

An Evaluative Study on Autonomy for colleges Affiliated to University of Mumbai

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ABSTRACT

Autonomous status offered by UGC to an institute may be visualised in two dimensions in terms of its advantages and disadvantages. In this research an attempt is made by the researcher to find the awareness of autonomous status of institution among the stakeholders. The research focuses on the factors perceived by different stakeholders for autonomy. Also, perception regarding independent decisions relating to academics and authority to design curriculum and perception regarding improve quality of higher education and bridge the gap between academic and Industry are also analysed.

Keywords: Autonomy, Stakeholders and UGC

1.0 INTRODUCTION

Autonomy refers to a Institute which uses its independent power in its daily operations and curriculum. It is associated with universities as well as institutions which are affiliated to different universities. In general, there are two types of institutes which we may be aware by different stakeholders namely Non- Autonomous and Autonomous institute. There are two types of colleges. The first type is affiliated to university and it has no freedom to follow its academic syllabus for its day to day operation regarding academic. Non-Autonomous institute follow the syllabus prescribed by the university and also the all the norms & regulations etc. These institute conduct their examinations as per the directions of university.

Autonomous colleges on the side are given full freedom in all the academic matters as per the UGC guidelines. The syllabus which is to be followed, the subjects which are supposed to be offered and altered, etc are all dictated by the authority like academic and management council. They may have their innovative and industry-oriented evaluation and syllabus, etc. the current scenario sparks the Non-Autonomous colleges to be Autonomous if the condition laid down by the UGC is fulfilled. Currently, any affiliated college which has been accredited by NAAC for three times with "A" higher grade may be given Autonomy or with lower grade of B++ with some condition may be of expert visit from UGC. The college after applying for the said status and U.G.C. may take their own discretionary power to offer the status of autonomy on them. Thus, the researcher feels that there should be a strong need of study on this subject to aware people about what exactly autonomy is all about.

2.0 RESEARCH METHODOLOGY

2.1 Research Problem

The low quality in education as far as syllabus is concern is the most important. There is a need to bridge the gap between the industry demand the supply from the institute. Thus, UGC has given a platform to bridge the gap by satisfying some criteria. The move towards self-maintained governance has been successfully recognized in India. Many Institutes have not embraced better techniques for instructing as educating in Indian universities keep on being educator arranged instead of understudy situated. Thus, in the current scenario where, higher education is of the highest priority, UGC has given a framework for the colleges which are doing well in academic. Thus, an attempt is made by the researcher to find out pros and cons of Autonomous institution and Non-Autonomous institute.

2.2 Objectives of Study

- 1) To study the prominent factors in favour and against of Autonomous institution.
- 2) To study the perception of stake holders towards Autonomy.

2.3 Significance of Research

Education is considered as the foundation of society. Thus, the research undertaken by the researcher is of the highest significance in nature as it grabs all attention of all stakeholders who are directly or indirectly connected with education. Thus, given an Autonomous status of academic independence it will prompt the much-required reconstructing an arrangement of India, to guarantee that Indian Colleges offer quality training that prepares the understudies to contend at the worldwide level and will feature arrangements of self-governance conceded today that necessities quick alteration.

2.4 Scope of Study

An attempt is made by the researcher to restrict the scope of study to the institution affiliated to University of Mumbai and to Affiliated and Autonomous Institution under the preview of University of Mumbai. Thus, the scope of study is restricted to the same.

2.5 Hypotheses Testing

H0: There is no relation between perception regarding independent decisions relating to academics and authority to design curriculum.

H1: There is a relation between perception regarding independent decisions relating to academics and authority to design curriculum.

H0: There is no relation improve quality of higher education and bridge the gap between academic and Industry.

H1: There is a relation improve quality of higher education and bridge the gap between academic and Industry.

H0: There is no relation between Personalize and Dynamic Methods of Evaluation and publishes academic results of students on time.

H1: There is a relation between Personalize and Dynamic Methods of Evaluation and publishes academic results of students on time.

H0: There is no relation between Perception regarding in near future institute will get financial Autonomy too and fear of Job.

