

TEN YEARS OF AUTONOMY
at
Loyola College, Madras

REPORT
OF
THE EVALUATION COMMITTEE

(June 1989)

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ACKNOWLEDGEMENT

We are privileged to have been requested by the Loyola College, to undertake an institutional evaluation at the end of ten years of autonomy to the college. In preparing this evaluation report the Committee received the fullest cooperation from the Principal, faculty members, non-teaching staff, students, parents and all others associated with Loyola College. In particular we would like to acknowledge with thanks, the excellent assistance given by Dr. A. Raman in co-ordinating the work of the Committee. We are indeed thankful to everyone for whatever help they have given to us in accomplishing this task.

We are happy to present this evaluation report which contains our findings and recommendations and hope that it would be of value not only to Loyola but also others committed to the promotion of the programme of autonomous colleges in the Indian University system.

Madras
10th June, 1989.

*Chairman and Members,
Evaluation Committee*
Dr. D. Shankar Narayan
Dr. E. G. Vedanayagam
Rev. Fr. J. Kuriakose
Prof. S. R. Govindarajan
Dr. Mani Jacob
Prof. T. D. Felix.

Ten Years of Autonomy at Loyola College, Madras

Report of the Evaluation Committee

Chapter I

1. INTRODUCTION

1.1 Loyola College, Madras on its completion of ten years as an Autonomous College constituted a Committee of experts to evaluate critically its overall performance as an autonomous institution and suggest future directions for its development. The committee was to evaluate the planning, performance, achievement and failures of the Loyola College and its 15 departments in Arts, Science and Commerce during the past ten years, since 1978-79. The Principal of Loyola College, in his letter of 11th November, 1988, therefore requested the following persons to be the members of the Committee.

1. Dr. D. Shankar NarayanChairman
Former Vice Chancellor
Bangalore University
BANGALORE
2. Professor E.G. VedanayagamMember
Professor of Education (Retd.)
University of Madras
MADRAS
3. Rev. Fr. J. Kuriakose SJMember
Retired Principal
Loyola College
MADRAS
4. Prof. S.R. GovindarajanMember
Director, Kothari Academy for Women
MADRAS
5. Dr. Mani JacobMember
Associate General Secretary, All India Association for
Christian Higher Education
NEW DELHI
6. Prof. T.D. FelixMember Secretary
Dean of Arts
Loyola College
MADRAS

Dr. A. Raman of the Department of Botany of Loyola College was designated to be the Co-ordinator for the work of the committee.

Chapter II

THE APPROACH

2.1 The Evaluation Committee held its first meeting on 14th December 1988 and its subsequent meetings were held on the following dates—all at Loyola College, Madras

Second meeting	—6th —7th February 1989
Third meeting	—9th —10th March 1989
Fourth meeting	—28th —29th April 1989
Final meeting	—10th June 1989.

2.2 Keeping in view its terms of reference and also the purposes for which Loyola obtained autonomous status, the Evaluation Committee, at its first meeting decided on the approaches to be adopted in its evaluation work. The Committee also took note of other similar evaluations that had so far been undertaken, by the College itself, by the Madras University, or by individual scholars and by the University Grants Commission as part of its policy towards colleges on the basis of which it had conferred such autonomous status and given financial support.

2.3 The “Policy Frame” of the UGC and its guidelines require an autonomous institution to be subjected to periodic reviews and evaluation by experts and based upon such reviews, the institution can continue to retain its autonomous status. While such obligatory evaluations, often undertaken without adequate effort and preparation, may have their own value, it is to be acknowledged to the credit of Loyola College that, besides undertaking periodic self-assessment, the college of its own accord has also sought an objective and critical as well detailed evaluation of its performance by committees of outside experts.

2.4 Performance evaluation of an institution engaged in teaching, training, research and educational extension is essential in order to establish the validity of the institutional goals and also the fulfilment of those goals in terms of its performance of both the normal as well as innovative operations. In order that the performance evaluation is objective, it is necessary to ensure that the methods of measuring the progress, standards of success, responses to emerging challenges, identification of weaknesses and failures, are based upon scientific concepts and methodologies. The objectives to be kept in view by an evaluating committee should cover the totality of concepts, ideas, practices and a network of programmes—measurable through standard criteria, precisely defined and understood by all concerned.

2.5 From the point of view of the institution in its totality and consistent with the requirements of institutional goals it is possible to identify the following eight significant performance parameters ;

1. The Institution
2. Special programmes
3. Relevance
4. Excellence

5. Self-Reliance and Cost Awareness 6. Innovation
7. Development, and 8. Transformation

2.6 Each of these parameters would yield specific ratings and indices of performance of the college. Based upon such indices of performance evaluation it could then be established how well an individual institution has developed over the years its perceptions and operations towards :

- (a) achieving *Excellence* in all its activities of teaching, training, research and extension;
- (b) incorporating *Relevance* in its curricular programs, thereby building utility and application as essential dimensions of its educational programmes and offerings of courses;
- (c) enabling *Participation*, both intensive and extensive by all its constituents; and
- (d) developing an *Organisation* which is dynamic, flexible, responsive to emerging challenges of education and society and also efficient in all its operations.

2.7 A profile of a college resulting from these fundamental objectives of an institution of Higher Education, particularly an autonomous college can be brought into clear focus if in operationalising these objectives, the college, in addition,

- (a) has ensured that its activities have closeness to the community and social environment in which it functions;
- (b) has established effective channels of communication and feedback;
- (c) has provided a critical mass of infrastructure and other facilities needed for each educational programme; and
- (d) has ensured cooperative competition with similar institutions around it.

2.8 The objectives of Loyola College as given below (Loyola College Bulletin 1985) were therefore considered in the above context :

- (1) To encourage students to think clearly, critically and to express themselves effectively and fearlessly.
- (2) To bring out the best in every student by individualizing the teaching-learning process as far as possible and to help him use his talents for personal growth and common welfare.
- (3) To strive after objectivity and excellence in every field through promotion of research.
- (4) To lay greater stress on quality of life than on material success and inculcate in the students human, social and spiritual values.
- (5) To stimulate the students' social awareness through suitable exposure and analysis of social conditions so that they may realise their responsibilities and translate them into social action.

- (6) To establish closer contact between students and teachers for the building-up of a well-knit, friendly and responsible academic community.
- (7) To enhance the employability of graduates by providing them with knowledge and skills, relevant to local and national needs.

2.9 The Committee noted that these objectives, stated clearly as they are, were generally in conformity with the organisational model with Excellence, Relevance, Participation and Organisation Structure as four corner pillars essential for a higher educational institution. This concurrence of basic objectives in fact prompted the Committee to probe further into each of them by obtaining the widest possible cross-section of views and experiences from students, faculty, administration, alumni, parents and others with intimate knowledge of, and association with, Loyola, through carefully designed questionnaires and personal interactions. The program of work included, besides meeting each of these groups and explaining the questionnaire, visits to individual departments and getting acquainted with the academic programs and the impact of autonomy on different aspects of functioning of the teaching departments as well as the support facilities of administration.

2.10 While this was in progress, the Committee desired to know how the management felt about these strategies of the evaluation process. The Committee therefore requested for a meeting with the local members of the Governing Body of the college. This meeting proved to be of real significance, because for the first time the Evaluation Committee was informed that Loyola and other Jesuit Colleges in the Madurai Jesuit Province Area had recently agreed upon a new orientation in terms of a statement on Higher Education. This had resulted in a "vision statement" emphasizing certain new concerns to the poorer sections of the society. This new policy direction was obligatory on all the member colleges. In view of this the Committee was asked if it would also undertake an assessment of the compliance by the College with this new religious-social directive. The Committee felt this could be done independently of the present academic evaluation based on autonomy. The Committee however had no objection to adding a section to its report, if the management administered a separate questionnaires bearing on this directive and made available the outcome of such exercise. A subsequent communication from the Principal of Loyola College however reaffirmed that the Committee should continue its work as already planned without making any attempt to evaluate the impact of the newly promulgated concern of the Madurai Jesuit Province.

2.11 The basic questionnaires developed by the Committee, therefore retained their earlier objective of obtaining the views of all concerned on the college's efforts and realization of the fundamental objective of,

- (a) commitment to excellence,
- (b) incorporating relevance,
- (c) enabling participation, and

(d) building an organisational structure which is flexible, dynamic and responsive to changes.

The Committee also issued additional questionnaires to obtain information on,

- (i) Infra-structure facilities available to support the academic and other programs of Loyola,
- (ii) Student perceptions,
- (iii) Alumni views,
- (iv) Parents' perspectives on autonomous Loyola, so as to make the emerging profile of Loyola reasonably total, multidimensional and comprehensive.

Chapter III

3. A PROFILE OF LOYOLA COLLEGE

3.1 A profile of Loyola College, developed on the basis of documents, annual reports and our own perceptions is given below:

3.2 Loyola College was set up in 1925. Starting with a few groups of the B. A. Pass course, with a main building and three blocks of hostels, Loyola soon became one of the prestigious colleges in the Madras Presidency, adding Degree and Honours courses in Arts, Science and Commerce etc. Today Loyola College is a significant landmark in the city of Madras, with its many blocks of imposing buildings spread over a vast campus of about 100 acres. It is a well established academic community with over 2500 students coming from different sections of the society and 150 faculty members and a variety of supporting services. Its 15 teaching departments offer undergraduate programs of a kind different from other affiliated colleges. Nine departments offer post-graduation courses. Several diploma courses are also available as non-degree programmes. It is pervaded by an appreciable intellectual climate and promotes a sense of belonging to the institution and its objectives. Its campus facilities, its academic programs and courses of instruction, its non-formal programmes and its various associations and its residential facilities for staff, students—all of them highlight the uniqueness of Loyola and are far above what most of our recent University institutions can ever hope to attain. More important, the campus is pervaded by an academic climate and a sense of identity by students and staff with its objectives.

3.3 The college library has grown with the college and presently has over 65000 volumes of general interests as well as books on scientific and technical subjects, humanities and social sciences. A precious stock of back volumes of journals, encyclopaedias, yearbooks etc. is available as a useful resource material for scholars. It also provides essential library and reprographic services.

3.4 The other notable features on the campus include :

- (a) An 8-inch Telescope of the Newtonian Reflector Type maintained by the Mathematics Department
- (b) Audio-visual and photographic facilities
- (c) Language teaching aids
- (d) Cafeteria
- (e) Book Store
- (f) Sports and recreation facilities, with well laid out fields for all major games
- (g) The Entomology Research Centre

All of them help to promote a corporats academic community and development of integrated personality in students.

3.5 The student facilities include several hostels which seek to promote a cosmopolitan outlook as also a sense of freedom and responsibility. The several blocks of hostels provide about 700 single-seated rooms and adequate dining facilities, and basic health services. The Student Services Centre, with its services of readers and scribes helps physically handicapped students to study at Loyola. A Braille library has been built up for the use of blind students and student volunteers add further strength to this service. A Counselling and Career Guidance Service, along with campus interviews is also available. The various events, screening of films, lectures by distinguished visitors and a whole spectrum of social events and festivals make the college life enjoyable and worthwhile.

3.6 The Students' Union, the Student Service Centre and career development services—all of them play their due and important role in promoting student activities, help them plan their future and cultivate work habits. A wide range of sports and recreational facilities both outdoor and indoor, with trained coaches help to train students become competitive and develop qualities of sportsmanship. In fact, it is generally felt that one has to be in Loyola to experience and benefit from a total student life in every respect and develop an integrated personality.

3.7 A colourful 50 years old neo-gothic style chapel on the campus provides religious services. Loyola, besides promoting religious awareness, also helps to develop secular values, human and social concerns as well.

3.8 Loyola College is thus well established and has enjoyed public confidence and faith in its ability to help in the total development of the students entrusted to its care all through its functioning for nearly 65 years.

3.9 It was therefore no surprise that this College was one of the first few colleges in the country to be given recognition in 1978-'79 as an autonomous college by the Madras University and the University Grants Commission. This recognition brought with it, the most essential freedoms needed by a college namely—freedom to determine its courses of study and syllabi; freedom to evaluate the students' learning and to conduct examinations and freedom to evolve its admission policies. All these freedoms are required for achieving better standards and greater creativity and to make higher education purposeful and utilitarian for everyone who enters this college. Yet for the time being the power to oversee and to confer degrees upon the candidates vests with the parent University. This relationship is substantially different from the conventional affiliation system. With greater trust and confidence in its academic performance, the college may be enabled to award its own degrees in future, thus bringing in complete autonomy.

The significant developments that have taken place in the autonomous Loyola during the 10 year period of autonomy are given below :

3.10 The annual Report of the Principal for the year 1977-'78, i.e. the year prior to its becoming an autonomous college, lists the achievements of the college. It says:

(a) "We hold that the main work of an institution of higher education is the pursuit of excellence through the teaching-learning process and

therefore attach importance to the academic performance of our students. This is fully substantiated by the performance of the degree students in the six B.Sc. courses—88% full passes with 67% of the students placed in first division—a commendable achievement. It is remarkable that the Arts and Commerce students have almost equalled the science students—with 84% full passes and 37 first classes in all. Commerce with 94% full passes and 29 first classes, Economics with 85% passes and 6 first classes and History with 87% passes and two first classes deserve special mention. Several of them secured ranks and medals from the Madras University.

The Post graduate results had 84% full passes—M.A. in Social Work—100% Passes; M.Com. with 95% passes and 16 first classes.

