

Chapter III

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Chapter III

RESEARCH DESIGN AND PROCEDURE OF THE STUDY

3.1. INTRODUCTION

In the first chapter some background and conceptual clarification about higher education and higher educational management and administration, problems of higher education in India, etc. were introduced. The second chapter surveyed the related literature and studies which led to the conclusion that a comprehensive study to evaluate the process of introducing autonomy to colleges in India and the programmes of running these colleges autonomously was not done so far and hence this attempt at studying the innovation of autonomy to colleges in India. This chapter intends to explain the design and procedure of the study.

3.2. SIGNIFICANCE OF THE STUDY

The explosion of knowledge in recent times and the expansion of higher education after independence exert severe pressure and make great impact and heavy demands on the systemic capabilities of the colleges in India to achieve their objectives. / Colleges are confronted by the challenges of social development and transformation and training of the young generation with academic quality and application of skills leading to excellence. Faced with these demands, the colleges have been experiencing the need for change. Consequently, many

innovations in university and collegiate education are being tried out. These innovations have to be periodically evaluated and improved upon in order that they may enhance the quality of higher education in the country. This study is an evaluation of one such innovation in the collegiate education, namely, the conferring of autonomy to colleges. This innovation is an attempt at a comprehensive change at the higher education level intending to change the very system of affiliating colleges to the universities. In that way it has great significance and far reaching consequences.

3.3. STATEMENT OF THE PROBLEM

A STUDY OF THE MANAGEMENT OF AUTONOMOUS COLLEGES WITH SPECIAL FOCUS ON INNOVATION AND CHANGE.

3.4. CLARIFICATION OF THE TERMS.

Management here is meant to include the following points with regard to college administration: (a) Planning which includes forecasting, programming, project formulations, process designing and sequential arrangements of the programmes and administration of the college; (b) Organising which includes resource assembling, recruitment, training and updating the staff as well as the administrative arrangements; (c) Directing which includes motivating, supervising, communication and coordination; and (d) Control which includes monitoring, follow up action, reporting, evaluation and adaptations.

(More analytical and operational aspects of the above terms are explained a little later in this chapter itself)

Autonomous Colleges are those colleges which are conferred with the power to organize the teaching, learning, evaluation and research processes within the colleges, independent of the parent universities to which they are affiliated to, but subject to the general guidance, supervision, jurisdiction and academic framework of the universities. The university confers the degree/diploma to the successful candidates presented by the autonomous colleges.

Innovation means systematically planned and executed alterations in the existing structures, organisations, frameworks and programmes of the autonomous colleges.

Change is the result of such innovations.

These processes are further elucidated below.

Planning is a process starting with the conception or germination of ideas about autonomy, the formulation of them, setting of goals to be achieved through the incorporation of autonomous programmes, giving emphasis to the innovative steps to be taken in the context of the knowledge explosion and the consequent changes in social progress and all these to be contextualised within the administrative and financial constraints involved in the field of higher education in India.

The planning aspect involves the following questions: (i) how much preparation was made for introducing autonomy? (ii) perception of the teachers about the adequacy of the

preparations; (iii) opinion of the teachers about the need for updating the processes of knowledge; (iv) forecasting for the man power needs and employment opportunities of the country; (v) planning for relevance and absorption of new knowledge; (vi) participation in planning by the teachers and functionaries

Decision making is obviously a process of choosing from among various alternatives the appropriate programmes and processes taking into account the limitations involved. The emphasis here is on participative decision making, actively involving the various functionaries such as, the management personnel, the principal and other members of the faculty, the administrative staff of the college, the students, the local people concerned, the industry and employment agencies, if needed, the university and government functionaries, etc.

Teacher should be the most important deciding factor in an autonomous set up, especially in academic matters, i.e., matters relating to teaching, learning and evaluation particularly in course and curriculum planning, syllabus design, co-curricular activities, methods of teaching and evaluation, etc. It has to be verified whether the teacher is the real deciding factor. Communication means to establish effective and meaningful channels of interaction and feedbacks among the various personnel, organisations and establishments involved in the field of higher education.

Organisation and Coordination The organisation should

necessarily reflect a decentralised structure which is dynamic, flexible, responsive and sensitive to the emerging challenges of education and society, avoiding as far as possible, all hangovers of red-tapism and bureaucracy.

Evaluation and Replanning. This aspect involves the review of the programme on the basis of experiences gained in executing the planned programme and on the basis of such review, effecting necessary changes for the promotion of programmes leading to better, effective and relevant higher education. This section also includes the evaluation or examination of the performance of the students. The various components of these evaluation include:

Evaluation of the management: This relates to the capabilities and attitudes of the management and their styles of functioning as perceived by the students and teachers.

