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Chapter V

PRIMARY DATA ANALYSIS

5.1. INTRODUCTION

The long-cherished idea of academics and educationist about autonomous colleges is being put into practice since 1978 through conferring autonomy to colleges. In the preceding chapter the evolution of this concept into reality was narrated. In this chapter attempts are made to analyse the working of this system on the basis of the primary data gathered.

The management process of introducing autonomy to colleges through its various stages, the administrative arrangement of the colleges under autonomy and the management of academic programmes in the colleges after attaining autonomy are analysed through the responses from the teachers, students and the controllers of examinations to the relevant opinionnaires and questionnaires.

Teacher's and students' opinionnaires are simultaneously analysed depending upon the sub-divisions which are discussed. The questions to the controllers of examination are mostly about the evaluation of the students. Therefore this part is analysed in the section where opinions of the teachers about evaluation are analysed. Percentage analysis is made throughout. In cases of responses on the rating scale, percentage for Agree, Disagree and Neutral of all the colleges together are shown in the tables. Then the highest and lowest percentage responses from

among the colleges are discussed in the descriptive analysis section with a view to show the range of variation in the responses among the colleges.

In the case of questions about the initial processes of introducing autonomy to colleges, 96 senior teachers answered. Only these teachers among all the other respondents were present in the faculty at the time of introducing autonomy to colleges. As such, regarding the initial process, it is the percentage of these 96 teachers' responses that are shown in the tables in the discussion.

5.2.PLANNING FOR AUTONOMY

In this section the various processes of planning that had been gone through in introducing autonomy to the colleges sampled are discussed in details.

5.2.1. INITIATIVE FOR AUTONOMY

Attempts were made to ascertain from the sampled teachers whether they were involved in the initial and initiating processes in bringing about autonomy to the colleges. The alternatives given and the responses of teachers as to who took the initiative for bringing about autonomy are tabulated in Table No.5.1 As per these responses,53.42 per cent of the teachers feel that the idea about going autonomous came from the college management. It would have been ideal if the initiative for going autonomous came from the teaching community. As per the responses it did not happen. Only 20.41 per cent of the

sampled teachers feel that they were responsible for taking the initiative to get autonomy for their colleges. Indeed, it is difficult for an idea to be born from a mass of people and to that extent it is understandable that the idea for opting for autonomy did not come from the teachers.

Table No.5.1

Teachers' perception about the source of initiative for attaining autonomous status for the colleges expressed in percentage.

Sources of initiative	Responses in per cents
i) The college management	53.42
ii) The teaching staff of the college	20.46
iii) The students of the college	2.84
iv) The local community and PTA	0.57
v) Other sources	2.84
vi) Unanswered	19.87
Total	100.00

5.2.2 INITIAL BRAIN-STORMING TO PREPARE FOR AUTONOMY

Table No.5.2 shows the responses of the teachers about the brain storming exercise at the beginning stages for the planning of autonomous college programme. These answers were given by the senior teachers.

As per this table 66.7 per cent of the senior teachers reported that there was an exercise of brainstorming organised by the college authorities to get the opinion and suggestions of the

teachers before the planning of autonomy. The highest percentage among the ten colleges was 100 and the lowest 14.

Table No 5.2

Responses of senior teachers about brainstorming at the time of planning for autonomy, expressed in percentages.

Items	Percentage of teachers		
	YES	NO	NEUTRAL
There was brainstorming at the beginning of autonomy as a prelude to plan the autonomous programmes	66.7	29.2	4.2

That shows that there was high level of involvement for teachers in some colleges and in the others it was at a low level in the pooling of ideas and planning for autonomous programmes. Teachers' involvement and participation in bringing about autonomy to colleges is progressively increasing through different levels of this programme implementation. Teachers' responses to four stages of development about the beginnings prove this fact. Those responses are tabulated in Table No.5.3.

As per the table No.5.3, only 38.80 per cent of the teachers feel that they were involved in thinking about autonomy. The highest percentage in this regard among the colleges was 76 and the lowest 17. The percentage of agreement at the stage of planning increases to 56.10, the highest percentage in this regard among the ten colleges being 85 and the lowest 18. This is an improvement from the first stage. But when it comes to the decision making level, again the percentage agreement

decreases slightly to 45.80 with 64 as the highest and 18 as the

Table No.5.3

Responses of sampled teachers about their participation at different stages in bringing about autonomy to colleges.

Stages of involvement	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Teachers were involved at the:			
i) thinking stage	38.80	40.90	20.30
ii) planning stage	56.1	37.50	6.40
iii) decision making stage	45.80	44.10	10.10
iv) programme implementation stage	76.70	23.30	- -

lowest percentage among the colleges. At the implementation stage the percentage of agreement is 76.7 with a variation ranging between 89 and 56 per cents. Thus at the stages of thinking and decision making about introducing autonomy to colleges the involvement is less than 50 per cent and at the stages of planning and implementation it is above 50 per cent. The variation among colleges is rather high at the thinking, planning and decision making about autonomy and implementing the programmes so envisaged.

Table No.5.4. gives the percentage of teachers with different attitudes towards autonomy at the beginning and as it was ten years after. As per the table, 73.86 per cent of the teachers answered that they were enthusiastic about autonomous programme

in the beginning; 11.93 per cent answered that they were positively inclined towards autonomy. Both these categories put together, 85.9 per cent of the teachers were for autonomy.

Table No.5.4

Teachers attitude towards autonomy expressed in percentages		
Attitude of teachers	Percentage of teachers	
	In the beginning (1978-79)	At present (1989-90)
i) enthusiastic	73.86	49.43
ii) positively inclined	11.93	34.10
iii) indifferent	2.27	8.52
iv) negatively inclined	2.27	5.11
v) totally opposed	1.14	1.70
vi) not answered	8.53	1.14
Total	100.00	100.00

These attitudes that were there at the beginning have a considerable change when it comes to the present disposition. Thus, those who were enthusiastic have come down to 49.43 per cent from 73.86 per cent at the beginning. Then the percentage of those who were positively inclined has increased to 34.1 from a mere 11.93 per cent and both these groups put together still make 83.53 per cent which is not far too less as to cause any major shift in perception. But the indifferent and negatively inclined groups have increased their percentages which, of course, is a bad symptom. However, these percentages are not too high.

Although the percentage of teachers for autonomy in the beginning was as high as 85.79, as members of various Teachers' Association, they had to express certain ideological opposition to the autonomous college programme. The content analysis of the unstructured interview with the teachers and their Association leaders later proved that most of the ideological opposition was based on false premises and on unfounded assumptions about the would-be outcome or consequences of autonomy. The practice of autonomy later proved these assumption wrong and this fact was accepted by the teachers and their union representatives. However, a good number of them still hold on to the ideological opposition. Responses of teachers to such assumption and apprehensions are analysed later.

5.2.3. PLANNING FOR INSTITUTIONAL PREPARATION

Table No.5.5

Participation rates of sampled teachers in orientation programmes

Responses	Programmes	Number	Percentage
Participated	1 to 4	61	34.66
"	5 or more	15	8.52
Not participated	-	94	53.41
Not answered	-	6	3.41
Total		176	100.00

The teachers were asked whether, as part of the institutional preparation, they have participated in any orientation programme

and if so, in how many? Their answers are tabulated in Table No.5.5.

The teachers were asked to describe the content and nature of the programme they have participated. 69 teachers responded and as per these responses, the various orientation programmes included seminars, workshops, talks by experts, self-study projects, group works, etc. The description and titles of the programmes given by the teachers are listed below. The figures in the brackets indicate the number of teachers giving such description in the descending order.

- (1) Techniques, methods and systems of evaluation (23);
- (2) Structure of curriculum, its planning, development and restructuring (18);
- (3) Techniques and methods of teaching (15);
- (4) Concepts and meaning of autonomy and methods of its introduction and implementation (13);
- (5) Framing of syllabus (5);
- (6) Examination reforms(5);
- (7) Research methods and project work (4)
- (8) Educational management (4)
- (9) Teaching and evaluation (4);
- (10) Counseling (2);
- (11) Ethical studies (2);
- (12) Framing of curriculum objectives (2);
- (13) Merits and demerits of autonomy (2);
- (14) Question paper setting (2);
- (15) Departmental planning and course planning (2);

- (16) Continous internal assessment (1);
- (17) Innovations in autonomy (1);
- (18) Marking and grading systems (1);
- (19) Communication techniques (1);
- (20) Autonomy and social justice (1)
- (21) Affective domain (1).

The answers of the teachers indicate that only 43.1 per cent of the teachers sampled have participated in any type of orientation programme and that at least 53.41 per cent have not at all had any type of faculty preparation for introducing autonomy to their colleges. While in some colleges such preparations were as high as 85.71 and 79.17 per cents, there were other colleges where the percentage was as low as 14.29 and 5. This shows that there was great variation among colleges in preparing and the variation ranged between 85.71 per cent and 5 per cent.

The list of topics covered in the orientatation programmes included almost all aspects of autonomy. As per the list more people have participated in the most important aspects of autonomy, namely, curriculum development, testing and evaluation, teaching methods, meaning and concepts of autonomy, etc. However, the less than average participation of the faculty in such orientation programmes is an indication that even after ten years of implementation of autonomy to colleges, its practioners are yet to know many things about it.

The agreement or otherwise of the teachers about the adequacy of

the orientation programmes are given below, in Table No.5.6.

Table No.5.6

Percentage response of the sampled teachers regarding the adequacy of the orientation programmes for the faculty.

Items	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Orientations given were adequate	33.4	20.2	46.4

Only 33.40 per cent of the sampled autonomous college teachers agreed that the orientations given to them was adequate and the variation on this point ranged between 65.3 and 6.9 per cents among the colleges. While analysing the descriptive responses, the following deficiencies in giving proper orientation and training to the staff were reported by the sampled teachers. They are arranged in the rank order of preferences.

- (1) Constant change of staff in the Ladies' colleges due to short term leave;
- (2) Inadequate follow-up programme for the newly recruited staff;
- (3) Lack of periodic refresher courses;
- (4) Not involving all the teachers in the colleges in the orientation programmes;
- (5) Non-sharing of experience and feedbacks from the classes and from other colleges;
- (6) No training for practical in the orientation programmes;
- (7) Lack of motivation and social commitment for the staff;
- (8) No depth in the orientation programmes; and
- (9) teachers are still unaware of the significance of autonomy for their colleges.

The responses of the sampled teachers about the need for periodic refresher programmes are tabulated below, in Table No 5.7.

Table No.5.7

Need for refresher programme for the faculty as perceived by the sampled teachers of autonomous colleges expressed in percentages

Items	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
There is need for periodic refresher programme	68.7	14.6	16.7

68.7 per cent of the sampled teachers think that there is need for periodic refresher programmes about autonomy. The highest agreement percentage among the colleges is 90.5 and the lowest 38.1. It is important to note that at least 31.3 per cent of the sampled teachers were neutral or negative about the need for such refresher programmes. Some of the reasons for this indifference as became clear from the personal interviews with the teachers are:

- (1) Resource persons were not very serious about the programme and so teacher participants felt that they were not properly respected by these resource persons.
- (2) Some resource persons deputed by the universities were in no way connected with the autonomous college programme and they had little expertise in the field;
- (3) Indifferent or negative attitude of teachers towards autonomy;
- (4) Cynical attitude of teachers about the positive outcomes of such programmes.

This is a point that needs further investigation.

5.2.4. FORECASTING DEVELOPMENTAL NEEDS AS A PRELUDE TO PLANNING.

Two statements were put to the teachers about forecasts to ascertain the developmental needs and man power requirements as a prelude to planning for autonomy. Their responses are tabulated below.

Table No.5.8

Responses of sampled teachers regarding forecasts in their colleges as a prelude to planning for autonomy

Items	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Attempts were made to:			
a) identify developmental needs for man power	56.20	43.00	1.20
b) locate employment areas and opportunities available	55.00	42.60	2.40

More than 55 per cent the teachers agree that there were forecasts into the manpower requirements of developmental needs. The variation on this agreement among the teachers of the various institutions ranged between the highest of 66.7 and the lowest of 47.2 per cents in the former and between 68.4 and 40.3 per cent for the latter.

According to these responses almost all colleges have made forecasts as a prelude to their planning for autonomy. However, except in the case of two colleges, there was hardly any documentary evidence to substantiate these claims by the teachers. Interviews with teachers of these colleges also do not give any substantial proof to verify these claims.

5.2.5. PROVISION FOR FUTURISTIC EDUCATION IN THE CURRICULA

Sampled teachers were asked whether in their curriculum and syllabi provisions were made to absorb the future expansion of knowledge and to adapt to it. Their responses are tabulated below in Table No.5.9.

Table No.5.9

Provision for absorbing new and expanding knowledge in the curriculum of autonomous colleges as perceived by the sampled teachers expressed in percentages.

Items	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Absorption of new and expanding knowledge is provided for in the curriculum	58.80	39.20	2.00

58.8 per cent of the teachers are of the opinion that considerable attempts are made to absorb new knowledge in the curriculum. The variation in the point ranged between the highest of 72.7 and the lowest of 48.6 per cents.

There are documentary evidences that certain colleges do have fixed periods for revising their syllabi with a view to update and improve. Some colleges do absorb such knowledge even faster without waiting for fixed time intervals. There are instances to show that certain colleges revise their syllabi for the very next batch of students after its adoption. That shows that there is no rigidity in these colleges and that there are people willing to change and adapt as and when time and circumstances demand so.

5.2.6. FLEXIBILITY OF CURRICULUM AND CHOICE OPPORTUNITIES FOR STUDENTS IN AUTONOMOUS COLLEGES.

Teachers were asked about the flexibility of the syllabi and curriculum and opportunities for students to choose alternative combinations and subjects. Their responses are in Table No.5.10:

56.5 per cent of the sampled teachers agree that the students in the autonomous colleges do have ample opportunities for choice in their course and curriculum, and the agreement among colleges range between 75.4 and 38.8 per cents

Table No.5.10

Responses of sampled teachers about the flexibility of the curriculum in autonomous colleges to provide choice opportunities for the students, expressed in percentages.

Items	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Autonomous college curriculum is flexible to allow ample choice for the students	56.50	43.10	0.40

The academic calenders of most sampled colleges show the existence of wider choices for the students. The new course options available for students in various colleges include Journalism, English Language Teaching, Energy Economics, Computer Programming, Industrial Psychology, Dyeing and Painting, Mathematical Economics and Econometrics, Environmental Economics, Business Maths, Operation Research, Spoken English, Chalk Making, Soap Making, Project Work, etc.

The other innovative schemes allowing choice for the students in

this line include interest courses, Core courses, Project Investigation, Inter-disciplinary and application oriented courses, Projects like Energy Consumption Patterns, Recycling of water and environmental protection. Streaming in English, teaching, Fabric Printing and dyeing, Analytical chemistry, Polymer chemistry, Courses on advanced tailoring, on Diet and Physical Fitness, Food Preservation and Human Nutrition, Advance Algebra and Topology, Courses on Bio-technology and Microbiology and Environmental Biology, Numerical Analysis, Graph Theory, Preparation of cattle feed, Micro-processing and Electronics as applied courses in Physics, Herbal Botany, Horticulture, Study of medicinal plants, Archaeology and Tourism for History Main, etc.

Thus there is ample evidence to show that innovative courses with practical application and plenty of options for students are introduced in most autonomous colleges.

5.3 FACULTY PARTICIPATION IN ACADEMIC PROGRAMME PLANNING

(1) Faculty Involvement in Decision making

Teachers give the undermentioned responses about their involvement in decision making on the academic programmes of the college, in Table No.5.11

52.85 per cent of the teachers feel that in most occasions all members of the teaching staff are involved in decision making at various stages. 35.23 per cent of them report that decisions are taken by a small committee without involving the others.

Only one staff member out of 176 reported that decisions are made by the principal or management arbitrarily, while 3.96 per cent of them chose not to answer.

Table No.5.11

Responses of sampled teachers about their involvement in decision making in the implementation of autonomous college programmes.

Types of involvement	Percentage of teachers Agreeing
Decisions are taken in autonomous colleges by:	
i) all members of the teaching staff	52.85
ii) a small committee without involving others	35.23
iii) only one or two individuals	7.39
iv) the management/principal arbitrarily	0.57
v) those who did not answer	3.96
Total	100.00

It is a very positive development that 52.85 per cent of the teachers feel that all members of the faculty are involved in decision making and only 0.57 per cent feel that decision are arbitrary.

The satisfaction of the teachers in the procedures involved in taking decisions in autonomous colleges are expressed in the table No.5.12 below.

63.4 per cent of the teachers express satisfaction in the way

decision are taken in the colleges. The variation in this point ranged between 85 and 39 per cents among the colleges. This shows that, on the whole, large percentage of teachers are satisfied with the process of decision making in the matter of academic programmes. But there is considerable variation among colleges in the level of satisfaction.

Table No.5.12

Responses of the sampled teachers about their satisfaction in the decision making process in the colleges.

Items	Percentage responses		
	AGREE	DISAGREE	NEUTRAL
Teachers are satisfied with the decision making process in the colleges.	63.40	34.00	2.60

All these responses put together one gets the feeling that:

- (1) the majority of the staff members are involved and are satisfied by the decision making processes,
- (2) arbitrariness is not the practice at all,
- (3) at least a small committee is involved in most cases, and
- (4) individual whims and fancies are not the common practice.

This is definitely a very positive outcome of the autonomous college programme management.

(2) Teachers suggestions for improving decision making process.

35 teachers gave suggestions for improving the decision making process in the colleges. Analysing the content of these qualitative responses, the following points emerge in the order of preference given by the teachers:

- (1) Staff meetings both at the departmental and the college levels, with and without the principal as observer/participant, should be held often to form opinion and collective consensus;
- (2) Formation of a planning and monitoring cell;
- (3) Individuals should make use of the freedom to speak;
- (4) Decisions must be more democratic involving all teachers;
- (5) Too much faculty involvement is confusing, time-consuming and non-compensating;
- (6) The principals must be given autonomy as the correspondent;
- (7) The staff must discard the attitude of relying too much on tradition;
- (8) There is need for greater openness and decentralisation;
- (9) Need for more representation for staff and students in the decisional forums;
- (10) Prayer and discernment necessary on many occasions.

Most of these suggestions are positive and creative and none of them indicate any bitterness or strong feelings of disapproval. This also indicates the more than average involvement and participation of the staff members in the execution of autonomous college programmes.

(3) Teachers' Satisfaction about Participation and their Experience of Autonomy.

Teachers were asked a set of question about their participation in academic programme planning and decision making. Their responses are tabulated below.

50.5 per cent of sampled teachers feel that they have participation in the long-term administrative planning and decision making in areas such as staff reorganisation, pattern

of assignment, etc. The variation in this regard ranged between 63 and 42 per cents. This shows almost all the colleges have more or less the same level of participation in this regard.

62.5 per cent of the teachers are satisfied with their participation in the long-term academic planning such as starting of new courses, fixing the patterns and evaluation methods, research undertakings, etc. The variation in this regard ranged between 81 and 45 per cents. 60.2 per cent of the teachers are satisfied with their participation in implementing the planned activities and the variation in this aspect ranged between 75 and 50 per cent among the colleges.

Table No.5.13

Responses of sampled teachers regarding their participation in planning and decision making, expressed in percentages.

Types of Planning	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Teachers are satisfied with their participation in:			
i) Long-term administrative planning	50.50	43.60	5.90
ii) Long-term academic planning	62.50	36.20	1.30
iii) Implementation of planned activities	60.20	35.30	4.50
iv) Course and curriculum planning	67.10	31.10	1.80
v) Co-curricular activities planning	56.30	40.60	3.10

67.1 per cent of the teachers are satisfied participants in course and curriculum planning with a variation between 86 and

57 per cents. 56.3 per cent of the teachers are satisfied with their participation in co-curricular activities with a variation ranging between 77 and 42 per cents.

These responses reveal that on the whole more than fifty per cent of the teachers are satisfied with their participation in the planning and implementation of long-term academic programmes.

The same idea was put to the teachers in different words, namely, autonomous college programme aims at liberating the teacher and restoring to him his functional autonomy. Teachers were asked if they were experiencing such autonomy in four selected activities and if such experience is rewarding to them in three different aspects. Teachers responses are tabulated in Table No.5.14.

Table No.5.14

Sampled teachers' responses about their experience of autonomy expressed in percentages.

