

REVISED GUIDELINES
ON THE
SCHEME OF AUTONOMOUS COLLEGES

NIEPA DC



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UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
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Sub. National systems Unit,
National Institute of Educational
Planning and Administration
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1. 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 inter-alia 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.

2. 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 rule 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 thus 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.

3. 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.

4. 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.

5. 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.

6. 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 colleges, on the lines similar to those in other autonomous institutions.

7. 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 at Annexure-I. 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 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 at Annexure-I 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 on the lines as shown at Annexure-XI.

8. 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.

9. **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. A statement indicating the recommended committees is at Anneuxre-II. The composition and functions of these committees are suggested as at Annxures -III to VII.

ANNEXURE-I

FORMATION OF PROPOSAL BY A COLLEGE FOR GRANT OF AUTONOMY

The proposal will be submitted to the U.G.C. in the following format:

PART-I : BACK-GROUND OF THE INSTITUTION

PART-II: SUPPLY OF INFORMATION BASED ON CRITERIA

1. Academic reputation and provisions: Performance in University Examinations and other academic, cultural activities,
2. Academic attainments of the staff.
3. The mode of selection of students and teachers.
4. Physical facilities, i.e., Library, Accommodation and Equipment.
5. Institutional management.
6. The financial resources that the management can provide for the development of the institution.
7. The responsiveness of the administrative structure to the views of staff and students.
8. Extent of freedom enjoyed by the Staff for advanced scholarships, research and experimentation and involvement in educational innovation and reforms.

PART III: IMPLEMENTATION OF AUTONOMY.

- Aims and objectives
- Management of the college

- Academic Council - Structure & Functions
- Boards of studies - Structure & Functions
- Other committees
- Admission Eligibility
- Curricular Programme
- Student Evaluation
 - Internal Assessment
 - External Assessment
- Financial Implications
- Course Contents
- Co-curricular and extra curricular activities.

PART IV: BASIC INFORMATION

1. Name of college
2. Year of Establishment
3. Whether private or government
4. Year of grant of permanent affiliation
5. Courses offered
 - U.G.
 - P.G.
 - M.Phil.
6. Students enrolment during last three years
 - U.G.
 - P.G.
 - M.Phil.
7. Faculty strength categorywise
(please enclose list of faculty with their qualifications, papers/books/monographs if published)

8. Administrative, Laboratory and Library staff

9. Results during the last five years; percentage of:

U.G. 1st divisions 2nd divisions Over all pass

P.G. 1st divisions 2nd divisions

10. Number of M.Phil/Ph.D.s' produced during the last three years.

<u>Subject</u>	<u>Year</u>	<u>M.Phil.</u>	<u>Ph.D.</u>
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11. List of journals in the Library

12. List of major items of equipment in the college (costing more than Rs.50,000/- each).

STATUTORY AND NON STATUTORY BODIES IN
AN AUTONOMOUS COLLEGE

COLLEGE

ADMINISTRATION AND FINANCE

ACADEMIC AFFIARS

* Governing Body/Board of Management	Academic Council*
*** Appeal and Grievances Committee.	Board of Studies*
*** Finance Committee	Examination Committee**
*** Planning and Evaluation Committee.	Admission Committee**
	Student Welfare and extra curricular committee**
	Library Committee**

-
- * Statutory Body.
- ** Committee to be constituted by the Academic Council
- *** To be constituted by the Governing Body.

ANNEXURE-III

**RECOMMENDED COMPOSITION AND FUNCTIONS OF THE BOARD OF
MANAGEMENT/GOVERNING BODY (AS MAY BE DESIGNATED)
OF AN AUTONOMOUS COLLEGE**

I. Composition:

1. Three members to be nominated for a period of two years by the Trust/Management of the college of whom one will be the Chairman.

(The person so nominated shall include at least one outstanding educationist/scientist/Jurist/Management Expert).

2. Two Senior most teachers of the college to be nominated in rotation according to seniority, by the principal for a period of two years.
3. One nominee of the University not below the rank of Professor;
4. One nominee of the State Government; and
5. One nominee of the U.G.C.
6. The Principal of the College.

Ex-officio
Member-Secretary

II. Term:

The term of the nominated members at 1-5 shall be for a period of two years and the same persons except for members at (2) shall be eligible for re-nomination for another term.

III. Meeting:

The Government Body/Board of Management shall meet atleast thrice a year.

IV. Functions:

The Governing Body/Board of Management shall have powers to:

- a) Lay down service conditions, emoluments, travelling allowances for the teaching and non-teaching staff in the college;
- b) lay down procedure for selection/recruitment of teaching/non-teaching staff and to appoint the same in the college;
- c) regulate and enforce discipline among members of teaching and non-teaching staff in accordance with the rules/procedure laid down in this regard;
- d) invest any money belonging to the college in stocks, funds, shares or securities as it shall from time to time, think fit or in the purchase of immovable property;
- e) transfer or accept transfer of any movable or immovable property of the college;
- f) fix the fees and other charges payable by the students of the college on the recommendation of the Academic Council and after obtaining advice of the Finance Committee;

- g) entertain, adjudicate upon and if thought fit constitute a committee for advice to redress the grievances of the members of staff of the college;
- h) delegate administrative and financial powers to the Principal and other functionaries in the college for its smooth functioning;
- i) institute scholarships, fellowships, studentships, medals prizes and certificates on the recommendations of the Academic council;
- j) accept endowments for specific purposes;
- k) approve institution of new programmes of study leading to degrees and/or diplomas,
- l) approve annual report of the college, and
- m) perform such other functions and Institute Committees, as may be necessary and deemed fit for the proper development and to fulfil the objectives for which the college was established and the national concern.

**RECOMMENDED COMPOSITION OF THE ACADEMIC COUNCIL
AND ITS FUNCTIONS IN AN AUTONOMOUS COLLEGE**

1. Composition:

1. The Principal; Chairman
2. All the Heads of Departments in the College;
3. Four teachers of the college representing different levels of teaching staff by rotatin on the basis of seniority of service in the college;
4. Not less than four experts from outside the college representing such profession as Industry, Commerce, Law, Education, Medicine, Engineering etc., to be nominated by the Governing Body/Board of Management of the college;
5. Three nominees of the University;
6. One representative of the State Government;
7. Two Post-graduate students, two Under-graduate students, One each representating major disciplines and one outstanding sportsman/woman of the college to be nominated by the Principal on the basis of merit; and
8. Office Incharge of the College Non-Member Secretary

II. Terms of the Members:

The term of the nominated members shall be two years and one year in the case of students.

III. Meetings:

The Principal shall convene meeting of the Academic Council at least once a year.

IV. Functions:

Without prejudice to the generality of functions mentioned, the Academic Council shall have powers to:

- (a) Scrutinize and approve the proposals with or without modification, of the Boards of Studies with regard to courses of study, the academic regulations, curricula, syllabi and modifications thereof, instructional and evaluation arrangements, methods procedures relevant thereto etc., provided that where the Academic Council differs on any proposal, it will have a right to return the matter for reconsideration to the Board of Studies concerned or reject it;
- (b) make regulations regarding the admission of students to different programmes of study in the college;
- (c) frame regulations for conduct of examinations and initiate measures for improving quality of teaching, students' evaluation and student advisory programme in the college;
- (d) make regulations for sports, extra-curricular activities, proper maintenance and functioning of the playgrounds and hostels;

- (e) approve candidates for conferment of degrees, diplomas or certificates by the university;
- (f) recommend to the Governing Body proposal for institution of new programmes of study;
- (g) recommend to the Governing Body institution of scholarships, studentships, fellowships, prizes and medals and to frame regulations for the award of the same;
- (h) advise the Governing Body on suggestion(s) pertaining to academic affairs made by it; and
- (i) perform such other functions as may be assigned by the Governing Body or the Board of Management.

RECOMMENDED COMPOSITION OF THE BOARD OF STUDIES AND
ITS FUNCTIONS IN AN AUTONOMOUS COLLEGE

Composition:

1. Head of the Department concerned. Chairman
2. All the teachers in the department, Members
having five years of service in the
college;
3. Two experts in the subject from
outside the college to be nominated
by the Academic Council;
4. One expert to be nominated by the
University.

