

CHAPTER V

CASE STUDIES ON SELECTED INNOVATIONS

Introduction

The investigator prepared case studies on eight selected innovations, based on a uniform scheme of analysis with the following dimensions:

- (1) Clarification of the concept and features of the innovation, in a historical perspective, in the introductory section.
- (2) Characteristics of the adopter institution.
- (3) Profile of the innovation with the following aspects:
 - 3.1 Starting point.
 - 3.2 Innovators - Identity and Characteristics.
 - 3.3 Need/Problem to be met/solved.
 - 3.4 Search for Solutions.
 - 3.5 Choice of the Innovation and its Source.
 - 3.6 Planning/Shaping/Preparation.
 - 3.7 Decision-making.
 - 3.8 Rationale, Conceptual Basis and Objectives.
 - 3.9 Contents/Activities.
 - 3.10 Personnel/Financial Aspects.
 - 3.11 Acceptance/Resistance.
 - 3.12 Evaluation.
 - 3.13 Continuance and Future Plans.
 - 3.14 Change Agents.
 - 3.15 Consequences/Impact.
 - 3.16 Dissemination.
- (4) Factors that facilitated/constrained the innovation.
- (5) Model of change and Strategies for Change.
- (6) A Critical Appraisal of the Innovation.

This framework was intended to facilitate (i) the schematic unity of the various cases; and (ii) the analysis

of the various aspects/dimensions in respect of the selected innovations in Chapter VI. To illustrate this point, The identity and role of the change agents find a place in every case study. Later in Chapter VI the dimension of change agency is analysed comparatively with respect to the data from all the eight cases.

In the following pages of this chapter the cases are presented in the order indicated below:

1. Preferential Admission to students from the Lower Income Group.
2. Applied Science Programme.
3. Restructuring of the First Degree Course.
4. Communicative Teaching of English at the Tertiary Level.
5. Social Ethics Programme.
6. College Preparatory Course.
7. Self Evaluation Programme.
8. College Autonomy.

The investigator has attempted to present a detailed, realistic and concrete description of the innovations in their contextual 'nests', highlighting their uniqueness, commonalties, diversity of approaches and the basic similarity in the intended directions of change.

Case Study No. 1

PREFERENTIAL ADMISSION TO STUDENTS
FROM THE LOWER INCOME GROUP

1. Introduction

Access to higher education is perceived as the pathway to social and occupational mobility by all sections of society. A university degree and the passage through the college experience, even though no guarantors of gainful employment, are still much sought after. Especially communities and groups which have been marginalised and discriminated against, look upon higher education as aids for social advancement, attainment of leadership roles and economic advantage. However, institutions of higher education have displayed a marked inclination in favour of admitting larger and larger numbers of students from affluent and well-established social groups and families. Many colleges have become centres of elitism with a visible campus culture characterised by ostentation, affluent life style and wasteful spending, to the detriment of values such as austerity, simplicity, concern for the poor and service to the needy. Such institutions consciously or unconsciously exclude the poor and the deprived through their mechanical

admission policy of selecting candidates on the basis of 'merit', indicated by the marks secured in the qualifying examinations.

The Education Commission (1964-66) observed:

But the examination marks are an undependable measure of native talent or of potential growth. They are also socially unjust, being heavily weighted in favour of urban students and children from well-to-do homes and good schools. What is needed is a reliable method of selection which will take account of past performance, native talent and the principles of social justice.¹

Students from the lower income group can hardly compete with their well-connected counterparts from wealthy families in the race for admission in colleges. However, this does not mean that the former group lacks the potential for intellectual development and academic achievement. If given access to educational institutions and supported with appropriate remedial and enriching interventions, such students are capable of developing their inherent potential and blossoming into achievers both academically and socially. This will require a re-thinking on the present admission policies which rely mainly on the so-called 'merit' and ensuring a preferential option for students from under-privileged groups and communities.

Raza et al (1985) have argued for such deliberate intervention in the interest of growth with equity.

Concern for inequities in education stems not only from a moral commitment to the deprived but also from the viewpoint of nation-building . Human resource development strategy calls for maturation and optimal utilisation of all segments of the population. Education has been rightly considered as an important input in such a development of human resources in the country. It was hoped that the phenomenal growth in educational facilities since independence would lead to balanced development of human resources as well. It is, however, noted that the expansion of educational facilities is not necessarily accompanied by equalisation of opportunities for all. It was noted, the expansion in educational facilities is initially utilised by the advantaged sections of society and as a consequence intergroup disparities tend to get accentuated in the first phase unless deliberate intervention in favour of the deprived is resorted to.²

This line of thinking is gathering strength in the educational environment of India and some institutions have ventured to innovate in this direction even within the framework of the present system. One such experiment tried out in an undergraduate college forms the subject of this case study.

2. Characteristics of the Adopter Institution

The innovation "Preferential Admission to students from the Lower Income Group" was adopted at Jesus and Mary College, New Delhi. The college, which was managed by the Congregation of Jesus and Mary, was founded in 1968 with the aim of providing an integrated, all round education to the young, and among them especially for the poor. Enrolment was open to women only and during the year 1980-81 the number of students on the rolls was 972. The teachers were 57, of whom 11 had doctoral degrees. The library collection consisted of 20516 books and the periodicals and journals subscribed to were 100. The annual library budget amounted to Rs. 44,200/-. The library functioned from 8.30 A.M. to 3.45 P.M. The college offered B.A., B.Com., B.A. (Hons.) and B.Com (Hons.) courses. The percentage of students who passed the final examinations in the year 1980 was 87, for the college as a whole. The college was found to have had adopted innovations such as National Service Scheme, Self Evaluation Programme, Value Education, Non-Collegiate Classes for Working Women on Holidays, Faculty Self Evaluation etc. During the year 1980 the college adopted the innovation "Preferential Admission to students from the Lower Income Group".

3. Profile of the Innovation

The investigator visited the college to study the innovation and collected relevant data through interviews with the Principal, management representatives and selected teachers, administration of the questionnaire and scrutiny of documents and records. From the data thus gathered the following profile of the innovation has emerged.

3.1 Starting Points

The innovation was formally adopted during the academic year 1980-81.

3.2 Innovators

The person mainly responsible for the adoption of the new admission policy was the Principal. She enjoyed the support and cooperation of the members of the Governing Body and the Departmental Heads. She was described by her colleagues as strong, benevolent, cosmopolite, and committed to the service of the poor.

3.3 Need/Problem

The founding body of the college felt the need of safeguarding its professed preference to educate the poor, a preference which it had inherited from Claudine

Thevenet, the foundress of the Congregation of Jesus and Mary, whereas by reason of the type of students it attracted there was grave danger of the college becoming elitist by reason of the image it projected of being fed by students from English-medium schools, and by its selecting students on the basis of academic achievement only.

The management of the college became aware of the need from personal experience, reflection and dialogue with the teachers and students and from interactions with the parents and the local community. All these sources confirmed that the college was in danger of excluding students from the masses. Students from Hindi-Medium Government schools in the vicinity considered themselves excluded and did not apply for admission to the college.

3.4 Search for Solutions:

The Principal did not consider various alternate solutions to the problem since she and her associates were convinced that, to invite lower income group students who invariably came from Hindi medium and Government schools was the only obvious solution to the problem.

3.5 Choice of the Innovation and its Source:

The Principal was quite categorical and assertive that there was no question of any alternate solution. Nevertheless, she opined, the innovation was adopted because of its compatibility with the aims of the college and its practicability.

The Principal traced the source of awareness of the selected solution to the dialogue she and her colleagues had and their personal experiences and insights, rather than to any external agents such as the university, other colleges, books and journals, experts etc. "Intuition and intense personal conviction could sometimes be unfailing sources of solutions" remarked the Principal.

3.6 Planning/Shaping/Preparation:

The planning and shaping of the innovation was accomplished by the Principal, management representatives and the Departmental Heads in consultative meetings. The preparation consisted of training of staff in remedial education, redesigning of college prospectus, announcement of the new admission policy in newspapers and briefing of students about the proposed change in college policy.

3.7 Decision-making:

The proposal for adopting the new admission policy was discussed at the meetings of the Governing Body, the teaching staff and the founder society. It was clarified that all the staff members were consulted on this point and that they discussed the pros and cons of the proposal in detail. The Governing Body took the final decision unanimously after prolonged deliberations. It was a collective decision buttressed by the authority of the competent body in charge of the college policies.

3.8 Rationale, Conceptual Basis and Objectives:

During the investigator's interview with the Principal she expounded the rationale, conceptual basis and objectives of the innovation in detail, which could be summarised as follows. Education should not aim at academic and intellectual pre-eminence or excellence only; it has also the function of promoting the public good. Aiming at excellence can foster cut-throat competitive attitudes. What would it profit the college to aim at pre-eminence if, in the process, compassion and kindness were cancelled out? Now could the college promote the public good if its students and its teachers promoted their own good only by excluding the under-privileged, living in any ivory tower, believing that they were better than others? Education is not designed to

lift one above one's fellows, but to equip one to elevate the masses, particularly here in India where the masses are the lower income group people. Students must have a practical experience of this in college. Effective humane education consists in the inter-relationships in the classroom and on the campus of the dominant and the sub-dominant, each serving the other with neither being considered superior nor inferior. The upper middle class and the monied class students have the edge over the lower income group students when it comes to performance in examination and the competition of life. It is necessary to bring the two types together and to educate them to teach and be taught by each other. Accepting all types of students does create a problem of numbers. This problem must become a challenge in recognising that we can have both quality and quantity. Amongst human beings we cannot exclude the weak so that the strong can grow unhindered. Quality education emanates not from the select few but from a quantity of people.

If some people i.e. students and teachers, are working together for the uplift of all, then a better education is imparted. The world has not proved itself to be a better place to live in simply because of the

geniuses turned out by its institutions of higher learning. On the other hand when a quantity of people are educated to be good enough, the more accomplished will be of better quality and of more service to humanity. More people will be fit. These were the basic assumptions behind the adoption of the innovation.

The objectives of the innovation were as follows:

- (i) To admit to the degree courses girls belonging to neighbourhood families with lower income, irrespective of the marks they scored in the qualifying examination and the type of school they attended.
- (ii) To provide such students, after enrolment, remedial help in study and communication skills so as to improve their level of academic achievement and social adjustment.

3.9 Contents/Activities:

According to an action taken by the Governing Body of the college it was stipulated that 20% of the total admission to any course would be from the lower income group, i.e. those families whose monthly income did not exceed Rs. 1000. This specified quote was exclusive of the reservation of seats for the Scheduled Castes and

and Tribes. The Governing Body affirmed the desire of the college to make a sincere effort to open its doors to the less privileged classes of society and to initiate a policy of admission that would bring about that process : Subject to the availability of seats the applicants would be admitted to the course, which in the estimation of the college, they had the ability and aptitude to follow. That is to say, on the basis of the information submitted in the application form the college would decide if the applicant should take a test. Remedial courses would be offered to the students needing them. The Governing Body also clarified that the policy would be an experiment to be watched closely and reviewed at the end of the year and that every effort would be made to support the students from lower income groups, emotionally and economically.

Some aspects of the implementation of the new admission policy were the following:

- Publicity at the time of admission;
advertisements were placed in widely circulated Hindi-medium newspapers.
- Applicants were asked to submit certificates of income along with their applications.
- Applicants from lower income group were the first to get admission in the college.

- Results of their high school examinations were studied and tests taken in order to group the students according to their instructional needs.
- Teachers specially trained in remedial teaching were allotted to the academically weaker students.
- Follow-up was sustained throughout the year in the area of studies and extra help was given when and where necessary.
- No tuition fees were charged from the students belonging to the low income group.
- Their out of pocket expenses were met on a small scale, i.e., Rs. 260 per annum.

In the first year of the implementation of the policy, lower income group students who had applied did not return to the college to see if they were accepted. They could not believe that they would be accepted. They missed out on admission at the right time and later when they had been offered admission returned explaining their plight. This did not happen in subsequent years. In the first year, remedial classes in English were offered to the students from lower income group. This, it was discovered, was deemed to be demeaning and they felt stigmatised. After that in subsequent years Special English classes were given to all students, 'Special' in the sense that students

were grouped according to their needs in that area and given classes accordingly.

3.10 Personnel/Financial Aspects:

According to the college records the numbers of students from lower income groups admitted during the academic years 1980-81, 1981-82, and 1982-83 were 71,129 and 152 respectively. The total number of students in the college during these years was 980, 1344 and 1522 respectively. Thus the percentage of lower income group students admitted was 7.24, 9.59 and 9.98 respectively during the above mentioned years. The entire teaching staff and some members of the non-teaching staff were involved in the implementation of the new admission policy, in so far as they helped identify eligible students among the numerous applicants at the time of admission. As the members of the public and friends of the college became convinced of the genuineness of the newly proclaimed objective of college, they started referring eligible students to the college.

Since, as per the grant-in-aid rules the college was permitted to offer 20% freeships and since the ceiling of intake of students from the lower income group per annum was limited to 20%, the college did not have any extra financial burden. It was anticipated by the

Principal that as the numbers grew beyond 20% in later years the financial needs would undergo review vis-a-vis the tuition fees. The teacher-student ratio of the college was so arranged as to permit the employment of the extra teachers of English required for remedial work. So in this area also funds did not pose serious problems. It was admitted by the Principal that shortage of funds did not create delay or difficulties in implementing the new admission policy.

3.11 Acceptance/Resistance:

The innovation was implemented after repeated discussions with the Departmental Heads and the staff. Initially the Staff Council discussed the proposal, a Committee appointed by the Council studied it and submitted revised proposals to the council. This was followed by another discussion and the proposal was amended again and finalised for presentation to the Governing Body. The latter body offered its own amendments before approving the new policy.

The Principal described the various stages in the reaction of the staff to the new idea as a sequence of "initial resistance", "cautious reservation", "cooperation" and "full support" in that order

chronologically. The varying degrees of resistance was tackled by informal discussions with individuals, by general discussion in staff meetings and by ironing out problems as and when they arose. Initially nearly every member of the staff argued that as a result of the new admission policy the standard of education in the college would fall; that the college would be admitting students who were unprepared for higher education both academically and socially; that the medium of education in the college was English, whereas the new type of students would be from Hindi-medium schools and therefore incapable of following the classes. During informal and formal discussions the Principal's main response was "to expose the fallacy" that only the brilliant academic achievers deserved higher education. While it was believed in the past that the educated would lift up the masses, it had not proved to be true, she pointed out. Therefore the college should deal directly with the common student and thus fulfil its responsibility to practice social justice. Besides these rational arguments Principal also involved the staff in decision-making at various stages, sought their advice on the mechanics of implementation and organised orientation and training programmes for them so as to help them

cope with the change, six members of the staff of the Department of English were trained in Remedial English, with special emphasis on listening, speaking, reading and writing. Gradually the Principal was able to make the staff see the logic behind this argument. Eventually cooperation and support was forthcoming.

Another source of resistance was, a small section of students who belonged to the affluent and privileged sections of society. They felt that the presence of, and interaction with, girls from poorer families would erode the 'elite' image of their college and devalue their own prestige in the eyes of the public. In the early stages of the implementation of the new policy such students used to keep themselves aloof in their exclusive coteries and campaign against the new policy. The Principal and the staff dwelt upon such attitudes and prejudices during the value education classes and the general assembly sessions repeatedly and in course of time a perceptible change evolved in the thinking and behaviour of affluent students in favour of accepting the new dispensation. The policy of not disclosing the details of identity of students from the lower income group except to the extent required at the stage of admission also helped to minimise segregationist tendencies based on wealth and social background. The Principal and the teachers added that the number of students who harboured feelings of prejudice

against the poor, was small, not more than 10% of the total students and that the majority were indifferent to distinctions based on the economic levels of their peers.

3.12 Evaluation:

The innovation was evaluated periodically by the staff and the college administration and a formal review was done annually by the Governing Body. During such evaluatory exercises the following trends were noticed : (i) The number of lower income group students continued growing every year from 71 in 1980-81 to 152 in 1982-83. (ii) Their performance in examinations was "quite satisfactory" in the opinion of the teachers. No significant change was noticed in the overall examination results of the college in the years following the introduction of the new admission policy (iii) As years passed by, openness of students from various socio-economic strata of society to mix with each other and to collaborate in curricular and extra-curricular activities increased.

3.13 Continuance and Future Plans :

The experiment which began in 1980-81 has continued since then and has been institutionalised, influenced by

its favourable consequences. The ^{college}/ was affirmative in its intention to strengthen the policy by increasing the number of lower income group students admitted.

3.14 Change Agents:

The change agents involved in the change process were the resource persons who trained the teachers in Remedial English. Their role was that of process consultants, trainers and knowledge-builders.

3.15 Consequences/Impact:

The functional consequences of the innovation were : (i) Students from economically weaker sections of society secured entry in the college, with exemption from payment of fees and they received special classes according to their learning needs. (ii) The Principal felt that there was "less of a rat race for sophistication and the glitter of what money could buy". She noticed that students were "more considerate of one another", (iii) It was noticed that, as far as teachers were concerned, more emphasis was laid on teaching methods and less on higher and higher examination results only, (iv) The college began to progressively lose its image as an elitist institution and as years passed by, more and more students from lower income group approached it for

for admission. (v) The public as a whole appreciated the philosophy and intentions behind the new admission policy and the college's efforts to lift up the ordinary student.

A dysfunctional consequence reported during the interviews with the teachers was that in the first year of the implementation of the new admission policy, the remedial classes offered to under-achieving students were deemed to be demeaning to them. Taking note of this grievance the staff recommended that Special English classes be given to all students, 'special' in the sense that students were to be grouped according to their needs in that area and given classes accordingly. The Principal felt that a latent consequence of the innovation was the qualitative change in the college ethos in the direction of a heightened concern for the poor and the underprivileged.

3.16 Dissemination:

The Principal reported that the college had publicised the details of the new admission policy through the college prospectus for the information of prospective students and their parents. The rationale, objectives and procedures of the new policy were explained to the successive batches of students with a view to removing their misconceptions and distorted perceptions about it. However the college did not make deliberate

efforts to disseminate the results of the innovations to other institutions for the following reasons:

(i) the innovation was internally engineered and installed to solve an intrinsic problem, in line with the educational philosophy of the college community and it might not be congruent with the ethos and objectives of other colleges; (ii) it is for each college to seek and adopt its own modalities for being relevant to social needs and the adopter college's personnel did not feel it incumbent on them to impose their model on others; (iii) The college authorities did not consider the modest achievements of the innovation to be either adequate or significant enough to be "trumpeted about from the roof tops" as one of the interviewees put it. According to the Principal her ambition was to make the institution a "college of the poor" and what had been initiated was only "the first step in a long journey". Therefore, she felt, it was premature to publicise it, except to the constituency which the college served.

4. Factors that Facilitated/Constrained the Innovation.

The investigator took note of certain factors which facilitated the implementation of the new admission policy :

(i) The goal focus of the college in favour of educating the poor rendered the innovation, compatible.

Since preferential option for the poor youth was a major element of the mission of the college, the new admission policy gained positive congruence and acceptance. (ii) The support and encouragement extended by the management and the Governing Body of the college to the Principal and the staff expedited the adoption decision and its execution. (iii) The Principal mentioned as a facilitative factor the "enthusiasm which some staff members developed for the project". This enthusiasm varied but it did not fail to touch all. As time passed, according to the Principal, the teachers were acquiring a reputation for the quality of their instruction rather than for the examination results of their students. (iv) The Principal's leadership behaviour marked by sensitivity, esteem, participative decision-making and decisiveness as well as her "student-oriented educational philosophy" was identified by the teachers as a factor that strengthened the innovation. (v) Training imparted to selected teachers in remedial education was helpful in organising special instructional programmes for under-achievers. (vi) The organisational climate of the college which was characterised by openness, unhindered communication channels, availability of mechanisms for conflict-resolution and change-proneness was a major environmental factor that supported the innovation.

The investigator found that the factors which constrained the innovation were the following:

(i) The elitist image, whether it merited it or not, the college had acquired before it embarked on the project. (ii) The emphasis on results in examinations continued to obsess the majority of the teachers as they felt that their efficiency as teachers depended on the percentage of student success in university examinations (iii) The inadequacy of the remedial programme to repair the deficiencies which some of the students had brought with them from their school experience, especially in the skills of comprehension and communication.

5. Model of change and Strategies for Change

The change process initiated by the adoption of the innovation possess the characteristics of the Problem-solving Model of change, inasmuch as the starting point was the user system itself; diagnosis preceded identification of solutions; the mechanics of the innovation were devised internally; and the adoption satisfied the felt need "to a great extent". The effectiveness of the change effort was related to

the fact that it was user-initiated and the management of change was accomplished by means of internal resources and the problem-solving competence and skills of the members of the system. The Principal who was piloting the innovation had to influence the thinking of the members of the Governing Body, the teaching and non-teaching staff, the public and to some extent the students in favour of the attempted change. Initially the members of the Governing Body were circumspect on favouring such a radical alteration in the admission policy and the potential negative implications for the college's academic reputation. In the beginning nearly 95% of the staff argued that the new admissions policy would dilute the academic reputation. A section of the public opinion, presumably those parents who would be adversely affected by the new policy, were critical of the experiment. To convert such diverse lines of thinking into positive support for the innovation called for multiple strategies, chief among which were the empirical-rational approach and the normative re-educative approach. Through informal discussions with individual Governing Body members and staff members

as well as formal discussions in the Governings Body and staff meetings, the Principal managed to create a consensus on the college's responsibility to the academically under-achieving students from low income groups. In particular the value, rational, psychological strategies were employed as and when required. Values such as ministry to the poor, fidelity to the institutional objectives and commitment to participatively formulated group decisions were highlighted along with rational arguments on the college's responsibility to practise and promote social justice. Gradually the resistors were made to see the logic behind the new admission policy and thereafter cooperation and full support was forthcoming. In this process the Principal and her close associates made appropriate use of techniques such as telling, showing helping, involving, training and intervening.

6. A Critical Appraisal of the Innovation

The purpose of the innovation was to ensure the benefits of higher education to girls hailing from families in the lower income group. This objective was pursued by the College authorities in spite of the difficulties and criticism levelled against the new policy. The Principal and the management were guided

by the institutional objective of preferential option for the poor. This objective was slowly getting displaced by the previous admission policy based on marks and as a result, girls from affluent families were flocking into the college. This made the college appear to be a preserve of the rich. Taking the risk of a possible fall in the percentage of success in university examinations the Principal stuck to the decision to introduce the admission policy and motivated her colleagues to support it. In course of time the innovation was accepted as a part of the established admission policy of the college. During the interview with the investigator the Principal clarified that the admission of girls from lower income groups with a background of Hindi-medium schooling did not bring down academic standards or the college's performance in university examination. Sufficient remedial help was made available to students who were under-achievers.

Despite the best efforts of the college to admit 20% of the students in all courses from the lower income group the percentage of such students actually enrolled was only 7.24, 9.59 and 9.98 respectively during 1980-81, 1981-82 and 1982-83. This was attributed to the comparatively inaccessible location of the

college, the Hindi-medium students' preference to study in colleges with the same medium and the continuing image of the college as a haunt of the affluent. However the percentage of lower income group students was growing gradually every year.

The job oriented Diploma courses offered by the college were additional attractions to them as they could also simultaneously prepare for employment during their college days.

The college's search for equality, equity and quality in higher education through positive discrimination in favour of the lower income group was institutionalised owing to the legitimacy it gained in course of time and the social demands it fulfilled.

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Case Study No. 2APPLIED SCIENCE PROGRAMME1. Introduction

The Education Commission (1964-66) pleaded for a relentless pursuit of excellence in science education in schools, colleges and universities and proposed major steps and action - programmes for strengthening it.:

Science has added a new dimension to education and to its role in the life of a nation, but central to all this is the quality of education. If science is poorly taught and badly learnt, it is little more than burdening the mind with dead information, and it could degenerate even into a new superstition. What we desperately need is improvement in the standard and quality of science education at all levels in the country. Strengthening university science and research must be treated as a fundamental national goal. Strong and progressive universities constitute the foundations of all research and development effort of the nation. To achieve quality in science education and research demands serious and sustained effort, full and vigorous government and public support, a relentless pursuit of excellence, and above all it needs determination, hard work and dedication.³

The Commission stressed the importance of applying science and technology to the life and needs of the people, both material and cultural. Among the steps recommended by the Commission in this direction were : (i) strengthening of science education at all levels through the study and applications of science to the local environment; (ii) improvement of laboratories and libraries; (iii) development of workshops and facilities for servicing, repair and fabrication of scientific apparatus; and (iv) forging strong links between science, technology and production. Further the Commission proposed setting up of well equipped workshops in every college and university department of science and encouraging students to learn the use of workshop tools and to get acquainted with the essential laboratory techniques and practices. Such training, it was pointed out, would help the students to carry out ordinary laboratory repairs and to improvise and fabricate simple apparatus. More intensive use of the workshops and permission for their use by industrial workers enrolled for evening and correspondence courses were also recommended. The Commission also highlighted the importance of fabricating and repairing scientific equipment locally so as to promote import substitution.

The University Grants Commission and the universities have initiated efforts to facilitate the setting up of workshops and instrumentation centres with a view to training students in the handling, maintenance and fabrication of equipment. It has been recognised that items of costly equipment in large numbers are idling uncared for in many institutions and that their repair and upkeep should be the responsibility of the teachers and students of the respective institution. The College Science Improvement Programme of the University Grants Commission in selected colleges from 1970 onwards provided for steps to design and fabricate equipment required for supporting instructional programmes by the development of workshop facilities.

The 'Applied Science Programme', a planned innovation in the direction of application-oriented learning and teaching of science; training in the fabrication and maintenance of scientific equipment; using the educational resources of the college to meet the needs of the local community; and forging linkages between the college and industries, was adopted at American College, Madurai in Tamil Nadu.

