Report on the Micro-study conducted for CSCS for the Sir Ratan Tata Trust Report on Higher Education

P. Radhika, Arvind R. and Amitha Santiago

Higher Education Cell

Centre for the Study of Culture and Society

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Objective of Study

The aim of the study is to study the status of autonomy and investigate the feasibility of integration of PG and UG streams in autonomous colleges, using St. Joseph's College of Arts and Science (SJC), with its UG and PG centers, as a site of study.

Background Note

Both autonomy and integration are increasingly employed as buzzwords in the field of education. While autonomy for colleges was introduced in Tamil Nadu as far back as 1978, in Karnataka it was introduced through an amendment in the University Act only recently (2000?). Following closely after this in 2005, SJC, along with nine other colleges in Bangalore such as St. Joseph's Commerce and Evening Colleges, Mount Carmel College, National College Basavanagudi and Jayanagar, Christ College, NMKRV College for Women, Karnataka Chitra Kala Parishat and Jyoti Nivas College, was granted autonomy. In 2004 the PG programme for the Humanities and Social Sciences was started in SJC, though it has had a PG programme in the Sciences since the late 1980s.

The purposes of this study will be enabled by a sense of the experience of autonomy in over a year at SJC, which we will attempt to provide. This not only serves as a context to study the feasibility of integration but furthers central questions about how autonomy has performed on the ground vis-à-vis the narrative of promise and possibility that it offered.

While it should be emphasized that the outcomes of the study are specific to the SJC context, there are significant questions and areas of investigation that the study pursues that can be carried over to other college contexts. The outcomes therefore have relevance beyond their specific location. We do not claim this study to be a comprehensive one but as one raising questions that need to be taken forward.

Methodology

The study is primarily based on responses from the students and the faculty about their experience of autonomy and their views on integration. We have mapped these responses vis-à-vis the management's views and vision of the same.

The study included getting feedback from the undergraduate and postgraduate students, and faculty of the Social Sciences. Broadly speaking, we sought to elicit responses from students about the status of autonomy and the need for integration. Questions on autonomy revolved around whether their experience of autonomy was different from that of affiliation with Bangalore University; how the college had fared in relation to infrastructure, curricula, teaching, assessment and student representation, and the changes that they perceived as necessary. Questions relating to integration centred on its desirability and changes that they thought should inform curricula and teaching if such a programme was to be implemented. We prepared questionnaires with reference to questions of integration and autonomy and distributed them among different sections in the UG departments: History, Economics and Political Science (HEP); Industrial

Relations, Economics and Sociology (IES) and Political Science, Economics and Sociology (PES), and amongst the PG departments of English, Political Science and Social Work (See Annexure I).

We conducted personal interviews with some of the senior faculty in college keeping four areas in mind:

a) Feasibility of integration: their understanding of the nature and function of a UG and PG course, and the possibilities, problems and challenges they perceived with regard to integration

b) Teaching experiences: the pedagogic strategies they used, innovations made and obstacles encountered in introducing new courses, as well as, their discernments of the student constituency and their awareness of their needs

c) Faculty development: the teaching faculty's involvement in research, the management's response to their pursuit of research interests, relationship between the management and faculty, and that of the faculty and students

d) Status of autonomy: how has autonomy fared and what are the changes and improvements that need to be brought about in areas of infrastructure, curricula, teaching, assessment, collaboration with other institutions, and extension activities (See Annexure II).

The study is primarily envisaged as a qualitative study. However, we have calibrated the responses of students based on a random sample (of approximately 200 students) so as to arrive at larger trends in the responses. In our sample we have attempted to look at a cross-section of students both male and female and those whose family income ranges from less than 60,000 per annum to above 2 lakhs per annum.

Report on Student Questionnaires and Faculty Discussions

This report is divided into two chapters, the first examines student feedback and the second maps conversations with the faculty.

Chapter I. Student Feedback

This feedback is further divided into two sections: one on autonomy and the second on integration.

Section 1: Autonomy

By and large, students responded positively to the idea of autonomy and welcomed it. However, their experience of autonomy is somewhat mixed during this first year of implementation. Some of the strengths of autonomy that were stated follow:

1. The declaring of results earlier than under the university system, which helps them, for instance, to apply to other universities for their PG. The students felt that they got the marks they deserve since there is a close evaluation of the student through the continuous internal assessment that seemed reasonably transparent.
2. The autonomous system is more efficient and produces more competent students. One of the significant things mentioned is the changes brought about in curricula

and teaching. Not only has there been an introduction of new subjects and topics, but there has further been interaction between the students and teachers about course content. Pedagogic strategies that include student participation through class presentations and assessment (including student assignments rather than a mere focus on exams) is seen as helpful to the student.

