Appendix 1 - Questions for the study

1. How is the college using autonomy?
2. How has autonomy affected the ESL curriculum?
3. Has the decision making process become more democratic now?
4. How was the decision making process earlier?
5. What is the role of the university now?
6. Are the teachers confident of making decisions?
7. What are the inhibitions in teacher's minds?
8. What is their attitude towards research?
9. What is their view of education?
10. Why do they feel ESL is needed?
11. What kind of relationship do they have with students?
12. Are the students given any decision making powers?
13. Who exercises control over content (knowledge)?
14. What is the relationship of the Head vis-à-vis other teachers?
15. How is a typical day in the staff room?
16. Why is so much of importance attached to the exams?
17. How did the teachers decide that they should be exams as a criterion for revising the syllabus?
18. Was there any feedback taken from students after the completion of an academic year.
19. What is the teachers' attitude towards work?
20. What are some of the paradoxes of autonomy?
21. Why should students from autonomous colleges be on par with others, how is on par defined?
22. Are the teachers prepared to take up new responsibilities?
23. Are they motivated to innovate and take up new projects?
24. Are there any incentives for teachers to embark on new initiatives?
25. How does the Management view ESL with regard to its importance in the overall curriculum?
26. How important are English classes for the students?
27. What are the reasons for the students to attend the classes?
28. Is there any particular teaching method followed in the class?
29. How important are methodological issues for the teachers?
30. How do teachers make their classes interesting, sustain motivation of the students?
31. How do the teachers perceive language-literature divide?
32. Why is literature considered to be a more valuable pursuit than language?
33. What indicates that the department is biased towards literature teaching?
34. How much of importance teachers attach to training and education?
35. Do the teachers realize the need for empowering themselves?
36. Do they perceive autonomy as an opportunity to empower themselves?
37. Has autonomy meant better pay for the teachers?
38. What are the efforts made by teachers for informal/formal professional development?
39. How has autonomy benefited the students in terms of ESL?
40. Has the college culture changed with autonomy?
41. How does the management perceive autonomy?
42. Is autonomy one of the major reasons for the students to join the college?
43. What are the students' expectations from the ESL classes?
44. Who is constructing knowledge for the students?
45. If autonomy is a privilege how are the teachers using this privilege?
46. Is there a networking for teachers from autonomous colleges?
47. What are the broader implications of autonomous colleges?
48. Has there been any evaluation of ESL after autonomy?
49. What are the new initiatives from the English department?
Appendix 2 - Student Questionnaire

Dear Student,

Here are a few questions related to your course in General English. Please read the questions carefully, discuss them with your friends if necessary and only then answer the questions according to the specifications.

Name/Names (optional): ____________________________
Class: _____ Year: _____

1.a. What are some of the prose/poetry/non-detailed units that you like most?
   b. Why do you like these units, please give reasons.
      Prose:
      Poetry:
      Non-detailed:

II. How do you find the English textbooks i.e. the selections from prose, poetry and non-detailed. (Please put a / mark).
III. How does your teacher teach the units?

a) explains after reading.

b) makes you read aloud and then explains.

c) gives interesting examples.

d) gives summaries and important questions.

e) suggests other reading materials.

f) asks you to refer to dictionaries and other reference books.

g) gives meanings of difficult words.
h) skips certain units/certain paragraphs in a unit.
i) does all the exercises in the textbooks.
j) any other ________________ (please specify).

IV. Please describe some of your activities in the English classroom.
a) read the textbook aloud/silently.
b) take down notes.
c) write only when the teacher dictates something.
d) do the exercises in the textbooks.
e) read other books like novels/books from other subjects.
f) any other ________________ (please specify).

V.a. Do you read the units at home, on your own before they are ‘done’ in the class?
   Yes /No
   b. Do you do the exercises/language work after every unit at home?
   Yes /No
   c. If ‘yes’ why do you still feel a need to attend the classes. (Give reasons).
      • for more explanation.
      • do not understand when we read on our own.
      • especially in poetry, we need the teachers’ help.
      • for ‘attendance’.
      • any other reason ___________________(please specify).
VI.a. What focus do you think your English units should have. They should focus on improving.
- reading
- writing
- speaking / communication skills
- grammar
- all these.

b. What type of language units/activities would you like to have in your English textbooks. Put a / mark on any of the following.

<table>
<thead>
<tr>
<th>Units</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>Passages from</td>
<td>- answer questions on comprehension</td>
</tr>
<tr>
<td>a. literary writings like essays, short stories.</td>
<td>- exercises in vocabulary</td>
</tr>
<tr>
<td>b. Scientific and technical writing</td>
<td>- exercises in creative writing (like dialogues, speeches, stories)</td>
</tr>
<tr>
<td>c. Journalistic writing (like articles from newspapers, magazines)</td>
<td>- seminar presentations</td>
</tr>
<tr>
<td>d. humorous writing</td>
<td>- debates</td>
</tr>
<tr>
<td>- Novels / Fiction like</td>
<td>- interviews</td>
</tr>
<tr>
<td>a. romance</td>
<td>- any other _______</td>
</tr>
<tr>
<td>b. scientific fiction</td>
<td>(please specify)</td>
</tr>
<tr>
<td>c. crime/detective stories</td>
<td></td>
</tr>
</tbody>
</table>
(please specify)

- Poems
- Plays like
  a. modern one-act plays
  b. plays by Shakespeare, Shaw and the like.
  d. Plays by Indian playwrights

- Short stories by Indian writers.
- Any others ______________

(please specify)
Appendix 3 - Sample Field Notes

25 Sunday

I met the teachers in the staff room and introduced myself to them.

Briefed them about my research in quite some detail even before I got down to telling them about my fieldwork they offered to give me some ideas for experimenting.

Experimenting, I saw, I'm not sure for any such thing! I told them and discussed at greater length about my project. Their response to my briefing was not so encouraging for they hesitated at my idea of classroom observation.

26 Monday

'Studying us, what you will be doing I don't know but let me tell you there'll be not much interaction so in my classes because I teach them prose,' said a teacher. (I told her I was not specifically looking for interaction in a class.) I was really amazed at the preconceived ideas the teachers have about classroom research.

Anyway, I got down to looking at the textbooks in the absence of a syllabus document. Another interesting aspect was the timetable for English which divided the classes into 'prose' and 'poetry' for BA, B.Com and B.Sc. But the professional streams of B.Com like B.Com (projetind) & B.Com (Computer) did not have any such division because they have a different sort of textbooks focusing on higher...
10 Tuesday

Spending an hour with students, chatting with them about their subjects, reasons for choosing those subjects, getting to know about the college, from senior students. These formed an interesting part of my work today.

During my talk to some selected groups of students (I picked out those who were interested in helping me with my research) they took an active part in the discussions and 'English' as a subject slowly began to emerge as the focus of our discussion.

Most of them were quite proficient in English. I also noted that their expectations from the English class were quite different. Frankly, they said, they seek some relaxation in the English classes. Opinions such as this began to form unsolicitedly as the students expressed their 'honest' views about General English being second year students. Their views counted a lot to me. I told them I would be meeting them again.

Back in the staff room, the teachers asked me about my 'meeting' with students. We began to discuss some aspects about the college curriculum, the schedule for the exams etc. I asked them again about the syllabus and other documents but I was told that it would take some time for them to locate those documents. I noted down the classes that were offered to me for observation. To begin with, there were three teachers.
6 Friday

Prepared for an audio recording of B.Com 2C class in Room 11. This was followed by B.A 2A in Room 13.

The sight of a tape recorder placed on the first row of chairs was quite a novel experience for the students. They seemed to quite sensitive to this fact. After the teacher called out their roll numbers she began to take up from where she left them in the last class. The lesson was "The Variety and Unity of India" by Jawaharlal Nehru. The teacher read and explained the unit. After completing about three pages she began discussing the "language items" occurring in vocabulary and grammar. B.A 2A had a pretty class. The poem being taught was "Danny Deever". The teacher gave a line-by-line explanation of the poem. I followed this up by making more observations by going to the B.Com (professional and honours) classes.

7 Saturday

My aim for the next week. My observations of the 1 year classes from the recordings derive questions for further study. I also should be meeting some more students in the first year, especially to know their views on the English classes.

An interesting discussion came up in the department when we were having lunch. This was about the idea of preparing their own teaching materials. Several conflicting views came up like selection of teaching units, the time frame for doing this work, work of writing materials, expert, and field work. In the present set of textbooks.
Appendix 4- Question paper and textbooks

General English (excerpts from the question paper)

I. Answer any one in about 300 words:-

1. “Poverty is a hell upon earth to a sensitive man.” How does Jerome K. Jerome prove this statement in his essay “On being Hard up”? 

2. Discuss Mr. Bryant and Mr. May’s contribution to society and justify the author’s opinion that they deserve a monument.

II. Attempt one of the following in about 300 words:

1. How does Donne prove that death too is one of the many stages of human experience?

2. Comment on Shakespeare’s portrayal of man’s life from infancy to ‘second childhood’.

III. Critically comment on any one of the passages given in about 100 words:

a) Love alters not with his brief hours and weeks
   But bears it out even to the edge of doom

b) And then the justice
   In fair round belly with good capon lined
   With eyes severe and beard of formal cut
   Full of wise saws and modern instances
And so he plays his part.

c) Thou’rt slave to fate, chance, kings and desperate men,
And dost with poison, war and sickness dwell.

Objective paper

I. Write the letter of the correctly spelt word in the space provided.

1. a) deffered b) deferred
c) defferred d) deffered

2. a) contemptible b) contempible
c) contemtible d) comtemptibel

3. a) corespondene b) corespondensce
c) correspondanee d) correspondence

4. a) exceptional b) exeptional
b) eceptionel d) exceptional

5. a) irresistible b) irresistibel
c) irestible e) irresistible

II. Write the letter of the word nearest in meaning to the underline
in the space provided.

1) When rain is imminent the meteorological department issues a warning.
   a) about to come b) heavy c) scanty d) sure [ ]

2) The police arrested the thief but his accomplice escaped.
   a) partner b) leader c) friend d) assistant [ ]

3) He selected the books for the library judiciously.
   a) impartially b) sensibly c) reasonably d) lawfully [ ]

4) The members of the committee discussed the issue for about an hour but they were not able to arrive at a consensus.
   a) settlement b) consent c) agreement d) unity [ ]

5) All civilized nation now believe in the humane treatment of prisoners.
   a) honourable b) beneficial c) compassionate d) natural [ ]

III. Write the letter of the word opposite in meaning to the key word in the space provided.

1. Erratic
   a) free b) punctual c) right d) regular [ ]

2. Enigmatic
   a) complex b) easy c) simple d) honest [ ]
IV. Write the letter of the appropriate preposition in the brackets provided.

1. Did the landlady comply ______ your request for getting the house white washed?
   a) to b) in c) with d) up [  ]

2. You cannot be happy if you live ______ your means.
   a) above b) off c) away d) beyond [  ]

V. There are mistakes in the following sentence. Indicate in which part of the sentence the mistake occurs by writing its letter in the space provided.

A B C

1. He is / one of the most reliable leaders / that have given the lead / to the country. D [  ]

A B C D

2. If you had met him / he will have / given / the news. [  ]

VI. Choose from the 4 alternatives the word / phrases which best completes the sentence and write its letter in the space provided.

