Resource Persons</td>
<td>58.1</td>
<td>7.815</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>52.4</td>
<td>7.815</td>
</tr>
<tr>
<td>Methodology</td>
<td>61.9</td>
<td>7.815</td>
</tr>
<tr>
<td>Course material</td>
<td>39</td>
<td>7.815</td>
</tr>
<tr>
<td>Organization and Management</td>
<td>41</td>
<td>7.815</td>
</tr>
</tbody>
</table>

Source- Field Survey

To test the above claim we have used $X^2$ test for independence of attributes for the six factors independence and the result have been recorded in table 6. The level of significance chosen is $\alpha=0.05$. The tabled value of $X^2$ irrespective of each or the
above factor has been observed at their respective degree freedom and recorded into same in table 7.6.

From these observations it is very clear that the tabled value of $X^2$ has been lower than the calculated one. We arrive at a conclusion that, the null hypothesis may be rejected. In other words there is no difference in the opinion of respondents on the performance of ASC.

Since all the factors, showing inclination on the response moderate, we have to conclude that, ASC is performing well in KUD and has contributed in the development of human resources in KUD.
SUGGESTIONS

HRD is increasingly recognized as a very important activity in most organizations, and University system is no exception. In order to meet the challenges and opportunities, there is a need to continuously develop the human resources by updating their knowledge and skills on regular basis and creating a HRD friendly climate within the organization.

In view of the above, the following suggestions are made to strengthen the HRD Climate at KUD. The suggestions are based on the feedback of the respondents in specific and general suggestions have been stated, based on the observations and discussions with the administrative officials of KUD and the Academic Staff College at KUD.

I. The Human Resources Development climate in the University is found inadequate as revealed by the faculty respondents in some particular areas viz.

a) A substantial number of faculty respondents expressed the view that the top management of the University does not make effort to identify and utilize the potential of the faculty.

b) This inadequacy needs to be overcome by a drastic change in the approach of the top management of the University. Efforts should be made to recognize the potentials of the faculty and utilize the same. This helps in raising the morale of the employees.

c) A good number of faculty respondents have referred to the weaknesses in the performance appraisal system in the University. They maintain that the appraisal system does not provide opportunities for discussion between the appraiser and ...
appraisee on the expectations, achievement, failures, constraints and improvements required.

d) No written appraisal policy is available except for a Performa format, the appraisal system has been considered mostly to be a ritual than an useful instrument. There is a feeling amongst most of the respondent teachers that there was no evidence of utilizing the appraisal data either for identifying the developmental needs or to link it with any kind of motivational factors other than for regular increments and for promotions. Therefore the university management should try to bring a modification in system of performance appraisal to overcome this lacuna.

e) Majority of faculty respondents felt that the appraisal system did not encourage open communication between appraiser and appraisee about the performance review.

f) The University authorities should try to create a suitable atmosphere and encourage proper communication between the appraiser and appraisee through performance review discussion.

g) The self appraisal form (refer appendix attachment no.2 has a lot of repetition of information to be supplied and even in complete content wise. the same contents form its part since the inception of the system making it very traditional and to a certain extent monotonous. The form can incorporate certain other contents to suit today's globalization era, such as demonstration of knowledge of particular subject by interrelating it with teaching skills and teaching artifacts planned by the faculty.
h) The appraisal reporting authority in the University is prone to bias and there is no scope to correct it in the reporting system. Hence the University should incorporate provisions to rectify this weakness and make appraisal system immune from such biases.

i) There is no mechanism in the University for Participative Practices like teamwork/problem solving teams etc. University authorities should introduce such a participative mechanism as a part of HRD process.

j) Presently there is no scope for the faculties to involve the discussing and determining universities policies. Hence the University authorities should provide an opportunity to faculty to debate and determine University personnel policies. This would help in promoting a healthy HRD climate in the University.

