



UNIVERSITY GRANTS COMMISSION GUIDELINES FOR ACADEMIC STAFF COLLEGES

INTRODUCTION

The National Policy on Education (NPE) 1986 in its programme of action makes a pointed reference to the crucial link between teacher motivation and the quality of education.

The NPE recognised the need for improving the status of the teacher and proposed to provide opportunities for professional and career development so that teachers may fulfil their role and responsibility within the system of higher education. It was proposed to enhance their motivation skills and knowledge through systematic orientation in specific subjects, techniques and methodologies, and thereby inculcate in them the right kind of values that would in turn encourage them to take initiatives for innovative and creative work.

Keeping the above objectives in view, the following steps were proposed:

- a) to organise specially designed orientation programmes in pedagogy, educational psychology and philosophy, and socio-economic and political concerns for all new entrants at the level of lecturers;
- b) to organise such programmes (orientation/refresher courses) for serving teachers, covering every teacher at least once in three to five years;
- c) to organise specially designed orientation programmes/refresher courses in IT for new entrants as well as for in-service teachers; and
- d) to encourage teachers to participate in seminars, symposia, workshops, etc.

OBJECTIVES

Objectives of the Academic Staff College

The objectives of the Academic Staff College (ASC) are to enable (newly appointed) lecturers to:

- a) understand the significance of education in general, and higher education in particular, in the global and Indian contexts;
- b) understand the linkages between education and economic and socio-economic and cultural development, with particular reference to the Indian polity where democracy, secularism and social equity are the basic tenets of society
- c) acquire and improve basic skills of teaching at the college/university level to achieve goals of higher education;
- d) keep abreast of the latest developments in their specific subjects;
- e) understand the organisation and management of a college/university and to perceive the role of teachers in the total system;
- f) utilise opportunities for development of personality, initiative and creativity; and

g) promote computer literacy as well as Internet knowledge.

The objective of this scheme is to provide an opportunity to research scholars to undertake advanced study and research in engineering and technology, and agricultural engineering, leading to Ph.D. Subjects like geology and geo-physics are not considered under this scheme.

Philosophy

The ASC's main philosophy is to keep in mind that the teacher is central to the system. While it is universally accepted that the teacher is the pivot of the educational system, our system does not provide adequate opportunities for their professional development. It is, therefore, necessary to develop inbuilt mechanisms to provide opportunities for teachers within the framework of knowledge society. It is also accepted that a teacher must not be confined only to transmitting information, she/he must also orient students to meet the challenges of life, to not merely become a trained professional, but also a better citizen.

It was believed in the past that a college/university teacher learnt the 'art' of teaching on the job by emulating outstanding models such as his/her own teachers or senior colleagues. The stock-in-trade of the college/university teacher has always motivated the students. Today, it is no longer possible to expect a newly appointed teacher to acquire the 'art' of teaching by emulating his/her peers.

Educational Technology and Orientation in IT

New methods of teaching and educational technology along with developments in Information Technology have made the job of a teacher both exact and demanding.

Now, it has been decided to give a bigger thrust to e-content development. In order to create Internet savvy as well as computer literate teachers, to create e-content assemblers and creators, the University Grants Commission (UGC) is launching specially designed orientation programmes/refresher courses in these subjects.

The special orientation programme in IT is to create Internet literate people from amongst new entrants as well as in-service teachers and to make them familiar with use of software tools irrespective of the subject/discipline they are teaching. Acquisition of knowledge is a two-way process between the teachers and the taught and, therefore, collectively they must advance the frontiers of knowledge.

Knowledge Explosion

Furthermore, there has been knowledge explosion in every discipline. A college/university teacher has to continuously update his/her knowledge in his/her chosen field of expertise, or run the risk of becoming totally outdated in a very short period of time.

While the really motivated and industrious teachers use their own resources to keep themselves abreast of new knowledge and to train themselves in the latest processes, methodologies and techniques of teaching, it is necessary to provide systematic and organised orientation programmes for the large number of teachers at the college and university level.

Orientation of Newly Appointed Lecturers

The concept of an orientation programme emphasises teachers as agents of socio-economic change and national development.