1. Considering the poor and inadequate municipal services we get, the rates we pay are ________.
   a) out of this world b) down to earth
2. Prospective students have to prove that they have sufficient money to cover their course fees and _____________________
   a) lodging     b) maintenance
   c) board       d) sustenance

3. It's nine 'o' clock ____________________ and I am still at breakfast.
   a) clear       b) so
   c) already     d) hill
Textbooks

I year textbook

*Selected prose models* edited by A.E. Augustine

1. On being hard up - Jerome K. Jerome
2. Matches - E.V. Lucas
3. Boys vs. masters - Earnest Raymond
4. Pleasures - Aldous Huxley
5. Student mobs - J.B. Priestly
6. I tremble to think - Robert Lynd
7. The values of Science - J. Bronowski
8. Can we afford to keep open minds - B. Russell
9. On growing old - W.S. Maugham
10. The magic of words - Lord Birkett
11. A Labour of love - N. C. Chaudhari
12. A free and thinking people - Edith Hamilton
13. Inter-religious friendship - S, Radhakrishnan
14. The Mahatma's heir - Frank Moraes

II year text book


1. Reading for Pleasure - L.A.G. Strong
2. At School - M K. Gandhi
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
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</tr>
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<tr>
<td>3</td>
<td>The variety and unity of India</td>
<td>J.Nehru</td>
</tr>
<tr>
<td>4</td>
<td>The Secret of Work</td>
<td>Vivekananda</td>
</tr>
<tr>
<td>5</td>
<td>Is India civilized</td>
<td>Aurobindo</td>
</tr>
<tr>
<td>1</td>
<td>The Eternal Silence of these Infinite Crowds</td>
<td>N.C.Chaudhari</td>
</tr>
<tr>
<td>7</td>
<td>India's contribution to World Unity</td>
<td>Arnold Toynbee</td>
</tr>
<tr>
<td>8</td>
<td>The Kunda – Maneater</td>
<td>Jim Corbett</td>
</tr>
<tr>
<td>9</td>
<td>A Devoted Son</td>
<td>Anita Desai</td>
</tr>
<tr>
<td>10</td>
<td>Science &amp; Society</td>
<td>J. Bronowski</td>
</tr>
<tr>
<td>11</td>
<td>The Socialist Imperative</td>
<td>J.K. Galbrainth</td>
</tr>
<tr>
<td>12</td>
<td>The Challenge of our time</td>
<td>E. M. Forster</td>
</tr>
</tbody>
</table>

Non-detailed text


2. List of poems selected for the first and the second year from the book The Siren's Song edited by David Murdoch.
Appendix 5- Student Interview and Teacher Interview

Theme 1: Text in the class.

GROUP 1  B.Sc. 2A

S1 - It is [present set of textbooks], I feel, as if I’ve read it before, we need something like high vocabulary, high language.

S2 - We’re not able to improve our vocabulary,...we have very simple English (referring to the second year book).

S1 - When we seen the competitive exams question paper we can’t identify the words... some very specific words, these textbooks don’t help.

S2 - ...Like no stress is laid on improving our vocabulary.

S3 - We should also have debates, elocutions and seminars.

S1 - At present we don’t have these in classroom activities.

S4 - Truly speaking our question paper is set according to the competitive exams model... but the vocabulary is confined to our textbooks.

S2 - We are not asked to improve our vocabulary in other ways...like by reading, referring to other books etc. ...

S3 - We should have discussions where we’re asked to read something other than our books, chapters.

S1,S2- yes., yes other than prose topics...

S1 - this will help us in understanding other things, like when we read a novel or a magazine the language is sometimes very high, we can’t understand.
S3 - The discussions that we can have like, *something that is happening in today’s world*.

S1, S2 - Yeah, like something from the newspapers.

S3 - Actually when somebody does discuss then the rest of the class says, ‘how boring’, so usually the teachers don’t do it.

S1 - Teachers have to make each and every girl raise their voice and talk there’re still so many girls who can’t speak in English.

S4 - In interviews etc., we have to speak, speaking is important, we become nervous… conscious about our speech … so when you start speaking in the class you’ll learn how to speak elsewhere.

S3 - Some girls, they can write well, but they can’t speak, it’s a very big disadvantage.

S1 - …English is an important language in all the exams…. MBA entrance, Bank exams…

S4, S3 - Compared with ICSC this English is at a very low level. In our school we enjoyed English, like, when we did Macbeth and Julius Caesar, we enjoyed so much, we read about the history of the times, the Romans, it was very interesting. Actually these texts are not easy to understand, but, later it became so very imaginative, we enjoyed thoroughly.

S4 - *Unless you read something unknown to you it doesn’t become very interesting.*

S1 - Not, unknown. It should be novel to you.

S3, S4 - *Teachers should not read line by line, it’s explained to us as if we don’t understand English.*

S2 - yeah, but there are girls who don’t understand… [if it is not explained line by line.]
S4 - But we get put off, you can't enjoy a chapter like that, they [teachers] should make it interesting for all of us.

S3, S1-[to solve the problem, to cater to all the girls]. The change should be brought from the school level itself, especially science girls, many don't care much about language.

S4 - Actually from science point of view, English class is a welcome break.

S2 - It's a period here we usually relax a little.

S1 - Again we are made to read Nehru an all, how can it be interesting, We've read them at school, everywhere.

S3 - there should be some novelty, from class VIII we have read the same Nehru and the same R.K. Narayan.

S1 - I feel the degree level textbook is just not existing. Why can't we have stories where human relations are shown, something like friction, [other girls immediately correct her], I mean fiction. But here we have lot of philosophy, which, unless we apply in our lives, it is of no use.

S2 - ...like Vivekananda's Secret of Work- it is difficult to apply to our lives. We need something we can apply in our lives.

S4 - ...If we are interested in philosophy we go and analyse things on our own.... We don't need an English class to teach us philosophy. [by analysing she means,] be able to analyse, think of what is right or wrong, not what the teacher is telling you about it.

S3 - we should be able to intricately examine things, explain it from our point of view.

S4 - Yes, according to our syllabus we have critical analysis of poem, yes, we're allowed to write freely but we're not trained in writing.

S3 - We should be able to write even if don't have the talent.
S2 - Language should make us think, like in our school English classes our teachers would show a picture and ask us to write, we think critically and write... This is different from spoon-feeding, here you are analysing chapters that have already been explained by the teachers. This doesn't help in thinking or writing, expressing...

Group 2: B.Com 2

S1 - [about prose units] The language is very easy, fairly simple to understand, we'd have enjoyed more of stories... humorous stories

S2 - When our teachers tend to explain every line it tends to become very boring, when there is no explanation required.

S1 - and some of the prose texts prescribed to us are very vague, like On Growing Old, they are very dry, boring, and not for our age... Some of them are like speeches given on spiritualism.

S2 - We'd like to have something very light, that we can relate to, like On Being Hard Up, it was humorous and enjoyable... also something where you can contribute by taking part in the discussion.

S1 - [relating whatever has been said to building up language] Basically, if you're interested in the prose you'll feel like going back to it, you'll pick up something from it, some words at least...

S2 - [from the point of view of a commerce student] Communication skills, we being commerce students, if we take up some profession later on in life, like finance side we need to communicate with so many people, so our ideas and expression should be clear, very simple... and diplomatic.
S3 - Like, when you're giving you views to somebody you should be very clear...now, in prose classes we don't have a chance for this.

S2 - We should have something where we can debate, some project work, or even seminar, we should be taught to make presentations [they did not have a chance to convey this to their teachers]... developing communication skills is what we need, this will take us long way.

Group 3: B.Com 2

S1 - I think our teachers can't do much about the syllabus and textbooks.

S2 - [After I clarified the point that their teachers can change the textbooks and told them briefly about the autonomy], But still, I think they [the teachers] have to select from what the university prescribes...

S3 - I think they [the teachers] have to take at least one book from the university...

S2 - I think they [the teachers] are given a list of lessons, they have the choice of deleting, I think they can't add to it.

S1,S2-[After airing their preconceived notions about rules for prescribing a textbook] Whatever it is, they shouldn't include such spiritual topics ... like Vivekananda's Secret of Work.

S3 - It is not our age to think of detachment from the world.

S2 - Being unattached to the world an all that stuff...It is not up to our standards,... either it's too simple or too spiritual.

S1 - We can't identify ourselves with it.
S2 - We'd like something light-hearted... something we should be able to relate to the lesson...

S1 - And they should get out of the idea that they should have lessons [with a lot of emphasis on the word] in the prose book, it can have articles from newspapers, like we read articles in newspapers that are quite enlightening but they aren't used in teaching, some good speeches can also be included.

S2 - For example, we can have more of Anita Desai kind of writing, where the language is simple, but with a lot of characterization so that we can write about the character...

S3 - knowing that it's a girls' college, they should include something that'll encourage, help us later in life, like personality development... Topics that'd help us overcome fear ...

S1 - We'd like something more interactive, where we can participate, right now the classes are generally very lecture-based, very little of interaction.

S3 - Especially in poetry, there can be so much scope for discussion in poetry, we can disagree with the poet.

S1 - there're so many poems dealing with death and melancholy... it leaves us feeling depressed...

Group 4: B.A 2

S3 - General English is very shallow for us, we don't get down to deep discussions.

S1 - The discussions we have in our literature classes help us a lot in improving our language. When we come to the General English class we're at an advantage when it comes to discussions, we have an edge over others, we can understand better.
S3 - we go to the General English class with a breezy kind of an attitude because the language is much simpler than literature... Most of the time we find that the topics don't interest us.

S1 - Selection of articles, prose pieces should be contemporary, ... they're more philosophical now....Like last year we had On Being Hard Up, such light-hearted pieces is what we need.

S2 - We'd like some Indian authors, modern writing from them, something that'll make us think... something we can relate to...

S3 - We take down notes in the poetry classes, there's some discussion as we get down to interpreting the poem...

S1 - Actually that depends on the teacher, the teacher may teach in such a way that she gives her opinion, asks for our opinions...

S2 - Sometimes we discuss in groups, she [the teacher] divided us into groups and asked for our views, then we debated on some ideas. Or sometimes we are given a list of questions related to the poem, to generate more ideas.

S2,S3 - We need a lot of activities, connecting the topic we're covering, this'll make the classes more interesting. May be when we're doing some lesson, they can invite somebody connected with it...

S1 - We have some assignments which are very creative, this is in the literature class.

S2 - The questions in General English exams are very textbound, we don't have anything to show our creativity.
Theme 2: being in an autonomous college

Group 1: B.Sc 2A

S1 - It is different, the pattern of question paper is completely different. I like the model, it related to our future exams [the competitive exams], I’d say this way it’s better.

S3 - As far as teaching is concerned we’re more comfortable here, we know that the teacher cares.

S2 - Like the teacher just doesn’t come and take the class and walk out, in other colleges they don’t take interest to know if the student had understood, here they do.

S1 - We’ve lots of extracurricular activities in English, debates, poetry recitations...

S2 - In fact, autonomy should be made a general aspect of other colleges also. The students will have the opportunity to develop themselves, like we have here, like extra-curricular activities are necessary.

S1 - more activities related to our subject too.

S3 - Our teachers will know us better, like, our weak points when they correct our papers again and again.

S2 - even the student-teacher relationship will improve.

Group 2: B.Com 2

S1 - We feel bad because we have exams when others don’t have.

S2 - Students from other colleges. They don’t study much but they get more marks.
S3 - We learn more, better than others, but in getting marks we don't succeed.
S1 - In other colleges [non-autonomous colleges], *they have 50% choice*, for them there's no need to study throughout the year, but they can get better marks.
S3 - Yes, we slog the whole year... but, this way it'll help us in the long run.
S1 - Yeah, that is the reason why we are here.

*Group III: B.Com 2*
S1 - *The idea of autonomy is good, but we suffer with our marks when we go out of the college, others [from other colleges] get better marks.*
S2 - *Another thing is external correction* - if we have autonomy, we should have total autonomy ... because of autonomy, the expectations from our external examiners are very high and it is difficult to meet them.
S1 - In fact, *you can compare the quality of our questions, we have question on critical appreciation, like analyse critically*. They are literature types of questions [meaning that usually such questions are asked to literature students].
S2 - *Our teachers should mark our paper, they know our standards, they'll mark us accordingly, the external examiner will only have high expectations* [because of the standard and reputation of the college.]

*Group IV  B.A 2*
S3 - Here (in the autonomous college), we're more involved with the subject, this is not there in other colleges, we have project work and seminars... there isn't much last minute work. We work throughout the year.

Teacher interviews

1. Decision making

This is a broad theme which includes issues related to changing the syllabus as a result of autonomy. It is interesting to note how this theme has got interpreted differently by the four teachers. For T1 changing the syllabus is equated with changing the pattern of question paper. She derives the rationale for the change by stating that the earlier evaluation scheme was more content-based, and that would not have helped the students in their competitive exams. Some of the views expressed by T1 in this regard are as follows:

Ours being an autonomous college we have this privilege of decision making, we have made an attempt to change the textbook and the syllabus... but how far we were successful is a different aspect altogether but certainly we did make some changes.

