

**ACTIVITY REPORT**

**“Autonomy and its Impact on Higher Education”**

**29-30 December, 2015**

**Organised by:**

**Internal Quality Assurance Cell (IQAC), S. Kula Women's College, Nambol  
&  
Royal Academy of Law, Oinam**

A Two-day National Seminar on “Autonomy and its Impact on Higher Education” was held at S. Kula Women's College jointly organised by the Internal Quality Assurance Cell (IQAC) of the college with Royal Academy of Law, Oinam on the 29<sup>th</sup> and 30<sup>th</sup> December 2015. The seminar was sponsored by UGC. The inaugural function was held on Day 1 of the Seminar with Prof Th. Ratankumar Singh, Director, College Development Council, as the Chief Guest, Prof. S. Mangi Singh, Head, Dept of Political Science, Manipur University, Elizabeth Hangsing, Dept of Education, Rajiv Gandhi University, Itanagar and Shri Salam Budhachandra Singh, Secretary, Governing body, S. Kula Women's College as Guests of Honour and the Principal Dr. N Joykumar Singh as President.

Altogether 64 participants took part in the seminar across 2 days. The proceedings of the seminar was also published in a souvenir.



**Dignitaries lighting the Inaugural Lamp**



**Chief Guest Prof Th. Ratankumar Singh ( Director, College Development Council)**

**Technical Session:**

**Resource persons deliberating during the Technical Session**







Reports on the event in local newspapers:

<p>...the opposite," Sunita Singh, a Delhi resident, said. Symptoms of the disease include fever, cough, nasal secretion, fatigue, headache, body ache and sore throat. Frequent hand-washing and avoiding crowded places are among the precautions one should take to avoid catching the infection.</p>	<p>the same way, everyone can be on watch when it comes to prevention. Cover your mouth when you cough or sneeze, wash your hands often and stay home when you're sick. Whether you have seasonal or swine flu, you'll be doing everyone around you a favour," said Dr Manav Manchanda, Pulmonologist.</p>	<p>to their condition. Doctors and the other medical staff are more vulnerable to the disease as they are in direct contact with the affected patients. There are more than 15,000 resident doctors working in various government hospitals in the city. In the first phase, the Delhi government has vaccinated</p>	<p>stocked up, but thankfully, there are no cases," a senior government doctor told Mail Today. Currently, testing facilities for swine flu are available at the National Centre for Disease Control and will also be made available at AIIMS, Vallabhbhai Patel Chest Institute, and the National Institute of Malaria Research.</p>	<p>qualifiers so she would have some issue concerning other hand, I think I could box better," Sarita said  <b>50 offer to forgo LPG sub</b>                  Contd from page 1                  and outrageous, said the individual. It is said that 14 applications for new LPG connections pending with K&amp;K Gas Agency whose performance is excellent. The distributor which has 12653 consumers has tributing 373.19 refills in a day on the average. All consumers who made their bookings on Dec or earlier have been issued refills while 197 consumers made their bookings after December 28 have been w refills. One application for new LPG connection is pending Ashangbi Indane Gramin Vitrak, Chandel district. Ashangbi Indane Gramin Vitrak has around 16 consumers and it has been distributing 129.10 refills on the average. However, its performance is rated. Altogether 367 consumers who made their bookings December 28 have been waiting for refills. Whereas majority of the consumers have received refill each, 24 consumers have been issued nine refills April this year till date, as per official records.</p>
<p><b>Citing anomalies in tender...</b>                  Contd from page 1                  and contractors were paid their bills out of funds received from the Ministry after submission of utilization certificates. Citing these facts, the letter sought ex-post facto approval for the particular contract work. It also assured to abide by the Ministry's circular in future tender processes. However, the Ministry maintained that there were serious anomalies in the tender process and sent another intimation to the State PWD Chief Engineer on December 21 informing that a competent authority of the Ministry had decided to de-sanction the particular work. This is not the first time MoRTH de-sanctioned road development works already sanctioned for the State of Manipur.</p>	<p><b>UGC sponsored seminar</b>                  IMPHAL, Dec 29: A two-day UGC sponsored seminar on autonomy and its impact on higher educational institutions has been inaugurated at S.Kula Women's College, Nambol today. MU's College Development Council Director Prof Th Ratan Kumar, Women's Studies and Research Centre of Rajiv Gandhi University, Itanagar Director Prof Elezabeth Hangsing, SKWC GB secretary S Budhachandra and SKWC Principal Dr N Joykumar were the chief guest, guests of honour and president of the opening function respectively.</p>		<p><b>Archives Week</b>                  Contd from page 1                  available at the archives, RK Jhaljit appealed to all the staff to share their knowledge and wisdom with the public. He remarked that the Manipur State Archives is a house of ancient records and knowledge. K Radhaku that the western education system has many things appreciated. Even though British imperialists o Manipur for many decades they did not destroy h landmarks and monuments of Manipur. There is a need to digitise all ancient records for preservation of all ancient records for posterity, he added.</p>	
<p><b>Two robbed at gunpoint</b>                  NEW DELHI, Dec 29: Two people were robbed at gunpoint and Rs 13 lakh looted in a span of three hours in two separate incidents in northeast Delhi on Monday. Both the victims work at different cooking gas agencies in the area. No arrests were made till Monday evening. In the first incident at Gokulpuri, a 73-year-old man, Jagbir Singh, was shot at by four assailants and Rs 3 lakh robbed from him around 9.30am. Singh works as a cashier at a cooking gas agency and was on his way to a bank in Yamuna Vihar to deposit the cash. "He was carrying the cash in a bag when a speeding Wagon R suddenly stopped by his side. Two of its occupants whipped out their pistols and shoved him. Singh, who was accompanied by his colleague Bobby, protested when the men shot two rounds at him. He was hit on his leg, while the other bullet grazed his left ear," a senior police official said.</p>	<p><b>Environment alert in Ch'garh</b>                  RAIPUR, Dec 29: Taking serious note of increasing noise pollution in state and its adverse effects Chhattisgarh Government instructed all district collectors to establish complaint cell for registration of complaints against violators. As a measure to curb noise pollution on roads and public places and putting noise producing instruments under check, Aman Kumar Singh, principal secretary, housing and environment department issued a circular to all district collectors. He has asked them to appoint a senior officer at complaint cell to take complaints and action should be taken promptly. District collectors should call upon police and home guards to monitor and patrol areas of the violators of sound pollution. Awareness drive should be carried on among the masses, the circular read. Singh cautioned against the usage of high-decibel sound producing instruments in densely populated areas which has detrimental effects on the health of people. Usage of loud speakers and public address systems should be done on the written permission of the competent authority. High-decibel sound producing systems should not be allowed between 10pm to 6am.</p>		<p><b>Law catches up after 10 y</b>                  Contd from page 1                  documents related to the trial case from the side of the pro including medico legal examination report. It may be mentioned that one of the relatives of the lodged a complaint regarding the rape case at Imphal station on August 4, 2005. In her complaint, she stated family members of the girl caught Naoba red hand committing the crime. However, he escaped from the remained on the run for several months. Following the complaint, Imphal police filed an FIR Naoba under FIR No 239 (R) 2005 of the trial case.</p>	
<p><b>Odisha wildlife website sadly lacking in data and crucial information</b></p>				

**The Sangai Express 3**

**জিংবু থাংতিং**  
**৩১ জানুৱাৰী থাদা**  
**ওনা খোঙজংশিং**  
**শিনগদৌৱি**  
**পাউমীদগী**

২৯ ডিচেম্বৰ ২০১৫ খাজিংবু  
দুনা সৌনা সব-দিবিজন  
মায়েজা লুপ কয়া  
ফাঙদনা জানুৱাৰী অৱেতা  
২৪ পুং ২৪ গী জেনৱেল  
ওথোকখিবগা লোয়ননা  
অকনবা খোঙজং কয়াসু  
৩১  
দা লৈৱিবা উমংলাইশিংগী  
মং লৈৱিবা ইনুৱৌ থাংজিংগী  
৩১ ৰিৱা থাংজিং চীংশাংদা  
৩১ থাংজিং সব-দিবিজন  
অদুবু য়ানিংদে হায়দনা  
খোঙজং কয়া চশিনশ্ৰবনি  
৩১ ৰকপা ওইনা ওসি মোহিৱাং  
৩১ জেংবেম ইবোহলগী যুমা  
৩১ থাং মীয়ামগী মীফম অমনা  
৩১ টাইকী ফিৱেপ অদু লৌ-  
৩১ গী মীফম অদুনা জেই-  
৩১ টিদিম, চাঙু থাংজিং  
৩১ অমসুং ফয়াইবী চৈৱাপ  
৩১ থাংজিং সেবা মন্দল, ড  
৩১ হেৰিটেজ দিবলপমেণ্ট  
৩১ সন মোহিৱাং, কেগে  
৩১ পুনবা লুপ, ইৱমদম কনবা  
৩১ লুপ মোহিৱাংগী মীফংশিং  
৩১  
৩১ সব-দিবিজন হায়দনা  
৩১ দবা অসিগী মছতা থাংজিং  
৩১ মন হায়ৱদি মীয়াম  
৩১ গিৎকনি। অদুপা থাংজিং  
৩১ হেই অসিদি মীয়াম শুকয়া  
৩১ ই। গৰ্ভমেণ্টনা লৌখিবা  
৩১ দ্বাকপীযু হায়নসু ওসিগী  
৩১ না অপিল তোখি।