k) There is no evidence of a formal counseling system in practice therefore there is a need for establishing a separate counseling cell for the staff of KUD

l) There is a need for continuous development through training. This is prompted by the suggestion that, the faculty cannot in a rapidly changing world rely on the knowledge and skills acquired initially but, keep such knowledge and skills updated by training and retraining on continuous basis. All the above activities are related to the process of Human Resource Planning and Human Resource Development. Though at KUD there is a College Development Cell (CDC) for affiliated colleges and a Planning, Monitoring, and Evaluation Board at University for planing and monitoring the training programmes in practice, they just acts as a liaison between the organization and the other outside agencies and just pass on the information. There is no follow up done after this. These boards are more concerned with other activities such as arranging funds for extension
and research programmes and planning academic courses, therefore the need of the hour is to establish a separate Human Resource Development Department in the University, to coordinate the training and development activities. This could be done by forming the steering committees with representatives from the affiliated colleges that is principals and head of the departments at University level as its members. This would ensure greatest success besides making the ongoing HRD movement in University more participative than before. This steering committee should also have a few HRD experts. Their guidance and expert advice will enrich the deliberation and help in better designing and improvement of HRD programmes.

Suggestions based on the feedback of the participants of courses conducted by Academic Staff College.

II. One of the constraints of physical infrastructure is that, ASC does not have the accommodation/guest house or hostel of its own. Therefore, it is causing difficulty to invite outstation participants and far off resource persons. Top priority should be given to provide adequate and independent guest house facility on the campus.

III. The A.S.C library is at present housed in a small room without adequate sitting arrangement there is a need to create a reference facility with adequate sitting arrangement. Moreover collection of books and publications are of old editions, latest available publications may be borrowed from sister libraries with in and out side University system so that such book and material can be made available for reference and reading to the participants.
IV. The faculty covered by the study has referred to some problem areas including infrastructural inadequacies. Personal problems related to 1) deputation leave 2) accommodation 3) finance 4) traveling etc. The more severe problem relates to accommodation facility at the campus. This problem needs to be addressed by the University authorities and separate guesthouse or hostel accommodation be provided to the participants coming from outside.

Inadequate lecture room/reading room and teaching aids are also mentioned by a few participants. Such problems need urgent and immediate attention to make the courses more effective.

Providing of reading materials should be adequately arranged by the resource persons to the participants. This is another area of inadequacy mentioned by the faculty respondents.

V. Academic background of resource persons is an important factor in the organization of programs by the Academic Staff Colleges. It relates to the competency and the efficiency with which the faculty transact the content with participants. Resource persons should be selected on the basis of their educational qualifications, experience and expertise in the subject, national and international recognition, publication etc. The resource persons must possess the facility in using advance methods of teaching and research output. They should also be known for their punctuality, communications abilities, and interaction with participants. They must be known for their excellence related in the concerned subjects.

The faculty for Refresher Courses should be drawn from Industry/Service Organisation and institutions of higher learning. A Proper
balance between Industry and academic institution should be maintained while selecting the faculty.

VI. Resource persons should be advised to give greater attention to their teaching preparations as the results of the responses indicate inadequacy in the respect on the part of some resource persons. It is suggested that a panel of resource persons is prepared in advance by taking into consideration the themes and objectives of the course. The Resource Persons should be given clear cut instructions about the topic and what is expected of them.

VII. Innovative methods of teaching by the resource persons are absent according to some faculty respondents. This aspect too needs greater attention by the organizers of the ASC to make the training more effective. Resource persons should not be allowed to take more than three lectures in one programme and as far as possible the resource persons should not be repeated for the Refresher Courses, in order to expose the participants to a broader horizon.

VIII. The heterogeneous background of the teacher participants post problem in making the programs, especially Orientation Course relevant to all the participants therefore participants should be carefully selected. Only such people who are likely to benefit fully from such programs need only to be selected. This will, to great extent, solve the problem of heterogeneity of the trainee groups. Further, selection of the participants in Refresher Courses should be based on the interests in the areas as evidenced by their research work or teaching.