We were just reviewing the existing syllabus...we noticed that they [the questions in the exams] were all essay types, short answer types and very little of language skills included...in the testing pattern too. So by looking at the competitive exams that were being conducted to which our students will be appearing in graduation and even during
post graduation we thought we should make it skill based, language based and that was our main focus.

But then we didn’t want to be too radical while making these changes, we could not have had a whole paper full of language without any text. Because... in any case our students will be compared with the others [students form other non-autonomous colleges] and we have to be on par with the others, so we thought we’ll have some amount of text-based questions and more of language. So, the first thing we did was to change the question paper, now changing the textbook meant just going for another book which was available in the market. We have not compiled our own textbook so ...so we had to contact publishers and they could come to us with the books. We’d check the ...on time availability.

...That was the criteria for selecting the textbook but our major change is with regard to the question paper... we’ve got a system where we have 50:50. 50% language based questions and 50% text-based. And we have an Internal Assessment (IA) system where the ratio is more or less the same that 30:20... that’s what we’ve tried to work out between textual part and language part....

T² did not have a say in decision making as she had joined the college after the changes were made. But she is aware of the fact that the second year textbook is inappropriate and hence it needs a change. It may be noted that contrary to the issue of availability as reiterated by T¹ as the criteria for selecting a textbook, T² discloses some hidden aspects involved in the prescription of a textbook. Her mention of yielding to 'subtle pressure from the members of the Board of Studies' deserves a serious attention. In the words of T²:

One set of texts they’d already adopted by the time I’d joined and so I didn’t have a say in that. But after I joined, we had one particular text spectrum and that was proposed
and accepted by the Board of Studies so we really didn’t have much of a say in that.

Yes, it was proposed by our Board of Studies members so, a... there was a lot of subtle pressure so we went ahead and accepted it. But, generally it shouldn’t be like that but in this case we couldn’t follow that format so we accepted the Board of Studies members’ suggestions...in the sense that they were senior members, they’d helped us out in various ways. It was only in retrospect that we discovered that it [the text] was not up to the mark...

T³ adds a new dimension to the aspect of decision making by saying that the textbooks were decided upon by the Head of the Department. It may be noted that T¹ has continued to be the Head since the time the changes were made. She further states that the scope provided by autonomy is not fully utilized and comments on the choice of the textbooks by saying,

As far as decision making is concerned, textbooks and all that had already been decided upon... decided by the Head of the department about three years ago after they got autonomy, after a few years. The same textbooks are carrying on which I feel are awful, because I feel that they’re out of date.

With the kind of work that we’re doing in the department we’re talking about some old English chapters which have no meaning to our students. They’re not pertinent to contemporary times and since I’m a very contemporary person and I believe in progress I feel it’s an archaic system that we’re following in this particular college.

...So as far as decision making is concerned there is no, I have nothing to say... I wasn’t here, if I had the chance the entire thing would go into a dustbin. I’m a very radical person the students know what I’m like. I’m extremely
radical in my views, so, as far as I'm concerned so much can be done in an autonomous college and nothing is being done in this department.

Again, the problematic nature of the second year textbook, Spectrum gets highlighted as T4 voices her dissatisfaction with the book. Although she did not have a role to play in selecting the book, she is aware of the need to change textbook.

...We're included in that [the meetings of the Board of Studies] we discuss about the syllabus. .... we've a reviewing which goes on and we decide, but the thing is I've joined just a few years ago and it seems that just before that they'd revised the syllabus and we're following the same syllabus. After they revised the syllabus they felt that the book was not suitable especially the second year book Spectrum, but once the book has been chosen it's chosen for three years so, we had to continue with that, we did review it, felt that it needs a change...

2. Textbook/syllabus

This theme could be subsumed under the theme of decision making as it focuses singularly on the aspect of textbook and syllabus making. The criteria for changing the textbooks and the plausibility of compiling their own book can be highlighted while T1 says,

[About the need to change the textbooks] present General English textbooks, because one thing is we've taught them for a long time, for nearly five years, secondly even those texts were not really satisfactory. We just had to select those on the basis of availability that is very important problem for us.

But now, let me quote what happened yesterday and our recent meeting with the principal. She has promised
us some financial support also where we could generate some resources, where we could compile our own textbook putting together essays and all that...taking care of the subject taking care of the author, the style, the type of language to which our students should be exposed to. So, may be we could select our own essays, as no one textbook will be really satisfactory... she [the principal] has asked us to go ahead....

Problems like copyright and all that will take time. But our book is going to be used exclusively for the students of this college, that is for private circulation, that is the goal and we will, with the support extended by the management, may be able to achieve it.

So far it [the opportunity to compile their own book] wasn't forthcoming so we were obstructed in that sense, but now, my last meeting with the principal brings out this, it is possible so we can start thinking on those lines. Earlier we were told about the copyright problems, we'd have, so we didn't venture with that, so we chose from the best that was available.

This will be more in the form of cyclostyled material, by the college and only for the college, this won't go beyond the college, it won't have any commercial purpose with the minimal amount we'll charge for the students it should not be a problem. With a lot of exercises built into it, spelling our objectives, thrust, focus, so we can be very clear, we were handicapped so far, you see, all this, I think will be possible.

T² relates the issue of changing the textbooks to the mistakes that were made by her predecessors when she categorically state that

... First and foremost I'd refuse to accept a text which I haven't read, which is what happened last time [with reference to spectrum] because of the fact that we really didn't have the text with us. ...we just gave it [the book] a cursory kind of an examination it wasn't a very thorough kind
of an evaluation of the text because there were limitations of time and problems like that so we just accepted it but ...I'd refuse to accept, one, a text which I haven't read thoroughly from the teacher's standpoint and two, a text which has a major cultural gap as far as I'm concerned. That is the problem with our English teaching because I feel I'm concentrating more on content rather than say, language skills or whatever it is because of the fact that the cultural gap is too much.

In the following excerpt she illustrates her perceptions about bridging the cultural gap in the content and provides a detailed account of how she visualizes an ideal textbook. To quote more from T2,

Now I have a poem for example, I'll tell you about Shelley's *Ode to a Skylark* and I find that I'm concentrating more on the idea of divine design, explaining the concept of a skylark, and I'm concentrating more on the content part of it rather than language skills. Instead if I had a poem like *Bangle sellers* or something which is slightly more familiar, closer to our experience it'll make our job easier.

The students would come with their own ideas, there'd be time for discussion, and there'd be time for group activities.

...No, we don't have any Indian poets, we're following the text *Siren's Song* [this is the poetry text for the common core university syllabus for General English.] And you'll find that it's totally lacking in that component...I cannot speak for my predecessors but if you permit me I can give you may be a plausible reason...they didn't want to take up experimentation on very radical level. They preferred taking it on a gradual, phased manner so they tried following the general university pattern wherever possible. That's how they did it.

The non-detailed text, at least is something which is little satisfying because we do have some Indian writer there. But still you know, even there, the choice of the novel can be frustrating because R.K. Narayan is not the be all and end all of literature.

More than one [book for non-detailed text] may be, a collection of short stories, that's possible, we don't give
them exposure to all the genres now. . . . one act play, may be a kind of a very short novel, maybe autobiography or a biography. It could be of course an anthology with exposure to all genres so that their analytical skills are developed in all the areas not just say, a collection of essays.

We raised this fact [have their own textbook] with our Board of Studies members we really wanted a collection of essays of our choice we wanted to cyclostyle the whole thing, compile it, and have a kind of working text of our own, for private circulation only. But we're told that we'd have to contact each and every writer, take copyright permission, and you know, make it a formal structure and we didn't really plan it for publication at all and so the idea was dropped. But I would say that given the choice the department would definitely like to compile our own text just for private circulation, only for our students and certainly the choice of essays would be much, very much different.

...Off hand, I can tell you one particular essay which we could include in our textbook, that is Angrezi hatao versus English zindabad by Kushwant Singh. I felt that it's very relevant because it makes a very strong case for the study of English and the relevance of English. It discusses both viewpoints in a balanced manner and it gives you, I'd say it's very much relevant in today's world.

... Because there's a strong movement against English in our own college for example we've a B.Com (Special) course which they call B.Com (professional) where they've done away with two years of English instead they have ESP (English for Specific Purposes) i.e., Communication Skills only in the first year. So the move is very much there the trend has already started and I see it and a danger to my existence itself.

So I'd say ...making your choice of texts relevant making it topical, socially relevant, for example, contemporary writing by women highlighting their problems, that'd be more relevant to girls, the role that they can play in society. They'll be far more interested in that than say, Gandhi at School which is one of the essays which I find very frustrating in Spectrum, we dropped it of course.

...The levels are very wrong, our first year text is challenging and demanding, of a much higher level. The
second year *Spectrum* the problematic text is certainly of a much lower level, so our girls have been brought up to a certain level of competence and suddenly they're let down.

T³ emphasises on the need for contemporary topics in the textbooks, as it is important for the students to be able to relate to the text. Finding a direct relationship between need for dynamic leadership in the department and the choice of teaching materials she says,

...I still believe that whatever we're teaching has to be something which is in tune with the times. It should be something which a student can relate to, a student can't relate to most of the topics we do, in poetry or prose...

In GE the kind of words they're using (look at some of the chapters in the prose selections) are all antiquated, you see. They are the words that've no meaning to us, they've gone out, they're like *anachronisms* so, and the point in doing all this is... when we set a paper for them we ask them the same crazy phrases ...GE is supposed to be fairly a language based paper, okay, I feel it is terribly outdated...

What hurts me is that in this college so much can be done because it's an autonomous college, but then that depends on the dynamism or the lack of dynamism of the people who're making it and I come and go whatever I can do in my way, I'm doing,

T⁴ seems to be agreeing with the views of T³ when she points out the problems in the textbook which emerge from the use of outdated words and phrases when she states that

Students have expressed that lessons in the second year are very much below their standards. The first years they don't mind, but then even in the first year, the essay by Jerome K. Jerome... it has these phrases and words these girls don't ever come across at all. Some phrases for example in the lesson On Being Hard Up especially total English cliches, which aren't required
anymore, it's very alien to our country considering our cultural background. Even in the second year text we have Nehru and essays like that which cannot hold the attention of the students for long... they very problematic.

3. Difference between teaching literature and language

While agreeing with the idea that there is a difference in planning and preparing for literature and language classes, the teachers articulated their views by describing the individual efforts made in this direction. One of the main reasons for adopting a different approach in teaching language was the number of students in the class. The distinction between the goals of literature and language classes, for T1 lies in the fact that

Language and literature teaching are two very different things, the goals are very different. In general English, first of all, because of large numbers, our approach is different. Literature, you know, it's more in terms of creating awareness, helping them to appreciate, mainly to make them understand the poem, it cannot just be explanation, we've to help them to assess, evaluate. So the approach depends on this.

...If there's a poem prescribed for Literature we'll rather help them to see what it is, but in General English, not all will respond, but finally, we do explain. We also tell them it is possible to interpret, criticize this way; we give them such information.

In General English students think that what the teacher says is correct, we must accept the teacher's view. In literature we give them the feeling that I need not be correct, you think of your own views, so may be students feel free, as they are less in number, so there's more emphasis on sensitivity, appreciation, they also feel free, they respond.

In G.E, they feel that you know, especially science students feel, 'what can I say about poetry, what ma'am says should be right, how can I voice my opinion it might be wrong', not realizing that they are capable of a lot of critical appreciation. In fact, some times I find that the B.Sc. students do much better than the B.A students, better than even Literature group, but the Literature group feels more
confident with English. Literature takes more time that way you've to be really prepared for literature classes... language classes, occasionally some problems crop up especially with 70 and odd students.

Yet you can walk in with some language exercises totally unrelated to the syllabus also which you can always say will be helpful and it'll be helpful, it's more open in a language class. In literature class I can't walk in and say I'll do something general, so more preparation, mentally is required for literature classes. Unless I'm thoroughly confident I don't venture into the literature class.

