

**REPORT OF
THE TASK FORCE
ON
AUTONOMOUS COLLEGES
AND DEPARTMENTS**



ASSOCIATION OF INDIAN UNIVERSITIES

1988

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F O R E W O R D

The Association of Indian Universities in its Annual Meeting at Shillong in 1985 took up the matter of reviewing the Working of Autonomous Colleges and Departments as a consequence of a part of agenda to consider basically the concept of autonomous colleges vis-a-vis a review of the working of a few autonomous colleges/departments in existence then. The concept of autonomous colleges, it was felt, has great significance in providing opportunities by way of freedom to individual institutions to orient the curriculum to meet regional needs and thus provide chances to the institutions to develop initiative and leadership on the part of the faculty and to promote continuous assessment, internal evaluation and reforms in examinations system. Consequently, it was resolved to authorise the President of AIU to constitute a representative group of Principals of existing autonomous colleges, Ministry of Education, UGC and some experts, to go into various aspects of Autonomous Colleges and Departments in detail and prepare a report. In pursuance of this decision, the President, AIU constituted a committee with Shri J D Gupta, Jt. Secretary, Ministry of Education, Dr M L Mehta, Jt. Secretary, University Grants Commission, Dr H C Pande, Director, Birla Institute of Technology, Ranchi, Prof S Nagarathinam, Principal, Regional Engineering College, Tiruchirapalli, Rev. Fr N Casmir Raj, Principal, Loyola College, Dr K Ganesan, Ramakrishna Mission Vivekananda College, Mylapore, Prof DKP Varadarajan, PSG College of Arts & Science, Coimbatore, Dr (Mrs.) Lakshmi Santa Rajgopal, Sri Avanashilingam Home Science College, Coimbatore, Selvi Shanti Manual, Principal, Lady Doak College, Madurai, Ms Selvi S Baghirathi, Principal, Sri Parasakthi College for Women, Courtallam, Miss ECG Vedanayagam, Professor, Deptt. of Education, University of Madras, as members with the President acting as the Chairman. Miss ECG Vedanayagam was also entrusted with the task of preparing a paper on the working of autonomous colleges. The Principals of existing autonomous colleges were asked to send in a report on various issues related with autonomy. This report is as a result of all these tasks and put together such reviews, reports and suggestions regarding autonomous colleges of different committees and groups. I sincerely hope that this report will come in useful for those colleges aspiring to become autonomous in the near future..

S K Agrawala

New Delhi
Dated 13.7.88

REPORT OF TASK FORCE ON AUTONOMOUS COLLEGES

SECTION I	Introduction to Autonomy	1
SECTION II	Historical Background	6
SECTION III	Review of periodical Reports on the functioning of Autonomous Colleges	12
SECTION IV	Status Report on Autonomous Colleges	41
SECTION V	Guidelines and Recommendations for Future Action	106
APPENDIX I (A)	List of Autonomous Colleges based on old guidelines	108
(B)	List of Autonomous Colleges based on Revised guidelines	109
APPENDIX II	Extracts from "Revised Guidelines on the Scheme of Autonomous Colleges" by UGC.	111

INTRODUCTION TO AUTONOMY

The subject of college autonomy has once again come to be of great concern and considerable debate following the decision of the University Grants Commission to confer the autonomous status to 500 colleges as a consequence of the policy formulation enshrined in the New Education Policy (1986) Govt of India.

5.28 "In view of mixed experiences with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Similarly, the creation of autonomous departments within universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability".

Just at the time of independence there were 20 universities and 700 colleges in all and most of the universities at that time were engaged in prescribing syllabi for various courses, conducting examinations and declaring results for such examinations. Only a very small number of them were engaged in teaching and research and therefore most of the teaching at the level of higher education was carried out at the colleges. It was but natural that some of them acquired their own identity and individuality and evolved, over a period of time, their own traditions in teaching, standards of learning and corporate life within the broad framework prescribed by the university. The relationship between the university and colleges affiliated to it, did not pose any major problems in communication, understanding and interpretation. The boundary of functions of the university vis-a-vis the colleges was clear and therefore things went on smoothly in higher education. Since independence, the scene has considerably changed in as much as many colleges sprang up and managed to secure affiliation through various pressures. Thus, several colleges got affiliated to a single university over a period of time and when once things went beyond a viable and controllable limit of a number of colleges to a university, it gave rise to breaking into several universities. Today, we have 176 universities and colleges including autonomous colleges.

The idea to confer autonomy to a few colleges came up because the affiliating system made it almost impossible for the few well grown and considerably high standard colleges to keep their identity and characteristics, not only intact but maintain at their levels. Thus an experiment began way back in 1973 to grant autonomy to a few carefully selected colleges and departments of a university.

It has been observed ever since Independence, all our colleges do not maintain the same standard. Many of these

colleges that sprang up in large numbers after independence managed to secure affiliation through various pressures. Academic standards and aspiration even today remain low in many colleges which boast of a student strength of 3000 and above. In contrast & some institutions are very zealous in maintaining their reputation.

However, the Education Commission 1964-66 recommended "where there is an outstanding college or a small cluster of very good colleges within a large university, which has shown the capacity to improve itself markedly, consideration should be given to granting it an autonomous status". Subsequently the UGC evolved a scheme for the conferment of autonomy to a few carefully selected colleges (list of such colleges under the old scheme is given in Appendix of this report). Also several departments of universities were given autonomous status and university centres sprang up, some of which were accorded the status of universities or deemed universities.

Encouraged by this experiment, the National Policy on Education stressed the desirability of extending the scheme to a large number of colleges.

"In view of mixed experience with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a free and more creative association of universities with colleges."

ACADEMIC FREEDOM OR AUTONOMY

The primary objective of college autonomy as perceived then and now is to enable a deserving college to achieve its best possible performance jointly through teachers, students and management, in terms of scholarship and excellence. The essence of academic freedom is that it would enable teachers to function in a purely intellectual climate and promote scholarship, excellence and development without any constraint seen in the affiliating system. Autonomy is being granted mainly in three spheres. Autonomous colleges and departments will design their own courses of study and syllabi, prescribe the rules of admission and examination and evolve methods of evaluation and conduct their own examinations. Degrees will be awarded from parent university on the basis of the marks awarded by the college and the name of the college will be recorded in the diploma/degree.

Initially autonomy was conferred on a college only after careful scrutiny of the performance of its students in curricular and extra/co-curricular activities, the academic attainments of the faculty, availability of physical facilities like library and accommodation and also financial soundness of the institutions. As it happens today, an autonomous college has its own Governing Body, Academic Council and a Board of studies for each subject.

Autonomy is exercised in the functioning of these Bodies. The Governing Body which is the most powerful organ of the college has the powers and responsibility to appoint and supervise teaching and non-teaching staff, to fix their emoluments, fees and other charges payable by the students. Normally, the Governing Body of an autonomous college consists of 3 nominees of the management, 2 senior most teachers of the college, one nominee of the university, one nominee of the State Government and one nominee of the UGC with the Principal of the college acting as ex-officio Member secretary.

ACADEMIC COUNCILS

The Academic Council in an autonomous college is the supreme body in all academic matters and performs functions like approving recommendations of Board of Studies, laying down instructional and evaluation procedures and framing regulations of admission of students to various courses and the conduct of examinations. The Academic Council usually consists of the Head of Department of the subject in the college, 4 teachers representing different levels of teaching staff, not less than 4 experts from outside colleges, 3 nominees of the university, one representing the State Government, 4 student representatives and the Head of college office as a non-member secretary.

BOARDS OF STUDIES

Boards of Studies are the basic units in the academic system of an autonomous college. They have the responsibility to coordinate academic activities in each subject, prepare curriculum and syllabi and suggest innovations. Usually the Board of Studies in a subject consists of the Head of the Department, teachers of the subject concerned having atleast 5 years of experience, 2 experts from outside and one expert nominated by the University. However, the Board of Studies is free to co-opt experts from outside also.

In addition to these statutory bodies, an autonomous college is free to have separate Committees for Finance, Appeals and Grievances of staff and students in matters related to examinations, admission etc. UGC revised guidelines, extracts of which are given in this report as Annexure give detailed recommendations regarding their composition.

It is reiterated here that the important decision whether a college should seek an autonomous status or not rests with the institution itself while conferment of this status is to be done by the parent university. The university, however, will have to make necessary statutory provisions for creation of such autonomous colleges and departments. The concurrence of the UGC and the State Government is also necessary.

Right from the beginning of the decision by the UGC way back in 1973 to grant autonomy to some colleges and departments, there has been certain opposition to the whole concept. Some of these areas of opposition have been studied and all these are due to either certain misconceptions or due to consciousness of extra work. The primary concern of autonomy is that the college decides what subjects it should teach, draws up curricular parameters, conducts examinations and finalises the results on the basis of internal evaluation. The UGC has also set guidelines taking into account the possibility of deterioration or disparity of standards and expects the parent university to determine in each case the extent to which the portions may be varied and the manner of conduct of examinations modified. Also autonomy is usually conferred for a period of 5 years but a review should be undertaken after 3 years by the university with the help of a committee comprising of one nominee of the parent university, one of UGC, one of State Government, one Principal of the autonomous college and an officer of the parent university.

There have been certain doubts expressed regarding internal assessment which is usually disliked for two reasons. Often marks in internal assessment tend to be subjective and based more on extra academic considerations. Secondly, internal assessment demands regular work throughout the year from both students and teachers. However, total/partial internal evaluation exists in many of the best institutions in the country. There is no reason why a set of sincere teachers and students cannot make a success of it. At the same time it can be said that internal assessment can not succeed in a crowded college, with unruly students and teachers without a feeling of involvement. Certainly an autonomous college can experiment with internal assessment and not only that, make it a successful model for others to adopt.

Also opponents of college autonomy point out that it encourages the concentration of power in the hands of the management. This is largely unfounded even though reports from Tamil Nadu, which has the bulk of autonomous colleges, are not encouraging. According to the UGC revised guidelines 1986, there is a definite devolution of power from private hands to the academic community and the public rather than vice versa. The concept of autonomy is, however not restricted to privately managed colleges. Government controlled colleges, professional colleges and others can be brought under its purview. Certain stipulations like "an autonomous college shall shed its university/intermediate class when the 10+2+3 scheme becomes operational" have caused problems for states like Kerala and others adopting pre university/intermediate system. A college can gain autonomous status, chief attraction of which is that it can experiment and innovate, and utilise modern instruction and evaluation strategies and promote motivation and increase viability to

do some pioneering work. The Programme of Action of New Education Policy has given green signal to the UGC to grant its approval for autonomy to 500 colleges in the 7th Plan. UGC will pay an autonomous college 47 lakhs per year for a period of 5 years to enable it to design new courses, appoint trained teachers and develop library and laboratories. Professional colleges may get much more. However, in the last 3 years of the 7th Plan only 21 colleges have been granted autonomy by the UGC. It remains to be seen whether UGC within the next 2 years, with the cooperation of the universities in the country will be able to achieve the target of making 500 colleges autonomous.

SECTION II - HISTORICAL BACKGROUND

At the Annual Meeting of Association of Indian Universities, Shillong in Feb. '85, Anna University proposed the following item for consideration:

TO CONSIDER THE QUESTION OF REVIEWING THE WORKING OF THE AUTONOMOUS COLLEGES.

[Note: The concept of the Autonomous colleges was promoted by the University Grants Commission. A few universities in the country came forward and granted autonomous status to selected institutions.

The Autonomous colleges, a concept has great significance in providing opportunities to individual institutions to orient the curriculum to meet the regional needs. It helps to develop initiative and leadership on the part of the faculty in the institutions and to promote continuous assessment, internal evaluation and reforms in examinations system. However, after a beginning was made, there seems to have been lack of follow up and promotional effort. There has not been any significant addition to the initial number. Even those universities which have established autonomous colleges seem to be having second thoughts. It is desirable that the work of the autonomous colleges is reviewed in the next meeting of the AIU, and recommendations made for future course of action.)

and the following resolution was adopted:

RESOLVED TO AUTHORISE THE PRESIDENT TO CONSTITUTE A REPRESENTATIVE GROUP OF PRINCIPALS OF EXISTING AUTONOMOUS COLLEGES, MINISTRY OF EDUCATION, UGC AND SOME EXPERTS. THE RECOMMENDATIONS MAY BE CONSIDERED BY THE STANDING COMMITTEE BEFORE PLACING IN THE GENERAL HOUSE.

In pursuance of the above decision, the President, AIU constituted a committee with the following members to consider the working of the autonomous colleges:

1. Shri J D Gupta
Joint Secretary to Govt of India
Ministry of Human Resource Development
New Delhi
2. Dr M L Mehta
Joint Secretary
University Grants Commission
3. Dr H C Pande
Director
Birla Institute of Technology
Mesra, Ranchi
4. Prof S Nagarathinam
Principal
Regional Engineering College
Tiruchirapalli 620 015
5. Rev Fr N Casmir Raj
SJ
Loyola College
Nungambakkam
Madras 600 034
6. Dr K Ganesan
Ramakrishna Mission Vivekananda College
Mylapore
Madras 600 004
7. Prof DKP Varadarajan
PSG College of Arts and Science
Coimbatore 641 014
8. Dr (Mrs) Lakshmi Santa Rajagopal
Shri Avanashilingam Home Science College
Coimbatore 641 014
9. Selvi Shanti Manual
Principal,
Lady Doak College
Madurai 625 002
10. Ms Selvi S Baghirathi
Principal
Sri Parasakthi College for Women
Courtallam 527 002
Tirunelveli Distt

11. Miss ECG Vedanayagam
Professor of Education
University of Madras
Madras

It was also decided to request Miss ECG Vedanayagam, Professor of Education, University of Madras who had been entrusted by AIU to prepare a paper on the working of autonomous colleges -her report was due to be ready in March 86 - to send a copy of her draft report to all the above members as soon as the report was ready. The Vice-Chancellors, Madras University, Madurai Kamaraj University, Bharathiar University and Bharathidasan University were requested to send in a list of autonomous colleges affiliated to them together with names of their principals.

The first meeting of the Task Force on Autonomous Colleges was held at Coimbatore on April 3, 1986. A list of suggested presentation and topics during the meeting with discussion points were already circulated to them (given below). Suggested presentation and topics during the Task Force Meeting:

- | | | | |
|----|---|----|--|
| 1. | Autonomy & its working in Technical Education | 1. | Dr H C Pande, BIT, Mesra, Ranchi. |
| | | 2. | Dr S Nagarathinam, REC, Trichy. |
| 2. | Autonomy & its working in Science Education | 1. | Fr Casmir Raj S J, Principal Loyola College, Madras |
| | | 2. | Dr DKP Vardarajan, Principal, PSG Arts & Science, Coimbatore. |
| | | 3. | Dr K Ganesan, Principal, Vivekananda College, Madras. |
| 3. | Autonomy & its working in Home Science Education. | | Dr Mrs Lakshmi Santa Rajagopal, Principal, Shri Avanshilingam, Home Science College, Coimbatore. |
| 4. | Problems of Autonomous Colleges | 1. | Selvi Shanti Manual, Principal, Lady Doak College Madurai |

5. Study on Evaluation Procedures in Autonomous colleges
Dr. ECG Vedanayagam,
Prof of Education,
University of Madras,
Madras

Discussion Points

1. Norms/requirements for autonomy
2. Concept of Academic/Administrative/Financial Autonomy
3. Role of College/Department in relation to University
4. Role of Teachers
5. Role of Administration
6. Implications of autonomy on teaching/learning/evaluation
7. Policy on Autonomous Colleges

The meeting was attended by about 15 members under the chairmanship of Dr. G. Ram Reddy. Dr Subbayyan, Vice Chancellor, Bharathiar University, Dr R G Takwale, Coordinator, Maharashtra Open University, Principal K. Bhogishayana, Vice Chancellor, Shivaji University were also present.

Dr. Ram Reddy, in his introductory remarks, felt happy that many members could be present to discuss vital issues connected with the successful experiment of autonomous colleges/departments/institutions, which are mostly located in Tamil Nadu. He suggested that the members should bring together their experiences of running autonomous colleges together with an account of the problems faced by them and how these were tackled. Such discussion would not only contribute to the knowledge on autonomous colleges but may also motivate many colleges in other parts of the country to become autonomous.

Dr Jagdish Narain, Secretary, AIU gave a genesis of the constitution of the Task Force by the Standing Committee and the decision to hold this meeting of the Task Force at Coimbatore to consider various issues related to Autonomous Colleges in different sectors of Higher Education. Dr. V. Natarajan suggested that each one of the members, while presenting his report, may concentrate on issues like norms and requirements for autonomy, role of an autonomous college/department/institution in relation to a university, implications of autonomy on teaching/learning and evaluation, and changing role of teachers and administrators, only then

the Task Force would be able to put together a report that will provide practical guidelines to the colleges and departments and institutions likely to become autonomous in due course. The members presented their own experience on these lines.

Dr Pandey, (BIT, Mesra, Ranchi) suggested that autonomy meant more knowledge, information, continuous upgradation, and futuristic thinking. In practice it would mean more work for both teachers and students. In his institute, the present evaluation procedures are inadequate. Prof. Nagarathinam, giving his experience, said that autonomy was started for UG classes first (1978-79) where the numbers were very small and also motivated staff and students were available. Initially they started off with 25% internal and 75% external assessment and gradually proceeded to 50-50 now. He also reiterated that the teacher is the real kingpin in the autonomous college in that he is responsible for syllabus making, teaching, evaluating and decision making. Since an autonomous college is also treated as a mini university, the examining function is very important and that poses several problems. Lack of training of teaching staff needs to be tackled by every autonomous college. Dr Venkataraman felt that since guidelines for autonomy were ready in 1978 and the faculty cooperated sincerely, they could practise autonomy and one of the important effects was that the syllabi got updated fast and enabled the students to perform better. Credibility of examinations, assessment with 25% for internal and 75% for external, still continues to be a problem.

Rev. Fr. Casmir Raj said that their institution has only academic autonomy within the framework of university/government. Teachers' acceptance of autonomy, orientation/training of teachers were absolutely essential for running autonomous colleges successfully. He stated that admission procedures and interference of politicians continue to be problems faced by most autonomous colleges. Curriculum designing with general core, general elective and special elective courses including changes in syllabus, teaching methods involving use of seminars, assignments, projects, field visits, living in experience and observation and audio visual aids have since become important activities in autonomous colleges. Even though internal and external systems of assessment co exist, with equal weightage of 50-50%, it is proposed in one or two subjects to have 100% continuous internal assessment to be experimented next year. He suggested that projects must be included in all science subjects and case studies in all Humanities subjects must be adopted by teachers; and those who take interest should be given incentives. He suggested the formation of a cell in every autonomous college to continuously engage itself in faculty training and in refresher courses in teaching, planning and evaluation. In autonomy, there is accountability for students, teachers, parents, institutions, Govt. etc. and it is curtailed by rules and regulations. On the whole he was

of the opinion that autonomy in general has done them good. /

Dr. Vardarajan mentioned that at the time autonomy was implemented in his college in 1978, it was one of the few and still continues to be one of the few. He suggested that majority of colleges should become autonomous. The students of his college come from agricultural and artisan group of society and are also first generation learners and their ability to grasp English is poor. He felt that restrictions in certain procedures laid down by university and Government (selection of teachers through employment exchanges) pose problems. Since aims, objectives and implications of autonomy were brought to the knowledge of students, they developed confidence in autonomy. Evaluation procedures involving 5 point grading, 100% continuous internal evaluation and publication of results within 10 days of the last day of the examination have all brought in credibility.

Dr. Lakshmi Santa Rajgopal reported that autonomy in Home Science brought in linkages with life and courses were need-based and community-oriented. New methods of teaching including team teaching, continuous internal evaluation and external evaluation with equal weightage together with central valuation have all made assessment acceptable to students. Certain other issues related to credibility, elitism, entrance test, recruitment and training of teachers figured.

Discussions concluded with a request to all the participants to send a two page report from their experience of running an autonomous college together with details related to problems faced and steps taken to solve them. Their reports form part of Section IV of this report.

SECTION III - REVIEW OF PERIODICAL REPORTS
ON THE FUNCTIONING OF
AUTONOMOUS COLLEGES

Eversince autonomous colleges started functioning, there were attempts to instal review of working of autonomous colleges and departments that had completed a few years of working. Accordingly, a review committee of autonomous colleges was constituted as early as 1984 to review the working of Autonomous Colleges within the purview of Madras University. The detailed report of this Review Committee is to follow in this section.

Seized with the problem, the AIU as a part of the work of Task Force ,requested Miss ECG Vedanayagam to make an evaluation of Autonomous Colleges In Tamil Nadu and a report of this study also forms a part of this section. Anna University, Madras initiated the move to constitute a Task Force by AIU and the report of this university is also included in this section.

REPORT OF THE REVIEW COMMITTEE ON AUTONOMOUS COLLEGES

*Dr. Thirugnanasambandam

The following members constituted the Review Committee under reference:

1. The Director of Collegiate Education (Convener)
2. Thiru M.S. Abdul Khader
3. The Director of Technical Education
4. Dr. S.C. Goel (UGC representative)
5. Prof. C.A. Perumal
6. Prof. T. Prabhakar
7. Prof. C.V. Subramanian
8. Prof. A.M. Nalla Gounden
10. The Registrar

The Vice-Chancellor briefed the members of the Committee regarding the nature of the work to be done by the Committee at a meeting held on 19th January 1984 in his Chambers.

- I. The Review Committee visited the three autonomous colleges as per the following programme.

Loyola College	19-1-1984 A.N.
Vivekananda College	20-1-1984 F.N
Madras Christian College	20-1-1984 A.N.

The Committee had separate discussions with the Principals, members of the staff and the students in the colleges and the observations of the Committee with respect to the three colleges are given below:

(i) The Loyola College, Madras

The Loyola College, Madras, is well-known for its discipline and academic training enforced and exercised over the students for several decades, thanks to the noble services rendered by a succession of Rectors, Principals and teachers. Special mention may be made of the contributions of Fr. Betram, Fr. Yedanappalle and Fr. Jorom D' Souza in this regard.

*Director of Collegiate Education & Convener Review Committee on Autonomous Colleges, University of Madras, Madras.