IX. Relevance of the course contents at the ASC has been found inadequate particularly for the postgraduate teaching. Hence there is need for modifications in the course contents to suit the different faculties at different levels of
teaching, many participants suggested that the planning of course curriculum
should be in such a way as to relate it to changing needs therefore care should be
taken while formulating the contents of the courses at present in A.S.C. at KUD
there is no apt basis adopted while including the contents. It may adopt the
following system:—

The course components of Orientation Course and Refreshers Courses should be
distributed into slots and weightage to be given in percentage to the course contents,
according to the importance and plan the contents to relevant to the education scenario
one or two lectures may be delivered on carrier information and faculty development
programmes conducted by various bodies like U.G.C., A.I.C.T.E. and other government
institutions. Programmes throwing light on distance education should also be added to
the course content

Weightage could be given in this ratio for the course components of orientation
programmes

Component A-Societal contest of higher education : 30%
Component B-Management of higher education : 20%
Component C-Psycho- Sociological background of students : 20%
Component D-Pedagogy/teaching methods : 30%

While designing a Refresher Course the slot ratio of the contents could be

1.Popular lecture series : 40%
2.Skill formation component : 30%
3.Class room teaching problem based contents : 30%

There is need for providing of adequate resource materials to the participants
of the ASC programmes. Such resources include instructional materials like books,
journals, thesis, research reports, videos, audio tapes, films and others. They should be provided for the selected thrust areas of refresher courses. Resource rooms should be setup where during definite time blocks, the participants use these resources according to their needs. Such an arrangement can provide need based and problem solving type of in-service education.

X. Workshop type of approach need to be adopted by the ASC. The participants will involve themselves in an activity related to their teaching. It should form a part of refresher course. A workshop assures greater involvement of participants in a learning situation. Depending upon the nature of the programme, the practical components may be introduced for For Eg. Incase of environmental refresher courses more stress should be given to the visits to different industries and hydel projects rather than organizing the session in the class rooms.

XI. The scheme of evaluation adopted by the ASC in awarding grading among the participants is found deficient by some faculty respondents. The ASC organizers should try to bring about necessary changes in the existing scheme of evaluation to make it more acceptable and ideal. Participants' presentations should be properly evaluated with an objective to improve the professional competence.

Following other measures for putting Academic Staff College K.U.D on sound footing are suggested based on the observation and interactions with the eminent administrators, resource persons and staff of the Academic Staff College.

XII. The release of funds by the UGC should be timely and adequate, so that the organization of the programmes of the ASC is done smoothly and effectively. Year wise analysis of the funds sanctioned by the UGC to the ASC of Karnataka
University indicates a mixed trend. Hence, regular flow of funds to ASC should be ensured and the University authorities should take active steps and prevail upon the UGC in this direction.

XIII. Academic Staff Colleges are established for providing opportunities of staff development to teachers in higher education. These colleges have over the last few years created an academic culture of self development among teachers. The courses are linked with the career advancement of teachers. The ASC’s are now considered as important units to improve quality of teaching, learning process in the country. Hence there is need for improving their performance for achieving the objectives for which they have been established. Periodical assessment of their working must be done and lapses, if any, in their functioning corrected. U.G.C., the reviewing body hardly visits the A.S.C. even though they have to review it every five years since the inception of the A.S.C. at KUD in 1987, U.G.C. had reviewed only once there fore to maintain a set standard and quality, internal committee of experts should evaluate the administration of the courses from time to time.

XIV. The Performa evolved and circulated amongst the participants at present for undertaking the evaluation of the courses conducted covers only some aspects of the course. It almost consists of close ended questions where the evaluation lies between the mentioned scales. Evaluation on the specific Performa should be done both by the participants as well as Resource Persons.