(b) Research: It had been remarked in the past that the various Departments of the college were concerned almost solely with teaching and had not paid enough attention to research. The year 1977-'78 saw a welcome change, with research gaining momentum in the college; particularly in chemistry, zoology, botany and the Entomology Research Institute, each of them with research projects funded by national agencies, their own scholars working for Ph.D and with research publications in important journals. The spirit of research was yet to permeate other Departments. Three teachers had been deputed under the Faculty Improvement Program of the UGC for doing Ph.D besides 13 others working for Ph.D and three for M. Phil. in the college itself."

3.11 It was during that report presented on the annual day that the Principal made it known that "*Loyola will be an autonomous college from June 1978*". He added: "This means that while remaining affiliated to the University of Madras and subject to its general supervisory powers, the college will enjoy autonomy in matters academic, i.e. it can have its own curriculum, instructional pattern and evaluation methods. While the conferment of autonomous status is a tribute to the institution and is a matter for jubilation, we realise that it casts a tremendous responsibility on the faculty and administration. Naturally misgivings arise in our hearts. Are we competent to plan and to execute our own academic programmes? Can we trust ourselves? What if the experiment fails? Doubts and fears such as these assail us on the eve of autonomy. But we are determined to take up the challenge trusting in our teachers, who have never let down the institution, trusting in the goodwill of our friends, and well-wishers and trusting above all in HIM who with loving care has watched over and guided this institution for more than five decades".

3.12 How many colleges can we find in India that can clearly see the responsibilities and accountability that goes with autonomy and more than that to make the experiment successful in several respects? That Loyola has been able to accomplish this is evident from its performance as is evident from the annual reports for the last 10 years, and also several evaluation reports.

3.13 *The year 1978-'79* the first year of Autonomy, was an year of transition. It was significant in 2 ways: It saw the *last batch* of Pre-University students passing out of the portals of the college and the shedding of the Pre-University class, that being one of the requirements stipulated

by the UGC for autonomous colleges. The college did miss the bright and lively group of young students aspiring to join professional courses. But the college accepted this gladly, as it would help bring down the student numbers on the campus and the teachers would be able to concentrate on the new academic program for degree students resulting from autonomy. Students admitted to the undergraduate and post graduate courses in June 1978 followed the new autonomous programme based on semesters, newly designed courses, credits and internal evaluation. The switch-over to autonomy was smooth and the program worked well, much to the credit of the students and teachers of Loyola in spite of some minor problems. It was thus a momentous year—a year which saw the end of a long epoch and the beginning of a new one.

3.13 Each year subsequent to it has been an year of creditable achievement in all spheres—academic performance, students activities, extra curricular activities, NCC and NSS. The research efforts grew in size and quality with 42 scholars doing their Ph.D work in different departments, 15 research papers published and another 16 presented at various conferences.

3.14 Since the inception of the Evening College in 1972-'73, only B. Com. courses had been offered. The year 1979-80 saw B.A. in History added, but the most important venture was the setting up of the Loyola Institute of Business Administration in August 1979, mainly for employed persons. Although not affiliated to the University, LIBA has established a name in the world of Management Education.

3.15 As regards Autonomy, the college had successfully gone through the first phase of two years mastering the mechanics involved. The two surveys taken up by the College at the end of the first two years clearly showed that both students and teachers had accepted autonomy and preferred autonomous programs to what obtained earlier. The system seemed to have worked smoothly and well despite a few constraints. Any defects in autonomy were there to be corrected, new educational efforts were strengthened and techniques perfected. Most important was the self-confidence gained by everyone in restructuring the academic programme, deciding what should be taught and how evaluation should be undertaken internally and demonstrating the real objective nature of the process to everyone concerned. The college got ready to launch its second phase—to frame new courses more relevant and flexible and application—oriented, leading to development of skills as well. The teaching methodologies had to be revised and improved so as to create a better learning environment for all students. This was a promise to keep for Loyola.

3.16 In the next year 1980-'81, Loyola continued to strengthen essentially as a place for teaching-learning, through regular and systematic work. The college admitted to its degree courses students from the plus two stream and the college had to adjust to these new students as against the PUC batches. The new academic programs gained greater acceptance. Research became more widespread among teachers, not necessarily for Ph.D and funds became available for several research projects from national agencies like UGC, DST, ICAR, ICMR etc. The Entomology Research Institute became nationally identified for its research strength.

3.17 At the completion of three years of autonomy, the college received a review team to evaluate the outcomes of autonomy—enriched

syllabi, new elective courses, semester and credit system with internal assessment and its credibility, its efforts towards making degree programmes relevant and more meaningful in an environment of academic freedom.

3.18 This evaluation of the autonomous programme revealed areas of achievements as well as areas which needed improvements. The semester-cum-credit system had worked successfully. Though the core structure remained similar to the one prescribed by the university, course contents had been enriched and updated. Students were able to choose from several new elective courses. Nevertheless there had not been any significant new approaches to teaching methods. Attempts were made to add new dimensions to teaching, through group discussions, seminars, guided work etc. English teaching certainly witnessed radical transformation, in such a way as to ensure comprehensive reading and effective communication. A survey opinion poll among the first batch of students coming through the autonomous system showed gratifying results with 74% favouring continuation of autonomy and 14% being against it.

The allegation that an autonomous college would inflate its examination results, through internal assessment was disproved totally as was evident from examination results. Students did express their difficulties with reference to the heavy teaching programs and acceptance of letter grades based on credits. The Review Committee on Autonomous Colleges said: "Notwithstanding the innovations brought in the wake of autonomy, there is still scope for continuous review of the new experiment which has endless possibilities and scope for improvements"

3.19 Loyola went co-educational—a revolutionary step taken in 1981-'82 and admitted women students to M.Com. and M.Sc. (Chemistry) courses—with the possibility of extending it later to other graduate courses also.

3.20 Loyola in its fifth year of autonomy (1982-'83) was thus a very successful institution, full of confidence to take innovative actions and even revolutionary steps, if necessary, and continued to seek greater operational freedom from the university and the Government. Autonomy had helped to introduce several changes for the better, brought about a more serious academic atmosphere on the campus and a closer contact between the teachers and students. The exercises to review and revise the curricula so as to update them and make them more relevant continued as ever. The college started yet another Post Graduate course in Statistics. Education in Loyola was not confined to classrooms and laboratories and students had both opportunities and facilities to express themselves and realise their potential through extra curricular and co-curricular activities, distinguish themselves in sports and games and social service programmes. The college by then had 1800 day scholars and 900 Evening College students coming from different backgrounds and States, speaking different languages, and a few even from foreign countries, all of them responding enthusiastically to the rigorous demands of academic programmes and with a remarkable sense of discipline.

3.21 The year 1983-'84 marked the 6th year of autonomy and based on a Review Commission report, the college autonomy was extended for

another five years. The college itself undertook a self-assessment and evaluated each Department's activities. The college set up a Curriculum Development Council to continuously review its programs so as to achieve both relevance and excellence and enable different Departments to plan and perfect their academic programmes. Unfortunately this Council has not been functional subsequently. The college also took the lead to bring together all autonomous colleges of Tamil Nadu in a seminar workshop in January 1984, to evaluate and plan academic programmes in all autonomous colleges of Tamilnadu. It invited also non-autonomous colleges, parents and students to take part in the Seminar, to understand the curricular design, teaching methods, testing and evaluation, work-oriented education and how autonomous colleges used their academic freedom to achieve both academic excellence and social relevance.

3.22 The Seminar on "Evaluation and Planning of Academic Programmes in Autonomous Colleges" organized by the Loyola College from 9 to 11 Jan. 1984, with support from All India Association for Christian Higher Education was aimed at :

- (1) bringing together teachers from different autonomous colleges of Tamil Nadu for sharing their experiences in the autonomous programmes over the past 5 years, mainly at the undergraduate level;
- (2) inviting reactions of specialist educationists to this system;
- (3) creating an awareness in society, of the relevant objectives, both general and specific to disciplines;
- (4) evaluating the performance in terms of the desired objectives; and
- (5) suggesting plans for the future.

Over 200 participants from 8 autonomous colleges of Tamil Nadu participated. To get a fair feedback from the society at large the program involved participation of many educationists, industrialists, parents, teachers of non-autonomous colleges and the present and past students of the college. The participants took stock of the over-all macro and micro situations in the light of experiences, both achievements and failures. A concerted effort was made to identify reasons for failures and remedies if available to overcome them in future. It was a worthwhile guidance for those colleges which were preparing for autonomy.

3.23 "Five Years of Autonomy"—the proceedings of the Seminar held in January 1984—published by the college is a record that can be a guide to autonomous colleges as well as colleges seeking autonomy.

3.24 The year 1984-'85 marked the beginning of the second phase of autonomy. It also saw a renewed emphasis on an admission policy based on the obligation to the minority community and weaker sections of the society. The college gave priority to admission of students from these groups and to organising for their benefit, some remedial courses in English Communication and Mathematics. The college continued to stress both

excellence and relevance in its academic programmes. Research programmes received greater support and encouragement. New extension programmes in the form of Diploma courses in Business Administration, and Visual Communication, Post M.Sc. Diploma in Field Entomology, Post Graduate Diploma in Applied Chemistry and Diploma in Tourism were started. The Social Work Department moved into the new building. Several seminars were organized by the college. All other activities academic, extra curricular and co-curricular, sports and games, NSS, and NCC continued to be run at a high level of performance and achievement at Loyola.

3.25 The academic year 1985-'86 was the Diamond Jubilee year of the college, marking 60 years of outstanding service of Loyola in the field of higher education. The Departments of Statistics, Mathematics, Chemistry, Botany and Economics offered M.Phil Programmes, with University recognition to selected teachers. The Physics Department was upgraded by the introduction of M.Sc. course. A new elective course in Geophysics was offered to B.Sc. students. Computer programming and Operation Research were introduced in the Mathematics Department: Logic and Peace Studies in History Department. A number of seminars were organized, including one on the New Education Policy. The Entomology Research Institute moved into its new spacious building on the campus and a seminar on 'Directions in Purpose-Oriented Research' was held. The COSIST programme of UGC was initiated. While the rest of the activities continued as ever with reference to autonomy, the college organised a seminar for all the autonomous colleges to evaluate the administrative set up, and appointed a committee to go into the examination system and to obtain feedback regularly from students for improving and updating syllabi and teaching methods.

3.26 The Diamond Jubilee of the Colleges was celebrated on 9th and 10th October 1986. Loyola was no longer a learner of autonomy but had moved on to the status of being able to provide leadership. With the New National Policy on Education and the UGC setting itself a target of 500 autonomous college, by the end of the 7th plan, Loyola received numerous requests for its experiences and expertise in the autonomy experiment. Committees from different colleges and universities visited Loyola to study the working of autonomy. The faculty members of Loyola were invited to seminars as resource persons.

3.27 Finally the year 1987-'88. The second Review Commission on Autonomy under the chairmanship of the Director of Collegiate Education visited the college on 18th January 1988. The UGC was represented by Prof. R.C. Rastogi, Vice-Chancellor of Banaras Hindu University. The Commission was given in advance a three volume report of the college on its ten years of autonomy,

3.28 The academic year began with 2522 students on the rolls in the day college and 1159 in the Evening College. 500 students are residents in the hostels. The staff strength is 153 in the day and 61 in the Evening College. The demand for admission to autonomous Loyola was unprecedented—8600 applications for 700 seats in undergraduate courses. The Evening College has grown in importance; it plays a vital role in providing admission to poor students from weaker sections of the society also and thereby giving them access to higher education.

3.29 The English Department started Post Graduate classes with innovative courses in English literature and functional language. The Department gave orientation courses for college teachers and conducted a workshop on writing skills for school teachers in Madras. The staff attended ELT workshops of the British Council. The Commerce Department started M.Phil courses and the Post Graduate Diploma in Marketing Management got initiated, which is in great demand as an evening course.

3.30 The present Evaluation Committee has considered it necessary to provide this brief review of the development of Loyola College in the 10 years of autonomy, only to highlight the significant landmarks, changes for the better and innovations in academic programmes, which have made Loyola what it is today.

Chapter IV

4. THE EVALUATION

4.1 The Evaluation given below is the outcome of our meetings with the faculty members, non-teaching staff, students and parents, along with the information which became available through the various questionnaires, and finally perceptions of the members of the Committee. The responses to the questionnaire from the faculty was 63 out of 150, whereas in the case of students it was 97 out of 150 students, ten students at random from each department.

4.2 Excellence, Relevance, Participation and Organisation are the four vital and rational objectives for building up and management of a higher education institution with efficiency and productivity as the outcomes of its operations. They are independent, inter-dependent, interactive and mutually supportive in character, thus making their impact infinitely greater than the sum of their functional equations with one another. Of these the structure-excellence equation is the most crucial. According to the extent to which the organisational structure, whether autonomous or affiliated, enables the educational functions to be performed at the highest level, the educational institutions can become purposive, exacting of high standards and achieve excellence in teaching and research.

4.3 Excellence

4.3(1) Academic excellence is a qualitative factor assessed in the context of national and international standards at two mutually related levels :

- (a) at the level of dissemination of knowledge that can be measured by the contents and pattern of courses prescribed and taught in institutes of higher education; and
- (b) at the level of creation of new knowledge as is evident and can be measured by the quality of research produced.

Two other considerations are relevant from the point of possibilities of the growth of academic excellence. First, do the institutions have conditions for self-sustained growth ?; and second, do they become points for emulation for those of lower quality—a kind of multiplier effect ?