The Chairman, Board of Studies may with the approval of the
Principal of the College;

(a) Co-opt experts from outside the college whenever
special courses of studies are to be formulated;

(b) co-opt other members of staff of the same faculty.

II. Term:

The term of the nominated members shall be two years.

III. Meeting:

The Principal of the college shall draw schedule for
meeting of the Boards of Studies for different departments.
The meeting may be scheduled as and when necessary but
necessarily once a year.

IV. FUNCTIONS:

The Board of Studies of a department in the college shall:

- (a) Prepare syllabi for various courses keeping in view the objectives of the college and the national requirement for consideration and approval of the Academic Council;
- (b) suggest methodologies for innovative teaching and evaluation techniques;
- (c) suggest panel of names to the Academic Council for appointment of examiners; and
- (d) to coordinate research, teaching extension and other academic activities in the Department/College.

**RECOMMENDED COMPOSITION OF THE FINANCE COMMITTEE AND
ITS FUNCTIONS IN AN AUTONOMOUS COLLEGE**

Composition:

1. The Principal Chairman
2. One persons to be nominated by the
Governing Body of the College for
a period of two years;
3. One senior-most teacher of the college
to be nominated in rotation by the
Principal for two years;
4. One nominee of the University.

The Finance Committee will be an advisory body to the Governing Body/Board of Management and will meet at least twice a year.

All proposals relating to creation of posts, sanction of capital expenditure, annual accounts, financial estimates and audit reports shall be laid before the Finance Committee for advice/recommendations to the Governing Body/Board of Management*.

* as may be named.

RECOMMENDED COMPOSITION AND FUNCTIONS OF PLANNING
AND EVALUATION COMMITTEE

I. Composition:

1. The Principal of the College; Chairman
2. Two Heads of Departments to be nominated by rotation, in order of seniority by the Principal;
3. Two Expert nominee of the University;
4. One Expert from outside the college/ university to be nominated by the Governing Body/Board of Management;
5. Librarian of the college;
6. One teacher other than Head of Department to be nominated by rotation in order of seniority by the Principal;
7. One non-teaching member of staff to be nominated by rotation in order of seniority by the Principal;
8. One Postgraduate and one Undergraduate student to be nominated by the Principal on the basis of academic performance; and
9. One outstanding sportsman/woman of the college.

II. Term:

The term of the nominated members will be two years. The expert nominee of the university and the Governing Body/ Board of Management will be eligible for renomination.

III. Meeting:

The Committee may meet at least twice a year.

IV. Functions:

The Committee will advise the Principal, the Governing Body and the Academic Council on:

- (a) The plans for development of the college and measures necessary to check deterioration in the standards of teaching and disciplines in the college;
- (b) on ways and means to implement different programme, and the general welfare activities in regard to the staff and students; and
- (c) measures necessary for general improvement in the working of the college.

**SCHEDULE AND REQUIREMENTS FOR RELEASE OF GRANTS
TO AUTONOMOUS COLLEGES**

Year	Ist Instalment	2nd Instalment
Ist Year	75% immediately after the issue of sanction letter	25% on receipt of <ul style="list-style-type: none">- Progress Report- Expenditure-Statement- Recommendation of Governing Body for satisfactory progress
2nd Year	75% on receipt of <ul style="list-style-type: none">- Self evaluation of 1st year- Expenditure Statement 1st year- Recommendation of Governing Body about satisfactory progress during 1st year	25% on receipt of <ul style="list-style-type: none">- Utilisation Certificate- Audited Accounts 1st yr.- Progress Report 1st yr.- Recommendation of Governing Body about satisfactory progress.
3rd Year	75% on receipt of <ul style="list-style-type: none">- <u>Self evaluation of 2nd year</u>- Expenditure Statement 2nd year- Recommendation of Governing Body about satisfactory progress	25% on receipt of <ul style="list-style-type: none">- Utilisation Certificate- Audited Accounts 2nd year- Progress Report 2nd year- Recommendation of Governing Body about satisfactory progress.

Year	Ist Instalment	2nd Instalment
4th Year	75% on receipt of - <u>External evaluation</u> for 3 years programme - Expenditure Statement 3rd year - Recommendation of Governing Body about satisfactory progress	25% on receipt of - Utilisation Certificate & audited accounts 3rd year - Progress Report 3rd year - Recommendation of Governing Body about satisfactory progress.
5th Year	75% on receipt of - Expenditure Statement 4th year - prgress report- 4th year - Recommendation of Governing Body about satisfactory progress	25% on receipt of - Report of the total project with the impact it has made in achieving the goals-external evaluation. - Expenditure statement 5th year.

Notes (1) Auditors - Govt. auditors for Govt. Colleges, and Chartered accountants for Private Colleges.

(2) Period of - Ist in June and second instalment in January of the payments year; The Principal may certify the expenditure of grants statement in case of Govt. College till the audited accounts from their auditors are available.

(3) - The College Committee will make the recommendation where it exists as per acts of University.

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**MODEL AMENDMENT IN THE ACT OF THE UNIVERSITY
TO PROVIDE FOR AUTONOMY**

Relevant provisions of the Himachal Pradesh University Act, 1970 which are given below:-

"31(1) The University may grant, in the manner and after following the procedure prescribed in the relevant Statutes, to a college, department or unit, which satisfies the conditions laid down in the said Statutes in this behalf, the privileges of modifying or changing for the students the courses of study prescribed by the university and of holding examination in the course so modified and such college, department or unit shall be declared in the manner prescribed in the Statutes to be an Autonomous College.

(2) The extent to which the courses may be varied and the manner of holding examinations conducted by such college or department as the case may be, shall be determined in each case by the University".

MODEL STATUTES FOR AUTONOMOUS COLLEGES*

That in the Statutes in Chapter XXVI of the Laws of the University, the following Statutes be added as Statutes 2 to 16 and the Statutes following be renumbered consequently:

Sec.2, Act, 1977

2. An 'Autonomous College' means any College designated as an 'Autonomous College' by Statutes.

Sec.3, Act, 1977

3. The University shall have power 'to confer degrees, titles diplomas and other academic distinctions on persons who shall have pursued an approved course of study in an autonomous college' and "to designate any college as an autonomous college with the concurrence of the State Government in the manner and under conditions prescribed and to cancel such designation."

Sec.4, Act, 1977

4. The Senate shall have power "to prescribe in consultation with the Academic Council the manner in which and the conditions subject to which a college may be designated as an autonomous college and such designation may be cancelled."

Sec.5, Act, 1977

5. The Syndicate shall have power "to designate any college as an autonomous college with the concurrence

* Taken from Madras University

of the State Government and to cancel such designation."

Sec.6, Act, 1977

6. The Statutes may provide for the manner in which the conditions subject to which a college may be designated as an autonomous college or the designation of such college may be cancelled and the matters incidental to the administration of autonomous college including the constitution or reconstituions, powers and, duties of academic council, staff councils, boards of studies and boards of examiners.

Sec.7, Act, 1977

7. The Syndicate shall not propose the draft of any Statute or of amendment to State affecting the conditions of affiliation or approval of affiliated or approved college with the University or by the University, as the case may be, or affecting of the Conditions of designation of any college as an autonomous college, except after consultation with the Academic Council.
8. The Syndicate may confer the status of autonomy on an affiliated college to conduct specified courses of studies subject to the conditions set forth below:
 - 9(a) An affiliated college have not less than ten years of standing and accorded permanent affiliation will be eligible for the conferment of autonomy to conduct specified courses of studies.
 - 9(aa) An autonomous college shall offer instruction only upto degree, postgraduate and M.Phil. courses.

9(b) An autonomous college will have autonomy in the matter

i) framing syllabus, course contents adopting the University general pattern. The course contents and pattern should be framed in such a manner so as to avoid the existing staff as surplus for redeployment.

ii) arranging for instruction to students.

iii) devising methods of evaluation, examinations and tests pertaining to the award of the degree/diploma by the University; and

iv) admission of students, in respect of courses of studies for which "autonomy" is conferred.

9.(c) The autonomous college shall have power to make rules or bye-laws not inconsistent with the Madras University (Amendment) Act, 1966 and the Madras University (Amendment) Act, 1977 and the laws framed thereunder for purposes of securing the objectives for conferring the status of autonomy to the college.