2. Characteristics of the Adopter Institution

American College, Madurai, where this innovation was adopted was established in the year 1881. The original aim of the college was to give the students a liberal higher education, to train them in the service of God and men and to do such things as were in harmony with that object. In 1978 the college began to function as an autonomous college with freedom to select students who were motivated and would profit by higher education; to determine the content of higher education and the standards of attainment by its own evaluation methods; and to determine the size and rate of growth. Admission in the college was open only to men students in undergraduate courses but the post graduate courses were co-educational. During the academic year 1980-81 the total enrolment was 1168, of which 200 belonged to Scheduled Castes/Tribes and 554 to Backward Communities. Thus 64.55% of the students on the rolls were from under-privileged section of society. The college hostel housed 414 students. The number of teaching staff was 109, of whom 19 held doctoral degrees and 11 M.Phil. degrees. The library collection included 57285 books and 103 periodicals and the annual budget for books and periodicals was Rs. 21,281. The working hours of the

library were from 8.30 A.M. to 5. P.M. The college offered B.A., B.Sc., B.Com., M.A., M.Sc., and M.Phil. courses. The examination results for the academic year 1979-80 indicated an average pass percentage of 73.75% for B.A. Degree courses, 57% for B.Sc., Degree (General) courses and 83.82% for B.Sc. Degree (Special) courses. The total grant sanctioned by the U.G.C. under the under-graduate and Post-graduate Development Schemes for the college during the Fifth Five Year Plan was Rs. 11,05,572 of which Rs. 55,000 (5%) were allotted to faculty improvement programmes, Rs. 1,75,000 (15.8%) to the purchase of books and journals. Rs. 3,50,072 (31.7%) to construction of buildings and Rs. 5,25,500 (47.5%) to acquisition of laboratory equipment. Among the major innovative features of the college were college autonomy, applied science programme, ethical studies, adult education programme, extension work and counselling services. Of them, the Applied Science Programme is the theme of the present case study.

3. Profile of the Innovation

The investigator visited the adopter institution and collected data relating to the innovation by observation, administration of the questionnaire to those involved in its implementation, interviews and study of documents.

3.1 Starting Point:

The Applied Science Programme was initiated in 1973.

3.2 Innovator(s):

The person chiefly responsible for the planning, shaping and adoption of the programme was the Head of the Physics Department. He was adjudged by the Principal and colleagues as a distinguished scientist and researcher; as 'change-prone' and "application-oriented"; and as a "cosmopolite". He possessed a high social status in the college community and maintained cordial human relationships. He was described by his associates as a "result-oriented" task master" and as one who planned and executed work in a systematic fashion.

3.3 Need/Problem:

The major need that was sought to be met by the innovation was the efficient use of tutorially acquired laboratory and workshop equipment for instrument maintenance and repair in college science laboratories. A related problem was the under-utilisation of the educational resources including the teaching staff and the physical assets of the college. For example costly and sophisticated electronic equipment and chemical

apparatus for analysing the content of solutions were used only for a few hours in an year and otherwise remained unused. Another need was to create linkages between the scientific capabilities of the college and the life of the local community.

The innovator became aware of these needs/problems from personal observation, and experience; and from discussion with colleagues, students and the members of the local community.

3.4 Search for solutions:

The innovator tried various alternate solutions to the problem such as using the services of commercial repair/servicing organisations for the maintenance of equipment but they were unable to repair sophisticated apparatus to specifications.

3.5 Choice of the Innovation and its source:

Finally the innovation under study was chosen in view of its compatibility with the aims and policies of the college, its practicability, its economical nature and its potential usefulness to the college.

The innovation was a "self generated idea, based on the personal experience" of the innovator. Such personal experience included reading of books and journals, participant observation of college life, visits

to other institutions in the country and abroad, discussions with colleagues and other experts and participation in seminars, conferences, professional gatherings etc.

3.6 Planning/Shaping/Preparation:

The planning and shaping of the new idea was accomplished "in consultation with experts" and "in collaboration with other science Departments, Preparatory work consisted of acquisition of infrastructural facilities and equipment, orientation and training of staff, formulation of financial procedures and publicisation of the services on and outside the campus.

3.7 Decision-Making:

The decision to instal the innovation was taken in consultation with the Governing Body of the college, and the staff. In the opinion of the Head of the Department the innovation was a self - directed, intra-institutional experiment and did not warrant or require consultation with the University, the students or the State Government.

3.8 Rationale/Conceptual Basis and Objectives:

The basic assumption underlying the innovation, was that the human and material resources of the college

especially in science could be and should be used in the wider service of the community without sacrificing the tutorial responsibilities of the college. The preoccupation of the college with the mere transfer of information from the teachers to the students, the memory - oriented examination system, and the hiatus between theoretical learning and work experience, combined to create a climate of mediocrity and deteriorating standards in science education. Self reliance in the production and maintenance of scientific equipment would contribute to improvement in the quality of teaching - learning, research and extension work in science disciplines. This would lead to the building up of a pool of creative and skilled scientific and technological manpower. Based as it was on these assumptions and rationale, the Applied Science Programme had the following objectives : (i) to make available the scientific capabilities and resources of the college to the community on the campus and in the neighbourhood through practical applications of science; (ii) to promote self-reliance and accountability in the fabrication and maintenance of scientific equipment and accessories available in the college laboratories; (iii) to establish linkages between the science departments and the industries

and workers outside; (iv) to impart application - oriented training to students and the members of the local community through courses and refresher programmes.

3.9 Contents/Activities:

(i) Under the Applied Science Programme repair and rehabilitation of scientific apparatus, particularly costly apparatus, was undertaken. For example, spectrophotometers, calorimeters, and pH meters used by soil and pesticide testing laboratories were often found to be unserviceable and miscalibrated. Many of them were often cast aside awaiting repairs and sometimes substituted by new apparatus acquired at considerable cost. Such ^{items of} apparatus were repaired and maintained and their users instructed in the proper use and maintenance.

(ii) Services were rendered to the other units of the college such as mechanical workshop and machine shop in the care and maintenance of hand and machine tools. Similarly the Applied Science Programme provided an assured computer facility for all faculty members and students of the college by being responsible for the administration and maintenance of the college computers and their operations. It also performed the academic record-keeping for the entire institution. (iii) Tutorial

functions were performed such as conducting courses in computer programming for students and staff of the host college and neighbouring institutions. (iv) Maintaining and supervising the audio-visual equipment and operating the reprographic system of the college were tasks entrusted to the Applied Science Unit.

(v) Designing and construction of custom apparatus and instrumentation of specialised applications required by clients was another important activity. Each year four to six such development jobs were undertaken, financed by the clients. A few examples of such jobs are given below:

- Biological amplifier for oxygen tension.
- Electrocardiograph for animal-drug studies.
- Ozone generator and chamber for rubber studies.
- Defibrillator for animal surgery experiments.
- Specialised microscope lights for botany laboratory.
- Fraction separator for molecular biology work.
- Electronic timer/stopwatch on pilot production.
- Interactive displays for science museum.

The clients who used such services included university research departments, hospitals, industrial firms and research laboratories. (vi) Courses in tool care and maintenance, simple electrical wiring etc. were provided to those who were already working and needed upgrading of skills, as a service to the working community.

3.10 Administration/Personnel/Financial Aspects:

The programme was administered by a Committee of Directors headed by the Principal and including the Head of the Physics Department, several college staff members, college officers and some interested persons from outside the college. The permanent staff comprised of the Head, a Scientific Officer, a Scientific Assistant and a Laboratory Assistant. As and when work was available the required technical staff were recruited from the regular teaching staff of the college on payment of appropriate remuneration. Besides unemployed graduates of the college were also employed for short periods in areas such as instrument repair, electronics design and construction, applied optics etc. After gaining skills and experience such apprentices were able to secure employment in industries and technical institutions. This personnel policy helped to avoid the emergence of a top-heavy 'establishment' and to cut costs.

It was noted during the interviews that the initial seed-money needed for starting the programme was contributed by the college management and in course of time the entire cost of activities was met from the income generated self-reliantly.. This became possible

owing to careful financial management and the practice of charging fees for every service rendered. Grants and subsidies from external sources were neither solicited nor accepted. Frugality and financial discipline were repeatedly stressed by the Head in staff meetings and visibly demonstrated by him in his actions.

3.11 Acceptance/Resistance:

The proposal to start the new programme was discussed with "some key staff members" including Heads of Departments and the initial reaction was "cautious reservation". There was no open disapproval or resistance to the idea but only sceptical questioning of the feasibility and viability of the proposal and lack of confidence in its eventual success and self-sustainability.

The innovator dealt with the lukewarm cooperation of his colleagues by means of informal discussions with individuals and formal discussions in departmental staff meetings. The lack of confidence was slowly overcome by "doing the jobs successfully, cheaply and quickly". In fact the reservations entertained were based on the very difficulties to be overcome, it was pointed out.

3.12 Evaluation:

The innovation was evaluated on a monthly basis by the Head and his associates taking into account the output of work, income generated, feedback from clients and the services rendered to the college and students. The results of such evaluative exercises were used for improving the quality of performance in the sense that prospective work/income/expenditure was assessed against current positions so as to guide job selection.

3.13 Continuance and Future Plans:

The innovation which had its genesis in 1973 was in course of time transformed into an integral part of the college and institutionalised. Plans for diversification of activities were under consideration.

3.14 Change Agents:

The adopter of the innovation identified the Principal of the college and resource persons from outside as the change agents who assisted the change process. The Principal was a source of inspiration and encouragement to the adopter and his colleagues. He facilitated financial, administrative, technical and material support from sources such as the college management, staff and industrial establishments. Another

task that he performed was the coordination of the human and programmatic relationships of the innovative unit and its personnel with other units and groups on the campus in a smooth and productive manner. The consultants and experts from outside functioned as resource linkers and problem - solvers.

3.15 Consequences/Impact:

The functional consequences of the programme were identified as the following: (i) It provided repair services to scientific instruments in the college, thereby effecting savings in college expenditure. (ii) It helped to put the capital resources of the college laboratories, workshops and equipment far beyond their tutorial uses. The greater use of instruments prevented their shelf-aging and prolonged their effectiveness and life. (iii) It enabled the teaching staff to maximise their services by working extra hours in various fields, especially in the service of the community, (iv) Unemployed graduates benefitted from the short term apprenticeship experience. (v) Students of the college were able to take advantage of the application - oriented work done by the Department. (vi) Local industry received research and development expertise from the Department, especially

in the design and fabrication of the instruments,
 (vii) The experiment of autonomy in the college was a major beneficiary in as much as the entire tabulation of the examination results, including continuous and semester end assessment, was done with the aid of the computer system operated by the Applied Science Unit. An unfavourable consequence, which was pointed out during the researcher's interviews with the staff, was that only a limited number of students could derive direct benefit from the services of the programme .

3.16 Dissemination

The results of the experiment were disseminated to other colleges and to the university and reported in academic conferences. A monograph on the innovation written by the Head of the Department was published⁴ and an article on the same theme was contributed to a reputed scientific journal,⁵ Scientists, teachers, Students, educational administrators and industrial personnel from the neighbourhood as well as other places frequently visited the unit. and functioned as carriers and communicators of the message of the innovation to other institutions. The Head reported that helping other colleges in adopting the innovation was a major

current effort and that he and his colleagues were "guiding other colleges which wanted to do similar things". A reputed educator commended the success of the experiment as an outstanding example of how one institution had been eminently successful in tackling some issues of higher education in a positive and constructive way.⁶ He added that a visit to the Department was always a stimulating experience for picking up ideas and suggestions which were worthy of implementation in other situations, provided there was the same enthusiasm and determination. He remarked that the Head of the Department had done some remarkable pioneering work to demonstrate how educational resources in a college could be utilised on a better and relevant scale both for teaching and research and the service of the wider community outside the campus.

The Head believed that this experiment could be replicated in other institutions, with modifications to meet local circumstances. According to him such operations did not hinder the tutorial role of a college but "rather added an aspect of vitality and interest too often missing". Applying this idea elsewhere, he felt, would be "a worthwhile step in the direction of mobilising and developing a major national resource in the wider service of the community". The

Head also spelt out the conditions and requirements necessary to promote this idea successfully in other institutions and suggested the sequence of steps which could be used to actualise the process. They are given below:

Requirements/Conditions:

- (a) Cooperative and understanding college management and administration.
- (b) A professor to act as the Director of the Programme. He should have an applied science orientation and experience and certain expertise in small - group management. He may need a reduced work load in the initial stages.
- (c) Staff in several Departments with specialised skills and willingness to work outside the syllabus, for short - range goals, on applied problems.
- (d) Facilities such as laboratories and equipment of science departments, audio visuals, reprographic machines etc.

Steps for Implementation:

- (a) Find a Director for the Programme.
- (b) Assess the skills of the College staff.
- (c) Obtain the cooperation of Departmental Heads.
- (d) Arrange financial procedures.
- (e) Begin work - within the college itself.

4. Factors that Facilitated/Constrained the Innovation

The investigator identified the following as factors that facilitated the satisfactory functioning of the programme: (i) Competent and committed leadership given by the Head of the Department of Physics. (ii) Cooperation of the Principal and Staff. (iii) Support extended by the college management, both moral and material. (iv) The policy of self-reliance and self-sufficiency in financial matters, whereby each job was paid for and all cash expenditures were recovered from the clients. (v) Personnel policy of maintaining only a limited number of permanent staff and using technical staff recruited from the college faculty members for specific jobs on payment of remuneration. (vi) Honorary service provided by the Head. (vii) The fact that the programme did not in any way hinder or threaten the tutorial functions of the colleges and that on the other hand it supplemented the academic activities. (viii) The high technical quality of the work done for the clients inspired confidence among them and enhanced the reputation of the programmes.

Among the factors which hindered the effectiveness of the innovation the following were mentioned during the interviews : (i) Lack of expertise in certain areas.

(ii) Non-availability of qualified staff on certain occasions and for certain tasks. (iii) Inadequacy of time to attend to the increasing demands and tasks to be accomplished.

5. Model of change and Strategies for Change

The change process involved in the implementation of the innovation conformed to the problem - solving Model. A patterned sequence of activities could be detected beginning with the need to use and maintain the scientific equipment of the college in a self-reliant manner and to extend the services of the college to the local community. The innovator conducted a meaningful search for solutions to fulfil the need and selected a particular idea which was tried out, evaluated, installed and institutionalised. Experts and consultants from outside helped as change agents in the problem-solving process as resource-linkers in a non-directive fashion. The operations involved were managed with internal resources. Being self-initiated the innovation had a high degree of user-commitment which led to its institutionalisation and continuation.

The major strategies of change employed in the implementation of the innovation belonged to the normative - re-educative and empirical-rational categories. The

adopter himself was active in the search for solutions and he helped in improving the problem - solving capabilities of his colleagues and co-workers. The high quality of performance achieved by the innovation itself was a rational justification for its easy acceptance by the client system. The economic strategy was amply used; the rewards and benefits derived by the persons involved further motivated them to work hard for strengthening the innovation. The teachers and other staff involved were made to realise the benefits accruing from their work to the college in general, to the equipment in laboratories and the local community and this appeal to their values indicated the use of the value strategy. The practical demonstration of the feasibility of the proposed activities reassured the sceptical colleagues and this was an application of the rational strategy. The Head with the help of change agents from outside, trained the staff of the unit in executing complex tasks, which was a use of the didactic strategy. There was little use of the authority strategy, it was clarified by the staff and the Head.

6. A Critical Appraisal of the Innovation

The proposal for setting up a specialised unit of applied science on a college campus dominated by tutorial tasks and a preoccupation with examination

results can be deemed as an innovative attempt and the execution of the proposal as an exercise in planned educational change. The long standing tradition of the college and the openness of the management to new ideas provided a favourable setting to the experiment. The availability of qualified staff and well-equipped laboratories rendered the required material support, and the academic freedom offered by college autonomy generated a climate favourable for its growth and continuation. The leadership of the innovator and the non-dependence of the programme on grants or subsidies from external sources strengthened its viability. The programme, in fulfilment of its objectives, extended its benefits to the unemployed graduates, skilled workers, service organisations and industries in the neighbourhood of the college. The apparatus and equipment in the college laboratories were put to regular use, repaired and maintained. The technical services imparted to the college in computer applications, reprography and job-oriented courses were other plus points of the innovation. However, it is open for question as to what extent the Programme enriched the academic work of the college by giving it an applied dimension. The fact that only a limited number of students were involved in its activities appeared to be a weakness meriting remedial action. The objective of the Programme to use science as an instrument to serve the needs of the local community seemed to have achieved only limited results.

Case Study No. 3RESTRUCTURING OF THE FIRST DEGREE COURSE1. Introduction

With a view to reorganising the courses for the first degree in arts, sciences and commerce, the Education Commission (1964-65) suggested some new orientations:

(a) The combination of subjects permissible for the first degree should be relevant and flexible. (b) Courses should be related to the life, needs and aspirations of the people and should serve as instruments of socio-economic development. For this purpose work experience should be made an integral part of the educational experience.⁷

The Commission also pleaded for establishing direct links between education, national development and productivity and thereby reducing the gap between the world of work and the world of study. To forge links between education and productivity the following steps were suggested by the Commission :

(a) Science should become a basic component of education and culture; (b) Work/field/practical experience should become an integral part of general education; (c) Vocationalisation of education; (d) Improvement of scientific and technological education and research at the University level with special emphasis

on agriculture and allied sciences.⁸

Based on these recommendations the University Grants Commission, by a circular letter⁹ sent to colleges in November 1977 advised them to restructure the courses so as to make them relevant to the rural environment and to the developmental needs of the country. The Commission was of the view that special attention needed to be given to the orientation of the existing courses towards rural problems. The courses were to be reoriented in such a manner that the students could apply their theoretical knowledge to the problems of the region through field work, project work, extension etc. The existing conventional courses were to be integrated with concrete problems and the courses related to the development of the region. The key concept underlying restructuring of courses was to remodel the three-subject courses at the first degree level by introducing courses comprising of two of the existing subjects together with a third subject oriented towards field/practical work or having a bearing^{on} and direct relevance to, the local/regional needs and requirements.

The scheme of restructuring of courses was primarily meant for the colleges in the rural and backward areas. In order to enable a good number of colleges in such areas to participate in the scheme the Commission was

willing to relax the stipulation regarding minimum enrolment and minimum number of teachers in respect of the Rs. 5 lakh scheme for the development of affiliated colleges, while examining the proposals for restructuring of courses. The Commission was also willing to support the programme by providing assistance in the form of grants for the purchase of books and journals and appointment of core staff. The quantum of assistance offered was limited to Rs. 1 lakh per annum for recurring and non-recurring expenditure. The concurrence of the concerned University was a requirement for approval of the college's proposal by the Commission.

The restructuring of courses implied combining the academic component of courses with applied components, based on the principles of relevance and flexibility. The applied components were to be suited to real problems and work experience situations in the various regions of the country, especially in the rural areas. A practical and rural orientation was to be aimed at in science subjects as well as in social sciences. This called for a reorientation of traditional subjects to the requirements of the rural community and the introduction of relevant applied disciplines related to the basic subject or subject groups. It was clarified that the new courses to be introduced were not to be in the nature of professional

and/or job oriented courses. The cardinal principle of restructuring courses was relevance to the environment and the needs of the region. The student should be enabled to apply his/her theoretical knowledge to the problems of the locality through field work, project work, extension etc. A few of the illustrative combinations of subjects suggested were the following:

- Mathematics, Physics, Applied Physics;
- Botany, Chemistry, Horticulture;
- Zoology, Chemistry and Fisheries;
- Microbiology, Zoology and Applied Nutrition.
and Public Health;
- Economics, Commerce and Agricultural Marketing;
- History, Political Science and Local Self-government;
- Political Science, Economics and Community
Development.

The detailed curricula and teaching materials were to be decided upon ^{by} the respective universities in accordance with local needs. It was recommended that there should be close collaboration between the colleges and the agricultural universities and other user-institutions in the region in planning and implementing new courses with a rural orientation. Similarly assistance could also be secured from the Indian Council of Agricultural

Research, Krishi Vigyan Kendras, National Laboratories, research and development institutions and local industries.

Regarding the strategy for implementation the University Grants Commission suggested the following steps: (i) Academic bodies of the universities should accept the philosophy of restructuring of courses. (ii) Details of implementation should be worked out by an Implementation Committee. (iii) Arrange Seminars, Workshops and orientation courses for teachers of degree classes. (iv) Applications for grants should be sent to the Commission by the colleges for the purchase of equipment, setting up of workshops and laboratories, pilot plants, appointment of core staff etc.

The investigator identified Arul Anandar College, Karumathur, as a rural college that had restructured its degree-level programme and accordingly he subjected the Innovation to a detailed study.

2. Characteristics of the Adopter Institution

Arul Anandar College, located on a campus of 43 acres in the rural setting of Karumathur village in Madurai district in Tamil Nadu, was founded in 1970 by the De La Salle Brothers. The aim of the college

was to "raise the standard of education and of living" in the backward area where the college was situated with special emphasis on the intellectual, moral and spiritual development of the students and the inculcation of "a strong sense of social justice" in them. The total enrolment in the year 1980-81 was 409 of which 318 belonged to the Scheduled Castes and Backward Communities (77.75%). The parents of 67% of the students had a monthly income below Rs. 250/-; of 14%, between Rs. 250 and Rs. 499; of 17%, between Rs. 500 and Rs. 999; and of 2% over Rs. 1000. The college hostel accommodated 327 students. Out of the 40 teachers two had doctoral degrees. The library with 9145 books and 50 periodicals had an annual budget of Rs. 6250 for the purchase of books and periodicals. In the University examinations held in 1979 the percentage of success of students was 100% for B.A. course, 36% for B.Sc. (Mathematics) course and 100% for B.Sc., (Rural Development Science) course. Among the innovations introduced in the college were : Restructuring of Under-graduate courses, Rural Development Science Course, National Service Scheme, Adult Education Programme and Welfare Committee to solve student grievances.

3. Profile of the Innovation

The investigator visited the College and collected data relating to the adoption, institutionalisation and

and other aspects of the innovation by means of interviews, questionnaires, personal observation and the scrutiny of records and documents.

3.1 Starting Point:

The restructuring of the B.Sc. Course in Rural Development Science took place in 1977.

3.2 Innovators:

The person mainly responsible for the adoption of the innovation was the Principal of the college. The teachers described him as a person of "vision, far-sightedness, and concern for the poor". He frequently attended seminars, conferences and other professional development programmes in various parts of the country. His concept of college education comprised of "teaching in the classrooms, research within and without the walls and extension outside the college". He was assisted in the task by the Head of the Department of Rural Development Science.

3.3 Need/Problems:

The rural area in which the college was located was populated largely by people subsisting below the poverty line and 67% of the students came from families with

monthly income of less than Rs. 250. As such the educational programme of the college, it was recognised, should be relevant to the needs and problems of the local community and the youth of the area should acquire a type of higher education which would equip them to solve the problems of the people. The need felt by the innovator was to frame a course that would respond to the challenges of poverty and rural development.

The innovator became aware of the need and problem by personal observation and involvement, discussions with colleagues, students, and parents and well as interactions with the poor people of the backward area.

3.4 Search for Solutions:

The college had programmes of National Service Scheme, community service etc. which rendered occasional assistance to the poor and the needy but their educational content and potential for problem-solving were found to be rather limited. The Rural Development Science Course in its original form was started in 1974 and it was envisaged as a solution to the problem.

3.5 Choice of Innovation and its Source:

The College adopted the innovation of restructuring of course, owing to its compatibility with the aims and objectives of the college, its practicability, its

potential usefulness to the college and the encouragement and the support received from the University Grants Commission, the University and other agencies.

The innovator and his colleagues became aware of the innovation from : (i) the circular letters received from the University Grants Commission and the University; (ii) the conferences and seminars that they attended; and (iii) personal conversations with other educators.

3.6 Planning/Shaping/Preparation:

The planning for the restructured course consisted of preparation of curricula, prescription of text-books and teaching materials and training of staff in specialised areas.

3.7 Decision-Making:

The decision to adopt the innovation was taken in consultation with the Governing Body, the staff and the University. It was a consultative and collective decision.

3.8 Rationale, Conceptual Basis and Objectives:

The college being situated in a backward area, it was appropriate to offer a relevant educational programme to the youth and community of the area. It was realised that the learning experiences provided by the college to the students should not alienate them from the region and the local people; instead they should help solve their problems in agriculture, dairy

farming, poultry farming, irrigation, nutrition, child care etc. The people were to be endowed with new knowledge relating to high yielding varieties of seeds, new fertilisers and scientific farming methods so as to increase food production. New information about health the hygiene, home management and cooperative marketing of products called for dissemination. Therefore the restructured course had the objectives of : (i) relating the learning experiences in the college to the life and needs of the people;(ii) integrating theory and practice so as to lead to productivity; (iii) promoting the employability of students; (iv) helping the emergence of educated youth who could impart skilled leadership in rural life.

3.9 Contents/activities:

The restructured B.Sc. Course in Rural Development Science had the syllabus given below, following the semester pattern.

101. First Year in two Semesters

- Part I - Tamil
- Part II - English
- Part III - Physical Sciences
 - Biological Sciences
 - Integral Rural Development

102. Second Year in Two Semesters

- Rural Sociology and Social Education
- Rural Economics and Cooperation
- Fundamentals of Psychology and Social Psychology.
- Population Dynamics and Family Planning.
- Local and Panchayat Raj Administration
- Integrated Rural Development.

103. Third Year in Two Semesters

a) Specialisation in Agriculture -

- Crop Husbandry
- Horticulture
- Plant Protection
- Agro Industries
- Dairy and Poultry
- Integrated Rural Development.

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104. b) Specialisation in Animal Husbandry -

- Animal Management and Housing
- Milk Science
- Dairy Farming
- Poultry Farming
- Elements of Agriculture
- Integrated Rural Development

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105. c) Specialisation in Home Management -
- Food, Nutrition and Child-care
 - Women's Welfare and Youth Welfare
 - Health, Hygiene, Psychiatric Information and First Aid.
 - Dairy and Poultry
 - Elements of Agriculture
 - Integrated Rural Development.

