

1.1 Restructuring First Degree Courses (1989)*

A policy Frame of 'Development of Higher Education in India' adopted by the University Grants Commission in 1977 states: "A major programme of reform of higher education is the restructuring of courses at the undergraduate stage to make them more relevant and significant, not only to the students but also to the nation as a whole by assisting social transformation and national development. It is absolutely essential that every undergraduate student should be given a grounding in four important areas: (1) a set of foundation courses which are designed to create an awareness of areas such as Indian History and Culture; history of the freedom struggle in India and other parts of the world; social and economic life in India, including concepts and processes of development; the scientific method including the role of science and technology in development: alternative value systems and societies based thereon; Cultures of Asia and Africa (selected countries) and Gandhian thought; (2) a set of core courses which will give the student an opportunity to acquire a broad familiarity with some chosen disciplines, including a study of one or more of them in depth; (3) some applied studies projects/field activity which will form an integral activity of the course and will be carried out in the final year: and (4) involvement in a programme of national or social service for the first two years. This will provide a rounded and richer education".

The UGC has undertaken restructuring as a major programme of academic change and has issued guidelines. The UGC also supports selected and approved colleges with marginal financial support for restructuring. However the response so far is very poor and only about 60-70 colleges in the country have initiated the programme. In Maharashtra some universities have taken up restructuring but the efforts are still in their initial stages. The Government of Maharashtra has recently proposed that the restructuring be taken up on a larger scale by involving 300 colleges in Maharashtra during the next two years and has appointed a state level Committee for this purpose. The University of Poona has undertaken restructuring in seven colleges on pilot project basis from June 1983 by developing a comprehensive model of restructuring.

The present- first degree courses are criticised for their heavy emphasis, on 'bookish' learning of the courses having little relevance to the social and national needs. The student is often ignorant of problems he has to face in the 'world of work' and is ill-equipped with attitude and skills to face life situations. The present education often alienates him from the masses and creates a false value system not helpful for the fast changing and developing society. The restructuring is envisaged as a major remedial programme to change the situation

This paper considers various aspects of restructuring and discusses problems of its implementation with special reference to the restructuring programme undertaken by the University of Poona.

* Source :- The Journal of Higher Education Vol. 10 No. 3

AIMS AND OBJECTIVES

Education is expected to develop knowledge, skills and consciousness for self-reliant development of a student. It should also take into account the emerging needs of the society

and should introduce courses relevant to manpower needs by developing appropriate skills which are significant not only to the students but to the local, regional and national needs. The ultimate objective of education is to produce 'the Whole Man' by cultivating in a student self-help at skills, professional skills, group or social skills and ethical skills.

The new structure and courses, on the whole, should offer educational facilities and learning opportunities for the total development in intellectual abilities (cognitive domain), skills (psychomotor domain) and appropriate value system (affective domain). The restructured courses should clearly establish a link between education which functions for human resource development, social utilization of human resources (employment) and the individual, economic and social development.

The UGC in its 'revised guidelines' for restructuring published in 1983 has put forth the following main objectives:

(1) Within the general principles of relevance and flexibility, there is an immediate need for combining the academic component of courses at the First Degree level with relevant applied components suited to the real problems having a bearing and direct relevance to the local/regional needs and work experience so that courses at first degree level in Arts, Social Sciences and Science become relevant to the local environment and to the developmental needs of the community and are linked with work/field/practical experience and productivity. This would imply a good deal of integration and broad based reframing of the courses at the degree level to give them a practical and rural application orientation.

(2) The restructuring of courses implies re-orientation of existing courses in subjects to the needs of the region/community and also the introduction of some relevant applied disciplines/subjects related to basic subjects or subject groups. The component of academic subjects has essentially to be the same so that students pursuing these courses are able to go in for postgraduate studies, but their orientation may be different in regard to application of knowledge of the concerned discipline to relevant situations.

(3) The new courses of applied nature to be introduced do not have to be necessarily in the nature of professional and/or job-oriented courses, but should involve development of appropriate skills and competence. The underlying idea in restructuring the courses is to make them relevant to the local needs and increase the horizon of the employability of science and arts graduates. Existing courses are to be re-oriented in such a manner that students can apply theoretical knowledge to the problems of the region through field work, project work, extension etc., which would be undertaken as a part of study of the concerned discipline. In other words, the existing conventional courses may be concerned with concrete problems and related to the development of the region.