While functioning under autonomy, the College has some positive achievements to its credit in the fields of syllabi, electives, project work, field work, seminars, group discussions, sports and internal assessment. On the other hand, nothing much appears to have been done in the areas of methods of teaching, audio-visual aids, and other allied aspects. The question of internal assessment was very much discussed and the credit for the component of attendance in the internal assessment may have to be scrapped. The proportion of the internal assessment vis-a-vis external examination may even be 25:75 rather than 50:50. Students gave expression to the feeling that even their genuine criticisms have not been appreciated by the authorities. Some of the teachers also felt that there was considerable regimentation in the college and greater freedom could be given to them in designing the courses and conducting their programmes. It, therefore, appears to be necessary that the authorities of the college make a definite departure from the rigid discipline enforced by them and allow, reasonable democratic procedures to govern the activities in the college.

(ii) The Vivekananda College, Madras

The Vivekananda College, Madras, has been enjoying the status of autonomy in two subjects, namely, Chemistry and Economics at the postgraduate level for the last six years. These two departments in the college have tried to do their best under the autonomous system. The following details relating to the composition of the Academic Council, the working of the Boards of Studies, the practice of internal assessment and the assessment of the project work have to be reviewed so that autonomy will bring about the desired improvements in the college.

1. Remembering that students also have an active interest in their academic programmes, the Academic Council may invite student representatives and give them an opportunity to express their views regarding the subjects under consideration in the Academic Council.

2. It was found that some of the fundamental topics relating to the syllabi prescribed for the courses have not been covered at the undergraduate level. Therefore, the Boards of Studies may review their postgraduate syllabi with reference to what has already been covered in the undergraduate courses, thereby placing the students at the required preparatory level for profiting by advanced courses of studies.

3(a) It was the opinion of the students that some of the students, unfortunately, have not been able to give their best at the internal assessment tests and it is reasonable

that opportunities are provided for them to repeat internal assessment tests in so far as it is practicable.

(b) Theoretically, there has been a machinery for listening to the appeal appeals from the students regarding review of the internal assessment. But this machinery does not appear to have been put to meaningful use. Therefore, it is necessary that students are given opportunities for making appeals against internal assessment marks to the appropriate authorities in order that the students may have a feeling that the internal assessment, which forms an integral part of the course, does work without affecting the students adversely.

4. The departments offering instructions at the postgraduate level are considering project work as a very important component of the course. It appears that most often the project work is assigned only at the beginning of the fourth semester and, in the few months at their disposal during the fourth semester, students are not able to bestow sufficient attention to this paper which calls for much more individual effort than any other paper concerned. To obviate this difficulty for the students, the Heads of Departments could do well to help the students to choose the titles for their project work at the end of the second semester, itself in order that the students could think about the subject during the summer holidays at the end of the second semester continue their planning during the third semester and actually accomplish the results in the fourth semester. This programme relating to the project work will certainly give sufficient time for the students to think about the subject, consult specialists both inside and outside the institution, visit laboratories, industries, institutions and libraries and carry out preliminary investigations successfully and finally prepare the project work so much so that the project work comes out as a document of real significance and also forms a labour of love for the students.

5(a) The Committee could not close its eyes to the very strong criticism of some of the teachers who were not for autonomy at all under any circumstances. It looks as though they have been looking at the whole experiment for the last six years only with a view to picking holes in the scheme. This is a matter which deserves serious considerations for the benefit of not only the autonomous programme but the college and the University as a whole.

As has been mentioned earlier, the experiment of autonomy is something about which no categorical opinion can be given without taking into consideration the handicaps; the unsavoury surroundings and hostile criticisms relating to the programme. At the same time, one has to remember that the two departments of Chemistry and Economics at the Vivekananda College have proved themselves credit-worthy as far as the activities during the period under review are concerned and

such activities have certainly to be encouraged. Therefore, the Committee feels that the two departments in the Vivekananda College could continue to have autonomy with a provision for review every three years.

(b) The question of extending autonomy to other Postgraduate departments in the Vivekananda College may not be purposeful at this stage and if the college makes a request for extending the autonomy to other postgraduate departments in the college, the request may be considered on its own merits.

(c) The question of extending autonomy to the undergraduate courses in Chemistry or in Economics may be postponed for the time being, even if the college makes a request in this regard.

(d) The question of opening the doors of autonomy to the college as a whole does not arise in the present context.

(iii) The Madras Christian College, Tambaram

The Madras Christian College has an enviable democratic system in operation in the college coupled with a band of teachers devoted to teaching. The college has the heritage built up by dedicated Principals such as Dr. Miller and Dr. Skinner, Dr. Boyd and Dr. Chandran Devanesan. It may not be an exaggeration to say that this college may perhaps be called as one of the best colleges which has experimented autonomy in a very successful manner. It is not as if that there have not been criticisms, questions, differences of opinion and such other factors either from the staff or from the students. In fact, the students of the college were vociferous in their comments and suggestions for improving the experiment of autonomy in the college. The overall picture shows that the following improvements may be effected in the working of autonomy in the college:

1. The Boards of Studies in the respective departments should be made responsible for the preparation of the list of examiners after examining the qualifications relating to the examiners.

2. It appears to be quite reasonable that there may be students representatives in the Academic Council not only to give them an opportunity to express their opinion, but also to participate in the discussions of the Academic Council.

3.(a) Some of the students really felt that there has been some victimisation from certain members of the staff on account of the fact that they, perhaps, out of their exuberance, questioned the authorities on certain vital matters relating to the college. It is necessary that staff members should take necessary steps for avoiding such

impressions being created in the minds of the students.

(b) The internal assessment in the autonomous colleges forms a very important component relating to the total marks and therefore the evaluation schemes adopted by the authorities should be notified to the students, so much so they may be able to devote themselves to the various tests concerned in a useful manner and improve themselves forgetting proper credits.

(c) One question which was thoroughly examined in the light of discussions with the students was the creation of a grievance machinery for listening to the complaints from students. One wishes that such a machinery were created by the college itself not only from the point of view of justice to the students, but also from the point of view of credibility to the staff themselves. In fact, it was also suggested that such a grievance machinery may be created by the University itself and the appropriateness of such a machinery in this regard may be examined for necessary implementation.

4. It looks as though the time has come when we may have to make a beginning for the appraisal of the staff concerned in the matter of their rendering and continuing to render service of quality to the students and the institution. It should not be difficult to plan a self-appraisal programme for the staff which will enable them to put in sufficient extra effort, if necessary, in their right to become acceptable teachers associated with this worthy-experiment of autonomy in the colleges.

In these days of democratic practice, the possibility of appraisal of teachers by the students themselves should not be ruled out and it is hoped that such an experiment will be taken in the right spirit both by the students and the staff and it will operate in the best interests of the institution.

5. There was a very interesting case of the Professor of Psychology coming out with a strong plea for delinking the Department of Psychology from the Department of Philosophy thereby enabling it to grow in a natural manner instead of getting cramped under the overall umbrella of "Philosophy and Psychology." Normally speaking, there should be no difficulty in acceding to this request unless there are other valid reasons questioning the viability of such a division. May be that the Department of Psychology involves a considerable financial outlay for providing necessary infrastructure in the form of laboratory and books. Hence the request of Prof. Premila Devaraj, Department of Psychology deserves careful consideration for implementation.

II. The Committee is of the opinion that all the three colleges have done their best in the working of autonomy,

inspite of the fact that there have been several problems of general nature, as well as special problems relating to each of them in this regard. It may be mentioned that the concept of autonomy itself is new to our colleges, and therefore, sufficient time has to be given to these colleges for working out autonomy successfully and to produce results of significance. At any rate, five or six years appears to be a short period for any meaningful assessment of the scheme of autonomy.

It is rather surprising that no steps were taken to educate the persons concerned with regard to the meaning and purpose of autonomy, and if only sufficient preparation had been made for ushering in autonomy, we would be in a better position today to expect gratifying results even in this short period of six years that has elapsed after the introduction of autonomy. It should be emphasised that each of these colleges has had a creditable record of its own and in that sense, these three colleges have had a definite edge over the other colleges and indeed that is why they have been granted autonomy. Thus, these chosen colleges have done really well in experimenting the innovative idea of autonomy and with further encouragement and additional assistance, the colleges can certainly be "pace-setters" for eschewing the crippling factors relating to the affiliating relationship of these colleges with the University and definitely bring about qualitative improvement in relation to teaching, research and examination functions in the colleges. Having examined the achievements and the different handicaps faced by these colleges and taking an overall picture, the Committee feels tha a set of criteria or guidelines could be evolved for running these autonomous colleges. They could be discussed under different heads indicated hereunder:

- a. Management
- b. Staff
- c. Boards of Studies
- d. Academic Council
- e. Examinations
- f. Students
- g. Public
- h. University and
- i. U.G.C.

(a) Management: The role of the management in running an autonomous college is a significant factor in realising the objectives of autonomy. It is obvious that the management should be resourceful in tackling problems and issues, sometimes small, sometimes serious, relating to the administration of the college. First and foremost, the management is expected to have the right Principal who will be able to bring to bear on the teachers and the students the right perspective in appreciating the problems of the staff and the students and provide appropriate leadership in this regard. Secondly, the management should have the necessary

vision for working out the provisions of autonomy, thereby providing appropriate leadership in making this venture a really successful one in the larger interest of students, staff, institution, the University and the State as also the country as a whole. It is taken for granted that the management is capable of providing necessary funds by itself or through several agencies which can be tapped for introducing necessary improvements in addition to providing the required infrastructure in the college concerned. It is to be mentioned that the physical facilities relating to the staff and the students in an autonomous college should also receive the necessary attention and steps have to be taken to increase such facilities in the college. The institution, even without autonomy, is expected to have well-qualified members of the staff in its faculty and the history of education in our country shows that institutions have grown up appointing men of eminence in the respective disciplines and this fact of history has to be remembered by any college which aims at excellence. It is also noted that promising junior members of the staff should be identified and trained in advanced institutions, so that they will come back and be a source of strength and example to other members of the staff. Facilities in the laboratories and the library should be updated and every effort should be made to modernise the infrastructure necessary for meeting the demands of enriched syllabi in the respective departments.

Any impartial observer who looks at the working of the colleges finds that there is erosion of discipline both at the staff level and the student level. It is not as if all the demands of the staff and the students are unreasonable. It is the duty of the management to be imaginative enough to appreciate the aspirations of the staff members as well as the points of view of the students. If only the management is responsive to the needs and the fast-changing values in a democratic society, it should be relatively easy to have a good atmosphere in which the staff and the students are able to conduct their academic programmes without difficulties. The students, of course, may have some difficulties in the sense that they are exposed to different kinds of influences which deflect them from their normal functions and such problems have to be tackled with patience. Thus, the student community on the one hand and the teacher community on the other have to be approached in a constructive manner and they should be helped by the management in generating a mutually-responsive community engaged in the purpose of education, treating their personal problems as trivial. This does not mean that there may be no extraordinary case of indiscipline either on the part of some of the students or on the part of a few teachers. Given goodwill, dedication and leadership, the management can certainly deal with them either with a strong hand or with a helpful hand and create a suitable atmosphere for the working of colleges, particularly of the autonomous type. On the other hand, cases of gross indiscipline have to be dealt with in a stern manner, so that

there may be a better atmosphere created in the college.

The working of the autonomous colleges is a bold experiment aimed at improving the quality of education and therefore the management of autonomous colleges should be able to have this objective before themselves and try to identify the problems and find solutions therefore in an academic way. In fact, the autonomous colleges could very well seek the guidance of the University authorities and have their problems solved with the assistance of the University. The autonomous colleges may kindly note that the University has been watching the functioning of such colleges and the University is always ready to go to the rescue of the autonomous colleges, for after all the autonomous colleges are still part of the University and it is in the interest of the University itself that the autonomous colleges come out in the best of colours. On the whole, the duty of the management should be to involve themselves in this experiment of autonomy with all their resources and be in a position to march forward with faith in the programme. Once such a situation prevails, temporary misgivings on the part of individuals and on the part of groups will not prevent the management from forging ahead with their programme and put the autonomous colleges in the proper perspective and nobody will be in a position to look back with any degree of dissatisfaction in this regard.

There is one important aspect which has to be considered in regard to autonomous colleges and that is with respect to admission of students. The Government of Tamil Nadu has prescribed 18 percent of seats to Scheduled Caste/Scheduled Tribe Students, 50 percent of seats to Backward Class students and the remaining 32 percent to be filled by open competition, all on the basis of marks for admission in educational institutions and the same rule is applicable to the autonomous colleges also.

Finally, working of autonomy in colleges can largely be improved by the approach and the attitude and adoption of appropriate steps taken by the management in working towards the ideal of autonomous colleges.

(b) Staff: "No teacher who is not a master of the field, who is not in touch with latest developments in his subject and who does not bring to bear upon his duties a free and untrammelled mind, will ever succeed in inspiring youth with that love of truth which is the principal object of all higher education".

- Dr. S. Radhakrishnan

The Academic attainments of the members of the staff in the autonomous college should be something more than ordinary and it is an adventure for the members of the staff to participate in this new programme of autonomous colleges. It

is an experiment which has been going on for six years and it is the duty of the members of the staff to evince sufficient enthusiasm and put in necessary hours of work for being in a position to come up to the expectations of one and all. No teacher in an autonomous college can afford to count the hours and say that he has discharged his duties. The teachers should remember that it is seldom possible to equate the hours of the work and the salary they get. In fact, a teacher in any college, particularly in an autonomous college, derives great satisfaction in being called upon to be a partner in the great adventure of teaching and innovation, experimentation and enterprise. In working out a new pattern of study, it is not as if there are no difficulties on the part of teachers but it is up to them to contribute their best in working out the concept of autonomy. As a matter of fact, most serious criticism in the affiliating system of colleges with the University is that the colleges have to wait for years and years to introduce any change in the curriculum if such regulations have to be passed by the University concerned. Further there is not much scope for introducing courses which are of relevance to the region and the needs of the environment. Such criticisms are taken care of in these autonomous colleges, and therefore, the autonomous colleges have necessarily to innovate as far as Boards of Studies are concerned and are in a position to introduce meaningful, worthwhile and useful changes in the syllabi, as well as in newer courses of studies. Therefore, the teachers in the autonomous colleges have to remember that they are engaged in a noble adventure and work with co-operation and contribute to achieve results expected of such colleges.

We are very familiar with the usual criticism in colleges that there is most often a monologue in the classrooms and there has been little scope for discussions, seminars and symposia. The autonomous college teachers have to make a welcome departure in this regard and engage themselves in the task of educating the students by incorporating such welcome changes through seminars, discussions and symposia. In this connection, we have to remember that the modern aids which could be employed in class-rooms could go a long way to improve teaching in the colleges. In short, good preparation is necessary for being a source of inspiration and enthusiasm for the students. If only the students are made to feel that the teachers are there, providing leadership in the business of education, there will be no difficulty.

It has often been mentioned that our courses of studies in the colleges should be socially relevant and this condition cannot be over-emphasised and it is upto the teachers to modernise the courses of studies in a suitable manner.

It is a well-known principle in academic institutions at the collegiate level that teaching and research should go hand in hand and they should have mutual feedback effects. The teachers should be creative as regards their expositions before the students and critical enough to make the students take a very desirable and healthy outlook on the process of learning. It is hoped that staff members will also set an example by their own active participation in teaching and research even in the ordinary colleges. There have been instances to show that teachers have identified talents in students and provided for the flowering of such talents through encouragement and special coaching and therefore the autonomous colleges can certainly adopt such systems in a broad-based manner. On the whole, the teaching community in the autonomous colleges has to play the role of a bridge between the students on the one hand and the management on the other and bring about a harmonious atmosphere catering to the needs of the students in their educational activities.

(c) Boards of Studies: The Boards of Studies in the respective disciplines should consist of different experts who will be able to design courses, draft syllabi and prepare a plan for the actual teaching. There has been a criticism that the syllabi are not sufficiently explanatory. The Boards of Studies have to take note of this basically important criticism, so that the students can be taught on the basis of well-defined syllabi and making use of appropriate text-books and also provide the proper basis for the examiners to set the questions. The entire experiment of autonomy is not likely to earn a good name, if there are bad examiners and worse evaluation of the answer papers. Therefore, the Boards of Studies have to exercise utmost vigilance in the choice of question paper setters and examiners. The question paper setters should be men and women of eminence who have taught the concerned subject for quite some years. There is a famous proverb which says 'To ask well is to know much.' Therefore, if the question papers are set by really experienced teachers, no student will have any complaint regarding the content of the question papers. As regards the evaluation it is necessary that keys to the answers are provided by the question paper setters and the papers are valued by people who are sincere in their job and consider the evaluation of examination papers as not necessarily one of remunerative nature.

It is needless to say that there should be a Board of Studies for each subject and there should be a mixture of different talents and expertise so much so that each of the Boards of Studies is something like a 'Brain-trust' as far as that subject is concerned.

(d) Academic Council The Academic Council in an autonomous college should be a king-pin for the functioning of the college. The composition of the Academic Council may

be on the lines given below:

1. The Principal
2. All Heads of the Departments in the College
3. One Assistant Professor from each faculty chosen by a Committee consisting of the Vice-Chancellor, the Director of Collegiate Education, the Director of Technical Education and the Principal of the College from a list of staff members of the college.
4. 6-8 experts outside the College representing different disciplines to be nominated by a Committee consisting of the Vice-Chancellor, the Director of Collegiate Education/the Director of Technical Education and the Principal of the College.
5. The term of the Academic Council will be three years after which it will be reconstituted on the same lines.

The Academic Council is, so to say, a guide for the college, the teacher representatives, the management representatives, the University representative and if possible, the students representatives. It should be able to provide necessary guidelines for the working of the college. Any problem or clash of interest among the groups should be settled in a spirit of give and take understanding and faith in realising the objectives of autonomy. Even if there is disagreement, the members of the Academic Council should make up their minds to agree to disagree and be in a position to wait for a suitable opportunity to make changes in the working of the system. Further, if there are serious difficulties and differences of opinion, it should not be difficult for them to approach the University for proper guidance in this regard.

(e) Examinations The conduct of examinations, the valuation of the papers and the publication of results form an important activity in the autonomous colleges and it should be possible for the autonomous colleges to publish the results quickly and without undue loss of time. The Boards of Studies should give a list of question paper setters and the list of examiners. The Principal will take appropriate decisions with the help of the Controller of Examinations of the college concerned and create an atmosphere of being above boards and they should be zealous to see that no aspersions are made and every act of the Principal is something sacrosanct in this regard. Once an image is created that the Principal takes actions in the interest of students without any favouritism to any particular individual, the credibility of the institution will be a source of adoration for the college and incidentally this also will tone up the discipline of the college.

(f) Students It is necessary that the students studying in the autonomous colleges remember that they are pursuing their courses of study in a special institution and they should be prepared to conform to the discipline of the autonomous college concerned. Innovations are likely to be there, experiments are sure to be there and problems are certainly likely to arise there. If only they remember that their business is to learn from the teachers, if they are prepared to place their points of view before the authorities concerned, it should not be difficult for the students to profit by their having come to learn in an autonomous college. It is sometimes forgotten that the work of a college is different from the work in any other institution in as much as the educational activity is an academic programme and there should be little room for onslaughts on the working of the college by external agencies. Every consideration political or otherwise - can certainly be considered by the students but they should not affect the college programmes. Their business is to learn and they should be in a position to represent their grievances, if any, to the authorities concerned and it is hoped that such grievances will be listened to sympathetically by the teachers as well as by the management. Students should be given opportunities to approach the machinery set up by the Principal for cases relating to internal assessment and the complaints cell regarding examinations. If by any chance, there have been lapses on the part of the teacher or examiner, there should be no difficulty in helping the students to have necessary redressal of their grievances. Last but not least, the students should certainly take note of the fact that the autonomous programme is a pilot programme and innovations are certainly part of the autonomous colleges. It is necessary to remember that the teachers of the autonomous colleges take care to see that they innovate imaginatively. This is an activity which is expected to make better students and therefore any experiment in this regard has to be undertaken cautiously and carefully over the years.

(g) Public The public in a locality or in a region has got a constructive role to play and they should be in a position to intelligently contribute to the decision-making level of the autonomous colleges. An idea, a suggestion or any comment may help the Principal or the management to design a proper course of study. The community colleges in U.S.A. appear to be good examples of such inter-actions of the society with the educational institutions. An intelligent public can go a long way to make the autonomous colleges purposeful in its programme in catering to the needs of the region. It is hoped that the day is not far off when courses of studies suited to to the genius of the region could be planned by the colleges with initiative, suggestions and help from the local people consisting of industrial houses, expert leaders of thought and distinguished leaders of action who will be able to bring to bear their wide

experience and rich ideas for such constructive activities.

(h) University The autonomous colleges are allowed to function as such within the jurisdiction of the University. It is true that the responsibility and accountability of framing the syllabi and conducting the courses as well as planning and conducting the examinations are within the purview of the autonomous colleges concerned. It is also true that the University will be within its rights to review the working of the autonomous colleges and, on the basis of factual details, the University can withdraw the autonomy granted to the college. Thus, the autonomous colleges are subject to approval or disapproval by the University instead of being allowed to function in an undesirable manner. It may be worthwhile to consider the possibility of asking the autonomous colleges to submit annual reports to the University. Such a provision will only help the autonomous colleges to go through the experiment of autonomy and work towards positive achievements and definite goals. It is also necessary that the University is represented in the Academic Council as well as the Boards of Studies through University representatives. An active dialogue between the University on the one hand and the autonomous colleges on the other will go a long way to achieve the desired goals regarding the functioning of autonomous colleges.

(i) University Grants Commission The University Grants Commission, New Delhi, took the very progressive step of introducing autonomous colleges in the educational set up from a number of points of view. In the opinion of the University Grants Commission, the autonomous colleges will be pioneering institutions which can introduce far-reaching changes in the curricula, teaching and in the examinations and, in that process, most of the difficulties experienced by the colleges in waiting for approval of its programmes and policies by the University situated far away from the colleges could be eliminated. It is also true that these autonomous colleges are given a grant for the special purpose of running the autonomous colleges. In this connection, it is necessary to note that the funds made available to the colleges are not sufficient. Therefore the University Grants Commission can enhance the grants to the colleges so that they can continue the experiment of autonomy with better results. Further developmental schemes relating to the teaching staff, as well as the departments in the autonomous colleges may also receive special attention by the University Grants Commission in this regard.