T^2 finds the lecture method the best ad the number of students in a language class is very large. Her sense of regret is clearly brought out when she expresses the possibilities in a language class in the second paragraph of this excerpt. In the words of T^2,

Language teaching has a very wider base, we've a very large number of students seventy odd in one class so there the lecture system is perhaps the only one with lots of exercises built into it, language based exercises... For the literature sections I don't go through this kind of a language skill, not much of it, we concentrate more on commenting and may be more of criticism. In fact, now that we're coming to the new syllabus we've done away with the Reference to Contexts and the annotations so we won't go through paraphrasing line by line, it becomes more of a discussion class.

Given the right facilities I'd say I could spend far more time on language preparation but without the right support I find that I spend much lesser time. I'll give you an example suppose I've three prose classes for the second year I'd like at least two classes out of three on language work but all that becomes a purely oral exercise in class. I've to stand and dictate it all to them, I can't have much of group activity, because the management will not support us. I can't for example go to them, every week and say I have certain exercises which I've to get cyclostyled for seventy
odd students I cannot do it, so with the minimum facility that we have I spend a little time in language exercises.

The number of literature classes I take is also higher than GE because we've now moved into a slightly senior slot with one of our senior members going on long leave, so, we get more literature classes.

Expressing her preference for teaching literature, T^3 says that when she has to teach language she focuses on vocabulary.

.... In GE also the level of language I'm teaching is negligible. In fact this year, it's the other lecturer who's doing the language stuff like precis writing and report writing or whatever. The preparation and all that I don't do, as far as I can help it I don't do GE. But what I do as I'm teaching, I read the lesson you know, I bring out certain words which are used for common usage which could be helpful for them and so I highlight these words... I do a lot of word games I use a lot of figurative language and I explain them concepts like oxymoron, similes and metaphors and so I use a lot of these because I say that usage of such things will help them better their language. I do that, but I don't prepare separately for language classes I prepare it as an English class where I find that it can stimulate their senses and it can also stimulate their minds.

The goal of generating enthusiasm is achieved by T^3 when she follows her own method of teaching literature is apparently quite different from the methods followed by other teachers. To elucidate on this she says,

...For literature I do a lot of preparation, I've been very lucky that I've been blessed with a very good memory. So, I know my text by heart so I rarely take books I can just take off. So, when you can just take off like that, basically, I'm a very drama oriented person, I do a lot of personification, a lot of movements in class.
...My entire thing is to generate enthusiasm in students and I've got some very good results and I do a lot of learning up by heart myself, quotations...because I believe that you cannot teach literature by reading from a book you have to know you literature. Over a period of years since I've taught literature it's become a part of me, I learn up the critics very well.

....Look at the way literature is removed form the CBSE syllabus, they've got two miserable readers, as miserable as the readers we're doing here. Because people felt that they wanted to have more, running knowledge of English, they wanted to be able to fill telegrams, to be able to write postcards.

...But all this could've been done through literature also. They didn't feel that for whatever reasons with the people who designed the text, who're on the planning commission of designing perhaps felt that this was redundant. This was of no use to the people, it was basically an education of the quantity that's happened. ...We're churning out people who're supposed to know English, who really don't even know how to spell their name in English, so that is the sadness of ... at least for a person like me.

According to T^4, preparation is required when she teaches vocabulary, as she puts it,

GE, I really don't need much planning in the sense when we have to explain and summarize. But then, when I've to think of some vocabulary exercises like synonyms etc., I do spend some time preparing for it. And the thing is, all of us do prose and poetry in two to three classes. We don't spend much time once we've planned and prepared it, it 'd go on for two or three classes and we take the same topic for so many sections, it takes care of six to eight hours...

Like T^3, she expresses her preference to teach literature, even though it takes a lot of time preparing for it when she mentions
A lot of preparation goes into my literature classes, …I've to do a lot of reading up for literature, lot of library work also especially when I go to the third year classes. I don't have to come down to the basics like in a GE class, it's on a totally different plane, and I enjoy my literature classes more than I do my General English classes.

4. Pedagogic strategies in the classroom:

For T¹ it is important to generate ideas for discussion in the class. Hence she plans for this by bringing in issues from current affairs. She also mentions the need for a flexible plan in the excerpt given below:

I plan to generate ideas, because mere paraphrasing will not be a problem, probably it doesn't need any planning or preparation, as such. But exercises I was talking to you about, that takes some time, you've to sit with the dictionary, refer to usage, and various uses that takes some time and also in terms of generating ideas.

...I suppose relating it to what's happening, we've a lesson called 'India's contribution to World Unity' or there's an extract from "Nehru's“ "Discovery of India" it talks about various current topics. ...So relating them to present context, I think of how to generate such ideas, may be on those lines, relating it to the present, the current.

...It depends of course on the nature of the lesson. But, there are one or two lessons which need line by line explanation but not all lessons. Last week, I was doing that, there is a story included, Anita Desai's A Devoted Son, one girl got up and said she'd like to read it aloud and then I asked if others would like her too, she read it and others read it silently. I then gave them some 15 minutes there was a discussion on it, we had a lively discussion, they felt very comfortable with the text they felt very involved as they were familiar with the problem... we don't always go by the plan, we don't plan for such things.

As far as the language work is concerned they like it, as long as you satisfy them from the examination point of view. Then, we have to impress upon them, convince them about the usefulness of this and tell them these are the
things that are useful and not the actual questions that are in the textbook. And of course, human nature being what it is, there'll be that initial reluctance and all that finally you have to use your coaxing power. ... They do it, if it's to be done in class yes, only when you give it as an assignment to be done at home, they don't come back with the exercise. Once you do it in class there is tremendous response.

T$^3$ attaches a lot of importance to making the students read in the class as can be seen in the following excerpt from her interview:

Basically what I do, firstly I've this big scene about making everybody read, whether it's five lines or eight lines, because there're so many people who've not even heard their own voice in public gatherings, who don't even know what their voice sounds like in public which upsets me because I feel every human being must have a voice you can hear.

So, I want them to hear their own voices, irrespective of how they speak, it doesn't matter to me I correct them constantly, because it's important to correct because otherwise they pick up the same and I notice that next time they speak they don't make the same mistake. .... As the lesson progresses, instead of me reading loudly, because where's the need for them to read, they read, then I spend time, with a lot of examples at the international, national and local level, very contemporary ones, I bring pictures, which they've all see.

I bring in these things which everybody does irrespective of what their achievement level is, and then I keep asking them questions for about fifteen minutes, I ask everybody some questions, they speak, I wait for them to answer if they can't I don't hassle them I move. I tell her that I'll be back so she knows that I'll come back, I mayn't come back to her the bell may ring, but she's prepared, so this is what I do.
In addition to giving the students some task to be done at home, T4 orients her teaching towards exams by adopting the strategy of explaining and summarizing. This is significant because:

...In GE classes we can't afford to send our students to the library but I generally give them work to refer and come back with some material the next day. It could be for a newspaper report ...I make them give catchy headlines and then I make them say what is the latest advertisement of such and such a thing. ...For instance I tell them to collect some advertisements which are too catchy, they bring them to class and so these things I do incorporate.

Generally what happens is that we're almost explaining and summarizing whatever we teach, that is the best form I feel because, they take it in, and the exams are very oriented towards that. ...We don't dictate notes to them, but sometimes in some critical analysis I tell them, this is how I like my answer to be and I'll make them do it on those lines. But, always, before the exams I give them some model saying, this is the standard I expect, this is the presentation I expect, this are the points and this is how they should come in etc....

5. Setting questions for the exams:
T4 re-emphasises the need to prepare the students for other competitive exams and explains the rationale for the scheme for question by distinguishing between the text and language based questions in the following way,

...[Text-based questions are more of recollection from the textbook and language based are more of creative use of language, application of skills.] For example, all [questions] in the style and model of competitive exams, that's been our goal, our main objective is to prepare them to some extent for the competitive exams because suddenly, one day when they start writing that exam. It takes time even to understand the pattern of the questions, what they are
expected to do. In spite of conducting IAs and the year end exam they still falter, they still make mistakes in understanding the questions, overwriting writing words instead of letters all those problems they still have, so much more they have to visualize if there's no such training.

The significance of changing the evaluation pattern gets restated when $T^2$ says,

Paper setting for IA is very much a departmental activity, all of us together with our... we plan our papers very well we've tried to bring great changes in evaluation rather than in the syllabus, so as far as evaluation is concerned I think, we've achieved a great deal, our objective type is very practical, exam oriented type, especially the competitive exams that we have. We followed the pattern from that, hopefully the girls will have some training in approaching that paper.

In contrast to the foregoing views on the issue of question in the exams, $T^3$ voices her frustrations with the textbook once by relating it to the process of framing questions, According to her,

Question paper we're setting, but then again therein lies the thing it's a paradoxical state, you're setting questions from a text you cannot stand yourself. Then you're trapped, because you have to set it from there, because after all, the kids have to learn it from these, their comprehension powers are tested from those same crazy GE textbooks. So again you're caught in the same trap, so you try your hardest to make the questions as interesting as possible but you can't really draw water out of a stone, can you.

$T^4$ describes the formal aspects involved in the process when she narrates:

Regarding the question paper, all of us together we decide what the components should have. We've a set pattern, but it's always thrown open to
all of us to contribute to the question paper, no one person does it individually. So, some of us do the vocabulary, that is the language component, other sections etc., in fact, it's too democratic.

Very open, very formally we have the meeting, I mean, we fix the time and everybody is there and the Head of the department is very particular about the rules and regulations, very clear about taking down the minutes of the meeting. Yet it's open to all and I think none of us have any inhibitions about saying what we want to say.

6. Heterogeneity in the classroom:

T1 is aware of the problems regarding involving all the students in classroom proceedings. Her narration about the measures taken to solve this problem brings out other related issues as she says,

...Homework is the only thing we haven't been able to succeed, giving the. ...Whether from the point of view of exams or extra language work somehow we haven't been able to do it. ... No ...we don't give assignments for General English, but for literature we do, all the language based exercises are done in class. Well, you see there'll be some who'll need this kind of work, low achievers for example.

As far as weaker students are concerned, you know, we talk to them after class and we ask them to give us their assignments, just to help them. it is announced to them if they're willing to take up assignments, but the response is very poor in general.

...we have those remedial classes, but again I don't know if the problem is some kind of a complex or what,
or is it the extra money that they have to pay. The college charges some extra fees for that but the response again has been very minimal. We're willing [to help them] but they aren't willing to come may be, they don't want to be differentiated that way .... money also, if it's to be done on a formal, systematic basis, voluntarily when we offer they don't come. When we wanted to do streaming on a voluntary basis in the form of some extra help for the weaker students we failed, now, first of all, it involves a lot of workload problem, secondly, from the response that we've seen I don't think it's indicative of any positive results.

While disagreeing with plausible solution like streaming T² describes how she tried to bridge the gap between the students, at her own initiative, in a small way.

...this [the issue of catering to all the students] was a problematic thing may be theoretically people have come up with the three stream system or things like that but I don't think it's possible with the time constraint and so I've found a personal solution. I've identified say, failure cases or even may be just 'pass' kind of cases, average students and I've tried to speak to them outside the classes.

.... So last year, I did have a successful experiment from the science class. I met two or three average students and I did bring them to a certain level of competence but I did it outside the class, in my own private time. And certainly within the classroom structure I don't think it's possible because we do keep the interest of the very intelligent above average student by provoking their interest in the form of say questions, or may be general discussion, give them a more active role to play. But also I'd like to say that a certain amount of paraphrasing must go on because without that they i.e., the average group would feel left out that'd also be a little help to them they mayn't be able to be totally on their own.
T's emphasis is one making the classes humorous and lively as this would help her in involving all the students, as can be seen from this excerpt.

Basically I believe that you must've a sense of humour and humour gets at all levels, low, high or whatever and as far as possible I try to make my classes as 'funny' if I can use that operative word without sounding crazy, as fulfilled as possible as lively, easygoing. At times I even fall back on the vernacular, just to make them feel that we're all one.

7. Student behaviour

T interprets distractions caused by students by linking them up with some psychological reasons and describes the teacher-student relationship by saying.