An examination of the details of the syllabi and discussion with the teachers revealed the following characteristics of the course: (i) The syllabus of Tamil was intended to enable the students to express scientific and technical ideas and produce small essays on technical subjects through the regional language. It sought to develop the linguistic skills for public speaking and persuasive dialogue. (ii) The aim of the English syllabus was to enable the students to understand and communicate scientific terms and concepts; (iii) The aim of the syllabus in physical and biological sciences was to provide the basic knowledge in those subjects which would be needed in the study of the specialised subjects in the third year. (iv) The syllabus of Integrated Rural Development consisted of basic statistics and preparation of survey reports; visit to agricultural

research centres, panchayats, , social work agencies and cottage industries, and field work training in children's centres. (v) The subjects prescribed for the second year of the course focussed on the basic principles and theories of Rural Sociology, Rural Economics, Social Psychology, Population Dynamics and Local Self-government. (vi) The syllabus of Integrated Rural Development during the second year had as its elements - (a) Public health and sanitation; (b) field work on adult education for two hours per week and a five day camp in a village; and (c) survey report on the socio-economic conditions of a village. (vii) During the third year there was provision for intensive studies in Agriculture or Animal Husbandry or Home Management, combining theory and practice. (viii) Integrated Rural Development which was common to all the three options included survey reports on the cost of cultivation of crops, observational visits to centres of agricultural importance; or survey reports on various dairy and poultry farms and observational visits to veterinary hospitals, colleges and other centres of animal husbandry and poultry; or survey reports on child care centres and children's clinics; observational visits to balwadis and hospitals and placement in child care centres

for a week. (ix) The methods of teaching were diversified with the inclusion of project work, practical work, field visits and educational tours etc.

(x) Owing to the restructuring of the course adult education work was integrated with the syllabus as part of the field work. On Tuesdays and Fridays the second year students went to ten centres and conducted adult education classes between 6.30 and 8.30 P.M.

The investigator noticed that the college had developed an infrastructure consisting of rabbitary, dovecot, apiary, poultry, sericulture, farms for different crops, and horticultural fields to facilitate practical work by students. Contacts were found to have been established with neighbouring schools, balwadis, hospitals, adult education centres, panchayat etc.

3.10 Personnel/Financial Aspects:

The Department of Rural Development Science consisted of eight teachers and three non-teaching staff. The grants received from the University Grants Commission under the Restructuring of Course Programme and contributions from the college management were used to meet the extra expenditure involved in the conduct of the new course. A major portion of the management contribution was in the form of land resources, implements

and other infrastructure for agricultural and animal husbandry operations.

The shortage of funds constrained the implementation of the innovation. Often the college found it difficult to meet the cost of transport for field visits, farming and purchase of equipment etc.

3.11 Acceptance/Resistance:

The Principal reported that the restructuring of the course was welcomed by the teachers, students, and local people with "cooperation" and "full support" and there was little incidence of resistance.

3.12 Evaluation:

The progress in the implementation of the restructured course was evaluated periodically in Departmental meetings and in the monthly staff meetings. The University monitored its progress and extended necessary encouragement and support. In February 1978, the Director of College Education, Madras, informed the Secretary of the college that "where the special rules prescribed a degree without reference to any particular subject as a qualification for application for appointment to a post, the holders of the degree of B.Sc.

(Rural Development Science) of the Madurai University" might be considered to possess the qualifications prescribed for the post.¹⁰ This recognition by the Government, in a sense, was a recognition of the value of the course, the Principal observed. The feedback received from students and teachers during evaluation was used for corrective measures and modifications in the directions or activities of the programme. On-going evaluation of the teaching methods, practical work and linkages with external agencies was built into the functioning of the course.

3.13 Continuance and Future Plans:

The restructured course was institutionalised as a permanent component of the educational programme of the college. Future plans were to diversify the contents of the course and to provide more job-oriented courses as additional subjects when autonomy was conferred, for which the college was preparing.

3.14 The Change Agents:

The agents of change who helped the process of change were identified as the experts and resource persons in agriculture, animal husbandry and rural development. They trained the staff in the new subject areas and facilitated linkages with developmental agencies.

3.15 Consequences/Impact:

The Principal and the staff member enumerated the favourable results of the innovation as follows: (i) The restructured curriculum of the course and the diversified teaching-learning experiences led to "a steady flow of youngsters who could take up leadership positions in different walks of life, developing slowly but steadily the rural life". (ii) The students gained sociological and psychological insights into the rural situation, a realistic assessment of the administrative set-up of panchayat raj; and skills in agriculture, animal husbandry, home management etc. which made an ordinary villager a responsible citizen, and community worker. (iii) The outgoing students of the college were able to secure employment in social and community work agencies, adult education centres, panchayat unions, block level schemes, estates, plantations, dairy farms and higher secondary schools for vocational courses. (iv) Theoretical learning was linked to the practical problems and growth efforts of the local population and thereby a rural orientation was imparted to college education. (v) A neighbouring college replicated the course and the university recommended its wider acceptance. (vi) The local people benefitted from the new agricultural practices, animal husbandry techniques, adult education programme and rural development activities

related to the restructured course. Thereby the college began to function as an agent of community renewal, in the opinion of the teachers who were interviewed by the investigator. (vii) A Master's Degree course in Rural Development was also started in the college during 1983-84.

3.16 Dissemination:

The objectives, contents and procedures of the innovation were publicised through the college prospectus; and reports to the University, the University Grants Commission and the Director of Collegiate Education. The Principal's Annual Report and the College Magazine also carried references to it. It was further disseminated by the Principal and the teachers at the conferences, seminars, and courses at University, state and national levels. As a result teachers and students from other colleges started visiting the college in search of detailed information. During the academic year 1982-83 a neighbouring college (P.M. College, Usilampatty) introduced the Rural Development Science Course, in consultation with and under the guidance of the Principal and teachers of Arul Anandar College.

The Principal and teachers suggested the following guidelines for replicating the innovation in other colleges; (i) Discuss the philosophy and mechanics of the proposal in detail with the members of the Governing Body and the staff. (ii) Survey the needs, problems, resources and population of the locality. (iii) Frame curricula relevant to the findings of the survey. (iv) Estimate the requirements of additional facility and resources both human and material. (v) Apply for recognition of the new course pattern by the University and for assistance from the University Grants Commission. (vi) Establish contacts with the agricultural, animal husbandry and rural development agencies and centres in the region and identify potential resource persons and consultants who could function as change agents. (vii) Select and appoint additional core staff required for the new subjects. (viii) Retrain and orientate the existing staff in line with the objectives and contents of the restructured course. (ix) If there is delay in the approval of the new course and syllabi, start a part-time course leading to a diploma as an interim measure.

4. Factors that Facilitated/Constrained the Innovation

The investigator found the following factors to have facilitated the innovation - (i) The location of the college in the rural area among an indigent

population. (ii) The sensitivity of the college Principal and his colleagues to the problems and needs of the local community. (iii) The goal focus of the institution on serving the cause of the deprived sections of society in the backward area. (iv) The relevance of the innovation to the employment prospects and leadership potential of the local youth. (v) The stimulation and resources provided by the University Grants Commission for restructuring the courses. (vi) The vision and commitment of the Principal and other members of the founding society. (vii) Cooperation of the teaching staff. (viii) Cooperation of the students. (ix) Collaboration of neighbouring institutions and agencies engaged in rural development and social service. (x) The extensive campus of the college with facilities for farming and dairying. (xi) The component of work experience and field visits in the teaching - learning methodology made the course realistic and appealing to the students. (xii) The recognition and esteem conferred by the University on the innovative character of the experiment. (xiii) Professional development programmes attended by the staff.

Certain constraining factors also could be noted by the researcher, during the investigation. (i) Shortage of funds created difficulties off and on. Additional

outlay of funds was required for farming and dairying, sericulture, field trips etc. which could not be met from the student fees or the grants received from the University Grants Commission. (ii) Specialised staff were needed to handle the new subjects introduced, and they were not immediately or easily available. (iii) Inadequate building facilities especially for cattle and other animals which were to be housed at a distance from the class room complex.

5. Model of Change Process and the Strategies for Change

From the evidence collected by the investigator it was concluded that the model of change process involved in the implementation of this innovation was "the Research, Development and Diffusion Model". The concept of restructuring courses so as to establish a direct link between education, productivity and national development was proposed by the Education Commission (1964-65). The original proposal was studied in detail, packaged and engineered for adoption by universities and colleges by the University Grants Commission, especially by "the Committee on Linking Education with Work/Field/Practical Experience and

Productivity" appointed in June 1974 and the "U.G.C. Implementation Committee regarding Restructuring of Courses". This was the stage of Research and Development of the Innovation. The developed innovation was communicated to the colleges and universities through the medium of a letter from the Secretary of the University Grants Commission in November 1977. This letter was accompanied by documents such as (a) the "Guidelines for Restructuring of Courses"; (b) Report of the Committee on Linking Education and Work/Field/Practical Experience"; and (c) "Specific Guidelines regarding Restructuring of Courses and Additional Suggestions made by the U.G.C. Implementation Committee on Restructuring of Courses". This was the Diffusion stage of the innovation. The adoption of the innovation took place at the college level, after the package received from the resource system was appropriately shaped and adopted to suit the local requirements and conditions. There were elements of the problem-solving Model also present in the innovation as the college community was seriously concerned about the needs and problems of the local population and desired to formulate courses that were relevant to rural development and poverty alleviation. They had already searched for

Various solutions and tried out some of them and when the proposal for restructuring of courses arrived from the University Grants Commission, they found it compatible and acceptable. Its adoption and installation contributed to the solution of their problem, to a considerable extent.

6. A Critical Appraisal of the Innovation

The objectives of the innovation were:(i) to relate the learning experiences in the college to the life and needs of the people; (ii) to integrate theory and practice towards productivity; (iii) to promote the employability of students;and (iv) to create leadership in the rural society. These intentions are in line with the national education objectives as enshrined in the educational policies promulgated by the Government of India and agreed upon by the academic community. Therefore the efforts made by the college and its modest achievements in putting on the rails a rural development oriented course at the tertiary level need to be recognised. In the local setting of the college, surrounded as it was by people below the poverty line and with an enrolment of students mostly from the

weaker sections, its decision to adopt the innovation was realistic.

The report that students who completed the course were getting employed in the developmental sector and providing assistance to the local people pointed to the achievement of the third objective. The overall effectiveness of the restructured course should be one of the reasons for the neighbouring college's decision to adopt it. On the debit side the insufficiency of resources and funds seems to have constrained the college insofar as the field work and educational tour programmes could not be organised as frequently as desired. Dependence on guest lecturers and part time teachers drawn from other agencies sometimes disrupted the schedules and caused delays. The teaching aids and materials were to be newly assembled or organised, which was a challenge to the creativity of the staff. While teaching and extension activities abounded in the implementation of the innovation, the research dimension was rather subdued, and it could be strengthened. A formal evaluation of the entire experiment with the help of a team of experts from outside appeared to be long overdue.

Case Study No. 4COMMUNICATIVE TEACHING OF ENGLISH AT THE
TERTIARY LEVEL1. Introduction

The teaching of English Language in Indian colleges is characterised by the common curricula set by the Board of Studies of the affiliating University, implemented largely through the lecture method and evaluated mainly on the basis of reproduction of memorised content. The syllabus is content-based and literature - oriented. The majority of students coming from non-English medium schools find that the courses in English at the undergraduate level do not contribute to strengthening of their linguistic or communicative skills. The teachers of English have also been caught in the dilemma, whether to adopt the 'Structural Approach' or the 'Communicative Approach' to language teaching. Prabhu (1985) has argued that grammar can be better acquired if the focus is on meaning and that communicative competence can be developed only through live communication in the classroom generated by problem-solving tasks. The latter approach emphasises the methodology, the materials and the product.

The Education Commission (1964-66) recognised the role of English as a library language and recommended that adequate facilities should be provided in universities and colleges for its study.

Special units for teaching English should be established in universities and colleges whose main objective would be to give a good working knowledge of English to new entrants by the adoption of modern teaching techniques and in as short a time as possible. A distinction has to be made between the teaching of English as a skill and the teaching of English literature. The teachers in this unit, will therefore, need special training on the lines of the pioneer work being done at the Central Institute of English at Hyderabad. Moreover, it has to be noted that the students who enter the universities will be at different levels of attainment in English. Some will have come from English-medium schools and be well advanced. Others who come from urban schools, with comparatively speaking, good facilities for teaching English would be at an average level. But a large number who would have come from rural areas or the weaker schools will be at a much lower level of attainment. No single course in English would meet the needs of all these students. It should, therefore, be a responsibility of the English units to adjust their teaching to the need of the different categories of students and to ensure that they are all given at least that essential command over the language which will enable them to use it efficiently as a library language.¹¹

Concerned language teachers in various parts of the country have experimented with the communicative approach to the teaching of English. A major effort initiated in this direction at Loyola College, Madras is the subject of this case study.

2. Characteristics of the Adopter Institution

Loyola College, Madras which adopted the 'Communicative Teaching of English at the Tertiary Level', was established in 1925. The College was under the management of the Madurai Jesuit Mission and was within the jurisdiction of the University of Madras.

According to the College Prospectus, the main aim of the College was "the training of young men of quality to be leaders in all walks of life so that they might serve the people in truth, justice and love. The College also aimed at fostering "an atmosphere of intellectual vigour and moral rectitude in which the Indian youth along with youth from various parts of the world might find their fulfilment, achieve greatness and stand out in their time as eminent men of service". The College was desirous of achieving academic excellence and integrated development of a person with a sense of social responsibility. This objective was sought to be achieved

through the threefold task of teaching, research and extension. The College offered doctoral programmes and courses such as B.A., B.Sc., B.Com., M.A., M.Sc., and M.Com. in languages, physical, natural and biological sciences and social sciences. During 1980-81 the enrolment was 1850 of which 498 belonged to Scheduled Castes/Tribes and Backward Classes (26.91%). The number of teachers was 133, of whom 17 possessed doctoral degrees. College hostel accommodated 597 students. The College had a well-endowed library with 70,000 books and 200 periodicals and with annual budget of Rs. 80,000/-. Autonomy was conferred on the College in 1978, which facilitated the introduction of a variety of innovations in courses, curricula, teaching methods, examinations, value education and community service. Job-oriented courses were started in photography, radio communications, journalism, computer programming, aqua-culture, industrial chemistry, marketing, foreign languages etc., besides Diploma courses in Business Administration and Visual Communication. Research programmes in entomology, chemistry, zoology and Tamil were being pursued even before autonomy. Examinations were being conducted according to schedule and results were published on time, it was reported. The percentage of students who passed the final examinations for all under-graduate courses in April 1981 was 73.81, and for post-graduate courses 78.66. During the Fifth Five Year Plan the college received from the University

Grants Commission and utilised Rs. 60,466 for faculty improvement programmes and Rs. 80,000 for books and journals.

3. Profile of the Innovation

The investigator visited the college and collected data relating to "the Communicative Teaching of English at the Tertiary Level" by interviewing the personnel who were involved in the planning and implementation of the programme, by administering the questionnaire, by personal observation and by the examination of documents and publications.

3.1 Starting Point:

The innovation in English language teaching was introduced at Loyola College in 1978.

3.2 Innovators:

The Head of the English Department of the College was responsible for the adoption of the innovation.

He was characterised as a cosmopolite by his colleagues. They described his leadership as "dynamic", his scholarship as "sound" and his organisational skills as "inspiring". The 20 teachers of his department

collaborated with him actively in the process of adoption.

3.3 Need/Problem:

The Head and the members of the Department of English were distressed by the state of language teaching that existed in the College for a long time, characterised as it was by a literary-humanistic syllabus, methods of teaching that induced passivity in students and a memory - oriented examination system. English being no more the medium of instruction in the schools many of the new entrants in the college were unable to read, comprehend and speak English. From a mere 'working knowledge' gained at the school level, consisting of 2500 essential words and a few basic structures, the student had to deal with a wide array of literary texts at the college level. Many of the students who came from schools with vernacular medium experience encountered difficulty in reading, writing, listening and speaking English, while those from English medium schools displayed fluency and facility in its use. This created heterogeneity in the ability levels of the learners and necessitated different approaches of teaching for the respective groups. The need to enable the learners to acquire the skills of reading, writing, listening and speaking and to

develop their ability to use English for the study of major disciplines was recognised by the teachers.

The adopter and his associates became aware of the students' need from personal experience, discussion with colleagues and students. They were personally observing in the classrooms the communicational constraints of students and their inability to pass the examinations.

3.4 Search for Solutions:

In order to solve the problem identified, the adopter group had experimented with structural grammar teaching for weak learners and communicative teaching. Remedial help was provided to low-achievers and self-directed learning of a higher order for proficient learners. In 1974, the practice of administering placement tests to the newly admitted students was started and thereafter they were 'streamed' according to their respective ability levels into 3 groups A, B and C. Under the affiliating system, all the three groups, had to study the same syllabus but those who belonged to the 'C' stream were given special attention and intensive remedial assistance, while those who were members of the 'B' and 'A' streams had tougher tasks and more scope for independent studies. But these efforts turned out to be mere "cosmetic" changes in the opinion of the teachers

as the university examinations demanded only the ability to remember and reproduce passages or ready-made answers, not linguistic skills.

3.5 Choice of the Innovation and its Source:

During 1975 and 1976 the college started preparations for autonomous status and the teachers foresaw the possibility of effecting changes in the English curriculum and introducing methods of teaching conducive to the acquisition of communicative skills. Proposals were accordingly framed with the needs and interests of the learners as the major criterion. Preparatory workshops for teachers were organised in 1976 and 1977 to orientate the teachers to the objectives, content and mechanics of the programme. In 1977 the proposals were finalised, the thrusts of which were - Study Skills, Intensive Reading, Extensive Reading and Written Communication. Thus the innovation was ready to take off. The Head of the department remarked that the teachers chose the approach of "learner-centred communicative teaching of English since they felt that it would enable them to realise the objective of making English language teaching at the tertiary level relevant to the needs and varied ability levels of the learners".

The Head of the Department identified books, journals, the University, visits abroad, experts, seminars and conferences as some of the sources of

information relating to the innovation. However, the major source of awareness of the proposed solution was the pedagogic experience of the teachers, it was affirmed by the teachers.

3.6 Planning/Shaping/Preparation:

The planning and shaping of the innovation were accomplished by the members of the Department in a collaborative manner through sessions of 'project discussion'. In order to prepare the faculty for the new tasks and responsibilities involved in the change, a series of staff development programmes was organised with the help of resource persons drawn from the universities, Central Institute of English and Foreign Languages, Hyderabad and the British Council. Such programmes focussed on course design, curricula, preparation of materials, training in methodological skills and evaluation procedures. The list of programmes is given below:

1. Workshop for Developing Language skills at the Degree Level (15 -18 December, 1976) .
2. Workshop for Designing a Communicative Syllabus (14-17 March, 1977) .
3. Orientation workshop for Implementing a Communicative Syllabus (7-9 July, 1978) .

4. Seminar on Evaluation of Communicative Syllabus at Loyola (4-6 May, 1979).
5. Seminar on Problems in the Implementation of the Communicative ELT Syllabus (22-23 April, 1980).
6. Seminar on Student Feedback on the Communicative Approach to Language Teaching at Loyola (20-23 April, 1981).

3.7 Decision-Making:

The decision to adopt the innovation was taken by the Academic Council of the College. The proposal for adoption was finalised in consultation with the staff, students, and some experts. All the 20 staff members of the Department were consulted in staff meetings. Being an autonomous college, the college had the freedom to bring about this change, even though it continued to be affiliated to the University of Madras.

3.8 Rationale and Objectives:

The rationale of the innovation had the following elements : (i) The basic approach of the programme was "communication through communication" and emphasised the acquisition of linguistic and communicative competence through the involvement of learners in communication. This represented a shift from the traditional stress on the teaching of grammatical structures, literary content or discrete communication skills. The assumption here

was that language was best learnt when the learner was engaged in problem-solving activities that focussed attention on meaning rather than form. Retention of skills would be strengthened by "learning through doing" and a learner-centred pedagogy. Self-directed learning induced the learner's use of communication.

The approach thus emphasised methodology over materials and the process of language learning over the product. The methodology in turn would determine the nature of the materials to be used.

Another basic assumption behind the innovation was that communicative competence could be acquired and developed through procedural activities. Language learning was expedited by certain conditions that favoured it and they could be created by the teacher by appropriate classroom interactions. Such interactions could be of different types - between student and text, student and student, student and teacher, student and class and group work.

The objective of the innovation was to make the teaching of English language at the under-graduate stage (a) relevant to student needs and interests; and (b) suitable to the different ability levels of students.

3.9 Contents/Activities:

The innovation involved changes in the curriculum,

methodology and testing procedures relating to the teaching of English at the under-graduate level, with emphasis on developing the communicative skills of listening, speaking, reading and writing (LSRW). The programme developed through three stages: 1978-80, 1980-84 and 1984 onwards. During the first stage a hierarchy of major skills and sub-skills were built up and attempts were made to obtain learning outcomes through specific teaching inputs. The materials used at this stage for intensive reading and written exercises were mainly the textbooks available in the market. They were found to be inadequate and were supplemented by the materials that the teachers themselves prepared. The teachers also used some student-oriented activities and procedures to develop sub-skills, such as reading, answering questions etc. Such answers were analysed and feedback was given to the students. From controlled composition exercises and guided situational exercises students were made to proceed to free writing. They were tested, in their ability to use the language and not, in memory of content.

During the second stage (1980-84) it was realised by the teachers that the discrete skills and sub-skills were interdependent and that the taxonomy of abilities could not be mechanically developed. Giving up the detailed itemisation of sub-skills they began to concentrate on major sub-skills such as logical, imaginative and evaluative comprehension. This move towards

integration was manifest also in the merging of skills such as note-making and dictionary reference in the Intensive Reading Component. During this stage the streaming of students into A, B and C groups on the basis of their entry levels of behaviour, was rationalised with each stream having a syllabus and testing level of its own. Another development during this period was the production of materials such as anthologies and exercises by the teachers themselves. Weekly 'Project Discussions' were part of the timetable, whereby teachers met in small groups to tap their own resources, to select passages for developing reading skills, to evolve classroom strategies and plan test items for continuous assessment. This kind of 'team planning' helped to build up teachers' confidence and professional competence, it was mentioned by the teachers during the interview with the investigator.

The third stage began in 1984 when a shift took place from producing exercises to producing tasks that would challenge, involve and motivate the learners - such as debates, discussions, problem-solving etc. The transition was from a skill-based approach to one based on methodology and materials oriented to such a methodology. The concept of materials widened and teachers produced their own materials at this stage; classroom

interactions gained greater attention of teachers; and fluency of communication became an important parameter of testing. Six unique features of the programme were pointed^{out}/by the Head of the Department:

- (i) It evolved out of the continuously relied upon class room experience, rather than theoretical models.
- (ii) The curriculum was task-based, instead of being text-based or skill-based.
- (iii) A student-centred pedagogy was adopted.
- (iv) Emphasis was laid on self-directed learning through extensive reading and project work.
- (v) Co-ordination of classroom experience and theoretical principles was brought about by team planning in design and implementation.
- (vi) The innovation became an integral part of the college programme by being continuously responsive to student feedback, teachers' self-evaluation, external resource persons' advice as well as the new trends in English language teaching.

Curricula for the three streams A,B and C were separately designed with specified objectives, content and tasks, on the basis of the needs and abilities of the respective group. The course for the A stream was

in 'Intensive Reading', the objectives were to train students in closer critical reading of discursive and imaginative texts for interpretation; to introduce the students to themes of contemporary social relevance through passages prescribed; and to make use of the knowledge thus gained from classroom exposure and extended reading for different purposes such as participating in discussions and debates, writing short assignments, reports etc. Passages were selected and arranged by the course teachers concerned. The related tasks were-independent, silent reading of passages by the students followed by close questioning by the teacher; making notes; drawing attention to rhetorical and figurative devices; comparing and contrasting two or three passages similar in genre; clarifying issues in groups through analysis etc. In 'Written Communication' the objectives were : (a) to train students in different types of writing, such as letters, paragraphs and essays; and (b) to develop advanced skills of writing by introducing students to the basic principles of reporting, reviewing and creative writing; and to introduce them to the mechanics of writings a project report. The related content included letters, paragraph writing, essay writing, reporting, reviewing, creative writing and project writing. The

tasks comprised of letter-writing; developing given topic sentences into well-knit paragraphs; writing essays from an abstract given; writing essays on assigned topics; preparing reports; reviewing books, films, cultural programmes etc.; creative writing exercises to produce poems, short stories, skits etc. and preparing reports on projects selected by the students. Besides, under 'Extensive Reading' the students of the A stream had to read at least six unabridged titles from contemporary fiction, out of a list prescribed for each semester.

On the other hand, the students of the C stream had 'English for Communication' at the basic level with the objectives of, (a) developing confidence in them to cope with their available linguistic resources by engaging them in meaningful interaction so as to promote fluency in communication; and (b) enabling them to transform their interlanguage into the target standard English. The content at this level consisted of a variety of tasks by which the learners engaged in classroom interactions. Under 'Extensive Reading', the learners were expected to read common readers and free-choice readers, four and one each in the first semester and three and two each in the second semester, respectively. During

the third and fourth semesters they were encouraged to engage themselves, in fluent communication in the target English with deliberate attention devoted to accuracy of grammatical form. The content included intensive reading, rapid reading, problem-solving communication exercises and written communication. At this stage, they were also expected to perform extensive reading of common readers and three free choice readers in the third semester and all free choice readers in the fourth semester. After extensive reading oral interviews of students or short written tests on the books were conducted.

An innovative feature of the materials used by the learners was that they were informed by the methodology. Traditionally, the materials were literary texts which needed explanation by teachers and learning by rote memory. Prompted by practical experience and insights from theories relating to English language teaching, the teachers, began to concentrate on involving the learners in classroom activities and they incorporated selected classroom methodologies in the teaching units of reading and writing. Thus there was a shift from materials to methodology. The choice of materials was based on the following criteria:

- (1) Materials should cater to the adult interests of students;

- (ii) They should be suitable for the cultural and linguistic level of the students.
- (iii) They should make the students exercise their cognitive and affective resources as well as value judgements.
- (iv) They should lend themselves to multiple classroom interactions.

Accordingly non-conventional items such as puzzles, language games, newspapers reports, audio and video screenings, etc. were used as materials in the place of literary texts.

The materials were periodically revised or modified on the basis of student feedback. Wherever extended texts were necessary, they were supplied in the cyclosty-
led form. The participative generation of materials jointly by the students and teachers was another novel feature of the programme. The strategy of orientation programmes was employed to plan, maximise and monitor the preparation of effective teaching-learning materials.

