

**GUIDELINES FOR AUTONOMOUS
COLLEGES, COSIP, COHSSIP AND
COMPUTERS TO COLLEGES**

NIEPA DC



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**UNIVERSITY GRANTS COMMISSION
NEW DELHI
1993**

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Guidelines for Autonomous Colleges, COSIP, COHSSIP and Computers to Colleges

Contents

- | | |
|--|----|
| 1. Revised Guidelines on the Scheme of Autonomous Colleges. | 1 |
| 2. College Science Improvement Programme (COSIP) | 21 |
| 3. College Humanities and Social Sciences Improvement Programme (COHSSIP). | 37 |
| 4. UGC Guidelines for Providing Computer to Colleges. | 49 |

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UNIVERSITY GRANTS COMMISSION

PROFORMA FOR SUBMITTING UTILISATION CERTIFICATE IN RESPECT OF BUILDINGS UNDER CONSTRUCTION BUT NOT COMPLETE

It is certified that _____ (specify the name of the building) which was approved by the University Grants Commission, vide UGC letter No. F _____ dated _____ is under construction and not complete. The progress of expenditure on the above mentioned building and other financial details as on _____ are given below:

Original estimated cost as approved by UGC	UGC Letter No. & date	Revised estimated cost as approved by UGC (if any)	UGC Letter No. & date	Share of UGC against the approved cost	Total grant released by UGC so far	Sanction Letters No. & date	State Govt./ Univ./ Management share against approved cost	Grant Actually released by the State Govt./ Univ./ management so far	Expenditure incurred as on _____	Total expenditure incurred as on _____ is Rs. (Rupees)
--	-----------------------	--	-----------------------	--	------------------------------------	-----------------------------	--	--	----------------------------------	--

(Rs. in lakhs)

(Rs. in lakhs)

(Rs. in lakhs)

(Rs. in lakhs)

This certificate is based on audited/unaudited statement of expenditure.

Signature and designation of competent authority.

Full Name:

Designation:

Signature and designation of the Engineer Incharge of the work (not below the rank of Executive Engineer in CPWD/State Govt.)

(Resolution No. _____ dated _____ of University/or of Executive Body authorising the signatory to furnish utilisation certificate)

UNIVERSITY GRANTS COMMISSION

PROFORMA FOR SUBMITTING UTILISATION CERTIFICATE IN RESPECT OF BUILDINGS WHICH IS COMPLETED

It is certified that _____ (specify the name of the building) which was originally approved by the University Grants Commission, vide its Letter No. F _____ dated _____ and revised (final) estimate was approved vide UGC Letter No. F _____ dated _____ has been completed. The details of expenditure on the above building are as under:

Original estimated cost as approved by UGC	UGC Letter No. date —	Final Revised estimated cost as approved by UGC	UGC Letter No. date	Total Share of UGC against the final revised estimate	Grant released by UGC in different instalments	Sanction Letters No. date	State Govt./Univ./ Management share against the final approved cost	Total grant actually released by State Govt./Univ./ management	Total expenditure incurred. (Rs. in lakhs) (Write also in words)
(Rs. in lakhs)		(Rs. in lakhs)		(Rs. in lakhs)	(Rs. in lakhs)		(Rs. in lakhs)	(Rs. in lakhs)	

1.
2.
3.
Total _____

It is further certified that the above expenditure has been incurred as per details given below.

- | | |
|---|-----|
| 1. Cost of site development including landscaping, approach road, plantation etc. | Rs. |
| 2. Cost of Civil works | Rs. |
| 3. Cost of Electrical wiring & fittings. | Rs. |
| 4. Cost of water supply, sewerage/sanitary fittings. | Rs. |
| 5. Cost of furnishing & furniture | Rs. |
| 6. Any other (specify) | Rs. |
| 7. Supervision charge of construction agency | Rs. |

Grand Total Rs. (In words)

Certificate of Engineer:

Certified that the building has been completed as per plans & estimates approved by UGC.

1. This certificate is based on audited/unaudited statement of expenditure.
2. Certified that the building & fittings/furnishing have been taken on university/college assets/stock ledger/register.

Signature of the Competent authority:

Name & Signature of the
Architect (if relevant)

Designation and signature of Engineer in-Charge (not below the rank of Executive Engineer in CPWD/State Govt.)

Full Name:

Designation:

(Resolution No. _____ dated _____
of University/or Executive Body authorising
the signatory to furnish utilisation certificate.

Remarks: If the building is constructed by an architect (either individual or a firm) the certificate of a completion cost is to be countersigned by an Engineer not below the rank of an Executive Engineer of State/Central P.W.D.

UNIVERSITY GRANTS COMMISSION

UTILISATION CERTIFICATE IN RESPECT OF ITEMS/PROGRAMMES WHICH ARE IN PROGRESS/COMPLETE

It is certified that the University Grants Commission sanctioned Rs. _____ lakhs (Rupees _____) vide letter No. F. _____ dated _____ for _____ (name of programme/Item) which is under implementation has been completed. It is certified that the progress of expenditure on the programme/item is as under:

A. Non-Recurring:

Sl. No.	Item (s)	Cost approved by the UGC	Grant released by UGC so far	UGC Sanction Letter No. & date for each item	Actual expenditure as on _____ (date)	Remarks
---------	----------	--------------------------	------------------------------	--	---------------------------------------	---------

- 1.
- 2.
- 3.

B. Recurring:

Sl. No.	Item (s)	Cost approved by the UGC	Grant released by UGC so far	UGC Sanction Letter No. & date for each item	Actual expenditure as on _____ (date)	Remarks
---------	----------	--------------------------	------------------------------	--	---------------------------------------	---------

- 1.
- 2.
- 3.