Some of the negative aspects of autonomy that were mentioned are as follows:

1. While the curriculum is innovative, the workload on students and teachers is very high and stressful, to the effect that some students find it difficult to cope.
2. Another problem has been the implementation of policies by the management without careful consideration of their feasibility and without taking into account whether these policies would address the needs of the student. The management being the sole authority in matters concerning the college has sometimes worked to the detriment of students' interests.
3. The fee charged is very high, especially considering the poor infrastructure and other facilities offered**.**

The student responses are mapped below vis-à-vis specific areas under autonomy: Infrastructure, Management, Curriculum/Syllabi, Teaching Competence and Methods, Assessment, Extension Activities including the credit courses and field-visits, seminars, guest lectures etc, and Student Welfare including student representation, placement and financial support and collaboration with other institutions.

1.1 Infrastructure

A large majority of the students were dissatisfied with the infrastructure. It is important to note that infrastructure development must be dependent on the needs of the students and faculty. The students largely felt that better facilities need to be provided. They specifically expressed the need for a good library and access to Internet. The PG departments strongly felt that there was a dearth of books and journals, besides the absence of reading rooms and exclusive audio-visual facility for the PG department, the latter currently housed in the UG block.

1.2 Management

A majority of the students conveyed dissatisfaction with the management. The management was seen as not clear about rules and deemed insensitive to student needs, alienating the student body as it were. They wanted it to be more **directive,** with better coordination between the staff and management and student and management, so that their voices could be heard. One of the important points made was that autonomy does not necessarily mean more liberalness or flexibility, especially when the management was the sole authority. Given the visible lack of resources to cater to felt needs, one question that requires asking is whether the management is under pressure to make ends meet and if it is under visible or invisible constraints since the college is still financially dependent on the university.

1.3 Curriculum/Syllabi

A majority of the students were satisfied with the present curriculum. However, there was a mixed response to further syllabi changes. Though some looked forward to a more challenging syllabi, yet many, especially students from socio-economically deprived backgrounds, were concerned about the new syllabi being difficult. Many mentioned that there should be less syllabi content retaining however the rigor in curriculum. The PG students in English pointed to substantial repetition in the BA and MA syllabi, which they felt is avoidable. They saw a possibility of working out a better BA-MA link under integration. Some asked for the curriculum to be updated to include more contemporary and relevant issues. They also urged that the curriculum address topics that would prepare them for jobs later. Though employability in the context of globalization might be a market-centred argument made by the Birla Ambani report, which we need not completely align with, it might be useful to recognize that this demand was also made by students from lower-income brackets, i.e. students in the study whose family income fell below 60,000.

1.4 Teaching Competence and Methods

Many of the responses were positive as regards teaching competence and methods, though students added that it could be better. Though they were appreciative of most of the existing faculty, they felt that some were less qualified and that they were too small in number. The PG students in particular mentioned that they required only such faculty that was specialized in particular areas. They felt that teaching should be oriented towards generating discussion, should not be bookish, should be learner-centric and should involve student participation through presentations and seminars. Some felt that they required the staff to be more sensitive to the needs of the students. They also admitted that the short semester with the existing curriculum does not allow for guest lectures and other extension activities that need to be focused upon to a greater extent.

1.5 Assessment

A majority of the students felt that valuation was fair and transparent. They felt that results were out quicker under autonomy than under the university. However, some of the students mentioned that internal assessment is sometimes strict, subjective and biased. Though this percentage is a minority, it points to a need for a mechanism that would regulate the continuous internal assessment by teachers, which constitutes 50% of the marks unlike the 20% under the university system.

Apart from this there other vital issues, like the minimum attendance required for any student to write his or her exam, which is 75%. Students have had to drop out of the courses because of this and there is no forum to address individual grievances of the student. This has sometimes turned out to be unnecessarily harsh on the students. Under autonomy, the fear that the college will be accused of not meeting disciplinary standards has sometimes led to an unthinking and insensitive management. Another issue pointed out by the students is the excessive number of tests they have to write during a semester, which includes two tests and an assignment apart from the end-semester exam. This makes it seem as though new structures are being put in place without actually taking out older redundant ones.

1.6 Extension Activities: credit courses and field-visits, seminars and guest lectures, etc.

Though SJC has had a reputation for its honours courses-the English honours programme, Peace Studies, Legal Literacy (conducted in collaboration with the National Law School of India University)-there has been a decline of the same in the recent past. This needs to be investigated. Many students felt that the credit courses offered now-Environmental Science, Computer Science, HRD- were not exceptional, if not forced on them. They complained of an excessive focus on study to the exclusion of cultural and sports activities. The latter has also suffered because of the management's ideological framework that does not allow sponsorship of cultural fests and programmes by MNCs, and simultaneously does not provide adequate funds to organize these activities. Students pointed to the power held by the management in these issues that did not allow students to voice dissent or even options in relation to student needs and interests.