The philosophy and objectives of orientation courses are significantly different from the traditional B. Ed. and M. Ed. programmes.

Flexible Orientation Programme

The orientation programme envisaged under this scheme must not be rigid. Under the programme, it is intended to inculcate in young lecturers the quality of self-reliance through their awareness of the social, intellectual and moral environment.

The programme should enable the teachers to discover themselves and their potential through a positive appreciation of their role in the total social, intellectual and moral universe within which they function and of which they are important members. In a country where teachers are able to fulfil their responsibility with awareness and confidence, the educational system becomes relevant and dynamic.

Orientation Relevant To Indian Conditions

The orientation programme must engender in the teacher awareness of the problems that Indian society faces, and that education is the solution of these problems.

It must also focus on the achievement of the goals set out in the Indian Constitution. Matters relating to subject knowledge and pedagogy, although important in themselves, would only be meaningful when understood in the total context of national development

Active Involvement Of Decision-makers and Leaders In Higher Education

It is equally important to recognise that no scheme for orientation of teachers can succeed if the decision-makers and administrators of higher education do not understand the importance of such courses.

Therefore, along with courses for newly appointed teachers, orientation programmes for heads of department, principals, deans, officers, etc. must be organised with a view to acquaint top-level administrators with what teachers are learning in the orientation courses. This exposure will enable decision-makers to actively participate in the scheme; at the same time, these administrators would be able to modify their own roles as supervisors of higher education by demanding newer role behaviour from teachers.

Exchange of Ideas in Academic and Educational Environment

An Academic Staff College with a good number of teachers and resource persons are required to create a good academic and educational environment in the university. This will also help the UGC-ASC/RCCs to have a place of exchanging ideas and topics of interest in the subject area. Lectures from participating teachers may be arranged for mutual benefit. The UGC-ASC/RCC may also request the relevant university department to organise lectures by eminent resource persons for the benefit of other students and researchers. This may create a decent amount of academic interest in the university where the UGC-ASC/RCC is situated. The director/coordinator of the UGC-RCC should prepare a plan well in advance, including proposing the names of eminent persons to be invited as resource people, for the concerned department/school for suitable measures.

GUIDELINES FOR IMPLEMENTATION OF SCHEME

Location of an Academic Staff College

Existing Resources

An ASC located in a university will have to draw upon all the possible existing resources available in the university as well as in other universities and learning institutions within the state and outside. For enhancement in the quality of work, at the end of two years of the award, a proposal along with the progress of the work and a confidential assessment report of the guide/supervisor is to be sent for

evaluation to an outside expert in the field to be chosen by the head of the department/ institution from a panel of five persons suggested by the supervisor/guide of the Fellow.

Format for ASC

An ASC may be established in a university as a separate entity to be newly set up and designated within the university.

Functions of an ASC

The The functions of an Academic Staff College will be to plan, organise, implement, monitor and evaluate orientation courses for newly appointed college/university lecturers within the jurisdiction of one or more universities in a state. An ASC will also organise refresher courses for serving teachers, and orientation programmes for senior administrators and heads of department, principals, officers, etc. Specifically, an ASC will:

- a) Formulate a programme of orientation along the broad guidelines given above.
- b) Identify resource persons in various fields of specialisation for running the orientation course and refresher courses, and familiarise such resource persons with the philosophy and guidelines for the courses. The list of resource persons should be approved by the chairman of the advisory committee of ASC.
- c) Set up a documentation-centre-cum-library for reference and source materials necessary for the courses.
- d) Produce specially designed material required for effective implementation of the courses.
- e) Organise, monitor and evaluate courses for teachers
- f) Create a culture of learning and self-improvement among teachers so that it becomes an integral part of the educational system at the tertiary level.
- g) Organise orientation programmes for heads of department, principals, deans and other decision-makers to familiarise them with the philosophy of orientation to facilitate reform in higher education through appropriate modification of the management systems at various levels.
- h) The refresher courses run by the ASC will provide opportunities for teachers in service to exchange experience with their peers and to mutually learn from each other.
- i) Provide a forum for serving teachers to keep themselves abreast of the latest advances in various subjects.
- j) Provide opportunities to further widen their knowledge and to pursue research studies.
- k) Provide an introduction to new methods and innovations in higher education so that the participants can in turn develop their own innovative methods of instruction.