The objectives are quite broadbased and encourage universities to include applied and vocational subjects as well as extension activities in the curriculum. The objectives were further detailed to link with academic programmes in the restructuring exercise in the Poona University programme. The objectives of the restructuring are to:

- (i) develop self-reliant learning habits in students.
- (ii) generate self-confidence in students about the knowledge acquired.
- (iii) create greater awareness of social, cultural and natural environment of the changing society.

- (iv) adopt different methods of teaching, learning and assessment and thereby develop appropriate communication skills.
- (v) impart pre-employment and vocational knowledge and related skills.
- (vi) provide learning experience on the job, and expose students to the 'world of work'.
- (vii) enable the students to apply the knowledge acquired to study regional problems.
- (viii) motivate the students to acquire more and more the values of work especially manual work and social commitment.
- (ix) enable the students to serve the community in its development and thereby the nation at large.

The above objectives account for the multisided development of a student in all the intellectual, skill and value aspects of his personality.

CONSTRAINTS

It is well known that structures and functions are closely related. One cannot expect functions from a structure which does not allow it. It is therefore essential to develop an appropriate structure that is elastic enough to accommodate the functions to fulfil the objectives mentioned above.

One can develop different models of structures to fulfil the objectives. However any such model of a structure should be capable of gradual adoption and assimilation by changing the present structure. In implementing the objectives we have to be aware of the social, cultural and resource constraints to which existing or the future system is subjected to. We will have to work either within the; constraints or overcome them if they are restrictive and obstructive. to the transformation restructuring envisages. In some situations the existing constraints could be changed suitably to reduce their impact or may be used with advantage.

(i) Constraints of Resources

The resources in the way of finances, equipment, texts, reference book and journals and the physical facilities available to undergraduate colleges are quite limited. The financial support received for restructuring, from the UGC and the State Government would never be adequate to meet all the requirement. It is therefore necessary to tap the local and private resources from the community or to generate resources by using student skills and energies and college facilities. Suitable means of sharing resources amongst a group of colleges should also be envisaged.

(ii) Constraints of Number and Student Background

The undergraduates are supposed to have been equipped in certain communication skills and knowledge after passing XIIth examination. Due to the alarming disparities in the standards of teaching and facilities in schools in different regions, their actual preparation often falls short of what the curricula would lead us to believe. In urban places where school preparation is better, the colleges face a problem of large enrolment.

(iii) Expertise

The teachers are not sufficiently oriented to vocationalise courses outside the conventional subject courses. Moreover the existing setup and overall atmosphere does not give them sufficient incentive and opportunities to utilise their talent to the fullest extent. Much of the expertise required for the new courses would not be available within the campus of the college

and expertise available in the community has to be exploited for bringing in variety and relevance to the courses.

(iv) Constraints of Rigid Framework

The present structure is too rigid and the approach of centralization for ensuring uniformity and standards would be a great impediment in the way of restructuring. For example, there is no provision to integrate the vacation learning experience if the college so wishes. Even if some of the functions like administering examinations, designing new and relevant courses are given to a college, it would be wide open to undesirable outside, and sometimes inside, pressures. It is, therefore, necessary to give more autonomy in academic functions with appropriate bodies and committees empowered to handle specific matters entrusted to the college. The management and the community around should ensure that the college is freed from external pressures.

(v) Constraints of Atmosphere Within and Outside the College

It is well recognised that the home and community at large have important roles to play in shaping the students' total personality. The undergraduate education should aspire to contribute substantially to this development by generating suitable programmes for students rather than passively submit to the situation around.

By considering the constraints of finance, equipment, physical facilities, expertise available within and around the college, we feel that all the aspects of total personality development cannot be included within the curricular framework of restructuring by way of new courses. We should therefore be satisfied if we can incorporate the more important aspects of the personality development as compulsory elements in the new courses viz., intellectual development, applied skills and attitude formation. The remaining aspects of personality development should be treated as voluntary elements to be entrusted to the colleges as extra-curricular activities. The role of the university should be restricted to providing encouragement to the students by organising sports tournaments, youth festivals, camps, inter-collegiate competitions etc.

PROPOSED MODEL FOR RESTRUCTURING

(i) The Components of the Model

To achieve the general objectives, it is suggested that the new courses should have the following components:

- A. Foundation courses
- B. Core courses
- C. Applied courses
- D. Vocational courses
- E1. Personality development courses
- E2. Social service oriented courses and project work or work experience.