- A. This certificate is based on audited/unaudited statement of expenditure.
B. The items of stock have been taken in the assets ledger/register of the institution.

Signature:

Name:

Designation:

(Resolution No. _____ dated _____ of University/Executive Body authorising the above signatory to furnish utilisation certificate).

**REVISED GUIDELINES
ON THE
SCHEME OF AUTONOMOUS COLLEGES**

**UNIVERSITY GRANTS COMMISSION
NEW DELHI
1993**

REVISED GUIDELINES ON THE SCHEME OF AUTONOMOUS COLLEGES

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 education system and curricula. 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. Because of the compulsion to prescribe an identical curriculum, teaching system and examination system for all affiliated colleges and the compulsion to set standards which are attainable by even the weak colleges, the prescription of the University tends to keep standards low. The Colleges which have the potential to implement an academic programme of higher standard do not have the freedom in the affiliating system to conduct such courses or teaching systems or examining systems. 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) required 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.

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 examination has also been strongly underlined in the National Policy on Education, 1986 and 1992.

2. Objectives of Autonomy

An autonomous college will have the freedom to:

- determine and prescribe 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 be a means to achieve higher standards and greater creativity in the future. An autonomous college will be fully accountable for the content and quality of education that it imparts. It will be responsible for evaluation of the students for awards of degrees which will be accepted by the parent university.

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 degree.

5. Criteria for Identification of Institutions for Grant of Autonomy

The following factors are considered while approving autonomous status for individual institutions:

- 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 cast, creed or social class.
 - iv. Physical facilities e.g. library, accommodation and equipment.
 - v. Institutional management.
 - vi. The financial resources that the management/State Government provides for the development of the institution(s).
 - vii. The responsiveness of the administrative structure to the views of staff and students.
 - viii. Involvement of faculty in educational innovation and reforms.
- Autonomous status relates to only degree and masters programmes in the College.

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 University are required to be amended to provide for autonomous status to constituent or affiliated colleges.

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) Two experts from outside the state to be nominated by the University.

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

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.

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 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. The recommendations of the University and of the State Govt. will be furnished to the UGC. After the concurrence of the UGC and the State Govt. is available, the University will notify the conferment of autonomous status to the college.

8. Mechanism 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.

The faculty members should be motivated towards the seminars and workshop session to make them familiar with the objectives and rationale of autonomy.

Departmental Preparation: 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.
4. The Finance Committee.

The college will in addition, have bodies like Planning and Evaluation Committee, Grievances Appeals Committee, Examination Committee, Admission Committee, Library Committee and a committee on students welfare and extra-curricular matters. The composition and functions of these committees are suggested as at Annexures II to VI.

(i) **Governing Body:**

The Governing Body or Board of Management will inter-alia, have the representatives of State Government and University. If there is more than one Government College autonomous in a State, there could be an umbrella society at the State Level for all autonomous Govt. Colleges. In that case each College would have an Executive Committee with composition mentioned in Annexure II.

(ii) **Academic Council** will be solely responsible for all academic matters such as the framing of academic policies, approving courses, regulation, syllabus, etc. The Council will ensure involvement of faculty at all levels and also outside experts

including the representatives of University. The decision taken by the academic council will not be subject to any further ratification by the University academic council or other statutory bodies of the University.

(iii) **Board of studies** are basic units in the academic system. Their functions will include prescribing the regulations and syllabus for various courses, reviewing and updating the syllabus from time to time, introducing new courses, determining the details of the elements for continuous assessment, recommending panels for appointment of the examiners for the end semester examinations etc.

10. Monitoring, Evaluation and Accountability of Autonomy

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

There will be self evaluation each year by the colleges. In addition, there will be two external evaluations, one after three years and the second after five years which will also determine continuance or otherwise of the autonomous status. After the initial five years, there should be an external review by the University every five years and renewal of autonomy should be based on the outcome of such reviews.

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

11. Pattern of Financial Assistance

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

The assistance to meet additional needs will be payable on yearly basis. This entitlement for any particular year will, however, lapse if it is not claimed/sanctioned by the UGC at least in the succeeding year. This assistance will enable the college to meet the expenditure involved on items such as:

- (i) Guest/visiting faculty;
- (ii) Orientation of teachers;

- (iii) redesigning of courses, development of teaching and learning material
- (iv) workshops and seminars:
- (v) examination reforms, development of question banks etc:
- (vi) office equipment, teaching aids and laboratory equipment:
- (vii) furniture for office, class-rooms and laboratories:
- (viii) library furniture, equipment, books/journals:
- (ix) renovation and new construction of buildings:
- (x) expenditure on meetings of Governing Body and of Committees.

The UGC money cannot, however, be used for creation of posts, payment of salary to any of college staff or for paying honorarium to existing staff to meet normal college contingency requirement or to subsidise examination expenses. The examination fees should be fixed so that income from fees can meet the expenditure on examinations.

The ceiling of normal assistance will be as follows:

- (a) Undergraduate level only:
 - (i) Arts/Science/Commerce (one faculty only) Rs. 4.00 lakhs p.a.
 - (ii) Arts, Science & Commerce (more than one faculty) Rs. 6.00 lakhs p.a.
- b) Both undergraduate and postgraduate levels: Rs. 7.00 lakhs p.a.

The colleges providing professional education in the field of Education, Engineering & Technology etc. will also be eligible for financial assistance from the UGC, depending upon the size and stage of development of the colleges, on their attaining autonomous status.