III. Recommendations The Committee recommends that autonomy can be continued for all the three colleges with the stipulation that there should be a periodical review say once in three years. The colleges have to be given sizeable financial assistance for building up their infrastructure. It should be possible to have meaningful interactions among the autonomous colleges themselves. Autonomous colleges will have

to bear in mind the criteria mentioned in the earlier paragraphs and see how best they could satisfy the conditions under several criteria and come out as model institutions in this regard.

The Committee feels that from the point of view of credibility of these autonomous colleges, the courses of studies instituted in these colleges could be different from the type of courses offered in non-autonomous colleges. For example, we could think of introducing Honours Courses in these colleges which will stand as a class by themselves and thereby there will be a reasonable basis for assessing the working of the autonomous colleges.

At a time when the world grows very fast, there will be heavy demands on the future leaders of the country. It is in this context that young men and women should be helped to meet these challenges. Therefore, it is necessary that these autonomous colleges become real pace-setters and one hopes to hear that these colleges are top class institutions running in good co-operation with the Universities. It should not be difficult to explore the possibility of exchange of professors among the autonomous colleges, so that talents among the teachers will be available for all the colleges. It is hoped that the autonomous colleges will march forward to become ideal academic institutions of higher learning.

In conclusion, it will be worthwhile to remember the words of the Report of the 1949 University Education Commission:

"If India is to confront the confusion of our time, she must turn for guidance, not to those who are lost in the mere exigencies of the passing hour, but to her men of letters and men of science, to her poets and artists, to her discoverers and inventors. These intellectual pioneers of civilisation are to be found and trained in the Universities which are the sanctuaries of the inner life of the nation".

Needless to say, autonomous colleges may be considered to be on par with the Universities as far as academic activities are concerned. It is up to the teachers to make the experiment of autonomous colleges a successful one.

A PRELIMINARY REPORT ON
"EVALUATION IN AUTONOMOUS COLLEGES
IN TAMIL NADU"

A STUDY SPONSORED BY AIU

*Dr. ECG Vedanayagam

1. Autonomy to Educational Institutions

Education is that which helps an individual to become autonomous, so that the individual is able to be self-dependent. An educated man, it is presumed, must be able to reason and make his own decisions. Behaviour that is influenced by others is not a characteristic of a 'developed' or 'grown up' personality. Even for the survival, the human child is depending on others atleast for about 4-5 years. The child has to grow out of dependency -physical, emotional and mental - and develop to be a fully functioning personality. This progressive process from dependency to autonomy is not instinctual but has to be learnt. Education being a process as well as a technique, is the most effective means and the most reliable tool for the progress towards autonomy.

Education being an effective means for autonomy, it will be ideal if the process of education also is autonomous. For effective and efficient educational system, congruous means and ends are vital. A system, therefore, functioning under complete external control may not produce autonomous outputs. If they do they may only appear to be autonomous. When the outputs are really autonomous, they are not 'wholly' the product of the non-autonomous system but are seasoned to be autonomous through some other autonomous process that might have been personally designed or mastered out of a model.

Educational system requires, therefore, autonomous throughput, to convert the non-autonomous (dependent) input into autonomous output (independent). Educational institutions should function autonomously. In fact when the system was designed and operated in its primitive form within the family system, it functioned autonomously. But with the intervention of state agency the system gradually lost its autonomy and came under the direct and indirect influence of funding and policy making agencies of which the state is the premier and the powerful one.

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Educationists themselves have realised the need for putting the system on an autonomous pedestal and various Commissions and Committees on Education suggested that educational institutions at the tertiary level atleast to start with should be given the autonomy. It is an irony that Universities that are very particular in preserving their autonomy often insist the affiliated colleges to function under their strict control under the guise of maintaining 'uniform standard'. If administrative autonomy is curbed by the ever so many rules and regulations of the state's 'steel frame', the academic autonomy is limited by the uniform syllabus and the external examination system. The Indian Universities are largely of the affiliated type and they function mainly as examination bodies, promotion of academic excellence gaining only a secondary importance.

The University Departments comparatively are more autonomous academically and even to some extent administratively. Does this explain the more autonomous nature of a University 'output' than an affiliated college output? Even now very many universities are wary of allowing affiliated colleges to offer post graduate and research courses under one plea or another, where more autonomy is needed and is also possible. Education is a progressive process towards autonomy and there need to be more autonomy, autonomy in more aspects and at various levels of decision making as education moves from primary through secondary to tertiary levels.

The Indian Education Commission (1964-66) recommended the conferring of autonomy to a few selected colleges to start with, and the University Grants Commission endorsed the recommendation for implementation and the University of Madras pioneered to put it to practice in the year 1979-80. Autonomy was conferred to 8 colleges by the University of Madras and to 2 colleges by the Madurai Kamaraj University. The present position of number of Autonomous Colleges in Tamil Nadu Universities is as follows:

No. of Autonomous Colleges in Tamil Nadu Universities

Madras University	4
Madurai Kamaraj University	4
Bharathiar University	5
Bharathidasan University	2
	15

For reasons unknown (or well known) all the colleges that are given the privilege of being autonomous are private aided colleges. There are now 15 colleges enjoying autonomy in Tamil Nadu.

2. Evaluation in Education

Higher Education in India has the English Oxbridge tradition and the Universities instituted are mainly of the affiliating type. The entire higher education system revolves round university examination and most of the activities are oriented towards it. It is the examination system that 'decides' the teaching and the learning processes. Instead of performance being evaluated, performance itself is geared to the evaluation. What is performed is not evaluated, what is to be evaluated is 'anticipated' and performance attempted. The very concept of evaluation and thereby examination, thus, is subjected to a reverse look.

Autonomous colleges are free to have their own curriculum; they are free to have the instructional system that they decide on and the evaluation system that they choose. If in the name of autonomy the autonomous colleges are following the same examination system in a small scale confining to one college, as that the Universities are following, then even in instruction there may not be much variation between an autonomous and an affiliated college. We expect the autonomous and the affiliated colleges to differ in their organisational structure and function. To what extent do the autonomous colleges differ from the University bodies in the conduct of their examinations? Do they differ in the purpose, type, management and use of the examination from the affiliated colleges? The present study aims to seek answers to these broad questions.

3. Objectives of the Study

The main objective of the study is to investigate the evaluation system at the undergraduate level in autonomous colleges. The purpose of evaluation, the techniques of evaluation and the management of evaluation are the focal aspects of the study.

4. Sample and Scope of the Study

The study is confined to Arts and Science Colleges and to the evaluation system adopted for the undergraduate courses. Twelve autonomous colleges in Tamil Nadu were involved in the study. The University area wise break up of the Colleges is given below:

Distribution of the autonomous colleges studied over the University areas

1. University of Madras	3
2. Bharathiar University	4
3. Bharathidasan University	1
4. Madurai Kamaraj University	2

5. Tools

An information blank was prepared to collect the required information from the colleges. The blank collects information regarding the tools used, the purposes for which examination results are used, details about internal assessment, the agency of internal and external examination, the persons who conduct the tests and examinations, the question paper pattern and the management of evaluation system as such. The information collected through the blank formed the basis for discussion with the Controllers of Examinations of the autonomous colleges.

Discussions were held with the Controllers/Officers in charge of examinations in Madras on 11.3.86 and in Coimbatore on 14.3.86 (Plans have been made to hold discussions at Madurai and Trichy during the first fortnight in April 1986).

6. Data Analysis

The responses in the blanks were studied and the additional information gathered and the clarifications sought during the discussions are pooled together for final analysis of the data.

6.1 Purpose of evaluation

The process of evaluation ends with decision making (valuing). For what purpose are these decisions made use of? The main purpose for which examination results are used is to decide promotion and certification. Diagnosis of the difficulties of students is stated to be a purpose by colleges but remedial work is mentioned only by half of those colleges who report diagnostic purpose. Ranking is done by a college but other colleges rank only the first few (5 or 10) top students. Promotion, certification and ranking are common with University examination system. Systematic diagnosis was attempted by one college but that was not completed.

6.2 Semesterisation and Internal Assessment

All the colleges continue the semester system and the internal assessment. They are very conscious about the 'credibility' and hence very cautious in increasing the weightage to internal assessment. It is still 20% and 25% in most of the colleges. In one college it is raised to 40% and in three others it reaches 50%. One college experimented with 50% for a year and then switched back to 20%.

Internal assessment is based on written tests, assignments and projects. Attendance and seminar have lost their recognition and in some colleges only the written (announced) tests form the basis of internal assessment. Only in three colleges attendance still counts for internal

assessment. Continuous evaluation has become periodical, the periodicity being twice a semester. In colleges where three tests are held the lowest score is not considered; the mean of the other two tests is the basis for internal assessment.

Provision for improvement in internal assessment is made in some colleges. In some (3) colleges there is no such provision. In one college the student can take advantage of the provision only after the completion of the course or by continuing the same semester before passing on to the next semester. Simultaneous pursuit of two semesters is not allowed. Internal assessment marks are announced and students can appeal to the "Appeals Committee" for redressal of their grievances.

Semesterisation and internal assessment have been withdrawn after a few years of implementation in two Universities. But the autonomous colleges within the jurisdiction of these Universities continue these two aspects of examination system. These colleges view the semester system as beneficial to students though it involves more work for the staff. Therefore they continue the system and deserve congratulations.

Internal assessment is generally done by the teacher who teaches the subject. The colleagues in the Department or even the Head of the Department do not have any say in the internal assessment. The internal assessment scores are used to arrive at the internal evaluation score for the final examination. Internal assessment is used for designing remedial programmes in four colleges and as a motivating factor for better studies in seven colleges. But in colleges where it is said to be used for designing remedial programmes, the assessment is not continuous but is done twice/thrice in a semester, in either case the last one being a model examination preparing students for the semester/final examination. Remedial programmes therefore, it seems, are not systematically arranged but are only sporadic wherever they are arranged.

In all colleges practicals and/or projects come under internal assessment and they are not subjected to evaluation by outsiders. The teachers in-charge of projects or practicals or the staff of the Department assess the performance of the students in these aspects. The question papers for the internal examinations, theory as well as practical, are set by the respective teachers who handle the subjects. Objective type items do find place in internal assessment, but it is left to the discretion of the teachers to decide the number and types of tests to be included. Short answer and essay type items have the major share and the question papers for the internal assessment (particularly for the announced tests) do not differ much from the semester/final examination papers. Only in one college unannounced tests are reported.

6.3 Question Paper Setters

A panel of names for each subject is drawn based on the recommendations of the Boards of Studies or on the information collected from various colleges by the Controller of Examinations. Question paper setters for the various papers are selected from the panel by the Controller. The Controller himself decides the question paper setters in five colleges and in one college he does so in consultation with the Principal. The question paper setters are furnished with the syllabi, pattern of question papers etc. They send the question papers to the Controllers of Examinations.

In five colleges the Controllers maintain strict confidentiality and typing and mimeographing of question papers are done under their personal vigilance. In one college the question papers received are sent to the Heads of Departments for review and after their review the question papers are finalised. One college tried reviewing by experts drawn from other colleges for the specific purpose and later dropped it as it amounted to having a parallel set of examiners. The expert reviewer often was not able to review all the papers (say Physics) in a particular subject, because of varying specialisations.

All but two colleges get one set of question papers for an examination (March or September) but the exceptional two colleges get two sets and selects one at random for use in an examination. The other set is destroyed. This college appoints question paper setters working in colleges situated in districts other than the home and neighbouring ones. An interesting reason they adduce for this practice. The main hinterland of their student intake is the home and adjacent districts; and teachers working in colleges in these districts are likely to have their wards or relatives studying in this college.

In one college teachers handling the subject are also appointed as question paper setters. But the number of such 'local' question paper setters is restricted to one or two for an examination. By and large the question paper setters are outsiders and the teachers who teach the subjects do not know the instrument using which the performance of their students in the subject is measured.

The examination is conducted on dates announced and malpractices are dealt with according to University rules and regulations. In one college students are supplied with details about the punishment for various malpractices along with the hall tickets.

6.4 Examiners

Examiners for valuing the answer scripts are selected from the panels. The examiners are from other colleges. In two colleges the question paper setters themselves are the examiners. When the number of candidates exceed 150 or so (for example in language papers) another examiner from the panel is selected. In four colleges where there is double valuation (even for undergraduate courses) one valuation is done by the teacher who handled the subject and the other by an external examiner. When their valuations differ by more than 10% (in a college) or 15% (in another college) either the two examiners sit together and review their evaluations to arrive at a consensus wherever possible (for example where there is central valuation) or the paper is sent for third valuation. Third valuation score is final score in a college and in another one of the original two scores that is nearer to the third valuation score is the final score.

6.5 Central Valuation

Three colleges follow the central valuation system. In one college it is followed only for language papers. One college is very much against the central valuation system. The Principal rightly calculated the teaching-learning hours lost when teachers are deputed for central valuation during the days when the colleges are working. When autonomous colleges follow their own calendars and when there are many autonomous colleges the situation may become "still worse". When two incompatibles such as autonomy and external evaluation are put together functional disorder perhaps may be the result.

6.6 Announcement of Results

All but two colleges announce the results in marks. One college gives both marks and grades and the other only grades. If there is a requisition for marks they are provided separately. All autonomous colleges in general announce the results comparatively earlier than the Universities for the respective courses.

6.7 Question Paper Pattern

The autonomous colleges do not deviate very much in the pattern of question papers for the various subjects. The three part question paper (very short answer, short answer and essay) is the common pattern. The length of answer required for these three types of questions are half a page, one page and three pages. Objective type questions have become 'obsolete'. For some subjects the question paper pattern differs from the general one (for example spoken English).

6.8 Administration

In three colleges there are full time Controllers of Examinations. In other colleges one of the Professors is in charge of examinations. All the Controllers express that the ministerial assistance that they have is far from being adequate. In one college the Controllership goes by rotation among the professors. The general consensus is that it is better to have academic people as controllers of examinations but they should sufficiently be relieved of their classroom and other departmental administrative work.

7. Management of Evaluation

Autonomy in general has helped the administrative aspect of evaluation to improve in the autonomous colleges. Examination still presents its awful administrative tentacles and autonomous colleges have succeeded to some extent in escaping from the grips of the tentacles. They conduct the examinations planning and executing them well. The legacy from the universities still lingers and the autonomy is utilised to set things right in the old traditional way but not much in innovative ways to improve the system characteristics. A sort of decentralisation and in the strict sense it is not decentralisation but only multiplication of functionaries - has been achieved. What the controller in the University has been doing for these colleges so far, the Controllers in the respective colleges are now doing. No doubt there has been improvement in the system's functioning. The apprehension that autonomous colleges might boost the marks of their students and thereby may cause a real downfall in standard with an apparent rise in standard through enriched, enlarged, relevant, appropriate or environmental curricula that they might adopt, has well been cleared and as one controller has proved through an analysis of the scores of the students in his college before and after autonomy the mean score of the students in the final examination has shown a regressive trend (of course with all the limitations of the study regarding the conceptual and statistical requirements). What has happened in this case goes against what others were afraid would happen.

A simple study by another controller revealed that 'uniformly the assessments of our teachers are a little lower than the assessments of external examiners' in the double valuation. Perhaps teachers of autonomous colleges are very much concerned with the general criticism that they may be very liberal in their assessments of the performance of their students.

Autonomous colleges have gained an edge over Universities in announcing their results sooner than the Universities. No wonder with smaller numbers they are able to do so. Vast differences there are in the number of candidates who take the examination but in the number of question papers

to be got ready there may not be much difference for a course. With about 11 main disciplines and as many as 57 additional and allied disciplines apart from Part I and II a college may have to get ready with more than 900 question papers for undergraduate courses alone for one semester examination.

8. Academic Aspects

Autonomous colleges fare well in the administration of the examination system. But in the academic aspects of examination or evaluation, the exercise of autonomy is not much in evidence. The purpose of evaluation has not been enlarged. Evaluation is still mainly for certification/promotion. Internal assessment and external assessment have specifically different functions, In mingling them together we have only conceptual confusion. Internal is not simply what is done before the final by the teachers in the 'locale'. If internal and external examiners do the same assessment in the same way it is simply duplication or repetition. The internal examiner is doing it for one or two lessons at a time and the external examiner does the same for all the lessons (for all the lessons or for a selected few) at the end of the semester.

They serve different purposes; so the results of internal and external assessments should not be combined; they have to be shown separately. If internal assessments have a 'formative' purpose then there is no need to show the results in the summative evaluation. Formative evaluation is process oriented and in students' final evaluation we may not show the process assessment results. Process evaluation is for teachers and not of students. Only the final product evaluation is for the students and of the students.

The techniques of evaluation are the same for the autonomous colleges and the Universities. Here also the autonomous colleges are still following the Universities. Assessments need not necessarily be made adopting only quantitative techniques. Education involves much of interpersonal influence and this influence often defies subjection to quantitative measures. Qualitative techniques of ethno-methodology are available and are more suitable to 'measure', to study and understand certain educational phenomena and the autonomous colleges have not thought of such techniques for adoption.

"We follow the University pattern", the autonomous colleges say regarding question paper pattern. Where they have introduced new subjects, some colleges are experimenting with different techniques in those subjects. One college has introduced open book examination system in a subject. This is the sole example for an academic improvement in the evaluation system.

The evaluation system as such measures and approves only what it directs. This unhealthy procedure has to be modified by bringing in necessary changes in the evaluation system itself. Autonomous colleges may take the lead and evaluate the autonomy rather than the 'dependency' of the students; mastery of the knowledge rather than dependency on 'borrowed' knowledge.

The autonomous colleges are not unaware of the need for 'academic' improvement of the evaluation system, and they are ready to exercise their autonomy too; but they want to hasten slowly. Perhaps after identifying these innovators and conferring autonomy. We have left them to themselves without providing a band of change agents and early adoptors as a supporting force to them. They are managing evaluation well, the evaluation handed over to them. The baby is all right with them; but there is not much growth and development of the baby.

9. CONCLUSION

The focus of the study is on evaluation in autonomous colleges. Evaluation is but a sub-system of the whole autonomous system. It has to be viewed in the wider perspective. But within the sub system changes in the systems characteristics are required and autonomous colleges can bring about these changes and we make a plea to them to do what they can and under the present conditions of higher education.

ANNA UNIVERSITY

THE NEED TO REVIEW THE WORKING OF AUTONOMOUS COLLEGES

The concept of autonomous colleges was promoted by the University Grants Commission and very particularly during the VI Plan period a few Institutions in the country were granted autonomous status. Here it is to emphasise the need for review of the working of autonomous colleges and to identify their problems as to help to solve them and to encourage more and more autonomy towards the final goal of Deemed University status to such of those autonomous institutions which have really developed leadership in higher education.

Kothari Commission and Autonomy

The Kothari Commission among various other recommendations for promoting education gave three significant concepts of the National Educational Policy:

1. Nationwide (10+2+3) uniform educational scheme
2. Massive vocationalisation in the +2 stage of the higher secondary school
3. Autonomous status for selected institutions to promote higher education.

The concept of autonomous colleges was accepted in principle as a significant step in providing opportunities to individual institutions to show leadership in education.

1. To orient curriculum to meet the regional needs
2. To adopt innovative instructional methods
3. To bring reforms in examination system
4. To promote continuous assessment
5. To adopt internal final evaluation of students etc.

However, after an enthusiastic beginning, there seems to be a lack of follow up, monitoring and further promotion of autonomy. There has not been any significant addition to the initial number of autonomous colleges during the later part of the VI plan period. Due to lack of adequate mechanism to help the autonomous institutions to perform independently, there seems to be some setback whereby certain universities have second thoughts on autonomy to colleges. It is noticed that neither educational development leaders, University Grants Commission, and Vice Chancellors nor the local educational bodies have seriously considered in the correct perspective the value of the suggestions of Kothari Commission for autonomy to colleges and hence the lack of proper mechanism.

Radhakrishnan Report

The system of affiliated colleges has been a subject for great criticism even in the earlier Radhakrishnan Report. While higher education is the responsibility of the Universities and the corresponding activities are confined to the University campuses throughout the World, it is peculiar only to the Indian Sub-continent where the predominantly affiliated college system is in force having higher education entrusted to several of those colleges. No doubt, some of them had risen to the occasion and have shown adequate leadership to maintain the accepted standards in higher education and research. But still they are having great constraints in the matter of freedom for curriculum development, examination reform, internal evaluation, etc. Even the contents of the subject matter cannot be decided by the teachers of the Institutions. There is a great restriction even on innovations that need deviations in instructional methods. A teacher cannot have any flexibility in evaluation: no way of getting quick feed back on the results in the examinations; no scope for individual initiative and drive.

The reliability of evaluating students through common examination has been questioned. The procedure to correct mistakes in the system is time-consuming and tedious. The system was not conducive for adopting the local needs.

Pitfall of Uniform Standards and Common Codes

The insistence on uniform and common standards only has resulted in restricting the standards to an average which does not give scope to individual development for the student or the teacher. Even the educational administration is represented by a large number of institutions where this emphasis is on the number of representations rather than on the standard of representation. If more competent people are available in the same institutions more than one person will not find place in the educational administrative body and hence a lot of them are left out. It only leads to having an average standard in all respect of educational development rather than giving scope for growth and leadership to individuals and institutions. Hence it is more a blockade to the development of higher education to the desired standard than a helping factor.

Examination

Now-a-days examination is one of the major critical areas that attract the attention and criticism of the students, teachers, parents, public, press and courts alike. The examination season has become a crisis period for the Universities. The various difficulties, disparities, discrimination or the mistakes that creep into the examination, is not isolated to one institution but it

affects the entire university in view of the affiliated colleges spread over a large area. Quick feedback, corrections and any other remedial action becomes impossible leading finally to great delay in conducting examinations and announcing results. As already mentioned maintaining the standards, quality etc. also becomes difficult in view of the colleges being spread over a wide area. The day-to-day problem of one institution affects the working of other institutions and the University very much.