Foundation Courses (A) are intended to provide much needed broad based knowledge that every graduate should have. It should create greater awareness of one-self and of the social, cultural and natural environment.

Core courses (B) are the conventional courses of the existing subjects in the faculties of Arts, Social Science, Commerce and Sciences.

Applied courses (C) are introduced in place of one of the subsidiary or general subjects and provide for courses of applied nature. They may be related to B courses or may be of independent nature. Applied courses should emphasize the application of theoretical knowledge in relevant areas and should impart practical knowledge, skills and techniques, required in applications.

Vocational courses (D) are more skill oriented and may include that knowledge and skills which will be helpful to the student in cultivating proper attitude and approach towards problems of life and work. The vocational courses (D) may be related to applied courses (C) or independent. After implementing (D) courses and ascertaining their relevance and success, we may elevate and incorporate them in applied courses (C).

Applied (C) and Vocational (D) courses are not intended for actually making a student an expert in the selected area but rather for

- (i) changing his attitude towards work, especially manual labour,
- (ii) making him aware of various elements in work situation such as discipline, coordination, cooperative adjustment, team work that he will later on face in life as an earning member of a family or society, and
- (iii) making him psychologically ready for the world of work.

Personality development courses (E1) should include those extracurricular activities like NCC, Sports, Performing and Fine Arts etc.. that are a part of college culture essential for the personality development of a student. Besides cultivating the related values, the activities should sensitise the student and widen his horizon of knowledge and experience. They also offer an opportunity for creativity in various forms of culture.

Social service oriented courses (E2) like National Service Scheme, Adult Education, Population and Health Education etc., are intended to create awareness of social problems, to do social service as an obligation of an educated and socially responsible citizen, to learn effectiveness' or otherwise of the knowledge he has acquired so far and to cultivate right values and attitudes towards the society and its welfare.

Project work or work experience, to be carried out during the third year of the degree programme, is intended to give a student an opportunity of learning by doing or self-study. All the knowledge, skills and personality the student has acquired would be on test in facing problems in various life situations.

The Foundation and core courses would develop usual intellectual (cognitive) abilities of a student, whereas applied and vocational courses would emphasize skills (psychomotor aspect). The D and E components are mostly intended to cultivate proper attitudes and values (affective domain).

The list of the C, D and E courses selected by the seven colleges in the pilot project undertaken by the University of Poona is given at the end.

(ii) Weightages to the Components

At present a student spends all his study time on subject learning i.e., on core or conventional subjects that are given credit to or counted for the degree requirements. Activities included in D-component at present do not exist in colleges and those in E are considered as extra-curricular.

The proposed model gives credit to all the components in the first degree programme. The UGC has proposed that the weightage of the core courses be reduced to 50 per cent and A component courses be given weightage of 25 per cent. Applied courses and the rest of the activities be included in the remaining 25 per cent time. The weightage here is understood in terms of courses or papers or credit points or proportionately the time a student spends on the activity in learning which includes time in contact with the teacher and for self-study. The UGC also proposes to undertake a programme at the national level to evolve foundation courses alongwith teaching and learning material during the seventh plan period.

A university can adopt three or more components with different weightages to suit the needs of students and facilities available. However any variation adopted should not upset the social, educational and professional credibility of the degree. By keeping this constraint in view the Poona University has adopted the weightages as follows:

FOR B.A. AND B. COM.

Component	No. of Subjects	Year	Courses	Weightage percent
A	1	First	2	5.5
B	4 or 3	First	24	67
C	1	Second and Third	4	11
D	1 or 2	First and Second	2	5.5
E	1 or 2	First and Second	2	5.5
Project/Work		Third	2	5.5
	Total		36	100

In the case of B.Sc., the number of courses in A, C, D and E are the same but since B component contains larger number of courses the weightage differs. One subject out of three subjects required for B.Sc. is replaced by the four new components. The details are given in the booklet on Restructuring published by the Poona University.

(iii) Levels of the Applied Courses

The courses introduced in D and E components are more activity oriented and, after their successful implementation, could be developed in knowledge and skill aspects and included under applied courses. For example sports activities could become physical education under C-component, electrical maintenance and repairs becomes applied electronics, adult education becomes androgogy etc.

The applied courses can be introduced at three levels:

- (i) Subsidiary or general subjects.
- (ii) Principal or main subject,
- (iii) One year programme after the first degree.