Inside the classroom, not on a major scale, occasionally slight distractions will be there but we can check them it is not a problem, yes, to make them settle down it is a problem. Once, you start it's quite manageable, I don't think discipline is a problem in my classes and in this college. Sometimes it happens, absolutely irrelevant questions are asked, they are purely psychological cases. You understand that the girl needs attention, not for information but just for the sake of asking may be she wants some sort of an outlet, no qualms about discussing it, sometimes we feel we should give a patient hearing. You know it's out of context but still we do listen to her.

In this college we have a very good rapport with the students, once you know you're accepted after the first
The first year is very difficult, a very trying time. They make life miserable for you, and unless you're accepted you cannot continue and there's an evaluation for the teacher, the principal will also go by the evaluation, a formal one, formal questionnaire and all that. Once you're accepted I think we have an upper hand, occasionally aberrations will be there in our relationship but it's not serious problem.

T² disagrees with the idea that distractions should be regarded as problems to be coped with. In the following excerpt she gives a different interpretation to this issue:

Distractions ... it does happen from time to time because students' minds are not totally controlled like that it is possible for them to think, I don't think I've to cope with it. I'd say I'd like to provoke it, because of the fact that it's not a problem, that has to be dealt with, it is good, it means that they're thinking they're using their minds, my job would be to channelize them into the right use.

Even if it is not related to my subject I feel it is a good sign because of the fact that they're thinking and that I find is something which is dying out. I don't find it happening with all the students. So, if I find one question even if it is irrelevant, it may be provoking it may be irritating whatever it is still I'm happy with it because there's some sign of life, some sign of activity. And I'd say yes, I'd love to answer that question and I'd throw another question and ask her to come up with an answer for that.

...It always changes from section to section. It's a difficult thing to make sweeping generalizations but generally I feel that as far as language teaching is concerned the sciences are very receptive because they're more alert, they're more aware of the necessity of English they've got so many competitive exams, they need our help. ...With the arts and commerce students it becomes, slightly more informal discussion in class. But in terms of intellectual activity real intellectual activity ...it goes on in literature classes especially the final years because there we've brought them up to a certain level, some of our first year girls
they don't have any literature background we're like you know, informing them, teaching them the basics whereas with the final years we see that our relationship is different, their performance is much better, both in class and extra curricular.

Being a strict disciplinarian helps $T^3$ in controlling student behaviour in the class. Describing the measures she taken to overcome this problem, she asserts,

*I try to be as perfect as possible to a role model that the students can see in me, because, I basically distance myself from the students, to be honest with you, but then lot of students do come and tell me their personal problems. I don't have emotional relationships with students however, I believe that it's very important to have somebody on a high pedestal. I've never had that [disruptions in the class] actually I'm a very strict disciplinarian people are scared of me whether they're scared because they're afraid, or they respect me I don't want to go into that but I've never had this. What I do is the moment it's five minutes over the bell I don't let students come in. So even if they come I tell them to come and sit down but I won't give them attendance because I feel it's not right for me not to teach ... next time they're five minutes early so I've never had problem of students bunking, students coming late, students not listening,

I think they're a fabulous lot, I think students as a whole are just superb and I think the fault lies within us if they lack certain amount of incentive.

$T^4$ feels that the distracting questions can sometimes be a source of entertainment in the class,

*No, not in my classes, I've never had this, of course there're some girls... But then I don't think there are many of them who ask stupid questions. I think it's more entertaining than diverting.*
8. Self-assessment by teachers

For T1 assessment is informal and an ongoing process as she reflects on her performance by comparing it with other classes of hers. She says,

Evaluation, ... not in a formal sense. Of course, when you come out of the class you feel that you've done very well, its your own feeling, sometimes you feel what a pain you've been to yourself and how much more you were to the students and you get your own opinion, feedback.

Over the years I have been teaching the same topic, so I know how well I did it last year, how badly I did it this time or how I could have been better. I can't give specific reasons, may be, the mood, the circumstances or what I don't know, sometimes I go totally unprepared and I do such a good job, otherwise there's no formal way of assessing it. Students occasionally say, 'ma'am we've enjoyed your class, it was nice...' but these are all casual, nothing in a formal way, either from the students or your own assessment.

By linking up the process of assessment to the broader attitude of revision that is prominent towards the end of the year, T2 states,

I think annually, periodically, I'd say every class there's certain amount of feedback, because in the form of oral questions, in between, it goes on. But apart from that, there is certain evaluatory process which goes on say at the end of the year, there's a revisional attitude. I do try to ask them formally, in fact for the literature syllabus we've come up with the written proforma, we've formulated a questionnaire and give it to them, so there's systematic as well as official type of evaluation.

They do give us a kind of a proforma which we've to submit, it's based on the whole teaching, but individually
even in terms of a class I do it, it becomes necessary may be, a little bit of sharing with other colleagues and that's it, it stops there.

Evaluation could also be taken up by the institution. Highlighting this issue T^4 says,

> It's the first organisation where I've n't been shown my evaluation, but in organisations where I've worked we had these evaluatory things, students have evaluated me. Because we had this efficiency bar syndrome (?) where you're given incentives as terms of gratification, payment or whatever it was, of course one doesn't work that way, one works because one works, but yes. I've been evaluated and I've come across very well in evaluation, and my self evaluation. Sometimes I, I don't know, I won't say that I'm perfect.

According to T4 the performance of the students in the exams is the only way to get feedback on her teaching,

> The feedback is only the way they answer the questions in class and how they do in the exams. Nothing formal, like the questionnaire or anything like that we don't like to ask directly how're you finding the classes, are you able to understand etc., somehow at least, I don't feel comfortable. I mean, we just ask 'have you understood' in a very general way.

Recently, in one of the sections, I was correcting the paper, I had a higher expectation from that class and I was wondering where I went wrong or what went wrong and I was really evaluating the papers. And I got back to them and I said this is how you've answered the questions and this is how we expected you to answer, I felt they'd taken it very casually the girls who could do well also, they'd taken English for granted.

9. Striking a balance between the high and the low achiever
This aspect is related to the issue of heterogeneity in the class which was discussed under theme. Expressing her concern for the weaker students T⁴ feels that extra efforts could be put in if the syllabus was less. To quote T¹'s views,

...coverage of the syllabus so there are... for example, second year poetry, we're very comfortable with it. So, there's time to ask them some questions... Generally the weaker students don't speak, there's shyness also inside the classroom, you've got to coax them, sometimes you feel you're losing time, waiting for them, ... so generally those girls who are articulate, those who always come out with ideas they are ones who'll dominate.

With the other students somehow you've got to go to them. Of course, some sort of movement has to be maintained in class you can't stand in a fixed position and lecture to them. Only when you approach them, and ask, 'why not you and you?', go closer to them, then they'll make an attempt, they'll come out, and finally you'll end up saying oh! I've lost half an hour in this but it is never spontaneous with them. Occasionally you've got to go down to their level, tell them not to feel shy, sometimes they end up saying something totally out of context.

All this needs some personal attention, it takes some time, if the syllabus is limited, it is possible. That's why now I want to be a little careful because we had no experience earlier now when we frame the syllabus, we should think of less number of lessons and more time for discussions ...all these things sound very idealistic. Suppose the syllabus is too vast, where is the time to do all this, so I do it in some classes and I don't do it in others depending on the portions unlike the first year, which has too many poems.

T² narrates her experiences when she helped the students by giving them practice in analysing an unseen poem, she says,

I felt that the earlier literature girls needed a little bit of practice on critical commentaries so I felt that I could give them something outside the regular syllabus and this year
also I tried, in the first term, I tried to take an unseen poem, and try and analyse it because that's part of the entrance exam for MA (English) so we thought that we could have some practice in class itself, so I'd bring them an unseen may be a light, may not be very difficult, but an unseen poem, but there again it was purely an individual attempt.

T4 starts her lecture at a level of the most intelligent in the class and end it by asking questions at the most basic level. She finds it convenient because,

It's very difficult to strike a balance because I mean, if you go on a very high level, then naturally most of your class are going to lag behind and if you go to the basics the good ones get bored and things like that, you've to be a little careful the classes are quite huge we've over 60 in GE classes.

Basically you know, I tend to pitch my lecture to the most intelligent student. Because I feel that standard I have to maintain, otherwise they'll lose interest in what you're doing I start from there but I end off with the very basics. I start the lecture like that whether it's prose or poetry class I start off with all the information I can give at the highest level and then, I go back and ask answers at the very basic level. This is how I deal with my classes I feel that way I can reach to everybody, I can never pitch my classes to the mediocre students because others will lose interest.

This 10% is very active they do contribute a lot, to the teacher, the teacher feels very encouraged to carry on I know good students are always in the minority, that's there, but it's not as if I'm speaking Greek and Latin you see, they can understand. That's what I feel, I'm comfortable with the kind of thing and I continue it in every class, I do check on them.

10. Innovations-curricular changes- problems:  
According to T1 merely changing the textbooks has not helped them solve the problems that they experienced earlier with the university textbooks. She finds the books problematic because,
Present set of textbooks, again you know, the same problem, that we had with the traditional university prescribed text except that you know, we've minimized our percentage 50:50 or whatever, yet the problem remains...

No student or no class will like a completely language based course, you may call it functional English and all that but they do need some base, they need something to discuss also. For them the class is meant for discussion, for interaction, so I think we retain some amount of text, so the problem will be the same whatever be the text.

Regarding the gap, between the first and second year syllabus – Our inexperience I should say, not being able to relate the syllabus to time ...now we're learning, so we've this problem. ... At the Board of Studies, if we say that we want to cut down two poem it sounds as if we want to take our work easy. We'd be giving wrong signals, we don't want to do that, we'd rather go through this term, and make the overall changes, though it is possible to say, we'd like to cut down but it gives a very wrong impression. They may think that the college is misusing autonomy, they just want to minimize the portions, and think of that, even though we explain our objectives the genuine problems....

We were warned by the Board of Studies, not to minimize the portions, we were told not to think of autonomy as simple syllabus. We were cautioned about such things happening in other autonomous colleges. Though I can put up an agenda item for reducing the syllabus for the problem I mentioned but it doesn’t sound okay.

T² prefers to talk about the new course that has been designed by the department when she narrates,

We've got a very ambitious project, we're reorganizing and restructuring our literature syllabus and I'd say it's very well organized because we're following very systematic, chronological structure.

And we've paper four (in the Literature syllabus) for the third years which has a really very unique component. I think we'd be the first in Hyderabad to be offering this
course on Women’s writing ... Unique in the sense that it makes it more relevant to our social issues especially the feminist, women’s problems. We’re trying to create some kind of gender sensitivity so women’s writing is what we’d be tentatively calling it so that way we’ve more of a say in the literature syllabus.

The GE syllabus ... that’ll be revised but it’ll take little time may be after next year, may be after we’re comfortable, with out literature syllabus then we’ll go back to GE.

While narrating about the responses she got for projects she had undertaken, T3 seems to be have been supported by the students and the management, but not all her colleagues, as we find in her narrative given below:

By and large my students' reaction has always been very encouraging. As far as my colleagues are concerned I'd say there have been colleagues in the department who've been extremely supportive of me. And they've been colleagues in my department who think I'm oddity and who're hoping that I leave as soon as I can, because I think nobody likes to feel unsettled. I think, I'm a bit of a threat to people in the department, for some reason or the other, because I've been here for just a year. And I've conducted various programmes on a level which perhaps the college has never had before in its entire history. These things unnerve people who've been set in mould for thirty years, twenty five years, fifteen years, so I don't blame them, perhaps I too would've been like that if I was like that. So I don't blame them, they're human beings, they cannot but by and large, most people have reacted very positively towards me. The management has reacted very positively towards me because, I wouldn't have been able to survive had the management not done so.

12. Problems related to Autonomy
Autonomy has certainly increased the workload of the teachers, but in the absence of monetary incentives and other forms of motivation, T1
finds it difficult receive the same amount of involvement from all the teachers. Stating this fact more explicitly, she observes,

Autonomy has meant more work for me, more work for the department which occasionally we do resent. Especially, when there's no motivation and there's no incentive we do resent I'm not shy or ashamed to say it. Because finally I think we all come here for salaries.