Selected activities	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL

Teachers experience autonomy in:			
i) Syllabus planning	87.10	12.40	0.50
ii) Innovating methods of teaching	68.10	28.70	3.20
iii) Evaluation of students	70.50	26.50	3.00
iv) Leadership in co-curricular activities	57.80	34.10	8.50

This analysis shows that a relatively high percentage, i.e. more than 68 per cent of teachers do experience autonomy in their colleges in planning the syllabus, in introducing innovative methods of teaching and evaluation of students. More than 57 per cent of the sampled teachers experience autonomy in giving leadership in the co-curricular activities of the students. The highest percentage of agreement among the colleges in these aspects were 100, 87, 93, and 74 and the lowest were 70, 50, 57 and 45 respectively. That shows that the experience of the teachers of various colleges in this regard remain more or less at the same level.

Table No.5.15

Responses of sampled teachers about their feeling of being rewarded due to autonomy to colleges.

Aspects of experience	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Autonomy is rewarding to teachers with regard to:			
i) academic achievements	69.50	28.40	2.10
ii) personal and job satisfaction	74.20	23.90	1.90
iii) gaining the confidence of the students	71.20	26.30	2.50

Table No.5.15 shows the responses of teachers about their feeling of being rewarded. The percentage of teachers who have the feeling of being rewarded through the practice of autonomy is very high. More teachers experience autonomy in syllabus planning (87%) than in course and curriculum planning (68%). The former is in general an individualised activity, i.e.,

usually syllabus is prepared by the course teacher and is approved by the board of studies, while the latter is a group activity, i.e. course and curriculum planning is done by the Board of Studies and finally approved by the academic council with high degree of involvement and concurrence of the management. Thus it is observed that in those areas where the teachers' individual initiative has greater play, more people are satisfied while those in which they involve themselves as members of a group, the percentage of people experiencing participative satisfaction is less.

Just as in the case of syllabus preparation, innovative methods of teaching should be the prerogative of the teacher. But here only 68 per cent of the teachers experience autonomy. In the case of evaluation of students 70.5 per cent of the teachers experience autonomy. All the colleges have varying degrees of internal evaluation in addition to the semestral external examinations. The fact that more than 70 per cent of the teachers feel that they are autonomous in evaluating their students is certainly a high degree of freedom in view of the fact that the maximum degree of internal evaluation content in grading the students is 50 per cent, the other 50 per cent being for semestral external/double valuation. It is worth noting here that at least two colleges are experimenting with cent per cent internal evaluation in some of their post graduate departments.

In this section the functional autonomy of the teacher is being

discussed. The responses of the teachers indicate that more than 68 per cent of the teachers do experience this autonomy in academic matters. In the case of co-curricular activities, the percentage of teachers experiencing such autonomy has come down to 57.8 per cent with a variation ranging between 74 and 45 per cents among the colleges. The percentage of teachers who experience this autonomy as highly rewarding is also very high. Thus for 69.5 per cent of them this experience is rewarding in academic achievement, for 74.2 per cent it is rewarding in personal and job satisfaction and for 71.2 per cent it is rewarding in gaining the confidence of the students. The range of variation in these three aspects is between the highest of 91 and the lowest of 47 among colleges. That means this feeling of being rewarded is experienced at a very high degree in most of the colleges.

Involvement in the co-curricular activities of the students is satisfying only to 57.8 per cent of the teachers. This percentage tallies with the percentage of teachers expressing satisfaction in their participation in planning and implementing co-curricular activities. In this point there is maximum consistency in the percentage of teachers having the same level of experience.

5.4.COMMUNICATION AND COORDINATION

The responses of teachers regarding the communication of the objective of autonomy to them in the beginning are tabulated below. This question was addressed to the senior teachers who

were present during the initial processes of introducing autonomy.

Table No.5.16

Responses of the sampled senior teachers about the communication of the objectives of autonomy to them at the time of introducing autonomy to the colleges.

Items of communication	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Objective of autonomy were clearly communicated to the staff in the beginning.	80.40	19.60	--

As per these responses, 80.40 per cent of the teachers affirm that the objectives of autonomy were communicated to them. The variation in the opinion of teachers among the colleges in this regard ranges between 100 and 64 per cents.

Table NO.5.17

Mode of communication about the introduction of autonomy to the colleges as perceived by the senior teachers.

Modes of communication	Responses of teachers in percentages
Introduction of autonomy to the college was communicated to the teachers:	
i. in a meeting convened for the purpose	83.78
ii. through a circular	8.11
iii. through the heads on the departments	8.11
Total	100.00

As per Table No.5.17, 83.78 per cent of the senior staff members reported that communication about the introduction of autonomy

was made in a staff meeting convened for the purpose. This type of communication is direct and has got better appeal than the other types. These responses together show that the communication of this idea of bringing about autonomy to the college was done effectively and to the satisfaction of the teaching community.

Teachers were asked whether there existed interactions and communications conducive to the smooth running of the programme of autonomy, interactions among the faculty, between the principal and other members of the faculty, between the management and the faculty, etc. The responses given by the teachers are tabulated below in Table No.5.18

Table No.5.18

Responses of the sampled teachers about the existence of communication channels and networks.

Communication channels	Percentage of teachers		
	YES	NO	NEUTRAL
There exist:			
i) Periodic brainstorming	19.89	56.82	23.30
ii) Periodic departmental meetings	68.75	28.41	11.93
iii) Periodic staff meetings for the whole college	63.07	28.41	8.52
iv) Regular meetings with the principal:			
a) individually	42.62	38.08	19.32
b) in groups	44.33	32.96	22.73

Only 19.89 per cent of the staff members reported that there exists brainstorming in the colleges. Interestingly, from all

the colleges selected for study, at least one or two staff members reported that such a process existed in the college. If such is the case in every college, it is difficult to understand that most staff members do not observe it or participate in it. It is possible that in some departments it exists while for the whole college it does not. This analysis shows that brainstorming as a management technique for pooling of ideas is not yet a popular device with the autonomous colleges.

Staff meetings both at the departmental and at the college levels are being conducted. 68.75 per cent of the teachers affirm it at the department level and 63.07 per cent at the college level. Here also some staff members from all the colleges selected had answered to the existence of common staff meetings at periodical intervals. Although this is a query about a factual evidence, the responses differ. The explanation possible is that people give different interpretations for the word 'periodic'. Ample evidences emerged from interviews and documents to prove that common staff meetings do exist in all the colleges, may be the periodicity of it vary in different colleges.

In the case of staff members meeting the principal individually and in groups, the frequency is not that high. 42.62 per cent of the staff members affirm such individual meetings and 44.33 per cent such group meetings with the principal.

In the decentralised atmosphere of autonomous colleges this frequency seems to be sufficient in meeting with the

principals. Most of the functions presided over by the principals earlier are now being supervised by different functionaries who most often hold independent charge over the sections.

Thus the Dean of studies for the whole college or Deans for various faculties supervise most academic administration; The Controller of Examinations manages the examination section. The Finance Officer looks after the financial matters of the college, and so on. Hence the staff members who want to deal with such matters can approach these functionaries and most of the transactions can be completed in these offices and so there is no need of meeting the principals that frequently. In case there are some problems or snag in these matters, then only they have to be referred to and discussed with the principals.

5.4.1.COORDINATION AMONG THE VARIOUS AGENCIES AND FUNCTIONARIES IN THE AUTONOMOUS COLLEGES AS PERCEIVED BY THE TEACHERS

Table No.5.19 below gives the responses of teachers regarding the existence of coordination in the college among the various agencies.

The satisfaction with regard to the degree of coordination existing among the various agencies and functionaries involved in the planning and implementation of the autonomous college programmes as perceived by the sampled teachers was highly varying. There is high degree of 74.4 per cent coordination between the teaching staff and the principal with a variation

ranging between 95 and 52 per cents among the colleges, and a 70.7 per cent with a variation range of 86 and 52 per cents between staff and students. The coordination at 67.5 per cent between academic administration and teaching staff with a variation ranging between 85 and 48 per cents is good. The

Table No.19

Perception of the sampled teachers about the Coordination among the various agencies existing in autonomous colleges..

Agencies	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Coordination is satisfactory between:			
i) Principal and teaching staff	74.25	23.18	0.57
ii) Office staff & teaching staff	56.35	40.23	3.42
iii) Academic administration and teaching staff	67.50	28.10	4.40
iv) Staff and students	70.70	27.60	1.70
v) College and local bodies	42.40	44.80	12.80

personnel and agencies involved in academic administration are the Academic council, the Principal, the Boards of Studies, the Deans of academic affairs, Heads of the Departments, etc. The coordination is above average between teaching staff and office staff at 56.4 per cent with a variation ranging between 70 and 29 per cents. It is rather low between the college and local bodies at 42.4 per cent with a variation between 72 and 33 per cents.

The coordination among the functionaries of the college themselves and among the functionaries and the students are very

essential for the attainment of the objectives of autonomy as well as for the attainment of the specific objectives of the college. There seems to be having rather high degree of coordination among these segments.

The coordination between the local bodies and the college depends upon the willingness of the college functionaries to seek and obtain collaboration and cooperation and partnership with these bodies. The rather low degree of coordination and the wide ranging variation among the institutions in this regard show poor partnership and cooperation. This collaboration may also affect research tie-ups with local industries, opportunities for employment training for the students with such agencies and extension activities of the college, if any.

5.4.2. ESTABLISHMENT OF RESEARCH CELL AND ITS FEASIBILITY IN AUTONOMOUS COLLEGES

Another device for coordination and a means for enhancing the effectiveness and quality of the programmes of autonomy in colleges is to establish a cell for research and continuous interaction with academic experts with a view to training and updating the faculty with the techniques of teaching and evaluation through refresher courses, seminars, workshops, extension lecture, etc. Table No.5.20 below shows the responses of the teachers about the need and feasibility of such a cell.

83.2 per cent of the respondent teachers agree to the advisability of having a research cell in the autonomous colleges. The variation in agreement among the colleges ranges

between 100 and 67 per cents. In the case of feasibility of such a cell only 65.1 per cent agree with a variation ranging between 79 and 38 per cents.

Table No.5.20

Responses of the sampled teachers about the advisability and feasibility of a research cell in autonomous colleges.

Opinions	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
i) A research cell is advisable	83.20	9.50	7.30
ii) It is feasible in autonomous colleges.	65.10	17.00	17.90

The high degree of agreement on the need for such a cell is an indication of the teachers' desire for being updated in their knowledge and capabilities and to have their efforts better coordinated. But their responses about the feasibility of the same indicate their feeling that conditions in the colleges are not conducive enough to this degree of efficiency.

Academic staff college programme and refresher courses arranged for the teachers are aimed at the attainment of such goals. It has to be noted here that the guidance/supervision given to Ph.D. and other research scholars by the teachers are not counted in their work load calculation. This is one of the complaints of the teachers in most colleges. In such a situation it cannot be expected that teachers' private researches to improve their professional worth and creating new knowledge will get any recognition at all.

What emerged from the interviews with the teachers on this point is that it is extremely difficult for the existing staff to engage themselves in such high degree of research and self updating because of the constraints of time and facilities at their disposal. The governments are not willing to appoint fresh hands to compensate for this deficiency. Secondly, the teachers do not have any incentive to undertake additional work, either by way of monetary compensation or by reducing their work load with their regular teaching and testing activities.

5.5. EVALUATION OF THE MANAGERMENTS AND THE FACULTY OF AUTONOMOUS COLLEGES

This entire study is an evaluation of the autonomous colleges programme in India from its management point of view through its processes and programmes. This particular section is an evaluation of the management organisation and the evaluation of the faculty. In the first section the management's resourcefulness, styles of functioning and attitudes are evaluated as observed by the teachers and the students of the autonomous colleges. In the second section an assessment of the faculty is made with regard to their preparedness for being evaluated and their own endeavours to improve their professional capability. This is part of the process evaluation. Evaluation of students is done at a later stage, as part of programme evaluation.

5.5.1. EVALUATION OF THE MANAGEMENT OF AUTONOMOUS COLLEGES

Teachers were asked to assess the managements' qualities,

capabilities and styles of functioning which are conducive to steering the processes and programmes of autonomy in the colleges to success by facilitating the organisational functions as a coordinating agency. Six qualities were put for the assessment by the teachers. Their responses are given in Table No.5.21.

75.1 per cent of the teachers agree that the managements of their colleges are resourceful enough in the administration of the college with regard to intellectual leadership and academic orientation. The variation of agreement among the colleges ranged between 86 and 57 per cents.

Table No.5.21

Resourcefulness of the managements of autonomous colleges as perceived by the sampled teachers.

Qualities	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL

The management is resourceful enough in:			
i) intellectual leadership and academic orientation	75.10	23.60	1.30
ii) financial capabilities	67.60	27.60	5.80
iii) adaptability to changing situations and values	67.30	31.20	1.20
iv) constructive in approach	68.40	26.50	4.10
v) responsive and appreciative of the legitimate aspirations of the staff	60.90	35.80	3.30
vi) sympathetic to the viewpoints and problems of the students.	65.90	29.80	4.30

67.6 per cent of the sampled teachers agreed that their managements are financially resoruceful enough to run the colleges autonomously. The variation in the teachers' perception in this regard ranged between 87 and 53 per cents among the colleges. 67.3 per cent of the teachers agreed that their managements are adaptable to the changing situations and values with a variation ranging between 81 and 54 per cents. 68.4 per cent of the teachers see their managements as constructive in approach. The variation in this perception of teachers ranged between 82 and 46 per cents among the colleges. 60.9 per cent of the teachers evaluate their managements as responsive to and appreciative of the legitimate aspirations of the staff with a variation ranging between 72 and 43 per cents. And 65.9 per cents of the sampled teachers consider their managements as sympathetic to the viewpoints and problems of the students . The variation in this perception of the teachers ranged between 83 and 49 among the colleges.

In all these six points the ratings of the teachers about their managements are above average, i.e., above 60 per cent. This high degree of positive rating by the teachers about their mangements is a strong indication that the managements of these colleges are capable and resourceful agencies to administer the programme of autonomy in these colleges and so organisationally, this innovation has got a sound basis.

Students were also asked about the sensitivity of their managements towards their problems. As per their responses

given in Table No.5.22, 56.9 per cent of the sampled students agree that their managements are responsive and sympathetic to their viewpoints and problems. The variation in their perception ranged between 69 and 50 per cent among the colleges. 56.4 per cent of the students agree that their managements are concerned and committed to their welfare. The variation in this perception ranged between 67 and 48 per cent among the colleges.

Table NO.5.22

Responses of the sampled students about the responsiveness of their managements towards their problems.

Qualities	Percentage of students		
	AGREE	DISAGREE	NEUTRAL
The management are:			
i) responsive and sympathetic to the viewpoints and problems of the students	56.90	42.00	1.10
ii) concerned and committed to the welfare of the students	56.40	41.90	1.70

In the case of these perceptions by the teachers and students there is great variation. The teachers seems to be having a better opinion about their management when compared to the students' opinion. There is correlation between the perceptions of the teachers and students. But it is rather low at 0.382. This shows that the perception of students and teachers about their managements are not at the same levels.

Styles of Management identified in autonomous colleges.

Sampled teachers and students were asked about the style of

their managements with regard to their democratic orientation. Their responses are given in Table No. 5.23.

Table No.5.23

Perception of the sampled teachers and students about the style of their managements expressed in percentages.

Styles of functioning	Responses in per cents of	
	Teachers	Students
i) Thoroughbred democart	9.66	11.26
ii) Pragmatic Democrat	56.25	36.38
iii) Benevolent Dictator	17.61	28.87
iv) Autocrat	5.11	11.03
v) Ruthless Atuocrat	1.14	4.46
vi) Neutral or other categories	10.23	8.00
Total	100.00	100.00

If the first two categories in the list, i.e., 'thoroughbred democrat' and 'pragmatic democrat' are put together, 65.91 per cent of the teachers and 47.64 per cent of the students assess their managements as democratic or democratically oriented. If the third category of 'benevolent dictator' also is taken as a positive rating, 83.53 per cent of the teachers and 76.51 per cent of the students consider that the style of functioning of their management is positive and democratically oriented. Only 6.25 per cent of the teachers and 15.49 per cent of the students subscribe to the negative categories of 'autocrat' and 'ruthlessly autocrat'.

Styles of managements determine the nature of an organisation,

whether it is democratic or autocratic, individualistic or collaborative and allowing participation or centralised authoritarian. Here in this section more than 75 per cent of the teachers and students sampled from the autonomous colleges have positive rating of their managements. That shows that the managements of these autonomous colleges are sufficiently tuned and oriented to undergo changes and manage changes that are required in bringing about autonomy to the colleges as desired.

Deficiencies of the Managements as reported by the sampled teachers and students.

On the content analysis of the descriptive data given by the teachers, the following deficiencies in the managements of the autonomous college emerge. These are condensed form the answers given by 38 teacher respondents. The list is presented according to the order of preference.

1. Management are restricted by the government rules;
2. They are over-burdened by administrative duties;
3. They succumb to external pressures inconveniencing the teachers.
4. They discriminate against teachers in regard to caste and religion, and in sending them for higher studies etc.
5. Red-tapism, personally clashes and lack of human relations.
6. Managements lack administrative stability due to frequent changes in the personnel;
7. lack of support for academic improvement, research activities, for modern classroom management and teaching and testing methods;
8. No system to reward the innovative practices of the faculty;
9. Lack of representation for students in matters of decisions relating to them.

10. Not enough arrangements to get student feedbacks.
11. Managements do not encourage students' unions and in some colleges union elections are prohibited.
12. Student problems are attended only after agitation and hardly any mechanism to get redressal for them.
13. Leadership training is a must also for the administration.

In the content analysis of the critical remarks about the managements by the teachers, there are no many sharp and negative comments against the managements. Practically nothing is said about any kind of nepotism or autocratic behaviour. The only disturbing factors are that some teachers find the managements showing negative discrimination against them and that students are not allowed any say about their own affairs and that their representation in decision making forums is not very prominent. Apart from these, the teachers give almost a clean chit to their managements regarding their leadership styles and mode of functioning.

5.5.2. EVALUATION OF THE TEACHERS IN AUTONOMOUS COLLEGES

In this section the teachers are requested to make a self appraisal regarding their willingness to be evaluated, their engagement in research and publication and their participation in self and professional improvement programmes.

Teachers' Willingness to be evaluated as a self-observation.

Tabulated below in Table No.5.24 are the responses of the sampled teachers about their willingness to be evaluated.

Table NO.5.24

Teachers' willingness to be evaluated by various groups.

Evaluating Agencies	Percentage of teachers			
	YES	NO	NA*	TOTAL
Teachers are willing to be evaluated by;				
i) colleagues of own department	82.96	11.36	5.68	100.00
ii) colleagues from other depts.	68.75	26.70	4.55	100.00
iii) own students	85.22	10.23	4.55	100.00
iv) independent outside agency	72.16	16.48	11.36	100.00

NA = Not answered

As per Table No.5.24, 82.96 per cent of the teachers are willing to be evaluated by their colleagues from departments; in the case of evaluation by their colleagues from other departments, only 68.75 per cent of the sampled teachers are willing to submit themselves to such a process. 85.22 per cent of the teachers are willing to submit themselves to be evaluated by their own students; 72.16 per cent of the teachers are willing to be evaluated by independent outside agencies.

Opinion of the Principals and the Managements about the willingness of the Teachers to be evaluated.

The interviews with the management personnel and with the Principals give a different picture than the one presented by the teachers in their responses to the opinionnaire. Most of the principals interviewed say that the teachers are not willing for any kind of evaluation in general. Their reluctance is more conspicuous against an evaluation by the students, a picture just

contrary to what the teachers have stated in their responses. Their apprehension is that the students will not be objective and will be biased, and the teachers are not happy that such biased evaluation results reach the hands of the principals and managements.

In one colleges the principal reported that he had been conducting through the students some sort of a secret evaluation of teachers on probation. Even this was highly objected to by the teachers and their Association resorted to agitational methods in support of such teachers when disciplinary or corrective actions were taken on such probationary teachers. 67 per cent of the teachers in this college expressed willingness to be evaluated by the students and 75 per cent by their own colleagues. Another principal reported that the teachers and she herself are not willing for a personal evaluation of the teachers by any group. But they would not object to an evaluation of the courses conducted by them. Cent per cent of the teachers in this college, in their responses to the opinionnaire, expressed willingness to be evaluated by their own students and 88 per cent by their own colleagues!

In one college secret and confidential evaluation of the teachers by the students were arranged through the middle level authorities (i.e., other than the principal and the management) the result of which was being analysed and confidentially handed over to all the individual teachers concerned without forwarding a copy of the same to the higher authorities and

without keeping the files for records and without contemplating any kind of punitive action. The sole purpose of such an evaluation was that the individual teachers are given an opportunity for self-correction and self-improvement. Even in this situation it was reported that many teachers behave with resentment towards these functionaries who arrange such evaluation out of duty entrusted to them.