In the Poona University model, the applied courses, in the first phase, are introduced as subsidiary or general subjects. In the next phase, some of the subjects would be introduced at the major or principal level. Simultaneously the University has established one year programme of B.Sc. (Applied) which is terminal, job-oriented or vocationally biased and self-supporting. At present the University runs the courses in applied electronics, computer applications and bio-medical techniques.

(iv) Selection of Courses

Since the courses in C and D components are of application nature, the college has to identify various areas of application in the community around, their requirement of knowledge and skills and the job potential for the student's employment. It is further necessary to identify the expertise available or the possibility of its development within the college. Considering the limitations of the college faculty and diversity of applied areas, often we will have to use the expertise available in the institutions and industries around. This has an advantage of linking teaching and learning of the students with the community and could be helpful in future in securing employment for the student.

The Poona University experiment has identified 35 subjects under D-component and 30 subjects under C-component. The course contents of C-components were developed by consulting nearly 250 experts, mostly outsiders.

The applied and vocational course should not only be relevant and useful but attractive and interesting to the student. Before selecting a course under C-component, it can be tried under D- component with suitable modifications. If the course does not evoke, interest, it is necessary to change or replace it by another suitable course.

The objective of the D-courses is to impart vocational education by teaching some basic skills. The emphasis has to be given on practical knowledge and workshop of field training. We thought it proper to spend about 75 per cent time of the course in skill training. In C-components, it has been decided to spend about 50 per cent time on practical or field work.

The conventional approach of teaching through lectures would not be effective and new, appropriate and practice-oriented teaching- learning methods need to be devised by Considering the requirements of the courses. Further the training has to be imparted in small batches of 15-20 students. For certain types of practical training, the students either individually or in groups are to be sent to the field work or for observations in some institutions like banks, cooperative societies etc. Just as social expertise has to be used for teaching, public and private institutions, establishments, and industries have also to be used as learning and

training places. This will slowly make collegiate education responsive to the community needs.

At present students are well compartmentalised within the faculties. They cannot go across the faculty and offer a course in another faculty, however interesting and useful it might, be to him. The college and university find it difficult to give this freedom because it would be practically impossible to arrange for their time-table and examination programmes. The courses are also not designed by taking into account diverse background of B.A., B.Sc., or B.Com. students.

Since knowledge and life cannot be compartmentalised, as we do in academics, it is necessary to have far more flexible approach to course contents, their teaching and evaluation methods. In fact existing centralised and rigid approach to teaching and evaluation methods are likely to defeat the objectives of restructuring. Hence devising appropriate teaching methods and assessment of student performance is of paramount importance.

Since Foundation courses are of general nature, their contents could be decided centrally at the university level. Orientation of teachers and preparation of teaching, learning and evaluation material is necessary for successful implementation.

The core courses, in due course of time, should be reoriented in their contents and applications to accommodate some aspects of the applied courses. This programme, however, can be taken up after the first phase or successful implementation of C and D courses.

Like D-component courses, the personality development course and social service oriented courses would need formulation of activity oriented course contents, different teaching and learning methods and committed and devoted expert teachers to lead and guide student. It may be necessary to use expertise of sportsmen, artists, social workers etc.. in teaching these attitude-forming and value-oriented courses.

(v) **Control**

Successful implementation would need effective monitoring and suitable evaluation programme.

Since the courses are to be designed to suit the student and societal needs and are to be taught by experts who may be drawn from the community around, greater academic autonomy in designing the courses and in their teaching and evaluation has to be incorporated in the programme. Simultaneously, vulnerability of our colleges to external as well as internal pressures has to be taken into account. It is therefore proposed that the components or their various aspects can be grouped into two groups:

- (i) University controlled courses,
- (ii) College or locally controlled courses.

The courses that would need local community interaction in teaching-learning should be usually included in Group (ii).

The Poona University model proposes that the courses in A, B and C components should be examined by the university whereas those of D and E be examined by the college or their Group. The applied courses and examination should be framed by the university by taking into account knowledge and skill needs as envisaged by the college and should be examined in

their theory and practical/ skill contents on the line of laboratory or field work examination. In all these new components regular internal assessment would be very essential and about fifty per cent credit should be given to the day- to-day work and the remaining for the course-out.