The thrust areas for each refresher course will be decided by the director in consultation with the course coordinator

Principal's Meeting/Workshop for Academic Administrators

Each ASC may organise one or two meetings of principal/heads/deans/officers in a year to:

- a) familiarise them with the philosophy and importance of orientation programmes and refresher courses, and persuade them to depute teachers;
- b) enable them to understand their new roles as supervisors; and
- c) facilitate reform in higher education through appropriate modification of management systems at various levels.

Structure of the ASC

Staffing norms/patterns

The Commission shall provide the following for smooth functioning of the ASCs:

(a) Academic staff:

- i Professor - director - (professor's, scale of pay): 1
- ii. Reader - (reader's scale of pay): 1
- iii. Lecturer - (lecturer's scale of pay) 1

(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 ASCs that have independent accommodation/hostel facilities)

Qualifications

Director:

The qualifications for the post of director will be same as for the post of professor. The search-cum-selection committee for director will be as follows:

- (i) Vice-chancellor of the host-university (that is, where the ASC is located) (Chairman)
- (ii) One vice-chancellor of another university (to be nominated by the chairman)
- (iii) Two experts to be nominated by ASC advisory committee
- (iv) One nominee of the UGC The registrar will be the non-member secretary to the committee. At least three members, including UGC nominee, must constitute the quorum

Reader/Lecturer:

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

The selection committee and procedure will be the same as for the ASC director, except that the ASC director will be an ex-officio member of the selection committee. The ASC academic staff are eligible to participate in all academic activities of the parent department including teaching, research, consultancy, etc., provided that the ASC work does not suffer. No honorarium or allowance will be paid to them for such activities.

No honorarium will be admissible to the core staff of the ASC, that is, professor - director, reader and lecturer, for giving lectures in orientation programmes and refresher course.

The appointment to the post of director, reader and lecturer will be on a tenure basis for a period of five years. There will be a provision for continuation of appointment on these posts on assessment of the incumbent concerned by a committee having the same constitution as for their appointment, subject to the condition that the incumbent on these posts will retire at the age of 62 years or as per prevailing norms of the university.

In case the incumbent selected for the post of director happens to be a professor in additional charge of the post of director, he will be paid an allowance of Rs. 1000/- per month. With regard to the qualifications and procedure of appointment of administrative staff, the mode of appointment will be the same as prescribed for other posts in the university.

The core academic staff will perform the various functions outlined above. Services rendered by the core staff in ASCs may be counted for promotion in their parent departments. Daily-wage staff cannot be regularised and they should be engaged as per rules. Same leave rules may be followed for the non-vacation staff of the ASC as are applicable to the non-vacation staff in the university.

Administrative Structure :

The academic staff college will be a UGC-sponsored separate entity. It will be an inter-university institute catering to the needs of colleges and universities within a state/neighbouring states.

Functional autonomy will be granted to academic staff colleges by the university. The UGC will monitor and review the functioning of the UGC-ASC after a period of five years or as communicated by the UGC from time to time. The UGC may, after review, discontinue any ASC if necessary.

Courses under UGC-ASC are conducted round the year and are non-vacational.

Modality of Academic Staff College:

Academic Advisory Committee:

Each academic staff college will have an academic advisory committee with representatives from universities and colleges to advise on its programmes and the selection of resource persons. The vice-chancellor of the university at which ASC is located will be chairman of the committee. The constitution of the committee will be as follows:

- a) Vice-chancellor of the host university
- b) One vice-chancellor from outside and one within the state
- c) One UGC nominee
- d) Two directors of ASC, of which one shall be from outside the state

e) Two eminent professors

f) Two heads of department of university

g) Two principals of affiliated colleges The director will be the member secretary.

The registrar and finance officer will be special invitees. All members will be nominated by the chairman.

The term of the advisory committee shall be two years. The advisory committee may meet twice in a year.

All matters relating to the ASC including financial matters will be placed before the committee.