The spirit of Kothari Commission

The spirit of Kothari Commission's recommendation on autonomy is based on the scope of assigning the responsibility of higher education and research to the colleges with a high level of status similar to a unitary university in a smaller measure.

Taking into account the already existing affiliated colleges which have performed well in the higher education and research the idea had been to recognize them as Deemed Universities. As an interim measure only, the concept of autonomous colleges has been recommended.

Decentralisation of the academic activities and assigning more and more role to the institutions will go a long way to develop higher education in the desired speed and hence the autonomous college concept has been projected. This will demand more and more responsibility on the selected groups of administrators and teachers and also students, opening up scope for greater involvement, seriousness and leadership. A competitive spirit among such Institutions leading to better performance also will be a by-product of the decentralisation and autonomy.

Major Thrust

It is therefore necessary that a major thrust is given in the VII plan towards sanctioning autonomy to more and more selected institutions. This must be an alternative or even a substitute to the concept of delinking job from the degree. Day by day, academics are shying away from taking the leadership in education due to various adverse socio-political conditions. Getting an academic to take up Vice-Chancellorship is becoming more and more difficult. One of the reasons is the largeness of University system with several affiliated colleges of different nature posing problems of management. Problems arising in any one institution percolates into the whole university in a big way and hence cannot be isolated and solved without holding the progress of other institutions. This implicates and complicates the situation. The other problem that confronts the institutions is the administrative and financial autonomy, very particularly pertaining to Government Colleges. Even if the University sanctions autonomy to the

Government Colleges, the kind of restriction in the area of finance (spending) and administration by the Government, almost defeats the purpose of autonomy.

A review of the concept of autonomy should therefore take into account the academic, administrative and financial autonomy factors. The working of those institutions already autonomous should also be reviewed.

A Scheme

As a result of this study and review a scheme should be evolved on a sound basis in order to develop autonomous institutions during the VII Plan. This scheme should be framed in such a way that those institutions which are granted autonomous status must be helped to grow in status and standards to a level of a University and they must be made to be Deemed Universities in a period of 5 to 10 years time. Therefore, the AIU may recommend to the appropriate bodies such as University Grants Commission, Ministry of Education, etc. to review the present situation and also to identify the future course of action to decentralise to grant autonomy to more colleges and finally grant Deemed University status to selected colleges who have shown leadership.

SECTION IV

STATUS REPORT ON AUTONOMOUS COLLEGES

REGIONAL ENGINEERING COLLEGE, TIRUCHIRAPALLI

The college was granted autonomy by the University of Madras in 1978-79 in respect of its P.G. programmes. On the establishment of Bharathidasan University in 1982, the college became automatically affiliated to that university and the university has since then extended the autonomous status of the college in respect of its post-graduate programmes till the end of academic year 88-89.

The college has been granted affiliation by the Bharathidasan University for the following courses under its autonomous post graduate programmes.

1. M.B.A. degree courses in Business Administration
2. M.C.A. degree course in Computer Applications
3. M.E. Degree courses in Transportation Engineering and Management, Computer Science, Power Systems, Communication Systems, Satellite Communications, Design and Production of Thermal Power Equipment, Operation and Maintenance of Thermal Power Stations, Industrial Safety Engineering, Manufacturing Technology, Industrial Metallurgy and Welding Engineering.
4. M.Tech degree courses in Energy Engineering, Environmental Engineering, Plant Design and Non-Destructive Testing.
5. M.Sc. degree courses in Pharmaceutical Chemistry, Operations Research and Applied Electronics.
6. M.Phil degree courses in Applied Chemistry, Applied Geology, Applied Mathematics and Applied Physics.

The college has two statutory bodies - Academic Council & Board of Studies for each Department - for its post graduate programme as per the condition of the university for granting extension of autonomy besides having a Standing Committee for the Academic Council and an Examinations and Awards Board.

The college follows semester system for its autonomous P.G. programmes with continuous internal assessment and external end examination. Equal weightage is given to internal assessment marks and semester examination marks and shown separately in the Mark Sheet. This system of evaluation was adopted as about 30 to 40% of the staff for various branches of study were drawn from external sources such as industries, consulting firms and other educational

institutions. It was therefore decided to have a system which is half autonomy and half conventional. The college proposes to progressively increase the internal evaluation component and achieve 100% internal evaluation as and when the faculty position improves..

"No real problems have been encountered by the college in the working of its autonomous post-graduate programmes so far, except the usual and well-known defects inherent with the system of external examinations."

The main advantage of autonomy has been the freedom and opportunity it has given to the college with regard to developing its own syllabus, curriculum and methods of instruction and evaluation for the various courses. The college feels that for improving and maintaining the quality and standard of higher education, like inter-related dual factors of evaluation procedures and teaching methods are important leading to complete internal assessment by the individual institutions themselves. The college hopes that unlike the PG programmes where it follows internal assessment and external examinations with equal weightage to both, it will be able to go in for a hundred percent internal evaluation system in respect of under-graduate programmes. It feels that such a system will provide for the teaching of the various subjects in a logical sequence and well defined units, testing and evaluating the students' understanding of the subjects periodically and for a continuous internal assessment whereby the teacher will have a significant role to play in the academic progress of every student.

With the experience gained and the expertise developed during the years in the functioning of the autonomous post graduate programmes, the college was planning to go in for autonomous status (86-87) in respect of all the full-time under-graduate programmes.

The college considers autonomy as a facility to constantly improve upon the syllabus, teaching methods and evaluation system and this needs adequate number of faculty members in various departments. The college considers it a possibility that the autonomous system might break down due to over burden of work or neglect of proper evaluation system. Therefore it plans to have a larger proportion of junior faculty members to assist senior faculty in evaluation work. The autonomous system has helped in early publication of results as the number of candidates involved is comparatively less than in an university. The standard of education improves in autonomous set up only when there is a proper combination of senior and junior faculty in each department - senior faculty to guide in the evaluation and up-dating of syllabus, and junior faculty to carryout humdrum work of tutorials, evaluation and grading, is the opinion of the college.

LADY DOAK COLLEGE, MADURAI

Lady Doak College, a premier Christian institution, was founded in 1948. The granting of autonomy in the year 1978 constitutes a major landmark in the history of the college. The college has been granted autonomy in the matter of:

- (i) framing its courses of studies;
- (ii) arranging for instructions to students;
- (iii) devising methods of evaluation, examination and tests pertaining to the award of the degree/diploma by the university;
- (iv) admission of students.

A great deal of careful thought and planning and much effort on the part of many individuals in the college has enabled the development of a curriculum (Part I, II, III & IV) that is meaningful and relevant for the students and faculty of this college. This meets a felt need. The first semester Programme with its Core Foundation courses, Integrated Basic Course in the Sciences and Humanities is meant to help the student to appreciate the interrelatedness of different fields of knowledge. Some of these courses are - A Preparatory course for Independent/Group Study combined with Project work, Application oriented courses, work experience, on the spot-study and field trips are conscious efforts made by the teachers to link the learning in the classroom to specific and particular life situations.

Carefully planned additional Administrative structures such as Academic Affairs office, Examination office, Curriculum Planning and Evaluation Cell, have led to decentralisation of administration and a sharing of power among a greater number of individuals. Responsibility for maintaining academic standards and taking academic decisions rests with all the teachers now.

There is a wider exposure of faculty to various aspects of academic advancement through workshops, seminars, conferences etc. There have been special Faculty Meetings for different academic issues - objectives of Teaching & Methods of Question setting, Curriculum Planning, Evaluation Procedures, the Semester System, Taxonomical Approach to Teaching & Testing etc. The contribution made by Academic experts through Boards of Studies, Boards of examiners, Guest Lectures and Academic Council has enlarged the academic vision and enriched the academic life of the college. The faculty has gained experience in planning at all levels -

introducing new changes, meeting the consequences of such changes and learning to make suitable modifications gaining an appreciation of the problems involved in curriculum Planning & Evaluation, learning to design and teach new courses, including inter-disciplinary and inter-departmental courses. The teaching methodologies adopted under autonomy are:

Teaching Methods Lectures (i) with demonstrations and (ii)with audio-visual aids), team teaching, seminars, Discussions, Problem solving sessions, Project method (students) Case Studies, student teaching, Model Building, Role Playing/Dramatization, Assignments, Dictionary Drills, Listening to records, Creative writing etc. etc.

Instructional Materials: Course handouts, workbooks charts, Exercise sheets, Maps, Diagrams, Transparencies, Models, Flash cards, Live and Preserved Specimens, Demonstration Kits, Reading lists, Questionnaires, Encyclopaedias, Mathematical tables, audio-visual aids, slides, flimstrips, overhead projector, tape recorder etc.

Admission Policy at UG level

Government norms are strictly adhered to; representation from various schools including schools in rural areas; Both English and Tamil students are admitted, first generation learners are given a chance; and, Resident students generally comprise one-third of the total strength admitted.

Post Graduate Government norms are followed; Entrance/Placement tests are conducted prior to admission; Admissions are provisionally made on the basis of marks obtained in Semester I to V of the UG classes but confirmed only after the publication of VI semester marks.

Involvement of staff & Students in the working of the Autonomy Experiment

Staff in Teaching.

1. Involvement in the preparation of proposals for autonomy
2. Devising innovative evaluation procedures in continuous assessment.
3. Designing inter-disciplinary and inter-departmental courses
4. Introducing new methods of teaching
5. New approach to lab. courses.

6. New approach to language teaching
7. Production of instructional materials and work books
8. Participation in team teaching
9. Attending/organising workshops/seminars
10. Converting teaching as learner oriented
11. Guiding projects, arranging field trips, on the spot study and work experience.

In Administration

1. Members of Boards of Studies, Academic Council, Boards of Examiners, Special Committees like CPEC, Awards committee.
2. Coordinating team work (eg) IBH, PIP(S), Part IV, Programmes and Additional courses.
3. Organising orientation of new faculty/students
4. Being responsible for the whole course starting from objectives to assessment.
5. Test plans for I semester
6. Undertaking periodic evaluation of courses/curriculum.

in Projectional Growth

1. Greater awareness of ones' own abilities and potentials
2. More self confidence
3. Professional improvement in the process of cooperative planning and execution.

Students

By participating in the following:

1. Academic Council Meeting
 - i) Giving suggestions about courses
 - ii) Expressing their difficulties
2. Evaluation of courses
 - i) responding to questionnaires
 - ii) discussions in core groups about general structures
 - iii) discussions with faculty (formal & informal).
 - iv) providing feedback at the end of courses

- v) giving suggestions related to course materials and teaching methods.
3. Work Experience Programme.
 - i) participation in special training programmes like bank training.
 - ii) involvement in project work and related activities like interviewing,, taking surveys etc.
 - iii) participation in extension activities like taking Science Education to village.
 4. Seminars & Workshops
 - i) attending/organising seminars/workshops
 5. Fulfilling requirements.
 - i) 3 credits and 6 auditing for Ethical Studies courses.
 - ii) enrolling in additional courses and co-curricular clubs.
 - iii) enrolling in Physical Education/NSS/Rangering and getting a pass.
 - iv) course wise attendance requirements.
 - v) fulfilling project requirements.
 6. Making use of the flexibility available
 - i) enrolment in different additional and ethical studies courses
 - ii) enrolment in NSS/Rangering/Physical Education
 - iii) enrolment in optional allied/Major subjects

YMCA COLLEGE OF PHYSICAL EDUCATION, MADRAS

The YMCA college of Physical Education is a pioneering institution training teachers in the field of Physical Education. Autonomy was granted to the college for its outstanding achievement expecting it to grow into an Institution with varied Departments to cater to the present day needs. The management of the college decided to keep this institution unique with new courses of study to train teachers with competitive excellence built in them.

Though autonomy has been granted for B.P.Ed and M.P.Ed Degrees, the college Board of Management took the decision in implementing the 3 year B.P.E.S. Degree in Physical Education for +2 candidates, and this course approved and recognised by the university of Madras, has been introduced from the academic year 1987-88.

The management has approved introduction of 2 year M.P.E.S. course in place of existing one year course and it is hoped that the university will approve the introduction of this course by next year.

Three more courses have been recommended by the staff council and the same have been passed through Board of Studies of the Madras University.

1. Diplomas in Sports Coaching - Tennis
2. Degree of Bachelor of Mobility Science for the Disabled.
3. Post-Graduate Diploma course in Sports Training and Sports Therapy.

The college has also started the summer M.Phil sequential programme for faculty improvement and 4 members of the faculty have already joined it.

There is considerable improvement in the infrastructure facilities at the college. The management has proposed adoption of a village for the development of Sports.

As an out-reach programme, student trainees have been working with orphan boys of the YMCA Boys Town at Kottivakkam, organising and conducting meets and competitions for Banks, Firms, Govt. organisations and the Institutions, co-operating with the police colony at Mambalam.

MADRAS CHRISTIAN COLLEGE, TAMBARAM, MADRAS

Madras Christian College was granted autonomous status by the University of Madras in June 1978.

The Autonomy Objectives

The college adopted the following objectives:

1. Curricular Reforms: To revise and restructure courses and diversify curriculum that will provide increased interdisciplinary approaches in campus training, reasonable flexibility in course options based on the student's individual interests on major field of study and course content that will contribute to the national goal of accelerated social change.
2. Work-study Projects To involve students in off-campus experiences as an integral part of their education and directing this involvement toward community welfare.
3. Innovation in Instructional & Testing Methods To adopt a wide range of instructional methods and testing techniques
4. Support for Research Programmes: To develop support, on a priority basis, for research programmes involving both faculty and students and contributing directly to the teaching and learning processes and to the community welfare.
5. Occupational Courses & continuing Education To introduce occupational courses and provide continuing education to a wider section of community, to those seeking to remedy deficiencies in their educational background.
6. Promotion of Fine Arts To help preserve, develop and make available the creative arts of music, painting, drama etc. to enrich lives of individuals and promote an active interest in the cultural heritage and life of the nation.
7. Strengthen Student Guidance Service To support advising and counselling services relating to academic choices, personal adjustments and job opportunities.
8. Develop support from Alumni, Industries etc. To develop support of alumni, industries and other off-campus constituents for special projects of the college, instituting of scholarships, etc.

Management & Planning Processes

The Madras Christian College Association administers the college. The following Bodies are there to help run the college efficiently:

Governing Council, Senatus, Academic Council, Boards of studies, Boards of Examiners, Staff Association and the Student Union Society.

Besides the decision-making bodies listed above, the Governing Council and the Senatus appoint periodically small and representative Committees, with external experts where necessary, to review/study specific areas of needs and proposals for development. Standard procedures involving questionnaires, evaluation, dialogue and consensus precede the implementation of all plan proposals. Self study exercises at both the departmental and college levels are a regular feature of the administration of the college.

Record of Progress 1978-87

Curricular Reforms

Autonomy has enabled the departments in the college to periodically review and revise courses of study imparting to the curriculum a higher academic quality and general increased social relevance and employability. Courses have been restructured and new ones added providing more meaningful interaction between teachers and students.

Innovations in Teaching-Learning & Testing Methods

Student oriented teaching-learning has precedence over teacher-dominated lectures. Work study projects organised as regular curricular requirement are geared to motivating students to move from the classroom to the field, the factory and the community.

Innovations in instructional methods have led to corresponding changes in the techniques of evaluation of the student performance and progress. Continuous assessment has secured among testing methods a place on par with the end of semester examinations. Several of these new modes of evaluation are also helping self assessment of both the student and the teacher.

Department of Continuing Education - has been started without the support from the University and the Government and is offering 'occupational courses' (such as banking, office administration clinical laboratory technology etc.) to a wider section of the neighbourhood community through diploma and certificate courses.

Alumni Support & Public Interest

"The privileged status of autonomy granted to the college has led to a greater interest on the part of the alumni" and others in the well being and progress of the institution, requiring, in turn, greater efforts on the part

of the campus community to 'sustain and enhance the distinctiveness of its academic and other programmes".

Constraints & Other Difficulties
University Statues and Restrictive Clauses:

The hasty amendments of the University Act with regard to university representation in the college's Academic Council, Boards of Studies etc, without "any reference to any in the autonomous colleges have disillusioned these colleges" and these measures have "stifled academic innovations on the part of the faculty and struck at the very root of the concept of autonomy"

Financial Constraints

"Because of inexplicable delays on the part of the UGC and the State Government in releasing of approved and often sanctioned grants the college continues to lose sizeable interest income which would otherwise have been the resources for better upkeep of the physical plant and additional innovative academic programmes under autonomy.

Inadequate Monitoring & Coordination

Administrative provisions to ensure these aspects of monitoring, coordination and evaluation of the working of the college under autonomy have been very inadequate at the Central, State and University levels and the college has consequently experienced several avoidable hardships like obtaining approval of the university for introducing new courses of study, approval of the Directorate of Collegiate Education for the faculty workload providing for innovative instructional and evaluation methods and eligibility for salary grants, conforming to regulations of the Directorate that permit no changes whatever in tuition and examination fee patterns as compared to non-autonomous colleges and the delayed release and non-release of approved grants by the UGC and the State towards autonomy expenditure."

Also, the students of autonomous colleges suffer discrimination in matters of admission to advanced courses of study elsewhere as 'the bonafides of their grade sheets and certificates" issued by the autonomous colleges are questioned.

To overcome these problems, the college advocates establishment of 'autonomy cells' in the administrative divisions of the university, the State Directorate of Collegiate Education and the University Grants Commission.

Other Difficulties

No distinction is made by either the university or the State Directorate of Collegiate Education between an autonomous college and other aided affiliated colleges in the matters relating to teacher workload norms, categorization of modes of instruction (project work, seminars etc.) for purposes of calculating 'approved' classhours etc. an inadequate library and affecting the overall efficiency of the college.

Remedial Measures & Other suggestions for Improvement

The college suggests the following measures for effective working of autonomy:

- i) periodical review of the curricula of individual departments by external experts and reports on follow up measures;
- ii) Self-appraisal, peer reviews and student evaluation of the faculty;
- iii) in-service training of the faculty to facilitate innovative academic programmes and flexibility in granting of affiliation by the university for new courses of study;
- iv) augmenting financial resources by regular autonomy grants from the Government and/or specific fee levies on students for additional infrastructural facilities (library and laboratory needs, extra reading material, project requirements, meetings of Boards of Studies, Paper-Setters and Examiners, Conduct of Examinations;
- v) reasonable flexibility in regulations relating to norms of workload of teachers;
- vi) less liberal leave regulations for the faculty to ensure that academic innovations of individual teachers do not suffer because of substitute recruits;
- vii) choice in course combinations will extend autonomy to the student as well;
- viii) where unavoidable, mobility of students between autonomous institutions with provision for transfer of course credits;
- ix) helpful coordination between the university, the State Government and the University Grants Commission in matters of support required by the autonomous college."

SRI RAMAKRISHNA MISSION VIDYALAYA
EDUCATION, COIMBATORE COLLEGE OF

Sri Ramakrishna Mission Vidyalaya College of Education was started in 1950 . It has within it a Teaching Department offering courses and programmes leading to B Ed, M.Ed, M.Phil and Ph.D. Degrees. Besides, it has a Research Department which undertakes research into problems connected with education, an Audio-Visual Department, a Psychology Department, Department of Extension Services which organises in-service education programmes for secondary school teachers and a Publication Department which publishes a Quarterly Journal of Educational Research & Extension.

The college was granted the status of autonomy for the B.Ed and the M.Ed courses from the academic year 81-82.

Objectives of Autonomy

The main objectives of seeking autonomy were:

1. To develop the B.Ed. programme which will equip the young teachers not only with knowledge and skills but also create in them a certain amount of professionalism and values.
2. To develop in the teachers an attitude for self study and research approach in the work.
3. To develop and experiment new courses which will be relevant with respect to recent developments in the field.

It was felt that the grant of autonomy will be helpful in restructuring and remodelling the courses and trying innovative ideas in the training programme.

Constitution of Boards & Committees

As required by the conditions of the grant of autonomy, the following Boards were constituted to monitor the working of the autonomy.

The College Committee; Academic Council; Board of Studies; An Examinations Committee. Meetings of these Committees are held twice a year, once in each semester to review the working of autonomy and to suggest ways for improvement.

B.Ed. Programme - Restructuring & Innovations

In order to make the B.Ed. programme more fruitful, the

following changes and innovations have been introduced:

1. A new paper on 'Development of Moral and Social Values' has been introduced as a core paper for all the B.Ed. students. This paper aims at creating an awareness in the teachers of the importance of developing values. It also educates them how these values develop in young children.
2. In the Philosophy paper, the emphasis is on Indian Educational Philosophy.
3. The paper on 'School Organisation and Institutional Planning' has been made an independent area. (Previously it used to be clubbed with Philosophy but formed a separate part in the same question paper).
4. The emphasis on practicals has been increased by the restructuring of the practicals and the inclusion of a new practice oral interview.
5. The teaching practice has been increased from 3 weeks to 4 weeks spread over in both the semesters at the rate of 2 weeks per semester.
6. Participation in Physical Education Programmes is made obligatory. Certain suitable tests have been designed to measure physical agility and strength and marks awarded on the basis of students performance in these tests.
7. A special Elective subject on Teaching the Visually Handicapped has been introduced from the year 1984-85.

M.Ed Programme - Restructuring & Innovations

1. In the M.Ed. Programme a new branch of specialisation. Integrated Education of the Visually Handicapped has been introduced from the year 1982-83. The course aims at preparing 'Resource Teachers' who will help the visually handicapped students studying in classes alongwith the normal children. The job of the Resource Teacher is to help such visually handicapped children to pursue their studies.
2. For such candidates who offer other branches of specialisation a new paper titled. 'Testing and Experimentation in Education' has been designed. The main aim of this paper is to help the candidates gain specialised knowledge on test construction and design of educational experiments.

New Courses Designed

Further to the B.Ed. and M.Ed. courses, some new courses -

1. Diploma Course in the Cultural Heritage of India with special reference to the teachings of Sri Ramakrishna and Swami Vivekananda
2. Diploma Course in Computer Programming and Educational Applications.
3. Diploma Course in Educational Applications of Television.

have been designed and to encourage teachers, student and others in job, these courses are conducted between 6.00 to 8.00 pm. Any person with the prescribed minimum qualifications can join these courses. It has been found that such teachers who have undergone these diploma courses get a better chance of being selected for jobs, because of the extra qualifications.