By giving due weightage to the day-to-day work it is proposed that the D and E courses be evaluated on five point grading system and should be shown separately on the transcript of mark sheet of a student. They should not be combined with marks or grades obtained in A, B, C courses. Further, the class or grade should be decided entirely on the basis of performance in A, B, C. However, successful completion of D and E courses should be a precondition for passing or promotion and for this purpose all the components are to be treated equally. Justification for this proposal lies in the fact that the evaluation of performance in courses with different objectives in the domain of intellectual, skill and values cannot be added educationally and the result reveals nothing.

(vi) Impact of the Restructuring

A detailed exercise on the impact of restructuring in the existing pattern was carried out in terms of:

- (i) Teacher work-load
- (ii) Student work-load
- (iii) Credit points
- (iv) Financial implications

on a typical college having B.A., B.Sc. and B.Com. programmes. The calculations have been made by taking minimum and maximum number of students that are likely to be involved in restructuring. The restructuring envisages replacement of the existing courses/ papers by the new courses/papers. However it also requires, particularly for C, D and E courses dividing a class of 60-100 students into small batches of about 20 students for field work or skill training. Further the project work and work experience involves closely watching and guiding the students individually or in a group in their project or work. Such a supervision cannot be done in batches and has to be with regular and personalised student teacher contact. These small group teaching in batches and project or work guidance increases the work-load of a teacher. The increase is more in case of colleges with big enrolment. In case of small colleges, the increase is marginal or negligible.

(a)Teacher Work-load. Applied courses have theory as well as practical/field work component and is entering on a big scale first time in Arts, Social Science and Commerce faculties. Further, the E component activities, considered extra-curricular so far, are becoming curricular. Practical and field work of a batch of student supervised by the teachers should be counted on the lines of practical work of science students. A teacher guiding project or supervising work-experience should be accounted on realistic and rational basis.

(b)Student Work-load. A full-time student is expected to work for 50-60 hours per week for his degree programme. Out of these a part, roughly 15-25 hours, he spends with teachers in lectures, tutorials, lab or field work etc. The remaining period is spent for his self-study.

It has been observed that whenever there is a problem of retrenchment of teachers either due to 10+2+3 pattern or work-load increase, the contact hours i.e., teacher work load is increased thereby reducing time for self-study by the student. It is therefore proposed that for one hour of undergraduate theory teaching through lectures, seminars and tutorials a student should be given at least 2-3 hours of self study time and for one hour of lab or field work he should be given equal time for preparation and self-study. The total time should be around 50 hours per week.

(c) **Credit Points.** The idea of credit points is very convenient in designing courses of various sizes and in counting student and teacher work-load. At present the courses of theory or lab work or papers are of uniform size. The credit points for each course or paper or time spent in teaching-learning the course are essentially measuring the same with different units. The Poona University has adopted credit point (CP) system in terms of lectures assigned to a course in a semester (4 lectures per week = 4 c.p.), The laboratory or practical and field work can also be similarly translated in terms of CP and is a convenient tool for measuring work load of teachers and students and for assigning weightage to a course or group of courses i.e., components like C, D, E etc.

(d) **Financial Implications.** Effective implementation will require adequate financial and material provisions for:

- (i) extra teaching work-load and for experts from outside for teaching
- (ii) equipment required for new courses and projects
- (iii) library facilities—books and journals
- (iv) accommodation for carrying out batch-wise teaching in technical and non-technical subjects and for tutorials, workshops etc.
- (v) increased administration, i.e.. for office staff, equipment and stationery.
- (vi) field work activities in the community.

ORGANIZATIONAL STRUCTURE

Acceptance of the programme by the management, leadership of the Principal and commitment and involvement of all the teachers in the College is very essential for successful implementation of any type of model of restructuring. The University Grants Commission has supported the programme and academic and financial support at the University and State level would be essential. For successful implementation we would need organisational mechanism at the College, University and also at the State level.

(i) **College Level**

(a) **Implementation Committee.** An implementation committee under the chairmanship of the Principal should be established at the college level for preparation and implementation of the restructuring. A senior teacher with organizing skills and abilities should be the I coordinator for the programme and the secretary of the committee. The committee should have participation of experts from community, university and from management and should work as a pivotal body to ensure all the support required for the programme.

(b) Coordinators and sub-committees should be appointed as required, at least in the initial phase} for each type of courses and activities. All the coordinators should be members of the Executive Committee,

(c) **Evaluation Cell.** In order to evaluate fulfilment of the objectives of the restructuring in the college and the effectiveness of teaching and learning of each course an Evaluation Cell be established in each college. The cell should consist of 4-5 teachers with a coordinator and should include a social scientist having knowledge of evaluation techniques. The function of the cell would be to make short-term and long-term evaluation of the programme of restructuring and give feedback for improving programme. The methods techniques and outcome of the evaluation should be made known to all concerned.