H1: There is a relation between Perception regarding in near future institute will get financial Autonomy too and fear of Job.

2.6 Research Approach

Since an attempt is made by the researcher to formulate a set of hypotheses which needs to be confirmed or rejected during the research process, thus the approach of research followed by the researcher would be a deductive approach.



2.7 Research Design

The Research design deployed by the researcher was Exploratory as the secondary data was largely analysed for review of literature for identifying research problem and Descriptive as the research identifies and answers W-H questions by hypothesis testing.

2.8 Sampling Design

The selection of this probability sampling was based on simple random sampling method, which is based on the law of statistical regularity. The sample of 200 respondents which includes All Stake holders of

Academic field. A sample of 200 was stratified into 40 Principals, 40 Teaching Staff, 30 Non-Teaching Staff, 40 Management Representatives, 30 Students and 20 Alumni.

2.9 Research Instrument

A structured, undisguised questionnaire was designed so that the purpose of the questions is clear and the primary data could be collected. The structured questionnaire was adopted to ensure the responses are reliable from the point of view of uniformly understanding the questions. The questions were drawn to elicit responses on the view towards Affiliated and Autonomous Institution under the preview of University of Mumbai.

2.10 Method of Data Collection

The Data collected for this research was Secondary from UGC and University website, Journals, Academic Magazines etc. Also, the primary Data was collected from Administrators, Principals, Teaching and Non-teaching staff members.

2.11 Statistical Techniques

The researcher has made an attempt to test hypothesis by Chi Square, t test and One-Way ANOVA.

2.12 Limitations of Research

- 1) The researcher has made an attempt to include secondary information with source of references, and the researcher has believed that secondary information is authentic.
- 2) There is no control over respondent's biasness.
- 3) However, the study was restricted to institution affiliated to university of Mumbai.
- 4) The researcher claims that limited time period and limited budget (cost) are indeed the limitations of research.
- 5) The researcher has defined only few variables which were considered for the research.

3.0 Data Analysis

In order to generate credible evidence to test the hypotheses, statistical tests were used on the primary data collected. Beginning with a preview, this chapter presents details of the outcomes of the descriptive statistics, dependence models and the interdependence mathematical models.

3.1 Analysis I: To study the prominent factors in favour and against of Autonomous institution.

To satisfy the above objective the research has made an attempt to identify factors for Autonomous institute by the technique known as One-Way ANOVA.

Table-3.1: ONE- WAY ANOVA								
				Sum of Squares	df	Mean Square	F	Sig.
Syllabus Manipulation	Between Groups	(Combined)		.100	1	.100	.091	.764
		Linear Term	Unweighted	.100	1	.100	.091	.764
			Weighted	.100	1	.100	.091	.764
	Within Groups			217.855	198	1.100		
	Total			217.955	199			
Overall Quality Development of College	Between Groups	(Combined)		2.726	1	2.726	11.496	.001
		Linear Term	Unweighted	2.726	1	2.726	11.496	.001
			Weighted	2.726	1	2.726	11.496	.001
	Within Groups			46.954	198	.237		
	Total			49.680	199			
Better Image in	Between	(Combined)		1.439	1	1.439	4.556	.034