9.(d) (i) The autonomous college shall set up Boards of Studies in the subjects concerned and an Academic Council.

(ii) The decision of the Academic Council constituted under the preceding statute on academic matter shall generally be implemented by the Managing Body of the College on which there shall be a representative of the University.

(iii) The Boards of Studies consist of -

- (1) Head of the Department of the subject concerned in the college.
- (2) Head of the Department of the subject in the University or his nominee.
- (3) All Faculty Members of that subject in the College.
- (4) Not more than 3 experts from outside the College/University.

The University will prescribe qualification to restrict the number of members under this category with reference to the number of years of service, etc.

- (iv) The Governing Council will have a nominee of the University and the Director of Collegiate Education/ Director of Technical Education or his nominee besides two faculty of the College by rotation according to seniority.
- (e) The Board of Studies set up by the autonomous college shall have external experts including an expert from the University.
- (f) (i) The Academic Council constituted by the autonomous college shall involve faculties of the college at all levels and a specialist appointed by the University and the decisions taken by the body will not be subject to any further ratification by the Academic Council of the University or any other statutory bodies.

(ii) The Academic Council consist of -

(i) Principal of the College Chairman

(ii) All Heads of Departments

(iii) One professor from each of the Department by rotation for a period of one year according to seniority.

(iv) One Assistant Professor from each Department by rotation for a period of one year according to seniority.

(v) Three University representatives- one from Science Faculty, one from Arts Faculty and one From Language Faculty.

(vi) Director of Collegiate Education/Director of Technical Education or his nominee.

(vii) The Chairman and the Secretary of the Governing Council. In the absence of the Principal, the Principal-in-charge will be the Chairman of the Academic Council.

(g) Admission of students to courses of studies offered by the autonomous college shall conform to the minimum qualifications laid down by the University for the courses of study concerned, subject to rules of reservation of candidates belonging to scheduled castes, scheduled tribes and backward classes laid down by the State Government from time to time.

10. The University shall have power to confer degrees, title diplomas and other academic distinctions on persons who shall have pursued an approved course of study in an autonomous college. The name of the autonomous college shall however be indicated in the diploma issued to candidates.

- 11.(a) An affiliated college may be conferred the status of autonomy for a period not exceeding five years in first instance, subject to review of the functioning of the college at the end of three years.
 - (b) It shall be competent for the Syndicate to extend the period beyond five years on an application made by the College.

12. The Syndicate shall have power to revoke the autonomy conferred at any time after scrutiny and after- giving due notice of such intention to the college concerned before the expiry of the period mentioned in 11 supra in the case of deteriorating standards or for any other good cause.

13. (a) Notwithstanding the conferment of an autonomous status on any affiliated college, all provisions of the Act, the Statutes, the ordinances and the regulations of the University shall be applicable to the college except those relating to matters specified in these statutes. The University shall continue to exercise its general power of supervision over such a college.
 - (b) The University shall have power to constitute an Advisory Body to monitor the functioning of these colleges.

14. The Syndicate shall decide from time to time on the invitation to colleges to apply for autonomous status in pursuance of which, the Registrar after scrutiny shall place all such applications before the Syndicate for consideration and the Syndicate shall decide on the applications according to the criteria specified for the purpose.
15. The college shall pay to the University a fee of Rs.5,000/- alongwith the application for grant of autonomous status.
16. The Syndicate will make such enquiries as may be necessary with regard to the applications for autonomy and in consultation with the State Government make its decisions on the basis of such enquires. The Syndicate shall make a report to the Academic Council and the Senate on each case of autonomy conferred by it.

MODEL LETTER TO BE ISSUED FOR GRANT
OF AUTONOMY TO A COLLEGE*

Subject: Declaration, Recognition and Conferment of the status
of autonomy on affiliated Colleges- Regarding

I am, by direction to inform you that the Syndicate at its meeting held on 10th March, 1986 has been pleased to consider the application received from the Principal & Correspondent of your College for the conferment of the status of autonomy on the Y.M.C.A. College of Physical Education Madras and resolved to confer the autonomous status on Y.M.C.A. College of Physical Education, Madras, subject to the following terms and conditions and such other conditions as may be imposed by the Syndicate from time to time.

1. The College is hereby conferred the status of autonomy for a period of 5 years at the first instance commencing from the academic year 1986-87 subject to satisfactory reports, being received at the end of Second year, Fourth year and Fifth year.
2. The College shall offer instructions in B.P.Ed. and M.P. Ed. courses only, under autonomous status.
3. The college shall have autonomy in the matter of:
 - i) framing syllabus, course contents, adopting the university general pattern. The course contents and pattern should be framed in such a manner so as to avoid the existing staff as surplus for redeployment.
 - ii) Arranging for instruction to students.

* Taken from Madras University.

iii) Devising methods of evaluation, examinations and texts pertaining to the award of the degree/diploma by the University, and

iv) admission of students, in respect of courses of studies for which "autonomy" is conferred.

4. The College shall have power to make rules or by-laws not inconsistent with the Madras University (Amendment) Act, 1966 and the Madras University (Amendment) Act, 1977 and the laws framed thereunder the purposes of securing the objectives for conferring the status of autonomy to the college.

5. The college shall set up Boards of Studies in the subjects concerned and an Academic Council.

6. The Boards of Studies set up by the College shall have external experts including an expert from the University. It should consist of :

i) Head of the Department of the subject concerned in the College.

ii) Head of the Department of the subject in the University or his nominee.

*iii) All Faculty members of that subject in the college.

iv) Not more than 3 experts from outside the college/University.

* The University will prescribe qualification to restrict the number of members under this category with reference to the number of years of service, etc.

7. The Academic Council set up by the college should consist of:
- i) Principal of the College as Chairman
 - ii) All Heads of the Departments.
 - iii) One Professor from each of the department by rotation for a period of one year according to seniority.
 - iv) One Assistant Professor from each Department by rotation for a period of one year according to seniority.
 - v) One University representative from the Faculty of Physical Education.
 - vi) Director of Collegiate Education/Director of Technical Education or his nominees.
 - vii) The Chairman and the Secretary of the Governing Council.

In the absence of the Principal, the Principal in-charge will be the Chairman of the Academic Council.

8. The decision of the Academic Council constituted by the College on academic matters shall generally be implemented by the Managing Body of the College on which there shall be a representative of the University.
9. The Academic Council constituted by the autonomous College shall involve faculties of the college at all levels and a specialist appointed by the University and the decisions taken by the body will not be subject to any further ratification by the Academic Council of the University or any other statutory bodies.

10. The Governing Council of the College will have a nominee of the University and the Director of Collegiate Education/ Director of Technical Education or his nominee besides, two Professors of the College by rotation according to seniority.
11. Admission of students to courses of studies offered by the autonomous College shall conform to the minimum qualifications laid down by the University for the courses of study concerned, subject to rules of reservation for candidates belonging to Scheduled Castes, Scheduled Tribes and Backward Classes laid down by the State Government from time to time.
12. The University shall have power to confer degree titles, diplomas and other academic distinctions on persons who shall have pursued an approved course of study in an autonomous college. The name of the autonomous college shall however be indicated in the diploma issued to candidates.
13. It shall be competent for the Syndicate to extend the period of autonomy beyond five years on an application made by the College.
14. The Syndicate shall have power to revoke the autonomy conferred at any time after scrutiny and after giving the due notice of such intention to the college concerned before the expiry of the period mentioned in 1 Supra in the case of deteriorating standards or for any other good cause.
15. Notwithstanding this conferment of autonomous status, all provisions of the Act, the Statutes, the Ordinances and the Regulations of the University shall be applicable to the college except those relating to matters specified in

these terms and conditions. The University shall continue to exercise its general power of supervision over the College.

The autonomy conferred is subject to the acceptance of the prescribed conditions Supra and such other conditions as may be imposed by the Syndicate from time to time.

Yours faithfully,

REGISTRAR

Copy to the Commissioner & Secretary to Government, Education Department, Government of Tamilnadu, Fortest, George, Madras-600009.

Copy to the Director of Collegiate Education, Madras-600006.