I'll not talk in an idealistic way although we're a very committed lot. However, sometimes we may expect some acknowledgment and all that, so far we haven't had any problem with the present management, very supportive they are. So it has made things smooth for us. But the problem is that in my department right now, I'm the only one drawing UGC scales, the others are all on some consolidated amount, so the same amount of motivation may not be there.

So it becomes difficult for me and lots of changes keep taking place, it's not the same team all the time. But we do manage because of personal relations etc. It will not be consistent because of monetary benefits. This is about the department and as far as the teaching staff is concerned.

When it comes to students, they've become more committed for various reasons, because of Internal Assessments, because of assignments. They show a lot of involvement and interest in various activities. We have a very good response from them, no shortage of attendance.

One main drawback of autonomy, this is my personal view and not the view of the college, may be it should be kept off the record. I feel the students are missing out on the competitive spirit, all the prizes are from within the college. They may not be able to face the competition when they go out of this college.

T²'s observations about autonomy are related to the concept of total autonomy which would enable her to put her ideas into practice, hence she says,
I don't know whether it's changed me, I haven't been teaching earlier, I started my career with the autonomous college. Because, as a student I've experienced the earlier system so I can compare and contrast the two. But from the teacher's viewpoint I'd say autonomy is very challenging, because given complete autonomy or perhaps with the right amount of financial autonomy and backing and support of the management. It can be challenging because it gives me freedom to innovate, freedom in the choice of text, freedom in teaching methodology. Suppose, for example, now I'd like to introduce more of ESP, in GE suppose I want to take them out on a field trip, I want to take them to say a newspaper office, show them exactly what is going on and let them see what people are writing what is going on rather than give them a formal report writing exercise. I don't think I've the freedom for this in the present circumstances so given an ideal set of circumstances, may be complete autonomy, it can be very challenging.

The demerits are that definitely a certain amount of disorganization can creep in suppose I say I want total autonomy I want to prescribe a text as an individual then that creates departmental problems. Some one else may have something totally different in mind, and evaluation becomes a problem because, we have to conduct common exams we have to set papers, find examiners, and all this work. So in that sense in theory autonomy seems to be attractive, but I'd say one of the demerits is that complete freedom can mean complete chaos as well, so I'd say certain amount of cross checking limitations should be there.

Although this is the first time T3 has worked in an autonomous. She finds it full of opportunities provided someone dynamic is heading the department.

Firstly, this is the first time I've worked in an autonomous college. I've always worked in a regular college, okay, now in this, the sadness is that, somebody dynamic
has to be heading the department. Otherwise, it's the pits... you're sitting with the same crazy paper, same crazy notes. autonomy can only survive if there's a dynamic leadership, autonomy is the most fabulous thing because you can do so much in it, so creative. We do have some other hassles like, ...it's being afraid what'll people say, she's come for one year and she's making changes and I've been here for blessed twenty years I can't do anything you see, this is a terrible hassle, major hassle.

What happens to us is that we're thinking of our interests we’re not thinking of our students we’re so worried about looking small and big in people's eyes we don't bother as to what's going to happen to our students. I've always said a teacher should become redundant that's a good teacher. So what the hell are you putting your own ego in front, so autonomy depends on people with a vision, if you have a vision you should have autonomy otherwise you should scrap it and go back to the university.

You can have tremendous development of the child, you can have the system as a 'whole', and it's the whole that ignites the spirit of mankind. You can have the whole development of an entire personality, both spiritual and mental, and the demerits are what I just told you that is you have somebody who's restricted and narrow at the helm of affairs, a lot of hassles, no growth so.

I don't think so I'm very happy with the kind of work I'm doing, in fact I've more work, I create work for myself, because I want them to learn, I want them to do something, so I never look upon work as a load. I look upon it as some kind of a stimulus. I feel miserable when I have a free hour, it's crazy that's how I am.

While agreeing with the fact that autonomy has increased their work, T4 feel that there is a considerable amount of flexibility for other activities,

I feel, regarding the syllabus there's scope for flexibility for things like extension lectures, for activities we want to conduct in the college.
more amount of work. But then, I suppose when you're in an autonomous college you have to become very personal in what you're doing very involved you've got to be.

13. Syllabus making
The details of syllabus making were provided by T1 and the other teachers did not have anything to say on this, as they were not in the college then. Giving a detailed account of the processes involved T1 says:

Only when we've made out a tentative syllabus then we call for a common board of studies meeting which comprises two subject experts of our choice. These members will have to be approved by the Academic Council and there is one member nominated by the university generally that person will be the chairman of the Board of Studies. That is, all the members of the department, two subject experts of our choice, one university representative who is generally invariably I can say is the chairman of the board of studies, that is the composition of the Board.

We go by the university norms, generally a textbook is to be followed for a minimum of three years, so we try to follow this, I think we have crossed that limit also, because we were trying to make changes in the literature syllabus. So since we have to deal with General English and Literature actually we've completed the text period of three years long time ago, so it's overdue for a change, it's due for a review but we've just postponed it because we're right now working on the literature syllabus.

...when we're thinking of the next change we'd like it to be little more radical, our purpose it to go slowly. Gradually, yes, so may be more of language that's the main goal, to make it you know, 80:20 may be twenty will be just some poems, some samples of it, some text, but 80% will be language that is our goal but that'll be a long time.

14. Perceptions about students
According to T1 the college has a considerable number of students who come from affluent backgrounds and whose English is very good but
that does not speak well of their written skills, as can be gathered from this excerpt

The general impression in this college is that the students come from rich families, so certain amount of snobbishness you do find in class, you'll feel it. ...we have the human values session. There's a class in the timetable for human values, we talk about behaviour in various contexts etc., it's a very eloquent session, very open, all problems are discussed, values are stressed.

But more than that some of us believe that values cannot be discussed independently out of the class. Sometimes it has to be integrated into the class and that way sometimes you discover that inside the class you've suddenly deviated into a values session. This happens, you see.

...most of them come from English medium schools, 98% of them, I think I just had one student from Telugu medium. But, that doesn't speak very good of their writing skills. They may have very good speaking skills, they are good at conversation. So speaking is not a problem for them, the way they respond in class they way you have discussions in class but this gives a totally wrong impression that they are all very good at English. When you start correcting their writing, you are in for howlers, that is our experience with the students. That is why our focus, is on writing skills, when we framed the syllabus we didn't stress on speaking skills.

T² seems to be echoing what T¹ has just said on this issue when she observes,

...probably the impression that people have about this college that the standard is very high but again, I say it's only about 10% and that most of the girls come from very affluent families, I'd say, the rest of the girls are also not from economically good background, so the college is like that, it's human value based, a minority institution where many are taken from economically low backgrounds.
...When we ask questions also, it's not a total dumb response we've these five or six girls in every class who voice themselves so well, that sometimes you get carried away. You get the impression that they've understood very well and probably that they don't need any explanation but if you go student by student they won't be able to answer your question, and if they answer it's not comprehensive.

15. Supplementing, enriching the text
That the textbooks need to be enriched has been reiterated by almost all the teachers so far. In this case T1 describes her way of supplementing the exercises in the textbook.

Yes, based on the textbooks, the textbooks were selected on consensus but within the framework of the textbook, the exercises given at the end of each lesson I think were not adequate, so certainly I do try to, make my own exercises.

...The students tend to take it easy; they become uninterested if the exercises are the same especially when they are using second hand copies (second hand copies of the textbooks have answers for the exercises written by the previous users of the books), when they come to classes there mayn't be any activity so certainly I do devise my own exercises which come as a surprise to them, but they take it as a challenge.

T³ adopts a different approach as she gives more importance to vocabulary while teaching the prose units. She also extends her discussion by bringing in parallel incidents, for example, she says,

...whenever I talk about something, I use synonyms, every time I'm using synonyms, explain words and phrases to them, I tell them this is outdated, never use it in your language, never use it in your written work, never use it in your essays, especially when you're going to do the
competitive exams, because nobody will understand it, so I give them synonyms for everything that I'm doing. I give them parallels for everything I do. I'll draw parallels from modern life if you're talking about World War I, I draw parallels from what is happening right now the world over,

T devises her own vocabulary exercises and sometimes dictates words to students as she feels that the students need something extra. Hence she states that

...in the first year text, the exercises aren't very challenging....because, I'm more exam oriented, I ask them meanings of words or give them vocabulary exercises like synonyms and antonyms. Sometimes I give them dictations though it sounds very childish, but we do have problems with spellings and they need such exercises. So, I pick out some ten words and give them and I do this regularly. I take some extra material to the classes I mean whatever is given at the back the text is not sufficient.

This is what I do...I do a little bit of padding in every class after every lesson. I take our own vocabulary exercises to class. Those comprehension questions are too basic and that's what we've already done in class, so the students need something extra.
Appendix 6 - Landmarks in Educational Policy

Landmarks in Official Education Policy: Some facts and Figures
Compiled by Lola Chatterji (in Sunder Rajan, ed. 1992)

1823 *Appointment of Committee of Public Instruction* in Bengal. Raja Ram Mohan Roy requests the Governor-General, Lord Amherst, to set up a college ‘promoting a more liberal and enlightened system of instruction embracing natural philosophy’ and the sciences, instead of the proposed Sanskrit College in Calcutta.

1835 *Macaulay’s Minute* in favour of institutionalizing ‘English Education’. Followed up immediately by the passage of the English Education Act under Governor General William Bentick.
Available public funds to be used for setting up English-medium educational institutions.

1854 *Wood’s Despatch*
Charles Wood, Lord Halifax, President of the Board of Control (of the East India Company) recommends a co-ordinated system of education, the establishment of a Department of Education, and the setting up of universities in Presidency towns.
This results in selective higher education for training future administrators, imparted through the medium of English, and in ‘useful and practical’ education for the rest of the society, imparted through the vernaculars, thus confirming indigenous patterns of social stratification.

1857-87 *Establishment of universities* in Calcutta, Bombay, Madras, Lahore and Allahabad.

1857-88 *Indian Education Commission*
Set up to review progress of education. In its Report (1884), the Commission recommends improving primary and elementary education, and confirms university policy. Social stratification widens.

1902 *Indian Universities Commission*, leading to

1904 *Indian Universities Act*
The Viceroy, Lord Curzon, tightens government control over university and college administration, and provides funds for setting up laboratories and museum.

1913 Resolution of Educational Policy
Recommends need for establishing new universities including residential institutions. Six more universities set-up during the period 1913-20.

Calcutta University Commission Report
Bulky evidence critical of the quality of students graduating form the university is submitted.

1919 Montagu-Chelmsford Reforms
Recommends introduction of far reaching constitutional changes, including demarcating functions of the centre and provinces. Education comes under the respective ministers for education in the provinces.

1925 Inter-University Board established

1935 Government of India Act
Further measures adopted for provincial autonomy, making local bodies responsible for education.

1949 Constitutional Positional of English
Under 'Official Language' (part XVII) of the Constitution of India, Hindi in the Devanagari script is provided as the language of the Union with the proviso that English will continue to be used for the first fifteen years for the purposes for which it was being used previously. At the expiry of this period an official language commission would be set up to review the position.

1948-9 University Education Commission
Set up under the chairmanship of Dr. S. Radhakrishnan. In its Report (1951), which dealt comprehensively with the issue of the medium of instruction, English was not considered desirable for these reasons: (i) it is a negation of democracy since it divides the Indian people into two nations: the few who govern, and the many who are governed; (ii) it is educationally unsound to use a foreign
language. Hindi is recommended as the medium of instruction, the Devanagari script to be reformed and used for this purpose. The study of English to continue.

1956 *Report of Official Language Commission*

Regarding the use of English, notes that literacy in English constitutes 6.41 per cent of total literacy, and 1.06 per cent of that of total population. Recognizes its value as ‘pipeline’ within the country and ‘window’ to the rest of the world; recommends its continuance as the language of the law-courts and in the administration of justice. Therefore recommends that there should be no restriction on its use for all or any official purpose of the Union.