Each participant should be given confidential feedback on the of his performance, not only through grading sheets but also a one to one talk. Feedback should also be taken from the participants in the post programmee period by
mailing to each participant one more feedback form in which the participants can be asked to give their feedback on the various aspects of the programme, such as whether the programme helped the participants to enrich the teaching contents, to improve the teaching methods, where the course contents relevant for change of attitude towards teaching and for enrichment of knowledge. These responses collected should be analyzed and the inputs used for improvement of future programmes.

XV. During my study the Director was not on permanent basis. He is from chemistry department shouldering an additional responsibility of the ASC. There is also a need for a deputy director, which post at present is vacant. The other staff is not optimum as prescribed by the UGC. Hence, adequate provision of required staff should be given top priority by the University.

XVI. The Course Co-ordinator is not a regular staff member of the ASC at KUD. He is required to work on a voluntary basis for which he is Rs.2000/- as honorarium. He is not sufficiently rewarded to put in extra efforts to make the course innovative keeping in mind the increasing inflation the honorarium to the Course Co-ordinator should be increased. The same holds good for Resource Persons today the A.S.C. is facing difficulty to find eminent experts on the present honorarium.

XVII. ASC does not have a building of its own. It is now sharing building with the Student Welfare Cell causing disturbance to the ASC. Moreover, inadequacy of space leads to slow pace in conduct of Refresher Courses. There is also problem of lack of lecturer and seminar halls. The computer laboratory is situated in another department due to lack of space. Fragmented computer laboratory...
causes problem. There should be a provision of separate building for ASC, with all the required facilities it should also be provided with a laboratory as it is the need of the our today. This problem should be rectified at the earliest.

XVIII. There are difficulties in the implementation of skill-oriented slots such as field and industry visits, and exposure to practical aspects. Especially in case of Science subjects, (biochemistry, life sciences etc.) due to insufficient funds or working expenses programmes become ineffective. University management should make necessary arrangement in this direction.

XIX. Though evaluation of resource persons and participants is being carried out, there is general feeling among the participants that it is only a formality and not taken seriously for future reference. This calls for an overhauling of the system of evaluation.

XX. The Academic Staff College is not a regular scheme of the UGC, the performance of the each ASC is assessed every 5 years and on the basis of such performance, appraisal extension is granted for another 5 years. By implication academic administrative staff in the ASCs is also engaged on contract or ad-hoc basis. This situation certainly affects the motivation level and the enthusiasm of the functionaries in the ASCs. Therefore the UGC should think in the direction of making the ASC scheme in the regular feature of the University system, as further expansion of higher education is likely to take in near future. This will go a long way in the improvement of the standards of teaching and research in the institutions of higher education.

Unplanned expansion of teacher education is contributing to degradation of quality of teachers preparations. The ASC should maintain a suitable database of the
teacher already trained as well as to be trained to enable the centre to ascertain a proper target and plan its programmes more systematically and methodically, there is a need for identification of training needs, as at present there is no systematic method of identifying the teachers who have to be imparted training either on the basis of felt need nor any measurable techniques are in use for identifying training needs, which is mandatory rather than according to convenience. The college/Department should draw up a training plan based on its own need assessments. This should be communicated to the ASC to incorporate this requirement in its own training programs and prepare the calendar of training programs accordingly. Accordingly the contents and components can be planned which would make the courses more effective and customized to the need of the teacher.

Human Resource Development is ongoing process and educations should be perceived as a seamless continuum of lifelong learning for human development. Academic Staff College at Karnataka University Dharwad has amply justified its existence all these years, even though there is considerable scope for improvement. The light of this study, the issues and suggestions brought out above, if necessary follow up action is also taken by the concerned authorities, then there is every hope that this ‘Center of Learning’, is going to emerge as center of excellence.
Scope for further Research

After carrying out this study on teaching faculty’s perceptions towards the Human Resource Development climate prevailing in Karnataka University Dharwad further in-depth studies can be carried out on the developmental activities designed for the non-teaching staff of the University. There is further scope for carrying out a comparative study on the working of the Academic Staff Colleges established in different Universities of Karnataka to assess the role played by them in the professional development of teachers.