Copy to the Secretary, University, Grants Commission, Bahadur Shah Zafar Marg, New Delhi-110002.

Copy to all the Officers of the University.

ANNEXURE-XII

EVALUATION OF AUTONOMOUS SYSTEM BY STUDENT

1. Name: _____ Major subject opted: _____
2. What do you understand by autonomy?
3. What were your objectives in joining the autonomous college?

Objectives _____ Whether fulfilled or not _____

4. What according to you are the objectives of the autonomous system? Have they been realised?

Objectives	Realised		Reasons
	Yes	No	

-
5. What are the special features of the autonomous system in our college?

6. Are you happy that you have studies in the autonomous set up?

Yes	No	Reasons

7. What according to you are the strong points of the autonomous system?

8. Mention the problems that you come across because of autonomy?

Problem faced	Suggestions to overcome
---------------	-------------------------

9. As an Individual how have you benefitted by the autonomous system?

10. Are you satisfied with the examination system as followed by us?

Yes

No

Reasons

Suggestions for improving the examination system.

11. What in your views are the advantages and disadvantages of the internal assessment?

Advantages	Disadvantages
------------	---------------

12. (a) Would you like the internal assessment to continue?

Yes

No

Reasons

(b) What percentage of marks would you suggest for the internal assessment?

13. Have your personal study habits changed since joining the autonomous college?

Yes/No

Reasons

UGC REVISED GUIDELINES ON STRUCTURING
OF COURSES

(A) Objectives:

Within the general principles of relevance & flexibility, there is an immediate need for combining the academic component of courses at the first Degree level with relevant applied components suited to the real problems having a bearing and direct relevance to the local/regional needs and work experience so that courses at first degree level in Arts, Social Sciences and Science become relevant to the local environment and to the developmental needs of the community are linked with work/field/practical experience and productivity. This would imply a good deal of integration and broad based re-framing of the courses at the degree level to give them a practical and rural application orientation.

The restructuring of courses implies re-orientation of existing courses in subjects to the needs of the region/community and also the introduction of some relevant applied disciplines/subjects related to basic subjects or subject groups. The components of academic subjects has essentially to be the same so that students pursuing these courses are able to go in for postgraduate studies, but their orientation may be different in regard to application of knowledge of the concerned discipline to relevant situations.

The new courses of applied nature to be introduced do not have to be necessarily in the nature of professional and or/job-oriented courses, but should involve development of appropriate skill and competence. The underlying idea in restructuring the courses is to make them relevant to the

local needs and increase the horizon of the employability of science and Arts graduates. Existing courses are to be re-oriented in such a manner that students can apply theoretical knowledge to the problems of the region through field work, extension etc. which would be undertaken as a part of study of the concerned discipline. In other words, the existing conventional courses may be concerned with concrete problems and related to the development of the region.

Restructuring of courses has become particularly important in view of the introduction of the new pattern of education which has enhanced the duration of courses loading to the first degree in arts, Science commerce etc. from 14 to 15 years in a number of states. The opportunity should obviously be utilised to modernise the courses as well as to enrich the contents and to make them relevant to societal needs and aspirations.

The suggestion regarding foundation courses and applied projects are illustrative and not prescriptive in nature. The purpose of the scheme is not a mechanical addition to the content of courses but to make education more purposeful and to move away from highly formalised and narrow courses based on information and rote memory.

In this context, one needs to underscore the point that restructuring courses, it is expected, would emphasize those skills and values which would enable the student to have a better awareness of his self and environment, culture, tradition and heritage and the contemporaneous problems of the society.

(B) Role of Universities:

- i) The Universities have to take a lead in formulating courses at first degree level with the help of their

board of studies and faculties. The restructured courses may be generally on the lines indicated later in the Guidelines. The content of courses in each subject which the university proposes to introduce may be broadly laid down and facilities for examining the students in that subject to be provided so that the colleges affiliated to the university are able to choose the subjects keeping in view the local and regional needs. The Universities may for this purpose also consider setting up an Implementation Committee which may review the progress of the scheme of restructuring of courses periodically and evaluate the programme from time to time. Students may be associated with the selection of courses wherever considered essential. The college should also undertake survey in the area to assess the needs of the region before choosing a particular subject of study under the scheme of restructuring of courses.

- ii) The University may also consider taking up some of the courses proposed to be introduced as application oriented subject within the programme of continuing education to see their impact and progress. The question of introducing the course as a part of restructuring of courses may be considered after assessing its impact and usefulness.
- iii) While framing content of courses for the subjects of applied nature, the university may consult the Agricultural Universities and Technological Institutions, other user institutions and local industries in the region.
- iv) After the courses have been formulated by the university, the next logical step would be to arrange workshops and orientation courses for teachers of colleges which have agreed to introduce the scheme of

restructuring of courses so as to enable them to teach the subject more effectively with the new concept and by relating them with the problems connected with the development of the region concerned.

(C) Contents of Courses:

The courses at first degree level may have 3 components:

- (a) Foundation Courses.
- (b) Core Courses.
- (c) Courses of Applied Nature.

(a) Foundation Courses:

- i) With a view to creating greater awareness of one-self and of the social, cultural and natural environment a study of foundation courses in the broad areas of knowledge may be introduced for all degree students as part of restructuring of courses. For this purpose, a number of alternative courses may be provided as part of foundation courses from whom, a student be given option to choose the stipulated number of courses. The alternative should be so provided that there is some degree of equivalence as well as flexibility and the college are enabled to select relevant courses depending upon the teaching resources available with them. As the foundation courses are initiated for creating an awareness among the students the responsibility for teaching them should rest with the existing teachers in the related disciplines after providing suitable short-terms orientation courses, workshops may be made available by the Commission within the provisions of existing scheme of seminars and summer institutes as per norms laid down for the purpose.

- ii) It may not be necessary that foundation courses should necessarily and with a regular examination. Each university may exercise its discretion in this regard.
- iii) The Institution should give ample choice to students to select foundation courses of their choice instead of providing facilities in the stipulated number of foundation courses only to be taken compulsorily by all the students.
- iv) The foundation courses should be started only after all the details including syllabi, work schedule, lecture, programme, level of collaboration and interaction with other organisation and institutions in the city/region and other relevant details have been finalised by the institution concerned.
- v) The university/college may also decide the duration of each foundation course. Each course may not necessarily be undertaken by a student during all the three years. Some of the courses could be taken and completed in one year while other in two years. An illustrative list of courses which could be considered for including them in the foundation courses is given below:
 - 1. Language- English including Literature and or Regional Language with a view to developing communication skill among the students.
 - 2. Social and Cultural History of India/Asia.
 - 3. History of Freedom Movement in India including National Integration.
 - 4. Science in Everyday Life/Science and Society.
 - 5. Evolution of Life.
 - 6. Growth and Development of Scientific Ideas.
 - 7. Population, Health and Nutrition Education/
 - 8. Environmental Study.

9. Value Systems.
10. Resolution of Conflict in Society
11. Growth of Moral and Spiritual Ideas.
12. Educational Technology

(b) Core Courses:

- i) Study of 2 or 3 subjects not necessarily confined in the same faculty may be prescribed under Core Courses, to give the student an opportunity to acquire a broad familiarity of disciplines of his choice including study of atleast/one of these subjects in depth. For this purpose, the University may consider prescribing that one of the subjects under core courses may be taken as a major subject in which the student may if he so wishes pursue post-graduate studies whereas the other subject or subjects may be of subsidiary nature. The syllabi of various courses may be determined both as a major subject and as a subsidiary subject with the help of boards of studies, which may also incorporate field work, survey, extension and practical work, wherever necessary in the course content.
- ii) The colleges may select subjects to be offered to students in their institutions keeping in view the local and regional needs and the facilities of teaching available with their institutions.