12. General Matters

- (i) All recruitment of staff shall be direct by the Governing Council/ Board of Management of the Autonomous College and in accordance with the Policy recommended by the UGC namely advertisement in newspaper and selection by a Committee including two external experts approved by the University.
- (ii) Universities should ensure that students of autonomous colleges

are not denied or treated less favourably for admission in courses at higher levels in the Universities/Non-autonomous colleges.

- (iii) UGC will particularly welcome research projects from teachers of autonomous colleges. Autonomous colleges should also explore the possibilities of having research projects from agencies like the ICSSR, ICAR, etc., etc.
- (iv) Organisation of special need-based short term courses of continuing education may be an important activity of autonomous colleges.

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.

<i>Subject</i>	<i>Year</i>	<i>M.Phil.</i>	<i>Ph.D.</i>
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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).

Annexure-II

RECOMMENDED COMPOSITION 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 Governing Body/Board of Management shall meet atleast thrice a year.

Annexure-III

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

I. 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 rotation 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. Office Incharge of the College Non-Member
Secretary

II. Terms of the Members:

The term of the nominated members shall be two years.

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 Government Body on suggestion(s) pertaining to academic affairs made by it; and
 - (i) perform such other function as may be assigned by the Governing Body or the Board of Management.

Annexure-IV

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

1. Composition:

1. Head of the Department concerned -- *Chairman*
2. All the teachers in the department having five years of service in the college -- *Members*
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.

Annexure-V

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

Composition:

1. The Principal *Chairman*
2. One person to be nominated by the Government 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 Government Body/Board of Management.* No proposal involving financial implication would be considered by the Board of Management without it being first considered by the Finance Committee.

* as may be named.

PROGRESS REPORT OF COLLEGE (AUTONOMOUS)
(To be furnished in duplicate by the Principal of the College)

Progress Report for the Academic Year _____

1. Date when autonomy was first given by UGC.
2. Year in which last external evaluation was done.
 - (a) By Managing Society
 - (b) By University
3. Annual evaluation done by the College during the year. (attach copy).
- 4.

ITEM	UN-UTILISED GRANT AVAILABLE FROM PREVIOUS YEAR	GRANT RECEIVED FROM UGC DURING THE YEAR	EXPENDITURE DURING THE YEAR	UTILISATION CERTIFICATE
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Buildings

Guest Faculty

Orientation of Teachers

Redesigning of Courses

Workshops/seminars

ITEM	UN-UTILISED GRANT AVAILABLE FROM PREVIOUS YEAR	GRANT RECEIVED FROM UGC DURING THE YEAR	EXPENDITURE DURING THE YEAR	UTILISATION CERTIFICATE
Office/teaching laboratory equipment				
Furniture				
Library				
Meetings of Governing and other bodies.				

5. Number of courses modified, stopped or started during the year (give names of courses).
6. If external evaluation done during the year, attach report.

Place
Date

Signature
Name
Designation
(Principal)

**COLLEGE SCIENCE
IMPROVEMENT PROGRAMME
(COSIP)**

**UNIVERSITY GRANTS COMMISSION
NEW DELHI
1993**

COLLEGE SCIENCE IMPROVEMENT PROGRAMME (COSIP)

The purpose of the College Science Improvement Programme (COSIP) is to accelerate the development of the Science teaching capabilities of predominantly under-graduate institutions and to initiate a process of continuous self-renewal. In order to improve the range of under-graduate education in the science subjects (physical, earth, biological and mathematical science) and to expand opportunities for undergraduates to pursue useful scientific careers, the COSIP aims to have beneficial effects on teachers and students, subject matter and methods of instructions, syllabi, curricula and individual courses, facilities, equipment, workshop, library and teaching materials.

COSIP is an attempt at fundamental renewal of precisely normal daily programme of science education for all the students. This renewal demands imagination and creative effort. Its application is neither easy nor immediately appreciated by all the staff, to change the teaching methods is so that the stress is placed not in examinations but on student participation, scientific reasoning and the application of science to the problems of a developing nation. In practice, improvement of teaching technology and reorientation of staff thinking is at the heart of COSIP. The teacher must himself understand and believe in the programme and processes of modernisation and change. He must teach the student to think and explore and discover and to apply his knowledge properly.

COSIP is not meant only to discover and encourage scientific talents. It is not to be considered as the UGC modified version of the National Talent Scheme. In fact it is important that COSIP should not be run as a special programme, parallel to the normal programme of the college. Much less is COSIP intended nearly to provide better coaching for examinations leading to better results and consequent superficial enhancement of the colleges public image nor is a substitute for the normal development grants available to the colleges on a sharing basis from the UGC. COSIP fund is not to be used for P.U.C. and first year pre-degree intermediate classes.

COSIP in Selected Colleges

In preparing development plan, the faculty of the science departments as well as the administrative officers of the college will

review the relative emphasis currently placed on various aspects of undergraduate science education in the college and consider what developments are best calculated to bring fresh outlook, approach and improvement envisaged under this programme. It is, therefore, expected that each college invited to participate in the college science improvement project will conduct a self study through which it (a) defines for itself and its science departments a long range, say 5 to 8 years, goals that are in conformity with the college's own educational purposes and also the policies of its parent university, (b) positively identifies its present strengths and weaknesses in science instruction, (c) determined what logical steps should be taken now towards the achievement of its recognised goals of modernization and rationalization of science teaching, (d) prepares a detailed plan for mounting the first phase of the College Science Improvement Programme. In outlining this plan, the proposal should clearly indicate how existing resources are being allocated for different purposes in the budget and the purposes for which the University Grants Commission support would be used to augment the present effort of the college.

