# Role of Academic Staff Colleges (Human Resource Development Centre - HRDC) in Professionals Development Programme

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Abstract

*Present paper discussed about the UGC-ASC – HRDC in professional development programme. A profession is something a little more than a job, it is a career for someone that wants to be part of society, who becomes competent in their chosen sector through training; maintains their skills through continuing professional development (CPD); and commits to behaving ethically, to protect the interests of the public. Present day various way are exist to help continuous professional development of teacher. Refresher course & orientation programmes are key programme to help continuous professional development of in-service teacher education and maintain quality of teaching profession. Study also helps to understand the role of RC & OP to continuous professional development of in-service teacher.*

Keywords
Continuing Educational Programme (CDP); Refresher Course; Orientation Programmes; UGC-ASC; Human Resource Development (HRDC)

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## Introduction

A profession is an occupation innovated upon specialized educational training, the purpose of which is to supply disinterested objective counsel and service to others, for a direct and definite compensation, wholly piecemeal from anticipation of other business gain. The term is a truncation of the term" liberal profession", which is, in turn, an Anglicization of the French term" profession libérale". Firstly borrowed by English users in the 19th century, it has beenre-borrowed by transnational users from the late 20th, though the (upper- middle) class saturations of the term don't seem to survive retranslation" liberal professions" are, according to the European Union's Directive on Recognition of Professional Qualifications (2005/ 36/ EC)"those practiced on the base of relevant professional qualifications in a particular, responsible and professionally independent capacity by those furnishing intellectual and ideal services in the interest of the client and the public

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The Government of India with the view to improve educational system and standards, to ensure quality education in general and higher education in particular, had come out with National Policy of Education in 1986, as part of the provisions of the policy, Training of academic staff was given importance. As a result, the UGC has sponsored the universities to establish the UGC - Academic Staff

Colleges to conduct training programmes for academic staff. Presently the nomenclature has changed to UGC-HRDC (Human Resource Development Centre)however, hereafter, in this thesis they are still called as ASCs. Further, in order to ensure that every teacher in the Universities and Colleges will undergo the training as mandatory, the training programmes of Academic Staff Colleges were linked to the Career Advancement Schemes (CAS) of the teachers of Academic Staff.

As a result of tremendous changes in the educational system, the in-service training programmes emerged. In view of the provision in the National Policy of Education (NPE, 1986), the University Grants Commission (UGC) has promoted the UGC Academic Staff Colleges (UGC ASC) that accords the training programs to the academic staff. In addition to developing their skills and updating themselves, teachers need to attend training programmes for their Career Advancement.

**Role of Academic Staff Colleges in Training Teaching Professionals**

The National Education Policy (1986) states in its report that the status of the teacher reflects the socio-cultural philosophy of any society; it is said that no people can rise above the level of their teachers. So the motivation and freedom to the teacher for innovation is highlighted in this policy. This needs to acquire techniques and skill through the systematic orientation in specialized subject. The methodology of teaching should be taught to teachers who are working in higher education system. The University Grants Commission (UGC) has designated autonomous entities within the universities for staff development. The Academic Staff Colleges conduct Refresher Courses and Orientation Programmes for the Teaching Professionals in the country.

As per the statistics given in the UGC website (2021), there are 66 Academic Staff Colleges in India. The Academic Staff Colleges are funded by the UGC. A standing committee is created for Academic Staff College by UGC consisting eminent academicians.

**Table1:** State-wise UGC-ASC – HRDC

| S.No. | State | No. of Centres | S.No. | State | No. of Centres |
|---|---|---|---|---|---|
| 1 | Andhra Pradesh | 2 | 16 | Maharashtra | 5 |
| 3 | Assam | 1 | 17 | Manipur | 1 |
| 4 | Bihar | 2 | 18 | Meghalaya | 1 |
| 5 | Chattisgarh | 2 | 19 | Mizoram | 1 |
| 6 | Delhi | 3 | 20 | Orissa | 2 |
| 7 | Goa | 1 | 21 | Puducherry | 1 |
| 8 | Gujarat | 3 | 22 | Punjab | 3 |
| 9 | Haryana | 3 | 23 | Rajasthan | 3 |
| 10 | Himachal Pradeh | 1 | 24 | Tamil nadu | 4 |
| 12 | Jammu & Kashmir | 2 | 2 | Telangana | 3 |
| 11 | Jharkhand | 1 | 25 | Uttar Pradesh | 5 |
| 13 | Karnataka | 3 | 26 | Uttaranchal | 1 |
| 14 | Kerala | 3 | 27 | West Bengal | 4 |
| 15 | Madhya Pradesh | 5 | | Total | 66 |

*(Source: https://www.ugc.ac.in/page/Human-Resource-Development-Centre(HRDC).aspx)*