The main features of testing were : (a) that it was related to course objectives; (b) that it was related to class work; and (c) that the teachers were involved in it. The testing procedures aimed at assessing the real language abilities of the students

rather than memory or ability to reproduce passages.

The pattern of testing was as indicated below:

Continuous Assessment

Weightage - 50%

<u>'A' Stream</u>		<u>Marks</u>
1 out of 2 tests	-	35
Project	-	35
Class work	-	10
Extensive Reading	-	20

	Total:	100

'B' Stream & 'C' Stream

2 out of 3 tests	-	70
Class work	-	10
Extensive Reading	-	20

	Total:	100

Semester-end Examination

Weightage - 50%

Intensive Reading	-	50
Written Communication	-	50

Total	:	100

A limitation of the testing scheme, pointed out, was that there was no formal testing procedures for oral competence. This was due to the absence of objective criteria for oral testing and also the large numbers of students involved. Similarly it was felt that undue weightage was being given to the formal, written mode of testing.

3.10 Personnel/Financial Aspects:

The entire faculty of the Department of English were involved in the programme under the direction of the Head. The number of students averaged 800 at the first year level and 600 at the second year level. Experts and resource persons from external agencies numbered about 10 to 15 in an year.

The expenditure on the programme was met partly out of grants received from the University Grants Commission and contributions of the college management.

The annual expenditure was approximately Rs. 10,000/- per year, incurred on purchase of books and stationery. Shortage^{of} funds did not cause delay or difficulties in the implementation process.

3.11 Acceptance/Resistance:

The proposal for the adoption of the innovation was discussed by the Head of the Department with all the staff members. There was initial resistance to the new idea from the majority of the staff members, owing

to the following reasons: (i) The revised courses and their contents would considerably replace the literary classics with which the teachers were familiar. (ii) Most of them were not familiar with the materials and methodologies required for the new programme. (iii) Some of the teachers were unconvinced about the theoretical soundness of the innovation. (iv) Some were apprehensive of adverse reactions and opposition of students to the new idea. (v) The fear of some teachers that the new course would not be sufficiently challenging.

The attitude of resistance of the staff was analysed by the Head and his associates in informal meetings as well as the Departmental meetings. The Head tried to clarify the conceptual basis, objectives and procedures of the new programme and to explain the strategies for overcoming the obstacles in the way, such as lack of teaching materials and inadequate staff preparation. The fear that the new course was not going to be challenging enough, was overcome by the production of materials that were sufficiently challenging and by making the teachers perceive the different levels of challenge.

3.12 Evaluation:

The innovation was evaluated, (i) by means of 'Student Reaction Surveys' informally every semester and systematically

with the aid of structured questionnaires in 1981 and 1985 respectively; and (ii) by experts and resource persons from external agencies specialising in English language teaching. The objective of the evaluation was to secure feedback and suggestions for enhancing the effectiveness of the programme. The criteria used for judging the impact of the programme were its relevance to student needs and interests and its suitability to different ability levels. Periodic analysis of the course outlines, test papers, and teaching units by teachers also helped the formative evaluation process. In the light of the feedback from such evaluative exercises, the course objectives, materials, methodology and testing were constantly revised.

Another device for the formative evaluation of the programme was the project discussion on different components of the course held weekly. This weekly exercise was built into the regular time table and became part of the workload.

3.13 Continuance and Future Plans:

The innovation was institutionalised and it became a permanent component of the college's educational programme. It was pointed out to the investigator

that other autonomous colleges had also started experiments in English language teaching in 1978 but the majority of them were later discontinued and the teachers had relapsed to their old, familiar ways. Then what was the cause of the staying power and continuance of the experiment of Loyola College?

The reasons adduced were the following : (i) The sustained responsiveness to the needs of the learners and the feedback received from them. (ii) The teachers' conviction about the need to change and their confidence in their resourcefulness. The Department also devised an institutional mechanism to disseminate the message and insights of the innovation, in the form of the "ELT Resource and Research Centre". Its aims were:

- to enable institutions to develop and design their own ELT courses.
- to make available to teachers of other institutions the materials developed, used and tested in actual classroom situations, and enable them to develop their own materials.
- to introduce them to an appropriate methodology for the communicative teaching of English and corresponding testing procedures.
- to organise orientation programmes /workshops for teachers in methodology and in using materials and to offer courses for teachers in ELT.

The teachers of the college served in the Centre simultaneously. The services offered by the Centre were the followings:

- (i) The Centre enabled schools, colleges and universities to design curricula in English, which were functionally relevant and meaningful to the current needs and in keeping with their own local situations.
- (ii) The Centre made available to teachers in other institutions the materials developed in the college, used and tested in actual classroom situations and enabled the teachers to develop their own materials in course of time. It also acquainted them with an appropriate methodology for the communicative teaching of English and the corresponding testing procedures.
- (iii) The Centre organised orientation programmes/workshops for college and school teachers to introduce them to new developments in English language teaching with regard to theory and practice. It also offered certificate and Diploma courses in English Language Teaching to practising teachers.
- (iv) The Centre enabled teachers to set up small-scale research projects and also offered guidance to those who undertook academic research in English language teaching.
- (v) The Centre periodically published monographs based on its own research findings and related to topical issues in English language teaching.

The main plan for the future was to strengthen the activities of the Centre.

3.14 Change Agents:

The programme's implementation was facilitated by experts in English language teaching from the British Council who helped in the drafting of course outlines, annual evaluation and the training of teachers through workshops, seminars and orientation programmes. Other change agents included the Special Officer for English at the Directorate of Collegiate Education, Madras; Professors of the Regional Institute of English, Bangalore; Faculty members of the Central Institute of English and Foreign Languages, Hyderabad; and Professors of English in the local and neighbouring Universities. They, it was reported,

- motivated and encouraged the teachers in implementing the innovation ;
- helped in preparing the strategies for changes in curricula, methodologies, and examination practices;
- examined and advised on the instructional materials;
- linked the Department with resource systems;
- assisted in evaluating the programme annually;
- trained the teachers through workshops, seminars and individual counselling;
- imparted legitimacy and credibility to the experiment by their participation therein.

3.15 Consequences/Impact:

The beneficial result of the innovation on the students was that they were better involved in the learning process and such involvement led to improvement in their language skills. Especially the students of the 'C' Stream found the English course helpful for their respective subject course; it facilitated the professional growth of teachers inasmuch as they were involved in curriculum development and materials production. They also began to theorise from classroom experience. The impact on the college was that other Departments attempted to emulate the English Department. The programme exercised considerable impact on the development of a new national curriculum for English, and it was adopted as the national pattern by the National Curriculum Development Cell for English instituted by the University Grants Commission. The Central University at Pondicherry adopted the English curriculum of Loyola College. It was reported that other autonomous colleges were also influenced by the methodological model of the Loyola experiment. Another consequence of the innovation was the establishment of an "ELT Resource and Research Centre" in the college with the objective of promoting the wider dissemination of the outcomes of the innovation and aiding other institutions and faculty members.

An indirect result of the programme was the research undertaken by the members of the staff on subjects such as "A Pedagogical Model for Discourse Structure for the Communicative Teaching of English at the Tertiary Level,"; "The Teaching of English Literature at the Undergraduate level", and "Private and Public Discourse in Scientific Communication".

Two dysfunctional consequences were mentioned by the respondents. (i) With regard to students, initially the teachers had problems relating to attaining the proper level of challenge suited to learners of different ability levels. (ii) The teachers had to cope with additional work without appropriate rationalisation of workload by the Government.

3.16 Dissemination:

Information about the innovation was diffused to other colleges and to the university; and reported in professional conferences of teachers of English. The Department personnel assisted the Central University of Pondicherry and other autonomous colleges in the State of Tamil Nadu in introducing innovations in the teaching of English, by being associated in curriculum design and by participation in seminars/and summer

institutes as resource persons. The Department also made its contribution to the National Curriculum Development Cell (English) convened by the University Grants Commission.

4. Factors that Facilitated/Constrained the Innovation.

Certain factors promoted the achievement of the objectives of the innovation. (i) Teachers' sensitivity to student needs and their involvement in the process of change. (ii) Timely and reliable guidance from resource systems and change agents. (iii) The innovative group's determination to stay with the experiment in spite of initial difficulties. (iv) Support and encouragement from the college management. (v) Responsiveness to the feedback received from the students. (vi) Compatibility of the innovation with the aims and objectives of the college (vii) freedom derived from college autonomy to frame curricula, employ appropriate teaching methods and to conduct examinations (viii) The participative leadership behaviour of the Head of the Department (ix) Frequent and systematic staff development programmes. (x) Adequate library resources and services.

The factors that inhibited the growth and development of the experiment were : (i) The increased amount of time and labour that teachers had to put in for the

preparation of materials, testing, and project discussions, without commensurate rationalisation of work load, (ii) Non-availability of proper materials in the market. (iii) Initial resistance of some staff members. (iv) Lack of experience on the part of some staff members. (v) The inadequate manpower and the resulting unsatisfactory teacher-student ratio due to which sufficient individual attention could not be secured by the students.

5. Model of change and Strategies for Change

The process of change initiated by the innovation possessed the characteristics of the Problem-Solving Model of change, insofar as the client system felt the need for solving the problem, discussed it, tried alternate solutions with the help of change agents, selected a particular solution and applied it. The solution was user-initiated and managed by internal resources. The role of the change agents was non-directive and facilitative, in the form of guidance and training. Within the user system the members were enabled to 'unlearn' their attitudes and practices and to be re-educated with new attitudes, knowledge and skills. It was the users themselves that stabilised the change through problem-resolution and they continually revitalised it by responding to feedback with the required additional inputs.

The set of strategies used to initiate and consolidate the change was predominantly normative-re-educative. The adopter was active and searched for solutions to the problem and sharpened the problem-solving competencies of the group. The value, rational, didactic and psychological strategies were employed by the adopter with techniques such as showing, helping, involving, training and intervening. No financial incentives were paid to the teachers and hence the economic strategy was unoperational but reinforcement for hard work and high quality performance was duly given.

6. A Critical Appraisal of the Innovation

The objective of the innovation was to devise an English language teaching programme which would, (a) be relevant to student needs and interests; and (b) be suitable to their different ability levels. The first objective was pursued by studying the learners' needs and resorting to streamed teaching; syllabi and materials tailored for different groups; formative evaluation of the student attainment and enrichment programmes. The communicational skills of slow-learners and under-achievers received special attention and remedial action. The Student Reaction Surveys of successive years testified to the students' satisfaction that their

achievement exceeded their own expectations in all the three streams. The students of A stream were able to develop their abilities in creative writing and engage in extensive reading. The testimony of experts confirmed the teachers' view that the programme was innovative and exerted impact on other colleges and universities. The role played by the teachers of the Department was significant, by virtue of their team spirit, openness to experimentation, and willingness to do additional work without being chronometer-bound, for projects, seminars, individual guidance of students etc. The programme's effectiveness was made possible to a great extent by the freedom attendant on the autonomous status of the college. The willingness shown by the Department to share their gains with other colleges and teachers, through the ELT Resource and Research Centre is a further fillip to utilisation of new knowledge in education.

The programme was not without its negative aspects in the form of increased physical, intellectual and psychological strain on the teachers and students. Inadequate manpower, unsatisfactory teacher-student ratio and the lack of training on the part of some of the teachers acted as constraints on the programme. There was also a feeling among the students that oral

communication should be assigned a more prominent place in the syllabus and the testing scheme.

It appeared to the investigator that the programme had developed sufficient problem-solving skills in the members of the adopter system to overcome these constraints and to further strengthen the innovation.

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Case Study No. 5SOCIAL ETHICS PROGRAMME1. Introduction

Imparting a value-orientation to the educational system has been a recurring theme in the reports of various high-powered commissions and committees on educational reforms. The philosophical and methodological aspects of value-education were examined and certain specific action programmes proposed by the University Education Commission (1948). The Committee on Religious and Moral Instruction (1960) made wide-ranging proposals for the inculcation of spiritual, moral and social values through curricular and co-curricular programmes at the elementary, secondary and university stages. Noting that such recommendations had not met with active and enthusiastic response from educational institutions the Education Commission (1964-66) suggested :

- (1) The Central and State Governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their direct control on the lines recommended by the University Education Commission, on religious and moral instruction.
- (2) The privately-managed institutions should also be expected to follow suit.

- (3) Apart from education in such values being made an integral part of school programmes generally, some periods should be set apart in the time-table for this purpose. They should be taken not by specially recruited teachers but by general teachers preferably from different communities, considered suitable for the purpose. It should be one of the important objectives of training institutions to prepare teachers for it.
- (4) We also suggest that the University Departments in Comparative Religion should be specially concerned with the ways in which these values can be taught wisely and effectively and should undertake preparation of special literature for use by students and teachers.¹²

The Education Commission believed that the process of modernisation should derive its strength from the strength of the spirit and that the quality of the future society would depend upon the choices made by each individual. Such choices would be based on the motivation and sense of values of the individuals, either with reference to one's own personal satisfaction or in a spirit of service to the community. The Commission, therefore, pleaded for the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values. The insights and values originating from ethics and religion, with

respect to the knowledge of the self, the meaning of life and the relations between human beings should balance knowledge and skills attendant on the growth of science and technology, the Commission observed.

An interdisciplinary and value-oriented programme of social ethics was introduced at Madras Christian College, Tambaram in the wake of college autonomy.

2. Characteristics of the Adopter Institution

Madras Christian College, Tambaram where the innovation 'Social Ethics' was adopted had its origin in a small school founded in 1837 in the city of Madras. In 1865 the school was upgraded as a first grade college of the University of Madras. The collegiate section of the institution shifted to the suburbs of the city and was installed on an extensive campus at Tambaram in 1937. The original aim of the college was to provide a "sound liberal education" to the youth. Commitment to academic excellence, social relevance and spiritual vitality were its principal goals. Value education was an integral part of the college programme. From 1963 to 1965 an intensive institutional self-study was conducted in the college involving the faculty, administrators, student representatives, trustees,

alumni and parents and it led to the preparation of a master plan for development. Preparations for autonomy started in 1975 and in 1978 the college became "an autonomous college affiliated to the University of Madras".

The college adopted the following revised objectives under autonomy:

- (i) To revise and restructure courses and diversify curriculum that will provide increased inter-disciplinary approaches in campus training, reasonable flexibility in course options based on the student's individual interests in major field of study, and course content that will contribute to the national goal of accelerated social change.
- (ii) To involve students in off-campus experiences as an integral part of their education and directing this involvement towards community welfare.
- (iii) To adopt a wide range of instructional methods and testing techniques. Instructional methods to include lecturing, seminars, project work and field surveys, home assignments, etc., and to employ a variety of techniques, besides written tests, for evaluating student's interest and progress in campus training.

- (iv) To develop support on a priority basis, for research programmes involving both faculty and students and contributing directly to the teaching and learning processes on campus and to the welfare of the larger community.
- (v) To introduce occupational courses and also provide continuing education. Offered as part-time courses to those seeking occupational skills and proficiency, to those eager for general education to remedy deficiencies in their educational background, these courses will bring to the campus part-time students from different age-groups and backgrounds. The new enrolment pattern will thus be extending the benefits of campus facilities and collegiate education to a wider section of the neighbourhood community than at present.
- (vi) To help preserve, develop and make available the creative arts of music, painting, drama, etc. that will enrich the lives of individuals and promote an active interest in the cultural heritage and life of the nation.
- (vii) To support advising and counselling services relating to academic choices, personal adjustments and job opportunities.
- (vii) To develop support of alumni, industries and other off-campus constituents for special projects of the college, instituting of scholarships etc.

The Autonomy conferred on the college freedom to frame courses and curricula, to employ appropriate teaching methods, to devise methods of evaluation and to develop principles of admission of students. Under autonomy the college was able to initiate curricular reforms, restructuring of administration, new interdisciplinary programmes, diversified teaching methods and a college-based examination system. Research and extension programmes received a fresh and forceful impetus.

Reviewing the performance of the college under autonomy the Principal observed:

Notwithstanding these new featuresthere were also constraints, both academic and related to objectives under autonomy. Certain personnel and other administrative limitations to curricular reform, paucity of funds for new courses and other academic ventures, and the general misgivings on and off the campus that the college may, if too enamoured of research and reforms for their sake, give room for educational elitism in terms of admission, social alienation, neglect of the poor and backward students, unrealistic academic standards etc. have all had their sobering effects to balance to some extent the pitfalls in over-enthusiastic appropriation of the new found academic freedom.¹³

During the year 1981-82 the college had 15 departments with over 150 teachers and 1969 students of which 471 were women. Besides eleven Departments offered M.Phil. and Ph.D. programmes for nearly a hundred scholars. The composition of the student body was cosmopolitan and international, with 73 overseas students. It was reported by the Principal that the spectrum of interests of the large and mixed group of students was very wide and at times "a little too exhausting"; the majority of the students were "doing well in examinations, in sports and games, on parade ground, in community welfare work, and in cultural and other co-curricular programmes."

3. Profile of the Innovation

The investigator visited Madras Christian College, Tambaram where the innovation 'Social Ethics' programme was introduced and collected data by means of personal observation, study of documents, administration of questionnaire and interviews with involved individuals.

3.1 Starting Point:

The Social Ethics Programme was introduced in the College in 1979.

3.2 Innovators:

A group of Professors numbering four were jointly responsible for adopting the innovation. The leader of the group who functioned as the Director of the course, was the Professor Mathematics with special training in Theology and Ethics. They were held in high esteem by the college community on account of their "scholarship, reputation for integrity and concern for the students".

3.3 Need/Problem:

The tradition of the college emphasised the integration of sound learning with formation of character. From the establishment of the college, instruction in moral and spiritual values was an integral part of the campus experience in the form of Moral and Religious Education, despite the fact that it was not part of the University - recognised curricula and that for eligibility to the degree, a pass in the examination of the subject was not a requirement. During the interview, it was shared by the Principal with the investigator, that the founder of the college William Miller used to appeal to the students to form an "anti-mugging, anti-cramming and anti-memorising society". According to him, the passing of examinations and securing distinction and good posts by passing them, was not the one and all absorbing end of an education that was

sound and real ; what the college aimed at was to teach the students that the importance of such success was to prepare them for living useful and noble lives and it could never be adequately tested by the place that examinations might assign to them. Students used to hold the classes in Moral and Religious Education in high respect and participated in them zealously. The teachers who taught the subject were inspiring personalities and the contents enriching. However, this tradition began to deteriorate and signs of aversion to the Moral and Religious Education programme slowly surfaced, as was evident from the lukewarm interest of some of the teachers and the depleted attendance in the classrooms. The Principal, members of the Governing Body and concerned Professors deemed it imperative to arrest this trend of apathy to values, as education would be incomplete without it, in their opinion. This conviction was reinforced by the spirited espousal of education in moral and spiritual values by the Education Commission (1964-66). Thus, the perceived need was to streamline and strengthen the value education programme of the college.

The group of innovators became aware of this need from personal experience, observation and discussion with the teachers, students and parents.

3.4 Search for solutions:

The search for possible solutions and the analysis of their comparative effectiveness led to formulation of the Social Ethics Programme, which combined in itself significant elements from various proposals submitted by the faculty members for strengthening the value education programme.

3.5 Choice of the Innovation and Its source:

The chosen innovation was a course in Social Ethics formalised as an integral part of the curriculum of the college under autonomy. It was endorsed for adoption owing to its compatibility with the aims of the college and its potential usefulness for the students.

The sources of awareness and information about it and its components were books, journals, senior Professors in the college, other colleges with similar programmes, and seminars/conferences attended by the staff members.

3.6 Planning/Shaping/Preparation:

A Planning Committee was initially set up for the shaping of the course. A workshop was held in April 1979 to identify the general and specific objectives of the course, to design the curriculum, to prepare the teaching materials and to orientate the staff. Scholars in ethics

and social sciences participated in the workshop as resource persons and guided the participants. 25 teachers who had volunteered to teach the new course attended the workshop and they jointly drafted a teachers' manual for the course. The experience of other autonomous colleges which had similar programmes in ethical studies was drawn upon, in the design of the course. Student representatives who were present in the workshop participated in the planning of the course. Reading, research and consultation with experts helped the preparatory work.

3.7 Decision - making:

In consultation with the Governing Body, Staff and the students the proposal for the new course was finalised and the Academic Council of the college, took the decision to approve the Social Ethics course, to be taken by the under-graduate students during the third and fourth semesters. Under autonomy the Academic Council was empowered to "approve subjects of study and syllabi proposed by the Board of Studies". Students' performance was to be evaluated on the basis of continuous assessment and semester-end examinations and a pass in the course was a requirement for the award of the degree. It was a consultative decision, which was finally invested with the authority of the competent academic body in the autonomous set up.

3.8 Rationale, Conceptual basis and Objectives:

According to the Principal of the college the course was meant to improve the students' understanding of his/her relationship with God, Nature and Society. During interviews, the Director of the programme expounded the rationale and conceptual basis. The youth at the first degree course needed to be sensitized to the live social issues and their ethical dimensions, so that they could respond to and interact with society in a creative and constructive manner. They were to be exposed to social realities, enabled to understand and analyse them, and equipped with the skills to exercise discernment for making moral choices. Especially so since the academic community, with its skills rooted in various disciplines, could play an interventionist role in social crises. As a course of study Social Ethics was an inter-disciplinary endeavour of teachers and students drawn from different disciplines, to make a joint enquiry into social issues. Some of the relevant questions to which the course addressed itself were:

- (a) What is the moral hygiene of society today?
- (b) Is there a social purpose today?
- (c) Can there be fullness in one's life apart from the fullness of one's neighbour?
- (d) What are the man-made barriers that affect the progress of the nation?

- (e) Can a sense of true direction and purpose be given to the people who live with many prejudices and inhibitions?
- (f) What should be the moral concerns of an academic community?

The engagement - reflection methodology was to be employed to actualise this joint enquiry.

Based on these assumptions the teachers who were participating in the workshop held in April 1979 evolved the following objectives for the course:-

- (i) To help students make a general survey of different religious, philosophical and ideological traditions and to evaluate them in the light of the changing patterns of culture and society in the contemporary world.
- (ii) To rouse, in students, consciousness of the various social, political and economic problems in the pluralistic society through study and investigation, and to help them make right decisions.

After four years, in 1983, on the basis of student and teacher feedback and evaluation of the programme, the objectives of the course were revised to incorporate the following elements:

- (i) To raise the level of social consciousness of the participants by exposing them to social transformation in India.
- (ii) To train the students in integrated thinking on the multi-dimensional questions surrounding the social reality and in communicating their understanding.
- (iii) To equip the participants with the capacity to take a stand on contemporary social issues as responsible and conscientious human beings.

3.9 Contents / Activities:

Social Ethics was offered to the students during the two semesters of the second year of the undergraduate course, for two hours per week for 13 weeks each. The syllabus of the course consisted of the following components : Class, Caste and Community; Family Education, Poverty, Population; Labour and Productivity; Dilemmas in Development; Business Ethics; Types of Government and Social Justice; State and Religion; Modern Warfare and Politics; Mass Media and their Social Values; Ethical Questions relating to Public Health; Science Technology and Social Welfare; and Project Work involving investigative learning exercises for the training of

participants in scientific analysis of social issues. Project work involved study of campus, community and social issues.

During the first semester of the Second Year of the under graduate course there were two assessments, comprising two tests and one seminar paper, in lieu of one test, subject to a maximum 100 marks. The higher of the marks in the two tests and one seminar paper was taken into account. During the second semester there was one test or one seminar paper in lieu of a test, carrying 50 marks. The project report which was an obligatory assessment/^{item}carried 50 marks. To promote team work provision was made to allow sharing of project work by two or more students, but not more than five. It was the course teacher's responsibility to assign particular areas of the project work to the collaborating students and evaluate their performance. Individual student projects were also provided for. The marks secured by a student in Social Ethics were separately indicated in the statement of marks. It was obligatory for students to obtain not less than 40% marks in each semester for the completion of the course and attendance in social ethics sessions was considered for computation of the statutory attendance score.

Social Ethics had been conceived and planned as an inter-disciplinary course, with teachers and students from different disciplines engaging in a joint enquiry and exploration into contemporary social issues. Students' work in the course was multi-disciplinary and it involved among other things, interaction among disciplines such as religion, history, sociology, literature, medicine, art, culture and commerce. The methodology of the course operated within the framework of 'engagement -reflection' concept, employing lectures, debates, symposia, discussions, case studies, seminars, project work, field visits, use of audio-visual aids, role-play and guest lectures. It was clarified by the Director of the Programme that lectures were kept to the minimum and mainly used to give the initial input of information to be supplemented by other participative methods such as discussion, role play, debates and audio-visual presentations.

Instructional materials were prepared by the faculty with the co-operation of the students. Notes and cases on current events were prepared and printed copies made available to students in advance for reading and preparation. A 'Teachers' Manual' prepared in two parts by the teachers with the assistance of external resource persons, was a source of ideas and methodological guidance to the faculty.

3.10 Personnel/Financial Aspects:

The Course had a Director who co-ordinated its planning and implementation. Each class comprised of 30 students, two each from each of the fifteen Departments. The total number of students taking the course, on an average, was 400 every year. The course was conducted by 25 teachers drawn from various Departments, four of whom functioned as co-ordinators and each took care of three groups. Occasionally guest speakers were invited to lecture on specialised topics.

The additional expenditure incurred on the programme was met from contributions received from the college management and from the grants disbursed by the University Grants Commission for the implementation of college autonomy. It was reported that shortage of funds did not constrain the programme.

3.11 Acceptance/Resistance:

The proposal for adoption of the innovation was discussed with 'all the staff members' of the college in the staff meeting. The initial reaction from some of the staff members, about 25% of the total number, was 'indifference'. About 25% offered 'full support' for the new programme and the rest were in 'half-hearted

agreement' or maintained an attitude of 'cautious reservation'. Some of the students had displayed resistance to the proposal and they were met in small groups and given clarifications on its various aspects and implications for student interests. The leaders of the student union functioned as opinion leaders and tried to convince their peers about the desirability of the new course. The Director invited the sceptical teachers and students to personally observe the programme while it was in session. The Director and his colleagues were able to perceive some constructive meaning in the resistance offered by those who were adversely disposed to the course and corrective action was taken to the extent possible in the content, teaching materials, schedule of classes etc. However, it was made clear to all that there was no question of withdrawing the course or relaxing its obligatory character as a requirement for the degree. A small section of the students continued to oppose the programme on the plea that the time expended on it was "a waste". However, the majority of the students manifested increasing involvement in the course, in the judgement of the Director and his colleagues.