In order to provide practical experience in No. 2 & 3 courses necessary Computers, Television sets, Cameras, VCRs etc. have been acquired.

Working of the College

The college works for a minimum of 100 working days per semester and two semsters a year as against other colleges of Education which normally work for 90 working days per semester

The methods of instruction include a wide variety of techniques like lectures, one-day seminars, special lectures by guest speakers, group work and tutorials, assignments and so on. The college has also a good audio-visual laboratory.

Examinations - The evaluation for the B.Ed. and M.Ed. courses is partly internal and partly external; internal evaluation done by the staff member teaching the course and is based on oral testing, class participation, internal tests etc. and accounts for 40% marks.

The external evaluation is strictly done by external examiners selected by the Examinations Committee. This part carries 60% marks.

In the case of Diploma courses that have been designed new, the evaluation is done internally and placed before the Examination Committee & then before the College Committee for approval.

Extension Services: The college gets the feedback on the needs of the teachers and the schools through regular in-service programmes conducted by its Extension Services Department and designs new courses on this basis.

Also the college undertakes to conduct short term courses (second course was in progress in Oct 86) in special education at the request of the State Government to orient selected teachers towards various aspects of the Integrated Education of the disabled.

Journal of Educational Research & Extension

The college publishes a Quarterly Journal 'Journal of Educational Research & Extension' and it publishes abstracts of research work, scholarly articles book reviews and so on. This has helped in getting a broader perspective of educational problems of the country and also in the dissemination of research findings.

Staff Enrichment

For effective functioning of autonomy, professional upgrading of the staff is necessary. To this end, the staff are encouraged to do M.Phil and Ph.D. courses. Also, the staff regularly participates in various in-service educational programmes conducted by the NCERT. Some of the staff are elected/attached to various educational bodies or the national institutions.

Difficulties Faced

Some of the difficulties faced by the college in implementation of autonomy are as follows:

1. A college of Education needs staff with extra higher qualification and experience for which they do not get adequate higher start. Besides, in an autonomous college, the staff is expected to do some extra work and show interest in the implementation of innovative programmes. Hence the difficulty in recruiting suitable staff for an autonomous college of Education.
2. Though the college is eligible for a grant of about 10 lakhs from UGC, only 3 lakhs have actually been granted and the application for further grant is still pending.
3. The parent University should immediately recognise (even temporarily) new courses designed by the college so that the college can approach the Government for extra staff and the UGC should give extra funds required.

Other New Courses which the college plans for the future

- i) Education of the Mentally Retarded
- ii) Organisation of Educational Testing Service
- iii) Diploma course in Guidance & Counselling (especially with respect to choosing vocational courses at the higher secondary schools)
- iv) Development of Question Banks & their use.

Suggestions

1. The UGC should continue financial assistance to autonomous colleges even after the first span of five years. This is essential to meet the expenses of the salaries of some extra staff appointed to run innovative programmes.
2. The parent university should recognise the innovations planned and executed under autonomy.
3. Specific financial assistance should be made available for staff enrichment programmes and also for inter-collegiate co-operative work involving study tours for staff.
4. The UGC should provide not only liberal grants but also to release the grants in advance to facilitate the working of autonomy.
5. On the renewal of autonomy, there should be no imposition of conditions. Autonomous institutions should be given full freedom to design, restructure and experiment new courses, subject to the condition that they are passed/approved by the bodies constituted for that purpose.
6. Financial support and encouragement to run the Journal.

BIRLA INSTITUTE OF TECHNOLOGY, RANCHI*

The BIT , Mesra, Ranchi was established as an all-India Institute of Engineering and Research in 1955. Initially it was affiliated to the erstwhile Bihar University but in 1960, with the split of Bihar university into three universities of Bhagalpur, Ranchi and Bihar, it was affiliated to the Ranchi University. In the face of deteriorating standards, prevailing indiscipline etc. in other Engineering colleges affiliated to the university, the BIT was facing difficulties in keeping up its academic standard. For removing these difficulties, on the recommendation of the UGC and the State Government, this Institute was granted the status of an autonomous college in March 1972 by making suitable amendment in the Bihar State University Act, 1960. Under this new law a self contained scheme for creation of BIT as an autonomous Institute was made under which the Chancellor of the Ranchi University was given powers to make Rules and Statutes for governance of the Institute.

The major objective of making the Institute autonomous was to provide it full freedom for growth in terms of educational innovations essential for maintaining standards as well as updating the level of technical education. Autonomy has permitted regularisation of session and timely publication of results etc.

The Institute could also initiate the Core-programme after attaining the autonomous status. This programme was later adopted by the Bihar State Inter University Board and has now been evolved by the Government of India and recommended for adoption by all technical institutions in the country. The core programme has enabled the Institute to introduce new subjects in keeping with the trend of technical education elsewhere.

As an autonomous college, in the year 1976, the Institute could also initiate a continuing-education programme at the P.G. level at its extension centre at Ranchi town. The programme has met the pressing need of working engineers in industry including the major public sector corporations. Over the period, about 250 participants have improved their professional and academic attainments leading to post-graduate degree/diploma in Engineering and Management Science. Over 150 part-time students were enrolled in this programme in 1986.

A highly successful techno-entrepreneurial programme in collaboration with the Department of Industries, Government of Bihar and B.I.S.R. has also been possible due to autonomy. Under this programme the Institute selects, for final year project work, live problems from industry, particularly

problems of development of Parts and Equipment currently being imported. This has allowed not only the development of technical know-how, but the establishment of commercially viable manufacturing units owned and managed by young techno entrepreneurs. In 1984, this programme was adopted by the Deptt of Science and Technology, Govt. of India as a national programme for establishing SCIENCE AND TECHNOLOGY ENTREPRENEURS PARK in premier technological institutes in the country.

The Institute is considering introduction of new Applied Science Programme at the M.Sc. Tech. level in Plasma and Laser Technology and Environmental Sciences.

The Institute has since been granted status of a deemed University.

DANTULURI NARAYANARAJU COLLEGE, BHIMAVARAM

To cater to the long cherished desire of the educational needs of this rural area, the D.N.R. College was started in the Year 1945 and it is affiliated to Andhra University. The college offers courses in Intermediate, B.A., B.Sc and B.Com., and also Post Graduate courses in four subjects viz. Economics, Social Work, Commerce and Telugu with Research facilities leading to Doctorate Degree. In all, about 5000 students are prosecuting their studies in the college.

On the basis of the New Education Policy of the Govt. of India (1986), the college was conferred with the status of Autonomy from the academic year 1987-88 and the college started functioning under Autonomous Status.

As per the revised guidelines of the U.G.C., the Andhra University has nominated its representatives for the various Committees. But the Govt. of Andhra Pradesh and the U.G.C. have yet to nominate their representatives. Hence, it has not yet constituted some of the Committees.

NALLAMUTHU GOUNDER MAHALINGAM COLLEGE, POLLACHI

The college offers B.A., B.Sc, B Com. at UG and M.Sc, M.Com, M.Phil Part time and Diploma in Computer Programming at PG level, the re-structured Degree and Diploma Programmes under autonomy from the academic year 1987-88. Academic excellence, social relevance and moral enrichment have been the guiding principles underlying the re-structured courses.

General Pattern

For both the graduate and postgraduate courses, the semester system with Continuous Internal Assessment consisting of periodical tests, quiz and seminars will be followed.

For all undergraduate courses, there will be six parts each:

1. B.Sc. (Computer Science)

Part I	English	First two semesters
Part II	Mathematics	First two semesters
	Statistics	First Semester only
Part III	Main Subjects	All the six semesters
Part IV	Additional subjects	First four semesters
Part V	Ethics and Culture	All the six semesters
Part VI	Co-curricular programmes	First four semesters

2. All B.A., B.Sc.

Part I	Tamil	First four semesters
Part II	English	First four semesters
Part III	Major	All the six semesters
	Ancillaries	First four semesters
Part IV	Additional subjects	First four semesters
Part V	Ethics & Culture	All the six semesters
Part VI	Co-curricular programmes	First four semesters

3. B.Com:

Part I	English	First two semesters
part II	Economics	First two semesters
Part III	Major subjects	All the six semesters
Part IV	Additional Subjects	First four semesters
Part V	Ethics & Culture	All the six semesters
Part VI	Co-curricular programmes	First four semesters

Part IV - Additional Subjects

This part represents an innovative addition. Every student will have to offer one subject per semester for the first four semesters out of a list of subjects prescribed from time to time. The subjects offered under this part cover various disciplines, both theoretical and practical and students will have the freedom of choice in selecting the subjects.

First Semester-1987-88: List of Prescribed Additional Subjects:

- | | |
|-------------------|---------------------------|
| 1. Russian | 8. Dye-Chemistry |
| 2. Hindi | 9. History of Mathematics |
| 3. Typewriting | 10. Environmental Science |
| 4. Music | 11. Practical Banking |
| 5. Photography | 12. Painting |
| 6. Refrigeration | 13. Journalism |
| 7. T.V. Servicing | 14. Crop Botany |

Part V- Ethics and Culture

The purpose of true education is to produce not only mere specialists, technicians and job-seekers but integrated men and women having the qualities of tolerance, open-mindedness, freedom from fear and prejudice and hospitality to new ideas. Education should aim at a balanced growth of the individual who must be inspired in his mind and heart by the great ideas enshrined in our culture and history, religion and philosophy, epics and Upanishads.

It is only through a course of study, well-designed to equip the student with a vision and purpose that we can achieve the twin goals of true education-refinement of the heart and the discipline of the soul. Such a course must necessarily include the study of classics and sacred books, civics and history, philosophy and psychology, ethics and culture. Hence the decision to introduce Ethics and Culture as a compulsory subject for all degree students during the entire period of study. This subject intended mainly for self-study will not involve class room lectures. A basic reference book indicating the topics prescribed and the books to be consulted will be supplied to every student. Invited lectures will be arranged periodically to enlighten the students on the various aspects of the subject.

Part VI - Co-curricular Programmes:

This part consist of NCC, NSS and Sports and Games. The objective of this training is intended to provide opportunities for health, recreation, social service and

learning the rudiments of military science.

Every student of I and II Year degree course will be required to join NCC, NSS or take active part in Sports and Games.

Part-time diploma course in Computer Programming

To cater to the growing demand among students and the public for learning computer programming, part time diploma courses of one year duration in Computer Programming in different languages like FORTRAN, BASIC and COBOL will be offered in the evenings.

CH. S.D. ST. THERESA'S COLLEGE, ELURU

St. Theresa's Women's college was started in July 1953 in the rural town of Eluru. In June 1987 the Andhra University conferred autonomous status on the Degree college. At present the Degree college has four faculties - Science , Arts, Commerce and Home Science.

1. Remote Preparation

During the past decade the college has been preparing for autonomy by participating in the UGC Programmes of COSIP and COHSSIP; by conducting seminar and deputing staff to attend seminars on improved methods of teaching and evaluation and under FIP to pursue M.Phil. and Ph.D courses.

2. Immediate Preparation

The Principal attended a three day seminar on autonomy conducted by the AIACHE and a meeting called by the Vice Chancellor. The staff had a meeting where it was decided to study and report Departmentwise on modification of syllabi, and new courses/electives to be introduced if autonomy is received. The Principal and 10 Senior staff attended the workshop on autonomy for three days conducted by Andhra University. The college also organised a 5 day seminar-cum-workshop for the staff on dynamic Teaching methods and Evaluation and updating of syllabus etc.

3. Implementation

A. Organisational

The Governing Body of the college met and nominated members of the various committees and constituted the Board of Studies.

The staff met Departmentwise to study the existing syllabi and to suggest modifications directed towards greater relevance. It was decided not to undertake any major change of the syllabus or combination of subjects as the time was short.

The Staff Council met and adopted guiding principles regarding the Draft syllabi, Evaluation, Semester system and Field work etc.

The Heads of the Departments and senior staff were called for a preliminary meeting and given guidelines on the conducting of meetings of Board of Studies.

The first Board of Studies meeting was inaugurated with experts from the neighbouring colleges and resolutions

adopted on the Syllabi, Evaluation pattern, field work etc.

B. Academic Programme:

It was decided that for 1987 the stress would be given to:

- i) Improved Teaching methods
- ii) Evaluation Reform
- iii) Field work and Community Service

As only First year Degree students will be under the Autonomous pattern, these students were given a special two days orientation programme on the meaning of autonomy and its consequences. Prior to this, the parents of the students were addressed in small groups and informed about autonomy and the need for greater effort by the students through self study, attendance, field work etc.

There has been a new orientation and dynamism in the teaching-learning process. The staff make greater effort to try new methods of teaching; students are encouraged to put in more of their efforts and the library is used much more.

Two periodical tests have been conducted with more emphasis on objective questions, the students and staff have gone to field trips and all the students have been asked to join either the NSS or the Women's Studies Cell.

The students have also been informed that 5 marks in each subject will be given for attendance.

Problems:

- (i) "There is definitely an increase in enthusiasm on the part of both students and the staff but to be more effective smaller classes and additional staff are needed especially for languages. This involves finance and up-to-date nothing has been received from the UGC."
- (ii) The students who do not like the frequent periodicals and use of library for preparing their own notes, have gone and joined other colleges in the vicinity.
- (iii) Students whose parents are transferred want to join later and cannot be admitted.
- (iv) The college would like to introduce new elective courses and for these funds and the prior permission from the D H E and university is required. It takes very long to obtain this permission and there is so much of uncertainty that one cannot plan adequately in time for adoption of new courses. The delay in decision to accept or refuse permission by the Govt. and the university, to start new electives or appoint additional

staff should be avoided.

- (v) There is also funds requirement for transporting students for field work and community service.
- (vi) The UGC insists that the Degree classes should be separated from the intermediate/PUC. But the Government has not made provision or appointment of Principal and clerical staff for the Intermediate section and the Intermediate Board insists on Principal being Chief Superintendent. (the D H E wants only one book for accounts, D C B etc.)
- (vii) The UGC should provide more opportunity for the staff of Autonomous colleges to do research to secure doctorates in their subjects.
- (viii) The staff with 10 or more years of experience feels hurt for being restricted to only intermediate teaching. Before Autonomy all the staff would share Degree and Intermediate work.
- (ix) There is fear on the part of some lecturers that the Government will stop aid or pensions or refuse to give to the staff the increased benefits announced from time to time.
- (x) The staff want an assurance that they will not be deprived of financial benefits whether they teach Intermediate or Degree Classes.
- (xi) The Management as a Minority body is concerned whether the Revised Guidelines will interfere with its right of administration regarding the staff etc.

AVC COLLEGE, MAYILADUTURAI

AVC College, affiliated to Bharathidasan University was granted autonomy in 1987. The college offers B.A., B Com and B Sc at the undergraduate level and M.A., M Com and M Sc, at the post graduate level.

The members of various faculties drafted syllabi for various papers offered for various courses both for PG & UG for consideration and finalisation by the Boards of Studies which, after discussion was put before Academic Council for approval.

The college has fully adopted the UGC's and the University's guidelines and the following Organisational Bodies have been formed:

1. Governing Body
2. Boards of Studies
3. Academic Council

Semester system of examinations has been adopted by the college and the total marking of 100 for each paper is distributed as under:

70 marks for semester examination
30 marks for continuous internal assessment

The continuous internal assessment for each candidate for each paper consists of the following components (with % of marks allotted for each).

a.	Attendance	10%
b.	Assignments	30%
c.	Test	50%
d.	Seminar	10%

During each semester four assignments for each paper are to be submitted by the students. The average marks of 3 tests will be taken as the final marks for the continuous internal assessment and the passing minimum for CIA would be 35% for UG and 40% for the PG.

Central evaluation of scripts has been thought of to ensure prompt and quick valuation of scripts and publication of results. Dummy numbering of answer scripts has been arranged.

Some Salient features:

1. One hour per week will be allotted for Moral Education or General Knowledge.

2. Project and Viva during VI semester is introduced.
3. To train the students for project work or preliminary training in research, one paper on Basic Methodology with 100 marks is introduced. Provision has been made for teaching this paper 6 hours per week.

A full time Controller of Examinations has been appointed with a few office staff to assist him in the discharge of his duties. Model questions have been prepared by the Boards of Studies and from among the panel of names suggested, a few academicians belonging to other universities have been appointed as question paper setters.

MADURA COLLEGE, MADURAI

The college got its present name in 1905 and in 1915 was raised to the status of first grade college. The college was conferred autonomous status in 1978.

The autonomous status has given the college freedom with regard to regulation of admission, framing of courses and curriculum and evolving effective methods of conducting examinations and evaluating the performance of students.

Admission

At the undergraduate level, the admission is based on merit and in accordance with the reservation policy of the Government.

At the post graduate level, entrance examinations are held comprising of a written test and a comprehension test, the former to test knowledge and the latter to test the understanding in the area of the candidate's specialization. The final selection is based on the grading of the candidates on the basis of marks awarded in the entrance examination and those of previously qualifying examination, weighted in the ratio of 1:3. The rules of reservation prescribed by the State Govt. are strictly adhered to.

Courses and Curriculum

Madura college has 108 faculty members and a strength of about 1400 students. There are 5 Science degree courses and 5 Arts courses of 3 years or 6 semester duration. The components of undergraduate curriculum are:

Part I	Languages - Tamil/Hindi/Sanskrit
Part II	English
Part III	Major

Each language is assigned 6 hours per week. Hours to major papers are assigned in relation to the contents.

Hours allotted to Major also include hours allotted to Ancillary papers and seminars.

There are 4 postgraduate courses of 2 years or 4 semester duration in Physics, Chemistry, Mathematics and Botany.

Evaluation

Evaluation is both by Internal Assessment and 'end-of-semester' examination. For degree courses the weightage of internal assessment is 25% against 75% of the end examination. For PG courses it is 40% and 60% respectively. There is no minimum for pass in the Internal Assessment. For degree courses a minimum of 35% in the end of semester examination and a minimum of 35% in the aggregate is required for a pass in each paper. For PG courses a minimum of 45% in the end of semester examination and 50% in the aggregate is required for a pass in each paper. The end semester examination is conducted on the basis of Double valuation for all UG and PG courses by the course teacher and external examiner. The average of Internal and External evaluation marks is taken as the final mark awarded provided the difference between the two does not exceed 10% in which case it is referred to a third examiner, whose valuation is final. Centralized evaluation is followed for even semesters to quicken the publication of results.

Constitution and working of various Academic and Administrative Bodies

The general administration of the college is carried out by the Management, the Principal, the Vice Principal and members of several academic and administrative committees. The various committees are:

1. The Board of Directors
2. The College Committee
3. The College Council
4. The Academic Council
5. The Boards of Studies
6. The Awards Committee

Besides these, there are a number of staff committees which advise the Principal in the academic administration of the college. They are Discipline, Attendance, Student Services, Vocational Guidance, Audio-Visual, Scholarships, Sports and Games, Calendar, Hostel Advisory, Library, Public Relations Committee. There is UGC Cell which helps in matters relating to the UGC.

Innovations under Autonomy:

- a. Flexibility in Curriculum Development and framing of syllabi allowed under autonomy has enabled introduction of innovative courses with job potential in certain departments.
- b. Out of the grants received, a sizeable sum is set apart for research activities by the staff members, the findings of which are published in the Research Journal brought out by the college.

- c. For exposing teachers and students to new trends and ideas in various fields, experts are invited to give a series of lectures. This interaction helps a good deal to modernise and update the syllabus in different subjects.
- d. Study tours of students of Post Graduate classes in Science to centres of higher learning like Indian Institute of Science, IIT etc. for short periods are organised. During their stay the students are allotted to certain working groups in order to get familiarity with complex instrumentation like NMR, NQR, Microwave systems computer techniques etc.
- e. The language courses are designed to suit the needs of the particular group of students to whom they are offered.

Conclusions

"Certain drawbacks which serve as drags on the aims and objectives of autonomy:

- a. Innovations can be made only within the allowed frame work of staff strength. Flexibility allowed under autonomy in academic matters will not mean much without allowing flexibility in staff strength. The University and the Government, must view this aspect liberally after thoroughly convincing themselves about the bonafides of the demands made by the institutions."
- b. For making teaching more meaningful and for improving its quality, the student teacher ratio must be kept at a reasonable level.
- c. The attitude of employing agencies towards students of autonomous colleges as second class citizens must change.
- d. The students of autonomous colleges seeking admission to PG courses in university centres should not be discriminated against.
- e. Inordinate delay in the appointment of substitute teachers against teachers deputed for higher studies, should be avoided by liberalising the approval procedures of the authorities.
- f. The fear of the colleges as to who will provide financial support, the UGC or the State Government, after the expiry of the autonomous status. The UGC should continue to aid the autonomous institutions until the State Government is in a position to support them financially.

STRENGTHS & WEAKNESSES OF THE SCHEME

a. Strengths

Autonomy provides academic freedom. The courses and curriculum are framed depending upon local needs with social relevance. Flexibility in the system permits modernisation and modifications of the syllabi and exchange of ideas in various academic exercises through Boards of studies and Academic Council.

Rigorous continuous evaluation of students keeps them alert, disciplined and so engaged as to leave little time for unhealthy tasks.

The system demands heavy work on the part of the teachers requiring them to update their knowledge, be devoted to their profession and concentrate on their academic work.

b. Weaknesses

Though flexibility is allowed in framing the syllabi and formulating various courses, these are to be done within the constraint of framework and norms prescribed by the University. Autonomy is a bold and challenging experiment in the context of our social and economic set up. It requires liberal financial assistance to provide a strong and effective infrastructure in terms of material and manpower resources.

Reactions of Students

Students in general welcome autonomy. Under autonomous set up, students have to keep themselves busy with preparations for the several tests and programmes, be alert to face the stiff competition from the classmates. Less motivated students find it rather difficult to rise up to the occasion. On an average, students performance is very much improved compared to situation in the non-autonomous set up. In general there is better discipline and campus peace has improved."