Professional Development Activities of the Teachers in Autonomous Colleges.

(1) Teacher Publications.

Of the total of 176 teacher respondents. 87, i.e., 49.43 per cent have to their credit some research publications, 39.77 per cent do not have any such publications and 10.80 per cent do not give any response on this account. The details of their publication as reported by them are shown in Table No.5.25.

This table shows that about half of the teachers in the autonomous colleges engage themselves in some kind of research and publication activities. 17.62 per cent of them have published one or more research papers in the past three years. Thus there is considerable amount of research undertakings in these colleges and the result of them are brought out in publications.

(2) Teacher Participation in Enrichment Programmes.

Participation in seminars, conferences workshops and giving extension lectures and presenting papers, etc., are enrichment programmes for teachers. Table No.5.26 gives the responses of

the teachers about their exposure to these programmes.

Table No.5.25

Number and percentage of sampled teachers having publications to their credit.

Books/Research papers	Number	Percentage
One book each	13	7.39
Two books each	6	3.41
Three or more books	12	6.82
1 to 4 research papers .	46	26.14
5 or more research papers	19	10.80

Table No.5.26

Teachers' participation in enrichment programmes as reported by the sampled teachers.

Participated in Conferences, Seminars, Extension lectures, etc.	Percentage of teachers			
	YES	NO	NA*	TOTAL
i) Inter-collegiate	68.18	22.16	19.66	100.00
ii) National/international	49.43	35.23	15.34	100.00
iii) Extension lectures	52.84	32.39	14.77	100.00

NA = Not Answered

It seems more than 68 per cent of the teachers in the autonomous colleges have participated in some kind of enrichment programmes in the last five years. The range of such participation by teachers among the colleges varies between 91 and 35 per cents, i.e. only 35 per cent of the teachers at the lowest level of the range are exposed to such programmes and at the highest level, 91 per cent of the teachers in one college are exposed.

There is only one college where the teachers' participating in such self-enrichment programme is as low as 35 per cent as per the responses of the teachers. In all the other colleges not less than 58 per cent of the respondent teachers have participated in such programmes as per the responses given by them. However, interviews with them and with the principals reveal that there are a good number of teachers, definitely more than 35 per cent who are not sufficiently exposed to the working modalities and objectives of autonomy. At least in two colleges not even a single programme was organised involving all their teachers to appraise or train them about the working of autonomy, about the continuous evaluation system, about curriculum planning and syllabus design, etc. In these colleges there are certain departments which have taken some initiative to know about the system and some such departments are running the programme with a positive and creative orientation. In some other departments of these colleges, the creative participation of the teachers is very low. The section on student evaluation is discussed below, as part of programme evaluation.

5.6. PROGRAMME EVALUATION

So far the focus was on the evaluation of the processes involved in introducing autonomy to colleges and also on the functionaries in autonomous colleges. In between there were also aspects of certain programme evaluation. Hereafter the concentration is on evaluation of the programmes of running the colleges autonomously.

These programmes too have to be seen through the various processes of management. Because, in evaluating both the processes of introducing autonomy to colleges and running the academic programmes autonomously, the management techniques and processes are taken as the basis. Therefore, it is possible that some amount of repetition may be observed in evaluating the various aspects. The following sections have to be seen with these points in mind.

5.6.1. STRUCTURAL CHANGES IN ACADEMIC PROGRAMME ORGANISATION AND TEACHER PARTICIPATION IN THESE CHANGES.

The most important structural changes needed and suggested by the UGC and other agencies in autonomous colleges are in the areas of (a) curriculum planning; (b) syllabus design and (c) evaluation methods.

In the non-autonomous system these functions were performed by the affiliating universities. In the autonomous system these functions are transferred to the colleges. Each college is supposed to have a curriculum planning cell or some arrangement equivalent to it. Each department in the college is entrusted to design the syllabi and to devise and manage its own internal and external (if any) examination programmes. These major structural changes have been introduced and effected in the autonomous colleges through statutes and guidelines for them. The introduction and functioning of this structural change are analysed in this section

5.6.2. FUNCTIONS OF BOARDS OF STUDIES

In the UGC Guidelines about the autonomous colleges there are certain functions assigned to the Boards of Studies in autonomous colleges. Teachers were asked whether these functions were being performed by the Boards of Studies. These functions and the responses of teachers about them are listed in table No.5.27.

Table No.5.27

Perception of the sampled teachers about the performance of the stipulated functions by the Boards of Studies.

Functions	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Boards of Studies in the colleges			
i) Prescribe regulations and syllabi for various courses	87.50	8.90	3.60
ii) Review and update syllabi periodically	84.40	14.50	1.10
iii) Introduce new courses	81.40	17.30	1.30
iv) Determine the details of continuous internal evaluation	72.70	24.30	3.00
v) Recommend panels of external examiners to be appointed	72.60	25.10	2.30

87.5 per cent of the sampled teachers report that the Boards of Studies have real power to prescribe the syllabi and regulations for various courses in the autonomous colleges. The variation among the ten colleges in this regard ranges between 94 and 78 per cents. 84.4 per cent of the teachers report that the revision and updating of syllabi is done by the Boards of Studies. The variation here ranged between 97 and 76 per cents

81.4 per cent of the teachers report that the Boards of Studies do introduce new courses. Here the variation among the colleges ranged between 94 and 60 per cents. According to 72.7 per cent of the teachers the Boards of Studies determine the details of continuous internal evaluation with a variation range of 88 and 52 per cents among the colleges. And 72.6 per cents of the teachers report that the Boards of Studies do recommend panels of examiners for external examination at the end of the semester. The variation in this regard is between 94 and 50 per cents.

As per the responses of the teachers their participation as members of Boards of Studies in these five functions is very high and they are given the responsibility for these functions, which is a very positive development in the functioning of autonomous colleges. Here it can be said that the teachers are given their rightful position and they feel so and to that extent this objective of autonomous colleges has been achieved to a great extent.

5.6.3. ACADEMIC PROGRAMME ORGANISATION.

Table No.5.28 below gives the responses of teachers about their participation in the the three main structural changes effected in the autonomous colleges.

85.23 per cent of the teachers agree that through their representation in the Boards of Studies they have a definite say in the course and curriculum planning, 86.17 per cent of the

teachers agree to their such participation in preparation of syllabus and 81.06 per cent agree to their participation in the evaluation of the students. The variation in the perception of the teachers of the ten colleges ranges between 93 and 79 per cents in curriculum and course planning, between 98 and 77 per cents in the case of syllabus design and between 98 and 74 per cent in the case of student evaluation.

Table No.5.28

Teacher participation in the academic programme organisation in autonomous colleges as perceived by the sampled teachers.

Programmes	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
Teachers have a definite say in:			
i) course and curriculum planning	85.23	12.50	2.27
ii) preparation of syllabus	86.17	11.55	2.27
iii) evaluation of students	81.06	16.10	2.84

While a great majority of teachers in the non-autonomous colleges have hardly any role in the above three functions, except perhaps in the scrutiny of the final external examination answer sheet, it is supposed to be the prerogative of the teachers in autonomous colleges to perform these functions. The responses of the teachers as shown above prove that they have a very high degree of participation and that the variation among the colleges in this regard is not very high. In fact the participation of the teachers in all the selected colleges is more than 74 per cent. These responses show that the taking over of these academic functions by the autonomous colleges from the

universities have been effected with a high degree of teacher participation.

5.6.4. FLEXIBILITY AND SPEED IN EFFECTING COURSE, CURRICULUM AND SYLLABI CHANGES IN AUTONOMOUS COLLEGES.

Besides the responses from the teachers as discussed above, the content analysis of various documents from the autonomous colleges and the unstructured interview with the faculty show that adaptation and changes in such structures take place faster and more frequently in these colleges. Thus a course and curriculum approved for one batch of students may be changed and adapted for the very next batch as a result of the experience gained in the course of just one year. Such speed in curricular changes is unheard of in the non-autonomous system of collegiate education. Usually, autonomous colleges effect such changes at periodical intervals of say, three years, five years, etc., But there is great variation in this regard from college to college.

One principal reported that this function is left to the departments and as and when the department feels it necessary to change, it is free to do so. To the apprehension expressed to her that if there are some teachers with unsteady mind in this regard, whether it would defeat the very purpose of such flexibility, her response was that the collective wisdom of the department would prevail in such occasions. That means, the freedom and flexibility is given not necessarily to the fancies of the individual teacher but to the collective wisdom of a group of teachers. That is a healthy sign.

Some of the academic council decisions of the colleges bear witness to this type of flexibility existing in the colleges. Thus, for example, in the Academic Council meeting of Loyola College, Madras, (Loyola, 1987), held on 18th December, 1981, the detailed syllabus of CH 631 Industrial Chemistry (revised on the basis of experience gained during 1980-81) was brought for approval and was approved. This has to be seen in the context of a general reorganisation of the course and syllabus for chemistry in the previous academic council held on 8th May, 1981. Of course, this latter reorganisation was mainly intended for the fourth batch entrants into the autonomous system and effective from the first semester of 1981-82 academic year, while the former revision was for the second batch entrants and effective from the sixth semester for the same academic year. This is but one evidence for the speed with which structural changes in syllabus revision can take place in autonomous colleges.

5.6.5. INNOVATIVE INSTRUCTIONAL METHODS IN AUTONOMOUS COLLEGES.

In autonomous colleges teachers are supposed to have greater freedom to employ innovative methods of teaching, learning and evaluation, subject, of course, to the overall approval of the Boards of studies and the academic council of the college. Table No.5.29 below gives the responses of the sampled teachers about the employment of such instructional techniques.

As per the responses given, 65.72 per cent of the teachers agree that their colleges are in advanced stage of development in

order to adopt innovative instructional methods. The variation in this opinion of teachers ranged between 79 and 55 per cents among the colleges. 55.68 per cent of the teachers agreed that as a result of the structural changes, the methods of teaching and learning have changed in their colleges. The variation in this opinion among the teachers ranged between 65 and 45 per cents.

Table No.5.29

Changes introduced in autonomous colleges in the methods of instruction as perceived by the teachers.

Innovations	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
i) the college is prepared to adopt innovative methods of instruction	65.72	32.58	1.70
ii) methods of teaching and learning have changed in the college	55.68	42.02	2.27

It is observed from the above data that innovative methods of teaching and learning have been brought about in autonomous colleges, although in a limited scale. The perception of the teachers as to the preparedness or orientation of their colleges for such changes is better or more (65.72 per cents) than the actual attainment of such goals of autonomy which is at a lower level at 55.68 per cent.

This 55.68 per cent agreement by the teachers about the methodological improvement in teaching and learning is supported by responses of teachers on another question wherein they were

asked to name those methods employed in their classes. The question was also asked to the students. Both the responses are listed Table No.5.30.

Table No.5.30

Employment of various teaching learning methods in the classes of autonomous colleges as reported by the teachers and students.

Classroom methods employed	percentage reporting by	
	Teachers	Students
1. Seminars	86.50	61.50
2. Project work	80.70	34.30
3. Guided library work	77.80	42.50
4. Field study	60.80	41.60
5. Learning by doing	51.00	- --
6. Guided group study	47.00	26.30
7. Symposia	38.60	26.30
8. Workshops	23.00	26.30
9. Multi-media teaching	23.00	37.80
10. Case study	20.90	28.90
11. Programmed learning	12.00	17.00

From the table it is clear that various methods and techniques of instruction are being employed in autonomous colleges. Both the students and the teachers agree on this point. However, they are not in agreement as to the amount or degree of such changed instructional methods employed. The teachers seem to give a slightly inflated picture when compared to the one given by the students. The percentage of teachers reporting the existence of these alternative techniques in their classes are

very high in most cases. Only in four out of eleven areas the opinion of students as to the existence of such techniques is higher than that of the teachers, namely, in the cases of workshops, multi-media learning, case study and programmed learning. This variation in the opinion of the students, at least in some cases, could be due to the confusion or lack of understanding by the students as to the meaning of these methods. Another explanation may be that in particular departments such methods might be existing, but the reporting teachers and students may be from different departments.

On the whole, one may conclude that innovative instructional methods are employed in the autonomous colleges and that different colleges are at varying degrees and levels of achieving this objective of autonomy.

5.6.6. PERCEPTION OF TEACHERS AND STUDENTS ABOUT THE ATTAINMENT OF SPECIFIC SKILLS BY THE STUDENTS AS A RESULT OF THE EMPLOYMENT OF INNOVATIVE CURRICULAR STRATEGIES

Six specific skills were listed and the teachers and students were asked whether they would agree that the curricular strategies in their colleges do give importance for the attainment of these skills by the students in order to improve their quality and effectiveness. The responses of teachers and students are listed in Table No.5.31.

As per Table No.5.31, 58.33 per cent of the teachers and 60.25 per cent of the students sampled from the autonomous colleges

agree that in order to improve the quality and effectiveness of the students, the curricular strategies and methods of evaluation and instruction in these colleges do give importance to self-learning techniques. The variation in the responses of the teachers range between 76 and 45 per cents and that of the students between 73 and 52 per cents.

Table No.5.31

Perception of teachers and students on the attainment of specific skills by the students through innovative curricular strategies.

Specific Skills	Percentage of teachers and students					
	AGREE		DISAGREE		NEUTRAL	
	T	S	T	S	T	S
1. Self-learning techniques	58.33	60.25	41.61	37.87	00.00	1.88
2. Problem solving skills	54.73	49.53	41.87	46.71	3.40	3.76
3. Trans-disciplinary perceptions	42.05	55.24	46.02	40.53	11.93	4.23
4. Inculcation of social awareness	56.63	54.85	41.67	42.33	1.70	2.82
5. Fostering originality & creativity	55.87	54.61	41.29	41.39	2.84	4.00
6. Attainment of practical skills	59.09	58.76	38.07	38.42	2.84	2.82

T = TEACHER, S = STUDENTS

54.73 per cent of the teacher and 49.53 per cent of the students agree that these strategies and methods do give importance to problem solving skills. The variation of opinion

of the teachers among the colleges ranges between 74 and 39 per cents and that of the students between 67 and 43 per cents.

42.05 per cent of the teachers and 55.24 per cent of the students agree that importance is given to the acquisition of trans-disciplinary perceptions by the students. The variation in this matter in the opinion of teachers of the ten colleges ranges between 54 and 29 per cents and that of the students between 62 and 37 per cents.

56.63 per cent of the teachers and 54.85 per cent of the students agree that their college curriculum give importance to impart social awareness skills to their students. The variation in perception in this regard of the teachers range between 76 and 47 per cents and that of the students between 62 and 43 per cents.

55.87 per cent of the teachers and 54.61 per cent of the students agree that their curricular strategies do have ingredients to foster originality and creative application of knowledge in the students. The variation in the perception of these teachers ranged between 70 and 45 per cents and that of the students between 68 and 47 per cents.

59.09 per cent of the teachers and 58.76 per cent of the students view that the latter are enabled to acquire practical skills. The variation of opinion in this regard among the teachers of the different colleges ranged between 71 and 44 per cents and that of the students between 88 and 38 per cents.

In general it can be said that more than half of the students and teachers do agree that such skills and techniques are incorporated in the curricular strategies of the colleges as a result of becoming autonomous and thereby attempts are made to enhance the knowledge and skill acquisition capacity of the students. The curricular strategies of every autonomous college does not give equal importance to such strategies. The attainment of certain colleges in this regard is very low as reported by the teachers and students. Thus in a supposedly well-run college only 29 per cent of the teachers agree that there is any attempt for imparting trans-disciplinary perception to the students and in the same college only 37 per cent of the students agree to such perceptions. But there are other colleges which do give great importance to such skill attainments .

5.6.7. ACCOMMODATION OF REGIONAL NEEDS IN THE CURRICULUM OF AUTONOMOUS COLLEGES

The sampled teachers were asked to answer on the rating scale if their colleges were in an advanced stage of achieving the following objectives of autonomy. Their responses are shown in Table No.5.32 below.

As per the responses, 59.09 per cent of the respondent teachers agree that their colleges are in an advanced stage of orienting curriculum to meet the regional needs.51.89 per cent of them agree that local/regional needs have been accommodated in the curriculum. The variation of teachers' opinion ranged among the

colleges between 81 and 52 per cents on the first instance and between 75 and 43 per cents in the second.

Table No.5.32

Regional/local orientation in the curriculum of autonomous colleges as perceived by the sampled teachers.

Types of Needs	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
i) College curriculum is oriented to meet the regional needs	59.09	38.07	2.84
ii) Local needs have been accommodated in the curriculum	51.89	44.13	3.98

The former statement was about the preparedness of the institution for such orientation and the response of the teachers are more positive and the range of variation was less than the latter statement which probes into the actual catering to or accommodating such local/regional needs in the existing curriculum. The opinion of the teachers is that the institutions are more prepared to absorb such needs though nothing is being done. This preparedness is definitely a positive development.

From the content analysis of the unstructured interview with the faculty, certain points emerge. They are:

- (i) all colleges do not give equal importance to this aspect of regional need accommodation in their curriculum;
- (ii) some colleges give considerable emphasis to this aspect. At least four colleges are notable in this regard;
- (iii) Some colleges almost neglect this aspect. Faculty members

at least from two colleges have expressed opinion in this regard that they do not consider this aspect as serious. Regional and local needs have to a certain extent an element of preparation for a job or occupation. These faculty members hold the view that training the student for any particular job is not their business, that what they try is to give inputs to the students and to equip them to train themselves or to absorb the necessary skill in order that they may be able to perform well in their chosen fields of occupation. These teachers hold the view that Arts, Science and Commerce colleges are not supposed to give professional education but rather their emphasis is more or less on imparting a general education.

(iv) In the curricular strategies those who cared for such aspects have given more consideration to the industries and occupations of the people of the hinterland from where their students come. The local industries and occupations of these people have influenced to a limited degree some of the course and syllabi planning.

From the document analysis, some of the courses offered by the certain colleges with local and application orientation are listed below. Most of these courses are optional for the students with wide ranging choices. Some colleges include these course for final evaluation and grading of the students while others do not include them for grading purposes. Some of these courses are application-oriented, some others, job-oriented and some local need based. It is difficult to say which belong to

these particular categories. Some may come in more than one category. These are listed from the college calendars and prospectuses. The listing of these courses in the calendars does not necessarily prove that local/regional needs are cared for in the respective colleges. But they may serve as a reasonable indication that such needs are in their agenda.

List of courses offered in autonomous colleges with Regional/Local/Application/Job Orientation

- (1) Workshop practices, Applied electronics, Applied electricity, Solar energy utilisation, Mineral science, Biophysics, Medical electronics and instrumentation, Photography, Popular physics, Radiation and biophysics, Astro-physics, Energy and weather, etc.
- (2) Agri-chemistry, Environmental chemistry, Energy for the future, Biological chemistry, Industrial chemistry, Engineering chemistry, Basic organic spectroscopy, Chemistry of electro-plating and metal finishing, Dairy chemistry, Industrial micro-biology, Clinical biochemistry, Textile chemistry, etc.
- (3) Toxicology, Plant pathology, Plant breeding, Seri culture, Horticulture, Sylviculture, Wood biology, Weed control, Plants and human welfare, etc.
- (4) Soil biology, Aqua-cultutre, Pisci culture, elementary genetics, Clinical laboratory techniques, Bee keeping, Pest management, Fishery biology, Poultry management, Dairying, Wild life conservation, etc.
- (5) Nutrition chemistry, Dietetics internship, Clinical technology, Food preservation, Food packing, etc.
- (6) Tourism, Journalism, Rural reconstruction and planning, etc.
- (7) Social Demography, Sociology of mass communication, etc.
- (8) Fundamentals of marketing, Research methods on economics, Agricultural economics, etc.

This list is not exhaustive. Still more such courses and

orientation could be listed from the calendars. But it is hoped that this list would give a sample of what is available.

5.6.8. IMPORTANCE GIVEN IN AUTONOMOUS COLLEGES FOR CHARACTER FORMATION AND PREPARATION FOR LIFE AS PERCEIVED BY THE SAMPLED TEACHERS

Character formation and preparation for life is something that go very close with skill development discussed above. The sampled teachers were asked to express their opinion regarding the achievement of this objective in their autonomous colleges. Their responses are recorded in Table No.5.33.