The Principal of the College attributed the resistance displayed by some teachers and students partly to the "widely prevalent ennui" and "mostly due to a general

aversion to values in modern times". He expressed his firm faith in the tradition of the college and the determination to preserve the heritage by making the study of social ethics an integral part of the curriculum under autonomy.

3.12 Evaluation:

The course was formally evaluated every six months and its results led to modifications in the frequency of internal tests and the methods of teaching. The feedback from students was continually received, both solicited and unsolicited, indicating varying degrees of approval, aversion or rejection. The Director opined that patient and responsive listening to such informal student evaluation helped him to understand their viewpoints and to strengthen the administration of the programme.

3.13 Continuance and Future Plans:

The course was made a permanent component of the college programme under autonomy and continued to remain so, owing to the firm stand maintained by the institution in its favour. The plans for the future were to organise ^{more} training programmes for the staff, to prepare more teaching materials and to make the course universally acceptable to the students.

3.14 Change Agents:

The change agents who helped in the process of change were the experts and resource persons from theological colleges, social scientists, guest lecturers and staff in charge of similar programmes in other autonomous colleges. Their assistance was collaborative and non-directive mainly in knowledge-building, skill - training, resource-linking and crisis-intervention.

3.15 Consequences/Impact:

The consequences of the innovation as perceived by the different groups on the campus were varied. According to the Director any durable impact of such a course would reach the state of fruition only in the later life of the students, in terms of enhanced moral discernment, integrity of character, value-based behaviour, courage of conviction, social responsibility and the capacity to act as agents of social change. The immediate and noticeable consequences were the following:

(i) Exposure to socio-economic realities such as poverty, caste conflict, communal disharmony and exploitation of the poor aroused the students' sensitivity to the environment.

(ii) The practical and participatory activities such as group discussions, field visits and project work which involved personal observation, data gathering, classification of materials and comparison of different elements, helped the students to see new relationships in, and draw conclusions about, social phenomena.

(iii) Through the internalisation of what was learnt the students were able to form their own views and judgments about social issues and communicate them to others.

(iv) In the case of some students the insights derived from the course stimulated them to participate in social action and community service activities. The beneficial impact on the teachers was that: (i) the programme brought together persons teaching different subjects on an interdisciplinary platform; (ii) they were able to look afresh at the value-dimensions of their respective disciplines; and (iii) they contributed varying and complementary perspectives on social issues and helped the students to analyse them with objectivity.

Some of the issues on the campus became subjects of enquiry by students for their project work. Examples: "the problems of the hostel servants"; "adjustment of new students"; "women students on a male-dominated campus";

"functioning of college autonomy"; "sexual ethics in the college ". The Study of such themes brought

to the surface much useful information and "considerable dust from under the carpet", remarked a teacher.

An indirect beneficial consequence to other colleges was that the teaching materials used in the course were published in the form of a resource book for teachers involved in value education.

The dysfunctional consequences of the experiment included the following: (i) Students' strike on the campus demanding that the course should be made non-obligatory. (ii) Periodic protests by a section of the students against the programme. However some teachers refused to classify this aspect as an 'undesirable' consequence, since they believed, dissent and protest were positive values in a democratic society.

3.16 Dissemination:

Information about the innovation was disseminated through newspaper articles, lectures, conference papers and informal conversation, to other colleges, academic community in general, and the general public. The Director informed the investigator that he was planning to publish a journal on value education for the benefit of educators interested in value-education. Teachers of other colleges used to visit the institution for collecting detailed information about the social ethics

course, it was reported.

4. Factors that Facilitated/Constrained the Innovation

The Director and the teachers involved in the programme identified the following factors as facilitative of the innovation : (i) The long-standing tradition of the college which emphasised the formation of character as a vital component of the educational process. (ii) The existence of an ongoing Moral and Religious Education Programme in the college. (iii) The opportunity provided by the autonomous status of the college to frame a separate course in social ethics requiring a specified minimum of attendance in classes and marks/grades in assessment for being eligible for the degree. (iv) The inspiration and motivation derived by the management and staff from the recommendations on value education, proposed by the national commissions on education. (v) The willingness expressed by a group of teachers to prepare the curriculum and materials of the course and to teach the course despite their lack of previous training for the same. (vi) The guidance and training imparted by experts in social sciences, ethics, and the theologies of various religions. (vii) The participative teaching methods employed. (viii) The local relevance

and contemporaneity of the topics dealt with. (ix) The multi-religious character of the faculty which handled the course and brought in various faith perspectives. (x) Workshops and training courses organised for the concerned staff. (xi) Participation of student representatives in the planning and monitoring of the programme. (xi) Financial support from the University Grants Commission and college management. (xii) High motivation and leadership behaviour of the Principal. (xiii) Encouragement and support from the Governing Body. (xiv) The college's contacts with resource systems. (xv) Participative and democratic decision-making at all stages. (xvi) Adequacy of resources in the library. (xvii) Orientation given to the students about the innovation. (xviii) Recognition given to those who put in hard work.

The installation of the new course was fraught with various constraints such as the ones enumerated below:

(i) The course was taught by teachers with no special training for handling ethical issues and they themselves were learning with the students. The absence of a grounding in religious lore, philosophy and ethics occasionally sapped the confidence of the teachers and this factor tended to adversely affect the credibility of the programme; (ii) In the absence of a prescribed textbook for the course, the teachers had to prepare

or even improvise the teaching - learning materials in collaboration with the students, out of contemporary incidents and topical issues. The effective utilisation of the engagement -reflection methodology also was new to the teachers and hence progress was often tentative and haphazard; (iii) Owing to the rather traditional and compartmentalised view of the curriculum as a 'departmental possession', cross-fertilisation of ideas among departments was rather limited; this affected the inter-disciplinary character of the course. (iv) A section of the students frequently tried to obstruct the programme, since they were unconvinced about its relevance and critical of its obligatory inclusion in the curriculum. However, according to the teachers, this hostile disposition was due to the general apathy of certain students to any extra work. According to these students, unlike their scores in the major disciplines, the performance in social ethics would have no practical utility in later life and therefore the time and energy devoted to it could be better diverted to other subjects for which they desired high marks in examinations.

5. Model of Change and Strategies for Change

The innovation was a response to an internal challenge. The college authorities were perturbed about the problem of the traditional Moral and Religious

Education Programme flagging in its appeal to the students and teachers. The problem was diagnosed and analysed; probable solutions were searched for; the selected solution was fabricated with the help of change agents; the solution was applied; and the problem was solved partially. The management of the change was dependent on user-initiative and the mobilisation of internal resources, both material and human.

The strategies for change included elements of authority and re-education. The decision to start an obligatory value education programme originated from above and was carried out firmly. However, the planning and preparation were conducted participatively by the teachers and the students. Value, rational, didactic and psychological approaches involving consultations, opinion leaders and training of staff were employed.

6. A Critical Appraisal of the Innovation

Committed as the college was to value education as an essential item in its educational offerings, the authorities were firm on introducing an obligatory course in ethics under autonomy. The course was designed with social relevance, multi-religious perspectives, engagement - reflection methodologies and internally

prepared materials as its cornerstones. The teaching-learning methods eschewed didactic and exhortative approaches and emphasised, exposure, participation, identification, internalisation and the consequent behavioural modifications. The contents of the course highlighted values such as justice, peace, environmental sustainability, inter-religious harmony and co-operation, national integration and social concern. The importance of adopting a well-considered and rational stand against exploitation of the poor and the weak in society was stressed at various points in the course. Such positive elements lent validity and credibility to the programme.

The college exercised its freedom under the autonomy to instal the new course. To make it obligatory would have been impossible without autonomy. This fact bears testimony to the potential of college autonomy for nurturing innovations. The installation of the new course became possible owing mainly to the high motivation, competence and resourcefulness of a section of the faculty which volunteered to teach the course. The interdisciplinarity of the course in terms of the composition of the class and the varied perspectives brought into the analysis of issues was an innovative feature.

The obligatory character of the course engendered resistance in a section of students, which was however handled with tact and firmness by the college authorities. This approach aided the institutionalisation of value education in the college, which was much desired by the college management and senior faculty members. A heightened sense of social concern, awareness of realities around and discernment of values in life-situations were expected to be developed in students by the course. Such traits being too abstract and intangible, were hard to be detected within the short span of a student's college career and hence one could only rely on the subjective perceptions and impressionistic assessments of the teachers, who were of the opinion that the course, to a considerable extent, achieved its objectives.

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Case Study No.6COLLEGE PREPARATORY COURSE1. Introduction

The passage from the school to the college is a major point of transition in the life of students, attended with much stress and incertitude about the future. Often the shift is from a rural or suburban setting to an urban one, from a small and localised peer group to a heterogeneous assortment of youth from diverse locations. The new entrants to the college who are first-generation learners or have a regional medium background are often taken aback by the anglicised culture and communication patterns on the campus and in the classrooms. Lacking in study and communication skills they fail to understand the lectures, to take notes or to read books. They slowly deteriorate and become under-achievers or drop-outs. Recognising this problem the Education Commission (1964-'66) observed:

We recommend that all institutions of higher education should organise orientation programmes for their new students in the beginning of the academic year. Senior students should be actively associated with this programme. Group discussions

and individual conferences can be arranged for the purpose and, where necessary, guided campus tours will also be helpful. No student should be left in doubt about the arrangements for housing and food, days and hours when his classes meet, the fees to be paid and above all the general traditions of the institution and the rules and regulations he is expected to observe. Each student should be assigned to an academic adviser, who should be a member of the staff and assist him in planning and formulating his total college programmes and organising his studies to the best advantage. Every member of the teaching faculty should be expected to serve as an academic adviser to a group of students.¹⁴

An innovative orientation programme for new entrants in the college, focussing on study and communication skills, was initiated at Andhra Loyola College, Vijaywada, entitled "College Preparatory Course".

2. Characteristics of the Adopter Institution

Andhra Loyola College where the innovation 'College Preparatory Course' was adopted was founded in 1952 by the members of the Society of Jesus, financed largely by the philanthropy of the local population. Its aim was "to serve the society without distinction of caste, language or creed, setting before students high ideals of service, humanism, social justice and national development at all levels

and striving towards a personal integrity training of the young". The college was under the jurisdiction of the Nagarjuna University. During the year 1980-81 the total number of students in the college was 1784, of which 256 (14.34%) belonged to the Scheduled Castes/Tribes and the Backward Communities. The college hostel housed 750 students (42.04%). The number of teaching staff was 97, of which 4 possessed doctoral degrees. The library which functioned from 9.00 A.M. to 5.00 P.M. had a collection of 41,327 books and 86 periodicals. The seating and study capacity of the library was 180 for students and 20 for staff. The annual budget for books and periodicals was Rs. 40,000/-. The courses offered were Intermediate, B.A., B.Sc., and B.Com. The medium of instruction was Telugu and English. 52% of the students had a family income between Rs. 250 and Rs. 499, 21% between Rs. 500 and Rs. 999, 16% below Rs. 249, and 11%, over Rs. 1000. The percentage of success in the University examinations in the year 1979 was 90% for B.A., 87.6% for B.Sc. and 91.9% for B.Com. The distinctive features of the college were : (i) Nearly 60% of the students came from the poorer sections of the society; (ii) the hostel system housed nearly 50% of the students; (iii) well-planned college buildings with fully equipped laboratories and well-stocked library;

(iv) regular value education programme. Among the innovations introduced in the college were faculty development programme, National Service Scheme, College Science Improvement Programme, College Humanities and Social Sciences Improvement Programme, Counselling Service, English Improvement Programme and Tutorials. During the Fifth Five Year Plan, the college utilised out of University Grants Commission grants Rs. 50,442 on faculty improvement programmes, Rs. 75,000 on books and journals and Rs. 2,58,564 on buildings.

3. Profile of the Innovation

The investigator visited Andhra Loyola College, where the innovation 'College Preparatory Course' was introduced and collected data thereon, by means of personal observation; examination of records, documents and publications; interviews with the Principal and staff; and administration of questionnaire.

3.1 Starting Point:

College Preparatory Course was started in the college during the academic year 1976-77.

3.2 Innovators:

The person mainly responsible for the adoption of the innovation was the Principal, who was described by the staff members as a cosmopolite, scholar, effective communicator, skillful in human relations, an avid reader,

and when necessary an authority figure. He was assisted by a planning group of five Professors, in the management of the innovation.

3.3 Need/Problem:

The Principal and the staff had noticed in successive years that many of the students who were admitted to the degree courses and had studied in the Telugu medium at the intermediate stage had passed the examinations by rote learning of dictated notes and lacked the study skills to be independent scholars. They were deficient in skills such as listening to lectures with understanding, reading with comprehension, expressing ideas orally or in writing and using a dictionary. Above all, they did not know what was being taught in the classroom and how they were supposed to learn it. Since the college had practised a policy of preferential option for the poor in admissions, a large number of youth from the lower middle class and urban/rural poor had been enrolled. Their previous education was in the regional medium and consequently they were handicapped by the 'language gap' on arrival in the degree classes.

The Principal and the teachers became aware of the needs of students from personal experience in the classrooms, interactions with the students and discussion with colleagues. Parents of students, especially those staying in the hostel, used to share their wards' learning

difficulties with the teachers.

3.4 Search for Solutions:

The faculty members searched for remedies to the problem and experimented with the 'Bridge course in English'; and 'Orientation course in college study' and various types of informal remedial help. These exercises led to serious study of the academic and learning needs of the students.

3.5 Choice of the Innovation and its source:

Finally a new proposal emerged - a course in preparation for college education, 'College Preparatory Course', COPCO in acronym. This was found compatible with the aims of the college, practicable, economical and potentially useful for the students.

The sources of the idea were traced to discussion with colleagues, experts and conferences/seminars. Many of the teachers had become aware of experiments of allied character in other colleges from teachers participating in professional conferences and the Principal had actually gained personal knowledge of such programmes during his travels in the country and abroad. The source of awareness of the new idea, in short, was social interaction.

3.6 Planning/Shaping/Preparation:

The planning of the new course took place in staff meetings in consultation with the teachers and experts from external resource systems such as the Central Institute of English and Foreign Languages and the British Council. A three-day orientation course for the teachers was subsequently organised in the college, focussing on the aims, objectives and mechanics of the course. The teachers of the college had regularly attended faculty development programmes for many years in various parts of the country, in areas such as English language teaching, teaching methods, evaluation and assessment, counselling, transactional analysis, leadership development etc. and such experiences stood them in good stead while preparing the College Preparatory Course, for which sensitivity to student needs and ability for remedial intervention were pre-requisites.

3.7 Decision - making:

The decision to start the course was taken in consultation with the members of the Governing Body and the staff. It was a collective decision.

3.8 Rationale, Conceptual Basis and Objectives:

Quite a good number of students were found to have failed in their first examination. While analysing this trend it was found that, (i) they did not understand what they had heard in the class; (ii) they did not

know how to take notes while reading books or attending lectures; (iii) they lacked writing skills. In order to enable the first year degree students to overcome these deficiencies the College Preparatory Course was conceived.

The principle of equality of opportunity for all sections of the population and the open door policy of admissions in higher educational institutions had tended to make the composition of the student clientele heterogeneous, socially and ability-wise. The inputs of higher education such as the courses, curricula and learning experiences were the same for all and all would be evaluated by the same criteria, with little attention to their differential needs and varied entry behaviours. At the starting point of college studies they were expected to have attained a comparable level of competencies and skills so that they could take optimal advantage of the curricular offerings and learning experiences. Those students with a socially and academically deprived background needed to^{be} reassured and equipped with the basic skills of communication and effective study as well as self-confidence in human relations. Planned efforts to convert them into self-reliant learners and achievers were needed. This was within the realm of possibility, provided the leadership and faculty of colleges were committed to the task of providing help and enabling service to the students in need.

Within this conceptual framework, the College Preparatory Course had the objectives indicated below:

- (i) To cultivate in the students the habit of listening to spoken English.
- (ii) To enable the student to acquire the habit of noting down quickly the most important points from the class lectures and also, subsequently, developing them into notes for his use.
- (iii) To enable the student to listen to and to read with comprehension a fairly long argument or essay.
- (iv) To develop in the student language skills needed for writing.
- (v) To impress upon the student the need to do independent study at home through specific assignments.
- (vi) To enable the student to use the library services and resources.

3.9 Contents/Activities:

The course was envisaged as an intensive activity of two weeks' duration for the first year students of the B.A., B.Sc., B.Com. courses. On the first day there was a diagnostic test (TOGA : Test of General Ability), to diagnose the entry behaviour of students and at the

end of the second week an evaluative test. Each day was divided into six hours - one hour for counselling, one for library, one for oral comprehension and another for written comprehension; and the remaining two hours were set apart for 'group subjects' (politics, economics, botany, physics etc.)

During these two weeks the staff members were relieved of all other responsibilities. Each department designed its own plan of action and the Principal coordinated such plans. The Department of English was responsible for exercises in reading and listening comprehension, applied linguistics and writing skills. Reporting of correspondence, debates, group discussions, description and narration of imaginary situations and immediate expression formed part of the methods employed by the Department of English. The Department of Commerce made use of syndicated discussion and group discussion, to develop ability for speaking and group interaction in students. The Department of Politics, Economics and History used a number of new methods of teaching such as brain-storming, expectation sharing, role-play problem-solving, panel discussion, thematic apperception and forum. The counselling team conducted exercises in communication, human relations and sensitivity to, and deal with, student needs and problems.

3.10 Personnel/Financial Aspects:

In 1976-77 eighteen staff members and 120 students were involved in the programme, which increased to 51 staff members and 370 students in 1983-'84. Other personnel working for the course included the two library staff, the counselling team and the clerical staff. The Principal functioned as the Director of the programme.

The total annual cost of the programme did not exceed Rs. 5000 and the heads of expenditure were stationery and materials, refreshments for staff and students and books. This expenditure was met by the college management. Shortage of funds did not constrain the programme.

3.11 Acceptance/Resistance:

The proposal for adoption of the new course was discussed with the majority of the staff and the reaction was, offer of 'co-operation' and 'full support'. There was hardly any dissent or resistance to the new practice suggested for acceptance, since its relevance was obvious to all.

3.12 Evaluation:

There was an evaluation of the course at the end of the two weeks, by participating students. Every day the teachers reviewed the day's work. Besides there was

a final evaluation by the staff after the course was over.

The feedback from such evaluation was used for improving the performance of the course. For example, though the course was first designed only for the Arts students, later it was extended to science students too. Counselling programme was a later addition, based on the feedback from the evaluation of the course. Some teachers confided that at the end of each course they felt the "anguish of impossibility" as the needs and problems of students were too complex to be tackled in a fortnight and "one had to count the modest blessings".

3.13 Continuance and Future Plans:

The programme became a permanent feature of the college and was continuing year after year, it was confirmed.

The college authorities were desirous of extending the course to the intermediate students also. The teachers required better preparation in learning and teaching skills and were to be sent for in-service programmes. Another proposal for future work was to set up a regional centre for staff development in the college. The appointment of a qualified counsellor was also on the cards.

3.14 Change Agents:

The programme was planned and implemented by the user system with internal resources and the external change agents' role was confined to consultancy and training of teachers. The experts in English language teaching from the Central Institute of English and Foreign Languages, Hyderabad and the British Council, Madras performed this function creditably.

3.15 Consequences/Impact:

The beneficial results for the students were that, they learnt how to study by themselves; how to listen to lectures; how to take down notes; and how to make notes. Apart from this academic benefit of being exposed to various learning skills, psychologically ^{were} they helped to establish cordial and friendly relations among themselves at the beginning of the academic year.

In the estimation of the Principal about 20% of the students 'benefitted very much' from the course and improved their study skills as was seen from their performance in examinations. The average students forming about 50% of each class gained self-confidence, did well, and were able to pass the examination in the first attempt.

The rest "did their best". As far as the teachers were concerned the time they used to spend on dictating notes was considerably reduced; other methods of teaching were launched. The friendly atmosphere generated by the course enhanced the quality of their interpersonal relations. Moreover this course offered them an opportunity to put into practice what they had heard and learnt in various professional development programmes, in the past. Since much sharing had taken place between the teachers and the students in small groups it was easy for them to appreciate each other and grow together.

Another indication of favourable impact was the emergence, in 1981, of a 'College Preparatory Course for Examinations' at the end of the academic year. This course was organised for those who were to appear for the University examinations. The approach of the examinations often created panic and stress in the minds of the young students; they needed advice, guidance and help from the teachers.

An indirect dysfunctional consequence was that, since a good number of staff members were involved in the course, classes for senior degree students could not be held at the beginning of the year for two weeks.

3.16 Dissemination:

The details of the course were made known to several

other colleges, and to the State Council for Educational Research and Training and also reported in professional conferences.

The Principal helped several other colleges in introducing the course in their own setting.

4. Factors that Facilitated/Constrained the Innovation

The factors which helped the implementation of the programme were :

- (i) The willing cooperation of the staff to do extra work.
- (ii) Leadership given by the Principal and his high motivation.
- (iii) Genuine needs of students and their desire to learn.
- (iv) The facilities available in the college such as audio-visual aids, stationery, duplicator etc., and the efficiency of the office staff.
- (v) Spacious library facilities and helpful library staff.
- (vi) The tradition of academic excellence fostered in the college.
- (viii) Prominence given in the college to success and high achievement in examinations.

- (ix) Peaceful and conducive atmosphere on the campus.
- (x) Planning and co-ordination of work by different Departments with team spirit.
- (xi) Cooperation of students.
- (xii) Day-to-day review of the course and the corrective action taken.
- (xiii) Frequent participation of staff in professional development activities.
- (xiv) Services rendered by the college documentation centre.
- (xv) Recognition/Appreciation given to the staff.

The constraining factors were as follows:

- (i) The brevity of the course-14 days were too short, it was felt. The agenda of work was rather heavy.
- (ii) Lack of training and skills on the part of some staff members.
- (iii) Lack of teachers' skills in certain fields/areas.
- (iv) It was not easy for many teachers to change their lecture-oriented teaching methods and shift to more participative ones.

5. Model of Change and Strategies for Change

The process of change involved in the implementation of the College Preparatory Course possessed distinct

characteristics of the Social Interaction Model.

- (i) The members of the user system were influenced by personal contacts with teachers who had adopted the innovation in other institutions.
- (ii) Group membership and peer group identification (as teachers) were major predictors of individual participation in the adoption process.
- (iii) The adoption process followed the pattern, awareness-interest-evaluation-trial-adoption.
- (iv) Senior Professors and Departmental Heads acted as informal opinion leaders and exercised their influence over their colleagues in favour of adopting the innovation.
- (v) The adoption was strongly influenced by the perceived norms of the teachers' professional reference group.
- (vi) Awareness about the innovation originated mainly from colleagues and the conferences and seminars attended by the teachers; and it was not imposed from above or originally fabricated by them.

The strategies employed for the implementation of the programme were empirical - rational and normative-re-educative. The innovator convincingly brought home

to his staff the intrinsic validity and beneficiality of the innovation and they accepted it. By motivating them through orientation programmes and training them through workshops the innovator enhanced their problem-solving skills. Thus the inner strengths and internal resources of the adopter system were synergistically applied to the problem. There was little need or scope for authority-based approaches or coercive strategies. The Principal and the Departmental Heads used the value, rational, didactic and psychological strategies to achieve the objectives of the innovation. While no economic rewards were given, reinforcement and appreciation were bestowed upon the teachers who rendered distinctively superior service.

6. A Critical Appraisal of the Innovation

The experimental modules in teaching learning process constituting the college Preparatory Course were planned to provide adequate help to the students who were in transition from the school to the college. The course aimed at making them self-learners, capable of critical perception and effective communication. They were exposed to a brief but intensive experience of learning, which included counselling, library work, oral and written communication and study skills. The staff required was in the ratio 1:20 and they were not

expected to teach any regular course simultaneously. The programme was evaluated by the students and staff and remedial measures introduced for betterment of performance. The College Preparatory Course was supplemented by a course of preparation for examinations at the end of the academic year, including revision of subject matter learnt and training in writing skills.

Follow-up of the Preparatory Course by means of remedial help in the respective subjects chosen by the students was a necessity to consolidate the gains and to further sharpen the acquired skills. Since learning constraints were related to problems of emotional and social adjustment and adaptation to the college environment, the need for teacher counsellors became evident. These additional tasks were set on the agenda of the college for future action.

The financial investment in the programme was modest. The materials were locally produced. Intervention of external change agents was minimal. The innovation was engineered and activated by the college community itself. The replication of innovation was evidently feasible, provided^a/college and its faculty were willing to invest their creativity and labour, for a brief period, at the beginning the academic year, in a similar programme of learning to learn.

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Case Study No. 7SELF EVALUATION PROGRAMME1. Introduction

In a changing society colleges that are content with the maintenance of the status quo and do not strive to renew themselves run the risk of regressing. Self-study which is an instrument for renewal involves detailed scrutiny and realistic appraisal of the mission, objectives, performance, resources, deficits, strengths and weaknesses of an institution and the preparation of future-oriented development plans. It is a painful and laborious, investigative process requiring honesty and sincerity from the participants, but, if well executed, it can be the basis of new directions for growth and development.

A College self-study, when properly planned and executed, has the potential,

- (a) To lay bare for examination every aspect of the college as a social and academic institution, isolating out factors having to do with financing, its human constituency, its building, its location, its history and its current problems. This calls for an analysis which involves breaking down its set-up into various parts and examining each of

these parts as aspects of the functioning of the whole institution.

- (b) To project on the basis of realistic analysis what the future will demand of the institution in the way of changes, improvements, shifts in direction and overall development.¹⁵

The college is a social organism composed of interacting persons. This organism functions in a social environment with mutual linkages. These persons are engaged in activities such as teaching, learning, research, extension and administration and these operations require goal setting, schedules, procedures, funds and materials. The effectiveness of each of these components and their inter-relationships can be analysed in terms of goal-achievement and that is what the self-study attempts to accomplish.