(d) **Data Analysis Planning and Placement (DAPP) Cell.** The restructuring involves introduction of new applied and vocational courses, upgrading or modifications in the existing courses by taking into account social and industrial needs. For this purpose the Data Analysis Planning and Placement (DAPP) cell be established in each college. The cell should consist of some teachers, evaluation experts/social scientists, management/industry/society representatives and should have at least 4-5 members with a coordinator in charge of its activities. The functions of the DAPP cell should be to study through survey and other means;

- (i) Vocational and job opportunities in general available at present and in future in industry, agriculture, market and service sector in the region around the college.
- (ii) Vocational skill and knowledge requirements in different vocations and job opportunities.
- (iii) Placement of the student for their field work, training, work experience project work and academic visits to the institutions and organizations as required in the restructuring.

The cell should give periodic reports to the College and the University.

(ii) University Level

(a) Implementation Committee. The Academic Council and the University Authorities should appoint a Steering Committee under the chairmanship of the Vice-Chancellor consisting of the Deans of faculties concerned, teachers, principals and some outside experts A senior teacher or a Principal should work as a coordinator of the whole programme at the university level and the secretary of the committee.

For quicker implementation of the programme, the committee should be empowered with some academic functions of Boards of Studies and Faculties for formulating and recommending courses. The committee should also be entrusted with the responsibility of making all preparations for restructuring; organizing orientation and training of teachers; preparation of teaching, learning and evaluation material, and monitoring and evaluation of the restructuring programme.

(b) At the university level too there should be an Evaluation Cell, and a DAPP Cell with similar composition and functions. They should work in coordination and cooperation with the cells in the colleges,

(iii) State Level

The Maharashtra State proposes to introduce restructuring in a majority of the colleges in Maharashtra within the next few years. The task is stupendous, particularly when the colleges in different regions are at different stages of development and many do not have adequate facilities and motivation. A State Level Committee may be able to coordinate the efforts, and help in quicker and early implementation of the programme.

The committee should ensure financial support of the State for the restructuring programme. It should also ensure sharing of expertise and experiences and materials in the implementation of the programme. The committee should be a joint endeavour of the State and all the Universities and, through mutual co-operation and sharing of men and material, should help in uniform and accelerated development of all the regions in Maharashtra in the educational field.

COMMUNITY COLLEGE AND AUTONOMY

Many colleges at present have activities like National Service Scheme, Adult Education, Population and Health Education etc.. in which a sizable proportion of students is actively participating. With the restructuring programme that includes curricular credit to these activities, the college gets linked with the community in diverse ways, namely:

(i) College undertakes teaching and training in those courses that are relevant to the community needs and uses community expertise and institutions, industries and social organizations for students learning.

(ii) Through social service oriented activities, the college serves the community and participates in economical, social and cultural development activities of the community.

(iii) Through continuing and extension education the college tries to fulfil the knowledge and skill requirements of the community.

Thus a college becomes not only the centre of education for the full-time students through formal education but becomes or should become a centre of educational, cultural and economic developmental activities of the community through its formal as well as non-formal activities. The restructuring should make a beginning of the transformation towards a **COMMUNITY COLLEGE**.

This ambitious programme will need great initiative and efforts from the college. The college would succeed in these efforts if it is granted full academic autonomy, proposed by the UGC.

CONCLUSIONS

The programme of restructuring is really a challenging one and may lead to the right type of educational system for which all of us are aspiring. The restructuring along with the curricularization of the socially and vocationally oriented activities would establish closer links between academics and the community and would evolve the educational programmes that would serve the larger goal of making a college a centre of educational and developmental activities of the students and the community.

UNIVERSITY OF POONA *RESTRUCTURING OF UNDERGRADUATE COURSES* (*B.A., B.Sc. and B.Com.*)

I. List of subjects of 'C' component (Application Oriented courses) to be introduced from **1984-85** onwards:

HUMANITIES

1. Mass Media and Public Opinion
2. Developmental Planning
3. Home Economics
4. Translation Skills
5. Co-operation
6. Communication Skills
7. Agricultural Economics
8. Fine Arts Appreciation
9. Labour Welfare
10. Library Science

POST-SCRIPT

Implementation of the new ideas and programmes and the search for new ways and means to achieve objectives set out in the plan of restructuring encountered many impediments; less academic and more administrative and financial. Some of the major achievements and failures of the experiment are listed below.