Table No.5.33

Responses of sampled teachers regarding the effectiveness of autonomous college programmes in grooming the individual for life

Opinions	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
i) Autonomous colleges are better suited to character formation and grooming the individual for life in the secular society	66.86	30.30	2.84
ii) Such aims are properly articulated in the autonomous college programmes.	58.33	31.44	10.23

66.86 per cent of the sampled teachers agree that among the aims of higher education include the training of mind leading to the formation of character and grooming the individual for life in a secular society, that the effectiveness of the affiliating university system in this regard is very limited and that

autonomous college is a better alternative for achieving this aim. The variation in the perception of the teachers in the colleges in this regard ranged between 79 and 53 per cents.

58.33 per cent of the sampled teachers agreed that these aims of that the limitation of the earlier system can be overcome. The variation of opinion of teachers in this regard among the colleges ranged between 71 and 45 per cents.

These responses show that the system of autonomous colleges has positive ingredients to prepare the individuals for life as perceived by the teachers. But they do agree that the level of achievement in the college in this regard is less than what is possible. It is significant to note that regarding the level of achievement 10.23 per cent of the teachers remained neutral, but those remained neutral about the possibility of achievement is only 2.84 per cent, and those agreeing on the level of achievement is 58.33 per cent while those who agree on the possibility is higher at 66.86 per cent. It seems that many colleges are yet to think of this concept in a serious manner to incorporate it in their training programmes.

Some such programmes incorporated by the autonomous colleges with a view to grooming the individual for life are listed below. These are condensed from the descriptive answers given by 65 teachers (36.94 per cent).

List of Programmes incorporated in Autonomous Colleges with a view to Character Formation and Grooming the Individual for life.

01. Counselling, career guidance and advisor-advisee system;
02. Initiation to self-study, project work, use of language.
03. Popular science course for Arts students and cultural history and Indian philosophy for science students.
04. NSS, Adult Literacy and Village Reach Out programmes.
05. Extension work linking with the problems of the society.
06. Production-oriented and vocational courses.
07. Ethics and Value-based studies and moral instruction.
08. Organisational skill development through curricular activities.
09. Courses on inter-faith dialogue and national integration
10. Studies on women, Gandhian Thought, Population, etc.
11. Publication of Research Journals.
12. Inculcation of martial arts like Karate, Fine Arts like Bharata Natyam, Soul-stirring exercises like Yogasana, practice of prayer, etc.
13. Special syllabus for gifted children.
14. Assembly programmes for general awareness, cultural development, personality development, etc.
15. Kinder garten training under project work, etc.

Some of these items listed by the teachers may not look like curricular programmes, but the others are so. The content analysis of many of the college calendars give proof that such curricular innovations are there in the college. Of course, some colleges are more advanced and the others are rather slow in incorporating such changes.

Fifty from the sampled teachers offered suggestions for additional courses and programmes for effecting qualitative improvements in the training programmes in the autonomous colleges as a means of character formation and grooming the individual for life. They are condensed and listed below.

Suggestions of the sampled teachers for structural reorganisation in autonomous colleges with a view to character formation and life orientation.

- Ø1. Introduction of credit system whereby freeing the students not to be tied down to departments, but to opt for courses offered by any department;
- Ø2. Summer courses for students and alumni to be introduced;
- Ø3. Establish contact centres to keep in touch with the alumni.
- Ø4. Introduction of more group dynamic programmes.
- Ø5. More interaction with local institutions and the public;
- Ø6. Reducing the student-teacher ratio and building up better rapport between them;
- Ø7. Giving more emphasis on field study;
- Ø8. Job-oriented courses and more inter-disciplinary activities;
- Ø9. Introduction of more optional and additional courses leading to Honours Degree.
10. A 'think tank' for the college, and a separate curriculum planning and evaluation cell.
11. More flexibility in curriculum and syllabus planning and freedom to teachers to think loud.
12. Academic freedom for individual staff members for selection of subjects and framing of syllabus;
13. Richer and relevant courses and scientific evaluation;
14. Better coordination in teaching and testing activities;
15. Introduction of complete internal evaluation;

16. Organising seminars, workshops and research programmes;
17. More guest lectures and mobility for teachers;
18. Separate coordinators for student counselling and extension activities;
19. Emphasis on inter-faith/inter-religious dialogue.

These suggestions indicate that there are people in the autonomous colleges who seriously think and act in order to improve the quality of education and training the youth for the better. Some of these suggestions are already incorporated in some of the colleges fully and in others in a partial manner. For example, the first suggestion listed is for a credit system which frees the students from being exclusively tied down to one department. Although there exists credit system at least in two autonomous colleges, it is not as suggested herein. In these colleges the students have to be part of any one department and opt for the main or mains offered by it wherein they get a variety of choices. In the system suggested herein it may not be the department that determines what the student should learn but the student chooses the subjects and joins the various departments of his/her choice and acquires the required number of credits. Of course, the departments will have the discretion to admit one depending on merit or aptitude. But there may be many issues to be settled before switching over to such a system which is prevalent in some of the Western countries, issues like attitude of the employers, importance given to university degrees as qualification for employment, etc.

One fact observed in these responses and suggestions is that

the women's colleges have taken more seriously this aspect of grooming the individual. They have introduced a number of programmes oriented towards this objective and they have more practical suggestions. The involvement of the other colleges in this aspect of training and even thinking about it as expressed in the responses is very low. While there was 42.59 per cent response on this question from the women's colleges, the responses from the other colleges was only 20.49 per cent. The same pattern is observed in making suggestions enlisted in the previous section. There, while the response from the women's colleges was 42.59 per cent, it was only 27.05 from the other section.

5.7. WORK LOAD INCREASE OF TEACHERS IN AUTONOMOUS COLLEGES AS PERCEIVED BY THE SAMPLED TEACHERS

As a consequence of the structural changes, many of the responsibilities were shifted from the universities to the colleges. The governments and the universities did not sanction proportionate increase in the staff recruitment. This is supposed to have created increased work load to the teachers. The reactions of the teachers in this regard are discussed below.

The teachers in the autonomous colleges were asked whether the autonomous system had added to their work load, whether the structural changes brought in additional work, what is the quantity of increase in the work load, if any, and if such increased work load is acceptable to them. Their responses are shown in Table Nos 5.34 and 5.35.

Table No.5.34

Perceptions of the sampled teachers about the increase in work load as a result of introducing autonomy to colleges.

Opinions	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
i) structural changes added to the work load of the staff	66.48	22.16	11.36
ii) in autonomous colleges there is added work load for teachers	67.05	26.16	6.79
iii) such work load is acceptable to teachers	65.53	27.08	7.39

66.48 per cent of the teachers agree that the structural changes of course and curriculum planning, syllabus preparation, student evaluation, etc. have added to the work load of all categories of the college staff. The variation of responses among the colleges in this regard ranges between 88 and 53 per cents. 67.05 per cent of the sampled teachers agree that autonomy involves added work load to them. The variation in opinion among the colleges ranged between 78 and 45 per cents. 65.53 per cent of the sampled teachers agreed that the added work load is acceptable to them as academics and rewarding to them as teachers. The variation in this opinion among the colleges ranged between 85 and 51 per cents.

As per table No.5.35, for 27.84 per cent of the teachers the increase in work load is less than 25 per cent. For 34.67 per cent of the teachers the increase is between 25 and 50 per cent. For 6.81 per cent of the teachers the increased is between 50 and 100 per cent and just for one teacher out of 176, i.e. 0.57

per cent, the work load increase is 120 per cent as a result of introducing autonomy to colleges. 30.11 per cent of the teachers did not give any opinion on this score.

Table No.5.35

Percentage-wise subscription of teachers to the percentage increase in workload as a result of autonomy to colleges.

percentage increase in work load	teachers subscribing to such increase in per cents.
0-25	27.84
25-50	34.67
50-75	5.11
75-100	1.70
100-125	0.57
Not answered	30.11
Total	100.00

It is observed from the above tables and discussion that there is general agreement as to the increase in the work load of teachers in the autonomous colleges when compared to the non-autonomous colleges. But the quantum of increase is perceived differently by different teachers. Teachers are not only not unanimous in this opinion but they differ considerably. The content analyses on the basis the unstructured interview with the teachers revealed the following points:

(i) There were groups of teachers in most colleges who expressed a strong opinion that before autonomy the teachers had enough work load but they were not used to work whereas under autonomy they are forced to work and so they feel that the work load is more.

(ii) Another opinion emerged from among the teachers was that the pay and emoluments of teachers before the introduction of the UGC pay scale was so inadequate that the complaints against the increased work load without any extra remuneration were justified. But after the new pay scale has been implemented such complaints are not justified.

(iii) A third opinion emerged was that before the introduction of autonomy to colleges the teachers actually did not have enough work to justify their salary. Autonomy had made them to work at least to a certain extent and that it is pointless to complain about increased work load, even before the implementation of the UGC pay scale.

5.8. EVALUATION OF STUDENTS

Student evaluation is the area that should get the highest attention in autonomous colleges. In management language this programme can be counted among quality control techniques. Hence maximum attention is given to this section.

Assessment of evaluation process and programmes is made by three groups, namely, the controller of examinations, the teachers and the students. In addition, whatever documentary evidences could be gathered are also incorporated.

In the non-autonomous system evaluation of students and certification are the responsibility of the affiliating universities. The college in which the students are admitted

and taught and the teachers who teach the subjects do not have any direct role in the evaluation. In autonomous colleges this responsibility is shifted to the colleges and to the actual teachers. In all the autonomous colleges semestral system and continuous internal evaluation system have been incorporated.

5.8.1. PROPORTION OF FORMATIVE AND SUMMATIVE EVALUATION FOUND IN AUTONOMOUS COLLEGES AS PER DOCUMENTS.

Continuous Internal Evaluation (CIE), which is also called in some colleges as formative evaluation, is one of the major structural changes in autonomous colleges. The marks or grades obtained in these evaluations are taken into account in the final grading of the students. The semestral evaluation is also called the summative evaluation. In fact, CIE is part of the final valuation. Internal Evaluation is done in all institutions by the course teacher. The percentage of marks of such evaluation allotted for calculating the final marks or grades vary from institution to institution. Many institutions started with 50 per cent internal and 50 per cent semestral/final exam. But some institutions changed this proportion into 20/40 internal and 80/60 semestral. The other institutions continue with 50:50. Certain departments in two colleges are experimenting with cent per cent internal evaluation. The other departments and institutions have different modalities for semestral examination. In some institutions apportioning is done in the marks of internal evaluation. Thus in Loyola college, it is as follows:

Table No.5.36

Apportioning of Continuous Internal Assessment Marks	
Items	Ratios
1. Attendance	10 %
2. Regularity	10%
3. Sessional assessment	80%
	100

For the distribution of sessional assessment marks also there are some regulations which are shown in Table No.5.37.

Various methods are employed in conducting such internal evaluation. Thus there are written examinations, announced tests snap tests, submission of assignments, project reports, participation in project works and discussions, group discussions, laboratory work, case study, quiz programme, seminars, open book examinations, etc.

Individual Science departments will have certain amount of flexibility regarding the distribution of sessional assessment marks. There will, however, be no comprehensive examination in practical at the end of each semester.

External Examination in Autonomous Colleges

In most cases the Boards of Studies suggest a panel of examiners from other institutions. From this panel the Controller of Examinations or the Principal appoints external examiners. Some colleges engage outside teachers to set question papers. The Principal or Controller of Examinations gets these question

papers in sealed covers. Without showing the course teachers, these papers are finally accepted.

Table No.5.37

Distribution of Sessional Assessment Marks(80%) in Loyola college, Madras, as part of Continuous Internal Assessment.

Type of Internal Tests	English & Language	Arts & Humanities	Maths & Statistics	Laboratory Courses
	No. %	No. %	No. %	No. %
1. Written Test		5 : 35		
2. Periodical Test			3 : 50	
3. Assignment			3 : 20	
4. Quiz			2 : 10	
5. Tutorials				- : 20
6. Seminar +				- : 20
7. Unannounced Tests	3 : 30			2 : 10
8. Announced Tests	5 : 50			3 : 30
9. Others *		3 : 45		
Total	8 : 80	5 : 80	8 : 80	5 : 80

N.B: No.= Number of tests:

% = Percentage of marks allotted for the test.

* Others include any three of the following with 15 % marks for each: (a) Oral tests (b) Assignment (c) Seminar (d) Group discussion (e) Project work (f) Any other method

+ If seminars are not held, the 5 marks (20%) may be added to any one of the other items.

Table No.38

Proportion of marks between formative and summative evaluations in autonomous colleges.

COLLEGES	Percentage of marks	
	Formative	Summative
Women's Christian College, Madras	50	50
Lady Doak College, Madhurai	50	50
Parashakti College, Courtallam	50	50
Madhura College, Madhurai for PG	25	75
" PG	40	60
St. Joseph's College, Trichy	50	50
Madras Christian College, Madras	50	50
PSG college of Arts & Science Coimbatore	20	80
Loyola College, Madras	50	50
American College, Madhurai	50	50
SRMV Arts College, Coimbatore	NA	NA

NA = Not Available

Sources: College Calenders

In some colleges papers set by external examiners are modified by the internal examiners without any concurrence with the paper setters. But in more cases the external paper setter and the course teacher sit together and do the modifications. In some institutions, course teacher sets the semestral exam questions, but a second valuation is done also by an external examiner.

In the valuation of semestral exam papers there is no uniformity

among institutions,. Some colleges send the papers for external valuation. The marks come directly to the examination office and that is the final mark. The course teacher does not know who the external examiner is. In other group of colleges valuation is done both by external and internal examiners. Their mark-sheets directly reach the examination office. The average of the two will be the final marks. If the difference is beyond a permissible limit, say 10 per cent, the paper is sent to a third examiner whose assessment is taken as the final or the average of the two nearest assessments as the final marks/grades. In certain institutions the Awards Committee makes modifications in the mark/grade list submitted by the examination office.

Internal Evaluation in Autonomous Colleges.

Evaluation methods and strategies are incorporated in autonomous colleges with a view to effect qualitative improvement in the examination system. Testing is made here as an integral part of teaching. This kind of examination reform was one of the main objectives of autonomy to colleges. In the survey the teachers, the students and the Controllers of Examinations were asked about the qualitative improvements effected in the examination system and thereby the attainment of this objective of autonomy. Their responses are analysed in the following sections.

5.8.2. ATTAINMENT OF OBJECTIVES OF AUTONOMY THROUGH EXAMINATION REFORMS

Teachers were asked if their colleges were in an advanced stage

of achieving the objectives of autonomy by bringing about examination reforms, promoting continuous internal evaluation and for adopting final internal evaluation of the students. Their responses are tabulated in Table No.5.39.

Table No.5.39

Achievements in the area of examination reforms in autonomous colleges as perceived by the sampled teachers.

Reforms	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
The college is in an advanced stage of development in:			
i) bringing reforms in examination system	64.02	33.71	2.27
ii) promoting continuous assessment	71.78	26.52	1.70
iii) to adopt final internal evaluation of the students	56.63	38.83	10.23

As per table No. 5.39, 64.02 per cent of the teachers agree that their colleges are in an advanced stage of development in achieving the objective of autonomy in regard to examination reform. The variation in this opinion ranged between 79 and 54 among the colleges. 71.78 per cent of the sampled teachers agreed that their colleges are in an advanced stage of development in promoting continuous internal evaluation. The variation in this opinion among the colleges ranged between 79 and 57 per cents. Only 56.63 per cent of the teachers were of the opinion that their colleges are ready to go for final internal evaluation. Here the variation ranged between 67 and 47 per cent among the colleges.

64.02 per cent of the teachers agreeing to the achievements about examination reforms in their colleges is quite reasonable. 71.78 per cent of the teachers feeling in favour of continuous internal evaluation is also justifiable because such reforms are already incorporated in the autonomous colleges, of course, the degree of qualitative change in each institution vary and all the claims of the teachers may not be objective.

Final internal evaluation means that the entire process of evaluation of students will be done by the course teachers themselves without any external scrutiny. The claim of 56.63 per cent of the teachers that their colleges are ready for final internal evaluation may be a bit exaggerated, as was clear from personal interviews with them.

In none of the autonomous colleges final internal evaluation has been adopted nor approved by the faculty as a whole. This claim and their reactions in the interviews and private conversations do not corroborate with each other. In fact many teachers are apprehensive of going for cent per cent internal evaluation. The opinion of teachers in autonomous colleges is divided about their own capability and integrity in adopting this system. The students also have expressed fears in this regard in certain colleges.

However, teachers of certain departments of at least two colleges have expressed full preparedness for it and they are doing it in the post graduate courses on an experimental basis.

One section of the students in one of these colleges seem to be much agitated about it and, a good number of them in these colleges also welcomes the move. This development is definitely a qualitative improvement and is on the way to the attainment of the objective of autonomy in this regard at a fuller measure.

5.8.3. RELIABILITY AND IMPARTIALITY OF INTERNAL EVALUATION IN AUTONOMOUS COLLEGES AS PERCEIVED BY THE SAMPLED TEACHERS.

Impartiality of teachers in assessing their own students in the CIE is a highly disputed question and so the reliability of such assessments. Because of the same reason the dispute is all the more heated in the case of final internal evaluation. Teachers were asked about their impartiality in internal evaluation. The questions were put in various contexts. Their responses are recorded below in Table 5.40.

Table No.5.40

Perception of sampled teachers about the impartiality and reliability of internal evaluation in autonomous colleges.

Opinions	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
i) in autonomous colleges CIE is subjectively biased and is based on extra academic considerations	21.21	74.81	3.98
ii) internal assessment is going to be biased	33.52	64.20	2.27
iii) teachers lack judgement in assessing the students	24.24	71.21	4.55
iv) CIE gives reliable results	67.23	30.49	2.27

Only 21.21 per cent of the sampled teachers agree that in autonomous colleges marks in internal assessment are given by teachers with subjective bias and on extra-academic considerations. 74.81 per cent of the teachers disagree on this point. The variation in agreement among the colleges ranged between 48 and 8 per cent and in disagreement it ranges between 91 and 52 per cents. To a further clarification on the same question 47.73 per cent of the sampled teachers stated that none of them are so biased (Table No.5.41), 32.96 per cent answered that some of them were biased. 5.68 per cent said that most of them were biased and 1.7 per cent said that all of them were biased. 11.93 per cent of them did not give any answer to this. These responses are listed in Table No.5.41 below.

Table No.5.41

Bias of teachers in CIE in autonomous colleges as reported by the sampled teachers.

Opinion	Percentage of teachers
i. all teachers are biased	1.70
ii. most teachers are biased	5.68
iii. some teachers are biased	32.96
iv. none of them are biased	47.73
v. no responses	11.93
Total	100.00

While discussing the teachers' objections to the system of autonomous colleges (table No.5.40), 33.52 per cent of the sampled teachers agreed that in autonomous colleges internal assessment is going to be biased with a variation ranging

between 57 and 18 per cent. The disagreement on this point was 64.2 per cent, with a variation ranging between 82 and 43 per cents. In the same section, 24.24 per cent of the sampled teachers agreed that the teachers were lacking in judgement in their assessment of students with a variation ranging between 38 and 12 per cents. The disagreement on this point was 71.21 per cent with a variation of 83 and 54 per cent among the colleges. When the same question was put in a positive style, 67.23 per cent of the sampled teachers agreed that internal evaluation in autonomous colleges gave reliable results. The variation of responses among the colleges in this regard ranged between 81 and 48 per cents. The disagreement on this point ranged between 38 and 12 per cents.

Thus the negative perception of the sampled teachers about their own impartiality and credibility ranged between 21.21 and 33.52 per cent. The percentage of those who feel positively about themselves in this regard ranged between 74.81 and 64.2 in their various responses.

Discrepancy in the written and oral responses of teachers about the impartiality of CIE

The unstructured interview with the teachers revealed that these perceptions of the teachers as responded through the opinionnaires were at variance with what they have orally stated. Many teachers are very critical about their colleagues in this regard. Some teachers agree that they themselves give to the students marks more than what they deserve. They have

mainly two justifications for this type of action. One is personal safety, i.e., there are students who threaten teachers with physical violence. The number of teachers who succumb to this type of threats is very limited.

Secondly, a good number of the teachers feel that unless they give marks more than what the students deserve, their students will not be able to compete with the students from other autonomous and non-autonomous colleges to get entry into competitive examination based on marks and for job opportunities. The teachers do not make any attempt to hide this attitude of theirs. Either as a consequence or as a counter measure for this practice, the teachers and students in autonomous colleges report that Madhurai Kamaraj University at the time when this survey was going on and when the autonomous colleges in the region and in the state was rather few, made sort of an arrangement that only 10 per cent of the students from the autonomous colleges get admission in the university departments for post graduate studies. Some similar understanding was also prevalent in the other universities of Tamil Nadu.