The practical purpose of the Self-Evaluation Programme is to generate useful data and to infuse a spirit of self-criticality and self-assessment in a college system. The expectation is that the activity of self-review would be a transforming experience for the personnel of the college and that a permanent process of systemic renewal would be installed. More than a temporary, time-bound, short-range exercise of review

and analysis, it is capable of setting in motion an ongoing process of self-checking and planning in the organisation.

The sequential steps in the implementation of college self-study are the following:

- (i) Identification of issues and problems (Key Result Areas) .
- (ii) Designing the evaluation:
 - (a) Identifying five or six important dimensions of each Key Result Area.
 - (b) Making a detailed list of what information is to be collected, and from whom.
 - (c) Deciding on the instruments for collecting the data.
 - (d) . Making a schedule for the collection, organisation and analysis of the data and the presentation of the report.
 - (e) Framing and adopting valid statements of criteria of evaluation.
- (iii) Data collection and organisation.
- (iv) Data Analysis.
- (v) Preparation of the Report.
- (vi) Preparation of Action Plans and Developmental Plans.

In 1972 the Apostolic Carmel Society which runs

a network of schools and colleges in various parts of the country formulated the Apostolic Carmel Self-Evaluation Programmes with its own custom-made inventories and specified methodologies. The member institutions of the Society were advised to implement the Programme. In 1973, Patna Women's College, an institution run by the Society, adopted this innovation.

2. Characteristics of the Adopter Institution

The adopter institution was established in 1940 by the Apostolic Carmel Education Society to meet the educational needs of the women of Bihar, a state which had no women's college at that time. The college was located on a campus of 21 acres within the city limits with a spacious building. The college was under the jurisdiction of Patna University. The objective of the college was to "emancipate the women of Bihar through a good system of education". The number of students and teachers in the college during the year in which the innovation was adopted was 446 and 40 respectively.

Among the innovations adopted by the college were Institutional Self-study, Preparation of College Development Plan, Preferential Admission to the Poor, Use of Regional Language as a partial medium of instruction and Staff Meetings. The college was well-known in the city

for its disciplined campus life and high examination results.

3. Profile of the Innovation

The researcher visited the adopter college and gathered data relating to the innovation by means of interviews, questionnaire, and examination of past records.

3.1 Starting Points

The innovation was adopted in 1973.

3.2 Innovators

The new idea was accepted, planned and shaped by the Principal and five other members of the founder society which also included the foundress of the college. The group members were reputed for their lifelong dedication to the cause of education and enjoyed the respect and confidence of the students, teachers, and the public.

3.3 Need/Problem :

The college authorities were feeling ambiguous on the question, whether the institution was achieving its original objectives, especially imparting a value-oriented

education to women and 'emancipating' them. Thirty three years had passed after the establishment of the college and the need for a stock-taking and renewal was felt. Points to be examined were the type of clientele it served, the type of services it rendered, the quality of instruction, its involvement in community and the basic question of fidelity to objectives. This perception was further sharpened by the contemporaneous organisational self-review which was going on in the founder society.

3.4 Search for solutions:

The members of the founder society were groping for answers to their questions and a solution to their problem. They wondered whether it was worthwhile to carry on the task of college education in a mechanical way, replicating what every other institution was doing, without making any significant impact on the value system of the youth, let alone 'emancipating' them as the college objective described its task. In certain moments of despair, they even contemplated terminating their relationship with the college and handing it over to another agency or organisation, so that they could turn to more creative and relevant forms of service to women.

3.5 Choice of Innovation and its Source:

The solution involved in the innovation was diffused to the college by the corporate management body, which

functioned as the resource system, researched and developed it. The college found it compatible with its own aims, practicable, economical and potentially useful.

While the mandate for conducting the self-Evaluation Programme originated from the apex body above the college, information about its implementation strategies were collected from books and journals, experts, seminars and conferences and interactions with resource persons.

3.6 Planning / Shaping/ Preparation:

The self-evaluation programme was announced in September 1973. A steering committee was formed with six members and a senior Professor as the Coordinator. On 9 November, 1973 there was a Staff Orientation Programme to which the Vice-Chancellor was invited. During his inaugural address he supported the idea of self-evaluation. Experts in Self-evaluation clarified the concept and procedures of the Programme. They were drawn from national educational organisations which had assisted other institutions in conducting self-studies.

3.7 Decision-making:

Since the advice to conduct the self-study devolved from above, the substantive decision-making was done outside the system. The adopter system accepted the proposed innovation that was diffused to it and started shaping it and preparing for its implementation. At the institutional level the decision to implement the Programme was taken in consultation with the Governing Body, the students and the staff. It was a collective and participative decision.

3.8 Rationale, Conceptual Basis and Objectives:

College self-study implies initiating a continuous process of self-examination and futuristic planning, by means of collective thinking by the community on the campus. It is different from the traditional inspection of colleges by officials of external agencies such as the university or the Government. Nor is it akin to enquiries made by select committees appointed internally with the purpose of ventilating grievances and complaints. The distinctive feature of college self-study is that it is an instrument of planned change.

The general objectives of the self-study were:

- (i) To provide a 'Social Technology' by which all could participate in the task of institution re-building.

- (ii) To help the college community to optimise performance.
- (iii) To build into the existing structures, feedback and planning mechanisms that would improve organisational health, effectiveness and good relations of the institution with its environment.
- (iv) To facilitate planning for the future in such a way that the college would contribute to social justice and national development.

The specific objectives were as under:

- (i) to re-think and restate the aims and objectives of the college in the light of contemporary requirements and in such a way that they would be acceptable to all the members of the college community;
- (ii) to study the facilities and methods employed and to gauge their relevance in attaining the institution's stated objectives;
- (iii) to draw up action plans for future development of the college, bearing in mind the objectives and the realistic appraisal of facilities and personnel available.

3.9 Contents/Activities:

Once the decision to conduct the Self Evaluation Programme was taken, the Principal set about planning its strategies, setting objectives to be achieved, choosing the appropriate personnel to execute various tasks and chalking out schedules. One of the senior Professors was

appointed Coordinator of the Programme. Her academic standing, practical skills in group dynamics, loyalty to the college and the confidence that the staff and students had in her, stood her in good stead to perform this role. A Steering Committee of six staff members was formed, based on the following criteria:

- ability to get information.
- loyalty to the college.
- academic standing.
- objectivity in thinking and articulation.
- cordial human relations
- impartial judgement
- sympathy with the needs of staff and students.
- willingness to devote time.

The Steering Committee helped the college in planning the time-table, organising the orientation seminar, constitution of sub-committees, collection of reports and other tasks relating to the implementation of the Programme.

It was decided that sub-committees consisting of staff members and student representatives should be formed and that they would discuss and secure information on the various dimensions of the college's life and performance. To assist this process fourteen 'inventories', which the Apostolic Carmel Society had prepared for use in its institutions, were made

available. They focussed on :

- Aims and Objectives of the College
- Physical Plant
- Administration and Finance
- Instructional Process
- Library and Audio-Visual aids
- Moral Education Programme
- Research
- Student Services
- Social Concern and Community Development
- Hostels
- Opinions of Students
- Opinions of Old Students
- Staff Opinions
- Opinions of Outsiders.

The sub-committees worked on the particular inventory assigned to them. Each inventory contained a series of statements covering the institution's performance in the respective area of activity and the group was expected to give their 'considered and honest' evaluation of each item. Scores ranging from 9 which was the highest down to zero were provided-- 9 for "excellent", 7 for "very good" , 5 for "good", 3 for "fair" and 1 for "tolerable".

For a rating of 'bad ' or 'poor' zero was to be awarded. If no rating was applicable 'N' was to be awarded. For an opinion in between two adjacent ones, the middle number was to be given. The purpose of the inventories was to provide a basis for free and creative discussion on the subject under scrutiny and enable each member to give her rating of each statement. The sub-committee was to arrive at a consensus of opinion regarding the score that it wished to allot a particular statement; or if that was not possible, to give the average of the individual ratings given by the members. The secretary of the sub-committee was responsible for preparing the report, which contained the opinion of the sub-committee as a whole. The data thus collected was collated by the Steering Committee. The major findings and conclusions that emerged from the study were the following:

Objectives:

While 'academic excellence' should be one of the higher priorities the 'national aspect', 'social orientation' and 'participation of staff and students' needed strengthening so as to achieve the aim of the college , which was, "to emancipate the women of Bihar through a good system of education". Good, all round education

should manifest itself in the classrooms, in life situations and interpersonal relations.

Physical Plants:

Even though the campus was extensive and the building magnificent , each Department had its own constraints of space. The shifting of the hostel and the high school from the campus to an alternate site would release adequate space for the college's academic needs. It was suggested that a separate room or at least a desk cabinet and bulletin board be provided to each Head of the Department.

Administration:

The data revealed that the staff and students had difficulty in identifying the organisational structure and the functions of each unit. The sub-committee for the inventory on this item had recommended the preparation of a constitution for the college society by the Board of Governors. Steps were also proposed for the eventual assumption of autonomous status by the college. The need for greater participation of the staff in various areas of administration was strongly articulated.

Instructional Process:

The students had pointed out that diversification and modernisation of teaching methods was an urgent necessity. The prevailing practice of 'lecture-cum-dictation of notes' came in for critical disfavour by the students, Seminars and research-oriented studies were recommended. Regular participation of teachers in professional development activities was desired.

Library and Audio-visual Aids:

There was almost unanimous complaint that the library was overcrowded, owing to the insufficiency of room for reading and for books. The librarian was not trained, it was pointed out. Constructing a new library building was proposed and until the new building was ready, books could be stored in and issued from the text-book library or book bank located in the hallways with locked cupboards, and departmental libraries. Among other suggestions for improvement of library services were - holding orientation sessions for staff and students in library usage; student helpers in the library to assist the librarian; open shelf system at least during specified, supervised hours; keeping the library open during holidays; and to include library affairs in the agenda of the staff meetings.

Moral Education Programme:

In view of the negative response that the term 'moral' education drew from students, it was suggested that a new title be used, 'Preparation for living'. The syllabus should be enriched by the inclusion of functional items such as child care, health and hygiene etc., and students should be involved in the planning of sessions. Resource persons should be invited from outside and different approaches should be used for conveying concepts and values, such as group discussion, audio-visual aids, transactional analysis, role play, dance, music etc. To highlight the central place of value education in the scheme of college experience, it should be scheduled at the prime time, for example in the morning hours, it was recommended.

Research:

10 out of the 30 staff members possessed Ph.D. degrees and had published papers and research reports in professional journals. Action research projects involving the entire Department or jointly by the various departments were suggested, as provided for in the U.G.C - sponsored College Humanities and Social Sciences Improvement Programme.

Student Services:

Dissatisfaction was expressed by students on the inadequate facilities available for co-curricular activities and academic advisement. They felt that their problems and grievances were not getting communicated properly to the concerned authorities and that this was impeding their redressal. The following suggestions for strengthening student services were proposed by the sub-committee: maintenance of cumulative records on all students including information on activities, health and academic performance; remedial help in reading, mathematics, speech and other areas as required; orientation for new students; improvement of the quality of food; medical care; training in hygiene; and inservice training for staff in student services.

Social Concern and Community Development:

The data revealed the fact that community development activities were almost nil and that social concern was minimal. Students contributed 10 paise each week to a fund which was used to help the workers on the campus. Among the suggestions for revitalising social concern were: collection of old clothes and food for distribution among the poor; adult education; assistance to

women and children in slums; reflection and discussion on social problems and issues; and relating socio-economic realities to the study of academic subjects.

Student Opinion:

The students did not give the teachers high marks for encouraging creative thinking or for using methods of teaching other than the lecture method. On the whole they liked the college. They remarked that the Self Evaluation Programme had opened the doors of communication in the college.

Alumni Opinion:

Only five ex-students had mailed back the questionnaires duly filled in. They mentioned the lasting effects of their college experience as greater awareness, of conscience and their role in service to the community.

Teacher Opinion:

The consensus of teacher opinion was, that democratic relations existed in the college and that responsibilities were shared with them. However areas of participation were to be widened and diversified.

Outsiders' Opinion:

The outsiders appreciated the good reputation and discipline of the college and suggested the organisation of a parent-teacher association and involvement of the

college in community service.

The findings and conclusions that emerged from the analysis of the data were presented by the Steering Committee at the plenary session of the Analysis Seminar. The discussion that ensued led to the formulation of action plans, illustrative elements of which are given below:

Meetings to be held

- Periodic Seminars for Staff
- Staff meetings every month
- Departmental meetings
- Parent-Teacher Meetings
- Self-evaluation every year.

Students:

- Introduce vocational guidance
- More enrolment in National Cadet Corps
- Appointment of a Counsellor

Administration and Staff

- Involve Staff in administration, in matters relating to:

Leave

Library

Scholarships

Extra-curricular activities

Admissions

- Provide in-service training to staff.

Library

- Appoint qualified staff.
- Open Shelf System.

Teaching

- Better use of tutorial classes.
- Teachers to be upto-date in reading and teaching.

General Comments and Suggestions:

- Publicise research done by teachers.
- Improve the quality of teaching Hindi.
- Bridge the gap between students coming from the English-medium and non-English medium schools.
- Establish a Book Bank.
- More care for girls from villages.

A visiting team of three eminent educators was invited to the college to examine the process and conclusions of the Self-Evaluation Programme. It was made known to the team that their role was not to inspect or evaluate the college but to evaluate the Self Evaluation Programme itself. The college had evaluated itself against the

criterion of what it should be doing and the external team was to assess the college through the eyes of the college itself, as it were. The team stayed on the campus for three days and submitted their report, within a month, to the Principal.

3.10 Personnel/Financial Aspect:

The 30 members of the staff, 10 students each from every class, trainers, evaluation team, alumni and the public/parents were the personnel involved in the programme.

The financial expenditure incurred on the entire activity did not exceed Rs. 5000 and this amount was collected by organising a cultural programme. The items of expenditure were typing, stationery, refreshments for meetings, and the travel expenses of the visiting team. Shortage of funds did not inhibit the programme in any way.

3.11 Acceptance/Rejection:

The proposal for adoption of the innovation was initially discussed with the entire staff of the college. "Co-operation" and "support" were offered by the majority of the staff. Some of them were unclear about the objectives and implications of the Programme and hence were apprehensive about its outcome, especially in terms of the security of their career and future prospects.

In such cases the Principal assured them that the purpose of the Programme would be neither punitive nor intimidatory but modificatory and reinforcing to all concerned. The beneficial results of the activity were explained to them in informal conversation and/or formal staff meetings. Such steps tended to dispel scepticism and the fear of the unknown episode about to begin.

3.12 Evaluation:

The programme was evaluated every week by the Steering Committee and the entire staff evaluated it after the final report was presented.

The role of the visiting team was to give an outsiders' view of the entire programme. Before arrival on the campus documents relating to the Programme and guidelines on their role were despatched to them.

3.13 Continuance and Follow up:

Once introduced in a college system, self-evaluation was expected to become a part of its style of functioning and pattern of management. According to the Principal, it was supposed to be a stepping stone to greater involvement of the staff and students in all aspects of college life and a process of enhanced institutional effectiveness. According to the Principal and the teachers

interviewed, the self study helped open the channels of communication between various groups and individuals and initiated a process of 'collective thinking'. An extract from the report of the visiting team is relevant:

We were particularly gratified by the response of the staff at the final meeting which was called a "planning session". One person asked why it had taken so long to get around to having a self-evaluation, with the idea that a great experience had been withheld for many years. Others talked of "the next evaluation" indicating that self-evaluation had become a part of the professional life of the college.¹⁶

The Principal reported that the programme was followed up with periodic evaluation of college activities. Since it was ^atime-bound programme, the self-study could not be continued indefinitely but the process that was initiated - self-review, analysis and planning was installed in the college and in that sense the innovation could be described as institutionalised.

3.14 Change Agents:

The process of self evaluation was catalysed by an expert in educational management from a national organisation. He had helped other institutions in self-study earlier. He functioned as a motivator, catalyst, solution-giver, knowledge builder and process-helper. Since he was an authority on the subject, the Principal and the

members of the Steering Committee were able to consult him on the various problems they were encountering and obtain his counsel. During the orientation courses for staff and students, which were conducted separately on different days, he introduced the self-study programme and explained its meaning and benefits. The teachers acknowledged that he succeeded in prodding them out of their inertia and complacency, and to start working.

The three members of the external visiting team were the other change agents in the process. They reviewed the self-study, interacted with those who were chiefly responsible for its conduct and pointed out its strengths and weaknesses, as only outsiders could have done. For example they found that the self-study had not dealt with the question of the relevance of college objectives in sufficient depth. Further the team pinpointed certain inconsistencies in the final report 'for the steering committee to edit out'. Thus the role of the change agents was non-directive and collaborative.

3.15 Consequences/Impact:

The functional consequences of the self-study were the following : (i) Better relations between the management and the staff. (ii) Greater involvement of the staff in decision-making and institutional planning. (iii) The feedback helped the teachers in correcting some of their shortcomings and improving their performance.

(iv) Better appreciation by the management and teachers of the needs and problems of students. (v) The management could prepare long range and short range plans for development. (vi) Greater sense of belonging and family spirit. (vii) The institution as a whole gained greater self-knowledge. (viii) Staff and students were given greater share of the responsibilities in college administration. (iv) Improvement and diversification were effected in teaching methods through refresher courses and seminars. (x) The frequency of staff meetings increased. (xi) Review, feedback and planning were accepted as guiding principles for the functioning of the college.

The dysfunctional outcomes included the following:

(i) The feeling of staff members that in future they were to be consulted on every aspect of the college life. (ii) "Undeserved" criticism levelled against some teachers by a few colleagues owing to personal reasons and the resultant ill-will. (iii) "Explosion of hopes, needs and expectations" on the part of students and teachers which could not be fulfilled or satisfied by the management due to limited resources; for example more space, facilities, equipment etc.

3.16 Dissemination:

The college disseminated information about the self-study to the University and the Principal spoke about it in professional conferences. The findings of the

study and its recommendations were forwarded to the corporate society. The staff and Principal who had developed skills and experience in self-study procedures helped other colleges in undertaking it.

4. Factors that Facilitated/Constrained the Innovation

According to the Principal the "spirit of openness in the college community"; "desire to evaluate and improve"; "unity of purpose"; and "team work" were the major factors that helped the programme. The teachers considered the following as facilitative factors:

- (i) Leadership and high motivation of the Principal and senior staff;
- (ii) Encouragement from the apex society;
- (iii) Co-operation of staff and students;
- (iv) Reinforcement given to those who did hard work.
- (v) Participative decision-making.
- (vi) Availability of pre-prepared inventories and guidelines given on how to use them.
- (vii) Orientation programme which familiarised the staff and students with the intentions and procedures of the programme.
- (viii) Helpful role played by the change agents.
- (ix) Systematic planning, scheduling and keeping of deadlines.

The inhibitive factors were identified as follows, by the teachers and Principal.

- (i) Fear and insecurity felt by some staff members.
- (ii) Inability of some staff members to face negative feedback and criticism.
- (iii) Lack of understanding of the purpose of the programme, by some staff members.
- (iv) The fact that only five alumni returned the questionnaire which was sent to them for filling up with their opinions and suggestions.

5. Model of Change and Strategies for Change.

The innovation conformed to the Research, Development and Diffusion Model of Change, with the following characteristics. The Apostolic Carmel Society was the resource system that investigated the problems facing its member institutions, gathered data and conceived the Self Evaluation Programme. The society performed the twin developmental functions of invention and design by formulating a solution to the corporate crisis facing it, based on research, experience and reflection; and by engineering, testing and making available the self Evaluation inventories, in a ready-to-use form. The college adopted and implemented it. The process was rational, sequential with division of labour,

and separation of roles and functions. It was marked by careful advance planning, active user involvement and systematic follow-up. Even though it was an example of administered change from above, sufficient awareness-building and participative preparation was done prior to implementation.

The strategies used for the installation of the innovation were empirical-rational and normative-re-educative. The relevance and utility of the programme for the college as a whole and to the individuals were rationally explained to all and its feasibility pointed out during the orientation courses. The psychological strategy involved the staff and students in an introspective experience of self-examination. The institution as a whole "searched for its collective self-image", observed the Principal. The few who were unconvinced about the bona fides of the programme were handled by value and didactic strategies.

6. A Critical Appraisal of the Innovation

The experiment undertaken by the college was one of the earliest instances of self-study at the tertiary level. The problem of displacement of objectives and a downward trend in performance levels had induced the institution and its apex body to search for a tool for

organisational renewal, which was found in the Self Study Programme. The innovation package was transmitted from the resource system to the college and by sequential stages of planning and preparation with the help of outside change agents, it was installed. With the participation of the target group the current position of the college, its strengths, weaknesses and potential, were explored, documented and analysed, using appropriate measuring instruments. The process was managed by the Co-ordinator and the Steering Committee by getting feedback from groups and individuals and making mid-term corrections. The exercise brought to the surface the pent-up frustrations, grievances and dissatisfactions of many, almost amounting to a "clinical experience" for them, as a staff member described it. Some found it hard to accept the negative feedback and criticism. The 'Analysis Seminar' was instrumental in turning the group's attention to the future and encouraging them to collectively plan for alterations, deletions, additions, restructuring and new structures in the college organisation. Rethinking or revision or updating of institutional objectives and/or strengthening the fidelity to the original mission, was contemplated. The visit of a team of experts from outside helped to correct some of inconsistencies and distortions of the programme. Feedback and planning mechanisms,

reportedly, came to be built into the system's operations as a result of the Self-study. Thus to a considerable extent the innovation approximated to its objectives.

Self-evaluation by its very nature is bound to unravel long accumulated and repressed animosities, apathy and aggression in a group, especially against the hierarchical authority or peers and this happened in the present case also. Some of the expectations that were roused and the new needs generated by the collective reflection and interaction of students and staff, could not be totally fulfilled by the college management, owing to resource constraints.

"Self-study, is an activity that a college can undertake with minimal cost and bureaucratic procedures, if only the college administrators and faculty will it and labour at it" - this observation by the Principal of the college, during the investigator's interview with her, appeared to be a sound appraisal of the Programme.

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Case Study No. 8COLLEGE AUTONOMY1. Introduction

College autonomy which could be considered as a package of innovations in higher education capable of transforming the college system, encompassing its aims and objectives, courses, curricula, teaching strategies and evaluation pattern, took twelve years, after it was originally proposed by the Education Commission (1964-66), to germinate and sprout up in twelve colleges of Tamil Nadu in 1978. This experiment in academic freedom and institutional accountability, though much misunderstood and maligned, struck roots and continued to grow in inclement conditions.

1.1 Development of the Concept of College
Autonomy: Historical Notes:

The Education Commission (1964-66), with a view to raising the standards and social relevance of college education, made the following proposal:

We should like to refer to the question of 'autonomous' colleges which has been under discussion for many years. Where there is an outstanding college (or a small cluster of very good colleges) within a large university which has shown the capacity to improve itself

markedly, consideration should be given to granting it an autonomous status. This would involve the power to frame its own rules of admissions, to prescribe its course of study, to conduct examinations and so on. The parent university's role will be one of general supervision and the actual conferment of the degree. The privilege cannot be conferred once and for all - it will have to be continually earned and deserved - and it should be open to the university, after careful scrutiny of the position, to revoke the autonomous status if the college at any stage begins to deteriorate in its standards. We recommend that provision for the recognition of such autonomous colleges be made in the constitution of the universities. It should be possible in our opinion, by the end of the Fourth Five Year Plan, to bring at least fifty of the best colleges under this category.¹⁷

The University Grants Commission, in October 1966 constituted a Committee (1966-67) to study the feasibility and practical steps for implementing the proposal for autonomous colleges. The Committee, suggested certain practical steps to be taken to implement the proposal:

1. The autonomous college is an important concept which can be implemented for raising standards and encouraging the pursuit of excellence in carefully selected institutions. A modest beginning may be made to implement the principle, in some Universities. To begin with, the experiment would be tried

in one or two colleges in each University willing to undertake this. In the first instance, the possibility of establishing autonomous colleges within the framework of the existing University Acts should be explored.

2. The criteria for the selection of colleges as autonomous institutions have to be carefully worked out. The basic pre-requisites are good students, good staff, good facilities and good management. The constitution of the colleges concerned should be carefully considered. The Board of Governors and other academic bodies in an autonomous college should be properly constituted with suitable external representation. In case Government Colleges are to be admitted to the privileges of autonomy, they should have proper Boards of Management bodies fulfilling other essential criteria.
3. The proposal for the conferment of autonomy on any institution should originate with the University and college concerned. The UGC may be associated with the process of selection, but the primary responsibility has to be undertaken by the University. The University Grants Commission may constitute a standing committee to examine the proposals for the conferment of autonomy and if necessary, send the visiting teams to the institutions concerned in consultation with the parent universities. The Universities concerned may periodically review the functioning of autonomous institutions. That could be done in consultation with the UGC.

4. Autonomous colleges may be permitted to modify the syllabus in the light of the facilities and staff available and prescribe their own admission policy and devise their own assessment procedures.
5. The approach has to be flexible and there may be a graduated scale of autonomy for institutions depending on their performance and achievement in various fields. If an institution has been doing outstanding work in all of the vast bulk of courses run by it, the entire institution being treated as one unit could be given an autonomous status. This, it was felt, would have administrative and academic advantages. However, even partial autonomy in which the institutions concerned have been doing very good work could be bestowed upon two or more outstanding colleges in close proximity which agree to coordinate their efforts and pool their resources and talents.
6. The degree in an autonomous college should be awarded by the parent University, but the name of the college should be specifically mentioned. Autonomous colleges should not be separated entirely from their parent Universities at present.
7. Development grants on a liberal basis should be provided for the development of autonomous colleges. ¹⁸

Subsequently the Committees on the Governance of Universities and Colleges (1969-71) lamented the fact that no headway had been made in initiating the experiment as no provision for autonomy had been made in the legislative enactments governing most of the Universities. The committee recommended that in future, in such Acts, provision should be made not only for autonomous colleges but also for autonomy to teaching departments, or the units of Departments, in particular the Centres of Advanced study.¹⁹

The University Grants Commission advised the Universities, in October 1973, to confer autonomy on selected colleges and announced the "criteria, guidelines, and pattern of assistance" relating to autonomous colleges.²⁰ Later, the Commission in the publication "Development of Higher Education in India : A Policy Frame" (1978), repeated its call for moving away from the rigidity and centralised academic authority, and external examinations obtaining under the affiliating system; and creating a flexible and "dynamic system" promotive of innovative attempts and reforms. The Commission pointed out the significance of autonomous colleges:

Autonomy for a college implies that the college and its teachers assume full responsibility for accountability for the academic programmes they provide, for the content and quality of their teaching, and for the admission and assessment

of their students. Unless this basic condition is first met, it will not be possible to tackle the problem of relevance satisfactorily or to diversify and relate curricula to local needs and conditions, and what is even more important to give greater individual attention to the students on the basis of their needs and aptitudes. This alone will make it possible for institutions of higher education to become communities of teachers and students engaged in an agreed and mutually satisfactory joint pursuit of truth and excellence. However, it would be necessary to ensure that the terms and conditions of service for teachers prescribed by the Government and the University Grants Commission continue to apply to these institutions, and that the institutions continue to subserve the needs of national integration and development. The concept of autonomous colleges does not imply permanent categorisation of an institution under a separate label for a higher formal status. It requires an institution to be continuously subjected, in order to justify its recognition as an autonomous college, to periodic reviews and should be liable to lose its recognition if the conditions of higher academic excellence as well as its contribution to society are not maintained at the expected level. In short, such a privilege will have to be continuously

earned and sustained through performance. Over the years, we should move in a direction where autonomy becomes, not a reward for excellence, but the minimum condition for the very existence of the college. It must also be emphasized that, in the interest of good education and in the larger interest of society itself, each institution has to seek its identity in its own unique fashion, consistent with its local situation and the academic perspective of the local community.