1.7 Student Welfare: Student Representation, Placement and Financial support

Many felt that student welfare was neglected and that policies alienated students. They stated that the Student Council exists only in name despite many appeals to change its status. Some students said that either there was no Student Union or Student Council, or that they were unaware of any such body even if it were present. They expressed the urgent need for an active Student Council and a counsellor since representation was important in the context of a rigid and strict management. It was possible to get their interests heard if they were on good terms with the lecturers personally but this was not possible otherwise. Structurally, though some lecturers are nominated as mentors, the students felt that there was no student-teacher coordination. Also, the need for financial support, such as scholarships and fee waivers for SCs/STs and other economically deprived students, was mentioned. Across the board students felt that the college fared better in terms of having placement cells though it was seen as an area that could be worked on to a much greater extent.

1.8 Collaboration with other institutions

Though a minority felt that collaboration might not make any difference or might hamper the reputation of SJC, many felt that there was a need for collaboration in terms of exchange of students, sharing of infrastructure and teaching resources and tie-ups with other institutions in offering courses. Apart from the exchange of experience and knowledge, students felt it was important to interact with other college students. As mentioned earlier, certain ideological frames have come in the way of collaborating with foreign institutions, as also the reluctance to invest financially towards collaboration.

At this point, if we look at how the management has conceived of autonomy, it is interesting to note the reasons suggested by the college for the implementation of autonomy. The document on autonomy prepared by the college suggests that the system of affiliation is outdated and poses constraints in the following ways:

1. Courses, Syllabi and Curriculum do not meet the needs of globalization.
2. There is no link between college and university except in an administrative manner.
3. The rigid structure of the university does not allow for participation. Decision-making is in the hands of a few.
4. There is no transparency in policy making.

5. The needs of the employees and students are not met.

Though these are important points of critique, the question is whether these systemic roadblocks have changed under autonomy or whether there has only been a shift of power from university to the college management. Interestingly, the vision document itself is quite encouraging in terms of emphasizing the need for decentralization, participation and development of staff and students. It also foresees constraints in terms of the power of the management, and the probability that the college might become elitist, suggesting perhaps the move towards commercialization. However, concrete measures taken towards implementing some of these changes are not evident. What has ensued in the first year of autonomy does not seem very encouraging. Perhaps it is too early to comment, however, evidence of implementing some of the terms in the vision document are not visible yet.

We still lack clarity with regard to the continuing roles played by the University, UGC and DCE in the institution under autonomy and the invisible pressures exerted thereby, considering that the college is still dependent on these bodies for salaries and grants despite having academic autonomy. Is the college short staffed because of UGC vacancies not being filled? Do faculty development programmes need to be funded by the UGC? We know that it is possible for the management to fund these activities too, but whether there exists a financial crunch for the institution is not very clear.

Having outlined the experience of autonomy in SJC from the vantage point of the students, we will now discuss the question of the feasibility of integration in such a context.

Section 2: Integration

Integration was seen largely as a positive step. This was mainly due to the understanding that a double degree could be obtained. Integration was seen as especially welcome if there was an option of a scholarship. Within this system students found it beneficial if they were given the opportunity to complete the programme within four years rather than five (3 + 2) years depending on meritorious performance. We had asked a question with regard to this keeping in mind students who might have thought that a 5 year continuous programme was too long. We also speculated on the possibility of providing a space within integration wherein 'competent' students may complete the course sooner. Many of the students mentioned that they were not clear about what integration would mean but they seemed to think that it would ensure 'better quality' education, 'independence' and 'self-sufficiency'. One important aspect that integration could ensure is a link between the undergraduate and postgraduate programmes, which many feel is absent in the current system. Some PG students raised questions about the nature of integration as regards what kind of entry and exit policy it would involve. They also asked questions about the prerequisites for integration such as the need for resources and a **flexible** structure that will make integration a better option. They had reservations about the system if students were disallowed from either leaving after their undergraduate course or from entering into the course at the postgraduate level. This problem would arise firstly, in a context where students from one stream aspire to take up a subject in a different stream at the PG level. For instance, most of the students in the PG English department have not pursued Optional English at the UG level and a couple of them are from the Sciences. Secondly, the problem would be detrimental to students from lower

income groups who would need to take a break after their degree in order to work. Other questions asked were related to whether the programme would include three subjects or one and if the latter, whether students would be able to make a long-term decision such as this after Pre University.

We present below different aspects that need to be addressed if integration were to be put in place. Though the areas mentioned below have been raised earlier in the section on autonomy, we look at what elements need to be retained from the present system and what changes to be made in the different areas for integration to be a promising option. Some of the comments made in the earlier section are relevant to the question of integration too.

2.1 Infrastructure

If the students had mentioned a dearth of resources under autonomy, especially library facilities, net access and study areas, this would specifically need to be looked into, considering that these are basic requirements for students. The use of new teaching aids such as OHPs, and audio and videotexts for classroom purposes are not merely additional but central to teaching today. In terms of library facilities, it is important to provide for regional language texts and study material, which UG and especially PG students find lacking. Also institutional subscription of journals, online and print, such as JSTOR is a must. It is in the area of sharing such resources that collaboration between institutions might be a useful endeavour.