1957 *Kunzru Committee Report*

Set up by the newly formed University Grants Commission (UGC). Its recommendations regarding the use of English in the universities include the following: (i) that the change from English to an Indian language as the medium of instruction at the university stage should not be hastened; (ii) that even when a change in the medium of instruction is made, English should continue to be studied by all university students; (iii) That the teaching of English should be given special attention in the pre-university class (a three-year degree course was proposed to be set up in place of the four-year undergraduate course functioning in most institutions); (iv) that the teaching of English literature should be related to the study of Indian literatures in order to stimulate critical thinking and writing in the Indian languages; (v) that it is in our interest that English be retained as a properly studied second language at the university level.

1960 *Committee of Experts* under the chairmanship of G.C. Banerjee set up by the UGC to examine issues involved in the teaching of English.

1961 *Report of Working Group*, set up by the UGC regarding the switch-over from English to an Indian language as medium of instruction, observes that the change-over should not be hastened and that English shall be retained as the alternative medium. Group asked to offer advice...in bringing about an
orderly change... consistent with the maintenance of standards."

1961 Three-Language Formula
Conference of chief ministers of states recommends the following pattern of language study, involving study of three languages in schools:
(a) Regional language, or mother tongue when different from regional language
(b) Hindi, or any other Indian language in Hindi-speaking areas
(c) English, or any other European language.
This measure not uniformly adopted.

1963 Official Languages Act
English adopted as associate official language of the Union without any time limit.

1964-6 Education Commission Report
Set up under the chairmanship of Dr D.S. Kothari. Recognizes the language question as one of the most complex and intractable of India's post-independence problems.

Recommends the use of regional languages as media of instruction. Not in favour of single-language medium, whether Hindi or English. Notes the occurrence of riots in Tamilnadu over attempts to popularize the use of Hindi. Nevertheless recommends both Hindi and English as link languages, while recognizing that English cannot serve as a link for the majority. Confirms Three-Language Formula and recommends the third language be studied from the point of view of national integration.

Use of English to continue as library language and channel of international communication; therefore no student to be considered as qualified for a degree, unless she has acquired a reasonable proficiency in English; all teachers consequently to be bilingual.

Recommends special units to be set up for teaching English as a language skill, as distinct from teaching it as
literature. English to be medium of instruction in all major universities because of their all-India character.

Switch-over to regional languages as medium to be achieved within ten years. Position to be reviewed in due course.

1967 *Official Languages Amendment Bill*

Seeks to give statutory recognition to Jawaharlal Nehru's assurance regarding the continued use of English as long as the non-Hindi speaking people do not desire a change.

Resolves to promote the spread of the Hindi language, and recommends that an intensive and comprehensive programme be prepared and implemented for this purpose; at the same time, that arrangements be made for the study of a modern Indian language, preferably one of the southern languages. Compulsory knowledge of Hindi not required for selection of candidates for Union services and posts; therefore non-Hindi-speaking persons would be required to know English. English translations to be attached to all official communications in Hindi.

*Report on Study of English in India* by Study Group set up by the Ministry of Education under the Chairmanship of V.K. Gokak.

Endorses Three-Language Formula. Recommends investment in reading material in regional languages.

English to be studied at the college level as language skill; nevertheless, canonical literary tests proposed for study.

1968 *National Policy on Education*

Embodies recommendations of Kothari Commission Report. Emphasis on the need to inculcate democratic values and national integration. Uniformity in courses of study, evaluation procedures and number of years to be spent at each stage of educational process sought. The study of regional languages to be encouraged, and provision made for textbooks; the study of English to continue alternative language and as medium of instruction at institutions of higher learning.
1969 *P.B. Gajendragadkar Report*

Recommends administrative changes bringing about greater centralization in university affairs.

*Banaras Hindu University Report*

P.B. Gajendragadkar heads inquiry committee set up to review serious breaches of discipline. Regarding medium of instruction strongly recommends change-over to regional languages while leaving the pace and methods to the university system. Endorses Kothari Commission's recommendations regarding the use of English.

1976 Constitutional amendment places education in Concurrent List.

1979 *Hospital and Other Institutions Bill*

Proposes the abrogation of fundamental right under Article 19 of the Constitution to form associations for purposes of collective action.

1986 *National Policy on Education and Plan of Action (NPE & POA)*

Popularly described as the New Educational Policy, it reviews the 1968 National Policy, it reviews the 1968 National Policy. Reviews slow progress in the implementation of some basic recommendations and emphasizes the need for a 'dynamic' approach. Highlights the following areas for attention: the consolidation and expansion of institutions; the development of autonomous colleges and departments; the redesigning of courses; the training of teachers; strengthening research; improvements in efficiency of the system; the creation of structures for co-ordination at state and national levels; mobility; vocationalization. Suggests de-linking degree requirement for for employment wherever feasible. No mention of instruction in its chapter on Higher Education, but development of English Language Training institutions encourages. POA recommends the establishment of Navodaya Vidyalayas, schools set up in the rural areas with the objectives of identifying and promoting excellence. Thus, centralization and creation of elite institutions further widens gap between favoured minority and under-privileged majority,
contradicting the basic avowed aim to democratize and bring about equality of opportunity.

1989 'Angrezi Hatao' movement in UP represents antagonism to English.

1990 Punjab militants insist on the use of Punjabi in all official transactions and in the media. Echoes language riots in Tamilnadu against the use of Hindi in 1963.

1990 Acharya Rammurti Commission Report

Commission set up to review NPE & POA entitles its report 'Towards an Enlightened and Humane Society'.

Criticizes the exclusion of the poor from the educational process; decries elitism and Navodaya Vidyalayas and the tardy pace of implementation of vocational avenue requirements.

Endorses the recommendation of 1986 NPE regarding: regarding languages; the three-language formula; the development of Hindi and Sanskrit; foreign languages, including English. Suggests measures to ensure uniform and rationalized implementation by merging bodies concerned with similar objectives: e.g. Kendriya Sansthan, Central Institute of English and Foreign Languages, and Central Institute of Indian Languages. 'Pending ultimate switch-over to the media of regional languages and Hindi for purposes of higher education, English will continue to be a vital medium for universities and colleges.' Observes that eleven English Language institutes exist, but that standards vary and that the overall standards of English are going down. Recommends a further use of technology for language development.

Meeting of Central Advisory Board of Education recommends setting up sub-committee to study Ramamurti Commission Report by end April. Pleads for raising the level of expenditure on education during the Eighth Plan to 6 per cent of national income, without which the objectives of restructuring education and ending illiteracy by 2001 cannot be met.
Appendix 7 - Autonomous Colleges – Facts and Figures

Whither autonomous colleges?

IT IS NEARLY seven years since the National Policy on Education (NPE-86) set a target of 500 colleges all over the country for being made autonomous by the end of the Seventh Plan. That only 106 had attained this status is a sad reflection on the way our educational plans are drawn up. Now comes the news that several institutions in the North are unwilling to embark on this experiment for various reasons, not the least of which is opposition from the teachers’ side.

When 12 colleges in Tamil Nadu gained autonomy in 1978, educators everywhere pinned their hopes on the success of the scheme so that a sort of snowballing effort could set in. But this never happened. The idea behind the concept of autonomy was admirable in itself inasmuch as the colleges could be liberated from the straight-jacket of irritating and almost day-to-day controls by the universities to which they were affiliated. The universities could also be freed from the burden of conducting examinations and certifying for thousands of students.

Academic autonomy, of course, implied a lot more by way of an attitudinal change on the part of the teachers since they had to assume responsibility for the shaping of the syllabi and for effective transaction of the curriculum in the classroom. Again, socially relevant and need-based courses of an interdisciplinary nature had to be thought of. Innovation became the watchword. It is here that several colleges failed to rise to the occasion. Often, haphazard combinations of subjects with a hotchpotch of portions from these were presented as new courses. Almost, for every subject including history, a project was specified as necessary but the way the projects were executed by the students under the supervision of their mentors left much to be desired. All this induced a spirit of cynicism in the youth and even the earnest pedagogues who wanted to give autonomy a fair trial became sour.

(The Hindu: 16-10-92)
Autonomous colleges
— a case study

The National Policy on Education (NPE) of 1986 attaches much importance to the idea of autonomous colleges. The policy, which was approved by the Parliament, envisages the gradual replacement of the affiliating system, with autonomous colleges. Development of autonomous colleges is one of the important strategies recommended by the National Policy on Education to impart necessary dynamism to the system of higher education in the country. In the Programme of Action (POA) prepared for the implementation of the NPE it is stated that about 500 colleges should be developed as autonomous colleges in the entire country before the end of the Seventh Plan Period.

The concept of autonomous colleges finds a place in the recommendations of the Kothari Commission also. In 1964, the Commission suggested that certain "outstanding" or "very good" colleges should be given the freedom to frame their own rules of admission, freedom to prescribe their own syllabus and courses of study and also freedom to have their own system of evaluation. While recommending autonomy to some institutions the Kothari Commission hoped that by the end of the Fourth Plan Period about 50 colleges may be given autonomy.

Thus the concept of autonomous colleges which had its beginning in 1964 in the Kothari Commission report, is being vigorously promot ed by the NPE 1986. The UGC as one of the agencies to implement the NPE is keen on popularising autonomous colleges. But even after the Seventh Plan Period, the target of 500 autonomous colleges looks distant and unattainable.

Objective

The scheme of autonomous colleges was conceived with the following objectives:

To reduce the load on the University System.
To reduce the high degree of centralisation in the system of higher education and to bring about decentralisation in the system;
To promote creative innovations in the system of higher education;
To insulate or protect the better educational institutions from the evil influences of the bad and mediocare colleges;

Freedom is the essence of autonomous colleges. All the salient or distinguishing features of autonomous colleges are linked to freedom of the institution. Instead of being dependent on a university, the autonomous colleges have their own rules of admissions, their own curriculum and courses and have their own methods of evaluating the students. Instead of being affiliated to a university, the autonomous colleges function as independent units. The autonomous colleges have their own boards of studies to take decisions on academic matters. They have their own question papers for the examinations instead of having the question papers prepared by the University. Evaluating the students through an internal assessment system, publication of examination results independently and following new and innovative programmes in teaching and evaluating processes, are also the important features of autonomous colleges.

The progress of colleges towards autonomous status is very slow. Before 1986, there were only 21 such colleges in the entire country. Although the Programme of Action 1986, (POA) envisaged that there should be 500 autonomous colleges in the country before the end of the VII Plan Period, at present out of nearly 8,000 colleges affiliated to about 200 universities, only 114 are autonomous. These 114 colleges are existing in seven States — Tamil Nadu, Andhra Pradesh, Madhya Pradesh, Rajasthan and Gujarat account for 112 of those 114 colleges as far as Orissa and U.P. have one autonomous college each. Thus the distribution of autonomous colleges is most uneven with some states not having any autonomous college at all, probably indicating their lack of faith in the concept. This disappointing and tardy progress of colleges towards autonomy seems to be causing concern to the UGC authorities and to the policy framers who have projected this idea of autonomous colleges as a major reform in the system of higher education.

Autonomous Colleges in Andhra Pradesh

In Andhra Pradesh, the first few autonomous colleges started functioning during 87-88 and nine colleges were granted autonomy. Out of those nine, seven were in the Andhra University area and of the two one was in Nagarjuna University area and the other in the Sri Venkateswara University area. The next year five more colleges, four in Osmania University area and one in Nagarjuna University area became autonomous. Later during '92-93, another five colleges became autonomous in the State. The maximum number of autonomous colleges in the State was 23. All the autonomous colleges in the State are private. Two of the present autonomous colleges are constituent college of Osmania University. Five of these 15 autonomous colleges are women's colleges and only six of them are located in Hyderabad. Even other countries are located in big urban centres like Vijayawada, Visakhapatnam, Eluru and Bhimavaram. The present 15 autonomous colleges in the State are located in the Andhra Pradesh, Osmania and Nagarjuna Universities. The three affiliating Universities in the State are Kakinada, Sri Krishnadevaraya and Sri Venkateswara Universities and do not have any autonomous colleges.