(c) Courses of Applied Nature:

- i) The third component of restructuring of courses would be to provide for courses of applied nature of application oriented subject which could be offered by a student along with the foundation and core courses of his choice. The combination of application oriented subjects with core courses may be determined

by the University and the colleges may selected these application oriented subjects keeping in view their local and regional needs and the industries in the region. An illustrative list of courses which may be taken up with Science and Social science subjects is given in Annexure. This list is merely illustrative and the university may prescribe such courses as they feel necessary in their region. The content of courses may be carefully worked out and the expertise available with other institutions and industrial undertakings in the region should be utilised for this purpose. The courses offered as part of application oriented subjects may not necessarily be the same as in agricultural and technological university and may be introduced with a view to familiarising the students with that subject and equipping him with the skills/ techniques which may help him in finding an employment with the local industries or start his own venture/ self - employment after graduation. The course should not be introduced with the intention of enabling the students to take up postgraduate studies in such subjects. In teaching these application oriented courses it may not be necessary to provide full-time faculty for teaching all the papers. The expertise available in the other institutions and industries should be utilised by inviting them to deliver lectures as visiting faculty.

- i) The response of students to these courses may be assessed periodically and if it is found that any particular course is not attracting students or it is not possible to run it effectively, the institution may substitute it with other alternative courses prescribed by the university.

iii) It would be useful and appropriate in the selection of application oriented subjects to try them as pilot projects under continuing education programmes for a year or so before incorporating them in the regular degree courses. If the course evokes response as a part of continuing education programme, it could be incorporated in the regular degree courses.

(D) Post-B.A./B.Sc./B.Com. Diploma Courses to increased the Employability of Graduates:

In addition to restructuring the courses at first degree level as indicated above, the universities may consider introducing post-B.A./B.Sc./B.Com. diploma courses of one year duration in such subjects which may increase the area of employability of graduates. For this purpose, the university may undertake a survey of the region to determine the course which would be useful for the graduates in finding employment in the industries and institution in the region. The content of these diploma courses may be determined with the help of institutions and industries concerned. The college may selected any subject within several diploma courses formulated by the university. In the case there is some difficulty with the college to introduce such a course as a fulfilled course after graduation they may consider staggering the content of one year course to three years and introducing it as an additional course at degree level which may be undertaken by interested students in all the 3 years of the degree course as additional subject. In case the university does not find it possible to formulate such a course after survey a college having necessary infrastructure facilities with it for running such a course may introduce it and award diploma on successful completion of the course by the students.

(E) Supplementary Measures:

Several important measures as detailed below will have to be adopted in order to secure the fullest advantage of the new pattern of education. It hardly means to be emphasized that the proposed changes will require considerable preparation, including the preparation of new courses/materials and the orientation of teachers.

i) New Methods of Teaching:

The existing teaching methods which are largely based on rote memory, lectures and re-production should be replaced by new teaching methods which awaken curiosity, encourage self study habits and promote problem-solving skills.

It is necessary to recognize of problem solving exercise and seminar/discussions in the case of science subjects and case studies, tutorials and seminar in the case of social sciences. There should therefore, be adequate time explicitly allocated in the time-table for tutorials seminars, self-study sessions etc. It is suggested that a formal lecturing should not constitute more than two-third of the teaching learning situation. Especially during the third year, the proportion of formal lecturing could be reduced even more and greater emphasis laid on guided self-study. Class room lectures should be substituted to an increasing extent, by seminar/discussions with a view to ensuring a two way participation instruction. Individual and group assignments should be given evaluated and discussed frequently as an aid to better learning.

It may not be possible to introduce project work for every student immediately but planning should be done

in such a way that in about five years project becomes an integral part of the curriculum.

There must be a some component in the curriculum which requires every student to use the library for reference work. Once such a component is introduced this should be taken into account in strengthening the library for reading and reference materials, including journals.

ii) Examination Reforms:

The entire philosophy of examination reform is that one who teaches must evaluate but the ultimate objective can be achieved through different paths in different universities. The purpose of sessional evaluation is not merely to increase the frequency of examinations or to supplement the final examinations by mid-term examinations. The main purposes is to bring about interaction between teaching and learning on a continuing basis and to test those skills and abilities which cannot be tested through a written examination alone at the end of the term of course. The concept of question bank is to utilise the collective wisdom of teachers in framing question items of improved type and properly related to the multiple objectives of the courses. Question banks bring about a better correlation between what is taught and what is to be examined. It is a means of reducing the element of chance and arbitrariness. The semester system, properly linked with unit courses and credits enables students to have greater flexibility in the combination of courses. The introduction of a system of credits and unit cause would also enable students to take up part of the courses in the neighbouring institutions and also facilitate student modality. The essential features of these reforms

should be incorporated in the causes to bring about a proper integration of teaching, learning and evaluation.

iii) Faculty Improvement:

It has already been emphasized that the new courses and the new techniques of teaching will not produce the desired results unless steps are taken for the professional enrichment of teachers. Universities and colleges should make the fullest use of the on-going faculty improvement programmes of the Commission and also organise orientation and training courses for the college teachers in the new areas and also in techniques of teaching.

iv) Language as a means of Communication:

It is important that Universities pay adequate attention to language as a means of communication either through the courses included in the curriculum or through remedial teaching programmes and enrichment programmes or other special courses using modern techniques of language teaching. Students should be taught to use and organise words clearly and effectively to make their thinking precise and accurate.

In this context it may be mentioned that hours of work devoted to language teaching could be reduced in many universities if the courses are so re-oriented that they emphasise language as a means of improving communication skills in the relevant subject areas rather than literacy skills, criticism etc.

(F) Assistance from the Commission

Resources for the implementation of the programme of restructuring of courses may have to be found by each university within its existing resources. The Universities interested in this programme may utilise the assistance available under the UGC schemes of "Summer Institute" and "Workshop" for organising re-orientation courses for teachers in Colleges whose proposals for restructuring of courses are accepted by the Commission. The Commission may also provide assistance to universities for (a) seed money (b) Orientation of teachers and (c) Preparation of course materials, teaching aids etc. Universities may also be assisted for offering some courses on an experimental basis. Total assistance to a university for the above programme may be limited to Rs.5 lakhs for a period of 5 years.

The Commission may assist a college under this programme upto Rs.one lakhs per annum, for appointing Core staff, utilising services of part time staff and other non-recurring expenses for a period of five years. The core staff may be appointed wherever necessary in the new areas to be introduced as a part of restructuring of courses part-time staff may be drawn from other institution and local industries. A meaningful interaction between the theory and its application to the needs of the region would be possible only when there is a regular interaction with the user agencies in the region.

UNIVERSITY GRANTS COMMISSION

New Delhi-110002 the 25th November 1985

No. F.1-117/83(CP).-In exercise of the powers conferred by Clause (f) of sub-section (1) of Section 26 of the University Grants Commission Act, 1956 (No. 3 of 1956), the University Grants Commission makes the following regulations, namely :-

1. Short title, application and commencement :

- (1) These regulations may be called the University Grants Commission (the minimum standards of instructions for the grant of the first degree through formal education in the faculties of Arts, Humanities, Fine Arts, Music, Social Sciences, Commerce and Sciences) Regulations, 1985.
- (2) They shall apply to every university established or incorporated by or under a Central Act, Provincial Act or a State Act, and all Institutions recognised under clause (f) of Section 2 of the University Grants Commission Act, 1956 and every Institution deemed to be University under Section 3 of the said Act.
- (3) They shall come into force on June 1, 1986.

2. Admission/Students

- (1) No student shall be eligible for admission to the Ist Degree Course in these faculties unless he has successfully completed 12 years schooling through an examination conducted by a Board/University. The admission shall be made on merit on the basis of criteria notified by the Institutions after taking into account the reservation order issued by the government from time to time.
- (2) Student enrolment shall be in accordance with the number of teachers and physical facilities available.
- (3) No student shall be eligible for the award of the first degree unless he has successfully completed a three year course; this degree may be called the B.A./B.Sc./B.Com. (General/Honours/Special) degree as the case may be :

Provided no student shall be eligible to seek admission to the Master's Course in these faculties, who has not successfully pursued the first Degree course of three years' duration.

Provided further that, as a transitory measure where the universities are unable to change over to a three year degree course, they may award a B.A./B.Sc./B.Com. (Pass) degree on successful completion of two year course, but that no student of this stream shall be eligible for admission to the Master's course unless he has undergone a further one year bridge course and passed the same. The three year degree course after 10+2 stage should in no case be termed as B.A./B.Sc./B.Com (Pass) degree.