4.3(2) In considering excellence as a vital objective of educational institution building, one has to accept the challenge posed in our society by concerns of equity and social justice resulting from a mass upsurge in higher education. Some of the criteria that affect the making of a college into an institution in pursuit of excellence, rather than one which also exists in the system, would relate to the following :

- (a) *Students' Satisfaction* : How happy are the students with the kinds of academic and other programmes offered by the College ? How excited and involved are they with the learning, thinking, experimenting environment that is prevalent in the College ?

- (b) *Product Image* : How good is the market demand for the output graduates of the College compared to the other institutions' products ? What is the kind of image they enjoy in the employment system ? What is the price that an employer is prepared to pay for the graduates ?
- (c) *Quality of the Internal climate* : Is there an open, trusting, performing, mutually helping climate available for everyone in the college ? What is the quality of interpersonal relationship between students, teachers and administration ?
- (d) *Quantity and quality of professional output* : Is research an act of faith for most people in the institution ? What are the quality and frequency of innovative ideas that come out of the system ? Is there a continuing debate on the kind of contribution that the institution should make for the development and betterment of the society ? Above all how adaptive is the college to the fast changing environment and the management of change ?
- (e) *Value of value adding* : It is perhaps the most important criteria of education offered by a college. Education is a value adding process. Therefore, what is the value that the college adds every year to its students ? Is there a forward thrust all the time ? Adding value to human resources is the most important contribution a college can ever make.
- (f) *Freedom to experiment* : Excellence flourishes in an organisational setting where there is freedom to experiment. Freedom of the mind, freedom to explore new frontiers, testing the untested and the spirit to pursue vigorously what is good for the college.
- (g) *Autonomy for the institution* : Educational bureaucracy flourishes on standardisation, uniformity and inflexible rules rather. Rarely does it recognise the individual profile of each institution. This affects academic freedom, innovation and the autonomy of the institution. Autonomy is a precondition to academic excellence.

4.3(3) In building institutions of excellence, four aspects, namely, Leadership, people, culture and shared values are important. It is not easy to create them instantly. Fortunately we still have colleges with these ingredients and can build them to strive for and achieve academic excellence.

4.3(4) The responses to the questionnaire on Excellence from different groups of constituents and the meetings with the subject Departments lead the present Evaluation Committee to draw the following conclusions with regard to commitment to and achievement of excellence at Loyola resulting from its autonomy over the ten years.

4.3(5) *ACADEMIC ASPECT*

1. Loyola College has always enjoyed a high reputation for academic excellence. The conferment of autonomous status on the college at the very first instance was an acknowledgement of this fact. At the same time it was an invitation and a challenge to the institution to strive for greater

excellence. As an autonomous college, Loyola became free to frame its own courses of study, employ appropriate methods of teaching and evaluate the students' academic progress. An autonomous college is expected not just to tread the beaten paths, but to break new ground by creative innovations and experimentation. How has Loyola responded to this challenge of autonomy ?

2. We attempt to answer the question under the following heads :

1. Curriculum development
2. Teaching
3. Evaluation
4. Research
5. Extension Services

4.3(6) *Curriculum Development*

- (a) Semester System : Loyola College, as an autonomous college has adopted semester system, requiring 6 semesters of study for a Bachelor's degree and 4 semesters for a Master's degree. Each semester is of 18 weeks' duration, with two semesters in each academic year, thus giving 180 working days.
- (b) A curriculum is knowledge arranged systematically for progressive acquisition in a learning-teaching environment. It is a sequence of learning experiences, classroom study and guidance for educating pupils and helping them to develop their interests. Learning becomes easier when the subject of study is of one's aptitude and liking and can be put to productive use in life.

4.3(7) Since the purpose of the curriculum is to induce changes in the students, the type of curriculum to which the student is exposed is of importance. The aim of the curriculum developers should be to construct meaningful, relevant and exciting curricular materials that properly reflect the state of the discipline and its utility and value.

4.3(8) Since it is difficult for a student to comprehend the syllabus in its entirety, breaking into smaller wholesome units facilitates learning. Each unit of the course represents a central theme around which the class work revolves, provides for different learning experiences, provides for more than one method of teaching, requires careful preparation by the teacher and also employs many types of teaching aids and materials, including audio-visuals.

4.3(9) A unit approach makes the curriculum and syllabus integrated, attractive, meaningful and understandable to students and learning becomes easier. It also provides opportunities for a slow learner to complete the required courses over a longer duration.

4.3(10) The autonomous Loyola has been conscious of these principles of curriculum development and has adapted unitisation of courses and assigning credits to each course depending upon the work required to be done by the student.

4.3(11) The curriculum developed by Loyola, by utilising autonomy is worthy of consideration. The main features are indicated here.

Courses

4.3(12) Each discipline is divided into a set of courses consisting of (i) Core, (ii) General and (iii) Elective Courses;. General courses are basic

courses offered by a Department for students of that particular Department without a need for any prerequisite. These courses may also be open to any other student majoring in a different subject. The subjects offered as core courses are compulsory courses for those who wish to major in that subject. These courses may or may not need any prerequisites. Elective courses are those which students can choose from among several courses offered by a Department. There can be special elective or general electives also. The general electives can be taken by any student of the College, but the special electives are open to only those majoring in a particular subject.

4.3(13) *Course Coding*

Each course is characterised by a course code which will consist of one or two letters of alphabet indicating the Department that offers the course: M for Mathematics; E for English, and a 3 digit number of which the first digit will indicate the semester in which the course is offered, the second and third digits denoting the nature of the course, whether general or core or elective. For example CH 312 is a Chemistry Course (Inorganic Chemistry I) offered in the third semester as a core course: PH 631 is a Physics Elective Course offered in the sixth Semester.

4.3(14) *Credits*

Each course offered in a semester is assigned a certain number of credits depending upon the quality of work required of the student. This work will consist of listening to lectures and active participation in tutorials, seminars, laboratory work or directed library work. For example, a 3-credit course will normally involve 3 hours of lecture classes supported by an appropriate amount of tutorials and/or laboratory work per week. In science courses, 2 hours of laboratory work per week over the semester will generally earn one credit. Participation in cocurricular activities such as N. C. C., Sports and National Service Scheme will enable the student to earn 3 credits through the entire course. Students are advised to remember that the credits are not to be confused with grades or marks. Credits represent the proper weightage to each course, according to the amount of work desired by the respective Department. Only when a student passes a course, he will earn the credits assigned to that course. An aggregate of 90 credits is required to qualify for a Bachelor's degree averaging 15 credits per semester. Opportunities exist for a slow learner to complete the course over longer durations.

4.3(15) To major in a particular discipline, a student must obtain 60-65 credits in the general, core and elective courses, as prescribed or suggested by the Department concerned. 4-8 credits in English, 8 credits in one of the languages, 3 credits earned through co-curricular activities and 3 credits in Ethics/Religious Studies are obligatory for every student of Loyola. Deficient credits, which could be from 3 to 8, may be earned in any other discipline or through elective subjects of his own major subject. To qualify for a Master's degree, a student must obtain an aggregate of 60-70 credits; the exact number of credits required will be stipulated by the respective Department at the time of admission.

4.3(16) Attendance

A minimum attendance of 75% is necessary for a student to qualify to take the terminal examination (s). However, condonation upto 15% may be granted to deserving students at the discretion of the Principal. Students not fulfilling this demand will have to repeat the semester. Those students who earn more than the minimum of 75% will be awarded marks upto 10, commensurate with their attendance. This marking will be added to their scores in the continuous assessment, subject to the provision that the total marks for continuous assessment will be 100.

4.3(17) In what way does the curricula offered by autonomous Loyola differ from those offered by the colleges affiliated to the Madras University? While Loyola has followed the broad pattern of requirements of subjects to be studied for award of degree, the adoption of (a) semester system, (b) unitisation of courses, (c) credits, (d) provision of general, core and elective courses—are all features not obtained in the annual pattern of linearly drawn out syllabus. Further, through unitisation of courses, the college has been able to remove outdated, irrelevant and repetitive portions as well as to add updates of information and introduce relevant topics with the purpose of application-orientation and where appropriate, acquisition of useable skills.

4.3(18) Only in a few subjects, new courses have been introduced in the core. It is however as electives that most of the departments have added relevant application courses.

4.3(19) The English language courses are an exception in this regard. For the General English Courses which are compulsory for all students, the students are classified into three streams according to their attainments, on entry, relating to proficiency and skills in English language. Each stream has separate syllabi and evaluation as well as different duration of the courses. It is worth mentioning, that the language courses aim at imparting language skills—listening, speaking, reading and writing—necessary for effective communication.

4.3(20) Of the difficulties the faculties experience in curriculum development, the following receive frequent mention.

- (a) Introduction of new subjects/courses adds to the burden of the staff since the State Government is very reluctant to approve the appointment of additional teachers.
- (b) Freedom for the individual teacher to innovate becomes restricted since his ideas/proposals have to be approved by the Board of Studies and the Academic Council. The “majority” have the power to block even very good proposals. The enthusiasm of the teachers seems to have been dampened by their experience with this procedure.
- (c) Source materials such as books, journals and periodicals are not adequately available. Some other constraints are the inability or unwillingness of several teachers to think on new lines or to accept changes; the belief that it is necessary to follow the core

syllabi prescribed by the university; and the rather widely differing academic levels of the students.

4.3(21) *Teaching*

(a) The teachers enjoyed freedom even **under** the non-autonomous system to employ several diverse methods of teaching. But in practice the preoccupation of preparing the students for the university examinations led them to confine themselves to lecturing and to the laboratory work prescribed by the university. Autonomy prompted the teachers of Loyola to employ non-traditional methods of teaching. All the Departments without exception avow that besides lectures other methods like assignments, group discussion, seminars, library work, project work, field work etc. are being used in the teaching-learning process. However, the extent of diversification as well as the degree of success vary from Department to Department. At one end of the spectrum we have Departments with a wide range of different methods and at the other end there are those which use hardly any method other than lectures. Some of the teachers admit they have given up some of the new/novel methods of teaching after having tried them out for some time.

(b) Regarding the use of audio-visual aids, a handful of Departments make use of them, including T.V. and V. C. R. Several other Departments, even though they have ordinary equipments like slide-projector and overhead projector, use them only rarely, for instance for special lectures given by invitees. Some Departments seem to be handicapped in this respect as they say projected audio-visual aids are not available to them.

(c) As for certain other aspects of teaching: a few teachers aim more at making the students know the subject thoroughly than preparing them for the examinations; many put equal emphasis on both; several others keep the exams uppermost in mind. Similarly in the way of teaching, many try to go beyond mere transfer of information and try to stimulate students to think for themselves, to arouse their curiosity and to develop their critical faculty and creativity. But not a few confine teaching to feeding students with information. Again one gets a mixed picture with regard to the emphasis on self-study and individualised teaching. Only a few teachers emphasise self study through suitable assignments, term papers, seminars and project work. Others are content with class room instruction. The same seems to be the case with individualised instruction. Finally, there are hardly any organised remedial courses for weak students except in the case of English language instruction, and in mathematics.

(d) Among the constraints the teachers have felt with regard to improving teaching, large size of the classes, the great disparity in the academic levels of the students, and the lack of enthusiasm and response on the part of students receive the most frequent mention. Many mention non-availability of good books and journals and of teaching-aids, the heavy work-load of teachers and the preoccupation of teachers with completion of the syllabi also as constraints. Some are frank to accept certain deficiencies in the teachers themselves as a difficulty. A few others feel there is too much emphasis on tests and exams to the detriment of good teaching.

4.3(22) *Evaluation and Students*

(i) The system of evaluation adopted by Loyola is a combination of internal and external methods of assessment at the undergraduate level. At the post-graduate level evaluation is almost internal.

(ii) Evaluation of students is based on both continuous assessment and semester examinations held at the end of each semester. Equal weightage of 50% each is given to continuous and terminal assessments. Continuous assessment will generally be made through announced tests, snap tests, submission of assignments, projects, participation in projects and group discussions and laboratory work or as desired by the class teacher in coordination with the general policy framework of the Department. Regularity of students as indicated by the attendance will also be a factor of consideration for continuous assessment.

(iii) Terminal assessment will be in the form of a comprehensive written examination for each course at the end of each semester. For the Bachelor's Degree Courses, the question papers for these examinations are set by experts chosen from outside the College, who will also supervise the valuation made by the teacher who taught the course except in the English Language paper where the evaluation is wholly internal. For Master's Degree courses, the question papers will be valued by those who teach the various courses, and this is followed by a second valuation by an external examination. The question papers are scrutinised by a Board consisting of the Head of the Department and the external members of the Board of Studies.

4.3(23) Continuous assessment aims at objectivity in the evaluation of students throughout the semester. This is generally done by conducting announced tests and snap tests. For the Bachelor's Degree course the ratio of weightage for announced tests and snap tests will be 80 and 20, and for the Master's degree programmes the ratio will be 70 and 30. Generally, the announced tests are three, spread evenly over the semester and the higher scorings in two out of the three will be considered as the score of continuous assessment, at the end of the semester. Each of the announced tests will be of 1-hour duration, with the question paper divided into Part A (short answer questions), Part B (medium sized answer questions) and Part C (long answer questions) with weightage of 20:40:40 respectively. The other means of evaluation will be in the form of quizzes or seminars or assignments or laboratory work or oral tests. Similar to announced tests, the other forms of evaluation also are spread over the entire semester evenly. The answer scripts relating to tests of internal assessment will be returned to the students within 10 days after the tests. Any student aggrieved relating to internal assessment may bring his grievance to the Head of the Department concerned or the Principal who may appoint a Committee of Jury which will examine the problem and pass the verdict. Appeals in this context should be made before the end of the semester.