Evaluation of the teachers with regard to their willingness to subject themselves to be evaluated by the management, their own colleagues and the students, their attainments in research publications and their involvement in self-growth programmes for enhancing their professional competencies, and their honesty and integrity in evaluating their students.

Process Evaluation This section concentrates on the processes involved in bringing about changes in the institutional structures and functionings leading to the adoption of the autonomous system. These include the initial and initiating processes at the beginning of the changeover and also the

various processes of programme implementation. The various aspects looked into in this section are: (a) Teacher participation with regard to (1) curriculum planning; (2) Syllabus design and (3) Student evaluation; (b) Innovative teaching techniques; (c) Workload of teachers; (d) alternative teaching and learning methods.

Programme Evaluation, i.e, evaluation of the implementation of autonomy through its various programmes. Here it is looked into as to how the various programmes of teaching, learning, evaluation and extension are conducted and managed. These are also seen as programmes through their various processes. This has three aspects, namely, (a) effectiveness of the programme as seen by the teachers and students, (b) teacher attitude towards the programme as evaluated by the teachers themselves and (c) Student attitude as evaluated by the students themselves.

Evaluation of the performance of the students

Evaluation or examination of students in autonomous colleges is done by the respective colleges themselves. In the case of non-autonomous colleges this function is performed by the parent university which is an agency external and distant to the college and mostly anonymous to the student population of the affiliated colleges. Such evaluation of the students by the autonomous colleges and the objectivity and impartiality of this process are the most controversial issues in the autonomous college programme among the academics belonging both to the autonomous and non-autonomous systems. The students are reference points as well as beneficiaries in this process.

Hence it was thought that they would be the right people to judge this process in the autonomous colleges and so the largest number of questions addressed to the students are about the examinations conducted in the colleges. The various aspects looked into in this section are:

(a) Innovative methods of evaluation; (b) impartiality of the teaching fraternity in evaluation; (c) judgement capacity of teachers; (d) remedial teaching as a consequence of continuous internal evaluation and feedbacks; (e) reliability of results; (f) problems relating to excessive tests and exams; (g) advantages of the examination system in autonomous colleges; (h) complaints and their redressal in the evaluation process; (i) students' preference about the publication of results in grades and marks; (j) students' preference about the proportions of marks in internal and external evaluations; and (k) students' satisfaction about the external examinations, etc.

Discontinuation and Readaptation: This section goes along with evaluation and replanning. On the basis of the programmes and process evaluation, certain procedures and programmes may be found unsuitable and unsuccessful or unviable, ineffective or impractical. They have to be either discontinued or modified or readapted.

Extension is necessarily taking the benefits of higher education beyond the walls of educational institutions to the surrounding areas and remote villages, which process in turn will give practical experience and feedbacks to the

functionaries and beneficiaries of education, in addition to meeting a social need. It may also enable the educational process and programme to be contextualised.

3.5. OBJECTIVES OF THE STUDY

The Objectives of this study are:

(1) To study from a historical perspective the evolution of the concept of autonomy to college in India, to be surveyed (a) in the background of affiliating colleges to the universities, (b) about the need for autonomy (c) objectives of autonomy, (d) factors favouring and disfavouring it, (e) the institutional and other attempts and processes involved in bringing about autonomy to colleges, etc.

(2) To study the management of autonomous colleges from the point of view of the achievement of the aims and objectives of autonomy through the processes of (a) planning, (b) decision making, (c) communicating, (d) organising and coordinating, (e) evaluating and replanning, and (f) discontinuation and readaptation, of administrative actions and academic programmes such as, curricular planning, methods of teaching, learning research, evaluation, etc.

(3) To draw institutional profile of one autonomous college through in-depth study with a view to find out:

(a) what makes this institution different from other autonomous colleges; (b) what are the causes of outstanding

achievements or notable failures or non-achievements; (c) the innovative proneness of the staff and its effects on the achievement or otherwise of this institution; and (d) what more or less methods and techniques of administration, instruction, learning and evaluation are observable in these institutions than in the other autonomous colleges.

3.6. SAMPLING FOR THE STUDY

According to the University Grants Commission Annual Report, 1987, there were 21 autonomous colleges in India attached to various universities of which two were not autonomous. The remaining 19 colleges constitute the population for this study. They are presented in Table No.3.1. Some of these colleges were not selected for this study due to the reasons given below:

(i) Those colleges which were autonomous but coming under the categories of professional and technical institutions are excluded from this study; They are:

1. Regional Engineering College, Thiruchirappally
2. Government College of Technology, Coimbatore
3. PSG College of Technology, Coimbatore
4. Birla Institute of Technology, Mesra, Ranchi
5. Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore.
6. Lakshmi National College of Physical Education, Shaktinagar, Gwalior, M.P., and
7. Lokseva Mahavidyalaya, Lokbharathi, Sanosara, Bhavanagar.