This type of discrimination against the students of autonomous colleges were resented both by the students and by the teachers. One may observe that the discrimination cannot be justified in full. In the first instance, autonomy to colleges in the beginning was given on a selective basis depending on the creditable performance of the colleges by producing good results

in the universities and on the reputation of the colleges in the academic world. Naturally, their products used to be good even in a non-autonomous set up. With added facilities and better structural reorganisation, their students in the autonomous colleges were well placed to perform even better. And in most cases such performance was visible.

One can also observe that these colleges take considerable amount of pain to maintain good standards for their products through very rigorous practices in evaluation. As a rule they do not make any compromise in the matter of examinations. However, one can not fail to observe that all the autonomous colleges cannot claim to be belonging to this category in the matter of their being selected for autonomy and in their running the colleges as autonomous institutions.

The teachers of some of the autonomous colleges do agree that merit alone was not the criteria for their colleges being selected for autonomy, that the influence of the managements also had a role in this matter, that their managements had motives other than academic in getting autonomy for their colleges, and as a consequence, merit alone was not the criteria in passing out the products from these colleges and so to equate these products with those of the other autonomous colleges may not be fair. But unfortunately, standards in the academia are set most often not by the brilliant but by the mediocre or the dull. As a consequence, the brilliant stands to lose and that is the case with the type of discrimination mentioned above.

5.8.4. EXISTENCE OF REMEDIAL ACTION AS A CONSEQUENCE OF CIE IN AUTONOMOUS COLLEGES.

One of the purposes of the so called formative evaluation (i.e.CIE) should be to give feedback to the teachers so that suitable remedial action could be taken for the deficiencies in the attainment by the students. Table No.5.42 gives the responses of teachers about the purpose of continuous internal evaluation (CIE).

Table No.5.42

Teachers' opinion on the purpose of CIE as for remedial action.

Opinion	Percentage of teachers		
	AGREE	DISAGREE	NEUTRAL
(i) CIE gives feedback for remedial action	69.70	27.46	2.84
(ii) There is remedial teaching in the autonomous colleges	55.70	36.37	7.93

69.7 per cent of the sampled teachers agree that continuous internal evaluation gives feedback to the teachers and to the students for remedial action. The variation in this perception among the colleges ranges between 88 and 53 per cents. Teachers were asked if there were any remedial teaching in their colleges as a result of these CIEs. 55.70 per cent answered in the affirmative and 36.37 per cent in the negative, and 7.93 per cent chose not to answer.

While 69.7 per cent of the sampled teachers agreed remedial action as one of the purposes of CIE, only 55.7 per cent actually observe any remedial action taken in the colleges.

Interviews with the teachers reveal that the actual remedial action taken in the colleges is still less. When students were asked if remedial actions were taken in the college, 35.5 per cent answered in the affirmative, 27.4 per cent in the negative and 27.1 per cent reported that they did not know. In this matter the students' reporting seems to be more accurate. What emerged from the interviews with the faculty and meeting groups of the students also gives credence to the students' reporting. That shows that CIE is yet to grow into the status of formative evaluation.

Frequency of Internal Evaluation in autonomous colleges.

One of the problems with formative evaluation is that there are too many tests and examinations that students do not get any time for reflection and assimilation. The teachers and students were asked whether they would agree with this view. Their responses are shown in Table No.5.43

Table No.5.43

Excess of examinations and tests in autonomous colleges as perceived by the sampled students and the teachers.

Opinion	Percentage of teachers & students					
	AGREE		DISAGREE		NEUTRAL	
	T	S	T	S	T	S
There are too many tests	50.57	57.72	46.02	41.93	3.41	2.35

50.57 per cent of the teachers and 56.72 per cent of the students agree that there are more examinations and tests in the

autonomous colleges that there is less time for personal reading and assimilation. The variation in the agreement of teachers among the colleges ranged between 73 and 38 per cent and that of students between 68 and 44 per cents. The students' opinion in this regard is more consistent and uniform when compared to that of the teachers.

These responses show that both the teachers and the students agree more or less at the same level that the number of tests in the autonomous colleges are too many. In other words, it means to say that continuous internal evaluation in the autonomous colleges has not attained the necessary degree of integration with the system.

5.8.5. INNOVATIVE METHODS OF EVALUATION IN AUTONOMOUS COLLEGES.

Teachers were asked whether at any time they had experimented with any innovative methods of evaluation. 42.05 per cent of them answered in the affirmative and 55.13 per cent in the negative while 2.84 per cent did not answer at all. They were asked to describe the methods employed, if any. Only 32 teachers (18.19%) responded. Their responses are condensed below:

1. Open book examination
2. Group interaction evaluation.
3. Seminar participation evaluation.
4. Quiz programme.
5. Teaching practice evaluation through teacher observation.
6. Assignment and guided library work
7. Model Building in lieu of assignment

8. Book Review
9. Creative writing.
10. Critical analysis of book and passage contents.
11. English conversation practice.

From the foregoing discussion it is clear that the process of continuous internal assessment is going on in autonomous colleges in all earnest. The degree of perfection in its modalities and the achievement of the objective intended are at varying levels in different colleges. Opinion about the modalities is divided both among the staff and students of these colleges.

Viewpoints of the sampled students on various Examination Techniques and Reforms in Autonomous Colleges.

On various aspects of evaluation the sampled students were asked to respond. Some of them are discussed below. They were asked to comment on certain skills that could be tested through the evaluation system in the autonomous colleges. Those skills and the student responses on them are listed in Table No.5.44

As the per the responses of the students in Table No.5.44, 46.09 per cent of the students agree that the evaluation system in their colleges contain measures to test creativity in them. The variation in the responses from among the colleges ranges between 61 and 32 per cents. 49.06 per cent of them agree that the evaluation system is capable of testing their skills on analytical and logical thinking. The variation on this aspect

among the colleges ranges between 67 per cent and 40 per cent.

Table No.5.44

Opinion of sampled students about their acquisition of certain skills through the evaluation techniques in their colleges.

Specified Skills	Percentage of Students		
	AGREE	DISAGREE	NEUTRAL
i. Creativity	46.09	49.45	4.46
ii. Analytical and logical thinking	49.06	48.83	2.11
iii. Capacity to take decisions	47.26	48.75	3.99
iv. Communication skills	52.97	43.74	3.29
v. Practical application skills	53.83	44.06	2.11
vi. Mastery of knowledge	48.36	46.24	5.40

47.26 per cent of the sampled students agree that the evaluation system of their colleges is capable of testing their capacity to arrive at judgement or decisions. The variation in this perception among the colleges ranges between 62 and 40 per cents. 52.97 per cent of the sampled students agree that their examination systems contains ingredients to test their communication skills, with a variation ranging between 66 per cent and 37 per cent among the colleges.

53.83 per cent of the sampled students agree that their examination system can test their ability to put theoretical knowledge to practical application. The variation in their perceptions ranges between 71 and 40 per cents. 48.36 per cent of the students agree that the evaluation system in their colleges is capable of testing if they have mastery of

knowledge or rather they merely depend on borrowed knowledge only. The variation in this perception ranges between 67 per cent and 33 per cent among the colleges. This section was to get the views of the students about the capacity of the evaluation system in their colleges to test the various skill acquisition by the students. On an average only less than 50 per cent of the students agree that the evaluation system in their colleges are capable of testing such of their skills. About 47 per cent of them are negative about the capacity of their college evaluation system to test these skills and only about 3.5 per cent of them are neutral or uncommitted on this point. On the other hand the students are more positive about the curricular strategies and their capability to impart these skills to the students. Almost 54 per cent of the students report that the curricular programmes in their colleges are capable of imparting these skills and techniques to them. However, above 41 per cent of them are negative about these capabilities.

5.8.6. COMPLAINTS ABOUT EVALUATIONS IN AUTONOMOUS COLLEGES.

Students' complaints about the evaluations in their colleges are listed in Table No.5.45

25.58 per cent of the sampled students reported that they did have complaints about the continuous internal examinations conducted in their colleges. 71.83 per cent of them reported that they did not have any complaints about the system. This reporting is more positive when compared to the reporting of

the students and of the teachers about the possibility of bias and victimisation in internal evaluation elsewhere in the responses. In those reportings the positive rating by the teachers and by the students ranged between 63 per cent and 61.82 per cent against bias and 69.7 per cent against victimisation (Table 5.50)

Table No.5.45

Complaints by the sampled students of autonomous colleges about the evaluations in the colleges.

Type of examination	Percentage of Students		
	YES	NO	NEUTRAL
Have complaints against:			
i. Continuous Internal Evaluation	25.58	71.83	2.59
ii. Semester-end External Evaluation	13.85	80.52	5.63

Another question was asked to the students whether they were satisfied with the external examinations conducted in their colleges. Their responses are given in Table No.5.46.

Table No.5.46

Satisfaction of the sampled students about the external evaluations conducted in their colleges.

Opinions	Responses in percentages		
	AGREE	DISAGREE	NEUTRAL
Conduct of external exam in autonomous colleges is satisfactory	77.23	20.19	2.58

About external evaluation only 13.85 per cent of the students have any complaints and 80.52 per cent do not have complaints.

This definitely is a positive development, and 77.23 per cent of them positively state that they are satisfied with their external examination system with a variation ranging between 90 per cent and 66 per cent. This reporting, indeed, is quite impressive. Students' preference on the proportion of internal and external evaluations are listed in Table No.5.47.

Table No.5.47

Preferences of sampled students about the proportion of internal and external evaluations in autonomous colleges.

Student preferences	Responses in percentages
i. No need for internal evaluation	10.80
ii. 25% internal and 75% external evaluation	33.10
iii. 50% internal and 50% external evaluation	44.84
iv. 100 per cent internal and no external evaluation	3.76
v. Neutrals and others	7.50
Total	100.00

The proportion of internal and external evaluation results in the final grading of students is a contentious issue and varying proportions exist in different colleges. The opinions of the students are listed here. They are also very much divided in this issue. Even the majority do not agree to any one of the different proportions given. The largest percentage, i.e. 44.84 per cent, is for a 50:50 proportion and the next larger proportion, i.e. 33.1 per cent are for a 25 per cent internal and 75 per cent external. Those who subscribe for cent per cent internal and cent per cent external are comparatively few. In

general, one can say that continuous internal evaluation is yet to get itself established and institutionalised with the full confidence of the students.

5.8.7. ADVANTAGES OF CONTINUOUS INTERNAL EVALUATION AS PERCEIVED BY THE SAMPLED STUDENTS

Students were given a checklist about the advantages of internal evaluation system and were asked to express their preferences on the rating scale. Their responses are listed in Table No.5.48

(i) 47.18 per cent of the students agree to the statement that continuous internal evaluation system in autonomous colleges applies a variety of techniques of evaluation. 50 per cent of them disagree with this statement. The variation in agreement among the colleges ranges between 65 and 40 per cents.

(ii) 64.32 per cent of the students agree that it ensures steady and uniform work by the students. The variation in this perception among the colleges ranged between 77 and 59 per cents. That shows that students from most of the colleges have more or less the same degree of agreement in this regard.

(iii) 57.28 per cent of the sampled students agreed that CIE facilitates better assessment of students. The variation in this perception among the colleges ranged between 86 per cent and 43 per cent.

(iv) 52.2 per cent of the students agreed that CIE makes teachers more effective and hard working with a variation in perception ranging between 72 and 41 per cents among the colleges.

(v) 53.91 per cent of the students agreed that it enables the teachers to give personal attention to them. Their perception varied between 70 per cent and 35 per cent among the colleges.

Table 5.48

Opinion of sampled students about the advantages of continuous internal evaluation in autonomous colleges.

Statements of advantages	Responses in percentages		
	AGREE	DISAGREE	NEUTRAL
i.CIE applies various techniques of evaluation.	47.18	50.00	2.82
ii.It ensures steady and uniform work by the students.	64.32	34.98	0.70
iii.it facilitates better assessment of students	57.28	41.08	1.64
iv.It makes teachers more effective and hard working	52.19	45.93	1.88
v.It enables teachers to give personal attention to students	53.91	44.21	1.88
vi.It develops in the students right attitude towards learning	59.55	39.51	0.94
vii.It encourages students to develop better methods of study	60.95	37.87	1.18
viii.It gives students practical skills to apply their knowledge	50.47	48.83	0.70
ix.It develops creative thinking in students	46.95	51.64	1.41
x.It facilitates remedial teaching in colleges	41.16	52.27	6.57
xi.CIE makes students more dependent on teachers	47.11	51.72	1.17

(vi) 59.55 per cent of the students agreed that CIE developed in them right attitude towards learning. The variation in this

perception ranged between 71 and 53 per cents among the colleges.

(vii) 60.95 per cent of the students agreed that it encouraged them to develop better methods to study the subjects in detail and in depth with a variation of perception ranging between 72 and 52 per cents among the colleges.

(viii) 50.47 per cent of the students agreed that CIE gives practical skills to apply their knowledge. The variation in this regard among the colleges ranged between 68 and 38 per cents.

(ix) 46.95 per cent of the students agreed that CIE developed creative thinking in the students with a variation in perception among the colleges ranging between 65 and 36 per cents.

(x) 41.16 per cent of the students agreed that CIE facilitated remedial teaching. The variation in this perception ranges between 63 per cent and 34 per cent among the colleges.

(xi) 47.11 per cent of the students agreed that CIE made them more dependent on teachers. The variation in this perception among the colleges ranged between 67 per cent and 30 per cent.

Of the eleven statements given to the students for their opinion ten were definitely positive about the advantages of continuous internal evaluation. The agreement of the sampled students on these advantages varied between 64.32 per cent and 41.16 per cent. About seven of these statements more than 50 per cent of the students feel positive and about two more than 47 per cent of them are positive. Only in the case of remedial teaching their agreement is as low as 41.16 per cent. In

another question only 34.51 per cent of the students reported that there existed remedial teaching in the colleges as a consequence of continuous internal evaluation. 27.46 per cent of them denied such teaching and 38.03 per cent of them expressed ignorance about the existence of any remedial teaching. That shows that autonomous colleges have not started doing something serious about remedial teaching.

The final statement that CIE makes the students dependent on the teachers is not an advantage. 47.11 per cent of the students agree to the statement that CIE makes them dependent on the individual teachers and 51.72 per cent of the students disagree on this point. This again is a debatable issue, namely, should the students be that much dependent on the teachers for developing their skills.

5.8.8. EXAMINATION REVIEW COMMITTEE IN AUTONOMOUS COLLEGES.

Students were asked whether there existed a Review Committee in the college for students to appeal against the decisions of the teachers or examiners in the case of their results. 49.53 per cent of them answered in the affirmative, 46.48 per cent in the negative and 3.99 did not answer at all. The students were asked if they were satisfied with the Review Committees in the colleges. Their answers are given in Table No.5.49.

As per this response only 33.33 per cent of the students sampled are satisfied with the working of such Review Committee. The variation in their responses ranges between 54 per cent and 10 per cent. This position is not a very commendable one as far as

the working of this Committee is concerned. As the only beneficiary of such a Committee the opinion of the students are very valuable and revealing in this regard.

Table No.5.49

Opinion of the sampled students about the working of Examination Review Committees in autonomous colleges.

Opinion	Responses in percentages		
	AGREE	DISAGREE	NEUTRAL
Students are satisfied with Exam Review Committee	33.33	23.00	43.67

Such a Committee is one of the non-statutory bodies suggested by the UGC Guidelines for autonomous colleges. From the interview with the teachers also it was clear that many colleges had such a Committee and in some colleges the students are shown their valued answer sheets to make them convinced of their plus and minus points and satisfied of the results obtained without making any concessions to them. Such changes in examination reforms are possible only if teaching and testing can go together at the same place and with the same people as in the case of autonomous colleges.

5.8.9. VICTIMISATION AND FAVOURITISM IN AUTONOMOUS COLLEGES.

In connection with internal evaluation there is possibility that students are unnecessarily penalised or unduly favoured. The students' reporting about these aspects are listed in Table No.5. 50.

As per the reporting of the students both in the case of victimisation and favouritism, the involvement of the management, the Principal and the Controller of examination is not very serious. But in the case of the course teachers these aspects are rather serious. Thus 25.13 per cent of the students say that there is victimisation by the course teachers and 30.75 per cent of them say that there is favouritism by the course teachers. Of course, a large section of the students do not even know whether there exists such victimisation or favouritism which itself is a good sign because in campuses it is easy to spread the news of such negative happenings. However, it is possible that there are certain departments or individual teachers who are more prone to such practices than others and so, many from other sections may not come to know about it.

Table No.5.50

Perception of students about the existence of victimisation and favouritism in autonomous colleges by various agencies.

Various Agencies	Percentage responses of the students					
	Victimisation			Favouritism		
	YES	NO	NK	YES	NO	NK
Management	12.21	50.47	37.32	9.39	47.42	43.13
Principal	6.57	33.57	59.86	9.15	50.47	40.38
Exam Controller	5.40	55.16	39.44	6.81	51.17	42.02
Course Teacher	25.12	40.14	34.74	30.75	30.75	38.50

The sampled students were also asked if, as students of autonomous colleges, they were discriminated against or in

favoaur in employment areas or for higher study pruposes. Their responses are listed in Table No.5.51

The perception of the students is that 37.09 per cent and 36.15 per cent of them are favourably discriminated for emplyment and admission purposes respectively. Victimization was perceived by 13.38 and 24.18 per cents against employment and admission purposes respectively. Interestingly, a large section of the student population are not aware of such favouritism and victimisation. However, the existence of such cases of favouritism and victimisation were reported even by the teachers and by the students in their personal interviews and meetings.

Table No.5.51

Perception of sampled autnomous college students about themselves being discriminated against and in favour.

Areas of Discrimination	Responses in percentages		
	YES	NO	NOT KNOWN
i. Favoured for employment	37.09	16.43	46.48
ii. Favoured for admission for higher studies	36.15	18.56	45.31
iii. Victimised for employment	13.38	41.31	45.31
iv. Victimised for admission for higher studies	24.18	37.56	38.26

It was also reported that certain employment agencies prefer to have the students of certain colleges and quite often from such colleges campus recruitment was a regular practice. In the same manner, some colleges have reported that if in certain years their alumni did not apply for higher studies in selected

institutions, these institution used to make enquiries as to why they did not apply. The reason for such enquiries were reported to be their satisfaction with the students coming from such colleges in the previous years. On the whole the percentage of students reporting about victimisation is not that high as to create a major concern, although it cannot be neglected or dismissed outright.

Students' opinion on publication of results in marks/grades

Students' preference in publishing their results in marks or in grades are tabulated in table No.5.52.

Table No.5.52

Preference of students sampled about publishing their examination results in marks or grades.

Preferences	Student Responses in percentages
i. Results in grades alone	7.28 per cent
ii. Results in marks alone	15.50 " "
iii. Results both in grades and marks	65.49 " "
iv. In grades, and in marks only on demand	9.86 " "
v. Not answered	1.87 " "
Total	100.00

This section was merely an opinion poll. Different colleges have experimented with publishing results in grades and in marks. Some from among those who introduced grading system have discontinued with it, some of them are continuing with it and at least one among them modified from relative grading

system to absolute grading system. Absolute grading system is most prevalent in those colleges which still retain it. Opinion is varied about continuing with the grading system in India. Large majority of the students prefer to have their results both in grades and in marks and the percentage of those who want it only in marks or in grades is very low.

5.8.10. VIEWPOINTS OF THE CONTROLLERS OF EXAMINATIONS ABOUT THE EVALUATION SYSTEM IN AUTONOMOUS COLLEGES

This section pertains to the questionnaire and interview with the controllers of examination in various colleges. Their opinions are discussed under six points, namely, (1) Innovative examination structures, (2) Speed in innovations, (3) Mal-practices, (4) Boosting of exam results, (5) combining of formative and summative valuations and (6) Qualitative internal assessment.

(1) Innovative Examination structures and Programmes.

To the question, 'what structural changes or innovations has your college introduced in the management of examination that are distinct from the system employed in the affiliating universities?', the following answers were given by the controllers of examinations:

- (1) Shortening of the final examination period to about 10 days at the end of each semester;
- (2) Considerable devolution of responsibility - teachers and their departments responsible for choice of external examiners, question papers, valuation schedule, etc., for final exams.
- (3) Quick publication of results - often within 48 hours after

the exams;

- (4) June repeat exams for failed students of November and April;
- (5) For laboratory, project works, etc., evaluation is completely internal;
- (6) Greater coordination of teaching, learning and evaluation achieved.
- (7) 50 per cent marks for continuous assessment; end of semester examination papers are valued by the course teacher and an external examiner who sets the question papers.
- (8) Cumulative internal marks are awarded to the students.
- (9) facility for improvement in internal assessment;
- (10) Double valuation at all levels;
- (11) Panel of examiners is given by the departments in each paper out of which the controller selects the persons for setting question papers and valuation.
- (12) Semester system;
- (13) Grading system;

(2) Speed in introducing innovations in examinations and enlarging their scope.