2.2 Management

Since this area has been extensively dealt with in the earlier section on autonomy we would merely like to reiterate the need for a pro-active, sensitive management that addresses the needs of the staff and students.

2.3 Curriculum/Syllabi

This is an area that would require some thinking. One need is to bring about a link between the UG and PG programmes. An obvious need is to remove commonalities and repetitions that, for instance, are found in the BA and MA English courses. Many felt that certain skills like academic writing, not to mention basic communication and writing skills, i.e., the ability to summarize a text and present an argument, to write with clarity etc., and research and documentation skills should be introduced at the UG level itself. This emphasis would enable both students who want to pursue a PG course as well as students who will take up jobs after their UG. Students felt the need to frame courses that should be job-oriented, which they felt is lacking in the existing syllabi. Since this need has been oft mentioned, it is important to address it. What might constitute this component-whether it be a larger kind of orientation and learning of skills that would help them for a job, or more specific courses such as vocational and diploma courses in media, film making or travel and tourism- is something that needs to be discussed. An integrated programme should contain a comprehensive approach to a subject covering older and newer texts and approaches and should be able to look more closely and critically into a particular subject. The students wanted practical work, both that which would involve student participation in reading a text and also that which points to the

skill learnt during the activity itself. In this respect, such tasks as presentations or the activity of doing research would prove useful.

One of the things to be kept in mind is the meeting of requirements of students with different capabilities and diverse backgrounds. The formulating of measures of high standards should not alienate and exclude disadvantaged students: rural, non-English speaking or dalit. This does not necessarily mean a 'dilution' of standards but requires a rethinking of a curriculum and pedagogy that will address differential needs.

2.4 Teaching Competence and Methods

Since this area has been covered in the last section, we would like to reiterate the students' emphasis on self-work and learning through group discussions, seminars, presentations, and fieldwork, in addition to lectures. Pedagogy should be an interactive process. Though a smaller classroom would make the process more interactive, given the realities of undergraduate education, means for interaction has to be addressed differently.

2.5 Assessment

The students largely felt that we need to substitute exams with paper submissions and assignments of different kinds. The emphasis should be on understanding and analysis rather than rote learning. Their need for similar testing and valuation patterns at the BA and MA level could be met with integration.

2.6 Extension Activities including credit courses and field-visits, seminars and guest lectures

As students suggest, field visits, seminars and guest lectures need to be made part of the curriculum itself. They sought after more research-oriented study. Credit courses, like the honours course that is being offered now, that specializes in particular areas can be furthered to meet the needs of integration. These might allow students to intensify focus on a subject that will enable them to be better prepared for a PG.

Credit or specialized courses apart from the regular courses hold a range of possibilities in an integrated programme as well as in the current situation of separate undergraduate and postgraduate programmes. Given that the reality of undergraduate education in India is mass-based, unlike in other countries, and that post-graduation does not hold that same place, we need to think of an integrated programme that will take into account these factors. We could think along the lines of an integrated programme drawing on the model of the honours programmes in Bengal and Delhi University. We could conceptualize a 5 year programme where the students will start specializing in one particular subject of the three in their 2nd or 3rd year, which can lead up to their post graduation. We could also think of the credit honours courses, which presently function outside of the regular courses as offering specializations. These honours courses could then work towards preparing the students for their PG. This will not preclude bringing about changes in the regular courses themselves, which can be revamped towards bringing about changes mentioned above. However, the honours courses can serve a mediating purpose for the UG and PG courses. It is possible to think of bridge courses between the 3rd and 4th year that would enable students who have otherwise not taken the

honours courses to get into a PG course. Another option is the American Liberal Arts model that is flexible enough to accommodate different kinds of students. These are merely initial thoughts and need to be worked on further. In the chief guest speech made by Prof. Sreenivasan of the Raman Institute at the opening of the academic year, 2007, at SJC, he proposed such a model, further suggesting a Science-Arts cafeteria system, along the lines of the American system. We mention this also to suggest that various people across institutions are thinking along similar lines, in the context of increasing autonomous institutions and a perceived need for change from the existing system, which is seen as redundant. Interestingly, the UGC too is open to changes and only provide broad guidelines. However, it is the Directorate of Collegiate Education (DCE), which disburses the college grants and salaries to teachers in accordance with certain rules, which poses an obstacle to changes possible. For instance, the requirement of teaching 16 hours is incompatible with say an American Liberal Arts system of offering courses that is dependent on students taking up courses. Another instance is the difficulty of offering courses across the Sciences and Social Sciences under the existing system of **grant-in-aid**, where grants are provided to specific combinations such as the HEP or IES. Even the posts of lecturers or the number of courses that can be offered are dependent on the number of students taking up a combination.