3. Working days

- (1) Every University enrolling students for the Ist Degree Course shall ensure that the number of actual teaching days does not go below 180 in an academic year.

Explanation:

The working days shall exclude holidays and vacations, the time set apart for completing normal admission, time required for the preparation and conduct of examinations but shall include the days on which classes such as lectures, tutorials, seminars, practicals etc. are held or conducted.

- (2) The total periods provided in the time-table shall not be less than 40 clock hours a week. The time-table on working days shall be so drawn up that physical facilities are adequately utilized, and not used only for a few hours a day.
- (3) The University shall not only lay down the syllabus for each course but also the manner of its implmentation, namely, thrugh number of lectures, tutorials, laboratory sessions, seminars, field work, projects etc. Students shall be encouraged to study some part of the syllabus themselves and shall be given assignment so as to make them use the library or laboratory etc.
- (4) When a student offers a combination of courses -
- (i) it shall be ensured that the total weekly workload on the student is not more than 30 clock hours a week,

thus enabling him to undertake some study at his own initiative or to prepare his tutorials seminars etc;

(ii) the total work-load on a student shall also be adequate so as to keep him busy;

(iii) lectures shall be supplemented by tutorials and/or problem solving sessions (which shall be around 25% of the lecture work load), term papers etc., so that a student derives maximum benefit from his programme of study.

(5) Minimum number of lectures, tutorials, seminars, practicals etc. which a student shall be required to attend before being eligible for appearing at the examinations shall be as prescribed by the University which, on an average, shall not be less than 75% of the total number of lectures, tutorials, seminars, practicals etc.

4. Examination

(1) The University shall adopt the guidelines issued by the University Grants Commission from time to time in regard to the conduct of examination.

(2) There shall be both continuous sessional evaluation in addition to semester/year-end examinations. The marks or grades obtained in continuous sessional evaluation shall be shown separately in the grade-card alongwith percentile ranking. Each grade card shall indicate the name of the college from which the candidate appeared in the

examination. Further more, the University shall develop a dependable system of checks and controls on marks or grades awarded in sessional work.

Explanation :

Percentile rank refers to the percentage of all the examinees in the course who had the same or higher percentage of marks or grade in the examination.

- (3) The examination question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
- (4) No semester/year-end examination shall be held unless the University is satisfied that atleast 75% of the course work indicated under sub-regulation 3(3) has been actually conducted.

5. Teachers

- (1) No teacher shall be appointed who does not fulfil the minimum qualifications prescribed for recruitment as per University Grants Commission (Qualifications required of a person to be appointed to the teaching staff of a University or other Institutions affiliated to it, Regulations, 1982) notified under Section 26(i) (e) of the University Grants Commission Act. 1956.
- (2) Every teacher shall be available in the Institution on a working day during the period prescribed and shall in addition to participating in teaching as indicated in sub-regulation 3(3), undertake examination/test/evaluation/

invigilation work, general assistance to students in removing their academic difficulties, and participate in extra-curricular and institutional support activities, as required.

- (3) The work load of a teacher shall take into account teaching, research and extension activities, preparation of lessons, evaluation of assignments, term papers etc. and shall be in accordance with the guidelines issued by the University Grants Commission from time to time.

Provided that the time spent on extension work where it forms an integral part of the course prescribed shall count towards the teaching load.

Provided further that no teacher shall be expected to lecture for more than three clock hours per day.

- (4) The number of full-time and/or part-time teachers shall be provided, keeping in view the total institutional workload as provided in sub-regulation 3(5), teachers workload in sub-regulation 5(3) and class size in sub-regulations 6(1) and 6(2).
- (5) The group for tutorials shall not normally be more than 15 or 20 students.
- (6) A teacher shall not be expected to supervise more than 20-25 students in a laboratory class.

6. Physical facilities

- (1) Every University shall lay down norms in respect of classrooms, laboratories, library, canteen/cafeteria, hostel accommodation etc. and all institutions admitted to its privileges shall adhere to the same. The University while prescribing here facilities as a condition of affiliation shall keep in view the guidelines of the University Grants Commission in this regard.
- (2) The lecture-classes shall normally not exceed 80 students, unless, in special cases, the University has accommodation for larger classes and makes suitable audiovisual arrangements for effective lecturing accompanied by tutorial classes.

7. Information

Every University shall furnish to the University Grants Commission information relating to the observance of these Regulations in the form prescribed for the purpose. The information shall be supplied to the University Grants Commission within 60 days of the close of the academic year.

No. F.1-117/83(CP).-In exercise of the powers conferred by Clause (f) of sub-section (1) of Section 26 of the University Grants Commission act, 1956 (No. 3 of 1956 (No. 3 of 1956)), the University Grants Commission makes the following regulations, namely :-

1. Short title, application and commencement:

- (1) These regulations may be called the University Grants Commission (the minimum standards of instructions for the grant of the first degree through non-formal/distance education in the faculties of Arts, Humanities. Fine Arts,

Music, Social Sciences, Commerce and Sciences) Regulations, 1985.

- (2) They shall apply to every university established or incorporated by or under a Central Act, Provincial Act or a State Act, and all Institutions recognised under clause (f) of Section 2 of the University Grants Commission Act, 1956 and every Institution deemed to be University under Section 3 of the said Act.
- (3) They shall come into force on June 1, 1986.

2. Admission/Students

- (1) No student shall be eligible for admission to the Ist Degree Course through non-formal/distance education unless he has successfully completed 12 years schooling through an examination conducted by a Board/University. In case there is no previous academic record, he shall be eligible for admission if he has passed an entrance test conducted by the University provided that he is not below the age of 21 years on July 1 of the year of admission.
- (2) No student shall be eligible for the award of the first degree unless he has successfully completed a three year course; this degree may be called the B.A./B.Sc./B.Com. (General/Honours/Special) degree as the case may be :

Provided that no student shall be eligible to seek admission to the Master's Course in these faculties, who has not successfully pursued the first Degree Course of three years duration.

Provided further that, as a transitory measure where the universities are unable to change over to a three year degree course, they may award a B.A./B.Sc./B.Com. (Pass) degree on successful completion of two year course, but that no student of this stream shall be eligible for admission to the Master's course unless he has undergone a further one year bridge course and passed the same. The three year degree course after 10+2 stage should in no case be termed as B.A./B.Sc./B.Com. (Pass) degree.

3. Programme of Study

- (1) Each lesson shall constitute approximately one week's reading and there shall be at least 25 lessons in each main subject of study. The lessons shall be despatched to the student at regular intervals.
- (2) The University shall set up study centres (outside the headquarters) in areas where there is a reasonable concentration of students. Each study centre shall have adequate library facilities (text books, reference material and lessons and supporting material). They shall also have qualified part-time instruction/counselling staff to advise and assist the students in their studies and remove individual difficulties.
- (3) A contact programme of 8-10 days shall be organised in different places where there is a reasonably good number of students, to include lectures and discussions in support of the studies. Classes may be arranged on Sundays and other holidays at the headquarters.

- (4) Adequate number of practicals shall be provided in all courses involving such work and if necessary, these may be arranged in the evening, during holidays or vacations in the existing institutions.
- (5) Every student at the under-graduate level shall be required to do at least five home assignments in each subject which shall be made available to him at regular intervals, received back, corrected, graded and returned to the student at regular intervals. The University shall maintain a record of the progress of studies of each student.
- (6) The minimum number of assignments performed by a student for each subject shall be 3 in order to be eligible for appearing in the examination in the concerned subject.

4. Examination

- (1) The University shall adopt the guidelines issued by the University Grants Commission from time to time in regard to the conduct of examinations.
- (2) There shall be home assignments, students response sheets, contact programmes and semester/year end examination. The marks or grades obtained in home assignment and response sheets shall be shown separately in the grade card along with percentile ranking. Furthermore, the University shall develop a dependable system of checks and controls on marks or grades awarded in home assignment and response sheets.

Explanation:

Percentile rank refers to the percentage of all the examinees in the course who had the same or higher percentage of marks or grade in the examination.

- (3) The examination question papers shall be framed so as to ensure that no part of the syllabus is left out of study by a student.
- (4) No Semester/Year-end examination shall be held in a subject unless the University is satisfied that at least 75% of the programme of study indicated under sub-regulations 3 and 3(4) have been actually conducted.