Table No.3.1

Distribution of Autonomous Colleges in India in the year 1983-84

Sl.No.Name of the Autonomous College	Location	University affiliated to		
01. Madras Christian College 02. Women's Christian College	Madras	University of Madras		
03. Loyola College 04. Vivekananda College				
05. Sri Parashakti College for Women			Madhurai	
06. Lady Doak College 07. Madhura College 08. American College			Kamaraj University	
09. St.Joseph's College 10. Regional Engineering College	Trichy	Bharathidasan University		
11. PSG College of Arts & Science 12. Sri Avinashilingam Home Science College for Women 13. SRMV College of Arts 14. SRMV College of Education 15. Govt. College of Technology 16. PSG College of Technology	Coimbatore	Bharathiar University		
17. Birla Institute of Technology			Ranchi	Ranchi University
18. Lakshmi National College of Physical Education			Gwalior	Jeevaji University
19. Lokseva Mahavidyalaya			Sanosara	Bhavanagar University

One autonomous institution, namely, Vivekananda College Madras, under the University of Madras, which had only partial autonomy in two post graduate courses, reverted to non-autonomous status

because of some policy differences the management had with the government regarding the presence of government nominees in the Governing Body of Autonomous Colleges, which was a provision later on added to the guidelines for autonomous colleges. Since this institution had ceased to be an autonomous college before the commencement of this study, it was excluded from the purview of this investigation.

There were two colleges in the UGC list of autonomous colleges coming under the Osmania University, Hyderabad in Andhra Pradesh, They were: (i) University College for Women, Hyderabad; (ii) College of Arts and Science, Kamareddy, Nizamabad Dt. These two colleges were recommended for being conferred with the status of autonomy by the UGC in 1978-79, and have been listed in its reports ever since as autonomous colleges. But they were not granted autonomy by the Osmania University at least till 1988-89. Hence these two colleges could not be included in this study.

In the year 1988-89 one of the listed autonomous colleges, namely, Avinashilingam Home Science College for Women Coimbatore, attained the status of Deemed University. Hence technically it ceased to be included in the category of autonomous colleges. Since, however, it has functioned as an autonomous college for ten years, every effort was made to include this institution in this study. But the authorities of this institution did not extend cooperation. They have even resisted the attempt saying that it was no more an autonomous

college. Repeated letters, personal visits, attempts to contact through the heads of institutions (letters to the Vice-

Table No. 3.2

Autonomous Colleges Selected for the Study

1	2	3	4
Sl.No	Name of the College	Location	University
1	Madras Christian College	Madras	University of Madras
2	Women's Christian College		
3	Loyola College		
4	Sri Parasakti College for Women	Courtallam	Madhurai Kamaraj University Coimbatore
5	Lady Doak College	Madhurai	
6	Madhura College		
7	American College		
8	St.Joseph's College	Trichy	Bharathidasan University, Trichy
9	PSG College of Arts & Science	University Coimbatore	Bharathiar Coimbatore.
10	Sri Ramakrishna Mission Vidyalaya College of Arts		

Chancellor and Registrar of the deemed University were sent by the Dean of the Faculty of Education and Psychology, M.S.University, Baroda) failed to get access to the authorities and to the teachers of this institution. Hence it also could not be included in this study. The remaining ten colleges were

chosen for data collection. All of them were in Tamil Nadu. These colleges are listed in table No.3.2.

The ten chosen colleges altogether had 1235 teachers and roughly 6500 students in the final year degree and in the Previous and Final Year post graduate courses together. 25 per cent of the teachers and 10 per cent of the students from these colleges were chosen as sample for the study.

The criteria for the selection of the sample teachers were determined in such a manner that the selected list contained teachers with varying years of experience, but with a minimum of five years service in an autonomous college. This five year minimum was required because it took five years for a student to run a full course of study upto the post graduate level from a college, or in other words, to complete a full cycle in the regular programme of a college. Bearing this condition in mind, every fourth member from the seniority list of teachers of every one of these autonomous colleges was selected. Care was taken to include the Heads of the Departments.

The sample students were chosen from every department that worked under autonomous scheme from all these colleges. From the list of such final year Degree and post graduate students every 10th student was chosen.