The following statement was put to the Controllers: "The autonomous colleges are not unaware of the need for academic improvement of the evaluation system, and they are ready to exercise their autonomy too, but they want to hasten slowly. Perhaps after identifying these innovators and conferring autonomy, we have left them to themselves without providing a band of change agents and early adopters as a supporting force to them. They are managing evaluation well, the evaluation handed over to them. The baby is alright with them, but there is no much growth and development of the baby" (AIU Task Force Report, 1988). Only one of them responded to this statement

which is given below:

Innovations in the process of evaluation is "hastened slowly". It is deliberately done so since the society around understands only certain procedures and not everything innovative. So long as we have to carry the society with us, we may need to hasten slowly. But the big change is in the philosophy of evaluation. In our autonomy, he who teaches bears the most brunt in evaluation. There is thus a more intimate equation between the teacher and the taught.

A question was asked to the controllers of exams: "Has the purpose of evaluation been enlarged by the introduction of autonomy or is it that the internal and external examiners do the same assessment in the same way that it is nothing but a duplication or repetition, internal being a miniature one and external a comprehensive one?" Their answers included:

(1) Here agains there is an element of hastening slowly and some variation among the teachers. But by and large, we have been able to introduce formative and summative aspects respectively in internal and final exams.

(2) internal assessment is made up of various components like long tests, assignments, seminars and group discussions; while the external evaluation is only for the end of semester examinations.

(3) The mode of internal assessment is different in different

faculties. The internal assessment seems to be more sincere than the one by the external examiners. In most of the cases external valuation is haphazard especially in science subjects.

(4) The purpose has been enlarged by adding new and different techniques to evaluate all-round development and to test their application orientation.

(3) Prevention of mal-practice in examinations.

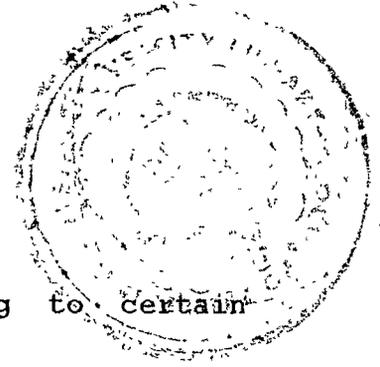
To the question 'what precautions do you take to prevent the possible leakage of the content of the question papers?', the following answers were given by the controllers:

(1) Question papers are prepared in general only about 48 to 72 hours before the examination. There are two sets of question papers of equal standards and one is chosen by the controller of exams at random which will not be known to the paper setters.

(2) All the question papers are prepared in the Controller's office. Students are not allowed here in the office for 10 days prior to examination. Course teachers are allowed to see the question paper only after the students leave for revision holidays.

(3) Question papers are kept under the safe custody of the controller.

(4) Right from the time the question papers arrive (by post only), it is in the custody of the controller. More than one set of question papers are obtained and only one set is



released. The selection of the set is according to certain codes followed by the controller.

(5) To prevent leakage of question papers, two balanced question papers are set one by course teacher and another by the external examiner. From these two the final selection will be made by the controller of examinations or the Professor in charge, and if both are absent, by the principal

(6) Only the Controller of examination, Head of the Department and the typist have access to question papers.

Controllers were asked: If the behaviour of the teachers in the conduct of examination is unjustifiably or grossly negligent, what punitive measures are incorporated in the statutes against them? Their answers included:

They could be debarred from examinership for a period of time and in extreme cases the teachers concerned could be dismissed.

The controllers were asked what are the procedures to establish the negligence: The answers included:

- (1) (a) student feedbacks
 - (b) specific student complaints
 - (c) peer watching, particularly departmental.
- (2) Such negligence reported by the authorities or by some confidential sources.

(4) Allegations about boosting of exam results in autonomous colleges.

About boosting of results by the teachers in favour of their students to improve their prospects in admission for higher studies and for employment opportunities, the controllers have the following to say:

(1) Both the highest aggregate obtained in each department and the percentage of passes in the college have gone down after autonomy in comparison with the aggregate percentage we used to get in the university examinations when the college was non-autonomous. Hence there was no boosting of marks at all.

(2) We certainly do not manipulate the exam results in favour of the students. Our results are more or less the same before and after autonomy.

(3) The results are processed at various stages and evaluation is done involving people from outside. The system in our college maintains complete confidentiality so that such apprehensions are baseless.

(5) Combining the Formative and Summative marks/grades.

The following statement was put to the Controllers of exams:

"The results of internal and external assessment should not be combined; they have to be shown separately. If internal assessment has a formative purpose then there is no need to show the results in the summative evaluation. Formative evaluation is process oriented and in students' final evaluation we may not show the process assessment results. Process evaluation is for

(the use of) teachers and not for students. Only the final product evaluation is for the students and of the students" (AIU Task Force Report, 1988). The comments of the controllers of exams on this statement included the following:

(1) We do combine the two, but only after showing them separately in the transcript for each course for each student. In the methods that we now employ for internal and final assessment, I cannot agree that the two should not be combined. There is meaning in showing them separately and also in continuing so. As it is, our procedure may not actually conform to the description given in the statement.

(2) Fully agree with this view.

(6) Qualitative Internal Assessment.

The comments of the Controllers of exams were solicited on the following statement:

"Assessment need not necessarily be made adopting only quantitative techniques. Education involves much of interpersonal influence and this influence often defies subjection to quantitative measures. Qualitative techniques of ethnomethodology are available and are more suitable to 'measure', to study and understand certain educational phenomena..." (AIU Task Force Report, 1988). Their comments included:

(1) In matters of evaluation, the institution needs to prepare students to graduate from one level to the next. This is best done when the teachers are trained to understand, evaluate and accept change. Such training in a continuous or cooperative

basis has not become feasible yet. Hence it may be necessary to hasten slowly in respect of innovations, at least as far as our college is concerned.

(2) I have not thought about it. It may be possible, but with a large number of students in each class, it may be difficult to carry out.

(3) Not feasible. The student-teacher ratio must be reduced so as to make this feasible.

The following points emerge from the responses and interview with the controllers of examinations in the autonomous colleges:

(1) Most of them reported various structural changes in the examination. These corroborate with the responses of the teachers, the students and with the documentary evidences available. The main changes reported include:

- (a) Great speed achieved in publishing exam results;
 - (b) Considerable decentralisation in examination organisation;
 - (c) Emphasis on continuous internal evaluation;
 - (d) greater coordination in the educational processes of teaching, learning and testing.
- (2) They are cautious enough in introducing innovations in examination.
- (3) Internal evaluation has qualitatively improved the examination system and attempts are made to make examinations as objective as possible.
- (4) Sufficient safe-guards are there for preventing mal-practices in examination both by the students and by the teachers.
- (5) Boosting of marks in autonomous colleges is a false and baseless allegation, and
- (6) Combining the marks/grades of continuous internal evaluation

and the semester end examination are strongly defended.

(7) Revolutionary changes in the methods of evaluation are seen with extreme caution.

5.9.INNOVATIONS IN AUTONOMOUS COLLEGES

Various innovations in the methods of teaching, learning and evaluation are experimented upon in most colleges. A good many of them, including innovations in evaluation, are already discussed or referred to. If all the innovations incorporated in the autonomous colleges are to be described here, this discussion will be too long and unwieldy. Therefore, only some samples of the other prominent innovations are discussed below:

5.9.1. SEMESTER SYSTEM

Under this system each year is divided into two semesters. The duration of each vary from college-to-college. Normally it is between 16 to 18 weeks of five days of six period each or between 80 to 90 days. The first semester is between July to November and the second between January to April, excluding the semestral examination days. Usually semestral examinations begin on the day after the last day of the semester. Some colleges have mid-semester holidays. These are sometime meant for completing the field study involved in the course. Each semester often includes the period of preparation for the semestral examinations also.

5.9.2. CREDIT SYSTEM

According to certain colleges in credit system each discipline will be divided into a set of courses consisting of (i)General

Courses, (ii) Core Courses, and (iii) Electives. The nomenclatures of these will change from institution to institution.

Each course offered in every one semester is assigned a certain number of points or credits depending upon the quantum of work done by the student, such as attending formal lectures and tutorial classes, laboratory work and private study including directed library work.

Normally a three credit course should require three hours of lecture a week for one full semester plus tutorials, etc. The number of hours of tutorials required vary from 1 to 3 per week for a 3 credit course depending upon the subject. Besides, for some courses in Sciences two hours of laboratory work and one hour of tutorial per week will be considered as equivalent to one credit hour. For some language courses 3 hours of lecture and 2 hours of tutorial constitute two credit hours

Various disciplines and activities like the NCC, NSS, Sports, Community Services, etc. will have courses with credits varying from 1 to 5, depending on the workload, courses of three credits being the most common. Credits are not the same as marks or grades obtained by the students. They merely give weightage to each course, according to the amount of work required. Every student, if he/she passes the course, will get the credit assigned to it. The system in one of the colleges is quoted below for example.

In Loyola college, Madras, to obtain a Bachelor's Degree, a

student must acquire an aggregate of 90 credits. That means, in a three year degree programme spread over 6 semesters, a student has to acquire on an average 15 credits every semester. The student is free to register for 9 to 20 credits a semester. One can register for any course available in any semester subject to the approval of the department concerned. Thus, normally a student will need six semesters to qualify for a Bachelor's Degree. It is technically possible for some students to complete their course in a shorter time and for some others to do it over longer period. But this technical feasibility is not being implemented. More credits are registered for additional courses and programmes.

To major in a particular discipline a student must obtain 60-65 credits in General, Core and Elective subjects as prescribed by the departments; 6-8 credits in English, 8 credits in any of the other languages, 3 credits in Community Service/NCC/Sports and 3 credits in Ethics/Religious Studies. These are compulsory credits. The remaining 3 to 8 credits may be obtained from any other discipline or in elective subjective of one's own discipline.

5.9.3. STREAMING IN ENGLISH IN LOYOLA COLLEGE, MADRAS

In this college all the students will take a placement test in English. This test is conducted after all the admissions. Depending on their performance, the entire student population admitted will be grouped into three streams-A.B.C. Those who are more proficient in English will go to A stream and complete

English course in two semesters and get 6 credits. The students of B and C streams will have English in 4 semesters and get 8 credits. Later on General English course was redesignated as:

- A- Stream: English Language (Advanced Level)
- B- Stream: English Language (Intermediate Level)
- C- Stream: English Language (Basic Level)

5.9.4. LETTER GRADING

In the western countries examination results are published in letter grades, like \emptyset for outstanding/Distinction; A for First Class, B for Second class, C for Third Class, D for Average, E for Poor and F for Deficient. For admission to further studies or appointment specified grades are prescribed as minimum qualifications.

In India, in some of the premier institutions like the IIMS, IITs, etc. such letter grades are adopted. In such letter grading system one or two or half a mark difference are not branded as Ist rank holder, etc. Candidates who come under a particular range are grouped together and a grade is assigned.

(a) Absolute Grading:

In some of the autonomous colleges such grading system is introduced. In most cases candidates scoring 70 and more marks are grouped under the grade O,

those with marks ranging between 60-69 under A,

"	"	50-59	"	B
"	"	40-49	"	C
"	"	30-39	"	D
"	"	20-29	"	E
"	"	10-19	"	F

This type of grading is known as absolute grading. The corresponding marks assigned to each grade is known or pre-determined. There is a possibility that sometimes there may not be anyone with an O or A grade at all.

(b) Relative Grading

There is another grading known as relative grading. In this system there is no pre-determined range of marks assigned to any grade. All the candidates who appeared for the test or examination are grouped into these grades, and are ranged among O, A, B, C, D, and E. Here, the range between the top scorer and bottom scorer is taken. This figure is divided with the number of grades, say six, i.e., O,A,B,C,D,& E. The resultant figure will be the class interval between the grades. Those coming in the top class will be graded as O, the next class as A and so on.

Thus, if the top mark scored by any candidate is, say 72 and the lowest is 27, the range is 45. Suppose we are having six grades, this figure 45 is divided by 6 and we have 7.5 (45/6). The class interval between the grades will be 7.5 marks, and

those who scored between 64.50 and 72 marks will be grouped under O grade; those between:

57 to 64.49	under	grade	A
49.50 to 56.99	under	grade	B
42 to 49.49	"	"	C
34.50 to 41.99	"	"	D
and 27 to 34.49	"	"	E

This type of grading is known as relative grading. This grading groups all the candidates appearing for the test into these divisions. The relative achievement of the group is given emphasis.

This type of grading was introduced at least in one autonomous college in the beginning, i.e., Loyola College, Madras. But it was not very popular either with the students or with the employers. Therefore, this system was discontinued in the college and absolute grades were introduced from the academic year 1987-88 onwards.

5.9.5. OTHER INNOVATIVE PROGRAMMES AND COURSES REPORTED BY SAMPLED TEACHERS.

Teachers were asked to list Innovative programmes introduced in the colleges after becoming autonomous or improved substitutes in place of some programmes in the non-autonomous system. Their answers do reveal some such substitutes, but the others are not necessarily substitutes for any programme, but they include some innovative courses introduced in the colleges. Some of them are listed below:

01. Project work
02. Project work substituted for practical papers;
03. Remedial courses to help the weaker students;
04. Basic courses in cookery and tailoring;
05. Division of courses and curriculum into:
 - (a) foundation courses, (b) core courses, (c) Integrated basic courses in Science and Humanities, giving a broad-based spectrum of knowledge to First Year Degree students, (d) interest courses, (e) additional courses, etc.
06. Preparatory courses for independent project work with viva voce;
07. Introduction of Part IV programmes, making changes in Part II and III, in which games, NSS, NCC, etc. are made compulsory and part of the curriculum; .
08. Ethical studies introduced as part of curriculum;
09. Extension programmes for taking functional science to the village;
- 10 Introduction of applied and allied subjects instead of ancillary subjects;
11. Popular sciences and cultural history are given as compulsory papers for humanities and science students respectively, while Indian philosophy is compulsory for all 3rd. students;
12. Introduction of tutorial system;
- 13 Job-oriented, application-oriented and production oriented courses introduced;
14. Spoken English, Women's studies, Indian Philosophy, Health and Hygiene education, etc., as curricular programmes;
15. Karate, Bharathanatyam, yoga, etc., as co-curricular programmes;
16. Project work for undergraduate courses;
17. Facility to repeat the arrear examinations with V and VI semesters for UG courses instead of odd semesters with odd and even with even semesters.
18. Case study for final year degree course;

19. Curricular and syllabi reorganisation so as not to repeat the same syllabus for both UG and PG courses.
20. Student observers in the Board of Studies and student participation in academic council;
21. Changeover from double main to single main with redesigned syllabi;
22. Fundamental and bridge courses;
23. Additional courses, certificate courses, evening courses, etc.
24. 100 per cent internal evaluation in certain PG departments;
25. Village reach out programmes (Eg. Shepherd Programmes in St. Joseph's college, Trichy);
26. Diversified courses in Part III (about 25 different one semester courses are offered by one college alone);
27. Special subjects in PG and UG courses;
28. Village catering services;
29. Courses on women's studies;
30. Courses on creative writing for language students;
31. Programmes on self-study, institutional visits and study tours;
32. Field placements in Commerce, Economics and Social Work;
33. New courses on Computer, Electronics, Nutrition, Environment Science, Micro-biology, Dairy Science, Environmental Chemistry, Biochemistry, Toxicology, Lab Technology Instrumentation Techniques, Parasitology, Carnatic Music, etc.
34. Seminar Method of Study;
35. Streaming and other innovations in language teaching
36. Reduction of syllabus for Part I Tamil from two years to one year and introduction of a number of optionals including in language courses;
37. Language course hours reduced from 6 hours per week for 4 semesters to 4 hours per week for 4 semesters, the time saved being made use of for vocational courses;

38. Establishment of study centres for Indian Literature and translation.
39. Courses on applied sciences, out-reach programmes;
40. Science options made compulsory for all non-science majors and humanities, Language or Commerce options required for all science majors;
41. Provision for options in major and other areas upto four courses to make students career interested and creative;
42. Repeat examinations in June immediately after the publication of semestral examination results;

5.9.6. DISCONTINUATION AND READAPTATION OF NEW AND INNOVATIVE ACADEMIC PROGRAMMES.

In any progressive academic programme it will be necessary to revise the programmes, discontinue certain items and readapt certain others on the basis of experience gained during the course of the execution of the programmes. Teachers were directly asked whether they do remember any programmes introduced after the attainment of autonomy which were later discontinued, curricular and co-curricular programmes, administrative reforms or reorganisations. 46 teachers out of 176 respondents answered in the affirmative, 116 in the negative and 17 did not answer. The affirmative answers came from all the selected colleges. They have listed a few items as coming under this category some of which are given below.

- (01) Some of the main papers were changed. One supporting course in micro-biology, one optional course in basic cookery, and one special paper in botany were discontinued;
- (02) Facility to choose the major after the first semester discontinued;
- (03) Physical education which was compulsory in the beginning was later made optional along with other programmes such as

rangering, NSS, etc.;

- (04) One semester project work was converted into one year project work (i.e., two-semester projects);
- (05) Gifted students were exempted from certain classes and they were required to do some extra assignments. This was discontinued;
- (06) Team-teaching with inter-disciplinary approach discontinued;
- (07) Research and Development Cell for the faculty discontinued;
- (08) Double major system in undergraduate courses withdrawn after five years' experimentation;
- (09) Printing own text books withdrawn;
- (10) Internal assessment component changed from 50 to 25 per cent;
- (11) Discarded conducting elections to students' unions;
- (12) In the beginning all the members of the teaching staff were members of the academic council. Later it was reduced to two members from each department;
- (13) Certain undergraduate courses were discontinued to give importance to post graduate courses. This was effected in the Faculty of Arts and Humanities;
- (14) Project work in undergraduate courses discontinued;
- (15) Improvement examination in CIE discontinued;
- (16) Tutorial system introduced in the beginning was later discontinued due to the lack of time to finish the syllabus
- (17) Assignment, Group discussion and Seminar methods of instruction discontinued;
- (18) Courses on Futurology, Know Your Goals, etc. discontinued;
- (19) Courses such as Agronomy, Agricultural Botany, etc. were found non-viable and so discontinued;

These reportings clearly indicate that there were a number of innovative programmes introduced after gaining autonomy for the college and a number of bold experiments, some of which were institutionalised and other had to be discontinued or readapted. This shows great sensitivity to the circumstances

and needs of the society and the student community. The speed with which such changes are possible is the speciality and effect of autonomy to colleges and decentralisation of power in higher education.

5.10. STUDENT POLITICS AND AUTONOMOUS FUNCTIONING OF COLLEGES AS REPORTED BY THE SAMPLED TEACHERS AND STUDENTS.

Teachers and students were asked if student politics and union activities make any creative contribution and create any substantial problems. Their answers are tabulated in Table No.5.53.

Table No.5.53

Influence of student politics in the autonomous functioning of colleges.

Questions	Responses in percentages		
	Teachers	Students	
i. Student politics and their union activities make any creative contribution	YES	30.68	34.51
	NO	38.08	37.32
	NOT KNOWN	23.86	24.65
	UNANSWERED	7.38	3.52
		100.00	100.00
ii. Do they create any substantial problems	YES	6.82	9.86
	NO	56.24	56.34
	NOT KNOWN	25.58	28.87
	UNANSWERED	11.36	4.93
		100.00	100.00

As is evident from the table, 30.68 per cent of the teachers and

34.51 per cent of the students report that student politics in autonomous colleges make creative contributions; 38.08 per cent of the teachers and 37.32 per cent of of the students deny this and the remaining percentage of students and teachers are uncommitted on this point.

Only 6.82 per cent of the teachers and 9.86 per cent of the students report that student politics create substantial problems; 56.24 per cent of the teachers and 56.34 per cent of the students deny this while the remaining percentage of both the categories are uncommitted.

There is no significant variation between the answers of the teachers and students in both the cases. In the matter of creative contribution and substantial problems, the students' perception in both the cases are slightly higher than that of the teachers. Both the groups' perceptions are almost identical in denying both contributions and problems. One may conclude that union activities of the students do not have much of an influence in the autonomous functioning of colleges and that both students and teachers do have identical perceptions on this point.