The important activities which could be undertaken by the selected colleges are as under:

- (i) To make a determined effort to introduce new methods of instruction in the class room as well as in the laboratories reduce formal instruction to the minimum and to release necessary time to enable the student to undertake reference work and study on their own with the necessary guidance given by the teachers.
- (ii) To do in a better way science teaching by adopting new teaching technology and to set in motion processes which may ultimately help the university to revise the syllabii and examination methods.
- (iii) To ensure student participation in discussions, seminars, project work and wherever possible in teaching as well.
- (iv) To provide opportunities for college teachers to obtain additional training through various refresher programme to be developed by the universities for this purpose.
- (v) Improvement of laboratory equipment and providing for necessary demonstration material to revise courses and for adoption of new teaching methods.

- (vi) To design and fabricate equipment required for supporting instructional programmes by the development of their workshop facilities.
- (vii) To establish inter-departmental and inter-collegiate programmes for uplifting science education at the undergraduate level.
- (viii) To devise special programmes to enable gifted science students to development their innate talents and for their development into professional scientists.
- (ix) To provide for an average science student, necessary equipment to encourage his powers of reasoning, logic and spirit of enquiry essentially required for science.

Consequent upon the implementation of these programmes, following results are expected to achieve:

- (1) There will be less lecturing, fewer contact hours and more opportunities for students to explore and experiment.
- (2) Greater distinctions will be made between the needs of future scientists and those of degree holders who will be science users and not professionals.
- (3) It is anticipated that the Botany and Zoology instruction at the B.Sc. level and earlier will merge into general integrated Biology courses containing all the elements of life science now taught separately.
- (4) It is expected that the life science will become more quantitative and therefore modern.
- (5) The UGC would like to encourage the individual character of each college and university. Hence each college under COSIP will have the privilege of achieving the aims of COSIP in its own individual way. However, the UGC reserves to itself the duty of guidance and ultimately of removing from the approved list of those colleges which cannot or will not effectively institute programmes of fundamental renewal. Only such colleges as make an impact under COSIP can expect to participate in the follow-up activities.

Apart from these far reaching results, the following general benefits are expected:

- (i) Better preparation of professional scientists rather than examination passers.

- (ii) Better general scientific background of a large fraction of degree holders who will not become professional scientists.
- (iii) Greater variety of teaching methods and therefore, a more vital Indian science with greater productivity, imagination and application to the needs of the nation.
- (iv) After the inception of this programme, it is expected that a large number of colleges will be prepared to assume the full responsibility of autonomy in the courses etc.

The foregoing list is merely suggestive and illustrative. The plan which the institution may include in the proposal may utilise any means for effecting improvements in undergraduate science that are considered appropriate in the local context and in conformity with broad objectives laid down by its parent university. The funds, however, would not be available for creating undergraduate scholarships or to meet or improve the salaries of the existing staff members or to meet capital costs of the existing commitments of the institution. COSIP grant is not a substitute for general development grants, for which the college can apply separately as per UGC guidelines.

Although, no matching funds may be required, it is expected that each participating institution will indicate in the proposal the financial contributions, it is prepared to make within the limits of its existing resources towards achieving the objectives of the Science Improvement Plan, both during the period of UGC assistance and in the year thereafter.

Institutional Eligibility

In view of a large number of colleges offering undergraduate science education, a selective approach based on certain defined academic and other relevant considerations would be made in selecting and inviting institutions to participate in the College Science Improvement Programme. The majority of the institutions are likely to be in the category of colleges which have been engaged in good undergraduate science teaching for long period. Nevertheless a few selected institutions which have done science teaching for fewer years may also be considered. An institutional statistics form prepared for the purpose is attached (Annexure-I). This may be completed along with the detailed proposals of the various activities to be undertaken under the College Science Improvement Programme.

In preparing the budgetary estimates it may be kept in mind that an institution may not hope to obtain assistance not exceeding Rs. Three lakhs annually for a five year period, and the expenditure should be only on such items which would help in qualitative improvement of undergraduate science instruction and not for building up basic physical facilities or for opening new courses.

APPENDIX-I
UNIVERSITY GRANTS COMMISSION
COLLEGE SCIENCE IMPROVEMENT PROGRAMME (COSIP)
SELECTED COLLEGES PROJECTS

INSTITUTIONAL INFORMATION AND PROPOSAL FORM:

1. Name of the college and address

2. (i) University to which it is affiliated
(ii) Date of affiliation for degree classes
(iii) Nature of affiliation Permanent/Temporary/Provisional

3. Name of the proposed COSIP Project
Coordinator, his academic qualifications
teaching and research experience,
participation in refresher course/
summer institutes etc.

4. Degree (undergraduate and postgraduate
courses offered by the College)

5. When was B.Sc. programme started
in the college

6. Give names of other colleges located
in the city and teaching B.Sc. classes.

1. Students

1. Number of students admitted to I B.Sc./B.Sc.(Hons) class in past 3 years. Give total and separately for each group of subject-combinations.