Academia and Industry	Groups	Linear Term	Unweighted	1.439	1	1.439	4.556	.034
			Weighted	1.439	1	1.439	4.556	.034
	Within Groups			62.561	198	.316		
	Total			64.000	199			
Bridges the gap in academic world	Between Groups	(Combined)		5.118	1	5.118	4.365	.038
		Linear Term	Unweighted	5.118	1	5.118	4.365	.038
			Weighted	5.118	1	5.118	4.365	.038
	Within Groups			232.162	198	1.173		
	Total			237.280	199			
	Strong financial support	Between Groups	(Combined)		.894	1	.894	6.478
Linear Term			Unweighted	.894	1	.894	6.478	.012
			Weighted	.894	1	.894	6.478	.012
Within Groups			27.326	198	.138			
Total			28.220	199				
Lack of Availability of Study Material		Between Groups	(Combined)		1.178	1	1.178	1.900
	Linear Term		Unweighted	1.178	1	1.178	1.900	.170
			Weighted	1.178	1	1.178	1.900	.170
	Within Groups			122.822	198	.620		
	Total			124.000	199			
	Quality Can Be Compromised	Between Groups	(Combined)		2.553	1	2.553	2.893
Linear Term			Unweighted	2.553	1	2.553	2.893	.091
			Weighted	2.553	1	2.553	2.893	.091
Within Groups			174.759	198	.883			
Total			177.312	199				
Dynamic Methods of Evaluation	Between Groups	(Combined)		6.566	1	6.566	8.408	.004
		Linear Term	Unweighted	6.566	1	6.566	8.408	.004
			Weighted	6.566	1	6.566	8.408	.004
	Within Groups			154.614	198	.781		
	Total			161.180	199			
Time management	Between Groups	(Combined)		.253	1	.253	.844	.359
		Linear Term	Unweighted	.253	1	.253	.844	.359
			Weighted	.253	1	.253	.844	.359
	Within Groups			59.267	198	.299		
	Total			59.520	199			

Source: Trial SPSS

Findings

From the above table p values for Overall Quality Development of College, Better Image in Academia and Industry, Bridges the gap in academic world, Strong financial support and Dynamic Methods of Evaluation are < 0.05

Therefore, Overall Quality Development of College, Better Image in Academia and Industry, Bridges the gap in academic world, Strong financial support and Dynamic Methods of Evaluation are significant factors for the Autonomous Institute.

3.2 Analysis II: To study the perception of stake holders towards Autonomy.

3.2.1 To Study Perception regarding independent decisions relating to academics and authority to design curriculum the researcher has made an attempt to find relation between them using Chi-Square test.

H0: There is no relation between perception regarding independent decisions relating to academics and authority to design curriculum.

H1: There is a relation between perception regarding independent decisions relating to academics and authority to design curriculum.

Table 3.2.1 Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.526E2 ^a	132	.000
Likelihood Ratio	168.082	132	.019
Linear-by-Linear Association	.000	1	.994
N of Valid Cases	200		
Source: Trial SPSS			

Findings

P value = 0.000

P value < 0.005

Therefore, Reject H0

Thus, there is a relation between Perception regarding independent decisions relating to academics and authority to design curriculum.

3.2.2 To Study Perception regarding improve quality of higher education and bridge the gap between academic and Industry the researcher has made an attempt to find relation between them using Chi-Square test.

H0: There is no relation improve quality of higher education and bridge the gap between academic and Industry.

H1: There is a relation improve quality of higher education and bridge the gap between academic and Industry.

Table 3.2.2 Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.464 ^a	9	.008
Likelihood Ratio	24.812	9	.003
Linear-by-Linear Association	1.809	1	.179
N of Valid Cases	200		
Source: Trial SPSS			

Findings

P value = 0.000

P value < 0.005

Therefore, Reject H0

Thus, there is a relation improve quality of higher education and bridge the gap between academic and Industry.

3.2.3 To Study Perception regarding Personalize and Dynamic Methods of Evaluation and publishes academic results of students on time the researcher has made an attempt to find relation between them using Chi-Square test.

H0: There is no relation between Personalize and Dynamic Methods of Evaluation and publishes academic results of students on time.

H1: There is a relation between Personalize and Dynamic Methods of Evaluation and publishes academic results of students on time.

Table 3.2.3 Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.751E2 ^a	72	.000
Likelihood Ratio	175.082	72	.000
N of Valid Cases	200		
Source: Trial SPSS			

Findings

P value = 0.000

P value < 0.005

Therefore, Reject H0

Thus, there is a relation between Personalize and Dynamic Methods of Evaluation and publishes academic results of students on time.

3.2.4 To Study Perception regarding in near future institute will get financial Autonomy too and fear of Job the researcher has made an attempt to find relation between them using Chi-Square test.

H0: There is no relation between Perception regarding in near future institute will get financial Autonomy too and fear of Job.