Positive contributions and problems due to union activities of the students in autonomous colleges as described by the teachers and students in answer to open-ended questions:

Both the teachers and the students were asked to enlist a few such contributions and problems, if any. Only two students and

fortythree teachers answered this question. Their reports are condensed and reported below in the order of priority.

Teachers on creative contributions

The teachers identified the following points as positive effects of student union activities:

- (01) Interaction with other autonomous colleges made possible;
- (02) Leadership in organising cultural programmes, campus publications, formation of various clubs and their activities, college assembly programmes, festivals and college day organisations, etc.
- (03) Unions help in locating extra-ordinary talents in various fields among the students, thus helping the teachers to facilitate the alround development of the students;
- (04) Organising co-curricular and extra-curricular activities;
- (05) Give creative suggestions for improving academic activities through course and curriculum modifications;
- (06) Organising social service and extension activities and National Integration Programmes of the college, etc.;
- (07) Organising inter-collegiate programmes, programmes for developing leadership qualities among the students;
- (08) Fund raising for the college;
- (09) Help to build up good rapport with the teachers.

Students on Creative contributions

The students have two points as positive contributions of their union activities;

- (01) Student mobilisation for cultural events, seminars, etc.
- (02) For the extension of cafeteria (in one college), students made 50 per cent contribution of the expenses.

Teachers on Problems

The teachers bring out the following points as problems due to

student union activities:

- (01) Involvement in dirty politics;
- (02) Affluent students give too much attention to extra-curricular activities which negatively affect the studies of the other students;
- (03) Unions object to certain innovative teaching and testing techniques;
- (04) Political backing to the student unions negatively affect the academic functioning of the colleges;
- (05) Unions generate groupism among the students.

Students on Problems due to unions

The only problem identified by just one student as a problem of union activities was strike and stoppage of classes.

Although it is a scanty reporting, whatever is said by the teachers and students give ample evidence of the creative contributions of the union activities of the students. The list of problems given by the teachers and students is not very long nor does it expose very serious problems. Hence one may conclude that the student union activities in autonomous colleges are creative and positive and are in the right direction.

Reasons for less student unrest in autonomous colleges as reported by the sampled teachers and students.

Students and teachers were asked to respond on the rating scale on possible reasons for the apparently reduced rate of student unrest in autonomous colleges when compared to the non-autonomous ones. Their responses are tabulated in Table 5.54.

Table No.5.54

Reasons for less student unrest in autonomous colleges as opioned by the teachers and students from these colleges.

Probable reasons	Responses in percentages					
	AGREE		DISAGREE		NEUTRAL	
	T	S	T	S	T	S
These is less student unrest because:						
their time is fully occupied	66.10	56.95	27.65	37.50	6.25	4.93
there are more co-curricular activities	52.27	40.30	37.50	51.91	10.23	7.75
there is strong regimentation	30.49	40.06	49.06	56.79	20.45	13.15

T = Teachers S = Students

66.1 per cent of the teachers and 56.95 per cent of the students agree that there is less student unrest because their time is fully occupied. 27.65 per cent of the teachers and 37.5 per cent of the students sampled disagree on this point. 6.25 per cent of the teachers and 4.93 per cent of the students are neutral. The variation in the agreement of teachers ranged between 83 per cent and 48 per cent among the colleges. In the case of students agreement on this point the variation ranged between 74 per cent and 46 per cent among the colleges.

52.27 per cent of the teachers and 40.3 per cent of the students sampled agreed that the reduced student unrest in autonomous colleges is due to the presence of more co-curricular activities. The variation on this point ranges between 72 per

cent and 33 per cent among the teachers and between 54 and 29 per cents among the students.

30.49 per cent of the teachers and 41.75 per cent of the students sampled agreed that less student unrest in the autonomous colleges is because of regimentation. 49.05 per cent of the teachers and 46.79 per cent of the students sampled deny such regimentation. Here 20.45 per cent of the teachers and 13.15 per cent of the students remained uncommitted. Here the variation ranged between 48 per cent and 26 per cent among the teachers and between 48 per cent and 28 per cents among the students.

In the case of students' time being fully occupied, teachers and students more or less agree about its reasons at the same level. The variation in the percentage of agreement between the teachers and students in this regard is less when compared to the other two alternate opinions. That shows that both the teachers and the students are in agreement more or less at the same level that the students' time is fully occupied in academic and co-curricular matters in such a way that they find little time for agitational and other occupations.

In the case of the opinion that there are more co-curricular activities to occupy the time of the students, there is more than 12 per cent variation in the level of agreement between the teachers and the students. That means, the opinion of the teachers and students vary regarding the extent of co-curricular activities in autonomous colleges. In the personal interviews

with groups of students in various colleges they complain that there is hardly any provision in most colleges for co-curricular activities. This shows that students are not quite happy with the level of co-curricular activities existing in their colleges.

There is a variation of 10 per cent between the students and teachers in their agreement about the existence of regimentation in the colleges, the students seeing more regimentation than the teachers. However, their percentage both among the students and the teachers is less when compared to disagreement in this regard.

5.11. GENERAL OPINION OF THE SAMPLED TEACHERS ABOUT THE SUCCESS OF AUTONOMOUS COLLEGE PROGRAMME IN THEIR COLLEGES.

Teachers were asked to express their opinion on the degree of success their colleges attained. Each one was asked to make a selection from among six alternatives. The responses are tabled below in Table No.5.55.

It is very significant to note that those who chose to report that the degree of success of autonomous colleges was below average (1.7%) or that it was a failure (0.57%), were so very few and negligible. 25 per cent of the teachers report that the experiment was highly successful and 57.96 per cent of them report it as successful. When these two categories are put together, 82.96 per cent of the sampled teachers of the autonomous colleges are of the opinion that their colleges are functioning successfully as autonomous institutions. Thus on the

whole one is inclined to think that the perception of the teachers in autonomous colleges is that the autonomy experiment in their colleges was very successful.

Table No.5.55

Degree of success attained by autonomous colleges as perceived by the teachers of these colleges.

Alternatives	Responses in percentages
i. Highly successful	25.00
ii. Successful	57.96
iii. Average	12.50
iv. Below average	1.70
v. Failure	0.57
vi. Don't know	2.27
Total	100.00

5.12. ADVANTAGES OF AUTONOMY TO COLLEGES AS PERCEIVED BY THE STUDENTS AND TEACHERS OF THESE COLLEGES.

As a derivation from the objectives of autonomy to colleges, certain advantages of autonomous colleges are identified. On the basis of their experience with autonomy in their colleges, the teachers and students were asked to record on the rating scale their reactions about the listed advantages of autonomy to colleges. Their responses are tabulated in table No.5.56. Some of the listed statements are common to the teachers and students, and such responses of theirs are listed as such in the same table.

Table No 5.56

Opinion of the sampled teachers and students of the autonomous colleges about the advantages of autonomous college system.

STATEMENTS OF ADVANTAGES	Responses in percentages					
	AGREE		DISAGREE		NEUTRAL	
	T	S	T	S	T	S
i. Opportunity for choices and course combinations	50.38	58.53	44.51	38.65	5.11	2.82
ii. Intimate student interaction with the teachers	64.58	59.31	32.01	38.81	3.41	1.88
iii. Continuous feedback for remedial action	69.70	56.65	27.46	38.89	2.84	4.46
iv. Students enabled to work hard	69.51	65.42	28.22	32.00	2.27	2.58
v. Better employment prospects	52.27	47.26	43.18	50.16	4.55	2.58
vi. CIE fair to the students	67.24	61.82	30.49	37.01	2.27	1.17
vii. Complete academic freedom to teachers	62.88		34.85	- -	2.27	- -
viii. Teachers like working in autonomous colleges	49.81		41.67	- -	8.52	- -
ix. Teachers job is equally secure	74.43		20.46	- -	5.11	- -
x. beneficial to students due to timely exams and results		75.11	- -	23.01	- -	1.88

T = Teachers S = Students

(i) As per Table No.5.56, 50.38 per cent of all the teachers and 58.53 per cent of the students sampled agreed that under autonomous college system the students have a variety of choices

in selecting the combination of courses according to their interests and needs. The variation in agreement on this opinion among the teachers of various colleges ranged between 73 per cent and 19 per cent, and among the students between 67 and 46 per cents..

(ii) 64.58 per cent of the teachers and 59.31 per cent of the students agreed that autonomous colleges encourage students to have intimate interaction with the teachers. The variation on this opinion of teachers among different colleges ranged between 97 per cent and 48 per cent, and among the students between 71 and 50 per cents.

(iii) 69.7 per cent of the teachers and 56.65 per cent of the students sampled agreed that continuous internal evaluation gives feedbacks to students and teachers for remedial action. The variation on this point among the teachers of different colleges ranged between 88 per cent and 53 per cent, and among the students between 72 and 44 per cents.

(iv) 69.51 per cent of the teachers and 65.42 per cent of the students sampled agreed that autonomous college system makes the students hard working. The variation on this opinion among the teachers ranged between 82 per cent 54 per cent, and among the students between 78 and 46 per cents.

(v) 67.24 per cent of the teachers and 61.82 per cent of the students sampled agreed that internal evaluation gives reliable results. The teachers opinion in this regard ranged between 81 per cent and 52 per cent, and among the students between 78 and 53 per cents.

(vi) 52.27 per cent of the teachers and 47.26 per cent of the students sampled agreed that there are better employment prospects for the autonomous college students. The teachers perception in this regard varied between 69 per cent and 38 per cent, and among the students between 62 and 38 per cents.

On an aggregate basis 62.28 per cent of all the sampled teachers and 58.17 per cent of all the sampled students are on agreement regarding these advantages. 34.31 per cent of the teachers and 39.25 per cent of the students sampled are not in agreement regarding these advantages and 3.41 per cent of the teachers and 2.58 per cent of the student remain uncommitted on this point.

(vii) 62.88 per cent of the sampled teachers experience complete academic freedom in autonomous colleges, the variation on this opinion ranging between 81 per cent and 43 per cent among the teachers of different colleges.

(viii) 49.81 per cent of all the teachers agree that autonomous colleges are liked by the teachers more when compared to the non-autonomous ones. The variation on this opinion among different colleges ranged between 73 per cent and 35 per cent.

(ix) 74.43 per cent of the teachers sampled agreed that their job is as secure in autonomous colleges as it is in non-autonomous ones, the variation on this opinion ranging between 94 per cent and 52 per cent among colleges.

(x) 75.11 per cent of the students sampled agreed that autonomous college system is good because exams are conducted in time and the results are given faster, and the variation of

opinion among the students in this regard ranged between 87 and 59 per cents.

A few observations are made below on these points:

(1) Among the six advantages listed as benefiting both the students and teachers on one only more percentage of students agree than the percentage of teachers. This one is about facility for more options for students to choose subjects and their combinations for study. In the case of all the other five advantages common for teachers and students, the level of approval by the students is lower than that of the teachers. This indicates that the advantages are perceived more by the teachers than by the students.

(2) While majority of the teachers find that the products of autonomous colleges are better placed in the job market, the majority of the students do not hold this view. In the personal interviews conducted with the teachers and the students, the students from the urban and cosmopolitan centres are faster absorbed by the employers and in some of the city colleges there is campus interviews where a good number of the students are recruited for jobs. This is not true in the case of students of rural based colleges. In some cases the traditional and current reputation of the colleges is also instrumental in such faster absorption of the students into employment avenues. This recognition of the reputation also enables the colleges to be competitive and to keep up the standards.

(3) In the case of impartiality and reliability of internal

evaluation, which is the most controversial issue in the autonomous college programme, there is very little variation between the perceptions of the teachers and the students. Both the groups are highly positive about it, more than 61 per cent of both the groups subscribe to the view that it is impartial and reliable.

(4) It is puzzling to note that most teachers are positive about the various advantages of autonomous college system. But in the case of liking the system by the teachers, the majority of them is not positive, only 49.81 per cent agreed that they like the system of autonomous colleges more when compared to the non-autonomous one. One plausible reason for this liking at a lesser degree may be the extra work they have to put in to make the system work and achieve succeed without any extra tangible reward. This is a debatable point which may need further probing.

5.13. OPINION OF SAMPLED TEACHERS ABOUT THE APPREHENSIONS OF ACADEMICS AND OTHERS AGAINST AUTONOMY FOR COLLEGES.

Many fears are being expressed by various groups of people, both academics and non-academics, against the introduction of autonomy to colleges. Some such expressions were identified and listed and this list was put to the teachers sampled to know their reactions about them. They were asked to express their opinion on the rating scale. Some such statements and responses were about the reliability and impartiality of continuous internal assessment. These responses were analysed in the section on evaluation of the students and are not

repeated here. The rest of them are listed in Table No.5. 57.

Table No.5.57

Opinion of autonomous college teachers about the apprehensions against autonomy expressed by academics and others.

Statements of apprehension	Responses in percentages		
	AGREE	DISAGREE	NEUTRAL
i. Autonomous colleges will succumb to pulls and pressures.	25.94	68.94	5.12
ii. There will be widespread disparity among autonomous colleges	57.01	40.72	2.27
iii. Selection of colleges for autonomy will be highly biased	41.86	53.03	5.11
iv. Autonomous colleges under private management will not be a healthy system in higher education	23.49	74.81	1.70
v. Power and control of the manager will be enhanced under autonomy	32.21	65.53	2.46
vi. The rights and privileges of the teachers will be curtailed by the management.	28.60	69.13	2.27
vii. Time is not ripe for college autonomy	27.46	67.43	5.11
viii. Teachers are not properly motivated.	35.98	59.47	4.55

(i). As per the responses, 25.94 per cent of the teachers sampled agreed that autonomous colleges would succumb to pulls and pressures to bring down standards; 68.94 per cent of them disagreed with this statement. The variation in this agreement ranged between 57 per cent and 6 per cent. The variation in disagreement in this regard ranged between a high of 94 per cent and a low of 43 per cent.

(ii) There will be widespread disparity in the attainment of the products from various autonomous colleges. To this statement 57.01 per cent of the sampled teachers agreed. The variation in this opinion ranged between 76 per cent and 43 per cent.

(iii) 41.86 per cent of the sampled teachers agreed that selection of colleges for autonomy on the basis of excellence will be difficult and highly biased. 53.03 per cent of them disagreed on this point. The variation in agreement on this point was between 81 per cent and 23 per cent and in disagreement it was between 73 per cent and 33 per cent.

(iv) 23.49 per cent of the sampled teachers agreed that autonomous colleges under private managements will not be a healthy system in higher education. 74.81 per cent of them disagreed with this. The variation among teachers on this point ranged between 38 per cent and 10 per cent and the disagreement between 88 per cent and 56 per cent.

(v) In the autonomous college system power and control of the management will be enhanced which may not be good for the teachers and students. To this statement 32.2 per cent of the teachers agreed while 65.53 per cent disagreed. The variation in agreement on this point ranged between 57 per cent and 6 per cent and variation in disagreement ranged between 94 per cent and 49 per cent.

(vi) 28.6 per cent of the teachers in the autonomous colleges have the fear that the rights and privileges of the teachers will be curtailed by the management. 69.13 per cent of them disagree on this point. The variation on agreement in this

regard ranged between 48 per cent and 6 per cent and on disagreement between 94 per cent and 52 per cent.

(vii) 27.46 per cent of the sampled teachers subscribe to the opinion that in view of the pressure of numbers and other prevailing conditions, time is not ripe for college autonomy. 67.43 per cent of them disagree on this point. The variation on this agreement ranged between 46 per cent and 9 per cent and on disagreement between 79 per cent and 50 per cent.

(viii) 35.98 per cent of the sampled teachers agreed that teachers in autonomous colleges are not properly motivated. 59.47 per cent of them disagreed with this opinion. The variation on this opinion ranged between 51 per cent and 23 per cent and on disagreement it ranged between 72 per cent and 45 per cent.

On an aggregate analysis 33.03 per cent of the sampled teachers in the autonomous colleges subscribe to the view that these apprehensions are valid in regard to the working of the autonomous system. 63.45 per cent of them disagree while 3.52 per cent of them are uncommitted about them.

In this section an overall evaluation of the working of autonomy in colleges is on. The fact that the large majority (63.45 per cent) of the sampled autonomous college teachers rejected the apprehensions expressed both by academics and non-academics about the working of the autonomous colleges is quite impressive. The opinion by these teachers was formed from ten years of experience and experimentation with college autonomy.

Hence it has a better scientific base for reliability than the opinions of outsiders which has fewer solid foundations.

5.14. OPINION OF THE SAMPLED TEACHERS ABOUT THE PROPOSED PLAN OF THE CENTRAL GOVERNMENT TO EXPAND AUTONOMOUS COLLEGES PROGRAMME TO MORE COLLEGES ALL OVER INDIA

The sampled teachers were asked to express their opinion on the rating scale as to the advisability of expanding autonomous college programme to colleges all over India as visualised by the Central Government of India and as per the guidelines in the National Education Policy, 1986. There were six positive and one negative segments among these statements given to the teachers. Their responses are tabulated in Table No.5.58.

As per the responses, 48.86 per cent of the teachers sampled agree that time is ripe in our country to expand the programme of autonomy to colleges in a large scale. The variation in agreement ranged between 77 and 36 per cents among the sampled colleges.

Only 45.83 per cent of the sampled teachers agree to the statement that our higher education system is strong and mature enough to sustain the autonomous college programme. The variation in this agreement ranged between 56 and 33 per cent among the colleges.

59.66 per cent of the sampled teachers agree that the college teachers in this country are, in general, intellectually capable to extend this programme to colleges. Here the

variation in agreement ranged between 69 and 46 per cents among the colleges.

Table No.5.58

Opinion of the Sampled Teachers about the proposed expansion of autonomous college programme to more colleges all over India.

Opinions	Responses in percentages		
	AGREE	DISAGREE	NEUTRAL
i. Time is ripe to expand autonomy to more colleges in India	48.86	46.59	4.55
ii. Our higher education system is strong and mature enough to sustain this programme	45.83	47.92	6.25
iii. The college teachers are capable for such expansion:			
(a) intellectually	59.66	32.95	7.39
(b) academically	62.31	32.58	5.11
(c) psychologically	47.73	45.45	6.82
(d) Organisationally	41.48	47.73	10.79
iv. Autonomous college programme in this country should be stopped forthwith	16.48	74.43	9.09

62.31 per cent of them agree that the teachers are academically capable for such expansion, and the variation in their perception ranged between 74 per cent and 49 per cent.

47.73 per cent of them agree that the teachers are psychologically capable of carrying out this expansion programme. Here the variation in agreement ranged between 56 per cent and 33 per cent among the colleges

Only 41.48 per cent of the teachers sampled agreed that the

teaching community in our colleges are capable of expanding this programme organisationally as members of Teachers' Associations and the variation in their agreement ranged between 58 and 31 per cents.

On the whole these opinions indicate that 50.98 per cent of all the sampled teachers are for expanding autonomous college programme to other colleges all over India. 42.2 per cent of them are not in agreement and 7.82 per cent are non-committed. However, teachers are highly positive only in their intellectual and academic capabilities in order to opt for autonomy to all colleges in India. Their rating on the ripeness of time and on the strength of the education system to carry out autonomous college programme is on the lower side. The majority of teachers are not positive on these points. Their perceptions are also on the lower side regarding their psychological and organisational preparedness.

Another significant statement put to the teachers for their opinion was that autonomous college programme in this country should be stopped forthwith. Only 16.48 per cent of them agreed to this idea. 73.43 per cent of the sampled teachers are opposed to this statement and 9.09 per cent of them remained neutral on this point. The variation in this agreement ranged between 38 and 10 per cent and the variation in disagreement on this point ranged between 90 per cent and 48 per cent.

In spite of the not so sure position about their preparedness for expansion of autonomy, more than 73 per cent of the teachers are

against stopping the autonomous college programme in the country. It may not be a presumption here to comment that the teachers want to continue with the autonomy they had already attained but they do not want many more others to have it.

5.15. TEACHERS' SUGGESTIONS TO IMPROVE THE WORKING OF AUTONOMY IN COLLEGES AND THEIR NEGATIVE COMMENTS ABOUT AUTONOMY.

Teachers were requested to give their general opinion about the working of autonomy and suggestions for the improvement of the system. This was a very general and open ended question for free expression of ideas for teachers. Some of the responses are similar to the numerous specific questions. Such responses are also included in this list for the sake of perfection and completion of the process. 71 out of 176 (40.34 per cent) teachers responded. They include positive opinions and suggestions and negative comments which are condensed and listed below. Figures in the brackets indicate the number of teachers who made such suggestions and opinions.