2. Type of students admitted : (for 3 years)
Number with I Division in the Qualifying Examination.
Number II Division in the Qualifying Examination.
Others

3. How many belong to Scheduled Caste/Scheduled Tribes.

4. Examination results : for past 3 years in University Examination for final year B.Sc.
Number appeared
Number passed
Number in I Division
Number in II Division
Others
Any distinction obtained

5. Students Enrolment for past 3 years PUC/Intermediate
B.Sc. I
B.Sc. II
B.Sc. III

2. Staff in Science Departments

1. Number of Teaching Staff, subject-wise (Please attach Bio-data of each staff member giving details of the academic qualifications, Division obtained, teaching and research experience, participation in refresher courses, Summer Institutes etc. books written and involvement in educational and other extracurricular activities of the college)
2. How many of the staff are
Permanent
Temporary
Ad-hoc
3. What is the staff composition and scales of pay (Number)
Professors
Readers
Lecturers
Demonstrators
No. of posts (if any) vacant
4. Give details of supporting Technical staff available for Laboratories, Workshop, Field work, Library etc.
5. How many teachers have improved their academic qualifications by obtaining M.Phil or Ph.D. while working in the college. Give names and other details.
6. How many workshops, seminars etc. were organised by the Science departments.

3. Facilities

1. Number of class rooms available for instruction purposes and the seating capacity of each and average size of a class. Is any of them fitted for use of audiovisual aids. Give details.

2.
 - i) No. of Laboratories, subjectwise and size of batches for practical work
 - ii) Are there preparatory rooms attached to them
 - iii) Are balance-rooms available.

3. Is there a Central Workshop in the college? and/or are there departmental workshop facilities. Give details.

4. Are there animal-house, Green house, botanical garden facilities.

5. Is there a Science Museum in the College or in a department.

6. Are the Laboratories adequately equipped to support the academic programmes. Please give list of major items of equipment available department-wise and whether they are in working condition and active use.

7. Give details of library facilities available in the college :
Total no. of Science Books (Titles-subject wise)
List of Science journals currently subscribed

8. Annual budget of the college for past 3 years: Amount provided for Science departments:
for (i) Salaries for Staff.

(ii) Purchase of Books, Equipment and Materials:

(iii) Working Expenses:

9. Is there a Book Bank established in the college? If yes, since when and no. of books available and no. of science students using them:

10. Is there a non-resident student centre in the college? What are its working hours?

11. Is there facility of separate departmental libraries with free access to the students of the Science Departments:

12. Is there a facility of hobby workshop in Electronics, Photography etc. for students.

4. Activities

1. What are the science courses offered in the college and subjects taught and combination allowed:
2. What is the average no. of lecture in each science subject that a student is to attend:
3. What are the no. and hours of Practical Laboratory Instruction per week:
4. Are there seminars, group discussions in addition to lectures:
5. What is the extent of field work required to be done by students in Biological Science, Geology etc.,
6. Does the college arrange lectures by visiting scientists?
7. a) Are there Science Clubs/Societies active in the college: Give details of activities.
8. Is there any interaction between the science departments amongst themselves in their teaching activities and if so give details:
9. Is there any collaborative science programme with other colleges in the city or with local industries etc.
10. Does the college provide any remedial courses for students who are inadequately prepared.
11. Give details of activities about restructuring of science courses.

12. Has any innovative programmes been undertaken by the college?
Give details.

13. Does the college participate in N.S.S. activities.

14. How many department use slides, films charts and demonstration or audio-visual aids in teaching.

15. Is the college participating in COSIP.

16. Please indicate details of the utilization of grants under Rs. 5 lakhs scheme:

<i>ITEM</i>	<i>Total Allocation</i>	<i>Approved UGC Share</i>	<i>Amount Utilized so far</i>

5. Proposals under COSIP

1. List all activities proposed to be undertaken by the different science departments, giving (a) purposes (b) no. of faculty and students to be involved (c) estimated expdt. for three years period (d) anticipated benefits and results to better science instruction (e) type of material inputs needed (f) plan of action to implement the activities (g) collaboration with other colleges and local industries (h) change in evaluation methods. (Attach separate sheets for each).
2. What are the inter-departmental schemes proposed? If so, give details as above and also participating departments.
3. What part of the expenditure can be met by the college out of its own resources?
4. Summary of the budget proposals for a three years period.:

Deptt.,	Items of Expen- diture with Reference to Schemes	Estimated Expenditure			
		1st yrs.	2nd. yrs.	3rd yrs.	Total

Certificates:

1. The information given above is correct and factual.
2. The college administration and management will extend necessary help in successful implementation of the project activities within the specified period and for benefit of all science students.
3. The amount requested for would be utilized for COSIP activities and not for general development purposes (for which college has obtained/will obtain separate grants from the Commission under other schemes.)
4. The college would continue the science improvement activities even after the formal COSIP Schemes has come to an end.

Sd/-

LIBRARY & DOCUMENTATION CENTRE Principal
 National Institute of Educational
 Planning and Administration.
 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 DOC, No
 Date

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 17-7-96

**COLLEGE HUMANITIES & SOCIAL
SCIENCES IMPROVEMENT PROGRAMME
(COHSSIP)**

**UNIVERSITY GRANTS COMMISSION
NEW DELHI
1993**

**COLLEGE HUMANITIES AND SOCIAL SCIENCES
IMPROVEMENT PROGRAMME
(COHSSIP)**

1. Introduction

1.01 Objective

The College Humanities and Social Sciences Improvement Programme (COHSSIP) was introduced in 1974-75 to bring about qualitative improvements in teaching at the undergraduate level in the affiliated colleges in the various universities. The objective of the programme is to bring about improvement in the teaching of Humanities and Social Sciences at the undergraduate level with particular reference to (a) adoption of new teaching methods, e.g. preparation of synopsis of lectures and other teaching material, use of audio-visual and other teaching aids, tutorials and seminars etc. (b) extension of library services, (c) introduction of special courses, (d) interdisciplinary programmes, (e) adoption of various measures of examination reforms, (f) remedial teaching and (g) field/project work etc. COHSSIP thus provides an opportunity to the colleges to make new experiments for the improvement of teaching, learning, curriculum and examinations.