Delegation of Financial Powers to the Director, ASC :

The director of the ASC will be given financial powers to sanction expenditure up to Rs.20,000/- at a time. In addition he/she shall have the powers to make payments of TA/DA to resource persons and participants of orientation/refresher courses. An imprest amount of Rs.5,000/- for meeting miscellaneous expenses from time to time may also be made available to the ASC.

Opening of Bank Accounts:

A separate university-approved bank account may be opened for the ASC and operated by the director and registrar/finance officer jointly, to be decided by the vice-chancellor of the university.

The grants paid by the Commission to the university for the ASC must be immediately transferred to the account. Statement of expenditure may be signed jointly by the director of the ASC and university finance officer/registrar.

Registration Fee

Every participant shall pay an admission fee (non-refundable) of Rs. 500/- at the time of admission to the course. The amount so generated will form a part of the grant towards participant cost.

Assets And Liabilities

Each ASC will prepare a list of facilities, assets and liabilities that are under its direct control. It will provide a list of UGC-provided faculty (teaching and administrative), non-teaching and other staff, and their minimum annual expenditure. If, for any reason, the UGC-ASC is discontinued, the UGC will decide on the assets and liabilities created by the UGC under the programme.

Full-Time Courses

i An orientation course will necessarily be full time and residential. Adequate arrangements will have to be made by the ASC to ensure that the residential character of the course is maintained throughout.

ii. Participating lecturers will be deputed by the respective college/university department for the entire duration of the course.

iii. The teachers selected for the programme are to be treated as on duty with full pay and allowances by the sponsoring university/college.

iv. Participants may be drawn from the institutions falling within the state, and up to 25 per cent may be taken on all-India basis to promote national integration. Each ASC may organise one orientation on an all-India basis.

v. The number of participants in a course should be 40 to 50. In case sufficient number of participants is not available in a particular subject/ course, the ASC/RCC may consult with a nearby ASC/RCC that has been allotted the same subject by the UGC in order to exchange participants among themselves, so as to ensure optimum number of participants in a course.

- vi. All courses will be organised through UGC-ASCs and UGC-RCCs. No refresher course will be separately allotted to a university department/college where an ASC exists.
- vii. While organising refresher courses, care should be taken to ensure that these are done by the parent department and that in the organisation of these courses the faculty of the concerned department is fully involved.
- viii. Punctuality, regularity, participation and purposefulness should be emphasised.
- ix. Successful candidates will be issued certificates as per UGC format (Annexures XII and XIII). The UGC-ASC/RCC may even disallow the issue of certificate to participants on valid reasons.
- x. The UGC has decided not to grant equivalence to the courses/ programmes other than those UGC-sponsored refresher courses/orientation programmes conducted by the UGC-ASCs and UGC-RCCs for the purpose of career advancement.

Scope of the Academic Staff College

The Academic Staff College will cater to the needs of teachers of the colleges/universities as decided by the UGC from time to time.

Interaction Programme

Students at Ph.D./post-doctoral levels from the Centre of Advanced Studies/Department of Special Assistance centres may take part in the special interaction programmes to be organised by the RCCs under the RCs scheme. The interaction programmes should be in the form of workshop/seminars only. The duration of this programme should be about three to four weeks. The main focus of this programme will be interaction between Ph.D./post-doctoral scholars and teachers. The number of participants for this programme shall be 15 to 20. This interaction programme may be held once a year.

Expenditure on this interaction programme may be claimed separately and the student participants shall be treated at par with the participants in refresher courses in respect of payment of TA/DA.

Record Keeping

In order to make an orientation/refresher course optimally effective, the ASCs and RCCs will maintain a systematic record of all the participants, their achievement, their professional growth and change in their capabilities as teachers.

Each ASC and RCC may ensure maintenance of a course-wise systematic record of resource persons, participants, and year-wise and subject-wise list of courses conducted. Also, each ASC and RCC will maintain a proper record of the reading material produced, and keep copies of such material in their respective libraries.