5. Teachers

- (1) No teacher shall be appointed who does not fulfil the minimum qualifications prescribed for recruitment as per University Grants Commission (Qualifications required of a person to be appointed to the teaching staff of a University or other Institutions affiliated to it, Regulations, 1982) notified under Section 26(i) (e) of the University Grants Commission Act, 1956.
- (2) Every teacher shall be available in the Institution on each working day during the period prescribed and shall perform such duties as specified under sub-regulations 5(4) and in addition undertake examination/test/evaluation/invigilation work, general assistance to students in removing their academic difficulties and participate in extra-curricular and institutional support activities as required.

- (3) The work load of a teacher shall take into account teaching, research and extension activities, preparation of lessons, evaluation of assignments, term papers etc. and shall be in accordance with the guidelines issued by the University Grants Commission from time to time for non-formal and distance education.

Provided that the time spent on extension work where it forms an integral part of the course prescribed shall count towards the teaching load.

- (4) The workload of a teacher in Distance Education courses shall include the following :

- (i) Preparing, editing, writing, revising, translating lessons and other reading material and checking the academic content thereof;
- (ii) Teaching under personal contact programme as described in sub-regulation 3(3);
- (iii) Correction of student response sheets;
- (iv) Maintaining a record of work done by him termwise and submitting the same to the Institution;
- (v) Work during vacations to prepare reading materials, reading of proofs, etc.
- (vi) Such other work as may be assigned in connection with teaching or examination.

- (5) The norms of workload for teachers at the undergraduate level shall be as prescribed in the guidelines issued by the University Grants Commission from time to time.
- (6) The number of full-time and part-time teachers shall be provided keeping in view :-
- (i) Programme of study as provided in sub-regulations 3(1), 3(2), 3(3), 3(4), 3(5) and 3(6).
 - (ii) total institutional work load as provided in sub-regulations 5(1), 5(2), 5(3), 5(4) and 5(5) and
 - (iii) total enrolment of students.

6. Information

Every University providing instruction through non-formal/distance education shall furnish to the University Grants Commission information relating to the observance of these Regulations in the form prescribed for the purpose. The information shall be supplied to the University Grants Commission within 60 days of the close of the academic Year.

ANNEXURE-XIII (iii)

GUIDELINES REGARDING MINIMUM NUMBER OF ACTUAL TEACHING DAYS IN AN ACADEMIC YEAR IN UNIVERSITIES/COLLEGE, MINIMUM PROGRAMME OF EXAMINATION REFORM IN UNIVERSITIES AND WORKLOAD OF TEACHERS IN UNIVERSITIES AND COLLEGES

A. Working Days:

The number of actual teaching days in an academic year in a University/deemed to be university/constituent/affiliated colleges of the university should not go below 180 days excluding the preparation days and examination days. These are days on which classes such as lectures tutorials, seminars, laboratories are or may be conducted. Holidays cannot be counted although students may be studying in their homes or hostels or may even be informally consulting teachers. The time taken up for admissions i.e. when the classes are not formed, to start work; time meant for examinations or for preparing for examinations cannot be counted. It would be desirable for universities to make an effort to raise the number to 200 or more. The universities should budget their time in regard to work and holidays. For example, admissions should be completed by the last day of the long vacation. Examination results should also be compiled and announced during the vacations to enable admissions to take place. In a semester pattern, examinations should not be so prolonged as to take away more working days- there could be more reliance on internal assessment, examiners of first semester could be internal so that the short vacation can be utilized for evaluation. The universities should also see that a working day in a department or faculty does not become just a few hours of the forenoon. The time table should be spread to accommodate the various academic activities over at least on 8 - hour working day.

The university should also insist that the manner of conducting a course is also spelled out. The number of lectures, tutorials,

seminars, lab-sessions etc. normally adequate for each course should be worked out and preferably made known in a handbook of courses. If students cut classes, or if working days are otherwise disrupted, it should be made clear that only when the norm is reached will there be examinations. This also involves disciplined regular work on part of the teachers - which should be ensured. Every item in a given syllabus may not have to be taught in the class as a pre-requisite for the examination, but on the other hand it would be counter productive to hold examinations on reduce courses because the number of working days has been curtailed in a particular situation. If this happens, examinations will lose their credibility, students will perform poorly in competitions and interviews, and if they are admitted to the next class its standards will also suffer.

B. Minimum Programme of Examination Reform:

Every university/deemed to be university shall have to adopt the following minimum examination reform:

(i) Syllabus/Question Paper:

- a) The syllabus in each paper should be demarcated into well defined units/areas of content alongwith a topic wise breakdown. The units may be numbered.
- b) Examiners should be free to repeat questions set in previous examination. This is necessary in order to ensure that students do not leave out important portions of the syllabus. Instructions to paper setters should be amended accordingly.
- c) There is often a very wide choice given to students for answering questions, say 5 of 10. Such overall choice restricts the area of knowledge with which a

student can pass an examination and is therefore undersirable. If there is choice, it may be provided by alternate questions in each unit of the syllabus.

- d) No examination should be held without fulfilling the requiremnt of a minimum number of lectures/tutorials/laboratory sessions etc. which should be clearly laid down by the university.
- e) Examinations should be conducted in fair and impartial manner. Cheating in examinations is a cognizable offence. Univesities must take all steps for the proper conduct of examinations such as effective security measures, proper supervision and invigilation, condoning off the examination centres from the range of loudspeakers and other interference, flying squads and stern action in all cases involving copying and use of unfair means.

C. Work Load of Teachers:

The work-load of various activities should be not less than 40 hrs. a week for a teacher who is in full-time employment. (Any good teacher, particularly one who is involve in creative activity and who has a spirit of challenge towards giving his best to the students, would certainly spend much more than 40 hrs. a week in academic pursuits)

The Break-up of work load shown below is for the sake of example. It is not a rigid break-up. But, every teacher could be given duties according to some such general pattern and no one should have significantly reduced load:

1. Under-graduate College:

(a) Lecturers in Non-Laboratory/Field Work subjects

<u>Activity</u>	<u>Average No. of hours per week</u>
i. Teaching	16
ii. Testing/Exams.	2
iii. Tutorials	4
iv. Preparation for Teaching	10
v. Supervision of extra-curricular work	4
vi. Administrative Work	4

Where extra-curricular work or administrative work is not assigned or unfortunately tutorials do not take place, teaching work may be slightly increased, but as far as possible a teacher should not have to teach or lecture more than three hours per day.

(b) Lectures in Science subjects or where field work is
necessary

<u>Activity</u>	<u>Average No. of hours per week</u>
i. Teaching	16
ii. Lab. Work	4
iii. Testing/Examinations	2
iv. Teaching Preparation and Lab setting	12
vi. Administrative activities	4
v. Extra-curricular activities	2

2. Post-Graduate Colleges:

(a) Lectures in Non-Laboratory/Field Workd subjects

<u>Activity</u>	<u>Average No. of hours per week</u>
i. Teaching	10
ii. Testing/Examinations	1
iii. Tutorials	4
iv. Preparation for teaching	10
v. Research	10
vi. Own Reading/Studies	5

(b) Lectures in Science Subjects or where field work is
involved

<u>Activity</u>	<u>Average No. of hours per week</u>
i. Teaching	10
ii. Testing	1
iii. Laboratory Work	4
iv. Teaching Preparation/ Lab. setting	10
v. Research	10
vi. Own Reading/Administrative Work	5

Teaching combining Undergraduate and Postgraduate teaching will have a position in between (1) and (2) above.

(c) Senior teachers like Readers and Professors, in addition to their own research work, guide and supervise a fairly large number of students for M.Phil./Ph.D. degrees. They have also be attend

consultation meeting of various organistins, sometimes relating to teaching and sometimes teaching responsibilities may be slightly curtailed allowing them a greater portion of time for guiding and suprvising research work. However, to the 10 hrs. of research per week on the average, it should be possible to add not more than 4 hours, bringing the total of research to 14 hours per week. This again implies that the number of students to be supervised should be limitedd to perhaps 4 to 6, and that senior teachers should be able to assign specific time to each scholar whose work they are supervising.