Reaction of Teachers

A large majority of teachers welcome autonomy, The duties and responsibilities are rather heavy in the new set up. The updated syllabi and modernised curriculum make a heavy demand on the time and energy of the teachers and the less motivated ones resent it. The need to frame their own syllabi, making academic decision and formulate policies in the Academic Council has made many a teacher happy. Teachers can utilise the seminars and discussion classes to generate a new orientation and outlook among the students in the matter

of their academic pursuits.

Reactions of the Community

The community initially accepted the concept of autonomy with some reservations. They feared whether the degrees awarded through the autonomous colleges would be recognised for the purposes of higher education and employment. But in course of time they have come to realize that they are as much recognised as the degrees of any reputed university. Infact, the strict discipline, better standards of education and more purposeful curriculum has attracted the attention of community at large.

Problems faced in the actual working of autonomy and suggestions

1. "Courses and curriculum could be set up only within the framework of workload norms prescribed by the university, leaving little scope for introduction of innovative courses. Inter disciplinary activities also become restrcited if they fall outside the above said norms.
2. Additional expertise in terms of manpower for handling specialised academic programmes could not be carried out for (i) want of funds (ii) they could not be fitted into scheme of normal working hours prescribed.
3. Grant of permission to start new courses if the university does not run the corresponding departments, is not easy to obtain.
4. Autonomous colleges should be allowed to recruit teachers on the basis of merit and high academic distinctions without the Govt. insisting of caste considerations and through employment exchange.
5. Research activities and teacher participation in faculty improvement programme must be encouraged through adequate financial assistance coupled with reduction in workload for the teachers concerned involved in research programmes.
6. University must arrange for periodical conference among the autonomous colleges and university departments for sharing of thoughts and for feedback.
7. Academic autonomy coupled with financial autonomy within a broad framework with checks and controls is a sine quo non for successful functioning of autonomy.
8. A feeling of total involvement in the learning process must be generated in the minds of the students by providing suitable opportunities for them in which

case, cost factor must not be a hindrance.

9. Feedback from the students from time to time and appropriate action thereupon will go a long way in making the autonomy experiment a great success.

ARUL ANANDAR COLLEGE KARUMATHUR

Arul Anandar College was founded in 1970, primarily to educate the rural youth of Tamil Nadu without distinction of caste or creed and the courses offered by the college aim at bringing the benefits of higher education to the service of village masses. The college plans to join the upsurge in favour of national integration and adherence to certain National values and concerns through (i) the introduction of a core curriculum for all students of Science, Arts and Languages on Culture and Civilization of India and another on Computer Literacy with insistence on observance of secular scientific and moral values (ii) the inculcation of an understanding of our composite culture within rich diversity (iii) the creation of an awareness of the importance of protection of environment and observances of small family norm and (iv) stress on commitment of the youth to manual work and social service.

The degree courses to be offered in the Autonomous Arul Anandar college are being adequately strengthened and diversified to make them relevant to manpower needs by developing appropriate skills significant not only to the students but to the local, regional and national needs, emphasizing utilisation of the natural resources and help to improve the employment opportunities as well as the employability of students. With this in view, the courses offered have been diversified to include basic as well as emerging inter-disciplinary and application oriented areas.

The college has already started preparing itself for Autonomy. To prepare the staff, a series of seminars has been conducted; seminars on 'Towards College Autonomy, and 'The India We Want', focussing on the objectives of the college in relation to the India today. The Management appointed Deans for different faculties to go into the revision and reconstruction of courses and introduction of new courses. To give a theoretical background to curriculum development, a seminar was given on 'Curriculum Designing' with resource persons from the Madurai Kamaraj University and University of Madras and colleges which are already enjoying autonomy. "Seminars and workshops on Evaluation and Administration are being planned for the academic year. Members of the staff are sent for the various refresher courses. Teaching materials are under preparation and methodologies are being evolved.

The proposal for autonomy submitted to UGC among other things includes a set of clearly spelt out objectives, course contents activities to be undertaken, Bodies to be formed, Admission Policy, Teaching methods and evaluation procedures etc.

HOLY CROSS COLLEGE, TIRUCHIRAPALLI

The Holy Cross College has been granted autonomous status from the year 1987. Within four months, the college has established the regulations, Boards of Studies, Academic Committees etc. and the course pattern, syllabi etc. have been discussed and passed in all these Bodies by virtue of commitment and cooperation and team work of all the teaching and non-teaching staff.

The college feels that for the effective working of autonomy involvement of all concerned - staff and students is necessary, to make them see the benefits and advantages of autonomy as well as the need to keep high standards in the minds of the public. It is this aspect of public evaluation which makes autonomous status challenging. The provision of academic and functional freedom makes the autonomous institution answerable to the society at large, the accountability of higher education becomes more pronounced and specific, making higher education meaningful and purposeful.

Academic Aspects: The college being a women's college, has two basic concepts of providing education:

1. to make the women folk of the country better mothers, better workers, better family leaders and above all better citizens.
2. to develop courses so that students not only get trained in specific areas but also deliver services to the society through programmes.

Such basic aims require, in addition to regular curricular component, training in moral and ethical values of life and participation in the community programmes. Such broad based training is difficult to provide under non-autonomous set up due to several constraints. With autonomous status, the college is developing curriculum which is need based, challenging and socially relevant by making education on moral and ethical values compulsory for all students to secure a degree. An attempt has also been made to provide training and practical work to students developing model programmes in the community to demonstrate what is taught in the class. This is possible due to the availability of academic freedom under autonomy which makes the teaching community feel a part of higher educational planning systems providing them a sense of commitment and job satisfaction.

Administrative Aspects

The Autonomy provides an opportunity to the regular efficient colleges to function and grow according to their requirements without being affected by some agitation in some

college resulting in postponement of examinations and delay in publication of results. Freedom in the autonomy makes administration regular and the teachers can plan their academic work properly and the students know that there will be regularity in the administrative functioning.

Decentralisation of examinations, effective programme planning, participation from student and teaching community, curriculum designing, effective implementation of training techniques are part of autonomy and these make higher education meaningful.

The stress, hence, moves from university to college for accountability and efficiency. This stress alongwith the financial control makes the programme planner think ahead in the development of programmes and training techniques. All the planning is to be done at the college and the teacher is an active planner and implementer and not a passive observer.

Autonomy has its own constraints, in the view of the college, which are:

1. Non-availability of the sanctioned funds in time which can create a lot of problems in implementation.
2. Very late sanctioning of funds by the UGC which can hinder the planning process as well as implementation.
3. Non-availability of funds for certain areas like community based model programmes of departments.
4. Non-availability of trained personnel in certain areas.
5. Non-standardisation of evaluation tool which can make the evaluation process complicated.
6. Lack of information of the benefits of autonomy among students and staff which can cause delay in programme implementation process.

Suggestions

1. The University should provide six months in advance of the academic year, all possible recommendations to the UGC on the grants for an autonomous college.
2. The UGC should sanction the grants at least 3 months before the academic year and 75% should be released before the academic year.
3. The remaining 25% should be released after the college submitting its mid year working report.

4. Any savings of the previous year can be adjusted with the release of this 25% grant after the mid year working report.
5. Guidelines on the evaluation pattern common to all colleges can be provided by the university and there should be provision for inclusion of achievement of specific colleges.
6. Opportunity for training of teachers of specific courses to develop their talents in new areas of social and other sciences.
7. Provision for the development of more and more inter-disciplinary departments catering to the specific needs of the area in which the autonomous college is located.

GOVERNMENT COLLEGE, KUMBAKONAM

The Government College (Men) Kumbakonam has over 50 senior professors and 70 other college teachers. The college offers two M.Phil programmes, Six PG Programmes and 9 UG programmes and has a student enrolment of 1400

The college is changing over to the new autonomous academic set up while carrying on with the non-autonomous courses in the senior classes. The college plans to reverse the present dynamics of over teaching, over looking and inadequate responses and feedback and plans to have strategies programmed to provide a steady, unhindered, developing learning situation. The college plans to take over the designing of curricula and methods more relevant to the area, to have innovations at a quicker pace and being implemented upon immediately, being personal decisions of the departments. After submitting the proposal for autonomy the college administration has concentrated on ensuring a direct channel of communication with students and a quicker decision making process in matters directly concerning the students including participation of students in evaluation committees, in implementation of programmes and the general improvement of the college. All these criteria are considered when the university extends autonomy.

The Committees like Academic Council, Boards of studies, Finance Committee etc. will be formed on the recommendations of the revised guidelines approved by the Education Department of the State Govt. through the Directorate of Collegiate Education.

Admission Eligibility

"The admission eligibility will be with reference to the guidelines of the Government with the specific communication from the Director consequent to the conferment of autonomy and as interpreted by the Academic Council".

Curricular Programme

"The Academic Council in consultation with the Boards of Studies will review the UG Programme as per UGC norms (a) relating to foundational courses of Indian social, cultural, economic (b) the particular subject discipline on a scientific modern base (c) inter-disciplinary courses (d) vocational and cost effective skill oriented educational components and sports, NCC, NSS, adult education, community service and other microlevel activities in the district".

Course contents-Co-Curricular & Extra Curricular Activities

In the UG programmes these will be so chosen by the Academic Council and the respective Boards of Studies to relate to the goals of Higher Education, namely (1) of imparting indepth knowledge of the subjects; (2) of developing critical and analytical abilities (3) developing this knowledge base towards real life situations; (4) developing vocational and professional skills; (5) developing social, cultural and aesthetic values.

A few course plans suggested by certain departments will come up for consideration before the appropriate academic bodies.

Student Evaluation - Internal Assessment/External Assessment

Semesterization will be recommended to the New Academic Council as follows:-

- a. The Science Boards of studies could consider semesterization as a starting point.
- b. The I.A.V.E. breakup will be 40:60 (instead of 25.75)

The examination system should achieve a balance with the teaching methodology if it is to find acceptance and if it is to escape what otherwise would be clear organisational weakness in the Institution. The Principal and the staff of the institution will strive to promote an organizational cohesion.

A beginning has been made with counselling from the teachers and co-operation from the students in this direction.

THE WOMEN'S CHRISTIAN COLLEGE, MADRAS

The Women's Christian College was founded in 1915 to liberate the energies of vision and talent that are latent" in Indian women. The University of Madras and the University Grants Commission recognised the college's academic achievements over the years and conferred on it the autonomous status in August 81 and the college became an autonomous institution from the academic year 1982.

The objectives for which autonomy was sought by the college were freedom in

(1) selection of students (ii) appointments and promotions of teachers, (iii) developing its own curriculum and courses of study (iv) adopting appropriate teaching methods and laboratory work (v) formulating its assessment methods (vi) programming its continuing education and non formal education and (vii) evolving an administrative structure to suit all these functions, with a view to offer facilities to individuals to prepare themselves to live an 'Abundant Living' in their adult life through offering facilities to gain knowledge and experience through exploration, experimentation, participation and active involvement in teaching, learning and research which includes involvement in the community."

The college was declared a Grant-in-aid college in finance and granted full autonomy in the matter of courses of study, teaching methods, methods of assessment, appointments (number of posts to be decided by the University and the Director of Collegiate Education) with automatic promotions and selection of students within the framework of the policy of the State.

The Governing Body of the college is known as the "Women's Christian College Association" and the responsibility of the Association is to administer all matters pertaining to the college. The Association appoints an Executive Board with well defined powers from among the members to carry out certain responsibilities on behalf of the Association. Normally the Executive Board meets once every quarter and the Association meets twice in an academic year. Besides, there are sub committees for specific purposes, Staff Council, College Committee, Students Governing Body, Academic Council, Boards of Studies, Board of Examiners etc.

General Curriculum including Value Education

"Under autonomy the general curriculum (i) was understood as more than an aggregate of courses offered in the department (ii) should be based upon human needs -

individual and the community. A student is required to take the following to qualify herself for an undergraduate degree;

Parts I & II

Languages to enable the student to develop and excel in different language skills essential for effective learning and to appreciate literature and culture.

Remedial Courses

Placement tests given at the beginning help the teacher to decide needs of the students on the basis of which remedial courses are offered instead of optional courses, for those who need them.

Part III Optionals;

A student is required to choose three one semester courses other than her major area of specialisation and its supporting subjects. The purpose is to offer flexibility within the curriculum & prevent narrow specialisation.

Part IV

(a) Core subjects

Special subjects chosen for indepth studies with emphasis on concepts, principles, application and development of needed skills.

(b) Supporting subjects

Disciplines related to the core subjects for further understanding of the major areas of specialisation.

Social Ethics

Value education offered through courses based on philosophies and moral teachings and moral issues related to everyday life.

Hidden curriculum:

A variety of experiences outside the class sports, dramatics, choir, extramural lectures, special workshops, seminars and the like.

Admission policy

At Under Graduate and Post-Graduate levels, besides strictly following the reservation policy of the Government, the Departments spell out the norms like previous qualifying examination subjects and marks, other achievements etc. All

factors remaining equal, children of Alumni and Christians are given due consideration. There is representation on All India basis, different language groups and students from rural and educationally backward communities.

Teaching methodology:

In addition to lectures, various teaching methods like assignments, debate, group discussion, seminars, expert lectures, observation classes, team teaching, models, charts, handouts, audio visual aids, slides, field trips, individual projects are used. Sometimes the reading materials are cyclostyled and given to students.

Examination and evaluation pattern adopted with reforms attempted

The ratio of continuous assessment to final (end-of-semester) examination for all theory papers is 50:50. For each undergraduate course a passing minimum of 40% in aggregate and 35% in the final examination is required. For each postgraduate course a passing minimum of 50% in aggregate and 45% in the final examination is required. A student has the right to appeal for the review of her marks. A student is also permitted to improve her continuous assessment marks by repeating the course.

Evaluation of the system

1. Evaluation of the courses is taken up at the end of every semester through an evaluation sheet. The feedback is carefully reviewed for the improvement of courses.
2. Periodical self study is undertaken by the departments to restructure and improve the programme.

Strengths of the system

"Autonomy has given a sense of professional satisfaction as the teachers are directly involved in the academic planning, implementation of the plans and the evaluation of the students' performance."

- Freedom to review the curriculum helps modify and update courses without delay, to meet the immediate as well as future needs of students
- Feedback from course evaluation of students helps in actual teaching and content assessment.
- Teacher evaluation by the student provides scope for introspection

- teachers are inclined to improve their academic qualifications
- The element of flexibility within the Major and supporting subjects motivates the students besides meeting their interests and needs.
- Introduction of optional courses has helped the teachers to offer courses based on their special interests and abilities.
- The continuous assessment has made teaching a 'dialogue', a 'co-learners' approach.
- The independent/team student project has enhanced the learning experiences manifold.
- The Teachers and students can interact with experts in the field within the classroom, in the Boards of Studies and during field visits.
- The semester pattern and continuous assignment and changes in the question paper have eliminated selective and examination oriented learning.
- Use of Library has proportionately increased.

B STUDENT' POINTS OF VIEW:-

- There is scope for flexibility to meet their interest and academic needs within a larger framework.
- They feel that the academic standards are higher compared to their friends' learning experiences elsewhere.
- Project work gives satisfaction and some directions for the future.
- They feel directly involved in academic decisions by virtue of being members of the Boards of studies.
- Involvement of external experts in Boards of studies and semester examination and classroom gives them confidence in the system.
- Students get the benefit of wider exposure.
- College academic plans go according to schedule without interruption of external factors.
- Language courses are tailored according to students' abilities.

WEAKNESSES OF THE SYSTEM

Teachers' Point of view

- The workload has increased and still it is treated on par with their counterparts in a different system by the UGC, the university and the Director of Collegiate Education.

The students tend to forget and relate what they had learnt in one semester to another due to end semester examination.

- The teachers feel the need of study leave with pay after a period of 5-7 years of continuous teaching, which is not possible under the present system.
- A few teachers feel that the impression given by autonomous colleges is 'elite institution' and it is not good to have such difference among colleges within the same university.
- Visit of various commissions and Review committees to autonomous colleges only makes it look as though accountability is expected only of them and not other colleges.
- Students are discriminated against when they apply to postgraduate institutions for further studies making them feel insecure.

B. Students Point of View

- Because of time bound academic requirements (assignments, term paper, seminar etc.) the students feel they have no time for curricular activities. Students interested in Sports and Games feel their abilities and interests neglected because of time bound academic requirements.
- Students from rural areas take time to catch up with the standard of work and hence their performance in the first few semesters does not reflect their actual ability.
- Expensive reference books are very few in the library.
- Library working hours should be extended and library should be accessible during weekends. A single qualified librarian is not able to meet all demands.
- While applying for further studies, students are discriminated against and their marks computed

differently for admission purposes.

- Autonomous college students are not eligible for university academic awards and prizes, which is a discrimination.

Problems faced

1. UGC - delay in approved grants brings down the morale and hinders academic planning and implementation and brings down the quality of academic work.
2. State Govt.
 - (i) "Uniform policy for appointment approval by the state, without considering the innovations introduced which may need additional teachers"
 - (ii) No provision to include part time teachers into the Government payroll when special courses are introduced and this restricts innovations and experimentation.
 - (iii) "Insistence on having government representation in the management which is not required of the non-autonomous colleges."
3. UNIVERSITY "Not recognising M.Phil Degree obtained after research work done on an interdisciplinary basis for increment in salary."
4. The university representatives are being appointed by the university and the college does not have freedom to invite experts from the university departments as university representatives.

Suggestions

1. Easy and quick transfer of grants.
2. Staff approval to be considered on the basis of individual college needs and their innovative programmes.
3. Not to curb freedom that was hitherto enjoyed by the colleges by insisting on representation on Management Boards.
4. Interdisciplinary approach to research to be accepted provided the work is of high quality.

5. Freedom to be given to colleges to invite experts from the university to be on the Boards of Studies as University representatives.

Future plans

1. To add new departments at the undergraduate level and not to duplicate traditional courses offered elsewhere.
2. Develop appropriate postgraduate courses in tune with the needs of the region and the national policy on higher education.
3. To develop the Home Science department as a regional research centre in Dietetics and Nutrition.
4. To continue to review the course content of all the courses periodically and bring in relevant and appropriate changes
5. To continue to strengthen the faculty development programme.
6. To strengthen the extension and outreach programme.

ST. XAVIER'S COLLEGE, PALAYAMKOTTAI

The College offers Under Graduate courses in Mathematics, Physics, Chemistry, Botany, Zoology, Computer Science, Economics, Commerce and English literature and Post graduate courses in Mathematics, Botany, Zoology, Tamil and Folklore. The course pattern, detailed syllabi, teaching methods and evaluation techniques have been modified.

- a. Upgrading and diversifying the courses and relating them to the fast changing local, regional and national needs;
- b. reorienting the courses by integrating them with concrete problems related to the development of the region so that a student can apply his theoretical knowledge to those problems through field work, extension work etc.
- c. evolving proper teaching methods both in the classroom and in the laboratory to make students active participants in the process of learning; and,
- d. adopting suitable evaluation techniques to make it reliable and accurate. The Academic council has approved a ratio of 50:50 between internal and external assessment. 'An undergraduate student will be declared to have passed a course if he scores 35% in both internal and external assessment separately and 40% in the aggregate, A postgraduate student will be declared to have passed a course if he or she scores 45% in both internal and external assessments separately and 50% in the aggregate". A student failing in his internal assessment will not be permitted to appear for external assessment. He will however, be promoted to the next semester during which he can improve his internal score under the direction of the same teacher to be able to appear for external examination. Students will be given 5 to 10 marks for putting in between 75% to 100% attendance and students putting in less than 65% of attendance will have to repeat the semester.

"Each undergraduate external answer script will be valued by a single examiner whereas each post graduate external answer script will be valued by two examiners, one of whom will be the concerned teacher. There is no provision for reevaluation but retotalling will be permitted in the presence of a committee.

Equal chance will be given to all the members of the department in matters regarding question paper setting,

valuing of answer scripts, supervision of practical tests, and any other remunerative examination work.

A student must take two additional courses during his degree course, a third additional course will be permitted if he desires. The two best scores among the three scores for the three additional courses so taken by the student will go into the computation for awarding class.

Part IV for UG will consist of citizenship training. All first and second year UG students will take a course in Ethics (Religious/Moral Instruction). A pass (80%) in the Ethics course is a requisite for taking the UG degree. Acquisition of a participation certificate in any one (NCC, NSS, Adult Education, Sports & Games, Fine Arts Club, Quiz and Debate club, AICUF, Planning Forum, Vincent De Paul Society) of the programmes and activities of extra curricular departments focussing on community service is a requisite for taking the UG Degree.

The college was granted autonomy in July 87 and till Nov. 87 had not got any grant from the UGC and "the implementation of autonomous programmes was very much handicapped. No book or laboratory for equipment, chemicals/electronic components could be bought for lack of funds, new teaching methods could not be undertaken".

THE AMERICAN COLLEGE, MADURAI

The American College, one of the first colleges to think and plan for autonomy became autonomous in 1978 and based on the evaluation and recommendations of a University - UGC Inspection Committee in 1981, the university decided to extend the college's autonomous status for another two years.

The college gained the following three new freedoms under autonomy.

- a. framing courses of study
- b. devising methods of evaluation, and
- c. developing principles of admission of students

Administrative Structure and Decision Making Bodies

The Principal and the faculty of the college worked out appropriate structures, systems and programmes for autonomy and established them with the consent of the management.

A sub-committee suggested 'Excellence with Relevance and Employability as the goal of the college under autonomy and formulated the administrative hierarchy with the Principal at the top assisted by three Deans immediately under him, the Dean of Student Affairs, the Deans of Financial Affairs and the Dean of Academic Affairs, the Departmental Heads and the faculty form the next tiers in the academic hierarchy.

The legislative functions are formulated to be carried out by the Board of Studies for the Department and the Academic Council for the college as a whole. The Academic Council and each Board of Studies consists of the entire teaching staff of the Department, some nominated student members and invited outside experts in the subject especially from the parent university. Where found useful, experts from business and industry are also included. The entire degree programme and the various courses offered by a Department are scrutinized and approved by the Board of Studies. In the Academic Council other autonomous colleges are also represented through their Principals. Council ratification is necessary for all the academic programmes and the rules governing examinations, valuation, passing and the degrees, before they come into force.