1.02 Selection Criteria

Colleges are invited to participate in COHSSIP on the basis of grading done on a 40 points scale; which takes into account various factors having bearing on the academic performance of the college. These factors are (i) qualifications of the teaching faculty, (ii) student-teacher ratio, (iii) performance in university examinations, (iv) library resources and (v) merit of the proposal.

2. Programmes Undertaken by COHSSIP Colleges

2.01 New Teaching Methods

Effective teaching requires the use of alternative strategies to accomplish different educational goals because no single approach to teaching is appropriate in all situations. COHSSIP provides an opportunity to the colleges to experiment with different methods of teaching such as seminars, case studies, role-playing etc. to attain educational goals.

'Lecture method' of teaching continues to be the principal method

of teaching in all the COHSSIP colleges. However, most of the colleges have supplemented this and use other methods of teaching namely students seminars, tutorial classes, followed by group discussion/panel discussion. In Student Seminars, the students present their papers based on a common set of readings or individual investigations under the guidance of their teachers. These seminars are helpful to the students in seeking more defensible and plausible solutions to the societal problems. Tutorials enable the students to discuss various topics in greater detail and more comprehensively. Group discussions/Panel discussions as a teaching method, are very carefully planned to ensure the development of creative and critical abilities of the students. Under this method, students are supplied the required bibliography regarding a particular topic about a fortnight in advance of the scheduled panel/group discussions. A few students (3 or 4) are selected at random to initiate discussion about the topic. These students are expected to answer questions about the topic raised by other students.

Some other methods of teaching such as case studies, brain storming, role playing, team teaching, project work, question-answer sessions and student lecturers are also in vogue.

'Skit method' to teach advanced accountancy has also been tried out. Under this method, a short drama in the form of conversation is prepared. Two or three students are then selected to carry on dramatic conversation in the course of the topic to humorously explain to the students various aspects of the topic. This enables even the weaker students to understand the subject matter.

The Conditioning Lecture Programme in the teaching of business management is another innovation. Though it is not a method of teaching, it is helpful in improving the teaching-learning process. Under this programme, in the beginning of the lecture, one of the students is asked to give a brief talk for about five minutes on what he is going to learn on that specific topic after the teacher finishes his lecture. For this purpose, students are informed of the topic to be taught well in advance. At the end of the lecture, one of the students is asked to summarise the lecture highlighting the main points.

2.02 Inter-disciplinary Approach to Teaching

Some of the colleges have adopted interdisciplinary approach to the teaching of various social science subjects. The colleges also

initiated various programmes of an inter-disciplinary nature to impart more meaningful and effective instruction to the students. These include seminars, short courses, projects studies etc. An illustrative list of such activities is given below:-

- (i) Area study on specific countries by students of History, Political Sciences, Sociology, Economics, and Philosophy etc.
- (ii) Studies of rural areas by students of Economics, Sociology Political Science and Psychology to study different aspects of rural life.
- (iii) Projects involving students from various disciplines viz.
 - (a) 'Twentieth Century Literature as a Reflection of Trends and Developments in other Disciplines' by students of Psychology, Sociology, Economics, History, Political Science and English; and
 - (b) 'Management in Personnel Administration' by students of Sociology, Economics and Psychology.
- (iv) Courses on inter-departmental topics like national integration, India's changing villages, 20-point economic programme and economic development, soil management, cooperation etc.

2.03 Audio-visual and other Teaching Aids

Most COHSSIP Colleges have made extensive use of various audiovisual and other teaching aids, such as (i) Language records/ Lingua Phones, (ii) Educational Films/slides/strips (iii) Transparencies (iv) Cassette tapes/tape recorders/record players (v) Epidiascope (vi) use of business games, management films and studies and (viii) Calculators, typewriters, duplicating machines and photostat machine.

Some Colleges have even set up audio-visual centres of language laboratories or are engaged in the task of preparation of slides in English grammar and sentence pattern to be used as aids in teaching of English; or have organised exhibitions as aids for the teaching of different subjects or have established museums of various commercial documents/forms.

2.04 Improvement of Study Habits

A number of colleges have initiated programmes aimed at improving the study habits of the students. One of the colleges organised a workshop on how to read and get most out of studies for the benefit

of the students. The various programmes introduced by colleges in this regard include (i) programme of guided readings, (ii) paper reading sessions, (iii) term paper writing and (iv) reading faster course.

Under the programme of Guided Readings, the teachers guide the students with regard to proper use of relevant books. For this purpose, some hours are especially allowed as reading hours and each student is made to study a topic in a particular book and is asked to summarise what he has studied. The summary prepared by the students is then corrected by the teachers with special stress on aspects like presentation, cogency and style. Under Paper Reading Session, students read their papers on a given topic. These papers are prepared by the students under the guidance of teachers.

Under Term Paper Writing students are given bibliography on a few topics and are asked to write one paper in each term. A few colleges are also giving training to their students on how to take notes in the class and then develop them with the help of library. The objective of the Reading Faster Course is vocabulary expansion through rapid reading courses.

Teaching plans are also distributed to students. Such a Plan contains the schedule of lectures on different topics for the term/session. A majority of colleges also distributed synopsis of various lectures to the students. This helps students in planning their study schedules systematically.