Chapter II. Faculty Feedback

In this section, we briefly look at faculty responses to their experience of autonomy and their thoughts on integration. We elicited these responses through conducting interviews with some of the senior faculty and a representative of the management, namely, the principal of the college. We felt that their insights would be crucial in providing us with a better understanding of the ground realities of autonomy, which would be further useful in assessing the possibilities and constraints for an integrated programme.

Contextualising the current scenario of education in SJC, the principal observed that the college is facing some crucial challenges now. There is a crisis in higher education with a serious resource crunch. This is especially affecting a college like SJC, which has been known for its commitment to the socially marginalized. However, he added that the college has tried to not move in the direction of commercialization of education, unlike some other educational institutions.

The faculty and the principal felt that autonomy was a change for the better, primarily because teacher autonomy in formulating a curriculum and student needs could be better addressed under this system. Yet they thought that it was too early to judge the matter. He stated that since we have been under the university system for many years, it would take a while before we can run things smoothly. He also added that the college did not have complete autonomy and on crucial issues offering new courses and hiring new lecturers accordingly, as stated above, we still have to consult the university as the college is covered under the grant-in aid scheme.

1.1 Curriculum/ Syllabi

This area has been one of the strong points of SJC and of being under autonomy. There have been different kinds of changes made in the curriculum. One of the more innovative ones has been the one made by the English department in terms of streaming, i.e. the process by which all students, who have to take English compulsorily as one of the

language subjects, would be divided according to their differential abilities. They would be taught different syllabi that would enable each group to learn certain communication skills. The department has also introduced a course on English Across the Curriculum in the 3rd and 4th semester that focuses on the language of the Sciences and Social Sciences and enables students to comprehend and use academic language (See Etienne Rassendren's Micro-study Report). Apart from these structural changes, lecturers in other Social Science departments have made changes within the syllabi. In the PG departments too there have been discussions of how to re-structure courses, alongside making changes within the BU syllabus that we roughly follow.

One of things that the faculty mentioned was that though there was enough freedom to make changes in the curriculum, at times this had been rendered meaningless when, for instance, some of their suggestions were not considered.

1.2 Teaching and Assessment

As expected, pedagogic strategies have largely been based on individual faculty. The ones that we spoke to mentioned that they relied not merely on textual but also audio-visual tools for their teaching and focused on presentations, group discussions and directed reading that is centred around the student.

The current scheme of assessment consists of 50% for the CIA and the remaining 50% for the final exam. The evaluation consists of two tests and an assignment and/or presentation, excluding the final exam. Though there have been changes in the testing pattern towards incorporating assignments and presentations, it could be worked on further and in a far more imaginative fashion. There is an excessive number of tests and the final exam still remains the focal point of evaluation.

1.3 Salary and Workload

Both the faculty and the principal felt that the present salary was inadequate considering the cost of living in a city like Bangalore. The salary provided was not enough to meet even basic needs, let alone buying books. This sometimes resulted in family problems, which led to depression and stress, which at times affected their teaching as well.

With regard to the amount of workload the faculty felt that the current workload was too heavy. It left them with very little time for pursuing their own research interests or even do reading outside of the curriculum. The principal too agreed that a PG teacher should ideally teach only 8 hours a week, while a UG teacher should do about 12 hours. He also stressed that the faculty should be engaged in other research work as well. He felt that the teacher-student ratio was lopsided resulting in a heavier workload for the faculty. But the DCE rule of 16 teaching hours a week poses constraints to differently thinking the idea of workload.

1.4 Faculty Development

This is an area that needs special attention if we need to think about innovations within curriculum and competent faculty to teach it. SJC does have a sizeable number of faculty who have done research or desire to do so. As suggested above, though there have been in the recent past constant reiteration by the Principal that faculty development is

important, there has been no concrete or specific measures to enable it. The excessive teaching hours hardly allows the faculty to engage in any research. The DCE 16 teaching hours rule is again quoted as the reason why the teaching hours cannot be negotiated.

1.5 Management

In accordance with the vision under autonomy for a more decentralized system, the principal felt that the faculty was consulted whenever necessary and were allowed autonomy in making curricular changes. However, the faculty felt that while there was some freedom, it was not adequate: there was no transparency within this system and there were too many administrative hurdles. On paper it would appear that the system was democratic, for example, regular meetings would be held with senior faculty, but at the end their ideas would not be reflected in policy decisions.

On the relationship between faculty and management the former felt that there have been varied experiences under different heads of the institution. They felt that the present setup was rather undemocratic. Hence, as we have stated before, we need to note that autonomy need not necessarily mean a more democratic space.

1.6 Student Composition

The faculty felt that the nature of students had changed drastically in the last two decades. The present generation was much more clear about their objectives. They stated that the present lot was enslaved by a consumption pattern, which is pervasive in post-liberalization India. There has been a decline in the quality of students in the last few years and language skills have been found lacking in many of them. We need to ask whether we need to understand this change in terms of a different student composition today and in terms of compulsions of a consumer society.