3.7. TOOLS OF THE STUDY

3.7.1. DEVELOPMENT OF RESEARCH TOOLS

Gathering of information is the most important part of research

Table No.3.3

Qualification-wise distribution of Faculty Members in the selected autonomous colleges in 1988-89.

College	Languages & Humanities			Sciences			Commerce			Total Grant			
	Ph.D.	M.Phil	Others	Ph.D.	M.Phil	Others	Ph.D.	M.Phil	Others	Ph.D.	M.Phil	Others	
MCC	31	39	19	14	31	12	01	01	09	73	71	40	184
WCC	5	10	7	10	21	17	-	-	-	15	31	24	70
Loyola	6	27	34	29	23	25	-	2	14	35	52	73	160
Parasakti	7	14	17	3	20	19	-	-	9	10	34	45	89
Lady Doak	6	28	24	2	23	16	-	2	5	8	53	45	106
Madhura	6	16	24	11	22	18	-	1	6	17	39	48	104
American*	2	2	39	17	13	40	-	-	5	19	15	84	118
St.Joseph	10	24	28	29	31	30	-	2	10	39	59	64	166
PSG	18	19	24	22	38	32	2	4	15	42	61	71	174
SRMV	2	-	15	5	-	33	4	-	5	11	-	53	64
TOTAL	93	181	231	169	222	242	7	12	78	269	415	551	1235

Note: Commerce Faculty includes Co-operation, Business Management, Corporate Secretaryship, etc.

* Data for American College pertains to the year 1981-82

Table No.3.4

Qualification-wise distribution of respondent teachers from the selected autonomous colleges.

Colleges	Languages & Humanities			Sciences			Commerce			Total			Grant Total
	Ph.D.	M.Phil	Others	Ph.D.	M.Phil	Others	Ph.D.	M.Phil	Others	Ph.D.	M.Phil	Others	
MCC MADRAS	1	3	1	8	3	1	--	--	--	9	6	2	17
WCC MADRAS	1	3	-	2	3	2	-	-	-	3	6	2	11
LOYOLA MADRAS	-	2	2	5	2	-	-	-	2	5	4	5	14
PARASAKTI COURTALAM	5	1	2	1	7	1	-	1	-	6	9	4	19
LADY DOAK MADHURAI	2	5	6	1	7	2	-	1	-	3	13	8	24
MADHURA MADHURAI	1	6	4	5	3	1	-	-	-	6	9	5	20
AMERICAN MADHURAI	1	2	4	3	5	-	-	1	-	4	8	4	16
ST. JOSEPH'S TRICHY	3	4	-	8	6	2	-	-	1	11	10	3	24
PSG COIMBATORE	3	4	2	4	6	2	1	-	2	8	10	6	24
SRMV COIMBATORE	2	-	1	-	3	1	-	-	-	2	3	2	7
TOTAL	19	30	22	37	45	12	1	3	7	57	78	41	176

Table No.3.5

BIO-DATA OF RESPONDENT STUDENTS

COLLEGES	W.C.C. MADRAS	LADY DOCK	PARASAKTI	MADURA COLLEGE	ST. JOSEPH'S	LOYOLA MADRAS	PSG CAS	MCC MADRAS	AMERICAN	SRMV	GRANT TOTAL
TOTALS	23	32	40	29	62	56	72	58	35	19	426
SEX											
Male	-	-	-	26	60	33	44	52	27	19	261
Female	23	32	40	3	2	23	28	6	8	-	165
RELIGION											
Hindus	11	20	38	27	32	33	62	33	18	19	293
Christians	6	11	1	-	22	21	5	16	14	-	96
Muslims	-	1	1	1	1	1	-	1	1	-	7
Others	1	-	-	1	2	-	-	-	-	-	4
Non-declared	5	-	-	-	5	-	5	8	2	-	26
.MOTHER TONGUE											
Tamil	14	29	40	27	52	37	37	35	33	16	320
Telugu	1	2	-	2	4	4	18	5	2	-	38
Malayalam	3	-	-	-	3	9	10	12	-	1	38
Kannada	2	-	-	-	-	1	5	1	-	-	9
Others	3	1	-	-	3	5	2	5	-	2	21
.FACULTY.											
Humanities	8	17	12	7	11	21	18	20	10	9	133
Science	15	12	21	17	41	28	40	27	23	10	234
Commerce	-	3	7	5	10	7	14	11	2	-	59
COURSES											
U.G.	23	25	25	13	46	24	41	26	18	16	257
P.G.	-	7	15	16	16	32	31	32	17	3	169

project. In order to collect necessary and relevant information, development of appropriate tools is a prime concern of the researcher. Since the subject matter of this study, namely, **The Management of Autonomous Colleges in India** is an innovation in Indian Higher Education and since the objectives of this venture are in the form of guidelines proposed by various Commissions, Committees and other academic agencies for which the final shape is being given by the actual practitioners in the field, and since it cannot be said that the experimental phase for it is over, the evaluation techniques for such a programme need to be tailor-made. Hence the tools used in this investigation for collecting data were designed and developed by the investigator himself.