**নুমীং নীনী চখগদবা সেমিনাৰ**  
**হৌদোকথে**  
**ঐখোয়গী ষ্টাফ ৰিপোৰ্ট**

ইন্ফাল, ২৯ ডিচেম্বৰ ২০১৫ 'ওটোনোমি অমসুং মসিনা হায়ৱ এডুকেশনেল ইন্সটিটিউশনেল শিঙা পীবা শাফু (ওটোনোমি এণ্ড ইন্সটিটিউশনেল হায়ৱ এডুকেশনেল ইন্সটিটিউশনেল) হায়বসিগী মতাংদা যুজিসিনা স্পোন্সৰ তোবা নুমীং নীনীগী নেসনেল সেমিনাৰ অমা ওসি এস কুলা ৰিমেন্স কলেজ, নম্বোলদা হৌদোকথে।

সেমিনাৰ হৌদোকপগী থৌৱমদা মণিপুৰ যুনিৱৰ্চিটীগী কলেজ ডিবলপমেণ্ট কাউন্সিলগী ডাইৱেণ্টৰ প্ৰফেচাৰ টিএচ ৰতনকুমাৰ, ৰজিব গাজি যুনিৱৰ্চিটি, ইতানগৰগী এডুকেশনেল ডিপাৰ্টমেন্টকি হেড অমসুং ৰিমেন্স ষ্টাডিজ এণ্ড ৰিসাৰ্চ সেন্টাৰগী ডাইৱেণ্টৰ প্ৰফেচাৰ ইলিজাবেথ হৰ্ভিং, এস কুলা ৰিমেন্স কলেজগী জিৱিগী সেক্ৰেটাৰি এস বুধচন্দ্ৰা অমসুং কলেজ অসিগী প্ৰিন্সিপাল ডাক্টাৰ এন জয়কুমাৰনা মথংশিংনা চীফ গেণ্ট, গেণ্টস ওফ ওনৱ অমসুং প্ৰসিডেণ্ট ওইনা শৰুক য়াখি।

ইন্সটিটিউশনেল ওটোনোমি মাপাঙ্গল কনখংহনবা হায়বসিনা হৌখিবা চাই তৰা অসিগী হায়ৱ এডুকেশনেল পোলিসিগী মৰু ওইবা ষ্টেটেজিক ডিবলপমেণ্ট শিংগী মনুংদা অমা ওইখি হায়না সেমিনাৰ অদুগী কনভেনৰ ডাক্টাৰ এল মুহিদ্দোনা ফোঙদোকখি। মমাঙদা গৰ্ভমেণ্টনা হকথেননা চলাইৱদা থবক থৌৱমশিং যুনিৱৰ্চিটি মশা মশাদা পীত্ৰে। মণিপুৰগী হৌজিক লৈৱিবা এডুকেশনেল ফিৰম অসি য়েংলুৱগদি ওটোনোমস স্কিমশিং থবজা ওছোকপদা অৰুবা ওইবসু যাই হায়না মহাক্লা মখা তাখি।

চীফ গেণ্টকি ৰাৱেল পীবা প্ৰফেচাৰ টিএচ ৰতনকুমাৰনা ওটোনোমি অসি মনিং তহা নংক্ৰপা লাইসেন্স অমদিনন্তে মসিদি একাডেমিক ইন্সটিটিউশনেল অদুগী দায়ত্ব অদুনি হায়খি।