1.7 Infrastructure

Both the faculty and the principal felt that while this college has always been Spartan in its outlook, certain basic needs had to be met. Echoing the ideas of the students that we have reported in the earlier chapter, they made the observation that the college needs to provide better facilities.

1.8 Extension Activities/Collaboration

Though the principal was happy with the existing situation, with the college having tie-ups with institutions such as ISRO and IISC, the faculty felt that there has been a steady decline in such activities in the last few years. Please refer to our comments made earlier in the report.

1.9 Credit and the Cafeteria System

Both the faculty and the management felt that the credit system was a good idea, but would take some time to implement. Both thought that the cafeteria system was a great idea and would enable interaction among various disciplines. As stated above, since there are obstacles to implement the cafeteria system under the present grant-in-aid scheme, it might be useful to think of credit courses as spaces to introduce courses

dealing with the languages of Science and Social Science for students not in those streams. Please note our earlier comments under the same heading.
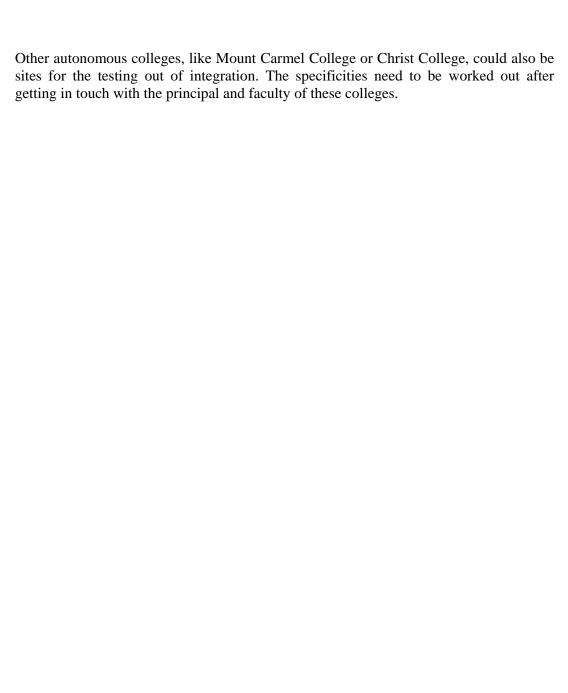
1.10 Integration

When we did a brief survey on the net, it appeared as though debates on UG-PG Integration has largely occurred in the medical field, which has tried to bring together components of **education** and **training** together. This has to be further researched. But it is an interesting pointer to how we can think of integration as combining the need for both academic and skill-based learning. Within our awareness, Punjab university is the first in India to offer a five-year Honours Degree in Social Sciences (three years BA and two years extension of MA social sciences). We need to investigate the present status of the course.

In response to the idea of integration, the faculty and the principal of SJC supported the idea, though they stated that the modalities would have to be worked out. The principal mentioned that they were trying to introduce an integrated course in Physics. Some of the faculty was doubtful about the future of post graduation itself. They felt that the majority of UG students were doing their UG in order to find employment and hence the college was primarily meeting a social requirement. Since this might be the case, we need to probably ask how we can accommodate the needs of the majority, alongside the handful of students who will pursue their PG, while framing an integrated programme.

Even in the present situation, the faculty and principal maintained that the UG should not be considered apart from the PG. The PG has helped the UG in the Sciences; in the Humanities and Social Sciences it is a little too early to say. As of now, there has not been any significant interaction between the UG and PG departments in the Humanities and Social Sciences. Structurally, the DCE rule that UGC paid lecturers should not teach in the PG, which has been implemented rather stringently, is one obstacle. There have been instances of lecturers being suspended when such cases have come to the notice of the DCE. Also, because of the workload and the departments being separate, there has hardly been time to find other routes of making the interaction possible. Notwithstanding the above, we believe that it is important to work towards greater interaction between the UG and PG departments. It is also important for the management to further think about the role and functioning of the PG and Research Centre since sometimes it seems to be an extension of the UG centre, with the latter remaining the focus of its imaginary.

Potential Sites, Persons and Institutions in the Field

SJC can be a site for testing integration, theoretically, because it has a UG and PG programme. It has had a history of offering premium honours courses, which already incorporates some of the ideas mentioned above. This could be a site of introducing courses that could be framed within a larger idea of integration. Some of the key faculty involved in these courses are Dr. Cherian Alexander, Dr. Etienne Rassendren, Mr. Jerome Nirmalraj and Mr. Arul Mani. These members have also been involved in bringing about innovative changes within the English and Political Science curriculum itself.

Other autonomous colleges, like Mount Carmel College or Christ College, could also be sites for the testing out of integration. The specificities need to be worked out after getting in touch with the principal and faculty of these colleges.

Note: We would like to mention that this report, while taking into account the responses of the faculty and students, is also written from a subjective perspective. We are thankful to the respondents for painstakingly answering our questions. We would like to request that the contents of the report be used discretely keeping in mind that our respondents be protected. The objective of the report is, to the extent that individuals are not implicated, to understand and forsee not merely possibilities but also limitations and dangers of autonomy.