Thus such colleges are located most unevenly in the State. Rayalaseema and Telangana regions in the State do not have any such colleges. One of the disheartening features of the autonomous colleges in the State is that there is a decline in their number instead of an expected increase. From 23 their number has declined to 15. The reasons for this decline will be discussed later in the article.

Salient features

One heartening feature of the autonomous colleges in the State is that most of these colleges have innovative, vocational courses like electronics, computers, microbiology, child psychology, chemical technology, farm science and rural development. These vocational courses are popular and are in great demand. With the starting of these vocational courses the students of these colleges are able to successfully meet the demand for employment early after the completion of courses in the college.

Another noteworthy feature of the autonomous colleges in Andhra Pradesh is that the academic standards in these colleges are very high. The percentage of examination results in these colleges is higher than in the other colleges. The better academic standards of the autonomous colleges are the result of a proper operation of various factors like existence of good infrastructural facilities, adoption of effective methods of teaching and implementing effective methods of evaluation including rigorous internal evaluation.

A feature of some of the autonomous colleges in the State is that they have Intermediate...
gree and Post-graduate courses, which in fact makes them three institutions combined into one. According to the guidelines of the UGC, the plus two stage should be separated from the autonomous colleges. But this has not been done in some colleges. The existence of plus two, U.G. and P.G. stages in the same college does not contribute to the efficient management of the colleges.

Reasons for decline

Having described some of the salient features of the autonomous colleges in the State, it is now proposed to discuss the causes for the decline in the number of the autonomous colleges in the State.

The most important cause for some colleges opting out of autonomy in Andhra Pradesh, is the strong opposition of the college teachers to the concept of autonomy. The teachers and the teachers associations have opposed the creation of autonomous colleges. They argue that autonomy has resulted in oppression of the teachers and that there is an increase in the work load of the teachers without any increase in their pay. The strong opposition from the teachers resulted in some colleges giving up their autonomy.

Another reason is the non-receipt of adequate and timely financial support from the UGC. Some of the colleges were attracted towards autonomy because of the promise of grants by the UGC to autonomous colleges. But the flow of promised funds from the UGC was inadequate and delayed. Because of that the management of some colleges thought that autonomy is a heavy financial burden which they were not able to bear and decided to opt out of autonomy.

In some colleges, autonomy was not the liking of the students. Continuous evaluation, rigorous academic schedules and additional work without any tangible benefits, made the students ask, “why should we do all this when students in other colleges can get their degrees easily without all this?” The poor response from the students forced some other autonomous colleges to give it up. Higher fees collected from students in certain autonomous colleges also acted as a deterrent. The students who scored very high marks in the autonomous colleges were not considered for award of gold medals in the universities concerned on the plea that the autonomous colleges were not part of the university system.

While in Andhra Pradesh, there is a decline in the number of autonomous colleges, in the entire country, as pointed out earlier the progress of the colleges for the very slow progress of colleges towards autonomy. Prof. C. Ram Reddy, Chairman, University Grants Commission, in his recent convocation address to the graduates of the Sivaji University, inferred that the reluctance of the authorities who have control over the colleges to part with their authority is the most important cause for the lack of enthusiasm among colleges to become autonomous. The opposition of the college teachers. The teachers organizations have painted autonomous colleges in dark colours. They have projected autonomous colleges as organisations of oppression of teachers. The increased work and additional responsibilities to teachers in autonomous colleges have made the concept of autonomous colleges unpalatable to teachers. It is pointed out that reluctance of the universities to part with their hegemony is an important cause for the slow pace of growth of colleges towards autonomy. Prof. C. Ram Reddy has even described lack of enthusiasm for autonomous colleges as giving preference to dependence over freedom. But the lack of preference for autonomous colleges cannot be explained in such a simplified manner. If the autonomous colleges are really models of excellence and fountains of freedom, their number would have increased in no time without any publicity and incentives. The fact that in spite of all propaganda and encouragement the idea is not having many takers, indicates that there is really something seriously wrong in the scheme and that the defects should be removed soon to make it more acceptable.

Perhaps the most important reason for the lack of progress in the number of autonomous colleges, is the lack of real need for such colleges in the country. Lack of demand for a commodity or institution indicates lack of need for it and the reluctance to convert colleges, as autonomous institutions, perhaps has to be understood in this context.

It is said that the need of the hour in the field of education or for that matter in any other field in our country now is accountability and autonomy. Accountability of the staff to the society and accountability of the institution to the society is required to turn college into centres of academic excellence. As such emphasis on autonomy of institutions is pertinent and not required.

Autonomy should be viewed as a means to an end and not as an end in itself. It should viewed as a means for improving the efficacy of the system of Higher Education and a means to improve the academic standard of colleges. Instead of projecting autonomy as giving preference to dependence over autonomy, NEP '86 has projected autonomous colleges as and end in itself fixing a target of 500 colleges by the end of the Seventh Period. The emphasis requires to be changed.

Autonomy should be understood as a marginal concept. It should be projected as a mechanism to improve the efficacy of the system if without the so called autonomy, some colleges can function well, there is no need for them to have autonomy on them. Autonomy should not be made the holy cow, a species to be venerated, worshipped, to be protected at all cost.

The so called autonomous colleges are not autonomous in many respects. They are financially autonomous because for the so called autonomy they are dependent on the grants. If there is delay in the flow of grants their autonomy does not survive in the case of many colleges. They are not autonomous in many respects. For starting new subject courses they have to get the permission of the parent University.

However, it is desirable to have some autonomous colleges in the system of higher education to improve academic standards, to impart to the system and to reduce centralisation. Only those who can financially be autonomous and can function efficiently should be allowed become autonomous and the present bottlenecks in some colleges growing to an independent stature should be removed. Instead of setting a numerical target for autonomous colleges within a time frame, colleges should be encouraged to become autonomous in a natural evolutionary process.
An unwanted autonomy

By T. Rajagopalan

Out of a target of 500 colleges, hardly 110 have attained the autonomous status. The initial enthusiasm has waned, thanks to opposition from teachers and students alike for their own reasons.

A mandatory review of the functioning of the autonomous colleges once in five years was suggested by the UGC to decide on the continuance or otherwise of the status for further period of five years. This has been going on in a desultory fashion in different regions. In Tamil Nadu, a State level Review Committee headed by Dr. S. Muthukumaran, then Vice-Chancellor, Bharathiar University, Tiruchchi went into the working of these institutions about three years ago. Among the defects noticed by this panel was the same leading the panel to record that “benefits of autonomy will not be fully realised in spite of revisions effected in syllabi unless corresponding changes in teaching methods have been introduced.” This gun
committee suggested the introduction of special orientation courses on teaching techniques for junior teachers and refresher courses for seniors to enable them to keep abreast of the latest in their subjects.

With regard to what is called the continuous internal assessment or CEA, the committee felt that in some women's colleges the CEA tests were too frequent leaving little time for the students to assimilate the subject. It also cut into the limited time they had for extra-curricular activities. The return of the answer scripts to the students was also suggested with the purpose of "instilling a sense of internal confidence and credibility".

An expert committee appointed by the UGC in 1991 recommended the setting up of a suitable mechanism to monitor the working of the scheme. It also urged that the State Governments should not transfer teachers from the government-managed autonomous colleges and wanted the universities to adopt a flexible policy with regard to the courses suggested by the institutions. The autonomous colleges, in turn, must prepare perspective plans for their development, the committee said.

In the last four or five years another trend has become pronounced. Some of the autonomous colleges have started clamouring for the "deemed university" status which will enable them to award degrees on their own. Now the degrees are awarded by the universities to which they are affiliated with, of course, the name of the college indicated on the diploma. Educationists ask whether the Union and State Governments as also the UGC can resist this demand for long and whether an indiscriminate granting of the status of a deemed university to institutions will in any way improve educational standards.

Closely linked to these developments is the demand from university departments for the grant of autonomy so that they could chart their courses without the constraints they are experiencing now. Campus observers feel that not much progress has been made in a scheme which the UGC had formulated some years ago on this matter. The functioning of the few departments in various universities which managed to get the autonomous status has not been subjected to a close scrutiny. From any angle, higher education seems to be in a melting pot. A case of too many cooks.

**Autonomy, a myth**

Sir,—Your Editorial, "Whether autonomous colleges" (The Hindu, Oct. 18) has brought into focus only one side of a multi-faceted problem, concerning autonomous colleges. This "novel exercise", as pointed out by you, has not yielded the desired result, because the institutions whether private or government-run, are harping more on administrative autonomy than academic autonomy. The offshoot of NEP-autonomous colleges is a concerted move to create an island of elite institutions, where education is bound to be seldom recognized as a service. The exercise of disaffiliating these colleges from the University and creating unitary and undemocratic academic bodies within the autonomous colleges, apart from drifting away from the national mainstream of university education, has come to counter the existing larger academic bodies within the university system.

"Commercially and financially viable courses" have made inroads in these institutions, under the guise of social viability thus devouring academic autonomy and even the earnest among the teaching community have become mute spectators to this sad beginning. The much talked about academic freedom is honoured more in the breach than in the observance and even the voices of enthusiastic ones are stilled as belligerent. Reports of victimisation of teachers by the management and authorities for raising their voice against misdeeds are on the increase.

The UGC on its part is poised to syphon available funds to a few hundred autonomous colleges at the cost of other ones, which in due course are sure to wither away. The concept of autonomous colleges has cast a veiled threat in general to the helpless lot and in particular to the first generation learners. Inevitable planning with little concern to the social and local environs has ultimately landed this venture into rough weather to meander its way to reach the target, that too in the absence of any concrete and constructive interaction at the planning level itself by both the teachers and the students.

Contrary to the expectations of educational planners, the failure of this new exercise has brought to light that committees or sub-committees are not competent enough to evaluate the autonomous system, in the absence of any effective interaction with the teachers and the taught well before the implementation. Hence 'autonomy' is only a myth.

Dr. P. Sivakumar and Dr. R. Jayachandra Singh, Madras.
Autonomy for 10 colleges
this year

By Our Staff Reporter

BANGALORE, April 25. The Government will grant autonomy to 10 colleges in Karnataka this year, Mr. B. A. Mohideen, Minister for Higher Education, said here on Sunday.

He was inaugurating the South-Western Regional Office of the University Grants Commission (UGC).

Stating that 61 out of 100 women and 40 out of 100 men did not know how to read and write, he said: “This is a matter to be pondered over by all of us.” He urged the UGC to give a new direction to the field of higher education. The educational system should be remodelled to tackle unemployment.

The Chairperson of the UGC, Dr. (Ms) A. S. Desai, in her welcome address, appealed to the State Government and the universities to give autonomy for colleges, which had good reputation. “It has had very good results elsewhere in raising the standards of education as such colleges are financially assisted by the UGC to bring about the desired changes in curriculum, teaching methods and examinations,” she said.

According to her, a majority of the 123 colleges are autonomous in Tamil Nadu. But there was not one autonomous college in Karnataka. She hoped that the Government would utilise the Regional Office to develop this scheme in the colleges which had a reasonably good track record.

The UGC had plans to give additional support to colleges in backward areas, but the scheme was yet to be finalised, she said. Besides the UGC has been requesting 100 per cent tax deduction for colleges. This would succeed in improving the finances of the colleges, especially aided private colleges. “However, this request has not yet met favour with the Union Revenue Department,” she said.

The Regional Centre was the seventh and was carved out of the Southern Regional Office located in Hyderabad, to serve Karnataka and Kerala, she said. It would provide access to 585 colleges in these States. At present, there were six regional offices of the UGC — Chandigarh, Bhopal, Calcutta, Guwahati, Hyderabad and Pune. They served 4,825 colleges out of the 9,300 colleges, which were recognised for receiving plan period grants from the UGC. “The rest do not measure up to our requirements for infrastructure and enrolment,” she added.

The UGC Regional Office (Prasannakumara Block, Palace Road) was housed in a temporary accommodation and later a building would be constructed by the State Government on the university campus, which would accommodate the National Assessment and Accreditation Council, she said.

The Vice-Chairman of UGC, Dr. Hari Gautam, proposed a vote of thanks. The Vice-Chancellor of Bangalore University, Dr. K. Siddappa, and Prof. M. I. Savadatti, Member, UGC, were present.

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