The main tools and techniques used in this investigation are:

1. An opinionnaire for the teachers of autonomous colleges;
2. An opinionnaire for the students of autonomous colleges;
3. A questionnaire for the controllers of examinations of autonomous colleges
4. Unstructured interview schedule for the principals and teachers of the autonomous colleges
5. Meeting the students of autonomous colleges in groups.

In order that a programme and process evaluation be objective it is necessary to ensure that the methods of identifying the objective attained, the progress made, the positive and negative changes effected as a consequence, the sensitivity developed in responding to the emerging challenges of education,

are based upon scientific concepts and methodologies. The evaluation programme has to take into account the totality of the concepts, ideas, practices and a network of programmes. The criteria for measuring these should be standardised and defined in such a manner that they are understood by all concerned in the same manner.

With this idea in mind, the researcher formulated a set of statements the content of which were to elucidate the objectives of autonomy as emerged from the content analysis of various documents such as, seminar papers, commission reports, UGC guidelines, writings and utterances of experts in the field, etc., and also from the interactions the researcher had with the teachers and management personnel of autonomous colleges and other experts in the field.

These statements were intended to focus attention on the management of the process of incorporating the concept of autonomy in the colleges and on the management of the programmes through which the objectives of autonomy are to be achieved.

These included both positive and negative statements. They were arranged in sets of opinionnaires. Four types of responses were solicited from the respondents. They were:

(1) YES/NO/NOT KNOWN (YES/NO/NK) type. Such questions were mostly fact-finding in nature with the intention to find whether certain processes, practices or methods of functioning were present in the institutions. E.g. To know whether there is

periodic departmental meetings to review the programmes run by the departments; to know whether certain follow-up actions are taken as a result of the continuous internal assessment as remedial steps to help the students who were found wanting in their academic attainments, etc.

(2) In the second type of questions the respondents were required to select one or more responses from a set of alternatives given. These alternatives are supposed to be the various practices or styles of functioning in executing the autonomous colleges programme in the institutions. (i) This type of questions or statements included factual information such as the methods of teaching and learning employed in the colleges/departments. Various methods are listed and the respondents are required to tick mark (_/) the ones employed in their college. (ii) Expression of opinion such as the opinion of the teachers and students as to the style of management. E.g. five such styles were listed from among which the respondents had to select one as their perception about the style of functioning of their management.

(3) In the third type of statements which were larger in number, respondents were required to choose from a scale the appropriate answer as they felt or perceived about the practice of autonomy in their institutions. This type also included statements which were expressions of opinion by various groups requiring the agreement or otherwise of the respondents, opinions about matters which relate to the practice of autonomy in their own institutions and also about matters which go beyond

the walls of their own institutions, say, opinions about the applicability of the idea of autonomous colleges at the extended national level, opinion about the continuation of autonomy in their own institutions, and the like.

The scale consisted of four components as, (i) Fully Agree (ii) Agree to a great extent (iii) Agree to a certain extent, and (iv) Disagree, represented by the letters A B C D. (4) In addition to these three types of responses which were to be tick marked in the appropriate spaces provided, there were open-ended questions after many statements which solicited descriptive answers from the respondents.

Opinionnaire to the teachers

The original draft of such opinionnaire to the teachers contained 56 questions most of which were divided into many sub-sections or segments. Thus this draft contained 61 segments requiring YES/NO/NK type of answers, 81 segments requiring one or more alternative choices, 111 segments to be rated on the four point scale and 60 open ended questions requiring descriptive answers, leading to a total of 313 segments or statements, spread over 56 questions.

Students' Opinionnaire

In the original draft of the opinionnaire to the students, there were 37 such questions containing 60 segment soliciting YES/NO/NK type of answers, 66 requiring the respondents to choose one or more alternatives from different sections, 45 to be rated

on the four point scale and 26 requiring descriptive answers, leading to a total of 197 segments spread over 37 questions.

3.7.2. TOOL VALIDATION

These opinionnaires and schedules were distributed among sixteen experts for their, critical comments and suggestions. Among the experts were eight from the members of the Faculty of Education and Psychology, M.S.University, Baroda, three research scholars from the same faculty, one professor from the Faculty of Management Studies, M.S.University, two retired professors from the same university, one professor from the Bombay university and one professor from the Indian Institute of Management, Ahmedabad.