Curricula and Courses:

The undergraduate programme under every major, has the following common features:

- (i) "two semesters of language under Part I at 6 hours per week

- (ii) two semesters of English under Part II, also at 6 hours per week
- (iii) two semesters of Ethical studies, at 2 hours per week
- (iv) four semesters of Physical Education/NSS/NCC/NAEP
- (v) two semester of Humanities/Language for the science major or science for the Humanities/Language major
- (vi) the study of a major field and its supporting areas
- (vii) the provision of slots in the third year of the degree programme for electives outside the major or within, to cater to students and their career interests."

Students in the third year of undergraduate study can take language/literature options in place of certain major courses or in the place of other science courses in the case of science majors, meaning thereby that while the compulsory language and English load together is only 12 hours per week totally and confined to one year, a student can register if he so wishes, for another 12 hours of language and English under the scheme of options.

Under each major some application-oriented courses have been designed for development of skills for employment like Automata Theory and Computer Programming in mathematics, Electronics and Photography in Physics, Industrial Chemistry and Industrial Chemistry Laboratory in Chemistry, English for competitive examinations in English, Tourism and Journalism in Tamil, Horticulture and Economic Botany in Botany, Personnel Management in Economics and Corporate Finance in Commerce. The provision for various options has not been made at the expense of the core curriculum in the major and related fields and has been done without diluting the standards. This has been possible because of the increased workload under autonomy from 22-25 hours to 30-33 hours per week.

The college proposes to try and give some inter-and-multi disciplinary dimension to the various courses of studies at the under-graduate level and at the post graduate level, the curriculum thrust is on the moulding of teacher scholars. Several seminars in all four semesters and an year long research project in the second year of study are important features of the PG Programmes, besides the regular courses and the laboratories.

Methods of Evaluation

Some major salient features of evaluation under autonomy are:

1. 50% weightage for continuous assessment in theory courses.
2. 100% continuous assessment for laboratory courses and projects.
3. End of semester examinations in theory courses which are set and valued by a team consisting of the course teachers and external examiners. The valuation is based on a scheme prepared along with the question paper, and can be separate or joint among the external and internal examiners.
4. A considerable reduction of time between the setting of question papers, administration of examinations and valuation.
5. The unique feature of a Repeat June Examination for failed students of odd and even semesters to enable the students to begin the new academic year in July.

Principles of Admission

The Departmental Committees recommend undergraduate admissions. Though the college feels that it is not yet time to have admission test, a placement examination is being thought about to assess the entrance behaviour of undergraduate students and to have some frame of reference for measurement of individual student progress.

At the post-graduate level, the college has been administering entrance test to evaluate a variety of skills considered essential for success at the PG level though the college feels that the parent university is not sure whether this crucial freedom to develop and administer its procedures for PG admission should be enjoyed by the college.

Conclusions

Autonomy has given the American College and its entire faculty an opportunity to participate more actively in the teaching-learning-evaluation process.

From the student point of view, autonomy means that they know at first hand and through participation in decision making what their education is all about. They do not have to wait long for examination results or repeat examinations. The procedure for mark sheet and total transcripts is simplified through computerization.

GOVT ARTS COLLEGE, COIMBATORE

The college has been granted autonomy from the academic year 1987-88. After the grant of autonomy, there was a Principals' meeting with the Director of Collegiate Education and guidelines were evolved. Based on these guidelines, the Academic Council and the Boards of Studies were constituted. Fifty percent of the staff of a department and two experts from outside and a university nominee constitute the Board of studies for a particular department. The Academic Council is constituted by representing all the departments. Administration is to be looked after by the College Council, the Principal and the Director of Collegiate Education.

Scope of autonomy

The college has been granted autonomy in the matter of:

1. framing syllabus, and course content adopting university general pattern
2. arranging for instruction to students
3. devising methods of evaluation, examination and tests pertaining to the award of the degree/diploma by the university, and,
4. admission of students in respect of courses of studies for which autonomy is granted.

Semester system of examinations will be followed (But for the first year, end of the year examination is to be conducted for both semester but together.

SRI PARASAKTHI COLLEGE FOR WOMEN, COURTALLAM

Sri Parasakthi college offers B.A., in History, Economics, English, Tamil, B.Sc. in Mathematics, Physics, Chemistry, Botany, Zoology and Computer Science as major subjects with different allied/applied subjects and B.Com. Popular Science, Basic Mathematics and Indian Philosophy are general papers compulsory for all students at the degree level, Part III. Co-curricular activities under Part IV (a) the candidates are expected to join any one of (i) Physical Education, (ii) NSS and (iii)NCC (b) Adult Education course is compulsory for the III year Degree students . At the Post graduate level, the college offers MA (in Tamil Language & Literature), M.Sc (Botany, & Dairying) and M.Com.

Innovations made by the College:

1. The academic community of this college having thorough knowledge of the aspirations and demands of the surrounding rural community has designed and developed its own curriculum suitable to the place and time.
2. The addition to one or two application oriented or skill centred subjects as important component of the major subject area.
3. The widening and strengthening of the curriculum by inclusion of Part IV - Physical Education, NCC & NSS, as compulsory components
4. The study of general subjects by students besides the indepth study of their major subject is a healthy development in the curriculum .
5. The study of Indian Philosophy by all undergraduate students helps them understand their nation and become useful citizens
6. The study of any two papers in every major subject through Tamil medium.
7. The study of Telugu under Part II by the students of Tamil language & Literature helps them in study of comparative literature.
8. The introduction of Karnatic Music as a unit in Major area for students of Tamil Language and literature.
9. The incorporation of Bharatha Natiyam and Yogashnas and Karathe in Physical Education.

B. Syllabus-Structure

The syllabuses for all the major, allied and applied subjects are revised, modernised and updated; evaluated revised and restructured as when necessary and made more relevant to life and job oriented syllabus is reviewed and flexibility maintained without diluting the standard. The experts in the Boards of studies guide the faculty in updating and upgrading the same.

2. The presence of Bankers, industrialists, educationists, technical experts and persons belonging to various professions and positions interested in women's welfare in the Academic Council has contributed to the enrichment of the syllabuses keeping in mind the prevailing work market and demands of the future.

3. The participation of faculty and students in Academic Council and Boards of Studies provides for free exchange of thought in academic matters and carry out their functions more effectively.

C. Teaching-Techniques

Lecture method plays still a predominant role in teaching. Besides, audio-visual aids, slides, film strips, charts, maps, tapes, seminars, workshops, field study projects, guest lectures and students taking classes are some of the other techniques followed in teaching.

D. Evaluation Techniques

Assessment is done through Formative (Continuous internal Assessment) and Summative (final end examination) methods. The ratio of formative to summative evaluation is 50:50, both for theory and practical. The continuous internal assessment is done through three different methods namely, tests, quizzes and assignments and the ratio of marks is 6:3:1 for each paper for undergraduate students. The final summative examinations are held at the end of each semester and central double valuation is adopted, each answer script is valued by the external examiner and again by the course teacher and the average of the two valuations is taken as final. In case of discrepancy by 10% and more, the answer paper is scrutinised by both examiners jointly and evaluation finalised. The final marks awarded for each paper is the aggregate of the internal continuous assessment marks and the final summative marks. There is provision for reevaluation for both formative and summative assessment.

SRI RAMAKRISHNA MISSION VIDYALAYA ARTS COLLEGE, COIMBATORE

Sri Ramakrishna Mission Vidyalaya Arts College was started in 1964 and conducts undergraduate, Postgraduate and research degree programmes. The college has 60 teaching and 20 non-teaching staff with a total student strength of 600.

The college was granted autonomous status in 1981-82 in the matter of (i) framing its courses of studies (ii) arranging for instruction to students (iii) devising methods of evaluation, examinations and tests pertaining to the award of the degree by the University and (iv) admission of students. This autonomous status was for all the undergraduate and M.A. courses..

Management & Decision Making Bodies

- a. The Governing Council (College Committee)
- b. Academic Council
- c. Boards of Studies
- d. Standing Committee on Academic Matters
- e. Results Passing Board

Curriculum Development

Following the suggestions given by the UGC, the college restructured the Degree courses in such a way that each student, while studying all the subjects required to make him eligible for admission to post-graduate courses, will also specialise in one vocational course and get adequate knowledge and skill to practice that vocation and the student becomes employable and his subject knowledge becomes more practical oriented.

Upgradation of the syllabi, updating them including more papers, inclusion of vocational subjects, therefore, are special features. For the first year part I Tamil and Part II English, suitable books and passages are selected with the objective of developing moral, social and spiritual values in students. Provision of projects even for undergraduate courses making community or social service or NSS or NCC as compulsory and having Continuous Internal Assessment with minimum requirement of a pass in it are some of the special features of this colleges.

Conduct of Examinations & Examination Reforms

The examination consists of two parts; Continuous Internal Assessment and end semester examination. The continuous Internal Assessment tests are conducted thrice a semester and average of the best two performances taken into consideration. 25% marks are given for continuous internal assessment. Each undergraduate student has to secure a

minimum of 35% in CIA, 35% in the end semester examination and 40% both put together. Each post-graduate student has to secure a minimum of 45% in CIA and 45% in the end semester examination and 50% in both put together. Candidates failing in CIA can improve their marks in the next semester. While there is single valuation for undergraduate examinations, double valuation system is followed for the post graduate examinations

Working out the Autonomous Status - An Experience

The autonomous status has enabled the college to work for not less than 90 days a semester without unnecessary disturbances. The enrichment of the contents of various papers and the continuous internal assessment tests thrice a semester makes the student serious in studies and work hard. Introduction of vocational subjects has increased the employability of students. The teachers have to be up-to-date in their subjects as the latest developments in the area are included in the syllabi. The involvement of the staff in planning restructuring of the syllabus has made them happy and the students are happy that their courses are more practical and vocation oriented. The semester end examinations can be conducted without unnecessary postponement and the results can be published within a month.

Difficulties faced in working of Autonomy

- (i) Non-availability of qualified staff to teach the vocational subjects.
- (ii) Difficulty in getting the additional staff sanction to teach vocational subjects
- (iii) Difficulty in getting the approval of the government for grant for staff to teach vocational subjects.
- (iv) Curtailment of freedom to restructure courses.

Suggestions for Improvement

1. It is suggested that the pattern of assistance mentioned in the revised guidelines given by the UGC on the scheme of Autonomous Colleges may be made applicable to the colleges which have got the extension of autonomous status also.

2. The Govt. of Tamilnadu had promised a grant of Rs. 1.00 lakh for institutions whose autonomy was renewed. Good candidates are not available for adhoc appointments which do not carry retirement benefits. Therefore, instead of this grant, the Tamilnadu Govt. may be requested to sanction some additional staff.

3. For effective restructurisation and vocationalisation, the college may be given power to appoint the required staff with suitable training to teach the new subjects, and also to prescribe the qualifications necessary for the staff members to teach these subjects.

4. Arrangements may be made for additional training for short period (not exceeding 6 months) for existing staff to equip them to teach these subjects without the need to appoint additional staff.

5. No mention of the vocational subjects studied by a student is made in the degree offered by the University. It would be better if the university makes a mention of the vocational subjects in the degree for reference of the employer.

6. Vocational subjects or Diploma courses must be recognised by the University and the Government for employment purposes.

SRI AVINASHILINGAM HOME SCIENCE COLLEGE FOR WOMEN,
COIMBATORE*

Sri Avinashilingam Home Science College started in 1957 with 45 students and 9 faculty members at the pre-university level and three major undergraduate courses. In 1987, the college had 1705 students on rolls, 147 faculty members and 18 major areas of study at the undergraduate level and 9 postgraduate courses with provision for M.Phil and Ph.D.

The conferring of autonomy in 1978 has been a welcome challenge and opportunity for the faculty to think on new lines, to make education relevant to the needs of the individual, the community and country thereby helping girls to play a vital role in National Development.

The major objectives of autonomy: as visualised and delineated in the proposal:

"Generating and maintaining a whole-some academic atmosphere of which, the vital characteristic is freedom to teach and its complements, the freedom to learn and evaluate, the freedom to update knowledge constantly by setting up in the process, continuous education of the teachers and the learners to develop new insights, strike out new paths and create wider interests, productive skills and competence to facilitate the needed adjustment and thus achieve excellence at all levels of study. Flexibility in curricula, interdisciplinary approach, close relation to real life situations and needs are the hall marks of such freedom.

The strategies adopted to achieve these objectives were:

1. Altering, modifying or strengthening the existing courses in the various majors.
2. Designing new courses which were not provided in the existing curricula of the Madras University.
3. Incorporating field experiences in the curricula wherever necessary.
4. Providing for community and social service work as part of the curriculum so as to give a social purpose to the education provided, and;

*Since become a deemed university

5. Providing opportunities for the faculty members to become more competent by taking up higher courses and research and attending national and international seminars and conferences.

Curriculum Development

While planning the curriculum, the following UGC guidelines were kept in mind:

1. combining the academic component with relevant applied components to suit the regional needs and providing practical experience, and
2. Giving a new orientation to existing courses and introducing relevant applied disciplines.

The existing pattern of combinations of courses was changed under autonomy by offering two Foundation and two Supporting courses for the undergraduates. These were non credit courses. In 1979, a need for increasing the number of papers under Part III was felt and it called for strengthening the major subjects by adding more hours of instruction and appropriate teaching techniques. In 1984, after the expiry of 5 years of autonomy, the college had to switch over to single major, a condition imposed by Bharathiar University for continuation of autonomy inspite of the fact that the 3 major programme were beneficial to the students. The directives of the university also required the college to frame the curricula within the framework followed by the university, that is Part I,II, III with single major and two ancilliarities. Each student opts for one foundation course each under Part I & II during the 3rd and 4th semesters and all students to have games and NSS in semesters I & II and CSS from semesters 3 to 6. Under the single major each faculty is responsible for the conduct of CSS (community and social service). The total marks for the CSS paper are 200 under field work and 50 under the written theory paper in Semester and it is a credit earning course.

The post-graduate is offered in nine major areas and the curriculum consists of 14 courses, a dissertation and CSS work for two years. The CSS work has a subject matter orientation and forms part of the final evaluation for awarding grades. M.Phil is offered in all the branches of Home Science, Bio-Chemistry and Mathematics.

Evaluation System

Semester system of examinations is followed for Bachelor and Masters examinations and annual system for M.Phil and post graduate diploma. The weightage internal and external examination marks is 50:50 in are of M.A. M.Sc and P.G. Diploma and 25:25 in case of undergraduate and post

graduate diploma examinations and double valuation in the case of postgraduate and M. Phil courses. Central evaluation has been introduced from 1985. For a pass in under graduate courses, a candidate has to have 35 percent in the external theory paper and 40 percent in the aggregate, taking the external and continuous assessment together; for postgraduate it is 40 marks in the external examination and 50 marks when internal and external marks are taken together. The results are announced for the undergraduate within one and a half months from the date of the last examination where as for the postgraduate it takes two months. There is an Appeals Committee for students to go to and reevaluation opportunities are also provided.

Faculty Improvement is sought to be realised through :

1. Attending seminars and symposia conducted by other institutions & Expert Bodies.
2. Participating in conferences, workshops and summer courses.
3. Adding new books and Journals to the library and making use of them as also utilising the library facilities in the city.
4. Publications.

The permitting and deputing of staff for higher studies has enabled them to secure higher degrees. In coordination with the college of Education, a Diploma in Higher Education was planned and most of the staff have undergone this.

The teaching techniques used by the staff are lectures (supported by work materials and cyclostyled notes), seminars and symposia, audio-visual aids like films, film strips, slides etc. Exhibition and lecture demonstration by the brighter students, guest lectures, team teaching, library work, Project work and Field experience and study.

Inter-disciplinary Interactions The courses offered both at the undergraduate and post graduate levels need interaction between different departments. Inter-disciplinary, inter-departmental interactions are there by way of lectures given by members in one department for students of other departments.

ST. JOSEPH'S COLLEGE, TRICHY

St. Josephs' college is run by the members of the world wide Jesuit order who have rich experience in managing educational institutions throughout the world. Initially the college was affiliated with Madras University and became autonomous in 1978 alongwith 11 other colleges in Tamil Nadu.

St. Josph's college offers both U.G and P.G. courses and also full-time and part time M.Phil and Ph.D. programme. Under the autonomous set up as many as 30 practical and job oriented additional courses are offered for UG students outside the class hours. The total staff strength of the college as on 1.12.86 is 154 including 38 Ph.Ds, 57 M.Phils and 37 registered for Ph.D. or M.Phil, with a total of 1961 students at UG level, 502 at P.G. Level, 97 registered for M.Phil and 15 for Ph.D.

The objectives for which autonomy was sought by the college

The overall aim of education imparted under autonomous status is excellence with relevance, excellent both in character and in knowledge, relevant both as regards employability of the student and development of the region. The general aims and objectives are:

- (i) To give diversity to the courses and patterns of University education to suit the talents and abilities of the students to bring out best in them
- (2) To encourage innovative experiments in (i) syllabus (ii) methods of teaching and (iii) evaluation.
- (3) to devise courses linked with employment opportunities, with manpower needs of the country, state and districts.
- (4) to promote academic excellence
- (5) to help the weaker sections and intellectually backward with remedial work and more flexible courses.
- (6) to inculcate sense of social justice and responsibility in students by exposure to actual living conditions in slums or villages, by community service through National Adult Education Programme.
- (7) to inculcate basic moral, social and spiritual values in students through courses in Ethics to the undergraduate students.

The scope of Autonomy granted:

The scope of autonomy granted is:

- 1) to enable the faculty to frame syllabus in each discipline with a view to update and make it socially relevant.
- 2) to help the faculty innovate new courses
- 3) to plan and implement new and modern techniques in teaching and evaluation
- 4) the faculty to own the entire responsibility of framing courses, teaching and evaluation.
- 5) to help the students to choose their curricula, to discover their originality of approach and channelising their talents for constructive purposes.

The Staff Recruitment

To maintain the specific character of the institution and the aims and objectives for which it is established, the staff is recruited on the basis of academic qualifications, competence, teaching experience, original research work and co-curricular activities and other achievements.

Preparation and orientation of staff towards autonomy

- i) Staff was encouraged and helped to acquire higher degrees.
- ii) Regular seminars were conducted to orient the staff on the objectives of autonomy, evaluation methods and examination reforms with educational experts acting as resource persons.
- iii) Periodic assessment of autonomous set up was done to evaluate success and failure and suggest remedies

Restructuring of administrative set up under autonomy

The following bodies are being restructured as per revised guidelines for autonomous colleges - UGC 1986.

The Governing Body, the college council, Academic Council, Boards of Studies, Award Committee, Disciplinary Committee and students council. The students are also given representation in many bodies like academic council, hostel cabinet etc. In evaluation of autonomy, views of students

were called for and their suggestions given due consideration.

Restructuring of curriculum & courses under autonomy

- 1) Besides one major discipline, alongwith allied/ancillary subjects, every undergraduate student has to take two additional courses which are purely optional. The additional courses available to the student, some are closely allied to the Majors while the others equip the candidate with additional skills of a wide range which have no connection with the Majors but which may have great practical values. Project work is introduced in degree and post-graduate level.
- 2) A course on Ethics is obligatory for all UG students to inculcate in them essential moral, social and spiritual values.
- 3) The college provides opportunities to students to experience the living conditions of the poor to arouse in them a 'desire to serve them and acquire a sense of discipline and team work. Every student is expected to be a member of NSS/NCC/AIC UF/Sports & Games and from 1986-87, it is obligatory for every student and a requirement to get his degree, to participate in 'Science and Humanities for People's Development' Programme.

Admission Policy at U.G. & P.G. levels:

Selection of students for admission is based on scholastic and non-scholastic merit. An interview is also conducted besides giving due consideration to past qualifying examination. For admission to P.G. and M.Phil course (also for B.C.A.) written entrance test and interview are also conducted.

Special consideration for admission is given to students from weaker sections . This being a minority Christian college consideration for admission is also given to Christian students provided they are fit and reach sufficiently high standard in various abilities and aptitudes.

Teaching Methodologies adopted under autonomy

- 1) Teachers avoid dictation of notes by using easily available and cheap text books . For topics not found in the prescribed text books, cyclostyled texts are given to students .

- 2) Audio-visual aids including overhead projector, charts, slides, film strips and 16 mm films are used whenever possible.
- 3) Field work in suitable areas and educational tours are arranged.
- 4) Assignments, seminars, groups discussions and guided library hours are arranged.
- 5) In science subjects, students prepare their practical at home and perform small investigation in the laboratory with the help of the staff-in-charge and assessed by him.

Examination and Evaluation Pattern adopted with reforms attempted

- 1) For each course there is both continuous internal assessment and semester examination with equal weightage. The internal assessment is done by the teacher teaching the course. Semester Examination is fully external and serves as a counter check in internal assessment. A 7 point Grading system is adopted and the marks obtained by the student are also indicated in the Marks-cum-Grade sheet.
- 2) Practicals in some Departments and additional courses have 100% continuous internal assessment.

Participation in Extra curricular Activities

Every type of co-curricular activity is encouraged in this college. The Students Council under the guidance of faculty is mainly responsible for various academic and cultural activities in the campus and hence there is a lot of enthusiasm among the students.

Achievements and Failures under autonomy

Achievements

1. Introduction of new courses
2. Experiments in new courses, new methods of teaching and evaluation.
3. Sense of importance and involvement given to the staff.
4. A sense of seriousness among students to do regular and continuous work as a result of introduction of continuous internal assessment.

Failures

1. Constraints of resources make it impossible to make sweeping changes
2. The college cannot claim total acceptance of the concept of autonomy by all sections of people. There are large sections of people who appreciate the system and there is a vociferous section which is totally opposed to it.

Difficulties & Constraints experienced in working of autonomy

1. Opposition of Some Teachers' Organisations to autonomous colleges.
2. Financial constraints
3. Academic work of teachers is affected because of extra clerical work involved in continuous internal assessment. Some extra office and laboratory staff is required.
4. The staff is not given any adequate compensation for additional work.
5. The migration of students from one institution to another is affected since the autonomous colleges follow their own syllabi and examination pattern.
6. The teacher evaluating his students which is an important part of autonomous set up, is not acceptable to the general public.