2.05 Courses with Practical Orientation

Language departments in the colleges have introduced various short-term courses within the existing course curriculum. An illustrative list of such courses is given below: (i) A course in study skills for regional language medium students, (ii) Training to improve the journalistic style to develop the creative abilities of the students, (iii) Training in expression and writing, drilling in spellings, pronunciation and correct stresses on phonetic and semantic lines, (iv) English conversation (v) Teaching of business English (vi) Training in the art of public speaking, (vii) Poetry and literary criticism and written communication.

2.06 Guided Study Tours/Socio-Economic Surveys

Social Science departments in COHSSIP Colleges have organised guided study tours/field visits, and undertook socio-economic

surveys and projects to relate learning to reality. The objective of these activities is to create social awareness amongst students and to develop in them the ability of critical thinking and provide experience in field investigation. A number of colleges organised guided study tours of students to various industrial and commercial establishments such as banks, factories, historical places and other places of interest. Practical training for students of commerce and economics with banks and reputed commercial organisations was also arranged. Model banks and offices to provide practical training to students of commerce in banking operations and office work were also set up. Mock sessions of U.N. and Indian Parliament for students of Political Science; and leadership Training Programme for students coming from villages were also arranged. A number of colleges conducted socio-economic and other surveys in their neighbourhood with the objective of giving students training in collection, presentation analysis and interpretation of data. The surveys also enable the students to comprehend various social and economic problems in their neighbourhood. The topics chosen for such surveys included (i) the opinion of boys and girls about marriage, (ii) socio-economic study of weavers, (iii) study of local administration in hill areas of Assam (iv) socio-economic studies of unorganised women workers in slum areas of Bombay, (v) study of academic performance and attitude of students and their socio-economic background, and (vi) income and expenditure patterns of fixed income groups, workshops on survey techniques were also tried out.

2.07 Programmes of Creative Writing

Programme may be organised to promote creative writing among students as illustrated below:

- i) Students are shown an incident or one picture and then asked to write a story based on it.
- ii) Students are asked to write stories on their own. These are then corrected by teachers, keeping in mind the main features of story as a literary form.
- iii) Collecting palm leaf manuscript for editing and study.
- iv) Reading and editing old manuscripts.
- v) Introduction of wall magazines.

2.08 Book Review Programme

Book Review Programme help to expose students to contemporary reality through current literature. Under this programme, new books are reviewed by students and teachers jointly.

2.09 Other Programmes

Other programmes initiated by the college include remedial teaching for weaker students, orientation in the use of library and distribution of cyclostyled material relating to (1) lecture synopsis/plans (2) bibliographical notes and (3) standard reading material translated into regional languages.

Preparatory courses may also be organised by colleges with a view to developing various skills such as (i) habit of listening to spoken English; (ii) taking down notes; (iii) need to do independent study at home; and (v) development of an independent scholarly attitude towards learning.

2.10 Examination Reforms

Continuous internal assessment to evaluate the performance of students through sessional and other forms of assignment has been adopted by a large number of COHSSIP colleges. The college use (i) objective type tests of various types, (ii) announced and unannounced quizzes, (iii) home assignments, (iv) short-answer/essay type questions, (v) participation in seminars/groups discussions and (vi) paper reading, for purposes of internal assessment. A number of colleges also took up project for the preparation of question banks.

2.11 Evaluation of Teachers

Evaluation of the performance of teachers by students has also been tried out. For this purpose the students are given a questionnaire at the end of a sessional test to evaluate the performance of their teachers. The feed back received by the teachers has led to improvement in teaching, which is the main objective of evaluation of teachers.

2.12 Changes in Course Curriculum

The COHSSIP Programme has also provided opportunity to the colleges to introduce changes in the course curriculum as detailed below:-

- i) Introduction of a paper on applied component
- ii) Introduction of Job-Oriented Courses
- iii) Courses in language skills-reading, writing, listening and speaking.
- iv) Courses in mathematical and statistical methods for students of Commerce and Economics.

3. Proposals

The Commission is interested in supporting COHSSIP as an innovative programme which is likely to have a great impact on the standard of teaching at the undergraduate level, methods of teaching and evaluation etc., would therefore, like the involvement of as large a number of colleges as possible.

3.01 Period of Assistance

Assistance under this programme is approved for a period of three years for the first phase. On the satisfactory completion of activities in the first phase, the period of this programme may be extended for another two years for the second phase of the programme.

3.02 Level of Assistance

The Commission provides a grant of Rs. Two lakhs per annum to colleges approved under COHSSIP for a period of five years during the first phase.

3.03 How to Apply

Applications, in duplicate, in the prescribed form (Annexure-I) obtainable from the office of the University Grants Commission, Bahadur Shah Zafar Marg, New Delhi 110 002 may be sent to Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi 110 002.

Annexure-(I)

Application form for College Humanities and Social Science Improvement Programme (COHSSIP)

To be submitted in duplicate through the University

1. Name of the College _____
Affiliated to the University of _____
Year of Establishment _____
2. Whether the College is approved under Section 2 (f) of the UGC Act?
Yes/No (Please check)
3. Name of Departments in the Humanities and Social Sciences, indicating the year of their establishment against each:

4. Subjects being taught at the undergraduate level:
Compulsory:

Optional:

5. Subjects being taught at the postgraduate level:
6. Students enrolment during the preceding year*

(a) Undergraduate level	1st year	_____
	2nd year	_____
	3rd year	_____
	Total:	_____
(b) Postgraduate level	Previous	
	Final	
	Total:	
7. Results of various Undergraduate/Postgraduate Courses during the preceding year*
Name of the course: (U/G) or P/G)
(a) No. of students appeared _____

- (b) Number Passed _____
(c) No. of students placed in the 1st Division _____
(d) No. of students placed in the 2nd Division _____