These experts offered very valuable comments and suggestions. Their main criticism was that these instruments were too long and if administered in the same shape to the expected respondents, their patience is bound to be highly on trial. Hence they are to be considerably reduced.

On the basis of the comments and suggestions received, the tools prepared for the teachers and students were thoroughly revised and suitable modifications were done to the others.

Most of the statements in the opinionnaires were drafted by the researcher on the basis of the identified objectives of autonomy. Many statements were the elaborations of such objectives. The statements were cut into size, redrafted and made more precise and compact. This exercise was

undertaken on the basis of the suggestions received from the experts. Thus the number of questions for teachers was reduced from 56 to 45. The subdivisions or segmentation was reduced from a total of 313 to 217 in the second draft. The number of questions to the students were brought down from 37 to 28 and the segments from 197 to 149. Most of these questions were also thoroughly redrafted. Similar modifications were also made in the other instruments.

3.7.3. PRE-TESTING OF THE TOOLS AND THEIR FINALISATION

These redrafted questions were administered to eight students and five teachers in Loyola College (Autonomous), Madras for a pre-test. All these teachers and students were called together and were requested to answer the respective questionnaires meant for these groups. After they had returned the filled in questionnaires, they were individually approached to comment on the questionnaires. The teachers were of the opinion that the questionnaire for teachers were still lengthy and some of the statements were also too long. The teachers took time to fill up the questionnaires ranging from 45 minutes to 90 minutes. The average time took was 50 minutes.

The students did not have many adverse comments, although there was some uneasiness about time. The students took time varying from 25 minutes to 45 minutes to fill in. Their average time was 40 minutes.

On the basis of the analysis made on these responses provided by

the teachers and students and taking into account their comments, both these instruments were once again revised. Thus the finalised opinionnaire for teachers contained 33 questions sub-divided into 132 segments, and that for the students 17 questions with only 80 segments.

3.8. DATA COLLECTION

Gathering of information about the working of autonomous colleges was done in three phases. Phase 1. Before the finalisation of the research proposal, the investigator visited two autonomous colleges, namely, St. Joseph's College, Trichy and Loyola College, Madras, in February 1988 and had fruitful discussions with the faculty and the management about the working of autonomous colleges. He stayed in these college campuses for two and three days each and made his own observations. This process enabled to clarify his ideas about this innovation and to finalise his research proposal.

Phase 2 The second phase of data collection consisted in administering the tools to the teachers and students and to the Controllers of examinations and in conducting unstructured interviews with the faculty members of the autonomous colleges. This was done between 1st February, 1989 and 14th April, 1989. The details of this phase are discussed in the subsequent pages.

Phase 3 In the third phase the investigator visited the documentation Centres of Association of Indian Universities, New Delhi, The All India Association of Christian Higher Education, New Delhi, The UGC, NIEPA, NCERT, ICSSR, New Delhi, and

St.Xavier's College, Bombay and collected the relevant documents available that were necessary and useful for the study. He also visited once again the sampled autonomous colleges to complete whatever was unfinished in the second phase of data gathering. It is during this period that he could interview most of the principals of autonomous colleges who were willing to talk. This phase was between July 19th and September 15th, 1989.

Details of the second phase of data gathering is narrated below.

After obtaining due permission and introduction from the principals of each institution, all the selected faculty members were personally contacted by the investigator himself and the questionnaire was handed over explaining to them the purpose of the investigation and soliciting their cooperation. The only exception to this practice was that in the women's colleges, where the principals entrusted this task of contacting the selected staff members to some staff member of the respective institutions who worked as a contact person for the investigator. Sufficient time interval was given to fill in the questionnaire as per the preference of the teachers, In some cases the time extending to more than a month for returning the filled in answers.

Altogether 325 questionnaires were administered to the teachers of these ten colleges. Some teachers returned the filled in answers within a day or two. The others were contacted personally many times and were reminded. Simultaneously some teachers, especially the senior teachers including the Heads of

the Department were interviewed to get further clarifications and also their view points pertaining to the practice of autonomy.

Every effort was made to collect back all the questionnaires distributed. Certain colleges were visited by the investigator more than 15 times with this purpose. But all the teachers were not that cooperative. Finally stamped and self-addressed envelopes were given to those teachers who had not returned the questionnaire by the middle of April, 1989. In spite of these efforts most of these teachers did not return them. Finally, out of the 325 questionnaires distributed to the teachers 176 were returned. This comes to 54.15% response, on an average.