CURRICULUM

Course Preparation

The department actually conducting refresher courses and responsible for evolving the course curriculum in consultation with the director and Asc coordinator may contribute in preparing high-quality course content after discussion and consultation with outside experts, and high-graded scientists and academics. Such experts may suggest steps to prepare a full course with up to date knowledge and material content contributing to the development in the subject. The course should be so prepared that the content has essential percentage of the core material in the subject along with required percentage of areas of

emergence and priority, essential laboratory and practical components, and computer application with relevant advancement of the subject.

Course contents of the orientation programme in IT will be circulated separately.

Components of the Orientation Course

In order to achieve the above objectives, the curriculum for the orientation course may have the following four components with minimum of 144 contact hours, that is, six hours daily for a four-week programme:

COMPONENT A: Awareness of linkages between society, environment, development and education.

COMPONENT B: Philosophy of education, Indian education system and pedagogy.

COMPONENT C: Resource awareness and knowledge generation.

COMPONENT D: Management and personality development.

Component A: Awareness of Linkages between Environment, Development and Education

This component should aim at helping the teacher realise the larger context of education and the role of a teacher in society. Some illustrative topics to be covered are:

- i) Secularism
- ii) Egalitarian society
- iii) National integration
- iv) Multilingualism
- v) Multiple cultures
- vi) Equality
- vii) Status of women and children
- viii) Casteism
- ix) Environmental pollution and biodiversity
- x) Poverty
- xi) Unemployment
- xii) Urbanisation
- xiii) Modernisation
- xiv) Rural development
- xv) Youth
- xvi) Indiscipline
- xvii) Role and responsibility of a teacher

xviii) Values-based education

xix) Indian tradition

xx) Creation of an Indian identity

xxi) Human rights

xxii) Sustainable development

xxiii) Globalisation and higher education

xxiv) Public interest movements (PIL, consumer protection, judicial activism, etc.)

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. Some of the illustrative topics are:

(i) Philosophy of education: Aims at values-based education; role of social and educational institutions, comparative educational systems, internationalisation of education.

(ii) Indian education system, policies, programmes and planning; organisational structure, university autonomy.

(iii) Economics of education and human resource development: Resource mobilisation.

(iv) Quality assurance in higher education: Indicators of quality assurance, assessment and accreditation

(v) Learner and the learning process: Understanding the adolescent learner, motivation, interests, human development, memory, aptitudes, intelligence, learning styles.

(vi) Methods and materials of teaching: Prescribed texts, effective classroom teaching techniques, and assignments.

(vii) Technology in teaching: Concept of teaching, levels of teaching and phases of teaching; audio, video, educational films, computers, etc.

(viii) Curriculum design: Approaches, curriculum development, needs-based courses and remedial courses.

(ix) Evaluation and feedback: Measurement and examination reforms, including setting question papers

(x) Alternate methods of learning: Distance and open learning, self-learning and informal learning

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

i) Information technology: New modes of information storage and retrieval, computer applications, communications, multimedia, computer-aided learning, Internet.

ii) Documentation centres: Information networks, information super highway, national and international databases.

iii) Libraries: Reference material, bibliographies, encyclopaedia, periodicals

iv) Institutions: Apex and specialised institutions, museums, laboratories, centres of excellence

v) Research: Research projects, sponsoring agencies, academic writing and publication, etc.

vi) Industry-university linkages.

Component D: Personality Development and Management

Under this component teachers should be familiarised with the organisation and management of the college/university. They should be made aware of the ways in which they may develop their own personalities. Illustrative topics may be:

- (i) Communication skills: Verbal and non-verbal.
- (ii) Thinking skills and scientific temper.
- (iii) Leadership, team building and work culture.
- (iv) Administrative skills: Decision-making, service rules, human relations and interpersonal effectiveness.
- (v) Educational management: Institutional management, management of committees, examinations, hobby clubs, sports and co-curricular activities.
- (vi) Student guidance and counselling.
- (vii) Mental health: Attitudes and values.
- (viii) Career planning, time management.
- (ix) Teacher effectiveness: Qualities of an effective teacher, code of conduct, accountability and empowerment. The above topics are illustrative in nature. Depending upon the requirements of teachers and their academic background, the ASC will select the number of topics and methodologies of teaching. Weightage to each component is to be kept flexible, and the ASC may decide the time allocation and modalities of the input depending upon needs of respective groups.