4.3(24) *Requirements for Promotion*

The minimum for a pass in a Bachelor Degree course is 35% of marks in the terminal examination and 40% of marks in the aggregate of

the continuous assessment and terminal examination mark. In the case of Master's Degree course, the minimum for pass is 45% in the terminal examination and 50% in the aggregate. Those who secure less than these prescribed minima will be declared to have failed and will not earn the credits assigned to those courses. The failed students will be permitted to take that examination again at the earliest opportunity. The placement of the class or the division will be based not on the number of grade points the student has obtained in the major discipline only, but on the total number of grade points he earns. Facilities for improving the marks exist in Loyola, by reappearing for the semester examinations at the next earliest opportunity; but this can be done only once for a given course.

4.3(25) There is general satisfaction with the system of ICA and with its working. However, there are certain areas of dissatisfaction. One such is the frequency of written tests in a semester which seems to strain the teachers. Several of them suggest there should be only two tests instead of three. A few wish that more weightage is given to the unorganised components of ICA. One teacher opines that ICA should be left to individual teachers. Some teachers feel that the written tests should be of longer duration.

4.3(26) Coming to semester-end examinations, there is some dissatisfaction with the paper-setting. At times some questions happen to be beyond the scope of the syllabi. At other times they lay emphasis on some minor topics. Both the difficulties stem from external paper-setting. In fact some teachers would favour S.E. to be totally internalised. But the majority disapprove of such a step. A combination of internal—external setting of the papers may be tried.

4.3(27) The question papers generally have three parts consisting of "objective" questions, questions calling for short answers and those requiring long answers. At least one Department (Chemistry) has prepared a good comprehensive question bank. This has received national acceptance and recognition by virtue of its scientific approaches for designing objective questions, with validity and reliability. According to the majority of the teachers the questions are so designed that they test not only memory but other mental faculties as well. There is general satisfaction, with a few exceptions, about the reliability of ICA and about the correlation between the results of ICA and S.E.

4.3(28) Among the difficulties experienced by teachers with regard to evaluation, many mention the frequency of written tests. Several say that ICA consumes too much of their time and makes their work heavy; some find the large size of the class a constraint on proper evaluation. A couple of teachers are of the view that there is a tendency to be liberal in awarding marks in ICA. One teacher feels that monotony has set in the ICA and the teachers need refresher courses to break new ground, and some flexibility.

4.3(29) *Grading*

Although initially the College adopted the 7 point letter grade system based on the Grades and Grade points scored, the College has reverted recently to usual marks, as in other colleges and the university. This has

been attributed to non-acceptance of batch grades by the students and the disadvantage of equating it with raw marks for purposes of admissions and employment etc. The College however provides to students a total transcript of all courses taken and marks scores.

3.3(30) *Research*

Loyola had a tradition of doing research even before the conferment of autonomy. The Department of Chemistry with the Yeddapally Educational Research Centre and Protein Research Unit, the Entomology Research Institute, the Departments of Zoology, History, Statistics, the De Nobili Research Institute and ELT Resource Centre have been active in this field.

4.3(31) What impact has autonomy had on research work? It is remarkable that autonomy, which makes greater demands on the teacher's time and energy, has not dampened the enthusiasm of those who are committed to research. The Department of Chemistry and Zoology carry on research with undiminished zeal. The Entomology Research Institute has developed into an outstanding research centre of its kind in the country. The Loyola Educational Research Institute is a new addition.

4.3(32) It may be observed that research at Loyola has depended on the interest and initiative of individual teachers. The institution supported and encouraged them by providing all the facilities it could—a policy which it continues till today. The college gives an award—the Yeddapally Research Award—every year to a teacher in recognition of outstanding research work. Presently research support is also obtained from national funding agencies on a competitive basis.

4.3(33) *Extension Services*

Loyola offers a few courses which are neither affiliated to the university nor recognised by it, such as the post-graduate Diploma Course in Business Administration, Diploma in Visual Communication, Diploma in Marketing Management, Post M.Sc. Diploma in Field-Oriented Entomology, Post-graduate course in Applied Chemistry and Diploma in Tourism. These courses were totally designed by the college which awards diploma to those who complete them successfully. The Diploma in Business Administration has found wide acceptance in industrial and business circles. The success of these diploma courses will be a pointer to what Loyola can achieve even without the tag of university recognition.

4.4 Relevance

4.4(1) Relevance relates to the identification of real needs and goals and also the role to be played by different disciplines in higher education so as to train manpower needed to make a positive contribution to development. Education, research and development in order to be relevant should also be governed by the principle of proximity, local, regional and national. The isolation of courses from a consideration of contemporary social and economic issues and manpower needs results from a lack of indigenous thinking within the college and by borrowing models from elsewhere. This perpetuates irrelevance and makes a large proportion of students disengage themselves from the basic learning process and therefore become purposeless. Passing of examinations somehow becomes the only purpose. While it is necessary that educational offerings and courses of

study should aim at providing to the student the best of the subjects concerned, the context of teaching and learning should have relevance to the uses he is likely to put them to, both in his career and his life, to the students' own environment and the national needs. The lack of such closeness and integration of courses of study with the individual and societal needs leads to disruptive and factional expression of student unrest. As an outcome of open access to higher education and the resultant demand for reorientation of relationship between education and occupations, employment, curriculum planning and the selection of relevant contents and methods of teaching have acquired a new importance in education.

4.4(2) The problem of relevance has many aspects. There is first the quantitative problem of the appropriate distribution of students in the different subjects—humanities, commerce, sciences, social sciences etc. Changes in quantitative distribution lead to qualitative changes as well. There is also the qualitative problem with regard to the curricula for different subjects. While traditional general education for education's sake may not be totally on its way out, the task is to develop curricula which would enable students, while specialising in subjects relevant to their future occupation, to become acquainted with intellectual, social and cultural elements, their importance and their impact on the society in general. Linked with this is the incorporation of practical vocational bias for the development of required skills as part of college courses. With the advent of mass higher education, a new aspect which was once a matter of course has gained particular emphasis. As far as possible teaching should always imply some research tasks for the students, through projects. Students must be enabled to solve problems by doing projects and should not be allowed to learn only by rote. The more higher education loses its elite character derived from tradition and the more it is oriented towards the goals of the people for occupational roles, the more the colleges can become, integrated in general. The criteria for admission can become more flexible and students from weaker sections can benefit from college education. Regionalisation and relevance of educational programmes can then represent a step towards democracy in the sense of improved educational offerings for all. Autonomous colleges with their freedom should become pace setters in this direction.

4.4(3) The responses to the questionnaire with reference to relevance and utility of courses at autonomous Loyola are summarised below :—

1. Many traditional courses of study have been restructured, both with a view to shedding lower level sections already dealt with in the Higher Secondary Course and introducing in their place topics of current interest and recent advances, as well as to modernise the curriculum.
2. Courses of life-related and skill-oriented nature have been offered as electives by many Departments, some of them as non-degree diploma programmes.
3. Teaching methods have changed to a significant extent, though there are still some teachers who feel comfortable with traditional lectures. Many changes can be brought about if :
 - (a) a strong infrastructure in terms of teaching aids and

learning gadgets including audio-visual studios, and computer centre can be provided:

- (b) a more visible data-base on teaching-learning processes in other parts of the world can be made available; and
 - (c) some serious programmes for improving pedagogic skills at this level can be organised.
4. Many teachers feel that the teacher-learner situation has become more tense in the new set-up. This may be a reference to the repeated tests and the rigours imposed by continuous internal assessment.
 5. It is not clear if the teachers want enrolment procedures tightened, but they appeared not quite satisfied with the present admission policy. Some teachers felt that they had no part to play in enrolment of students, but many others expressed a contrary opinion.
 6. Some respondents have pointed out attempts have been made to impart terminally employable skills at the First Degree level. Some others feel that such an attempt may not succeed to any great extent at the UG Level.
 7. A common complaint is that "work-load" is heavy, particularly on account of the continuous internal assessment and Semesterisation. There is a general feeling that this has restricted opportunities for more interaction with individual students or small groups, except during seminars, if organised.
 8. The Librarian feels that there is too much pressure on the Library but that this is confined to some sections and to certain times of the year alone. His suggestion for better scheduling of courses (from the point of view of book-utilisation) may not be easy in a College with a large number of courses.
 9. The ZOOLOGY Department has organised courses like Immunology, Economic Entomology etc. It appears that the Department has organised skill-oriented courses outside the curriculum. The Department would like to be provided with new and advanced equipment for teaching and research.
 10. The BOTANY Department has only UG courses and feels reluctant to make too many changes since it is possible that their graduates may have difficulty in getting into PG courses of other colleges. Thrust areas identified are Forestry, Horticulture, Microbiology etc. The Department should be enabled to start the postgraduate courses also.
 11. The Chemistry Department has a long tradition of PG teaching and research. Several new courses like Industrial Chemistry, and Biological Chemistry have been introduced and a strong base of up-to-date information is available. Its "Chemfest" gives good scope for innovation for both faculty and students. The

excellent Departmental Library needs manpower for better maintenance and use. The Department has a very comprehensive Question Bank.

12. The PHYSICS Department felt that too many changes were not feasible. But they have in fact introduced courses like "Geophysics" at UG level and "Reactor Physics" at PG Level as also "Biophysics", "Mathematical Physics" and "Popular Physics" as inter-disciplinary courses.
13. The MATHEMATICS Department feels that their subject does not permit large-scale restructuration. They have a serious handicap in a high withdrawal rate due to migration to technical colleges. Teachers feel that student motivation is not high and that many students with low aptitude also get in. The Department has tried Seminars at PG Level but does not feel this will work with undergraduate students.
14. The ECONOMICS Department has approached its problems systematically. The Department attracts a few very bright students for whom programmes are organised with an eye on P.G. courses and/or IAS. For those seeking business careers, commerce, accountancy and management-oriented courses are given. There are quite a few who are not interested in anything more than securing a degree and these act as brakes on the others. This Department has utilised the services of teachers from other Departments for teaching subjects like "Mathematical Statistics" Altogether this Department has taken many serious steps in the right direction.
15. The COMMERCE Department has been able to upgrade syllabi quite significantly since a large chunk of traditional sections are now dealt with in Higher Secondary Commerce which is a pre-requisite for admission to B.Com in this College. Large structural changes have not been attempted. A feeling was expressed that total internalisation of assessment may be a desirable change.
16. The SOCIOLOGY Department is young and has not yet introduced "Practicals" for UG classes. The Department has not had time to define its objectives or areas of specialisation clearly.
17. The Department of SOCIAL WORK runs a Diploma Programme as also a PG Programme. The School has a good curriculum calling for 3 days of classroom work and 2 days of field work. A Departmental Library may be provided to enable them to develop their own case-study banks and for innovating in other ways.
18. The ENGLISH Department has a dynamic programme of streaming by which students of different levels are handled in separate groups. Communication skills and phonetics are taught to those who can take them. The Department can use the

abundant audio-visuals available with various agencies if it is provided with tape-recorders and VCR. New courses like English for Journalism and Public Speaking are offered.

19. The LANGUAGE Departments have a surprisingly large number of innovative programmes. The Tamil Department has courses on Learning Skills, Printing Technology, Creative Skills, Literary Criticism etc. The Hindi Department has put together a one-semester course on "SaraI Hindi" for beginners. The French Department has courses on Commercial French, Scientific French and Spoken French. The German Department has likewise a course for science students.
20. The STATISTICS Department feels that there is not much scope for organising "socially relevant" courses in their subject. They did offer a course on "Biomedical Statistics" but the response was poor. The Department feels that interaction with industry was desirable and needs organisational support to do so. A Computer would be a valuable addition for developing software.
21. The History Department has clearly shown how Autonomy can be made to work even in a traditional subject like theirs. They had displayed, an impressive set of documentation, project papers, field studies, charts and maps and novel approaches to the study and assessment of History through the ages. Surprisingly, many participants were not History majors. Its demand for Post graduate course to be started deserves consideration. General electives offered by the Department—like World Peace and Gandhian Thought are in great demand.

4.4(4) There is no doubt Autonomous Loyola has gone about the task of making the educational process relevant with considerable amount of sincerity. However, the success of the efforts does not appear to be commensurate with the exertion. This is partly to be traced to the fact that administratively, the Director of Collegiate Education continues to exercise the same control as before and so severe constraints get imposed; and partly also on account of some real fears which cause moving too far away from the parent University impractical. It would be unreal to ignore also the hesitance in accepting autonomy with enthusiasm, demonstrated by some sections of both the faculty and students. The faculty find the increased work-load strenuous and want work involved in innovations to be quantified. Students seem to feel that too much potential for "victimisation" is concentrated in the hands of the faculty though no basis for this fear was visible. It is not impossible to evolve mechanisms for allaying the latter fear like making the "Grievance Council" more visible and effective.

4.5 Participation

4.5(1) The principle of *participation*, both extensive and intensive, is crucial to institutional building in education. Strategies which will effectively promote and build necessary, purposeful and effective participation by all constituents—faculty, non-teaching staff, students and the society—

therefore assume significance in discussion and decision-making in educational institutions. The contribution to be made by each of the constituents in determining the shape and pattern of academic life of the college can be very substantial. A crucial element in this whole scheme is that the constituents should have a sense of belonging and commitment to the ideals of the college and a sense of participation in problems of policy planning and decision-making and in the implementation of the plans for institutional growth, change and development. The concept of one coherent complex to which all constituents belong, requires that methods should be devised to enable a large number of persons to participate in the statutory and other bodies of the college.