8. Strength of Teaching Staff during the preceding year*

- 1) Full-time teachers : (qualification of the teachers should be shown only under one column)
- (a) No. of teachers holding Doctorate (Ph.D.)/MPhil Degree _____
- (b) No. of teachers holding 1st Class Master's degree _____
- (c) No. of teachers holding 2nd Class Master's degree _____
2. Part-time teachers _____
3. Please state the teacher-student ratio during the preceding year _____

9. Existing Physical Facilities:

- (a) No. of books in the library at the end of the preceding year _____
- (b) No. of new books purchased during the preceding year _____
- (c) Ratio of new books purchased to students in the preceding year _____
- (d) No. of journals subscribed in the library during the preceding year _____
- (e) No. of lecture rooms _____
- (f) No. of tutorial/seminar rooms _____
10. Are there any institutional arrangements of tutorial/Seminar Work? If so, please give details on a separate sheet of paper.
11. Please give details of extra-curricular activities held during the preceding year*
- (a) Programme of adult and continuing education _____

(b) No. of Workshops/Seminars/Symposia/
Summer Institute held _____

(c) No. of debates/competitions/Special lectures and
other cultural programme held during the year _____

Signature of Principal

- _____
- All information may please be given for the preceding year i.e. the academic session preceding the year in which the application is made.

**UGC GUIDELINES FOR PROVIDING
COMPUTER TO COLLEGES**

**UNIVERSITY GRANTS COMMISSION
NEW DELHI
1993**

UGC GUIDELINES FOR PROVIDING COMPUTER TO COLLEGES

1. Objective of the Scheme:

The University Grants Commission has been assisting colleges for procuring Personal Computers since 1987. The objective of the scheme is to create awareness among staff & students about use of computer in various activities like administration, finance, examination and research etc. Generally colleges which are not having computer facility are given priority.

2. Pattern of Assistance and Items for which it is Provided

The ceiling of assistance and items for which it is provided

The ceiling of assistance is Rs. 1.25 lakhs which is one time assistance for the purchase of the following:-

1. 2 PC-AT-286 (1 MB RAM 360 KB/1.2 MB FDD, 40MB WDD)
2. One Dot Matrix printer (132 Col., 240 CPS)
3. 1 KVA Voltage Stabiliser and
4. Relevant System & Application Software

No maintenance grant is provided under the Scheme.

3. Method of Selection of Colleges:

To proposals are invited from various colleges included in the Section 2(f) & 12(B) of the UGC Act, through the affiliating university or Director, College Development Council on a prescribed proforma as at Annexure-I. These are placed before a Sub-Committee of Computer Development. The meetings of the subcommittee are held generally in these a year. The Committee selects the colleges on the basis of certain criteria like availability of space for installation of the computer, commitment from the college to meet the maintenance expenditure, enrolment of Students etc. Preference is given to the colleges situated in rural areas, womens college or teachers' training colleges, and colleges having trained teachers in use of Computers.

4. Training of College Teachers in use of Computers:

In order to help the College to properly use the Computers given

under this scheme and otherwise also, the UGC has made arrangements for training of College personnel in use of PCs for administrative, financial and general use of PCs in different institutions all over the country at UGC cost. The Principals, teachers, administrative officer/Registrars and Finance officers of the College can avail of such facilities. The training agency contacts the colleges well before each course and invites nominations for training. The College should ultimately depute 2-4 of its teachers to training agency (designated by the UGC) in the region for training in use of computers. The actual training cost including daily allowance to teachers at such institution will be provided by the UGC, but the College has to meet the TA of the teachers for such training.

5. Sanction of Grant

On receiving request from the College and after approved the Commission will release 100% of the approved grant for purchase of computer and accessories.

**Proforma Containing Detailed Information
of the College Requesting for the
Mini Computer from the U.G.C.**

(To be Duly Forwarded/Recommended Through the University)

1. Name of the college
(with full address)
2. University to which college
is affiliated
3. Whether the college is included
under section 2 (f) & 12B of the
UGC Act.
4. Year of Establishment
5. Status of College:
Undergraduate
Post-graduate
Teachers Training
Men/Women/Co-education
6. Whether located in a
Backward/Rural Area
7. Enrolment of Students Faculty-
wise in the current year

B.A	B.Com	B.Sc.
-----	-------	-------
8. Average Pass percentage during
the last 3 years

M.A.	M.Com.	M.Sc.
a) At Post-graduate level	M.A.	M.Sc.
b) At Under-Graduate level	B.A.	B.Com. B.Sc.
9. Staff strength in the current year
 - a) Permanent
 - B) Temporary
10. Computer facilities,
if any details there of
11. If no computer facilities are available,
whether the college has accommodation
(of about 150-200 sq.ft., for providing
a computer system

Yes/No

12. Whether the College is in a position
to meet the maintenance expenditure
@ 10% of the hardware cost,

Yes/No

13. List of members of the staff with
qualification who have training
in computer
14. Whether the college is running
any course in computer

Yes/No

 - a) If yes, details thereof
15. Fees charged for above course

16. Computer facilities being availed of by the teachers at the neighbouring Computer Centres, if so, the details like time and expenditure incurred

Certified that above mentioned facts are correct. The above mentioned college is recommended/not recommended for acquisition of mini computer from University Grants Commission.

Date:

Signature of the
Principal

Forwarded and Recommended

Registrar/Director, College Development Council.

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational
Planning and Administration.

17-B, Sri Aurobindo Marg,

New Delhi-110016

DOC, No

Date.....

D-8702

17-7-95

NIEPA DC



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