Simultaneously the students' opinionnaire was also distributed. In two colleges the students were summoned together in groups, in one by the principal and in another by the Dean of Academic Affairs, and the opinionnaire was administered to them to be filled in by them then and there. The investigator himself supervised this activity. In other colleges the students were contacted through the Heads of the departments and the opinionnaire was distributed to them with a request to fill them up and return the next day or on a specified later date. In every department a contact person from among the staff or students was identified through whom the return of such filled in questionnaire was facilitated. These contact persons were later contacted by the investigator to collect the filled in questionnaires back. Here also the process of repeated

reminders and frequent visits were undertaken. A total of 640 questionnaires were distributed among the students of these ten colleges of which 426 were returned. That comes to 66.56%.returns.

The questionnaire to the Controller of Examinations was administered to these people who were in charge of examinations. Six out of ten were returned after persistent requests. Some of the returned answers are very sketchy and not revealing the thinking and philosophy followed in the college regarding evaluation. Two of them were thorough and reflecting such points in the answers.

In addition to the questionnaire to the controller of examinations, attempts were made to gather the final examination results (conducted by the University) for the last three batches of students in the non-autonomous scheme and the final semester results of all the years under the autonomous scheme upto 1988-89. This exercise was undertaken to have some material to compare the performance of the college before and after autonomy. The format for collecting this data is given in the appendix.

This attempt was not equally successful with every institution. Some colleges had records kept for the consolidated results. Others did not have such records and the results had to be compiled from the scattered original sources. Some colleges were not obliging in this matter and refused to give in any such information.

The secondary sources of data used in this study include the Handbooks, Prospectus, Annuals of the Colleges, the proposals and Reports submitted by the colleges to the UGC, University, and other agencies, surveys and evaluations conducted by the colleges and other agencies about autonomy, papers of seminars and workshops conducted on autonomous colleges by various agencies, etc. The details of these sources are mentioned in the bibliography and other appropriate locations.

3.9. ANALYSIS OF THE DATA

First of all the responses given by the teachers and the students are tabulated college-wise. Secondly, the percentage of the teachers and students who gave positive and negative answers are calculated. The average of these responses is calculated and they are presented in the analysis section. These averages give only a very general picture of the responses of the totality of the respondents. There is great variation in the responses of the different colleges. Therefore a measure of variation of these percentages are also calculated, i.e., the range of variation among the colleges.

In selecting the statements that were put to the respondents to be answered on the rating scale and scaling the techniques for the same, the assumption of Freeman (1965) were taken into account. According to Freeman, there are three assumptions upon which attitude scales are based:

1. The scale should deal with a controversial question.

2. An individual's feelings and insights in regard to the question will determine his responses to various statements that are made pro and con.
3. The statements can be scaled regarding the degree to which they favour, or are opposed to, the question under consideration.

These scores on the rating scale are given a weightage. In giving such weightage, the Method of Summated Rating introduced by Likert (1932) is accepted as a model. But this model is not strictly followed because this opinionnaire is not a psychological attitude scale, but it is an opinion survey about the achievements of the objectives of an educational management programme through its various process, It is strictly a qualitative assessment of the programme. Quantification of the qualitative outcome of such a programme is extremely difficult and therefore the quantitative tools used are limited to that extent.

Most of the queries to the teachers and students are put in the form of statements to which the respondents are requested to express their agreement or disagreement at varying degrees on a rating scale. They they are given four options, namely,

- | | | |
|---------------------------------|--------------|---|
| (i) Fully Agree | indicated by | A |
| (ii) Agree to a great extent | " | B |
| (iii) Agree to a certain extent | " | C |
| (iv) Disagree | " | D |

In these four points A indicates full agreement and D full

disagreement. A is given a weight of 3 positive and D a weight of 3 negative. B and C contains elements of both agreement and disagreement. It is assumed, that B would mean 2/3rd agreement and 1/3rd disagreement and that C would mean 1/3rd agreement and 2/3rd disagreement. Accordingly, when agreement is calculated B is assigned a weight of 2 and C a weight of 1. When disagreement is calculated, C is assigned a weight of 2 and B a weight of 1.

Thus when percentage of agreement is calculated, A, B, and C get weightages 3, 2, and 1 respectively and when disagreement is calculated D, C and B get weightages of 3, 2, and 1 respectively.