4.5(2) The guidelines of the UGC therefore indicate the bodies to be set up, their constitution and powers and expect the autonomous colleges to follow them and build up such coherent educational institutions, so as to enable innovative changes and remove the inflexibilities and rigidities imposed by the affiliation system of colleges along with Government rules etc.

4.5(3) While the responses to the questionnaire are not very precise in suggesting the areas and impact of participation, it is possible to summarise our perceptions on this component, based on our interactions with people at Loyola.

4.5(4) The characteristics of Jesuit Education which the college is trying to build into its work "stress lay-Jesuit collaboration and relies on a spirit of community among administrators, teachers, parents, alumni, and benefactors in an atmosphere that promotes community" (College Calendar, 1988-89. II & 12).

4.5(5) Under autonomy various participative structures have been evolved and/or have been diversified. Among them are :

- (a) College Governing Body
- (b) College Council with 33 members, including Principal, all Departmental Heads, Controller of Examinations, Dean of Student Affairs, Bursar, those in-charge of Library and Games, President and Secretary of the Staff Association.
- (c) Academic Council with 51 members, the composition of which is given below :
 - Principal
 - One University Representative for Sciences
 - One University Representative for Arts
 - One University Representative for Languages
 - Dy. Director of Collegiate Education, Madras Region
 - 2 Undergraduate (Arts & Sciences) and 2 Post-graduate (Arts & Sciences) student representatives by nomination.
 - Dean of Student Affairs

- Controller of Examinations
- Each Department is represented by the Head of the Department and another teacher, the latter being selected by rotation on the basis of seniority.
- Director of Ethical and Religious Studies
- Coordinators of C.S.S.
- Library Warden.

4.5(6) The functions of the Academic Council are the following :

- To make regulations and amend or repeal the same regarding academic matters.
- To approve and ratify the courses and syllabi framed by the Board of Studies.
- To review periodically the curricula, teaching methods and evaluation procedures in various disciplines and suggest methods of improvement.

The Academic Council meets normally twice in an year.

- (d) The Board of Studies : Each Department has a Board of Studies. All the faculty members of the Department concerned plus two nominees of the University and one nominee of the college constitute the Board of Studies. The Boards of Studies normally meet twice in a semester. At present there is no student representation on the Boards of Studies.

It was found that proper and detailed minutes of the meetings of the Boards of Studies and the Academic Council were being maintained and that copies of the same were being made available to the various authorities and bodies concerned.

4.5(7) All the teachers who responded to the questionnaire expressed satisfaction on being a member of the Board of Studies—a role which teachers in non-autonomous colleges are not able to play. This new role imparts an enhanced sense of responsibility and accountability to the teachers in the formulation of courses and curricula, teaching strategies, evaluation and departmental administration. It was acknowledged by the teachers that there was freedom of expression for all in the meetings of the Boards of Studies. On the question of student participation in the Board of Studies, some of the teachers were of the opinion that one or two students should be nominated to the Boards of Studies as non-voting members.

4.5(8) The majority of the teachers felt that the extent and quality of participation was very high in Departmental academic programmes and the teaching-learning process. Participation in extra-curricular activities and over-all campus-life was rated as moderate and participation in college management and administration as “not much/limited”.

4.5(9) Participative teaching methods have been initiated in various Departments including seminars, group discussions, team research projects,

field trips, organization of subject-related exhibitions/festivals etc. However since most of the teachers are accustomed to the lecture method only, more frequent and intensive training should be given to them in employing participative teaching methods.

4.5(10) At the Departmental level considerable amount of cooperative academic planning, preparation of materials and team work was found to be taking place. However in some cases there were lurking feelings of domination by the Departmental Head, often resulting in other staff members either being reluctant to communicate their opinions and let alone dissent or contradict. Most of the departments have a tradition of open discussion and consultation before major decisions are taken. However in some departments, there is a feeling among some of the teachers that they are unable to express their views freely or that their opinions and suggestions are not heeded or recognised. The Committee is of the opinion that a deliberate effort should be made by the Heads of the Departments and the other senior teachers to facilitate a democratic style of functioning through consultative decision-making at the departmental level. Many problems can be pre-empted and effectiveness enhanced if the groups/individuals who are affected are taken into confidence and given more information about the decisions. This applies to the non-teaching staff also, who were found to possess many useful and constructive insights and ideas on streamlining the day-to-day administration, conduct of examinations, library services etc.

4.5(11) The Committee is of the opinion that the spirit of autonomy should percolate into each Department and unit of the college, thereby ensuring the free and voluntary participation of all members of the college community in the planning and implementation of various programmes.

4.5(12) The Committee noted that as a tradition the Principal of the College is freely accessible to the teachers, students, parents and the public for consultations, sharing their problems or seeking guidance. It was reported that the other teachers in charge of the hostels, and other activities too were remarkably receptive and open in their approach and attitude to the students and their needs/problems. Suggestions for improvement of facilities/procedures were being attended to promptly, to the extent feasible and reasonable, it was noted. However, we suggest that a procedure for consultation with the non-teaching staff as a group may be initiated. The possibility of giving them representation in the College Council may be considered.

4.5(13) The Committee has taken note of some useful insights and suggestion relating to improving the quality and extent of participation, which emerged from the staff members :

- (1) The frequency of general staff meetings and departmental meetings, may be increased with a view to widening the base of decision-making and smoothening the flow of communication.
- (2) Each teacher may be assigned (besides the teaching work) at least one responsibility relating to co-curricular activities, social action programmes etc.
- (3) Courses in communication skills and team work may be organised for the benefit of teachers.

- (4) Heads of Departments should make special efforts to give recognition to the work done by their junior colleagues, to elicit and respect their views and opinions on academic/administrative matters and to create in them a sense of sharing and involvement.
- (5) "Participation by the staff has brought about better understanding between the management and the staff. The misunderstanding and tension between the two have been considerably reduced. This has resulted in more commitment on the part of the staff and contributed to excellence in all areas".
- (6) "Interdisciplinary groups of faculty could be set up with the mission of identifying and developing courses in frontier areas".
- (7) "The composition of the various academic and administrative bodies should be changed periodically so as to give a chance to every teacher to participate fully".
- (8) "The majority of the teachers does not have much share in management and administration. More opportunities should be given to all teachers to express their views on administrative matters. This will be in keeping with the Jesuit policy of encouraging lay participation".
- (9) A major obstacle to teacher participation in anything other than teaching work is the heavy work load and the consequent shortage of time".

4.6 Organisation Structure and Management

4.6(1) Educationists and administrators in higher educational system have inevitably to examine the problem of *organisation and management* of colleges, particularly in the wake of the new challenges and claims made by teachers and students for active participation in the administration and academic affairs, and for the delegation of powers and functions at different levels of institutional organisation. The pattern of governance of colleges cannot remain static and must be flexible enough to meet new demands and requirements. The essential dynamism of higher education requires suitable changes in the administrative machinery and the organisational pattern should prove to the community at large that debate and dialogue, communication and exchange of ideas carried on freely, fearlessly and objectively can resolve most problems.

4.6(2) The basic issue in the management of higher education institutions is that between autonomy and accountability. There is adequate evidence to show that the search for and adherence to either one of these in and by itself has led, on the one hand to serious erosion of professional ethics and on the other to enactment of stifling rules and regulations and victimisation of academics. It has often been lost sight of that the system of autonomies is intertwined with a corresponding system of accountabilities. The faculty member is autonomous with respect to the department and is accountable to it; the department is autonomous with respect to its faculty and is accountable to it. The faculties are autonomous in relation to the college but are accountable to the college; the college is autonomous with

respect to the community and its government but is accountable to it. There can be no autonomy without accountability and no accountability without autonomy in an educational organisation.

4.6(3) Having noted the broad features of a rational educational framework and its essential components it would be worthwhile to consider the questionnaires and the responses to them in the context of autonomous Loyola—in the last 10 years since it attained that status.

4.6(4) The UGC Guidelines for Autonomous Colleges desire that the college should set up a number of statutory and non-statutory committees with the composition and powers as indicated by it. The basic objective is to ensure proper governance and management of the academic, financial and general administrative affairs of the college through participatory procedures. These committees are *recommended* only, but very often the bureaucracy in the UGC considers them *obligatory* and even a *precondition* for the flow of financial grants due to the college. Such an attitude can become inhibitory and even force hard postures by institutions. This apart it is essential that all autonomous colleges appreciate the real purposes of setting up the bodies, so as to broaden the base of participatory management as well as to continuously monitor their own performance as autonomous colleges. There is no room for any opposition complex in such a governance through internal accountability coupled with external accountability.

4.6(5) Loyola has already set up the statutory bodies and a few of the non-statutory committees as well. Any variances in their composition, according to the college have been due to compulsions of its being a minority institution. A simple solution would be for the college to meet adequately the UGC Guidelines and yet fulfil its obligations as a minority college by providing for supplementary representation due on that account. In fact all the committees envisaged by the UGC have been set up. There is also a general feeling that functionally the committees, so far set up, with their wider base of participation, have increased the efficiency of the college management as a whole.

4.6(6) Whether or not, an autonomous college with an organisational structure and bodies functioning similar to those in a University set up, will promote a freer and more acceptable relationship between the college and university administration, is a very difficult question. The answer will vary according to the attitudes and display of authority of the two parties concerned. Loyola in this regard, seems to have had been able to develop generally a healthy and harmonious relationship, save on a few minor occasions. This is more out of a continuing tradition and the prestige that the college enjoys within university circles.

4.6(7) The responses to a question whether Loyola after ten years of autonomy, has been able to realise and foster an educational set-up which emphasises innovative approaches rather than tradition, are almost unanimously affirmative. While there is agreement amongst all concerned—faculty, students, parents—that Loyola has become educationally bold and imaginative, it is not true that it is backed up by any kind of financial self-reliance. This is due to the fact that the existing grant-in-aid rules of the State Government are the same for all colleges under the Directorate of

Collegiate Education and the UGC pattern of assistance also functions within limitations and with no concern to encourage educational experiments involving risk situations. The college has no resources of its own to invest in such ventures unless it is allowed to raise resources through a rational fee structure in the light of the principle that the beneficiaries of such pragmatic and utilitarian academic programs should also share the costs involved. Self-reliance in financial matters would continue to be a paradigm in our educational institutions as long as over-subsidisation of higher education by the Governments continues to prevail.

4.6(8) Flowing from these in-built limitations, any new academic programmes offered are to be related to the financial resources at the disposal of the college and the interplay of available resources of men and material. Therefore educational programmes with greater flexibility and in emerging areas of relevance to meet the real needs of students, the employment system and the society are yet to be offered in full measure. Formal systems of education which are classroom centred continue to prevail. Thus the real transformation of the institution becomes a slow-paced one, with a cautious approach and halting steps.

4.6(9) Achievement of horizontal integration at any level, across subjects and faculties, combining knowledge, skills and values, in an interdisciplinary manner is equally a long-drawn process. It can come only with total flexibility and real modular structure of courses to be chosen by students with advisory counsel from the faculty in order to fulfil the requirements for earning a degree. Incorporation of relevant work experience in real environments would then become possible, thus building a close nexus between education, employment and careers. Loyola is no doubt making concerted efforts in these directions and the management structure is supportive to such an integrative approach.

4.6(10) The responses to questions on routine administrative and other problems encountered by the college are mostly positive.

4.6(11) A general comment made by many, related to the recent admission policy, resulting from the "Vision Statement". Most of them appreciate the explicit concern of the Management for the poor and under-privileged students being encouraged to have access to higher education and therefore accept the new directive. At the same time they express their genuine concern that equal opportunity should result in equal achievement as well and this demands a wide variety of remedial programmes as well as introduction of relevant subjects of study to cater to the wider needs of student sections from varying economic and social backgrounds. Existing academic programmes, all aimed at preparing people to move vertically to higher levels of education will have to be adequately supplemented or even supplanted by carefully designed terminal programmes with acquisition of saleable skills and leading to employment for the many entrants to the college.

4.6(12) Yet another aspect where opinions differ relates to self-assessment procedures, for faculty, for the departments and for the college itself. A few problems of objectivity and validity of such a self-assessment still persist. There is nevertheless a general feeling that these would be overcome and the level of confidence will increase in time.

4.6(13) The summative question, whether in the light of the experience of ten years as an autonomous college, it has become necessary for Loyola to redefine and restate its objectives and if so the kind of transformation envisaged, has brought forth equal responses, both positive and negative—depending upon whether the respondent is a traditionalist or an experimenter in education. Some even feel that Loyola has in fact undergone transformation already, from an exclusive elitist college to a progressive, reformist educational set up combining well academic excellence with relevance and utility, along with social reorientation. Whether or not this transformation has touched the core or is only peripheral will be decided in the next few years. It is however certain that Loyola is very responsive to societal challenges and changes and is determined to be both a 'good' as well as a 'useful' institution educationally and contribute to real Human Resource Development efforts. Any encouragement in these directions from the University, UGC and the society would be of real help and value to the college.

4.7 Infrastructural Facilities

4.7(1) One aspect of the educational programme at Loyola College is the infrastructural facilities available for the educational activities—curricular and co-curricular. Adequate and proper infrastructural facilities in an autonomous climate are the accepted pre-requisites for effective teaching and learning. The majority of the college teachers are of the opinion that there has been an increase in the infrastructural facilities provided after the college became autonomous. As earlier stated Loyola has a vast campus with academic buildings, laboratories, library, playfields, student centre etc. all of which are adequate to support its curricular and co-curricular as well as extra-curricular programmes. It is understood that the overall physical plant facilities are optimally utilised, through proper scheduling of instructional programmes.