Annexure I

A. Questionnaire prepared for a Study conducted for Centre for the Study of Culture and Society towards Sir Ratan Tata Trust report on Higher Education
UG Students

Instructions: Where appropriate rate on a scale between 1 and 10 and give reasons. Since some questions are follow-up questions, answer those that are relevant to you.

Course:
Name (Optional):
Religion:
Caste:
Sex:
Family Income (annual): < 60,000
                        60,000- 1.2 lakh
                        1.2 lakhs -2 lakhs
                        Above 2 lakhs

Integration

1. Do you aspire to pursue a PG course after your BA? Give reasons.

2. If yes, would you pursue it in St. Joseph's itself? Why?

3. What kind of changes within the existing curricula do you think would have prepared you for a PG course?

4. What do you think about an integrated BA-MA programme in terms of a future that you see for yourself?

5. Would you be interested in an integrated BA-MA programme:

a. if it were at St. Joseph's college?

b. if you could complete it within 4 years instead of 5 years?

c. if St. Joseph's were to offer a scholarship?

6. If there is an option for such a programme, what should it involve in terms of:

    a. Curriculum

    b. Teaching

    c. Infrastructure

    d. Others

7. If you are planning to take up a job after your BA, what kind of job would you like to take up?

8. What are options available to BA graduates today? Does Joseph's provide you with these options?

9. Do you think your concerns could be addressed within an integrated programme?

Autonomy

1. Has autonomy helped you in anyway?

2. If yes, in what ways?

3. If no, what are the reasons for it to not work?

4. In relation to the aspects below, how has it fared and what are the changes that you would like seen?

   a. Infrastructure

   b. Administration and Management

   c. Curriculum and Syllabi content

   d. Teaching competence and Methods of teaching

   e. Assessment and Valuation

   f. Extra-curricular activities

      Honours courses, HRD courses etc. (Comment on the courses that you have taken up)

      Cultural activities

      Others

   g. Student welfare

      Student representation

      Placement cells

      Financial support

5. If you have experienced the university system, has there been a difference between the university and autonomous system?

6. Would collaboration with other institutions make any difference? In what ways?

7. What do you think about a credit system?

8. What do you think about a cafeteria system where you can take courses 1) across the Sciences and Social Sciences and 2) within the Social Sciences itself?

Annexure I

B. Questionnaire prepared for a study conducted for Centre for the Study of Culture and Society towards Sir Ratan Tata Trust report on Higher Education PG Students

Instructions: Where appropriate rate on a scale between 1 and 10 and give reasons. Since some questions are follow-up questions, answer those that are relevant to you.

Course:
Name (Optional):
Religion:
Caste:
Sex:
Family Income (annual): < 60,000
                        60,000- 1.2 lakh
                        1.2 lakhs -2 lakhs
                        Above 2 lakhs

Integration

5. What are the reasons for you to pursue a PG course?

6. Why St. Joseph's college?

7. What kinds of changes in your BA would have prepared you for a PG course?

8. What do you think about an integrated BA-MA programme?

9. Would you take up such a programme if you could complete it within 4 years instead of 5 years?

10. If there is an option for such a programme, what should it involve in terms of:

    a. Curriculum

    b. Teaching

    c. Infrastructure

    d. Others

11. Would a scholarship for your MA have made a significant difference?

12. Does your family support your studies?

13. Are you working? If so, what is the nature of your work?

14. Are you doing other courses alongside your MA? If yes, mention them.

15. Are you living with your family or do you live independently?

16. What are you planning to do after your MA? Does the present MA course help you in that direction?

17. If you are planning to study further, would you consider Joseph's as a suitable place to continue if research options were available? Mention its strengths and limitations.

Autonomy

9. If you have experienced the university system during your BA, have you perceived differences between the university and autonomous system?

10. Do you think autonomy has helped you in anyway? Give reasons.

11. In relation to the aspects below one, how has it fared and what are the changes that you would like to see? Mention specifically.

    h. Infrastructure

    i. Administration and Management

    j. Curriculum and Syllabi content

    k. Teaching competence and Methods of teaching

    l. Assessment and Valuation

    m. Extension activities (Seminars, Field visits, Projects, Research orientation)

    n. Student welfare (Student representation, Placement cells, Financial support)

    o. Collaboration with other institutions

12. What do you think about a credit system?

13. What do you think about a cafeteria system where you can take courses 1) across the Sciences and Social Sciences and 2) within the Social Sciences itself?

14. Any other comments:

Annexure II

Questionnaire prepared for a Study conducted for Centre for the Study of Culture and Society towards Sir Ratan Tata Trust report on Higher Education
Faculty

Why did you take up teaching? Why do you continue to teach?

What are existing pedagogic strategies and teaching methodologies that you use in class? What have been innovations you have made—in terms of new courses/programmes introduced and changes within existing courses? What are obstacles you face?