Support desired from the UGC, the University and the State Government for successful working of autonomy.

1. UGC (i) adequate funds for the projects be made available without delay.
 (ii) separate incentives/higher scales should be implemented for the staff.
2. University Affiliation to new courses should be approved expeditiously.
3. State (i) More autonomy should be given to the college in the matters of reservations, appointments, promotion of the staff and the rules with regard to these be simplified.
Govt. (ii) Administrative bottlenecks be reduced.

SECTION V
GUIDELINES AND RECOMMENDATIONS FOR FUTURE ACTION

The Task Force on Working of Autonomous Colleges and Departments after deliberations and discussions, and after guidance from several reports included in this report, is to make the following recommendations.

1. The concept of granting autonomy to colleges and university departments on a voluntary basis, even though acceptable in principle, is to be explored further particularly the three aspects of autonomy, academic, financial and administrative and the implications of these on teaching, learning, evaluation and examinations that go on in the colleges/departments.
2. This job of exploring the concept and making teachers and others aware of it in all its perspectives, can be undertaken by State Councils of Higher Education wherever they exist, by Academic Staff Colleges wherever they function and College Development Councils wherever they are active. In short this job is to be undertaken with speed so as to reach the anticipated targets of 500 autonomous colleges/departments during the Seventh Plan Period as envisaged in the National Policy of Education. At the moment there are 57 colleges and departments which are autonomous.
3. Autonomy is to be reckoned with accountability in order to make this feasible. A lot of preparatory work is to be undertaken by way of orientation of teachers, administrators and students in a college/department before conferment of autonomy. Preparation of detailed unitwise syllabus, teaching, learning, evaluation resource materials, provision of infrastructure and facilities, institution of several committees as per UGC guidelines, are all to be taken up with seriousness and autonomy is to be granted only after ensuring such preparatory work on the part of the college/department.
4. The role of the State Government in this regard is to be considered in the matter of staffing, transfer of staff, provision of additional staff as may be required and such other issues that may be conducive to proper functioning of autonomous colleges. The cooperation of the State Government, the UGC and the university concerned must be ensured in the proper and timely flow of funds and grants for autonomy and other academic issues related to new courses of study etc.

5. A periodical review of the working of autonomous colleges with a view to identify problems faced and steps undertaken to solve them must be undertaken and such reports must be discussed in the university, the UGC and the State Councils for Higher Education to enable further policy decisions on autonomy.
6. Every effort must be made, particularly in the case of privately managed institutions to seek their cooperation and involvement in carrying out this experiment on autonomy.
7. Every effort must be made to remove such disparities as are existing in terms of products of such autonomous colleges not considered alongwith others from the system for awards, admissions to higher courses of study and even for employment. Infact, the products from such autonomous colleges should be increasingly preferred over the others.
8. Notwithstanding some of the problems and constraints faced by such autonomous colleges and departments, this experiment on autonomy must continue, and in the next few years autonomous colleges and departments in large numbers may prove a success of such an experiment.

LIST OF AUTONOMOUS COLLEGES IN INDIA
BASED ON OLD GUIDELINES

1. Regional Engineering College, Tiruchirapalli
2. St. Joseph's College, Tiruchirapalli
3. P S G College of Arts & Science, Coimbatore
4. P S G College of Technology, Coimbatore
5. Sri Avinashlingam Home Science College for Women, Coimbatore
6. Sri Ramakrishna Mission Vidyalaya Arts and Science College, Coimbatore
7. Government College of Technology, Coimbatore
8. Loyola College, Madras
9. Madras Christian College, Madras
10. Vivekananda College, Madras
11. Women's Christian College, Madras
12. YMCA College of Physical Education, Madras
13. Lay Doak College, Madurai
14. Madurai College, Madurai
15. The American College, Madurai
16. S P College for Women, Courtallam
17. Birla Institute of Technology, Mesra, Ranchi
18. University College for Women, Hyderabad
19. College of Arts and Science, Kamaroddy
20. Lok Bharati Seva Mahavidyalaya, Sonosara, District, Bhavnagar
21. Lakshmibai National College of Physical Education, Gwalior.

Appendix I (B)

LIST OF AUTONOMOUS COLLEGES IN INDIA
BASED ON REVISED GUIDELINES

- | | |
|---------------------------------------|---|
| Madurai Kamaraj Univ.
(Tamil Nadu) | 1. Arul Anandar College,
Karumathur |
| | 2. GTN Arts College, Dindigul |
| | 3. Thiagarajar College,
Madurai |
| | 4. Vevekananda College,
Tiruvadagam |
| | 5. Ayya Nadar Janaki Ammal
College, Sivakasi |
| | 6. St. Xavier's College,
Palayamkottai |
| | 7. Thiagaraja College of
Engineering, Madurai |
| Madras University
(Tamil Nadu) | 1. Stella Maris College, Madras |
| | 2. Presidency College, Madras |
| | 3. Queen Mary's College, Madras |
| | 4. Sacred Heart College, Tirupattur |
| | 5. Meston College of Education,
Madras |
| | 6. Technical Teachers Training
Institute, Madras |
| Bharathidasan Univ.
(Tamil Nadu) | 1. Holy Cross College,
Tiruchirappalli |
| | 2. A V College, Mayuram |
| | 3. Sri Pushpam College,
Pondicherry |
| | 4. Government College for Men,
Kumbakonam |
| | 5. Seetha Lakshmi Ramaswami
College, Tiruchirappalli |
| Bharathiar Univ.
(Tamil Nadu) | 1. Erode Arts College, Erode |
| | 2. Nallamuthu Gounder Mahalingam
College, Pollachi |
| | 3. Gobi Arts College,
Gobichettipalayam |
| | 4. Government Arts College,
Coimbatore |
| | 5. Coimbatore Institute of
Technology, Coimbatore |
| | 6. Government College of
Technology, Coimbatore |

Andhra University
(Andhra Pradesh)

1. DNR College, Bhimavaram
2. Sir C R R College, Eluru
3. St. Theresa's College
for Women, Elura
4. S R V S S J R Maharance
College, Poddapuram
5. S D S College of Arts and
Applied Science, Shreeram
Nagar
6. M R College for Men, Vizianagaram
7. St. Joseph's College for
Women, Waltair,

Rajasthan Univ.

1. Government College, Ajmer
2. M S J College, Bharatpur
3. Dungar College, Bikaner
4. Arts and Science College, Kota

Ravi Shankar Univ.
(Madhya Pradesh)

1. Government Science College,
Raipur.

Appendix II

Extracts from "Revised Guidelines on the Scheme of Autonomous Colleges", UGC

Need for Autonomy

The system of affiliating the colleges to a university was designed at a time when the number of colleges and universities was small. The universities acted as examining bodies and awarded degrees on behalf of the colleges. The Colleges looked towards the universities for any changes in the educational system and curricula. The communication from universities did not always get similar interpretation and in the process of clarification a lot of time was lost. After independence, the number of educational institutions has increased manifold, and moreover, these institutions are now regarded as instruments of change in the society. Our society is however, diverse and its problems may vary from place to place. These need variation of approach and the acute problems ask for a quick response. The academic decisions also need quicker pace for making innovations and designing curricula and methods more relevant to the area in which an institution works. The affiliating system does not allow the required freedom to the colleges to meet the demands cast upon them. The existence of a large number of affiliated colleges in a university has become a drag on the process of modernisation and improvement of standards. The decision for bringing about innovations can be taken speedily in a smaller body and can also be implemented more effectively if it is acted on by those who take the decision.

The Education Commission (1964-66) regarded the exercise of academic freedom on the part of teachers as crucial to the promotion and development of an intellectual climate in the country which is conducive to the pursuit of scholarship and excellence.

A meaningful system of education has to involve deeply not only the academia but also the students. The Education Commission recommended autonomy for colleges as under:

"We should like to refer to the question of 'autonomous' colleges which has been under discussion for many years. Where there is an outstanding college or a small cluster of very good colleges within a large university which has shown the capacity to improve itself markedly, consideration should be given to granting it an autonomous status. This would involve the power to frame its own rules of admissions, to prescribe its courses of study, to conduct examinations

and so on. The parent University's role will be one of general supervision and the actual conferment of the degree. The privilege cannot be conferred once for all and it will have to be continually earned and deserved and it should be open to the university, after careful scrutiny of the position, to revoke the autonomous status if the college at any stage begins to deteriorate in its standards. We recommend that provision for the recognition of such autonomous colleges be made in the constitution of the Universities."

The need for providing autonomy to such of the colleges as have interalia the capacity to undertake innovations, design curricula, evolve methods of teaching and learning, frame own rules for admission, prescribe own courses of study and conduct the examinations has also been recognised in the National Policy on Education 1986.

"In view of mixed experiences with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a free and more creative association of Universities with colleges. Similarly, the creation of autonomous departments within universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability."

In short, the autonomous status for colleges aims at giving opportunity to the teachers and students to make innovations, utilise their creative talent, improve the standards of teaching, examination and research and quickly respond to social needs. It is a vital step in the restructuring of relations between a college and a university. An autonomous college will take up the responsibility of the academic programmes, the content and quality of teaching and for the admission and assessment of students. The students would also receive greater individual attention on the basis of their needs and aptitude. It will be a joint pursuit of scholarship and excellence by teachers, students and the management.

Objectives of autonomy

The set up of autonomous colleges represents a radical departure from the existing structure of the university system in India. An autonomous college will have the freedom to:

- determine its own courses of study and syllabi;
- prescribe rules of admission, subject of course to the reservation policy of the State Government; and

- evolve methods of evaluation and to conduct examinations

The autonomy shall rather be a means to achieve higher standards and greater creativity in the future. For the time being the parent university of an autonomous college will continue to confer degrees upon the candidates declared eligible, on successful completion of the prescribed syllabi and valuation by the autonomous colleges. An autonomous college will be fully accountable for the content and quality of education that it imparts. It will be responsible for evaluation of the students for awards of degrees which will be accepted by the parent university.

Promotion of National Integration will be an important feature of the autonomous colleges through their academic programme and other activities.

Relationship with the Parent University and other Educational Institutions

The autonomous colleges will have autonomy to draw upon the expertise of the University departments and other institutions in framing curricula, devising the methods of evaluation, conduct of examinations and selection of teachers. The autonomous colleges will also have freedom to enter into collaborative teaching, research or extension education programmes with other colleges and institutions of higher learning with a view to strengthen their programmes and take benefit of facilities existing elsewhere.

While the parent universities of the autonomous colleges will accept the methodologies of teaching, evaluation and examination, course curriculum, etc., the universities will help the colleges to develop their academic programmes, improve the faculty and provide necessary guidance through participation in different statutory bodies recommended for autonomous colleges.

Award of Degrees

The degrees will be awarded by the parent University and the name of the College will be mentioned in the diploma, It may, however, in due course be possible to consider the cases of selected colleges to award their own degrees by considering them under the deemed university provision of the UGC Act.

Criteria for Identification of Institutions for Grant of Autonomy

While the following factors can help identify the institutions to claim autonomous status, it needs to be emphasized that autonomy should be less a reward for good performance during the past but rather a means to achieve

higher standards and greater creativity in the future.

- i) Academic reputation and previous performance in University examinations and their academic/co-curricular activities.
- ii) Academic attainments of the faculty
- iii) The mode of selection of students and teachers viz., whether such selection is without regard to caste, creed or social class.
- iv) Physical facilities e.g. library, accommodation and equipment.
- v) Institutional management viz., whether it is motivated by and responsive to academic considerations.
- vi) The financial resources that the management/State Government can provide for the development of the institution(s)
- vii) The responsiveness of the administrative structure to the views of staff and students.
- viii) Extent of academic freedom enjoyed by the faculty for advanced scholarship, research and experimentation and involvement in educational innovation and reforms.

An autonomous college shall shed its pre-university/intermediate classes when the 10+2+3 Scheme becomes operational so as to devote its efforts to the development of academic programmes at the degree and post-graduate levels.

Conferment of Autonomous Status

The autonomous status to a college will be conferred by its parent university to which it is affiliated, with the concurrence of the UGC and the concerned State Govt. The Act and Statutes of some of the Universities may not have provision for allowing autonomous status to its constituent or affiliated colleges. Necessary provision in this regard may be got made by the concerned universities. While granting autonomy, the university has to ensure that the management structure of the autonomous colleges should be such that it gives a lot of participation to academics alongwith responsibility.

The right of autonomy may not be conferred once for all. The exercise of rights on conferment of autonomous status by a college will however, have to be continuously earned and deserved. The status of autonomy may be granted initially for a period of five years but a review should be undertaken after three years by the University with the help

of a Committee to be constituted for the purpose. The Committee may comprise academic experts as follows:-

- (a) One nominee of the parent university;
- (b) One nominee of the State Government concerned;
- (c) One nominee of the UGC;
- (d) One Principal of an autonomous college to be nominated by the parent university; and
- (e) An officer of the parent University.

In case of evidence of declining standards, it should be open to the university, after careful scrutiny to revoke the autonomous status.

In the case of Government colleges and the colleges managed by corporate management, it would be helpful if the faculty is not transferred from the college after autonomous status is conferred on it. Further, it would be advisable that appropriate statutory and advisory bodies are constituted for proper governance of the college, on the lines similar to those in other autonomous institutions.

Procedure for Conferment of Autonomous Status

- i. With a view to effective implementation of the scheme of autonomous colleges, each university will constitute a Standing Committee including representatives of the UGC and the State Government.
- ii. The University will invite proposals from colleges for conferment of autonomous status on the basis of guidelines and as per the proforma. The proposals may be placed before the Standing Committee that may be constituted by the university, according to the foregoing para (i) above. The Committee may like to visit the colleges and discuss the proposal with the management and/or the faculty members to formulate its recommendations.
- iii. The recommendations on approval of the Vice-Chancellor may be forwarded to the UGC and the State Government in the format for concurrence. After the concurrence of the UGC and the State Government is available, the university will notify the conferment of autonomous status to the college.

Mechanics for Implementation of Autonomy at the College Level

Preparing a College for Autonomy: There are several areas where proper preparation is necessary if college autonomy is to be implemented successfully. These are: Staff

preparation, departmental preparation, institutional preparation, preparing the students and the community and so on. They all should be completed well before autonomy is conferred to a college, so that no part of the college community is found unprepared for the new responsibility which the college is called upon to shoulder.

Staff Preparation: It is essential to get the entire staff of the college involved in the thinking and planning process for autonomy from the very beginning, so that they have a sense of participation in the decision making process at every stage of preparation. Every possible step should be taken to motivate the faculty members towards the concept of college autonomy. This can be done through seminars and workshop sessions to make them familiar with the objectives and rationale of autonomy.

Departmental Promotion: An important responsibility of the department will be to evolve suitable courses for the major and related subjects, prepare course materials, revise the courses and bring them up-to-date or modify them in the light of experience and in tune with the changing needs of society.

Institutional Preparation: Since an autonomous college will be called upon to perform many of the functions hitherto done by the University, the college will have to study the academic, administrative/management and financial implications of such a change-over and prepare itself to discharge its new functions efficiently.

Governance of an Autonomous College

The college will have the following committees to ensure proper management of academic, financial and general administrative affairs.

1. The Governing Body/Board of Management(as may be named)
2. The Academic Council
3. The Board of Studies.

The college will in addition, have non-statutory advisory bodies like Finance Committee, Planning and Evaluation Committee, Grievances/Appeals Committee, Examination Committee, Admission Committee, Library Committee and a committee on students welfare and extra-curricular matters for help and advice to facilitate smooth working and development of the college. The composition and functions of these committees:

- i. **Governing Body:** The Governing Body or Board of Management will inter-alia, have the representatives of State Government and University.

- ii. Academic Council will be solely responsible for all academic matters such as the framing of academic policies, approving courses, regulation, syllabus, etc. The Council will ensure involvement of faculty at all levels and also outside experts including the representatives of University. The decision taken by the academic council will not be subject to any further ratification by the University academic council or other statutory bodies of the University.
- iii. Boards of Studies are basic units in the academic system. Their functions will include prescribing the regulations and syllabus for various courses, reviewing and updating the syllabus from time to time, introducing new courses, determining the details of the elements for continuous assessment, recommending panels for appointment of examiners for the end-semester examinations etc.

Monitoring, Evaluation and Accountability of Autonomy

Each autonomous college will with the approval of its Academic Council constitute appropriate mechanism to evaluate its academic performance, improvement in standards, success of the laid down regulations on different matters and how best it has used the autonomous status.

The autonomous college may in this regard profitably utilize the expertise from the University or other institutions. The parameters of monitoring to be devised could be the report of the autonomous college providing information relating to such aspects as the composition character of students, teacher recruitment and qualifications, innovative co-curricular programme, remedial teaching for weaker students, in-service training for teachers, research output, publications, inter-collegiate, state, national and international level conferences, extension programmes, etc. Outstanding achievements of individual students and teachers, distinctive academic thrusts of the institution and development programmes and proposals too should form part of the information furnished by the autonomous college.

There will be self evaluation each year by the colleges. In addition, there will be two external valuations, one after three years and the second after five years which will also determine continuance or otherwise of the autonomous status.

Suitable norms need to be formulated by the autonomous colleges for their accountability for personnel, financial and physical resources in relation to the specific academic objectives and overall national development.

The external accountability may include-Analysis of contents of courses, course options, co-curricular and extra-curricular activities, performance of students, students' employment, teachers' contribution to generation of knowledge and teachers' contribution to extension etc.

The internal accountability may include-Resource acquisition, efficiency index, average workload, average time distribution between lectures, tutorials/practicals, group discussions, project work, teaching aids used, programmes and activities planned and implemented, professional development of teachers, utilisation of infrastructural facilities, number of books/journals in the library.

A job analysis of faculty may also be taken up periodically.

Pattern of Financial Assistance

UGC will provide assistance to autonomous colleges to meet their additional and special needs.

The assistance to meet additional needs will be payable on yearly basis as a block grant which will be non-lapsable and will be termed as normal assistance. This assistance will enable the college to meet the expenditure involved on items such as:

- i. additional faculty including visiting faculty;
- ii. additional administrative/laboratory/library staff;
- iii. redesigning of courses, development of teaching & learning material, organisation of workshops, seminars, orientation of teachers, faculty exchange and participation of teachers in conferences etc.;
- iv. Examination reforms, development of question banks etc.
- v. Provision of Audio Visual aids (TV, VCR, Video-cassettes etc.)
- vi. Development of monitoring instruments and evaluation guidelines;
- vii. Improvement of laboratories;
- viii. Strengthening of libraries;
- ix. Cultural activities and sports; and
- x. Procurement of office equipment.

The ceiling of normal assistance will be as follows:

- (a) Undergraduate level only
 - (i) Arts/Science/Commerce Rs. 4.00 lakhs p.a.
 - (ii) Arts, Science and Commerce Rs. 7.00 lakhs p.a.
- (b) Both Undergraduate and Postgraduate levels. Rs. 7.00 lakhs p.a.

The normal assistance as above will be for autonomous colleges offering not less than 6 programmes at the undergraduate level and 6 programmes at the postgraduate level.

For the special needs of the autonomous colleges, assistance in respect of buildings, major equipment, laboratories etc. will be provided to them on the merit of each case.

In addition to the normal assistance and special assistance, autonomous colleges will also be eligible to receive grants for research, book writing, COSIP, COHSSIP etc.

The colleges providing professional education in the field of Education, Engineering & Technology etc. will also be eligible for financial assistance from the UGC, depending upon the size and stage of development of the college, on their attaining autonomous status. The colleges in the hilly/rural areas and the women's colleges will require improvements and changes in the curricula to make them more relevant to the needs of the people of these areas. They will be provided financial assistance to encourage such developments and the UGC will go out to develop the movement towards autonomous colleges in these areas.

General Matters

- i. Each University will set up mechanism with the college Development Council of the University for encouraging the movement towards autonomous colleges and processing the proposals for conferment of autonomous status.
- ii. (a) The employees both teaching and non-teaching; of a college on conferment of autonomous status will continue to be governed by the same terms and conditions of service as on the date of conferment of autonomous status. The benefit of revision of any terms and conditions of service will become available to the employees *mutatis mutandis* when the respective university to which the college is affiliated decides to review the service conditions of its employees.

(b) All recruitment of staff shall be direct by the Governing Council/Board of Management of the autonomous College and in accordance with the Policy recommended by the UGC namely advertisement in newspapers and selection by a Committee including two external experts approved by the University.

iii. It would be necessary to orient the Principals of the colleges and provide intensive training to teachers of autonomous colleges in areas such as:

- Objectives of autonomy and accountability
- Innovations to make teaching and learning more effective;
- Evaluation methods;
- Linking of their creative activities with Societal needs through Research and Extension;
- Planning of academic programmes;
- Financial management;
- Administrative management etc.

The orientation and re-orientation of Principals/College teachers should be done periodically on a continuing basis.

The UGC will provide financial assistance for the orientation of Principals and Heads of departments of colleges at selected places all over the country. These trained Principals/Heads of Departments would later train the other teachers of autonomous colleges.

Universities and autonomous colleges may jointly draw appropriate orientation training programmes.

iv. Universities should ensure that students of autonomous colleges are not denied or treated otherwise for admission in courses at higher levels in the Universities/Non-autonomous colleges. Some measures such as admission tests, reservation of seats for students of autonomous colleges may be considered.

v. UGC will welcome research projects which may promote and improve the functioning of autonomous system in Indian Universities. These may include studies, development of model acts, statutes, guidelines on academic, financial and academic freedom, development of monitoring instruments, instruments for review/appraisal, models on alternative University-College relationship etc.

vi. Autonomous colleges will be free to explore the possibilities of having research projects from agencies like the ICSSR, ICAR, CSIR, DST, industry etc., etc.

- vii. Organisation of special need-based short-term courses of continuing education may be an important activity of autonomous colleges.
- viii. The UGC may allocate a few earmarked Junior Research Fellowships exclusively for autonomous colleges under its scheme of 'Research Fellowships at any one time.'
- ix. The guidelines are suggestive; universities and autonomous colleges could adopt alternative strategies with a view to achieve the objectives of autonomy. The ideals of autonomy would be better appreciated and implemented in a participatory approach between the State Government, University, UGC and Autonomous colleges.

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