V. ELIGIBILITY, TARGET GROUP AND DURATION

8. Name Lecturers working in universities and colleges that are included under Section 2(f) of the UGC Act, even though they may not yet be fit under Section 12 (B), may be invited to participate in the orientation and refresher courses. The teachers of colleges that do not yet come within the purview of Section 2(f), but have been affiliated to a university for at least five years, will be permitted to participate in the courses.

For orientation programmes, newly appointed lecturers up to six years of continuous service and all those teachers who require orientation for getting a higher grade will be allowed. Attendance should be a condition for confirmation and the same course will be counted for promotion to a senior scale.

For the refresher course, participation in the orientation programme is a prerequisite for admission. The teacher may opt for a refresher course after a one-year gap following an orientation course. Also, there should be a minimum gap of one year between two refresher courses, though it may be relaxed if an adequate number of participants is not available or it is essential for the teacher to fulfil eligibility conditions for career advancement.

The eligibility for attending refresher course for teachers who have not attended earlier orientation course has been reduced to two years from five. For orientation programme in IT, newly appointed teachers with up to six years of service and all those teachers who require orientation programme/refresher course for getting higher grade under career advancement scheme, irrespective of their subject/discipline, are allowed.

The orientation programme will be of four weeks duration, with minimum of 24 working days and 144 contact hours (six hours a day). The refresher course will be of three weeks duration, with minimum of 18 working days and 108 contact hours (six hours a day) excluding Sundays. The first three weeks in the orientation programme will be devoted to IT. The fourth week will be for general orientation for newly appointed lecturers.

However, the duration of the course for in-service teachers attending the programme for acquiring higher grade under the career advancement scheme will be three weeks only, that is, 18 working days and 108 contact hours. Teachers who have already attended orientation/refresher course may be encouraged to attend the orientation programme in IT. Ad hoc/temporary teachers who have been working for at least one year as lecturers may be permitted to participate in the orientation programme.

However, part-time teachers are not eligible. Universities and colleges will allow interested teachers to attend UGC-ASC/RCC courses based on their eligibility. Otherwise valid reasons will have to be intimated to the teacher concerned, as the courses organised for their teachers will ultimately benefit the university and college. Temporary arrangement in place of teacher deputed for such courses may be made by internal adjustment if required. However, it may not be possible for the Commission to provide any additional grant to pay either honorarium or salary of the substitute, if appointed.

Permission to Attend Refresher Courses During the Period of the Teacher's Fellowship

Teachers' fellowships as well as refresher courses/orientation courses are meant for professional development. A teacher interested in attending refresher courses (as per the requirements of career advancement) during the period of fellowship should not be denied the opportunity as it supplements his/her professional development. Therefore, the UGC has decided to permit the teacher fellow to attend a refresher course provided:

- (i) He/she surrenders living expenses for the period he/she is attending the refresher course, and agrees to submit to the ASC/RCC an undertaking to this effect through the concerned research centre before joining the course.
- (ii) The refresher course is attended in the subject that is relevant to his/her research.
- (iii) No extension in the teacher fellowship is sought on these grounds.

FINANCIAL UGC ASSISTANCE FOR ASC

The UGC will provide 100 per cent assistance to the ASCs. The working of the ASCs shall be reviewed from time to time to continue assistance. The following financial assistance will be payable to each ASC as per norms (Annexure IX).

Core Assistance:

- (i) Salary: On actual basis.
- (ii) Books and equipment: Rs. 50,000 p.a.
- (iii) Working expenses: Rs. 3 lakh lump sum p.a. In addition, Rs. 30,000/- each for humanities and social science subjects, Rs. 40,000/- each for science subjects and Rs. 30,000/- each for orientation course will be provided as additional working expenses.

The Commission will provide financial assistance up to Rs. 50,000/- per meeting (or actual expenditure, whichever is less) for workshops for academic administrators. The expenditure may be booked under participants' cost. The grant for working expenses can be utilised for preparation of reading material related to the orientation and refresher courses, follow-up studies, programmes, seminars, workshops, etc.

