Contents

Page
No.
i Acknowledgement
ii Dedication
xi List of tables
xvi Abbreviations used

001 Chapter I: Introduction.

001 1.1. Quantitative expansion of higher education in India
003 1.2. Describing the objectives of higher education in India
007 1.3. Need for future orientation in higher education in India
008 1.4. Knowledge obsolescence, a reason for futuristic orientation
010 1.5. Making the educational system work
011 1.6. Affiliating Universities and colleges in India and their functions and Characteristics
015 1.7. Problems of higher educational management and characteristics of Educational Administration
016 1.8. Planning for innovations in higher education
017 1.9. Educational reforms attempted and institutionalised in India
019 1.10. Proposal for autonomy to colleges in India
020 1.10.1. The concept of autonomy to colleges
020 1.10.2. The meaning of autonomy
023 1.11. Rationale of the study
028 1.12. Scheme of the study.

030 Chapter II: Review of Related Literature and Studies

030 2.1. Introduction
2.2. Studies on problems in the administration of universities.

2.3. Studies in India on Educational Management and Administration.

2.4. Studies on the Management of Change in higher education.

2.5. Literature on the applicability of management techniques to Educational Administration.


2.7. Studies on the participation of the students and the faculty in decision making in educational administration.

2.8. Studies on some of the innovations introduced in Indian Higher Education

2.8.1. Semester System.

2.8.2. COSIP and COHSSIP programmes.

2.8.3. Examination reforms in Indian Colleges and Universities.

2.9. Studies on the management of affiliated colleges.

2.10. Studies and literature on autonomous colleges in India.

2.11. Conclusion.

Chapter III: Research Design and Procedure of the Study

3.1. Introduction

3.2. Significance of the study

3.3. Statement of the problem

3.4. Clarification of the terms

3.5. Objectives of the study

3.6. Sampling for the Study.

3.7. Tools of the study

3.7.1. Development of the tools
Chapter IV: Evolution of Autonomous Colleges in India

4.1. Introduction

4.2. Autonomy of higher educational institutions in India during the ancient period upto 1857

4.3. Constraints on the autonomy of higher educational institutions in India during the British period from 1957 to 1947

4.4. Developments during the post-independence period towards autonomy for colleges, 1947 - 1978

4.5. First Legislation for autonomy for colleges in India, 1954

4.6. Need for conferring autonomy to colleges

4.7. Recommendation of Commissions and Committees about conferring autonomy to colleges.

4.8. Clarifying the objectives of introducing autonomy to colleges

4.9. Objections raised against conferring autonomy to colleges.

4.10. Institutional Initiatives towards autonomy for colleges.

4.11. Process and requirements for conferring autonomy to colleges


4.12.3. Autonomous colleges outside Tamil Nadu.
Chapter V: Primary Data Analysis.

5.1. Introduction

5.2. Planning for autonomy

5.2.1. Initiative for autonomy

5.2.2. Initial brainstorming to prepare for autonomy.

5.2.3. Planning for institutional preparation.

5.2.4. Forecasting developmental needs as a prelude to planning.

5.2.5. Provision for futuristic education in the curricula.

5.2.6. Flexibility of curriculum and choice opportunities for students in autonomous colleges.

5.3. Faculty participation in academic programme planning.

5.4. Communication and Coordination.

5.4.1. Coordination among the various agencies and functionaries in autonomous colleges as perceived by the teachers.

5.4.2. Establishment of research cell and its feasibility in autonomous colleges.

5.5. Evaluation of Managements and the Faculty of Autonomous Colleges.

5.5.1. Evaluation of the management of autonomous colleges.

5.5.2. Evaluation of the teachers in autonomous colleges.

5.6. Programme evaluation.

5.6.1. Structural changes in academic programme organisation and teacher participation in these changes.

5.6.2. Functions of Boards of Studies.

5.6.3. Academic programme organisation.
5.6.4. Flexibility and speed in effecting course, curriculum and syllabi changes in autonomous colleges.