- (01) Essential norms for the selection of colleges for autonomy:
 - (a) motivated, committed, progressive and well-qualified faculty and management (13);
 - (b) democratic functioning of the institution (3);
 - (c) sound financial position (3)
 - (d) clean and corruption-free record of the institution.
- (02) Autonomy to colleges is a boon in higher education and so all colleges are to be made autonomous and be allowed either to strive for survival or to die out (18).
- (03) Teachers should be given more importance and decisional power in all spheres of college autonomy including the in

the decision to opt for autonomy (11).

- (04) Teachers should be given more facility for orientation, refresher and other faculty improvement programmes, and they should be encouraged to be innovative in teaching learning and testing (9).
- (05) Rapport among the teachers, students, the management, the University, UGC, the Government, industry, the general public, etc. must for the success of autonomy and the college should be supported financially by these agencies (8).
- (06) Students to be given due representation in decision-making bodies both in the curricular and non-curricular activities including in evaluating the working of autonomy in the college (6).
- (07) Committed teachers be recognised, evaluated and rewarded (4)
- (08) Apart from academic freedom, autonomy should be extended to all aspects of college administration (7).
- (09) There is need for constant interaction including faculty exchange programmes among the autonomous colleges (5).
- (10) New courses and fresh recruitment of staff to be allowed in all autonomous colleges according to the need and at the discretion of the faculty and management (6).
- (11) Student-teacher ratio to be reduced (3).
- (12) Workload of the faculty not to be increased and there should be separate pay scale for autonomous college teachers. (5).
- (13) If not functioning properly, autonomy to be withdrawn and highly successful autonomous colleges to be made deemed universities (4).
- (14) A research cell in every autonomous college can establish linkage with industry and the national level research and development organisations in order to make education need-based and result-oriented (5).
- (15) Complete internal evaluation to be introduced Gradually and a national consensus to be evolved for its universal acceptance (8).
- (16) Teachers' performance should be evaluated by independent agencies also by the students (5)
- (17) There should be a national level permanent accreditation committee to evaluate autonomous colleges and to monitor

their working (5).

- (18) Inter-disciplinary programme in the curriculum to be increased with more course options (3).
- (19) Institutional objectives of each autonomous college to be clearly spelt out and be followed.
- (20) Merit with entrance test should be the criterion of admission to colleges and for employment and higher study purposes (3)
- (21) Intimidation of the students through the instrument of continuous internal evaluation should be avoided.
- (22) Importance of languages in the degree classes to be minimised.

Negative comments against autonomy

- (1) Autonomy should not be given to all colleges (7).
- (2) Internal evaluation and semester system to be discarded (3).
- (3) There is no uniformity in the assessment of students in the autonomous colleges (3)
- (4) Autonomy is misused by the management(2).
- (5) Autonomy to colleges is not yet practical in India.
- (6) Competition among autonomous colleges to be discouraged.
- (7) Too much of experimentation with autonomy will spoil academic performance and perfection.
- (8) In private colleges teachers are not given freedom and necessary representation in decisional areas.
- (9) Examination results are inflated in autonomous colleges.

These opinions, suggestions and comments, most of them if not all, have already found expression in the main body of the responses of the teachers' questionnaire and in the unstructured interviews. However, a repetition of them by the teachers in their own words add weight to these ideas.

Taken as a whole, the opinions and suggestion cover almost every aspect of autonomous college programme such as, the capability and integrity of the management, competency, commitment and research orientation of the teachers, participation of teachers and students in decisions, need for the performance evaluation of the teachers by the students and others, need for interaction with industry, neighbourhood and other similar institutions, orientation for application and practicality of courses and curriculum, necessity to broaden and perfect the experiment from mere academic autonomy to complete autonomy, concern for the welfare of the teachers and of the students, etc.

The adverse comments give expression to some of the bitter experiences of the teachers in the course of experimentation with autonomy and of their concern as well as their doubt about the would be outcome of the experiment in the long run.

On the whole most teachers are positive and creative in their reaction to the cause of autonomy to colleges. Though all the suggestions may not be practical or viable, still, they deserve close attention and listening to by the planners and administrators of autonomy. Similarly, all the adverse comments may not be having proper basis and reasonable foundation. However, they certainly point at the need for caution and far-sightedness in the execution of the programme and so are very valuable for the planners.

5.16. DISCUSSION

Initiation for autonomy

From the responses of the teachers it seems that the initiation for opting for autonomy came more from the management than from the teaching community. However, it has to be stated in support of the teachers that the original idea about autonomous colleges came from teachers which got a clear expression in the Report of the Education Commission, 1964-66. As is clear from the Chapter on the Evolution of the Concept of Autonomy, the very idea of autonomy was fostered by a number of teachers and other academics and so it can be said that autonomy to colleges is due to the initiative of the teachers. After accepting autonomy in principle, the involvement of the teachers to work it out was very high, and they were rather very enthusiastic about it.

Every institution cannot claim equal credit for institutional preparation and programme planning to bring about autonomy and to run the programmes autonomously. Some colleges have very high degree of planning and faculty preparation through orientation programmes, workshops, seminars, etc. Such preparations have helped them to run the programmes on a far superior manner than those which did not care to prepare themselves. Planning and preparation were more conspicuous in those colleges where the teachers were allowed full freedom and involvement than in the others where the management and higher authorities were the principal actors on the scene. This again points to the premise that autonomy is the business of the

academicians than that of any other group. This point is also reinforced through the suggestions for improvement made by the faculty. However, it is gratifying to note that most teachers, i.e., nearly 70 per cent, are satisfied with their involvement and participation in the matter of implementing the programmes of autonomy and also in feeling autonomous in their functions as teachers.

Communication and Coordination

The communication channels and methods in the colleges are in general healthy. Most teachers thoroughly know how a college has to function autonomously. However, there are certain colleges whose faculty is not well-versed in these matters and for them many things are not clear and an amount of confusion still exist in their minds as to what autonomy means to them. This was clear from the interviews and informal conversation with them and to this extent autonomy is not safe with these people.

There is rather high degree of coordination among the various sections within the college. However, coordination with outside agencies is at a lower level. Such coordination can be had depending upon the willingness of the college management and faculty and the conviction they have about its necessity and utility. Partnership with the local bodies and industries is an area that can be exploited to the advantage of the institution and for the cause of education. There is need of vision, spirit of collaboration and people willing to do the liaison

work for the same.

Structural reorganisations

Structural reorganisations in all the colleges are effected well by shifting most of the responsibilities from the universities to the colleges. This is evident in the formation of Boards of Studies, Academic Council, Examination departments, etc. However, the constitution of the Board of management as suggested by the UGC is yet to be accepted and incorporated by many managements. They have a valid point in delaying this change from the existing one. This point is related to the autonomy of the institution and this suggestion has come from above without proper consultation and concurrence with the managements which policy does not go with the spirit of autonomy.

Major structural changes are effected in organising the curricular and co-curricular programmes in autonomous colleges. In addition to the decentralisation from the university system, flexibility and speed with which changes are possible in autonomous colleges are clearly a positive development in the system. A college with determination and vision can make use of this facility to the great advantage and satisfaction of the faculty, the students and the general public. This can make the colleges more effective, relevant and dynamic.

Evaluation of the functionaries related to autonomous colleges.

Evaluation of the managements of autonomous colleges by the

students and teachers are mostly positive. There is hardly any confirmed negative evaluation of any of the managements. Some students and teachers in many colleges have passed negative remarks on the managements. But their number is very limited. Teachers and students have adjudged their managements as capable and willing to execute the autonomous college programmes as they should be. Very few have identified autocratic tendencies among the managements. This is a very positive development in this matter.

Red-tapism, personality clashed and lack of human relationships of course, could be minimised. Lack of administrative stability at the top sometimes may be an unavoidable evil. Lack of support for academic improvements and of a reward system, if financial implications are there, may be beyond the capacity of many managements. If on the other hand, finances are not implied, perhaps, the managements can look into these matters to bring about qualitative changes. Apart from these minor negative aspects, the highly positive rating of the managements by the teachers is very significant when consideration is given to the initial apprehensions of the teachers that autonomy would give to the managements unlimited powers and that they would make use of it indiscriminately. The responses of teachers in these sections do not give any substance to such alleged fears and apprehensions.

The self-evaluation of teachers in certain cases seems to be a bit unrealistic. But in many cases they have been objective and

seem to be knowing their positive points and their limitations. The students' evaluation of their teachers are generally positive and there seems to be less criticism of teachers by the students especially in the matter of academic evaluation of students by the teachers. The thorough analysis made in this section gives evidence to healthy symptoms and developments in autonomous colleges in this regard and this aspect helps confidence-building in the system.

Workload of the Faculty

Increase in the workload of teachers is a matter of contention. There are three categories of teachers in this issue. One group denies any increase, a second group justifies the increase and a third group is intolerant about the allegedly increased workload.

A good number of these teachers are of the opinion that the introduction of the UGC scale of pay was the right opportunity for the authorities to insist on a minimum work standards from the teachers, to insist on improving their professional qualifications and to introduce strict regulations for promotion based only on merit and enhanced professional qualification and academic achievements. Teachers from all age groups have expressed such opinions.

However, there is one category of teachers who say that even the UGC pay scale is not adequate for the work they are doing in the autonomous set up, that promotional norms and avenues are still to be liberalised, that increased work load

has to be rewarded further, etc.

One observation made by the investigator while visiting the colleges and during the interactions with the teachers is that autonomy can also provide opportunities to teachers not to work or work less and escape with such behaviour. Some teachers in certain colleges were not present for a consider part of the working hours in the college. They make adjustments and come just for their minimum lecture hours which are often clubbed together consecutively, by making adjustments with their colleagues, sometimes for the forenoon session and at other times for the afternoon session and present themselves only for any one of these sessions, while legally they are bound to be in the college campus for both the sessions. Even heads of the Departments are included in this category.

As per the reporting of the students, there are also teachers who do not care to finish the portions and topics assigned to them. Since the teachers are responsible for internal evaluation and since they are most often instrumental in setting question papers for the semester examinations, they can manage well with the unfinished portions whereby the students are not made to suffer. In these aspects there is a credibility gap and the accountability of the teachers is very much in question.

There is a general complaint to which all these categories of teachers mentioned above subscribe to, namely, the universities and the governments do not sanction additional posts to

introduce new courses and to incorporate application-oriented sections into the existing courses. This is a major hindrance in the basic orientation of autonomous colleges to make education relevant, contextualised, innovative and pragmatic. Financial constraints is the major explanation given by the government and university agencies. Due to this snag certain colleges have discontinued some of the courses introduced with the above mentioned orientations.

Innovative programmes, discontinuation and readaptation of courses and programmes in autonomous colleges.

The following four points emerge from the discussion on innovation and change management:

(1) In all the colleges considerable amount of activities have been undertaken to bring about qualitative improvement in curricular, non-curricular and administrative activities. Some teachers have tried to articulate them reasonably well in their responses. Some others have tried but they have not come out sufficiently intelligible. A good many either did not try to articulate or took it very casually.

(2) However, when the totality of available responses are considered, one gets ample proof to conclude that every institution has made serious attempts to improve quality and to bring about changes in collegiate education. In the process they have discarded many programmes proved unviable or unfruitful in their experimentation and also made adaptations in the existing ones and adopted new ones.

(3) The quantum of efforts made and the degree of achievements gained vary vastly among the colleges. Apparently, the attempts and successes achieved by the women's colleges, as revealed through the responses of their staff members, seem to be more and superior when compared to the other colleges as per their scanty reporting. However, one cannot conclude that women's colleges are better achievers than the others depending on these reporting alone or the lack of it.

(4) From the personal interviews and interactions with the teachers and the students and from the observations about the goings in the colleges, one can come across, inspite of the considerable qualitative improvements achieved, especially in certain colleges, instances of lethargy, lack of enthusiasm and optimism, refusal to think ahead of times and plan for the future, unjustifiable degree of complacency, lack of commitment and so on. However, one can get enough signals to be optimistic about the outcomes of these procedures at updating and improving higher educational endeavours through the autonomous college system.

Student politics and union activities

Student unrest and union politics do not seem to have affected the working of autonomy in a serious manner. The following points emerge from the teachers' and students' opinions in this regard:

(1) The observations and opinions of the students and of the teachers and more or less their convergence enable one to

presume that curricular strategies including the internal evaluation system in the autonomous colleges have healthy foundations and the perceptions of the students regarding these are positive.

(2) Compared to non-autonomous colleges student unrest is less in autonomous colleges. The reasons for this difference are:

(a) Greater concentration on academic matters including on repeated continuous internal evaluation;

(b) attention on co-curricular activities, but considerably less than that on academic matters and perhaps inadequate; and

(c) regimentation to a certain extent, but not excessive.

(3) Students do not en mass subscribe to the view that there is too much concentration on continuous internal evaluation as to create excessive strain on them and deprive them of time necessary to absorb, assimilate and explore on these matters and nurture their creativity. Hence this also does not create any unrest among the students

These opinions of the students on student unrest and continuous internal evaluation have to be taken as better indicators of the climate in autonomous colleges than those expressed by the outsiders based on rumours and conjectures.

Disparity in attainments of students due to autonomy to colleges.

There is an issue on the disparity of attainment by the products of various autonomous colleges about which academics

and outsiders are apprehensive. This disparity could be taken as a positive development because autonomous colleges are envisaged also to have some different product mix in their colleges. That is the reason why regional and local contents were visualised in the courses and curricula of autonomous colleges. Hence for the products of autonomous colleges to come out with different types and varieties of attainment should be perfectly all right.

Secondly, autonomous colleges are also visualised as centres of excellence and relevance. Excellence does not mean academic performance alone; one can be excellent in sports, another in social and extension activities, a third one could be an innovator in some branches of science, technology, or arts which will be highly beneficial for the individual as well as the people around. Autonomous colleges are the best places to identify and foster such talents. And in these areas products from autonomous colleges may not have the same level or type of academic achievement and such differentiation has to be viewed as perfectly normal.

Thirdly, a healthy competition among the autonomous colleges is visualised by the proponents of the idea of autonomy. The Education Commission, 1964-66, proposed autonomy as a reward for excellence, although the Commission did not specify the type of excellence. Competition for such rewards, then, is natural and has to be encouraged.

Hence the teachers' perceptions about the disparity in the attainment of the products of autonomous colleges is a very positive development.

Expansion of autonomy to all colleges in India.

On the expansion of autonomous college programme to all the colleges in India, a number of strong opinions for and against the proposal emerged from the teachers and the principals when they were interviewed. Some of these points are:

(1) There was a long period of gestation in the field of higher education in India on the point of introducing autonomy to colleges, especially after the strong recommendations to this effect were made by the Education Commission, 1964-66. Some of the colleges have successfully experimented with this idea and shown that the programme is viable and practical and useful. Any more delay for expanding this programme will be a waste of time. The country has to go ahead with the programme now or else it will never be able to do so.

(2) The argument that the academic community is not yet prepared for effecting such an innovation does not have any more standing because, unless the academics are forced to do something like this they will go on postponing it indefinitely.

(3) The argument about lowering the standards of education does not hold good because the educational field today cannot boast much about standards in education, i.e., standards have already come down to the very bottom and so autonomous colleges may be one way out for salvaging the situation.

(4) There is an opinion that all the colleges in this country are not equally strong enough to go autonomous. This opinion is countered by saying that different colleges have different strengths, that each one should be encouraged to develop one's own strong aspects and that each one should be given a chance to come up and compete with the others and prove one's mettle. As a result, if they have real inner strength they will survive and prosper in the autonomous set up. If not, they will perish and chances have to be given to the unhealthy institutions also to die out.

(5) Each college should be given a chance to excel. And excellence can be had on different fields and levels. Some institutions can excel in academic achievements, others can excel in extension activities such as adult literacy, village upliftment, etc., according to their environmental requirements; a third group can excel in research activities, a fourth in catering to the under-privileged in the society, and so on. Accordingly, the particular aims and objectives of each college should be clearly spelt out. This kind of branching out for excellence is possible only if colleges are made autonomous and independent and left free to chalk out their programmes and line of action. Such norms and standards should be set on the basis of aptitude and educational achievement of the students seeking admission to each college. It should also be possible that students seek admission to colleges depending upon the specific

aims and objectives of the colleges and on the norms of excellence determined and projected by the colleges.

(6) Finally, it is argued that each college should be given a chance to be judged depending upon the quality of its products. Those colleges which do not care for quality through internal reorganisation in the autonomous set up will have to go out of business. The argument that the teachers and the other employees of the colleges should be protected by securing their jobs does not stand. Their security should be tied up with the quality of the output they are bringing out. This attitude will also pave the way for the improvement of standards and academic and other kinds of excellence.

From the analysis above, it is clear that more than 50 per cent of the teachers are for expanding the autonomous college programme. All the principals and managements are also for expansion. However, some of them advise a cautious and gradual expansion and argue for creating the infra-structural facilities and removing the organisational impediments from the part of the universities and the governments. There is a strong group of principals, managers and teachers who advocate the immediate and outright conferring of autonomy to all colleges in the country and letting them struggle for their survival. They are of the opinion that only such drastic steps will eventually improve the quality of Indian higher education.

Differences in the management policies, styles of functioning and degree of achievements of women's colleges and the mixed colleges as observed by the investigator.

On the basis of the data available the following observations on the difference of achievement by the women's colleges and the mixed colleges are made:

(1) One fact about the top level management of the women's and mixed colleges is that in all the mixed colleges there has been periodical, if not frequent, changes in the principalship and in some cases in the membership of the Board of Management. The principals of all the first batch mixed autonomous colleges were changed during the ten year period, in some colleges three times, in others twice and in one once. Whereas, there has been no change at all in the principalship of all the three women's colleges under study during the ten year period.

(2) In all the three women's colleges the principals were picked up for the job and theirs happen to be uninterrupted tenure till retirement. One of them was brought from another autonomous college to plan for and implement autonomy for the college. Such special selection and commissioning of these principals enabled them to be better influential agents in recruiting and building up a team of staff members in their colleges. In two out of the three women's colleges under study, the governing principals were instrumental in selecting and appointing all the staff members in the college. This gave them (Principals) added sway in motivating these staff members and exercising their

persuasive power more effectively.

(3) In the case of mixed colleges most principals were chosen from among the staff members for a specified period of time. Though some of them were the pioneers of autonomy in these colleges, these men happened to be the principals at the time of introducing autonomy and during the experimental years of the scheme. They were not necessarily picked up for the job. This does not mean that they have not planned for autonomy, were not positively disposed and were of less calibre. They were all eminent leaders in the field, were enthusiastic about autonomy and there was considerable planning activity in the colleges they presided over. However, these principals had to motivate and work with a team of staff members whose equal or subordinate colleagues they had been till recently. Naturally, their motivational efforts need not have been as effective as the above mentioned lady principals.

(4) The principals in the women's colleges were more successful in establishing a democratically functioning administrative set up in the colleges when compared to the other colleges and also to enlist the active cooperation and participation of the staff members in the process of planning and decision making and, in fact, in most management functions. Such participative orientations in these colleges are also evidenced through many of the answers given by the teachers of these women's colleges. Many of the mixed colleges cannot claim this level of participation in the management of the colleges by the members of

the staff.

(5) In all the women's colleges there was more involvement of the faculty in planning in advance for autonomy when compared to the mixed colleges. Thus, Lady Doak College Report (1981), states in its preface, "The impossible dream of autonomy was implanted in this college by the Kothari Commission in its visit in 1965. Ever since autonomy has been the goal of the Governing Council. Faculty preparations began with self-study in various departments in 1968". This kind of preparations and their documentation are conspicuous in the women's colleges than in the mixed ones.

In the responses of the teachers 88.89 per cent of the teachers from the women's colleges reported that their managements were democratically oriented. This percentage for the mixed colleges was only 81.15.

91.56 per cent of the women's college teachers reported that they participated actively in curriculum planning, syllabus design and student evaluation. For the mixed colleges this is only 80.88 per cent.

98.15 per cent of the women's college teachers sampled perceive that autonomy in their colleges was successful. None of them reported that it was a failure. But only 76.23 per cent of the mixed college teachers hold that autonomy was successful in their colleges; for 17.21 per cent of them the success was just average, for 1.64 per cent of them it was below average and for

0.82 per cent it was failure.

All these observations based on the available data put together one gets the impression that a more permanent and properly oriented principal can influence better the working of the autonomous college programme. The democratic orientation, the participative culture, a suitable administrative set up and advanced and proper planning give to the women's colleges an edge for the successful experimentation with the concept of autonomy in the colleges when compared to the mixed colleges.