In order to arrive at the aggregate percentage of the responses from one colleges the total of all those who have marked A in their responses for one statement, are taken and this sum is multiplied by 3, all the B markings on the same statement are summed up and the sum is multiplied by 2 and all the C markings on it are summed up and the sum is multiplied by 1. In other words, the frequencies of A, B and C are multiplied by the weights of 3, 2 and 1 respectively and these products are summed up. Now the maximum possible weightage for one college is the total number of responses from it multiplied by 3. In order to arrive at the aggregate percentage responses for one college, the ratio of the sum of the frequencies multiplied by the weights and the total weights is taken. In this manner the percentage responses of agreement and disagreements of all the ten colleges are calculated. Those who did not respond to a

particular statements are considered as neutrals. Their percentage also is calculated for every college. Finally the average of all these percentages is arrived at for each statement and the range between the lowest and highest percentage is calculated. These averages of Agreements, Disagreements and Neutrals among the ten colleges are shown on the tables in the analysis section. The range of variation in the agreement is discussed in the descriptive section of the analysis.

For example, the total number of teacher respondents from one college was 24. On a statement, "...curricular strategies and methods of evaluation and instruction in your college do give importance in fostering originality and creative application of knowledge", 7 teacher marked 'A' (Fully Agree), 11 marked 'B' (Agree to a great extent), 4 marked 'C' (Agree to some extent), 1 marked 'D' (Disagree) and 1 remained neutral. The percentage of Agreement, Disagreement and Neutral of these teacher responses from this college will be calculated as follow:

	AGREE	DISAGREE	NEUTRAL
A:	7 x 3 = 21	.....	.....
B:	11 x 2 = 22	11 x 1 = 11	.....
C:	4 x 1 = 4	4 x 2 = 8	.....
D:	.....	1 x 3 = 3	.....
NU:	.....	.....	1
Totals	47	22	1

Maximum weight : $24 \times 3 = 72$

Therefore, AGREE : $47/72 \times 100 = 65$ per cent

DISAGREE : $22/72 \times 100 = 31$ " "

NEUTRAL : $1/24 \times 100 = 4$ " "*

* Decimals rounded up to the nearest whole number.

Such percentage from all colleges have been taken and their averages calculated and the range between the highest and lowest among these total percentages is also arrived at as a measure of variability.

In certain cases the same statements and questions are put both to the teachers and to the students. The coefficient of correlation between the responses of the teachers and students are calculated in such case, in order to make a comparative study of these two categories of responses

All the information that was thought necessary for this study could not be collected to the full satisfaction of the investigator. This was because of the not so helpful attitude of the principals of the colleges and other faculty members. However, during the few occasions when the investigator had the opportunity to meet the principals, whatever information they were willing to share was collected through unstructured interviews. The rest of such information was collected by meeting some of the previous principals who were the pioneers in this programme and also by meeting the senior faculty in the colleges and by going through the documents regarding the original and subsequent processes and programmes.

Many colleges did not have any records about the initial processes and even about current programmes and some of those who had them were reluctant or unwilling to make them available. Some such untraceable documents were tracked down from the documentation centres in New Delhi and Bombay, mentioned in the 3rd phase of data collection.

3.10. DELIMITATION OF THE STUDY.

(1) The conferring of autonomy to colleges and the management of these autonomous colleges are matters of immense interest and involvement of the entire academic community and the departments of higher education of the country. In addition, the agencies employing the products from these colleges and the parents and guardians of the students also should be interested and are affected parties in this process. A comprehensive study involving all these groups would have enhanced the utility of this study. But owing to the constraints of time and resources, this investigation is limited to the study of the perceptions of the faculty, students and the managements of these autonomous colleges.

(2) The first batch of autonomous colleges included, besides Arts, Science and Commerce colleges, colleges of technical education, physical education, teacher education and rural studies. These latter groups are institutions catering to specific groups. Their organisation structure and functioning are different from the vast majority of Arts, Science and Commerce colleges. To include these categories of colleges also

in this study would make it too unwieldy. Hence this study is limited to autonomous colleges coming under the category of Arts, Science and Commerce.

(3) Finances come mostly from the same sources both for autonomous and non-autonomous colleges and are strictly under the control of the state governments. Besides, it is a vast subject worthy of making a separate study by itself. Hence it is excluded from this study. This is with a view to enable the investigator to concentrate on the qualitative aspects of this innovation.

In the next chapter the first objective of the study, namely, the evolution of the concept of autonomy to colleges is discussed in detail. The first objective is studied through document analysis, documents such as, writings of historians, academics, educational administrators, Commission Reports, Policy statements of the governments, the UGC guidelines, directives, guidelines and regulations of the governments and universities regarding autonomous colleges, the various institutional acts, regulations, statutes, committee reports, seminar and workshop papers, etc., etc.