4.7(2) *Library* : The library is a storehouse of information resources but it can be used profitably only if there is proper access to it for the students who have varying abilities and who are at different levels of attainment in under-graduate and post-graduate classes. The general library is well equipped with books and journals. The post-graduate students make more use of the library than the under-graduates as there is open access system for them. The possibility of offering open access system to the under-graduates may be considered. More recent books and back volumes of journals of significant importance can be added to the library.

Very few departments have small functional departmental libraries and these are not well maintained. There is need to update the journals and add recent books and provide facilities for students to use these. In general there is a great need to improve the functioning of Departmental libraries. Libraries should provide service facilities to encourage individual learning and group work for carrying out assignments and for preparing seminar papers.

4.7(3) *Laboratories* : Some new apparatus and equipment have been added to the science laboratories during the past ten years or so. However all the existing equipment are not fully utilised due to lack of motivation as per the views of a few science teachers. Only on special occasions the

laboratory facilities are available for interested students to work in the laboratories outside class hours. The problems faced by the staff and attenders to cope with such situations should be considered and solved. However the faculty should be motivated to encourage the students to be involved in such activities that would develop latent talents.

4.7(4) *Teaching aids* : Teaching aids such as films, filmstrips, charts, maps etc. are available in some departments. A few departments possess over-head projectors, video cassettes, recorders and television sets. All the departments would like to possess many of these useful teaching aids but due to financial constraints it is not possible to do so. While the minimum aids should be available in most departments, a central facility in the form of an EDUCATIONAL TECHNOLOGY CENTRE/CELL may be set up in the college in a convenient place so that the various sophisticated hardware were available can be pooled in this room, with the availability of a technician to operate the equipment. It can also have an auditorium for screening of films etc. It can be so planned that the concerned hardware can be utilised by all the Departments as per their daily or weekly requirements. Each department can prepare its own software (films, slides, filmstrips, audio and video cassettes and tapes) and store them in the respective Department. Sharing the hardware teaching equipment would help to reduce the financial strain on the college. It is a good sign to note that teachers realise the value of teaching aids and are moving towards evolving innovative methods with the aids.

4.7(5) *Field trips* : The students generally have one field trip/excursion a year. This has been in existence even before the college became autonomous. Facilities for students to take up field work, and project work should be strengthened.

4.7(6) *Talents* : Each Department is given full freedom to search for talents in academics and sports and games among students. Departmental festivals like the 'Chem Fest' are celebrated annually. The students have Seminar presentations even at the undergraduate level. Competitions are conducted both in academic and sports activities for which medals and prizes are awarded.

4.7(7) *Physical Education Activities* : Loyola has been well known for its extensive facilities, for sports, games, athletics, along with provision for trained coaches. Students are given special coaching in games and sports during out-of-college hours; (i. e.) in the mornings, evenings and during holidays. Students are encouraged to attend games-camps. The number of tests that students have to take is reduced for sportsmen. A three credit course is being offered in sports. Sports elective is promoted as a subject to be taught and learnt. Coaches are invited from other colleges and reputed institutions, to develop sports talents.

4.7(8) There has been an overall increase in the performance of students in physical education activities. Loyola students have been the overall winners of the A. L. Mudaliar Sports Meet in the University of Madras for the past several years.

4.7(9) There is a marked increase in co-curricular activities due to the regular department functions organised and the 'Downsterling' festival.

4.7(10) *Facilities for staff*: Each department has the facility of a common staff room. Some of the faculty members are of the opinion that they should be provided with individual cubicles to conduct discussions with students and do academic work without interruption during leisure hours.

4.7(11) *Other facilities*: Modern reprographic facilities like photocopiers and word processors are a real need for a college like Loyola. They should be made available for use by the staff and students. Similarly computer facilities need to be developed. Secretarial assistance to the Departments would also have to be provided.

4.7(12) *Buildings*: Rearrangement of the classrooms, laboratory, tables, storage unit etc. in the science buildings would help in bringing about a better learning atmosphere.

4.8 Student Responses

4.8 (1) The total number of student responses received was 97 for the 150 questionnaires distributed among the students of the major disciplines of the college as follows: Mathematics 12, Statistics 9, Physics 13, Chemistry 7, Zoology 2, Botany 10, Economics 10, Sociology 12, English Literature 12 and Tamil Literature 10. Among the 97 respondents 13 were Post-graduate and 84 under-graduate students. No responses were received from among the students of History, Commerce and Social Work.

4.8 (2) The questionnaire tried to get the students' opinions on the working of autonomy with regard to the following areas of understanding and operation:

- (a) Students' understanding of the concept of autonomy, their objectives in joining an autonomous college, and its strong points.
- (b) The system of evaluation, both continuous (internal) and terminal (end—semester), and its impact on students' study habits and goal-setting in terms of academic excellence.
- (c) Structure of courses, with particular reference to richness of content, variety, burdensomeness, enjoyability, utility, and life and skill-orientation.
- (d) Teaching methods.
- (e) Expectations and the extent of their fulfilment; Autonomous Loyola vis-a-vis non-autonomous colleges.
- (f) Student participation in decision-making processes.
- (g) General comments on autonomy including suggestions from the students.

4.8 (3) Presented below are the findings and some broad conclusions based on an analysis of the students' responses to the questionnaire, the oral responses obtained during the committee's meetings with the various campus groups (and observations on the working of autonomy in the past ten years)

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4.8 (4) *Autonomy as seen by students*

- (a) Even after ten years of autonomy, the present-day students of the college, at any rate a substantial majority, do not seem to have a clear understanding of either the concept or the overall implications of autonomy. It is often equated with just the semester system and internal assessment.
- (b) However students join Loyola in the hope that the college will provide the environment for all-round development and opportunities for acquiring modern knowledge in the fields of science, humanities and languages. Diversity and flexibility of choice of subjects made available by the college seem to attract students to Loyola. An academic climate conducive to the teaching-learning process and a peaceful campus atmosphere free from student indiscipline and manipulation by external political elements are also factors on which the students place a high premium. While these expectations of the students are amply fulfilled, there are some disappointments also. The better motivated, cleverer ones enter Loyola in the hope that their creativity will be whetted by creative teaching and that life at Loyola will be one of intellectual excitement. Though this category of students is small in number their sense of disillusionment is quite patent and should not be ignored.

4.8 (5) By and large the students are happy to be studying in autonomous Loyola because of the cordial relations that exist between teachers and students, incentives to regular study habits in the form of continuous assessment, academically oriented teachers, wide scope for extra-curricular activities, and well thought out and diversified courses. Some students, however, feel that the system is complex and it needs time to understand. Moreover the tendency to get enmeshed in too many rules and regulations and bureaucratisation of administrative processes are already evident and becoming irksome. The teacher wields a good deal of academic power and, though there has been no complaint about its abuse, adequate safeguards do not seem to exist to forestall it in future. Hence the students' attitude to their teachers cannot be said to be completely free from any trace of fear.

4.8 (6) The students nevertheless consider the following as the advantages of the autonomous system: a curriculum responsive to the needs of the students, sufficiently diversified and updated from time to time; scope for trying innovative methods of teaching and evaluation; committed teachers, pursuit of academic excellence as one of the institutional goals; enormous opportunities for student-teacher interaction; and scope for flexibility provided for by the credit system.

4.8 (7) *The System of Evaluation*

- (a) The system of evaluation prevalent at Loyola under autonomy is appreciated by the students, though they would like some changes to be made in its modalities.
- (b) Continuous assessment keeps the student constantly in touch with the subjects and eggs him on to continuous effort involving

regular study habits, stimulus to self-study and attentiveness in class. It also serves as a series of rehearsals for the semester examination. For the teacher it is a constant reminder that he has to proceed at an even and regulated pace in his coverage of the syllabus. What is more important, it is through continuous assessment that the pedagogic principle of the inseparability of the teaching-learning—evaluation process comes to fruition in the autonomous set up. It is also only through continuous assessment that the teachers can try out innovative methods of evaluation. Taken seriously and conscientiously it could prove to be a rewarding experience and an effective instrument in the pursuit of academic excellence.

- (c) There is a general feeling that continuous assessment may become a routine, without careful preparation of tests and not being challenging enough to serious students. If it is dissociated from the teaching-learning process, then it degenerates into a formal, routine, drab, repetitive exercise in futility, and therefore appears to be time-consuming and tiring to the students, making him examination-oriented and “mark-minded”. In this degenerate form it will tempt the teacher to be selective in his teaching and the less scrupulous may even use it as a way of extracting discipline from the student. For the student there is a false sense of loss when some tests are missed. The more discriminating among the students alone are able to detect such degeneration, as the rest will go on happily extolling the system. The misgivings expressed by some of the respondents along the lines delineated above are therefore worthy of note as the early warnings of the onset of degeneration in an otherwise well-conceived system of continuous assessment.
- (d) Almost everyone is satisfied with the 50 per cent weightage assigned to continuous assessment and all would like it to continue as part of the total assessment. However, certain changes in the modalities such as the written tests have been suggested by the students.
- (e) There is general preference of semester examination to the annual university examination, because the former, occurring twice a year, offers a greater incentive to timely study and discourages procrastination. Students have few complaints about the valuation of semester exam answer scripts. They do not favour internalisation of the semester examination because they fear such a step may increase the potential for abuse of teacher power already inherent in the system of continuous assessment. There is an undercurrent of feeling that neither the teachers, nor the students are ready for total internalisation of the evaluation system. It is surprising that even after ten years of autonomy mutual trust and confidence between the teacher and the taught is still to be established firmly. The argument that one hears often that the obstacle to complete internalisation of evaluation is the reluctance of the public at large to accept it

on face value loses much of its force when one considers the fact that the main obstacle is not external, but internal, namely, lack of mutual trust between the teachers and students.

4.8(8) *Structure of Courses*

- (a) There is general agreement that the academic courses at Loyola are certainly richer in content and more diversified than what are offered in non-autonomous colleges. Not only are the core courses diversified, but also a large number of elective courses allied to the core courses as well as others of a general nature are available. Contrary to the generally held belief, the students feel that the course structure is far from being heavy. Many students have expressed the opinion that they are able to take the courses in their stride. The exceptions to this rule are perhaps the 'General' courses in the sciences. There is general scepticism about the usefulness of these courses, for they tend to be 'pure' and abstract. The respondents would wish to study them with a view to applying the concepts to life-situations and for problem solving rather than as mere exercises in intellectual gymnastics.
- (b) A great diversity of tests is revealed even among the students belonging to the same major discipline as regards the question of courses they have enjoyed most. General English and language courses seem to have excited quite a few; an equal number of students has also expressed the opinion that they are redundant. Among the general electives the popular courses appear to be Journalism, Film Appreciation, World Peace and Fundamentals of Marketing. Mathematics students enjoy Mechanics, Physics students Electronics, Botany students Microbiology, Economics students Mathematical Economics, Sociology students Psychology, English Literature students Indian Writing in English and Tamil Literature students Printing Technology.
- (c) The general opinion expressed by the majority of the respondents is that in almost all the Departments the structure of courses as well as the contents of individual courses tend to be more extensive than intensive. A large number of courses are included within the curriculum by each Department and the syllabus for each course is extensive, descriptive and exhaustive. Emphasis is on range rather than on depth. In general students would prefer depth and intensity to range or extensive coverage. As one student put it in his own inimitable way: "I prefer to be a perfect Jack of a few trades than be an imperfect Jack of many trades"!
- (d) However, a section of opinion would like the UG curriculum to emphasise range and diversity and the PG curriculum depth and specialisation.

In general the courses in humanities are life-oriented while the practical courses in sciences are skill-oriented. Ethics is mentioned by many as one of the obviously life-oriented courses. Courses like sociology also fall into this category. Even among the humanities some skill-oriented courses such as Journalism,

Public Speaking, Linguistics etc. have been mentioned. However the lacuna in Humanities and Social Sciences curricula in general is lack of skill-orientation while that of the Physical and Mathematical Sciences is lack of life-orientation.

4.8(9) *Teaching Methods*

- (a) Academic autonomy is a means to an end which is excellence and relevance. These ends are not attained by merely framing an impressive set of courses. They are instruments for the transformation of the student into a fine product of the desired kind. In this the teacher is the leader and animator and it is the teaching methods adopted that determine the success of his endeavour. Teaching methods are therefore central to the entire experiment of college autonomy.
- (b) At Loyola the traditional method of lectures, which reduces the student to a passive listener still seems to predominate. It is true that a number of alternative methods such as seminars, guided library study, group discussions etc. have been introduced by many Departments. But many respondents feel that these innovative approaches to the teaching-learning process are not implemented with the degree of seriousness they deserve. Library study is often not guided by the course teachers but employed as a device to enable the teachers to take time off from the lectures. Seminars are far from being the exciting intellectual experiences they are meant to be, in which students should learn more from each other. Many students have expressed the opinion that seminars are a 'mere farce.' There is a woeful lack of audio-visual aids. Even the facilities that are available are not optimally used. It is still the time-honoured chalk-and-talk method that predominates, especially in humanities teaching, where even the chalk is sometimes dispensed with.
- (c) The teachers do encourage self-study on the part of the students by giving them reading lists, by leaving certain sections of the syllabi to be covered in seminars and by referring them to material available in advanced books and journals. Project work is a great stimulus to self-study. But the general complaint is that except in the case of projects there is no effective guidance from the teachers.
- (d) Because of the above-mentioned deficiencies in the teaching methods the expected transition from "instruction" to "learning" is not very much perceptible. The students feel that except for the greater stress being laid on continuous assessment they do not experience any transformation from the school days in the manner of imparting knowledge to them. In fact students coming from good schools say that there is no change at all. Students in general would like the stress to be on learning, rather than on instruction. The stress on learning calls for a totally different approach to teaching and evaluation from what obtains in secondary levels of education. At the tertiary level teaching must lay greater stress on student participation and evaluation must

aim at developing the higher mental faculties. Teachers need orientation in the practice of several dimensions of modern teaching methods.