It is also felt that with 14 hours for research and 5 or 6 hours for reading and study and perhaps another 5 hours for extra-curricular or administrative work, senior teachers should be able to put in about 8 hours of teaching and laboratory work including testing and about 8 hours for preparation of teaching work. Teachers not having such extensive research responsibilities should put in more teaching work. Ordinarily a teacher may not have more than two postgraduate theory courses to teach with some laboratory or tutorial responsibility.

It is further observed:

- i) That young people are given enough time to help in the profession growth and achievement of academic excellence particulaly in the initial years of their service;
- ii) That teachers guiding research students have adequate time to look after them; and
- iii) That 'pleasant' as well as 'unpleasant' work is shared by all teachers.

In case a certain teacher likes to have an extra load at a particular time in the year, and comparatively less teaching

work at some other time during the total academic year, this should be accommodated, if it does not cause any serious difficulty in the teaching programme of the department. Where teaching is organised in semesters and terms such as adjustment could be made in the corresponding period, provided the teacher has given adequate notice to the university.

The underlying Principle being that the maximum work-load should be the same in all departments and for all teachers. In postgraduate centres where considerable research activity is envisaged it is obvious that the direct teaching of the staff will be reduced and the staff will accordingly devote the remaining time for active research.

Teachers should spend a certain amount of time every day in the department/college whether or not they have direct teaching duties on certain days. If facilities are provided, preparation for teaching can mostly be done in the department/college. This is so as to ensure that a teacher is available for his students if they need his help, and that a teacher is also available when he is needed for consultation or discussion on various matters that come up in institutions.

**LIST OF SCHEMES OF UGC UNDER WHICH SEPARATE ASSISTANCE
COULD BE PROVIDED TO AUTONOMOUS COLLEGES**

1. Maintenance and Coordination of Standards

Restructuring of Undergraduate Courses,

College Science Improvement Programme (COSIP)/College Humanities and Social Science Improvement Programme (COHSSIP),

Examination Reform.

2. Development of Colleges

Assistance to Arts, Science, Commerce and Multi-faculty colleges for the development of undergraduate education during the Seventh Plan.

3. Faculty Improvement Programmes

Seminars, Symposia, Summer Institutes, Workshops etc.

Research Scientists

Teacher Fellowships

Career Awards

Research Associateship

Adult Education and Extension Point No.16 of the New 20 Point Programme

Population Education

planning Forums

Women's Studies

Coaching Classes for competitive examinations for weaker sections amongst minority communities.

National Integration Programme

PROVISION OF AUTONOMY IN NATIONAL
POLICY ON EDUCATION 1986

- 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."

PROGRAMME OF ACTION ON NATIONAL EDUCATION POLICY (1986)

(a) DEVELOPMENT OF AUTONOMOUS COLLEGES (Para 5.28)

7. The system of affiliated colleges does not provide autonomy to deserving colleges to frame curricula, courses of studies, or their own system of evaluation. Although the UGC has been supporting this programme, only 21 colleges have been conferred autonomous status so far.
8. It is envisaged that about 500 colleges should be developed as autonomous colleges in the Seventh Plan, and the existing affiliating system might be replaced in the long run. Due care will be taken to evolve a suitable framework for autonomous Colleges.
9. In order to achieve this objective, it is propose:
 - (a) to make provision in the University Acts where necessary, to enable colleges to become autonomous;
 - (b) to frame guidelines and pattern of assistance including the extent of academic, administrative and financial freedom and the corresponding responsibilities devolving on the autonomous colleges, their management structures, including provisions for safeguarding the interests of teachers, etc;
 - (c) to formulate a scheme of incentives such as special assistnace to selected colleges, creation of posts of Readers and Professors, provision of a higher level of grant for development, etc. to colleges which become autonomous;

- (d) to provide special assistance to colleges in tribal/backward areas to enable them to develop into autonomous colleges;
- (e) to make statutory provision, if necessary, to enable autonomous colleges to award their own degrees or to confer deemed university status on them to develop other appropriate mechanisms to accelerate the process of curricular reforms, design of courses, reforms in teaching and evaluation procedures, etc.
- (f) to develop appropriate instruments for review/ appraisal of the scheme of autonomous colleges at regular intervals, and to develop interaction among colleges to promote the scheme of autonomous colleges;
- (g) to initiate detailed studies to develop alternate methods of university-college relationships that could replace the existing affiliating system in the long run.

10. The programme of autonomous colleges will be fully funded by the Central Government for a period of five years. Funds for this purpose will be made available to the UGC. However, the maintenance expenditure of these college will continue to be met by the resources which provide such expenditure, at present.

(b) DESIGN OF COURSES (Para 5.29)

11. Higher Education Programme have to be redesignaed to meet the growing demands of specialisation, to provide flexibility in the combination of courses, to facilitate mobility among courses, programmes and

institutions, to update and modernise curricula, to integrate work/practical experience and participation in creative activities with the learning process, and to facilitate reforms in the evaluation procedure. The present rigid structures do not permit these reforms.

12. In order to achieve this objective, it is proposed:

- (a) to secure full involvement of the Universities and faculties in designing and reorienting the courses in higher education;
- (b) to review comprehensively the existing guidelines on restructuring courses framed by the UGC to incorporate the new concepts in the design, content and structure envisaged in the policy;
- (c) the foundation course proposed in the UGC scheme of restructuring courses will be an important element of general undergraduate programmes. A special emphasis should be laid on the study of India's Composite Culture so as to foster unity and integrity of the country among students. Women's studies will be one of the components of the Foundation Course. The curricula of different disciplines will also reflect issues concerning women's status and development;
- (d) to reorganise the Boards of Studies in the Universities to facilitate redesigning of courses and to promote inter disciplinary programmes and inter-faces with employment;
- (e) to make provision for academic recognition/credit for participation in creative activities like NSS, NCC, Sports, Games, etc;

(f) to organise regional/national seminars to generate enthusiasm in and commitment to the new design of courses, flexibility in the combinations modular structure, accumulation of credits etc.; and

(g) to link development grants to universities with the willingness and interest in reorganisation of course and commitment to innovation as a continuing effort.

13. During the Seventh Plan, the UGC has set up 24 Curricular Development Centres. This number will be increased and their work will be oriented to the design visualised in the Policy. The International Centre of Science & Technology Education may be utilised to coordinate and develop curricula in the field of Science & Technology. To begin with, in the next three years, model course material in 15 subjects will be developed in the form of audio/video cassettes with the help of best available teachers. The material could also be used for self-instruction and put out as radio/TV broadcasts. Eventually, such material is proposed to be made available as multi-media packages.

14. Autonomous colleges and autonomous Departments will be major instruments in promoting the redesign of courses. The College Development Councils to be set up will encourage local initiative in the design of courses especially the application oriented component and strengthening of linkages. The State Councils of Higher Education will ensure the implementation of these programmes and monitor the progress of their implementation.

(c) TEACHERS' TRAINING (Para 5.31)

15. The present system does not accord teachers a proper economic and social status, opportunities for professional and Career development, initiative for innovation and creative work, proper orientation in concept, techniques and value system to fulfil their role and responsibilities. Motivation of teachers is important for implementation of the policy.

16. In order to achieve this, it is proposed:

(a) to organise specially designed orientation programmes in teaching methodologies, pedagogy, educational psychology, etc., for all new entrants at the level of lecturers;

(b) to organise refresher courses for serving teachers to cover every teacher at least once in 5 years;

(c) to organise orientation programmes by using the internal resources of universities and by bringing a number of colleges together.

(d) to encourage teachers to participate in seminars, symposia etc.

17. The Indira Gandhi National Open University will run special programmes to promote self-learning among teachers. The recommendations of the Committee on revision of pay scales of teachers in universities and colleges will be examined for implementation. Teachers will be recruited on the basis of a common qualifying test the details of which will be formulated by the UGC. Methodologies will be developed for evaluation of teacher performance through self-appraisal, through peer groups, and also by students. Career advancement of teachers will be linked with professional development and performance appraisal. The Management structures of universities will be remodelled to provide opportunities for greater participation of teachers at all levels in academic administration.

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