As a step towards the development of this programme it is necessary to survey carefully all the colleges in a district and to identify one or two colleges which can become academically viable through guidance, planning and financial assistance. These colleges should be assisted to realise their potential and given autonomy to develop new courses in relation to the needs of the local region and its development. The programme can, over the years, be extended to other colleges as they show a desire and potential to develop on these lines.²¹

1.2 Pros and Cons of Autonomy:

The arguments in favour of autonomy can be summarised as follows:

(1) The system of affiliation was started when the number of colleges was small and manageable and such colleges did have a considerable measure of freedom. The system served a useful purpose, by encouraging the establishment of a large number of private colleges by local communities or voluntary bodies; and by monitoring their functioning. But since Independence phenomenal growth of colleges has taken place, resulting in the affiliating university breaking at the seams; exercising rigid controls over the colleges in terms of courses and curricula; and the examinations becoming unmanageably massive operations involving malpractices and corruption. Those colleges which desire to experiment with innovations or to adapt the curricula to local needs are unable to do so owing to the requirements of uniformity. This will be possible if they are given autonomy.

The individual college should be encouraged to be the measure of its own excellence and learn to strive to achieve excellence and maintain it instead of being pushed to accept the pitiful 'greatest common measure' of declining standards. Each college should

be allowed to stand on its own and make a gallant effort to justify itself through self-regulation and self-discipline and a tireless pursuit of excellence, and thus start a movement towards change, greater purposiveness and diversification and modernisation so that instead of standards gravitating to the bottom there would be some hope of a new dynamism operating and fulfilling itself in the conscious effort for improvement of standards.²²

(ii) Teaching, learning and evaluation, form a trinity of educational functions and they are best accomplished by the same persons - the teachers in direct contact with the students.

(iii) Innovation and experimentation need an atmosphere of freedom and flexibility which is difficult to obtain within the rigid framework of affiliation. New ideas such as work experience, value education, open book examinations, application-oriented studies etc. can hardly be tried in all the colleges, strong and weak, of a university, but only in a few with the necessary infrastructures, personnel and motivation.

(iv) Since many colleges in affiliating universities are academically weak the tendency is to go by the 'cult of the minimum' and often it is the weak colleges that set the tone and standards in some universities. The competent colleges feel frustrated in such a situation.

(v) It would be possible to start the semester system and internal assessment under autonomy.

(vi) The number of lost working days in an year and the lost working hours in a day, is very high in normal colleges, owing to agitations, disruption of studies, absence of teachers etc. In an autonomous college students can work for about 50 hours a week, regularly owing to the provision for library work, assignments, project work etc.

(vii) Delay in conducting the examinations and declaring the results, which is endemic in the affiliating system can be obviated in the autonomous college, since the valuation is localised and partly internal.

The Expert Committee on Autonomous Colleges (1985) set up by the Government of Kerala succinctly identified the case against autonomy:

- Autonomous colleges will foster elitism and will create two types of citizens in the country.
- Autonomous colleges will not be able to resist external pressures and pulls, and may bring down standards by boosting examination results. Internal assessment in such institutions may not be above suspicion.

- The recognition of autonomous colleges will result in diversity of standards and institution of parallel courses leading to the same university degree. The system will defeat all attempts to secure uniformity of standards. It may create two classes of citizens.
- The selection of some colleges as outstanding institutions will involve serious difficulties and in practice it will not be feasible to revoke the autonomous status of an institution once it is given.
- It will be anomalous for the university to award degrees to the students of autonomous colleges, since the university will not prescribe the courses of study and conduct examinations.
- The standard will fall since the teachers will not be able to resist pressure and threats from the students.²³

1.3 Objectives of College Autonomy:

Adisesha Bahadur identified the objectives of an autonomous college as follows:

A primary objective of an autonomous college should be the pursuit of knowledge which serves the development of its neighbouring community and the country.

A second primary objective of an autonomous college is to ensure the employability of its students.

A secondary objective of the autonomous college should be individualisation of its teaching and learning programme... Another secondary objective of the autonomous colleges is the promotion and development of the search capability and involvement of its staff and students... Autonomous colleges must be institutions of research as much as teaching, of investigations as much as learning.

A tertiary objective of an autonomous college is to develop in its members a sense of integrity...A second tertiary objective for the autonomous college is humanism...The college is the human community where the art of living together, speaking together, winning and losing together, the battle of knowledge in the service of society is experienced.²⁴

In 1978 twelve colleges of Tamil Nadu, eight under the University of Madras and four under the Madurai University were selected for autonomous status.

The investigator chose one of them, Lady Doak College, Madurai for an intensive study of the innovation.

2. Characteristics of the Adopter Innovation

Lady Doak College, Madurai, Tamil Nadu was founded in 1948 with the aim of educating the women of the region and training them "in the service of God and society". The

college emphasised the following guiding principles:

The unique value of each individual student asserts an unconditional claim upon the full professional concern of the teacher to help the student realize her potentialities of mind and spirit. Since this claim arises not from any accomplishment of a person, but only from the fact that she is a human being, an individual created and loved by God, her personality and faith are to be respected. She is to be helped to develop her intellectual powers and to understand her own self in her own religious and cultural setting, while being stimulated to understand wider patterns of thought and experience, so that her value systems are enhanced and actualised.²⁵

The College was affiliated to the Madurai Kamraj University and meant for women only. In 1982-83, the college had 1177 students and a faculty of 88. The hostels accommodated 360 students. The library functioned from 8. a.m. to 5.p.m. and there was an additional service - 'night library' from 7.30 E.M. to 10.30 P.M. mainly for reference work. The number of volumes in the library was 44257, that of journals and periodicals 51. During the year 1982-83 42000 books were lent to the staff and students. The College offered undergraduate and post graduate courses. Among the innovations introduced in the college were - College Autonomy, College Science Improvement

Programme, Orientation for New Students, Special English Teaching, Ethical Studies, College -School Complex, Self-Evaluation Programme and National Service Scheme. The college staff had a strong tradition of participation in professional development programmes on and outside the campus.

3. Profile of the Innovation

The investigator visited the college and studied the history, processes and performance of autonomy by personal observation, examination of records and documents, questionnaire and interviews.

3.1 Starting Point:

The innovation was started in the college in 1978.

3.2 Innovators:

The Principal of the college and Departmental Heads were mainly responsible for the planning, and adoption of the innovation. The Principal was described by her colleagues as "dynamic, innovative, idealistic, cordial, democratic, persuasive in communication, self-effacing, result-oriented, and skillful in group dynamics". She had

a distinguished academic record. A cosmopolite, she travelled in and outside the country frequently.

3.3 Need/Problem:

The college, in the opinion of the Vice-Principal, was searching for greater relevance in its mission and service to women and experiencing constraints under the affiliating system. In particular the following needs were experienced:

- (i) freedom to frame application - oriented, non-traditional courses;
- (ii) freedom from the uniformity and corruption of common examination systems;
- (iii) freedom to enrich the syllabi with components relevant to women;
- (iv) freedom to employ teaching methods appropriate to different ability levels and oriented to specific educational objectives;
- (v) freedom to be creative in shaping an educational pattern that would help evolve 'autonomous individuals' as envisaged in the aim of the college.

3.4 Search for solutions:

The college enjoyed a good reputation for its examination results, discipline and the quality of its

faculty. It had introduced various programmes for the improvement of teaching sciences, social sciences, and humanities as well as ethical studies. Within the framework of the affiliating university it had made an earnest effort to maintain high standards and to enhance the relevance of its offerings to society.

3.5 Choice of the Innovation and its Source:

The college was searching for greater academic freedom and renewal; this search synchronised with the corresponding search of the educational system for renewal and decentralisation. Relevance, quality and creativity were common factors in both these searches. On the one hand the macro system of higher education with the University Grants Commission at the apex level was stimulating the universities to grant autonomy to colleges and on the other hand the adopter college was preparing for that status. What stood in between the aspiration and achievement was certain environmental factors such as lack of provision in the University Act for autonomous colleges and the political pressures at the university and governmental level against the conferment of autonomy to colleges.

The sources of awareness of the innovation were mainly the Report of the Education Commission (1964-66)

the University Grants Commission, the University, Seminars/Conferences and books and journals. The visit of the Education Commission (1964-66) members to the college in 1965 and the personal conversation they had with the staff members was mentioned as a source of first-hand information about autonomy and inspiration for its adoption.

3.6 Planning / Shaping / Preparation:

In 1965 the members of the Education Commission (1964-66) visited the college to observe the functioning of the college and for discussions with the teachers. During the meetings with the Commission the teachers did not conceal their frustrations and constraints resulting from the irrelevant syllabi and the memory - based evaluation procedures uniformly pursued by all colleges in the university. The Commission referred to the prospective autonomy whereby colleges would have freedom to frame courses and curricula and to evaluate their own students. Since this episode, the Governing Body of the College set for the institution, the goal of autonomy, to be striven towards.

After the publication of the Report of the Education Commission (1964-66), which proposed the conferment of autonomy to selected colleges, the college started planning and preparing for autonomy.

The sequence of steps taken by the college in preparation for autonomy are indicated below:

- 1968-69 - Self study by Faculty in Departments with focus on aims and objectives of courses...
- 1969 - Dean of Students appointed. Student Services Office established.
- 1970
 - (a) College Science Improvement Programme introduced with the University Grants Commission's support. It set the Science Departments in the direction of independent guided work by students.
 - (b) Simultaneously, a Humanities Improvement Programme was launched by the College for the balanced development of the institution.
 - (c) Introduction of an Internal Diploma, recording both academic and co-curricular achievements of each outgoing student - awarded at a special College function. Faculty, in Departmental groups, assessed the students.
- 1973 - Two Faculty Committees for Science and Humanities were constituted to review the curriculum in preparation for autonomy.

Later, another group reviewed the co-curricular programmes.

- 1976 - Introduction of the Semester system,
Internal Assessment.

- 1977 - Seminar for students of the college on evaluation. During their "Study Emphasis week" they heard about, and discussed, the concept of autonomy.

- 1976-'77 The Senatus and faculty, senior and junior, worked on "Comprehensive Proposals for Autonomy".

- April '77 Meetings with the Inspection Commission for Autonomy.

- 1977-'78 The initial proposal was further reviewed and improved upon by faculty in the Steering Committee for Autonomy and in Departments.

- 1978 - A ballot taken at a meeting of the Faculty Association showed an overwhelming vote for Autonomy.

- May 1978 The Syndicate of Madurai University conferred the status of Autonomy on Lady Doak College, for a period of 5 years, in the first instance, subject to a review at the end of 3 years and the college's acceptance of the same.

In 1976, curriculum development for courses to be proposed under autonomy began with each Department setting its own objectives and planning courses. Committees were

set up to frame administrative structures, standards, curricula and evaluation scheme. Concurrently began, a campaign to generate awareness and accurate perceptions of autonomy among the students, and the parents. A 'Study Emphasis Week' was organised during which the students were informed about autonomy; their questions were answered and doubts cleared. Parents were invited to a special meeting to be briefed about the oncoming changes in the college. In 1977, the 'Inspection Commission for Autonomy' inspected the college and examined its plans and proposals for autonomy.

The responsibilities attendant on autonomy - academic, financial and administrative - called for rigorous institutional preparation on various fronts. The freedom and accountability implied in autonomy were defined and demarcated. The relations with the University, the State Government and the University Grants Commission were clearly spelt out. The revised goals and objectives were restated, for the college as a whole, for each Department and for each subject. Structures for the new functions such as administration, curriculum development, prescription of courses, continuous assessment and examinations, record keeping, ^{and} publication of results were set up. Budgeting for the additional financial requirements

was done and plans for additional resource mobilisation prepared.

The College Governing Council and the Principal, realising the extent of responsibilities devolving on every teacher in the wake of autonomy, chalked out a planned programme of staff preparation. It was recognised that autonomy implied a radical change in the teachers' outlook, attitudes, orientation and skills in teaching, testing, evaluation etc. Earlier the teachers were expected only to teach the syllabus prescribed by the University and test the students using the examination models used by the University. Under autonomy, teaching, testing and evaluation became the tasks of the college making the teachers the primary agents and they were expected to develop courses, and participatively decide the teaching materials and evaluation methods to be used. They were to detect possible options for specialised courses related to their respective subjects, based on local relevance and available expertise. The shift was from a university - oriented, centralised administrative system to a localised and participatory system. The staff were to undertake more administrative responsibilities in the Department and the college, involving committee meetings, documentation, maintenance of records and decision-making.

Accordingly, the college took steps to initiate a series of staff development programmes in order to prepare and train them. A sample of the opportunities provided for staff development is given below:

- (i) Faculty orientation - to goals and future plans of the College.
- (ii) Faculty meetings with external resource persons introducing new ideas -
 - what are we educating for?
 - Integrated Approach to the Study of Sciences.
 - Evaluation Procedures
 - Institutional Planning
 - Curriculum Planning
- (iii) - Workshop for the faculty on:-
 - Taxonomical Approach to teaching and testing.
 - Teaching and Evaluation
 - Methods in History
 - Writing of Course Objectives
 - Research Methods
 - English Language Teaching
 - Community Service
 - New Teaching Methods
 - Value Education
- (iv) Participation in doctoral /M.Phil programmes.
- (v) Faculty journal

3.7 Decision - Making:

The decision -making process with respect to the innovation had two facets, one, on the part of the Research, Development and Diffusion system and the other on the part of the adopter college.

3.7.1 Decision-making by the Research, Development and Diffusion System

The Education Commission (1964-66)'s recommendation was that by the end of the Fourth Five Year Plan (1972) at least fifty selected colleges should be conferred autonomy. In 1972, the Central Advisory Board of Education suggested that the programme of autonomous colleges should be vigorously implemented and that at least 5% of the colleges (200 out of the total 4000 and odd) should be made autonomous by the conclusion of the Fifth Five Year Plan (1979). Meanwhile some of the colleges in Tamil Nadu started preparing blueprint for the prospective autonomous status, with detailed proposals relating to the administrative structure, courses, curricula, evaluation system, staffing pattern etc. For example American College, Madurai submitted its proposals for autonomy in 1972 to the university, the University Grants Commission and the State Government. The University Grants Commission, meanwhile appealed to the universities to identify colleges deserving autonomy

and direct them to submit five-year proposals; and to amend the University Act so as to provide for autonomous colleges. In August 1977 the legislature of Tamil Nadu passed the Bill to amend the Madurai Kamraj University Act, by inserting the following clauses:

"(bb) 'Autonomous College' means any college designated as autonomous college by statutes,"

"(4-A) " to confer degrees, titles, diplomas and the academic distinction on persons,"

"(ee) the manner in which and the condition subject to which a college may be designated as an autonomous college or the designation of such college may be cancelled and the matter incidental to the administration of autonomous colleges including constitutions or reconstitutions, powers and duties of Academic Council, Staff Council, Boards of Studies and Boards of Examiners."²⁶

Subsequently the Madurai University adopted a resolution to designate any college as an autonomous college with the concurrence of the State Government and the University Grants Commission. It was clarified that 'autonomous college' meant any affiliated college so designated, providing its own courses of studies within the university area, which were approved by the university with the concurrence of the State Government and the University Grants Commission.²⁶

Simultaneously the Madurai University had invited proposals for autonomy from several colleges and a committee appointed by the University Grants Commission had inspected the applicant colleges to verify their suitability for autonomous status. Based on the committee's recommendations, the Madurai University resolved to confer autonomy on four colleges under its jurisdiction, and designate them 'autonomous' with effect from the academic year 1978-79, under subsection (11-A) of Section 20 of the Madurai University (Amendment) Act 1978. This declaration was conveyed to the Secretary of the college by the Registrar of the University by a letter dated 8 May, 1978. The conferment of the autonomy was subject to the following terms and conditions:

1. The College shall offer instructions in degree and postgraduate courses, provided, however the college shall discontinue the Pre-University course by the end of the academic year 1978-79.
2. The College will have autonomy in the matter of:
 - (a) Framing its course of studies;
 - (b) arranging for instruction to students;
 - (c) devising methods of evaluation, examination and tests pertaining to the award of the degree/diploma by the University; and
 - (d) admission of students.
3. Autonomy conferred will be in respect of courses that are being taught at present, and courses and subjects that are included as suggested by

the Expert Committee. Details of such courses of study and subjects that are framed by the college under autonomous status should be intimated to the University, from time to time, in view of the fact that the University can at any time examine the composition and contents of the courses that are available in the autonomous college and facilities and equipments required including the syllabus, new courses and subjects.

4. Admission to courses of studies offered by the Autonomous college shall be in conformity with the rules of reservation for candidates belonging to scheduled castes, scheduled tribes and backward classes laid down by the State Government, from time to time. The maximum number of student admissions should not exceed the number prescribed by the University/Government for the college in the previous years.

5. The college is hereby conferred the status of autonomy for a period of five years from the academic year 1978-79 in the first instance, subject to a review of the functioning of the college at the end of three years.

6. The Syndicate shall have power to revoke the autonomy conferred at any time after scrutiny and after giving due notice of such intention to the college concerned before the period mentioned in 5 supra, in case of deteriorating standards or for any other good cause.

7. The College may have its own Boards of Studies for the different subjects and an Academic Council. The Boards of Studies may have external experts including representatives of the University. The Academic Council constituted by the College shall involve faculties of the College at all levels. The decisions taken by the Boards of Studies and the Academic Council of the College will not be subject to any further ratification by University Academic Council or other statutory bodies of the University. The Governing Body/Management Committee shall ensure that decisions taken by the Academic Council are accepted and implemented by the College.
8. The Degree/Diploma of the University will be conferred on the students who shall have pursued an approved course of study and qualified for the same in the college; and the name of the autonomous college will be inscribed in the Degree/Diploma issued to them, the nomenclature of the diploma being determined by the University.
9. Notwithstanding the conferment of autonomous status, all provisions of the Act, the Statutes, the Ordinances and the Regulations of the University shall be applicable to the Colleges except those relating to matters specified in these terms and conditions, and relating to autonomous colleges; The University shall continue to exercise its general power of supervision over the college.

10. In case of any dispute arising between the Managing Committee and the Academic Council of the College, the dispute shall be referred to the Vice-Chancellor of the University and his decision shall be final.

11. The College shall pay to the University a sum of Rs. 2000/- being the application fee prescribed for the grant of autonomous status.²⁷

3.7.2 Decision - making at the College Level:

The Senatus of the College appointed two committees in 1973 to review and revise the curriculum in preparation for autonomy, in the Sciences and the humanities which was a confirmation of the option in favour of autonomy in principle. During 1976-77, after studying the University Grants Commission's document "Criteria, Guidelines and Pattern of Assistance to Autonomous College", the college prepared the Comprehensive Proposal for Autonomy. The Senatus discussed the proposals and passed on their recommendations to the faculty. This was the next stage in decision-making in favour of autonomy. In April 1977 the Comprehensive Proposal was submitted to the Madurai University and on 28 April 1977 the faculty met the Commission of Inspection for Autonomy, which further confirmed the preference in favour of autonomy.

Early in 1978, the proposals were revised. All Departments were asked to prepare two plans for faculty arrangements for the next two years, Plan A with autonomy and Plan B without autonomy. Each Department was required to give a considered opinion whether to introduce autonomy in 1978 or not. The whole faculty voted by ballot in favour of autonomy with effect from 1978. In March 1978 the College Governing Council resolved to request the Madurai University to confer autonomous status on the college. This request was accepted by the Madurai University.

Thus it was seen that on the one hand the University Grants Commission, the State Government and the University had synergistically worked to render college autonomy a reality, and that the decision was a legislated and administered one. On the other hand the college was striving for full eligibility for autonomy and pressurising the governmental and university authorities to decide in favour of declaring selected colleges autonomous. At the college level the decision to opt for autonomy was taken 'by ballot'.

3.8 Rationale, Conceptual Basis and Objectives:

The activities under autonomy, it was pointed out, were based on the assumption that the learning process, interpreted in its widest sense, was the core of the institution; everything else, administrative structure,

hierarchies and physical facilities, were secondary.

The learning process was visualised as:

- an integrated and logical process;
- as a continuous and ongoing process.
- as a process extending beyond the classrooms;
- as an efficient process.
- as a self-renewing process.

The conceptual framework of the autonomy in the college had the following elements:

- (i) Knowledge is an integrated whole.
- (ii) Academic excellence and quality should be founded on the effective combination of theory and practice, learning and work, concepts and their application.
- (iii) Flexibility and freedom of choice should characterise the course pattern and options.
- (iv) Integrated personality development through value education, physical education and community service.
- (v) Linkages between college and the environment is to be maintained so as to ensure the social relevance of education.
- (vi) Participation of staff and students in decision - making and implementation at all levels.
- (vii) Review - feedback -action mechanisms and approaches should be utilised to promote self-criticality, correction and renewal in the organisation.

Based on these assumptions the autonomous Lady Doak College set for itself specific educational objectives:

- (i) To work towards achieving academic excellence at par with international standards.
- (ii) Development of the full personality of each student, as reflected in :
 - training
 - full use of intellectual powers
 - social awareness
 - acceptance of responsibility
 - understanding of national and cultural heritage
 - ability to apply learning to life situations.
 - ability to make decisions as autonomous persons.
- (iii) To help students become responsible persons.
- (iv) To help students develop attitudes towards work which will make them employable adults.

3.9 Contents/Activities:

With the conferment of autonomy, the college acquired freedom to:

- frame courses of study
- to employ appropriate teaching methods and materials.
- devise methods of evaluation
- develop principles of admission of students.

These areas of freedom contained within themselves corresponding responsibility and accountability to the university and the students. The process of implementation involved a series of planned changes in the nature of alterations, substitutions, additions, renovations, restructuring and the creation of new structures in administration, curricula, teaching methods and evaluation.

3.9.1 General Characteristics:

Under autonomy, the college came to possess certain distinctive features and procedures:

- (i) Semester system.
- (ii) Five days of work in a week, each day having six hours of work.
- (iii) Admissions continued to be according to the University rules and regulations.
- (iv) Final examinations at the end of each semester; grading with grade points; Repeat examinations to be held at the end of the summer holidays;
- (v) Credit hours - general guidelines were provided for each course per semester and the basic credit hour requirements for graduation.
- (vi) The proposed faculty workload - 10 hours of class room work for Professors and Heads of Departments; besides 10 hours for preparation, 4 for correction, 2 for administrative work, 2 for guiding projects, 4 for self-improvement and 4 for co-curricular activities. In the case of Assistant Professors, classroom work for 14 hours, 10 hours for preparation, 4 for

correction, 2 for work in the Department, 2 for guiding projects, 2 for continuing education and 4 for co-curricular activities.

- (vii) 75-80% attendance by students in a semester was insisted upon.
- (viii) The college continued to be affiliated to the parent university which conferred the degrees on the successful students, with the name of the college mentioned therein.
- (ix) Staff salary scales and benefits as well as terms and conditions of service remained the same.
- (x) All staff members were included in the Board of studies, Boards of Examiners and the Academic Council.
- (xi) Students were represented in the Academic Council.
- (xii) The autonomy conferred was not irrevocable. The university could withdraw the special status, if the performance of the college was unsatisfactory.

3.9.2 New Administrative Structure:

The new functions and tasks of the college necessitated additional administrative structures for autonomy programmes;

- (i) Academic Council included the Principal; all teaching members of the faculty; representatives of the public, college governing council, higher secondary schools, alumni and students; Principals of other autonomous colleges; and University Professors of Languages, Humanities

and Sciences. The Council met twice an year "to discuss and ratify the entire academic programme of the college" and was responsible for the maintenance of standards and attainment of goals of the college. Student representatives of the college were selected by the Nominating Committee of the College on the basis of academic merit and proven co-curricular skills and abilities, and their term of office was one year.

- (ii) Boards of Studies consisted of all faculty members of the Departments and eight external members each, representing the parent university, other autonomous colleges, other colleges, other universities, research institutes, industries, other institutions and professional colleges. The Chairman was elected from the internal, permanent members and held office by rotation. The Board met ordinarily once a semester to review/revise courses, to review teaching methods and instructional materials, to recommend external examiners and external members of the Board, to review methods of evaluation and initiate interdisciplinary programmes.
- (iii) Curriculum Planning and Evaluation Cell consisted of nine faculty members, the Principal, Chairman of Academic Affairs, Coordinator of Student Services and the Assistant Coordinator. The Cell designed the total curriculum of the college, scrutinised the recommendations of the Boards of studies and periodically evaluated the courses; provided guidelines to students on formative and summative evaluation; and introduced "academic changes" through workshops and discussions with experts.