- (i) ***The Foundation Course*** was taught by teachers from science and social science faculties from within the college. Many orientation courses were organised for detailing the syllabus and teacher training in the new topics of the course. Team teaching was employed quite effectively. However, the desire to teach the course through group discussions and student participation in small batches did not succeed purely due to administrative reasons.
- (ii) ***The Applied Courses*** were designed and developed in nearly 30 subjects by involving nearly 300 outside experts, some of whom were consistently involved in orientation of teachers in the new subjects, framing of question-banks and evaluating students in university examinations. Since nearly 50% of the course was related to practicals, field

work, surveys, interviews, library assignments etc. the small batch teaching method was employed. The student response and involvement was quite satisfactory. The end-evaluation of the theoretical and practical aspects at the University level was done on the lines of a practical examination, i.e. students in a batch of about 20 each were examined by two teachers, one internal and another external, first by giving each one a different set of questions from the Open Question Bank prepared earlier and immediately afterwards in practical/field work etc.

Since each student is examined individually and differently both in theory and practicals, the examination eliminated copying and external pressures and gave evaluation results quickly. The college and community resources were extensively used in teaching the applied courses. In fact, this component was implemented quite effectively by developing new teaching and evaluation methods and student achievements were also quite high.

- (iii) ***The Vocational Courses*** (D-Component) were implemented not with the objective of making a student an expert technician but for making him aware of work situations and skills necessary in the vocation chosen and cultivating in him work related ethics and values. The students have liked the courses, and after graduation some have found employment in the vocation studied. Community and industry/institutions around were used as laboratory for many courses such as soil analysis, food adulteration, motor winding, nursery development, banking, dairying etc.
- (iv) **Personality development and social work oriented courses** have helped in curricularizing these activities by giving due credit to student and teacher involvement. The courses were more practice and activity oriented, developing related ethics, social commitment and values. Besides the teachers, often senior and past students were used as group leaders in their field activities. The social work courses, particularly the small theory component, have helped students in analysing and understanding the problems and processes at work in society.
- (v) *Project work* was implemented but not the work experience. Every student has to do a project work which offered him an opportunity of thinking and studying independently. Many workshops were organised for orientation of teachers in project guidance. Students and teachers were encouraged to use external resources for their project work. The applied courses have helped greatly in the selection and development of subjects for project work.

The project work has given boost to research activities of some teachers and departments of colleges. Some colleges are picking up areas of social and community problems for long-time study and assigning different project topics to students to study them systematically.

Achievements

Implementing the restructuring programme in a college by involving all students, replacing 33% of conventional courses by the restructured part and continuing with the scheme for the last five years in spite of financial and administrative hardship is itself a great success. The new

components particularly C,|D,|E and Project work have helped taking the college to the community and using social and outside expertise extensively. Some of the colleges have now developed community or rural development programmes and have become mature, in their approach and expertise, to develop into community colleges or even rural institutes. Students

on the whole liked studying the new components and find it both relevant and useful. The teachers, though called upon to work more, have enjoyed their work which offered them new ways and challenges and a sense of achievement.

Failures

Depending on the state of development of the college, leadership of the principal, support of the management, financial resources and general atmosphere in the college, particularly amongst the teaching community, the restructuring experiment has had varying successes; the best success being achieved by the Sangamner College. After five years, three colleges out of the seven have gone back and closed the restructuring programme and one has modified it to allow conventional options (100% conventional subjects) to the students. However, the vast majority in the college is opting for the restructured programme.

The failure is not due to academic problems but due to the lack of infra-structural facilities, absence of positive and supportive attitude of the college management, failure to motivate academic staff and sustain the initial strains and, most importantly, lack of financial support. The State control through affiliation and finance and their apathy has also contributed greatly to the failure of the experiment.

Proposal

For its success the restructuring programme needs academic and financial autonomy. Academically sound and infra-structurally well developed colleges can be encouraged to adopt the restructuring programmed by adopting some or all of the new components of the Poona University model. Further, the development of the C and D components at a higher and special level and appropriate changes in B-Component courses would make the degree programme far more relevant. The colleges should be encouraged and supported to develop further and establish the community linkages and facilities so as to change themselves into autonomous community colleges.