**Table 2: Types of orientation programmes**

| Specific Refresher Courses (SRC) | Interdisciplinary Refresher Courses (IDC) | Short-Term Courses / Workshops |
|---|---|---|
| Business Management, Economics and Commerce<br>Chemistry<br>Contemporary Studies Natural Sciences, Education,<br>Economics<br>English<br>History<br>Indian Music and Fine Arts<br>Journalism and Mass Communication<br>Law and Social Transformation<br>Library and Information Science<br>Life Sciences<br>Mathematical Science<br>Mathematical Sciences<br>Mathematics / Statistics<br>Mathematics/ Operational Research/ Statistics and Computer Science<br>Operational Research / Computer Science)<br>Physics<br>Sanskrit<br>Social Work and Social Sciences | Life Science<br>Environmental Studies / Earth Sciences<br>Research Methodology<br>Winter School<br>Women's Studies<br>Biological Science, Environmental, Demography & Sociology)<br>Global Studies Social Sciences & Humanities)<br>Indian Culture, Thought and Thinkers<br>Summer School<br>Contemporary Issues of the World<br>Social Concerns and Social Science<br>Gender Studies<br>Indian Philosophy, Tradition and Culture<br>Indian Philosophy, Thought and Thinkers<br>Leadership Building and Communication Skills<br>Indian Education System and Skill Development<br>Yoga, Meditation and Sports<br>Women Studies<br>Climate Change and Disaster Management<br>E-learning and Digital Learning<br>Winter School | Ethics in Higher Education in Teaching & Research<br>Gender Sensitization<br>Human Rights<br>ICT Usages in Teaching<br>Innovative Teaching Methodologies and Use of ICT in Teaching<br>Language & Literature<br>Languages, Literature & Linguistics<br>MOOCs, E-Learning and ICT<br>Nation Building<br>Personality Development and Value Education<br>Personality Development, Leadership and Ethics<br>Principals' Meet<br>Research Methodology<br>Resources for one week<br>Special Summer School<br>Spiritual Values and Ethics<br>Teaching Methodology/Pedagogy<br>Teaching Methods<br>Trans disciplinary Training in Foundation Courses (/Virtual Class)<br>Use of Technologies in Teaching<br>Workshop on Academic Administration<br>Workshop on Disaster Management<br>Workshop on Evaluation Methodology<br>Workshop on Innovation &<br>Workshop on MOOCs,<br>E-Content Development and Open Development and Open Educational<br>Workshop on Proposal & Project Writing |

**Orientation program:**

The Orientation programmes are for the newly appointed Assistant Professors and the working library and information science professionals. This course is of four weeks duration including 144 contact hours. The Orientation Programme includes the components like awareness of linkages between society, environment, development and education, philosophy of education, Indian education system, Resource awareness and knowledge generation, management and personality development. The orientation programmes provide scope to enhance teaching skills through interaction among the participants, resource persons which help to develop teaching aptitude and skills of research. In this type of programmes the participants will be from all over India. Hence the communication and sharing of information happens at national level. The participants come to know about their strengths and weaknesses. The orientation programme prepares the mind of newly appointed Assistant Professors to teach well to the students and prepare the library science professionals to provide the effective services to the users.

**Refresher course**

Refresher courses are conducted by the Academic Staff Colleges for serving teachers. The duration of this programme is three weeks which includes 108 contact hours. According to Ramesh Babu (2002) the objectives of the refresher courses are as follows to:

1. "Enhance the competence of the teachers which create confidence among them."
2. 'Enrich the knowledge and skills of the professionals."
3. "Make them able to increase the teaching capabilities in their respective field."
4. "Inspire the teachers for innovation in teaching methods and in their field of subject."
5. "Make them able to receive social recognition and professional status."

Participation in Orientation Programme be a pre-requisite for admission to Refresher Course. Thereafter, with a gap of one year they can opt for Refresher Course. Also there should be a minimum gap of one year between two Refresher Courses. Such courses are for in-service teachers who are eligible as per UGC-ASC rules and regulations. The newly appointed teachers up to 6 years of continuous service and are eligible for Orientation. There after a gap of one year, such teacher may opt for Refresher Course. The eligibility for attending Refresher Course for teachers who have not attended earlier Orientation course has been reduced to "two years" from "five years". However, the gap in two successive Refresher Course should normally be "one year" and may be relaxed if adequate number of participants are not available or it is essential for the teacher to fulfil eligibility condition for his career advancement.

**Conclusion**

The Continuing Education Programmes help to maintain the status of any profession in the society. There are many organizations playing a vital role in conducting continuing education programmes for the professional development in India. These continuing education programmes are very helpful in learning, upgrade knowledge and develop competencies and professional skills. The status of any profession depends upon the skilful and knowledgeable professions in particular field. In this regard, these organizations are trying to provide advanced skills and useful knowledge to the Teaching Professionals in India. The teaching professionals should attend these continuing education programmes for their career development. The institutions, in which the professionals are working, inspire the professionals to attend such continuing education programmes.

There are many institutions/associations/agencies organizing workshops, training programmes, conferences, seminars to enhance the capability and competency of the professionals. In Indian scenario the Academic Staff Colleges, NISCAIR, and INFLIBNET etc. are leading the CEP organizers in India. The professionals working in the different field of the subjects should attend these programmes and increase the status of the profession by serving the society efficiently. The emerging changes in the field of Information and Communication Technology have made it compulsory to the professionals to attend the Continuing Education Programmes to stay up-to-date. The professional can learn new techniques and skills by attending the Continuing Professional Education Programmes. The Continuing Education Programmes are of various types in India, but they should be arranged more frequently. Every institution should have separate funds for the CEP of the professionals.

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