Working expenses may also be utilised for transport, maintenance, TA/DA of core faculty and consumables. Thirty per cent of working expenses may be utilised for engagement of temporary staff with the approval of the vice-chancellor for the duration of a course. The University Grants Commission will provide assistance for renovation and furnishing, which may be met within the provision of working

expenses.

Participant Cost

The following items are covered under participant cost:

I)TA/DA to outstation participants and hospitality to local participants

II)TA/DA and honorarium to resource persons.

III)Reading material.

IV)Additional working expenses.

V)Honorarium to course coordinator.

Local participants :

Rs. 50/- per day will be paid to the ASC for providing hospitality.

Outstation participants :

Rs.200/- per day for boarding and lodging for 'A' class cities and Rs. 150/- for other places.

Reading material:

Up to Rs. 300/- per participant in refresher course and Rs. 200/- per participant in orientation programme will be provided. In addition, standardised reference material may be obtained (by ASCs only) from the CPDHE, Delhi University, free of cost for use of participants in the orientation programme.

Resource persons :

TA/DA as per UGC-ASC norms (Annexure X) will be provided. Honorarium of Rs. 300/- per lecture for a session of 90 minutes, subject to the limit of Rs. 1800/- in a course is given. A maximum of two lectures per day by resource persons should be given. Resource persons may be invited within the reasonable limit of 500 km. However, for each course not more than five experts may be invited on all-India basis and may be given airfare as per their entitlement. As far as possible outside resource persons should be requested to give at least six lectures (not more than two in a day). Each ASC should maintain roster of resource persons to avoid repetition

Course coordinator :

A teacher appointed as course coordinator will be paid Rs. 2000/- as honorarium. He/she cannot draw honorarium for taking classes in the same course.

Re-Appropriation of Funds :

Re-appropriation of funds from one approved budget head to another is not permissible. The ASC may incur the expenditure strictly in accordance with the norms.

Any expenditure that is not in conformity with UGC norms will not be approved for grants-in-aid purpose and the university will have to meet such irregular expenditure from its own sources.

In case there is any doubt on any matter connected with the organisation of programme, a reference may please be made to the Commission for necessary clarifications before incurring any expenditure on an item not covered by the norms prescribed by the Commission for this purpose.

VII. PROCEDURE FOR APPLYING FOR THE SCHEME:

An academic staff college may ordinarily be proposed by a university that fulfils the following conditions:

- (i) Availability of resources for and/or experience of organising one or more university leadership programmes or similar programmes.
- (ii) Experience of organising summer institutes, workshops, refresher courses, etc.
- (iii) Availability of facilities for the production of material and use of teaching aids.
- (iv) Availability of qualified and sufficient number of resource persons required to run the course. It is presumed that the university would have adequate accommodation for housing 50 to 60 participants plus specialists throughout the year. Since the Academic Staff College is also expected to organise programmes for improving the professional competence of teachers in their area of specialisation, the subject competence of the departments of the university may also be taken into account apart from pedagogy in identifying universities for the location of the ASCs.

VIII. PROCEDURE FOR APPROVAL BY THE UGC

The establishment of ASCs will be decided on the recommendation of the UGC expert committee.

IX. PROCEDURE FOR RELEASE OF GRANTS BY THE UGC

Name Initially, a lump sum grant as approved by the Commission is released to an ASC. Further, release of grant will be made to ASC as soon as 75 per cent of the previous grant is utilised and the utilisation certificates are sent.

A statement of expenditure must be provided as per Annexures I to VIII to the UGC. For final settlement of accounts, ASCs should take measures to get their accounts audited by statutory auditors.

X. PROCEDURE FOR MONITORING THE PROGRESS OF THE SCHEME

Monitoring, evaluation and quality assurance of ASC programmes will be done time to time by an expert committee appointed by the UGC.

Evaluation of Participants

When possible, in the concluding week of the programme experts, preferably external, may be asked to 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 should be as follows:

- i. A: 75 per cent and above
- ii. B: 60 per cent to less than 75per cent
- iii. C: 50 per cent to less than 60 per cent
- iv. F: Below 50 per cent Those teacher participants who get F grades are required to repeat the programme after a gap of one year without financial commitment to UGC-ASC. The total marks are to be fixed at 100 and the same be 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.