5.6.5. Innovative instructional methods in autonomous colleges.

5.6.6. Perception of teachers and students about the attainment of specific skills by the students as a result of the employment of innovative curricular strategies.

5.6.7. Accommodation of regional needs in the curriculum of autonomous colleges.

5.6.8. Importance given in autonomous colleges for character formation and preparation for life as perceived by the sampled teachers.

5.7. Workload increase of teachers in autonomous colleges as perceived by the sampled teachers.

5.8. Evaluation of students.

5.8.1. Proportion of formative and summative evaluation found in autonomous colleges as per documents.

5.8.2. Attainment of the objectives of autonomy through examination reforms.

5.8.3. Reliability and impartiality of internal evaluation in autonomous colleges as perceived by the sampled teachers.

5.8.4. Existence of remedial action as a consequence of CIE in autonomous colleges.

5.8.5. Innovative methods of evaluation in autonomous colleges.

5.8.6. Complaints about evaluations in autonomous colleges.

5.8.7. Advantages of continuous internal evaluation as perceived by the sampled students.

5.8.8. Examination review committee in autonomous colleges.

5.8.9. Victimisation and favouratism in autonomous colleges.

5.8.10. Viewpoints of the controllers of examinations in autonomous colleges.
5.9. Innovations in autonomous colleges.

5.9.1. Semester system.

5.9.2. Credit system.

5.9.3. Streaming in English in Loyola College.

5.9.4. Letter grading.

5.9.5. The other Innovative Programmes and Courses reported by sampled teachers.

5.9.6. Discontinuation and readaptation of new and innovative academic programmes.

5.10. Student politics and autonomous functioning of colleges as reported by the sampled teachers and students from these colleges.

5.11. General opinion of the sampled teachers about the success of autonomous college programme in their colleges.

5.12. Advantages of autonomy to colleges as perceived by the students and teachers of these colleges.

5.13. Opinion of sampled autonomous college teachers about the apprehenions of academics and others against autonomy for colleges.

5.14. Opinion of the sampled teachers about the proposed plan of the central government to expand autonomous colleges programme to more colleges all over India.

5.15. Teachers' suggestions to improve the working of autonomy in colleges and their negative comments about autonomy.

5.16. Discussion.

6.1. Introduction

6.2. Milestones in the history of the college.

6.3. Conferring of autonomy to the college
6.4. Motives of Lady Dock College to opt for autonomy.

6.5. A Task Force for introducing autonomy to the college.

6.6. Faculty preparations for effecting autonomy to the college.

6.7. Communication channel for adopting and implementing autonomy in the college at various stages.

6.8. Structural changes effected as a result of obtaining autonomy.

6.8.1. Administrative structures.

6.8.2. Academic structures.

6.9. Difficulties and hurdles in the way of implementing autonomy.

6.10. Monitoring of evaluation in the college.

6.11. Factors contributing to the success of autonomy in Lady Dock college.


Chapter VII: Summary, Conclusions and Suggestions

7.1. Introduction

7.2. The present Study

7.2.1. Objectives of the Study

7.2.2. The sample

7.2.3. Instrumentation

7.2.4. Data analysis

7.3. Major findings

7.3.1. Initiative for autonomy and teachers attitude and participation in the management process.

7.3.2. Inadequate staff preparations

7.3.3. Brain-storming and communication channels.

7.3.4. Structural changes effected in autonomous colleges.
7.3.5. Workload of teachers as a result of autonomous status

7.3.6. Adaptation of new teaching and testing techniques.

7.3.7. Qualitative improvement and effectiveness in autonomous colleges.

7.3.8. Evaluation of the management of autonomous colleges.

7.3.9. Evaluation of the teachers of autonomous colleges.

7.3.10. Student evaluation in autonomous colleges.

7.3.11. Higher educational innovations in autonomous colleges.

7.4. General observations.

7.5. Suggestions for an ideal functioning of Autonomous Colleges.

7.6. Conclusion.


Bibliography

Appendices.