Is the current work load manageable? What would be the ideal? Is more staff required? How do they sustain themselves in the face of fatigue?

Do the existing structures allow for autonomy of the teacher-in terms of syllabus formation, assessment and methodology?

What do you think about the student population from earlier times to now? Has it changed in terms of composition? Student needs and aspirations? How do you perceive this change?

Have you been able to enhance your own academic skills/learning? Do you find the time? Have you been part of self-improvement programmes - FIPs, refresher courses? Has the management been encouraging of teachers pursuing their research interests—is there provision for sabbatical leave etc?

How has the relationship between the faculty and management been? Has there been a difference over time? What kind?

Does the faculty have a say in:
1. faculty welfare-is there a rep body
2. curricular changes
3. representing student interests
4. issues such as dress code

How has the student-teacher relationship been in terms of:
1. mentor-ward relationship
2. welfare officer
3. counsellors

What do you think about your salary? Does it meet your needs? What do you think is a fair salary?

How do you perceive St.Joseph's reputation; reputation vis-à-vis the reality; from an earlier time to now? How would you rate the college against the rest?
Do you see PG as an extension of UG?

Has a PG dept. here made any difference to UG-structurally or otherwise?

What do you think of integration? Do you think it's desirable? What are problems and challenges to formulating such a programme?

What changes would you make if there was an integrated course? If there is an option for such a programme, what should it involve in terms of:

a. Curriculum

b. Pedagogy

c. Infrastructure

Do you think St.Joseph's is equipped for such a programme?

Do you perceive differences between the university and autonomous system?

Do you think autonomy has helped in anyway?

In relation to the aspects below, how has it fared and what are the changes that you would like to see? Mention specifically.

p. Infrastructure

q. Administration and Management

r. Curriculum and Syllabi content

s. Pedagogy

t. Assessment and Valuation

u. Extension activities (Seminars, Field visits, Projects, Research orientation)

v. Collaboration with other institutions

What do you think about a credit system?

What do you think about a cafeteria system where students can take courses 1) across the Sciences and Social Sciences and 2) within the Social Sciences itself?

Any other comments:

Annexure III
A. Calibration Sheet: Integration

	Feasibility/ Satisfactory	Non-feasibility/	Mixed/ Changes	Remarks

		Unsatisfactory	Required	
Integration				
Infrastructure				
Management				
Curriculum/Syllabi				
Teaching: Competence and Methods				
Assessment/Valuation				
Extension Activities				

Annexure III
B. Calibration Sheet: Autonomy

	Satisfactory	Unsatisfactory	Mixed	Remarks

Has Autonomy Helped			
Infrastructure			
Management			
Curriculum/Syllabi			
Teaching: Competence and Methods			
Assessment/Valuation			
Extension Activities			
Student Welfare: Representation Placement Financial Support			
Collaboration			
Cafeteria System			

Annexure IV

Proposed Micro-Study on Integration of PG and UG streams in Colleges

Terms of Reference

Background:

Following on the consultation on strategies for higher education which took place in November 2006 and keeping in mind the valuable suggestions made by the participants at the second consultation held on the 27th January 2007, CSCS has decided to commission a series of micro-studies on issues related to autonomy, translation, regional educational initiatives, and the initiatives towards integration across the disciplines (natural and social sciences) and across the different sectors (UG, PG and Research). The findings of the studies are expected to assist CSCS in making recommendations for the Higher Education portfolio of the Sir Ratan Tata Trust, Mumbai.

We would like to invite you to conduct the following:

Micro-Study on Integration of PG and UG streams in Colleges

Objective of the Exercise:

Review of initiatives undertaken in relation to integration of courses in colleges, and recommendations for further initiatives

Scope of Work:

- Documenting institutional experiments in creating new courses and curriculum
- Review of faculty development initiatives and attempts, if any
- Assessment of the problems, challenges and potential of integration
- Discussion with key institutional personnel and students
- Exploration of possible interventions in the area

Expected Outcomes:

A detailed report to be submitted to CSCS no later than May 31, 2007, consisting of the following:

- An executive summary and recommendations for the broader field
- A background note
- A report on field visits and discussions
- Recommendations for possible interventions in the field
- A list of potential sites, persons and institutions for future initiatives
- An assessment of how proposed interventions will impact in particular the field of Undergraduate Education
- Any other insights and information not included in the ToR

Time Frame:

The consultancy will be for a period of three months, March 1-May 31, 2007.

Accounting Guidelines for the Micro-Study:

Along with your micro-study report, please submit an account for expenses incurred. The standard accounting heads are local travel, board and lodge (where relevant), stationery and phone charges, postage, other incidentals. If you anticipate an expensive journey, please check with us before booking your tickets so we can make sure the money is available.

We would be happy to offer your team an honorarium of Rs.10,000/- for your help in conducting this study.

Tejaswini Niranjana
Coordinator, Higher Education Programme
CSCS