H1: There is a relation between Perception regarding in near future institute will get financial Autonomy too and fear of Job.

Table 3.2.4 Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.655E2 ^a	96	.000
Likelihood Ratio	139.048	96	.003
N of Valid Cases	200		
Source: Trial SPSS			

Findings

P value = 0.000

P value < 0.005

Therefore, Reject H0

Thus, there is a relation between Perception regarding in near future institute will get financial Autonomy too and fear of Job.

3.3 Analysis III: Analysis to find significant factor using t-test

Table 3.3.1 One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Infrastructure and UGC Grant.	43.939	199	.000	1.170	1.12	1.22

Source: Trial SPSS

Findings

P value= 0.000

P value < 0.05

Therefore, Researcher found that respondents claim that infrastructure is better than affiliated colleges due to release of UGC Grant.

Table 3.3.2 One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Changes in the academic level for productivity.	76.495	199	.000	4.290	4.18	4.40

Source: Trial SPSS

Findings

P value= 0.000

P value < 0.05

Therefore, Researcher found that respondents claim that the institutes helps to make any changes in the academic level so that the course is productive for the students.

Table 3.3.3 One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Bridge the gap between academic and Industry.	69.430	199	.000	4.160	4.04	4.28

Source: Trial SPSS

Findings

P value= 0.000

P value < 0.05

Therefore, Researcher found that respondents claim that Autonomy can bridge the gap between academic and Industry

Table 3.3.4 One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Time management	56.310	199	.000	3.610	3.48	3.74

Source: Trial SPSS

Findings

P value= 0.000

P value < 0.05

Therefore, Researcher found that respondents claim that time management play significant role in the academics.

4.0 OBSERVATIONS AND CONCLUSION**4.1 Observations****4.1.1 Based on the Data Analysis the researcher has made certain observations based on respondents thought process about advantages of Autonomous colleges**

- They have full power to formulate new courses.
- Can fix fees for the courses at their own level within a limit.
- Appointing their own administrative staff and teaching faculty including Principal.
- Have their own board of studies.
- Bridge the gap between academic and Industry.
- Make any changes in the academic level so that course is enjoyable for the students.
- Faculties need to be more expertise as the challenging syllabus in these colleges.
- Quality of lab equipment/infrastructure is better than normal colleges as they don't want to lose score (UGC score).
- The syllabus is kept as per requirement of the course. Unnecessary and outdated topics are not covered.
- What you study challenging content in the class, you have to face questions based on challenging portion.
- They publish results on time.
- Good rapport with industry and Corporate.
- Autonomous Institutes are quite strict towards timings and schedules, so the do bring up with a good habit needed for life. Also, institute motivate many extracurricular activities, which helps in holistic development of an student.
- Personalize and Dynamic Methods of Evaluation.
- Management of College and Principal are recognized as the Epitome Institute Stakeholders for Quality enhancement.

4.1.2 Also, the researcher has made certain observations based on respondents thought process about Disadvantages of Autonomous colleges

- Degree of excellence can differ from college to college hence the quality can be compromised.
- Autonomy may not be accepted or encouraged by each and every teaching faculty as well as non-teaching staff.
- There can be lack of availability of study material.

4.2 CONCLUSION

In several countries, education systems are heading towards accumulated institutional autonomy and intense responsibility (Cheng et al. 2016; Helgøy et al. 2007). Consequently, decision-making at the college level has become predominant (Imants et al. 2016), and therefore the role of the college leader has big in importance (OECD 2016a). amazingly very little is understood regarding however faculties college and leaders really use institutional autonomy. This article given the development associate degree validation of a trial and error based mostly classification of college interventions that permits for the identification, analysis, and comparison of the particular use of college autonomy.

With autonomy comes responsibilities. A Code of Practice needs to be Practice for teaching and Learning. Responsibilities can be conceptualised at each level of the organisation - a mutual responsibility with complementary rights. In a newly autonomous institution quality rests with the staff interpreting the institution's policies. Even though there is vast scope of Autonomy, some where there is a fear among few stakeholders which should be resolved by the government.

6.0 REFERENCES

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