4.8(10) *Anticipations of students in regard to teaching-learning experience in an autonomous college*

- (a) More than half the number of the respondents had no anticipation about the teaching-learning experience they would have in an autonomous college. A small number had some expectations and they say that their expectations have been fulfilled. More than half feel that comparing notes with their friends in non-autonomous college, the learning experiences in an autonomous college are better. A substantial number have not bothered to make such comparisons and therefore have nothing to say on the question. However, a few of the highly motivated students say in no unmistakable terms that their expectations of a rich teaching-learning experience at Loyola have not been entirely fulfilled.

4.8(11) *Participation*

- (a) Student participation is encouraged by forming the Students' Union at the beginning of every year through popular election of the President and Secretary. Other representatives of the Students' Council are elected by the various departmental associations. The Students' Council meets periodically with the Principal and the Dean of Student Activities also attending the meetings. There is student representation in the Academic Council and the student representatives are nominated.
- (b) Opinion is divided equally among the respondent with regard to the areas in which there must be student participation. One group feels that since it is the students who are affected by most of the decisions, they must be represented in all bodies. The other group feels that students should be in-charge of extra curricular activities leaving the administration to the management and the teachers. In framing syllabi, determining the time schedule of the academic programme and introduction of new courses etc., students must be consulted.
- (c) With regard to the extent of student participation in extra curricular and co-curricular activities three different sets of opinion are expressed. One view is that the extent of student participation is quite high especially in various organisations like N.S.S. and inter-departmental and inter-collegiate cultural festivals. Another view is that student participation exists but it is not adequate. And the third section feels that there is practically no student participation. Among the latter two groups a considerable number of students feel that the lack of participation is more due to the lethargy of the students themselves rather than due to autonomy.
- (d) Although most of the students are satisfied with the freedom of expression of ideas and opinions available to them under

autonomy there are some who feel that free expression of ideas and opinions could be misconstrued and might lead to adverse repercussions and even victimisation, by some teachers.

- (e) With regard to the performance of the student representatives in the various bodies formed under autonomy, there are two schools of thought. Respondents from the humanities departments (from among whom most of the student representatives are usually elected) feel that the performance of these representatives is good, if not effective. On the other hand, the respondents from the science departments believe that these student representatives are “inefficient, irresponsible, do not keep election-promises and behave just like corrupt politicians”.
- (f) The respondent have suggested various measures in order to promote the quality and extent of student participation in the campus life and academic work of Loyola College. The chief among them are :
 - (i) Sessions must be held wherein students are allowed to voice their opinion and offer suggestions.
 - (ii) Class representatives must be made members of the Students’ Council so that the opinions of the majority of the ordinary students may be reflected in policy-making.
 - (iii) The Governing Body must have a Student Representative as a member.
 - (iv) The meetings of the Students’ Council must be held more frequently.

4.9 Some Suggestions

- (a) At the beginning of each academic year an orientation programme for the freshers to make them understand clearly the objectives and purposes of an autonomous college as well as the study and work habits and attitudes required of them in an autonomous college, may be organised.
- (b) Special programmes to meet the aspirations and expectations of the merited and highly motivated students, may be arranged.
- (c) A machinery that will infuse confidence in the students and dispel effectively the lurking fear of victimisation, may be set up.
- (d) The spirit of ‘continuous assessment’ must be restored. It should be integrated with the teaching-learning process. It should be made more meaningful and enjoyable. The evaluation must be made more open and diversified. The weightage for written tests must be reduced considerably paving the way for innovative methods of evaluation.
- (e) Periodic course-evaluation based on student feedback may be conducted. Syllabus must emphasise methods of reasoning and

stages in the evolution of the subject, avoid overlapping and shed discarded paradigms.

- (f) Effective transition from instruction to learning may be facilitated, through the introduction of teaching methods which call for greater student participation.
- (g) Student Council executive may be elected indirectly by class representatives, who may be elected directly by the respective classes—a collegiate method.

4.10 To Summarise

To recapitulate the outcomes of autonomous Loyola, the committee would like to identify some significant achievements.

4.10 (1) A. Curriculum and Course Contents

(1) In principle, the college has continued to follow the basic structure of curriculum as laid down by the University of Madras. Nevertheless the contents have been enriched and updated. Unitised course structure and credit system have been adopted as part of the semester pattern of academic calendar.

(2) Every Undergraduate Programme course is offered with one major and two allied subjects. Part-I is an Indian language. Part-II is English language. Part-III is divided into 3 components :

- (1) General
- (2) Core
- (3) Elective courses

(3) General courses are basic courses offered by any Department for students of that Department without any prerequisites.

(4) Core courses are compulsory courses for those desiring to major in that subject, with or without need of a prerequisite.

(5) Elective courses are those in which students can make a choice. Electives are of two kinds :

- (a) General Electives open to any student of the college;
- (b) Special Electives open only to majors in that subject.

(6) Considerable innovation has been made in the elective component, so as to include a variety of work-oriented courses such as Photography, English/Tamil Journalism, Glass blowing and Workshop Practice, or courses that develop student personality, for example, Public Speaking, Film appreciation etc. These are aimed at forming in students a broad perspective of life. Special electives are designed for professional and para professional training—Medical Microbiology and Clinical Laboratory Technology for Biology students.

(7) Considerable emphasis has been laid on the teaching of English language, as an aid to effective communication—spoken and written, by developing the skills of reading, writing, understanding and conversational

abilities. For this purpose many changes have been made in designing the courses, contents and selection of texts.

(8) The Departments of Economics, History, Commerce and Sociology have reoriented their courses towards social awareness and responsibilities. Teaching of History, involving project work, has been very innovative and has added real value to the learning experience.

4.10 (2) These are significant but not substantial in the manner of restructuring undergraduate courses—even as per the limited guidelines given by the UGC to blend academic and related application-oriented subjects, so as to make undergraduate education fulfilling also the role of skill development and therefore both terminal as well as leading to post graduation level. The student choice is very limited, despite units of elective courses available. He is not able to develop his own module of courses suited to his requirements and abilities. The lurking fear that any major departure from the university pattern may jeopardize chance for post graduation admission still predominates and acts as a major hindrance to restructuring undergraduate programmes at Loyola College. With several of its own departments offering post graduation courses greater restructuring should be attempted.

4.10 (3) *B. Teaching Methods*

(1) Despite many innovative techniques and addition of new dimensions to teaching, such as project work, guided laboratory/library work, seminars, group discussions, the lecture method still occupies key position.

(2) Streaming of students according to their entry level preparation has worked satisfactorily in respect of English language teaching but could not succeed elsewhere, for e.g. Chemistry.

4.10 (4) *C. Evaluation*

(1) Evolving an acceptable system of continuous evaluation and terminal assessment, with equal weightage.

(2) Adoption of the principle that the teacher who teaches should also evaluate his students through tests etc., but the external examiner is present for terminal assessment at the end of the semester.

(3) Trying out open book examination by English department.

(4) Development of question bank on a scientific basis.

4.10 (5) *D. Admission Policy*

(1) Generally based on merit subject to usual reservations but there is no entrance test to determine the scholastic aptitude and subject competence to enable students to seek choice of major subjects and allied subjects.

(2) The recent Vision Statement and the Jesuit pattern of education with preference being given to poorer sections are socially justified. It brings with it problems of class room teaching, pace of learning, achievement etc. but the college is trying to overcome them through remedial programmes. Students from economically and socially weaker sections with merit should

be selectively encouraged but intellectually poorly equipped students should be encouraged to join professional skill based courses rather than be made to struggle through disadvantaged class room situations by pursuing degree programmes.

4.10 (6) *E. Administrative Structures*

(1) Realising that an educational institution is infused with value and also symbolises the aspirations of the society, the autonomous Loyola has been motivated by creativity, characterized by effectiveness and health for organic development and coordinated by principles of effective participation. This policy has been carried out by emphasizing functional efficiency.

(2) The decision-making systems have been clearly recognized, with the Governing council as the apex body concerned with the strategic and long-term planning requirements of the institution.

(3) The Staff Council which is well established determines day-to-day planning.

(4) An Office of Controller of Examinations has been set up, to help in expanded evaluation responsibilities and continuous evaluation.

(5) The Academic Council regulates and approves academic programmes of the college including starting of new courses.

(6) Each Department as a unit of autonomy, has its own Board of Studies with total staff participation and association of external experts.

(7) This governing system is supported adequately by the administrative system.

(8) There are still several financial constraints, including delays in release of grants by UGC, and also governmental regulations which are the same as for non-autonomous colleges.

Chapter V

OBSERVATIONS AND RECOMMENDATIONS

5.1 Curriculum Development :

(i) While units of courses have replaced a traditional syllabus, the number of units offered in each discipline and arranged in a sequence considered best by each department, is not adequate to provide to students greater choice under general, core and electives. Increase in the units of courses, which could be given by each faculty member based on his scholarship, and offering of such courses during particular semesters would enable each student, along with guidance, to develop his own module of courses and sequence them so as to fulfil the requirements for earning a degree. It helps to remove the monotony of repeating the courses every semester by the teacher and also motivates him to develop new units. This should be encouraged.

(ii) The existing number of electives in each subject is inadequate. The college certainly has the resources and facilities to restructure its undergraduate program to provide for study of units of courses in two academic subjects as usual and provide for units of courses in the third related subject which is application oriented, (as per the guidelines of the UGC), for skill development and for employment orientation. These could be either general or special electives. This would still enable students to pursue post graduate studies in the two academic subjects. Mobility of students laterally or to post graduate classes vertically should not be excuses for not introducing newer subjects of study, since not more than a few students would be involved in such migratory process. The interests of 95% students seeking study of relevant subjects should not be sacrificed for the sake of the other 5% students who may hopefully join post-graduate classes, elsewhere.

(iii) While each Department is indeed the basic and functional unit of autonomy, interdepartmental linkages and network and a coordinated orchestration of academic programmes/courses are essential. The various bodies set up for this purpose should promote such coordinated effort. Any attempt towards deadening uniformity should be avoided, if cooperative competition is to be achieved and each Department is to grow to its fullest potential and utilise its human and other resources optimally and to the best advantage. The standards will certainly go higher in such an environment.

(iv) The impetus to change in the curriculum was tempered by practical considerations and by a certain prudence which was understandable in the initial stages. Perhaps the time has now come to launch into deep venturing on radical changes and bolder experiments. An interdisciplinary approach would facilitate the development of new courses. The collaboration of experts from the University, IIT, industry and business, will also be useful in this respect. Here one recalls how the Departments of English, French and German have utilised the services respectively of the British Council, Alliance Francaise and Max Muller Bhavan.

5.2 (i) The advantages of the credit system have not been fully exploited, the chief constraint being the difficulty to arrange the classes in

such a way that a student can follow as many courses as he wishes. It is worth attempting to solve this difficulty so that the students can enjoy the flexibility which the credit system would offer.

One wishes there is greater use of methods in teaching other than lectures. Granted that class-room lectures will remain the chief method of instruction at the undergraduate level, the effective use of other methods is bound to break monotony, stimulate interest and improve the teaching-learning process.

5.2 (ii) While structuring and organising at the departmental level is very helpful, and necessary, for improving the teaching-learning process, the key factor is the individual teacher. Competent and resourceful teachers therefore should receive support and encouragement from their colleagues, and especially from the Heads of Departments and the Boards of Studies concerned. The same holds good at the institutional level. The Academic Council should take care not to stifle the creativity and initiative of individual Departments, but respect their recommendations to the maximum extent possible, provided the recommendations are conducive to greater excellence.

5.2 (iii) In the light of the rather wide-spread feeling among the teachers that three tests per subject in a semester place too much strain on them and even affect good teaching the desirability and feasibility of reducing the frequency of these tests may be considered.

5.2 (iv) It is a pity that Loyola, for reasons stated, gave up letter grades and grade points based on batch evaluation of students. It has reverted to raw marks, as it would help the University to declare classes in the traditional manner, which emphasises minor differences of marks as of real value. It is a deep rooted culture which general education institutions have not been able to reform although IIT's etc. have done so.

5.2(v) The College should educate both staff and students in the merits of letter grades, and even establish ranges of marks for different grades as is done in "Classes/Division" method, as an interim measure until such time letter grades become an accepted currency in our educational system.

5.2(vi) The entire philosophy of suggested minimum reforms in examination is to ensure a proper and objective assessment of learning-teaching process. This can be achieved only when the teacher would also evaluate his students. Internal and continuous assessment is therefore one of the paths to achieve this objective and yet allow freedom to individual teachers to devise the most appropriate methods to test the extent of learning that has been accomplished. Use of well designed, tested and validated objective type of questions reduces the element of chance and arbitrariness. They also widen the scope of assessment; and bring about necessary integration of teaching, learning and evaluation. Unitisation of courses into learning modules and earning of credits for units taken make studies much more worthwhile for the student and sharpens his learning abilities. It also promotes creativity and innovation in the participants.