- (iv) Two chairmen of Academic Affairs, one for the sciences and one for the humanities. One of them was responsible for evaluation and the other for Boards of Studies, Curriculum, Planning bodies and Academic Council. They, "assisted in all matters relating to academic planning and policy - making; and guided and planned the work of the Curriculum Planning and Evaluation Cell, College Development Cell, Boards of Studies, Boards of Examiners and Libraries. Each Department had a Board of Studies.
- (v) College Development Cell, with six faculty members and four ex-officio members helped in the general development plans of the College.
- (vi) Boards of Examiners, with internal course teachers and external experts in the subject had the functions of setting the question papers, preparing the scheme of valuation, valuation of answer papers and submission of mark lists and valued answer scripts to the examination office. The valuation of answer sheets was centralised and the practice of double valuation/joint valuation was followed.
- (vii) Awards Committee consisted of the Principal, Vice-Principal, Dean of Academic Affairs, five Heads of Departments and two members nominated by the syndicate of the University. This Committee was responsible for the smooth and fair functioning of the tests and examinations and for recommending to the University the award of diplomas, degrees and other certificates for successful candidates, through the college committee.

- (viii) College Committee included the members of the Senatus and Governing Council of the college. The committee ratified the results and forwarding of lists of candidates to the university for award of degrees.
- (ix) Nominating Committee, was responsible for nominating student representatives to the Academic Council and for forming standing committees for the college.
- (x) Appointments Committee, made recommendations on faculty appointments;
- (xi) Public Relations and Alumni Development Office.
- (xii) Coordinator of Extension Services.

The Principal reported that the additional administrative structures had led to decentralisation of administration and a sharing of power among a greater number of individuals. This also implied that responsibility for taking academic decisions rested with a larger number of teachers, if not with all the teachers, she remarked.

3.9.3 Courses and Curricula:

Under autonomy the curricula were redesigned so as to give the students both general and specialised knowledge and sufficient choice. This required a great deal of planning and careful thought. To suit the needs of

varied ability levels of the gifted, average and slow learners, courses at the advanced, basic and remedial levels respectively were planned. This flexibility was built into the question papers, assignments and group work also. Tamil, besides English, was used whenever necessary as the medium of instruction. Applied and in-depth courses were offered.

The course pattern consisted of : (a) Languages, (b) Major, (c) Allied Courses (d) Additional Courses and (e) Integrated Basic Course. During the first semester a foundation course was offered to all science/ Humanities students to provide them the needed general competencies and help them in further studies in the chosen Major. Besides they were to make an in-depth study of a chosen subject in which the student would obtain her bachelor's degree. A student was also expected to take an Integrated Basic Course in Humanities if she was in a Science Major and in Science if she had a Major in Humanities. The purpose of this course was to ensure an integrated and balanced approach to knowledge as a whole and to get over the barriers between disciplines. The Departments offered "Allied Courses" which could be taken by students from any other Department. Such a course would be related to the Major of the student but was inter-disciplinary in character.

A student should also attend a course in Ethical studies in each of the six semesters.

From the second year, students were offered a variety of additional courses numbering a total of 30 - courses such as Modern Devotional Songs, Advertisement, Tourism, Survey Methods, Computer Programming, Food Preservation, Flower Arrangement, Nutrition, Spoken English. Every student was to take a minimum of two and not more than three of these courses which were interest-based and non-evaluative.

During the fifth semester the students prepared for independent or group projects and in the sixth semester, undertook guided independent projects. During the fifth and sixth semesters extension programmes and activities of community interaction were organised in the major departments.

Application - oriented courses, work experience, and field work were designed to link learning with the life situations, social realities and the world of work.

The college had an "Academic Advising" system, by which each student was assigned to a teacher who was the academic adviser. The latter was expected to devote personal attention to the student's academic needs, problems and plans and render her all possible help in study skills, materials and facilities.

The study programmes of the students impinged on the community, in the form of study projects, laboratory work for school students, refresher workshops for school teachers, mobile science laboratory etc. The community provided the students facilities for learning in instances such as training and work experience in electro-plating in industries, clinical testing in private laboratories, experience in dairy microbiology and biochemistry at the government dairy etc.

3.9.4 Teaching Methods and Instructional Materials

Under the autonomous system the teachers were using 29 teaching methods and 21 types of instructional materials, according to the needs of individual courses and the levels of the classes taught. Such teaching methods were - lectures with demonstrations/audio-visual aids, team teaching, seminars, discussions, problem-solving sessions, project-method, group study, library work guided by faculty, guided independent work, work experience sessions, on the spot study and report, model building, role play/dramatisation, case studies, student teaching, brainstorming, class and home assignments, guest lectures, theory and laboratory work integrated, study of source material, development of psychomotor skills, dictionary skills, listening to records, training in dialogue, poem-review sessions, student preparation of visual aids, recitation, creative writing, discovery method. The twenty one types of instructional materials available were :

course hand-outs, work-books, charts, exercise sheets, maps, diagrams, transparencies, black canvas models, audio-visual aids (slides, film strips, epidiascope, overhead projector, tape recorder, record player), flash cards, live and preserved specimens, demonstration kits, reading lists, questionnaires, dictionaries/encyclopaedia, mathematical tables, newspapers, books-text reference, journals and roll-back blackboards. The teachers pointed out their characteristics, as follows, they were:

- diversified, hence permissive of choice;
- experiential hence productive of durable learning outcomes;
- non-traditional, hence appealing;
- application-oriented, hence relevant;
- participative, for learners;
- student-oriented;
- stimulative of enquiry and thinking.
- promotive of creativity
- activity/skill-based.
- conducive to research
- challenging to teachers and students in terms of preparation and usage.
- Deterrent to rote memorisation.

3.9.5 Evaluation:

Autonomy implied the delegation of responsibility for testing and evaluation from the university to the college, with the following features:

- (i) Fifty percent weightage for continuous assessment in theory courses;
- (ii) Cent per cent continuous assessment for laboratory courses and projects.
- (iii) End-of Semester examinations for which question papers were set by the course teacher/s jointly with examiner/s from outside. Valuation of papers was also done by both the examiners and the differences were moderated.
- (iv) Students were shown their examination scripts; they signed on them and returned them to the course teacher.
- (v) In case of grievance about marks, the student could appeal first to the Head of the Department and then to the College Review Cell. There was provision for re-evaluation of a final examination or for re-totalling of marks.
- (vi) Results were announced without much delay after the examinations and marklists displayed in the Departments. In the case of formative evaluation, corrected scripts were returned within 10 days.

- (vii) Each student was given a handbook containing the procedures and rules relating to the examinations.

Since the responsibility for examinations was localised at the college level, students and their parents had apprehensions about possible acts of discrimination, vindictiveness or manipulation by the staff. The public were concerned about the possibility of, artificial "boosting" of marks so as to enhance the prestige of the college or to help some students in securing jobs or opportunities for higher studies. In order to remove such suspicions and fears adequate checks and balances were built into the evaluation system.

For the two batches of students who were in the colleges during the period of 1978-1981 and 1979-1982, the results of formative and summative evaluation showed that the percentage of pass ranged between 64 - 100 and 70-100 respectively for various subjects.

3.10 Personnel/Financial Aspects:

The faculty, students, administrative staff, representatives of the parent university on the various academic bodies, guest lecturers, visiting Professors, resource

persons, members of the local community, visiting inspection/evaluation teams etc., constituted the personnel involved in the implementation of the innovation. The faculty and administration had, to restructure or modify some of their roles and functions; and to perform at a higher level of stress for greater number of hours, so as to accomplish the new tasks entrusted to them. This called for acquisition of new skills and heightened motivation. Fulfilling such pre-conditions through staff development programmes and performance counselling was attempted. During interviews the administrators agreed that autonomy required improved managerial skills in personnel relations.

The document 'Criteria, Guidelines and Pattern of Assistance to Autonomous Colleges' (1973) issued by the University Grants Commission had cautioned that conferment of autonomous status would not by itself entitle a college to any extra financial benefits. Nor did autonomy mean any transfer of financial commitments to the Commission from the managements or the State Governments. Any extra assistance arising out of autonomy would be only marginal and related to the special academic programmes developed by autonomous colleges and such assistance would be available from the Commission on a cent per cent basis, for a period of five years. The question of continuing such assistance beyond the five year period either as developmental

assistance or as maintenance assistance could be reviewed taking all relevant aspects into consideration, it was clarified. Meanwhile autonomous colleges would continue to be eligible for assistance from the Commission in respect of all development programmes applicable to other colleges.

It was noted from the budget for autonomy during the years 1981-82, 1982-83 and 1983-84 that major items of expenditure were remuneration to the additional staff appointed, autonomy administration, equipment and chemicals, books and journals, hand outs and instructional materials, and the conduct of the examinations. The additional expenditure was partly met from the annual grant of Rs. 2 lakhs received from the University Grants Commission. No special grant was received from the State Government. On the whole financial constraints did affect the effective functioning of the innovation. More funds were needed for the following reasons:

(i) The teachers had to undertake a great deal of clerical work relating to continuous assessment which affected the academic work. This necessitated the appointment of office and laboratory assistants.

(ii) Cyclostyled texts, hand outs etc. increased the stationery expenses.

(iii) Additional staff were needed for the conduct of examinations, autonomy administration, library services etc.

(iv) The diversified programmes of science education required more equipment and chemicals.

During interviews the Principal and the Bursar expressed their concern that sufficient and timely financial support for the autonomy programme be given by the University Grants Commission and the State Government.

3.11 Acceptance/Resistance:

The college had been planning and preparing for autonomy for over a decade earlier to the time of adoption. In 1978, the staff had a choice to vote for or against the proposal for adoption in the ballot but the unanimous option was in its favour. The decision to accept autonomy was taken in consultation with all staff members and the Governing Body. The students and the public were briefed about it and kept informed from time to time. The attitude of the staff was cooperative. Resistance was pre-empted by psychological strategies. Sharing of power through participation in various decision-making bodies and involvement helped to reduce resistance.

At the level of the Research, Development and Diffusion the proposal was resisted by teachers'

organisations, some political parties and ^a/_{section} of the students.

The reasons for such resistance and the counter-arguments given were the following:

(i) Fear of the selected colleges becoming an elitist category of institutions. Such a categorisation of strong and weak college already existed. "Elitism" denoted not only 'privilege' but also 'search for excellence'. The quest for excellence was the duty of every academic institution.

(ii) Fear of dishonest practices in evaluation. Autonomous colleges had provided necessary safeguards to avoid this possibility. In case of an unfair treatment a student could appeal to the Head of the Department and to the 'Appeals Committee'. Assessment procedures were to be open, to the extent possible. If a college boosted the marks of its students, in the long run the public and employers would take cautious note of such an institution.

(iii) Fear of college managements exercising 'autocracy' instead of 'autonomy'. What was visualised was academic autonomy. The managements would be no more powerful than they already were.

(iv) Fear of the teachers of autonomous colleges being segregated from the mainstream of the teachers'

unions.

(v) Fear of the degrees conferred on students of autonomous colleges being not recognised. Selection for autonomy was a recognition of the consistently good performance of the college. Employers did not discriminate against the graduates of autonomous colleges, it was found.

Such fears were tackled by rational explanations as well as by precautions taken to create confidence in the public mind about the integrity and legitimacy of the autonomous college. Opinion leaders such as Vice-Chancellors, Principals of Colleges and Professors helped to create an academic and political climate favourable to autonomy in Tamil Nadu during the second half of the seventies.

3.12 Evaluation of the Innovation:

The functioning of autonomy was evaluated formatively by the staff members in plenary staff meetings and Departmental Staff meetings. Besides the Curriculum Planning and Evaluation Cell met regularly to tackle problems that emerged from time to time with regard to the curricula and examinations. Their recommendations and proposals for modifications or adjustments were placed before the Academic Council for final endorsement.

Annually the innovation was reviewed, with the involvement of all segments of the college community. The Principal's reports to the Governing Council contained up to date and critically evaluative assessment of the functioning of autonomy. Sustained monitoring and corrective action based on feedback was built into the operational pattern of the innovation.

On 21 February 1981, the Committee for Evaluation of Autonomous Colleges visited the College to study the performance of autonomy. Extracts from their report are reproduced below:

The Committee ~~went~~ round the exhibits arranged by the different departments showing the work carried on under autonomy. The exhibits included the mark statements, valued answer scripts, scheme of work, methods adopted for teaching etc. and they are illustrated with suitable diagrams.

From the discussion with the management, it is noted that there is no problem with regard to internal assessment and the average of all the three tests are taken for purposes of examination. It was noted that students sign the answer sheets while they are receiving the valued answer papers and testify to the marks obtained.

So far as financial problems were concerned, the principal who represented the management pointed out that more facilities are needed for sending teachers under Faculty Improvement Programme as the present allotment under the University Grants Commission is not sufficient. In the case of appointment of substitutes, it was pointed out that there is a lot of delay and in order to have the classes regularly, the management had to meet the salaries of some substitutes, in the first instance, pending approval by the Director of Collegiate Education.

The Committee then had a discussion with the faculty members. One striking feature of the academic programme was assignment of projects in the fifth and sixth semesters. This is a welcome improvement.

So far as the structure of the courses is concerned it was noted that an integrated basic course in humanities is offered to science students and similarly an integrated basic course in science is offered to humanities students for one semester. This is a welcome move.

The students are given practical training in different disciplines in the local industry pertaining to each discipline, especially in the faculty of Commerce, where students are sent to the nearest banking institution for training. This training is arranged in such a way that their lecture classes are not disturbed.

The faculty expressed the opinion that the internal assessment system works very well and the students take it up in good spirit. Of course the faculty members have to put in some extra time to correct the assignments, prepare for the lessons etc. and they do not mind doing it because most of them expressed satisfaction of the job they are doing and they have satisfaction of making their academic work worthwhile.

Another feature noted in this college is the method of bi-lingual teaching i.e. through English and Tamil media. The students are exposed to detailed bibliography and notes. There is provision for the students to answer the tests and examination papers in Tamil also. There are too many subjects to study and to make the course a really integrated one, special care was taken to revise the course in 1979-80.

It was gratifying to note that the faculty members are highly motivated.

The Committee then met the student-representatives who are members of the Academic Council. In this College there is representation for students on the Academic Council for each discipline. It was noted that there is a sense of participation among the students and that they find the courses under autonomy more challenging and they are fully satisfied with the system of internal assessment and other evaluation procedures followed in the college. It was also pointed out that the syllabus is discussed among the students first and if they have any problems or difficulties they are

brought to the notice of the Academic Council. Some instances were cited where students felt that the syllabus was too heavy and the Academic Council was pleased to reduce it as desired."

Being satisfied with the arrangements made by the college for the conduct of the courses, content of syllabus, methods of teaching and evaluation etc., the committee recommended the continuation of autonomy "for a couple of years" after which the position might be reviewed.

The University used the feedback from its review and evaluation for decision - making on the continuation of autonomy.

3.13 Continuance and Future Plans:

The College was desirous of continuance of autonomy and its consolidation. After functioning for the first three years autonomously (1978-80) the college's performance was evaluated by the Evaluation Committee for Autonomous Colleges (1981) set up by the parent university which recommended the continuance of the experiment.

Follow-up plans included strengthening and diversifying the programmes already initiated and the introduction

of other innovations such as a computer centre, women's studies and employment oriented courses.

On the part of the university the future plan was to extend autonomy to more colleges.

3.14 Change Agents:

The Principal and the teachers identified the following change agents:

(i) The Vice-Chancellor of the neighbouring University of Madras, who held the office immediately prior to and after the initiation of autonomy. He was instrumental in effecting amendments in the Acts of the Madras and Madurai Universities.

(ii) The Principal of a neighbouring college in the city who was a motivating force for, and promoter of autonomy. He helped the college in preparing the proposals and in staff orientation.

(iii) Resource persons and trainers in counselling, teaching methods, evaluation, value education, community service etc. who helped train staff. Such resource persons were drawn from the parent university, neighbouring universities, Association of Indian Universities, National Institute of Educational Planning and Administration,

University Grants Commission, Central Institute of English and Foreign Languages, neighbouring colleges, State Council of Educational Research and Training, Voluntary Educational Development agencies, etc.

The resource persons and trainers played the role of knowledge-builders, process-helpers, resource-linkers and trainers.

3.15 Consequences/Impact:

Ninety five percent of the teachers were of the opinion that the autonomous status had helped the academic growth and development of the college in many ways. Five percent held the contrary opinion, according to the Principal. The functional consequences were the following:

- (i) Diverse courses were introduced. The Integrated Basic Course helped the students to appreciate the inter-relatedness of knowledge. The Preparatory Course for Independent group study and project work helped the students to raise questions, conduct investigations, write reports and face a viva-voce. Application-oriented courses, field trips and work experience contributed to linking the learning in the classroom with specific life situations.

- (ii) The new administrative structures involved the staff in participative decision - making and sharing of power.
- (iii) Increased participation of staff in, professional development activities.
- (iv) New and diversified teaching methods were introduced, supported by instructional materials.
- (v) The course teachers began to evaluate the students jointly with external examiners. Examinations were conducted according to the schedule and results were announced expeditiously.
- (vi) Changes in the orientation and outlook of the teachers took place. Formerly her role was secondary - teaching the syllabus set by the University and preparing the students for evaluation by others. Under autonomy she prepared her own courses, prepared the material, prescribed learning materials and reference books, and evaluated the students. She set her own goals and pursued them within the framework of the established norms and procedures of autonomy. Thus she became a primary and crucial agent in the college process.
- (vii) Linkages between the college and the local community, service organisations and other colleges increased. The new teaching methods

necessitated field visits, project work and work experience outside the campus.

The experiment had some unfavourable consequences chiefly in the following areas:

- (i) The increased workload of teachers led to stress and strain on them. Besides the teaching function, they had to undertake planning and controlling functions also. Appropriate additional posts were not sanctioned to solve this problem. The staffing pattern remained the same as before.
- (ii) The series of tests, assignments and semester-end examinations and the co-curricular activities preoccupied the students to such an extent that they felt that the burden of work was becoming too heavy.
- (iii) Financial constraints on the college - no additional grants were received from the State Government and there was delay in the receipt of grants from other sources.

3.16 Dissemination:

The Principal and staff members of the college had disseminated information about the innovation to the University Grants Commission, the university, State Government, other colleges and the general public. Articles on autonomy were written in the college magazine, newspapers and educational journals. Papers

on various aspects of the experiment were presented by the staff in professional conferences. The Principal participated in two national level training programmes for college Principals and briefed the participants about the concept, implementation and outcomes of autonomy. Teachers from non-autonomous colleges used to visit the institution to study the experiment and seek guidance from the faculty in their own preparation for autonomous status. The Public Relations Office of the college prepared hand-outs and other informational materials for distribution among such visitors.

4. Factors that Facilitated/Constrained the Innovation

The Faculty and the Principal pointed out the following as the factors that facilitated the innovation:

- (i) Goal focus of the institution. The aims and objectives of autonomy were compatible with those of the college.
- (ii) Leadership and high motivation of the Principal and her personal commitment to the innovation.
- (iii) High motivation of the teachers and their cooperation.
- (iv) Teachers' willingness to do extra work.
- (v) Participation in professional development programmes by the staff.

- (vi) Recognition/Appreciation given to innovative teachers.
- (vii) Cooperation from teachers.
- (viii) Participative decision-making by the Principal.
- (ix) College's contacts with resource systems.
- (x) Availability of relevant books and journals in the library.
- (xi) Innovativeness of the University.
- (xii) Regular staff meetings.
- (xiii) Cooperation from parents/public.
- (xiv) Peace and discipline on the Campus.
- (xv) Information/guidance from the University Grants Commission.
- (xvi) Financial support from the University Grants Commission.
- (xvii) Encouragement from the College Management/Governing Council.
- (xviii) Systematic planning and preparation for implementation process.
- (xix) Periodic evaluation of the implementation process and corrective action taken.

There were many constraints and difficulties to be encountered by the college before and after the introduction of autonomy, such as :

- (i) Extra-infrastructural facilities in the form of administrative and supportive staff

to deal with additional work were needed and this was not permissible under the existing staff pattern.

- (ii) The workload of teachers increased and they were forced to do much clerical work in connection with the examinations. This affected their academic work, in some cases.
- (iii) Some teachers did not have the required skills in methodology and evaluation procedures. They needed more training and guidance.
- (iv) The campaign and propaganda against autonomy by the teachers' union of the university and a section of the public.
- (v) Inadequate facilities for teachers to participate in professional development programmes, doctoral studies.
- (vi) Soaring price of library materials and the stagnant library fee made acquisition for the library difficult.
- (vii) Inadequacy of the grants sanctioned for the autonomy programme.

5. Model of Change and Strategies for Change

In terms of the process of change involved, college autonomy exhibited certain special characteristics:

- (i) It was a comprehensive innovation, embracing various facets of college life such as management

and administration, courses, curricula, teaching methods, evaluation, relations with the university; and affecting the entire college population, students, faculty and administrators.

- (ii) It was internally planned and executed; however the college system had a definite interface with the resource systems such as the university and the University Grants Commission. Without the active involvement of the resource systems, the innovation would not have become possible.
- (iii) The University Grants Commission was mainly responsible for the development of the innovation. The research dimension was present in the recommendations on college autonomy made by the Education Commission (1964-66) and the various subsequent committees referred to under section 1.1 earlier. The design, engineering and packing of the innovation was also performed by the University Grants Commission. The diffusion of the innovation involving its promotion, information campaign, offer of support for initiation, also was accomplished by the Commission to a great extent; and partly by the parent university which got a provision for autonomy inserted in the University Act and fabricated the necessary rules and regulations for the functioning of autonomous colleges within the framework of the affiliating system.
- (iv) Even though the Research, Development and Diffusion functions were performed by the University Grants Commission and the parent university

the innovation was not imposed on colleges by administrative authority. It was offered to those colleges which fulfilled certain criteria of selection in terms of resources, personnel and performance; and it was optional for colleges to apply.

- (v) The Research, Development and Diffusion processes were rational processes with sequential activities moving from one stage to another. There was planning on the national, State and University levels. There was division of labour and careful selection of roles and functions with the university delegating all academic functions to the college and retaining only the right to award the degree and the right to withdraw autonomy if the terms and conditions of its conferment were breached. The clearly defined audience to which the innovation was communicated was the colleges in the university. Its validity and viability were examined by various expert committees and its impact assessed. Its institutional feasibility was assessed by getting detailed proposals formulated by the intending colleges. Widespread awareness was created by communication of the innovation through circulars, conferences etc.
- (vi) At the level of the adopter college, the desirability, feasibility and operational details of the innovation were examined by the faculty in successive meetings. Attempts were made to build up conviction among the staff about its quality, value, fit and utility in the institutional context. It was installed and integrated, into the college system as an ongoing programme by dovetailing its characteristics with those of the college.

On the basis of this evidence, it was concluded by the investigator that the process of change generated by the innovation conformed to the Research, Development and Diffusion model.

Multiple strategies of change were employed at the two levels of the innovation process:

(i) Research, Development and Diffusion level.

The University Grants Commission, which was the Prime Mover of the process of change used the empirical-rational approach to diffuse the innovation. Through the committees it had constituted the Commission refined and sharpened the concept of autonomy and expounded rationally its justification and utility to the higher education system, through policy statements and announcement of its intention to implement the innovation. Since initially the user system (universities) were not willing or ready to accept the package public information campaigns were launched through workshops and conferences. The State Government which brought the necessary legislative modification in the University Act facilitated the innovation's coming into being and legitimised it. The University through the required legal and procedural modalities rendered the innovation's adoption by colleges

a practical possibility. Therefore the State Government and the university used mostly the power-oriented strategies minus the element of coercion because no college was forced to accept autonomy; on the other hand the selection of colleges was based on very strict criteria and the autonomous status was considered by the college to be a privileged status. On the part of the university it was an administered change, sans the component of compulsion.

At the college level the value, rational, didactic psychological and authority strategies were used at the various stages of the adoption and installation process.

6. A Critical Appraisal of the Innovation

After the process of development involving its clarification, expansion, engineering and package, the concept of college autonomy was diffused to the universities and colleges by the University Grants Commission for adoption and installation. The State Government of Tamilnadu pioneered in applying its political will and administrative impetus to the proposal by making the necessary legislative provisions in the University Acts and gave the green signal to the universities of the state to proceed with its implementation. Meanwhile the adopter college planned and prepared for the administrative, curricular, methodological and evaluational changes attendant on autonomy.

The change agents from various areas participated in the college's efforts by training the teachers, solving in-process problems and linking it with outside resource systems. In 1978, the University took the decision to confer autonomy on the college and the college adopted the innovation by a collective decision of the staff and the Governing Council.

The objective of the innovation was to enable the college to exercise freedom in framing courses of study and syllabi; devising appropriate teaching methods; conducting evaluation and assessment independently; and developing principles of admission of students. Action was taken to frame new courses with excellence, social relevance, socio-ethical values and employability of students as guiding principles. Evaluation and assessment mechanisms based in the college were established with the course teachers in charge of them and with safeguards against subjectivity and unfair practices. The administrative structures provided for the participation of teachers and students in decision-making. Many of the functions which were hitherto performed by university were transferred to the college. Needs of social justice and service to the local community were guiding concerns, in organising

remedial programmes for students from deprived sections of society, preferential admission of the poor, and community service programmes. With regard to the admission no alterations were effected and the norms prescribed by the University for admissions continued as before.

The programme was evaluated internally, and from outside/^{by}the University periodically and the feedback was used for corrective action. The consequences of the innovation were largely functional and positive.

Some critical observations on the innovation are called for. Judging from the performance of the student body no major change seemed to have taken place in the traditional worry and stressful concern over examination results. In fact the number of tests and examinations, had increased and they were held according to schedule with little time left for creative pursuits. The teachers were burdened with excessive work due to the new responsibilities thrust on them. How the teachers could handle such accumulation of responsibility for planning, teaching, controlling and administering, was a serious problem to be solved. The intended new emphasis on work experience, and orientation to application and employability were

still very tenuous and the major concern was still academic. Doing more of what was being done still seemed to be in progress. There was also a trend of educational programmes getting eclipsed by the bureaucratic controls and administrative activities.

On the whole the concept and practice of autonomy seemed to have had been accepted by the college community and the parents. Another sign of its acceptance by the universities and the society as a whole was the fact that it was being extended to other colleges and that by 1985 the number of autonomous colleges in Tamilnadu was sixteen.

Autonomy was an experiment in combining freedom with responsibility. As the Principal of the college observed : "the right use of freedom is not an easy thing indeed".

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