5.3 The difficulties of assessing creativity and initiative and the testing of special skills in the laboratory are well known and therefore require new ways of evaluation. Nevertheless it is necessary to introduce project work in all science subjects and also in social sciences. There is no need to insist on one project for each student. Groups of students can take up a project work involving experimental/field work, and each of them can make a report based on his own individual understanding. It need not be any kind of original research but should expose the students to measurement, quantification, control of variables and obtaining meaningful results and writing a report and presenting it. Each report should then be evaluated with reference to clarity of statement of objectives of the study, methods of investigation, presentation of results obtained and conclusions reached. This would then provide the teacher the maximum latitude to evaluate students' project work, with very little subjective element creeping in.

5.4 In its attempt to restructure the courses or to introduce new ones, the college is handicapped by the reluctance of the State Government to approve grant-in-aid for additional teachers. While applying its norms of work-load to autonomous colleges as well, the Education Department should accept as work-load the teaching of new subjects that are relevant and useful, and also take into account all work directly contributing to effective teaching and assessment.

5.5 It is gratifying to note that many of the teachers of the college have academic qualifications beyond a Master's degree. The teachers unanimously acknowledge that the Management of the college has always encouraged them to improve their academic qualifications. Further, they have been permitted and encouraged to increase their professional competence by participating in seminars, conferences, training courses etc. The institution itself has organised several workshops and seminars for their benefit. Some of the teachers suggested that such programmes could be organised for each Department. It speaks well of the teachers of Loyola that they have ungrudgingly accepted the additional work and responsibility involved in autonomy although they receive no extra monetary compensation. None of them expressed regrets over autonomy. Several would like to have more freedom to innovate and to experiment. All the same, the enthusiasm of some of the teachers for autonomy seems to be waning. They seem to be losing their elan for innovating and contributing creatively to the improvement of the teaching-learning process and tend to fall into a rut.

5.6(1) There is the need, therefore, to review periodically the working of the autonomous programme both at the departmental and institutional level, to organise regularly programmes for exposing the staff to new ideas and techniques as well as to renew their motivation, besides giving them the support, encouragement and facilities needed for the pursuit and achievement of excellence—a veritable challenge to the college administration.

5.6(2) Autonomous Loyola College has not become elitist. On the contrary the Management has declared that the college would serve the weaker sections of society in preference to others. This policy, laudable and commendable in itself, has heightened the heterogeneous academic levels

of the students on entry, and poses a challenge to the faculty and administration. Remedial teaching for the weak students and special care of the talented become imperative in this situation. At present both do not receive sufficient attention. The Department of English has successfully tackled this problem by streaming the students and adopting appropriate syllabi, instructional methods and evaluation for each stream for the English Language course. This may not be feasible in the case of subjects other than the languages. But more of self-study with guidance may be tried out for the brighter students of a class. The introduction of Honours courses which will adequately challenge the intellectual capacities of the talented is also worth considering notwithstanding the many difficulties such a step involves.

5.6(3) The attitude of the university towards autonomous colleges in general does not seem to be as encouraging as it should be. It is reported that the university seems to entertain a lurking distrust in so far as it discounts (by 10%) the marks awarded by them for purposes of admission to certain courses.

5.7 Relevance

5.7(1) The real objective of socially relevant courses and making the first degree courses terminal and useful, needs yet to be fully realised. The changes so far have been quantitative and peripherally structured, and real qualitative and totally flexible and modular curricular reforms are yet to be achieved.

5.7(2) The University of Madras and its academic council should have no objection to the colleges introducing any subjects and subject groups suggested by the UGC in the Restructuring of First Degree Courses in the manner prescribed or the college offering some of them at post graduate level. The University can certainly ensure that the requisite infrastructural facilities and staff needed for such courses are available. The fact that the University does not have a Department in that subject at post graduate level is only an alibi or lame excuse. In fact most of Departments of the Madras University started as research laboratories and have introduced post graduate teaching in recent years only and yet the Madras University, through its colleges, has all along provided for a wide range of subjects to be introduced at different levels, in its colleges. There is no reason why it cannot adopt an open minded and less restrictive approach towards autonomous colleges in their efforts to widen the scope of subjects to be offered at undergraduate level by colleges.

5.7(3) The Guidelines on Restructuring of Courses given by the UGC also recommend starting one year diploma courses in areas of application leading to better employment opportunities so that the prevailing deficiency of our degree programmes could be remedied. Such courses could be either post-degree or along with the degree, in the evening hours. Such diplomas need not receive blessings from a University but should be such as would be accepted by the employing system, as worthwhile training for job-seekers. There are any number of such courses already in vogue. Also such courses can be made financially self-supporting, through a rational fee structure and sharing of costs by the beneficiaries. There is no need to subsidize such courses through grants etc.

5.7(4) The pattern of assistance by the UGC for restructuring of under-graduate courses and for autonomous colleges programme is in no manner linked to the grant-in-aid available from the State Government. The only stipulation is that the additional staff, if any, appointed through UGC grants is to be taken over as committed expenditure at the end of a Plan period with or without State Government support. The colleges, with their present financial resources and the habit of looking to grant-in-aid therefore are hesitant to give such assurances of continuing the staff so recruited with UGC grant. While for general development schemes, the UGC could continue seeking such assurance of continuity of staff, the UGC at the same time, in respect of other programmes like Restructuring of Courses, allows flexibility in this regard to allow for tenure appointments to be made for a 5 years period which may be renewed. Any innovative educational experiment involves risks for everyone concerned including the teachers recruited for the purpose and this can be only offset by hard work and by making the programmes successful and worthy of continuation.

5.7 (5) The existing grant-in-aid codes of State Government and identified items of admissible expenditure are both out-dated as well as restrictive and do not allow institutions to introduce new subjects. The calculation of the so called work-load for sanctioning of posts reduces the teaching profession to a labourer's job. The political and social forces are such which do not allow an increase in fees across the board and therefore there is a peculiar situation of over-subsidisation of higher education, despite clear evidence available to prove that the public are willing to share the major part of expenditure for a quality and relevant education. Poor standards and irrelevance are the result of subsidies given to higher education. Autonomous colleges at least should be enabled to opt out of such grant-in-aid rigidities, through prescription of a more rational fee structure coupled with educational bursaries and loans to take care of social justice for weaker sections of society. Financial self-reliance is an essential prerequisite for an autonomous college to be educationally bold, innovative and to widen the range of its academic offerings in response to the emerging needs of trained manpower. Socially worthwhile and affordable education will then become a practical strategy.

5.7 (6) Serious attempts should be made to identify fresh thrust areas in which programmes could be formulated. Agencies like British Council, American Centre and Association of Canadian Community Colleges can give a lot of help here.

5.7 (7) It is necessary to devise exposure programmes for faculty with commerce and industry including interaction seminars, participation of executives in teaching, active field visits etc. The faculty improvement programmes have certainly improved the knowledge levels of individual teachers but obviously none of them is geared to providing information on real-life needs.

5.7 (8) A specific quantum in each course should be allotted for field work, projects, paper preparation (on curriculum material), documentation, self-expression, problem-solving, case-studies etc. All these must be "part" of the learning process attracting credit points.

5.7 (9) A fully equipped educational technology centre, an easily accessible computer centre, a well-stacked audio-visual library, an open access library with study guides, abundant supply of journals and a properly organised and well operated tutorial system are very essential for the success of restructured courses of study.

5.7(10) Innovative education is impossible only in a problem ridden campus. Loyola has a long tradition of a versatile and active campus with a band of dedicated Jesuit Fathers resident on it. Student-teacher interaction is already taking place in a very healthy manner at various levels. It should therefore be not difficult at all to channelise this fund of goodwill towards greater academic productivity.

5.8 The autonomous Loyola has an admission policy, which in recent years has been oriented to the Vision Statement of the Madurai Jesuit Province, giving preference to students from poorer sections of the society and also is subject to the reservation policies of the State and Central Governments. This mix of student composition would have its impact on the academic programs offered, instructional methods, evaluation techniques. Besides well thought out remedial courses for students from disadvantaged sections of the society, motivating them to strive and achieve better through the educational processes is yet another responsibility which the college will have to accept and fulfil adequately. Equality, Equity and Social Justice are difficult propositions in our educational system and the maintenance of proper standards can become affected unless extra care and efforts are made. Autonomous Loyola will therefore be required to be aware of this context and devise measures which would help it to maintain and improve upon the present status as an excellent and relevant educational institution and to serve the education needs of the society. It should also consider whether administering admission test to the scholastic and other aptitudes would help in this regard and bring about some homogeneity in the student structure.

5.9 Participation

5.9 (1) Autonomy is not total freedom of others and so, there is a certain amount of restriction coupled with accountability as well. There should be no interference in the activities but regulatory action through review and evaluation of programmes is certainly essential. Autonomy is not adequate if it is given to the college unless it is transferred to the teacher. In many colleges autonomy is not successful because decision-making and participation do not percolate to the people who have to actually operate the system. It is therefore suggested that having laid down the broad framework of programmes and indication of essential dimensions of teaching etc. to achieve the real objectives, each teacher should be enabled to innovate on his teaching and evaluation methods based upon each class/batch and its pace of learning. Any rigid structuration of the learning-teaching environment and lockstep methods of academic calendar would dampen the academic freedom of the individual teacher. At the same time every teacher should realise his accountability for effective teaching and objective evaluation of student achievements. Autonomy certainly demands more honest and hard work—both for the student as well as the teacher.

5.9 (2) The Committee would like to make the following observations on promoting greater participation under autonomy :

(1) In the context of autonomy participation can be conceived as the process of dynamic involvement of the members or the college community in the life and work of the college with a view to effectively achieving individual and institutional goals and objectives,

(2) Such participation belongs to the core of the concept of autonomy as under the affiliating system only limited scope is available for teachers to plan and implement courses and syllabi, to devise non-traditional teaching methods and to evaluate their students. One of the most significant aspects of the functioning of an autonomous college is the extent, mode and quality of both the voluntary and structured participation of teachers and students in the academic and other activities of the college.

(3) While participation may and can flow from the voluntary spirit of the teachers or students in an ideal situation, it can be facilitated and channelised in desired directions through well-planned structures, bodies and situations. Autonomy provides for structures such as the Boards of Studies and the Academic Council which accord the teachers not only representation but also effective sharing of authority and responsibility, freedom and accountability in framing of courses, employing teaching strategies and accomplishing continuing and summative evaluation. This extension of the teacher's role and status, this empowerment of the teacher as a planner, designer, facilitator of learning and evaluator, is a new dimension attendant on autonomy, the value of which needs better and fuller appreciation and emphasis.

(4) While sharing of responsibility in various structured bodies and situations constitutes one dimension of the process of participation, it can or should manifest in other areas such as :

- Working towards the achievement of institutional goals and objectives, periodically reviewing and evaluating them and continually motivating oneself and others towards their attainment keeping in view the social concerns involved.
- Building up a community on the campus and at the interface with society—a community characterised by social concern, mutual respect, inter-group harmony and creative cooperation.
- Interdisciplinary programmes : 'fests', exhibitions etc; Inter-departmental collaboration; remedial work for under-achievers by competent students; special care for the learning needs of the disabled and handicapped; inter-collegiate activities; assistance to needy, neighbouring schools; extension programmes; counselling services, etc.
- Diverse learning and teaching strategies, especially group-based learning experience, team teaching, team project work, tutorials, group discussions, field trips etc.
- Activities of the various clubs, associations, NSS, NCC, Sports and Games etc.

—Discussions, decision-making and activities of representative, democratically constituted forums of students, teachers and non-teaching staff which should strive towards greater educational productivity, better organisational climate and improved quality of life on the campus.

(5) Effective channels of communication—upward, downward, and horizontal—have much potential to contribute to meaningful participation by the various segments of the college community. Frequent staff and non-teaching staff meetings with the representatives of the management; meetings with various student groups; meetings with parents and alumni; and continuing contacts with industries, employers, public bodies etc., are some of the means to remove the clogs in the flow of information and to establish stronger linkages of communication.

(6) The autonomous college exists in the societal milieu. It is accountable to the government and the university, the students, parents and society. Their participation in various areas of the functioning of the college is an important factor to be considered.

(7) Participation is not an end in itself. It is a means for the achievement of individual and institutional goals. Therefore it is to be geared to the larger objectives of Social Relevance, Academic Excellence and Organizational Health.

5.10 Ten years of autonomy to Loyola College has resulted in an educational institution not only with adequate infrastructural facilities but also innovative educational programmes, instructional methods and evaluation techniques. An excellent institution that Loyola has been all along, it is now one of the leaders in higher education at the first degree level, building in essential dimensions of utility and usefulness or relevance in its academic offerings. It is accepted also as a leader amongst the autonomous colleges. Judged from any set of objective criteria and in comparison with several universities of recent origin existing in our higher education map, it has to be acknowledged without hesitation that Loyola stands in every respect much higher than many of them. This demands that, in keeping with the National Educational Policy and a national commitment to recognise institutions of excellence and relevance and redeem them from the discredited affiliation system in whatever measure it still manifests even after autonomy, Loyola deserves to be declared as “Deemed to be a University” in terms of section 3 of the UGC Act. This demands courage, conviction and confidence on the part of the UGC and the Ministry of Human Resource Development and is also an opportunity to demonstrate positively that the National Educational Policy is not a compilation of mere platitudes but a program for innovative and effective action indeed. □

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