**বিজেপিগী ৰাৰ্কৰশিংনা চখখিবা এটেক**  
**কন্দেম তৌৱক্লি**  
**ঐখোয়গী ষ্টাফ ৰিপোৰ্ট**

ইন্ফাল, ২৯ ডিচেম্বৰ ২০১৫ ওৱাং অসামগী ষ্টেট গৌহাটীদা লৈবা অসাম প্ৰদেশ কংগ্ৰেছ কমিটিগী ওফিস ৰাজিব ডাবনদা বিজেপিগী ৰাৰ্কৰ ৪০০ ৰোয়া লাঙ্গুগা ডেমোফ্ৰেসিগী চংনবীগী ৰামেনা খংলাই পাইদুনা এটেক চখৰহগী থৌওবু মণিপুৰ প্ৰদেশ যুট কংগ্ৰেছ কমিটিদা থাদোৱকপা চেৱেল অমদা অকনবা মওংদা কন্দেম তৌৱকপগা লোয়ননা অসিঙুদা থৌওং অসি মতুংদা অমুকহুৱা তৌৱকনবা খঙহনবগা লোয়ননা ডেমোফ্ৰেসিৱ শিনেবা খুদিংমক থেননবা মণিপুৰ যুট কংগ্ৰেছনা শেম-শাদুনা লৈৱি হায়ৱ।

ওৱাংগী থৌদোক অদুনা ইন্দিয়ান যুট কংগ্ৰেছকী সেক্ৰেটাৰি দয়ান হসেন

Programme Convenor

S. Kula Womens College, Nambol

Dated: the 30<sup>th</sup> Dec 2015

Place: Nambol





# Autonomy and its Impact on Higher Educational Institutions

L. Muhindro (*Laiton Angomcha*)



PROCEEDING

UGC Sponsored National Seminar held on 29 & 30 Dec. 2015  
S. Kula Women's College, Manipur

**AUTONOMY AND ITS IMPACT ON  
HIGHER EDUCATIONAL INSTITUTIONS**

***Proceeding***  
**TWO-DAY NATIONAL SEMINAR**

**29 & 30 December, 2015**

Sponsored by  
**UNIVERSITY GRANTS COMMISSION**

Organised by  
**INTERNAL QUALITY ASSURANCE CELL**  
**S. Kula Women's College**  
Nambol, Manipur

In collaboration with  
**ROYAL ACADEMY OF LAW**  
Oinam, Manipur



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**CHIEF MINISTER  
MANIPUR**



Imphal  
December 23, 2015

## MESSAGE

I am happy to learn that the S. Kula Women's College, Nambol, Manipur is organizing a Two Day UGC Sponsored National Seminar on "Autonomy and its Impact on Higher Educational Institutions" on December 29 and 30, 2015 at Conference Hall of the College and that a Compendium is being brought out on the occasion.

The Higher Education System in India had undergone dramatic changes in the last few decades in terms of number of institutions, in types of institutions and geographical spread. These institutions also enjoy varying degree and areas of autonomy. The topic of the seminar is very timely and pertinent in view of the recommendations made by the Central Advisory Board of Education (CABE) to enhance the autonomy of Higher Educational Institutions. However, the autonomy should be utilized in the proactive manner realizing the societal responsibilities the educational institutions carry on their shoulders with the change in time leading to excellence in academics, governance and financial management of the institutions. I hope the seminar will be a very fruitful one where the pros and cons of the theme will be thoroughly discussed and the outcome will be very useful for the education planners especially in the higher education sector.

I extend my warm greetings and felicitations to all the delegates and organizers as well and wish the National Seminar a grand success.

(O. Ibobi Singh)



MOIRANGTHEM OKENDRO



MINISTER OF  
EDUCATION, CONSUMER AFFAIRS,  
FOOD AND PUBLIC DISTRIBUTION  
GOVERNMENT OF MANIPUR



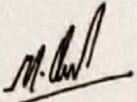
Imphal  
the 11<sup>th</sup> December, 2015

## MESSAGE

I am happy to learn that the S. Kula Women's College, Kongkhampat, Nambol, Manipur is organizing A Two Day UGC Sponsored National Seminar on "Autonomy and its Impact on Higher Educational Institutions" on 29 – 30 December, 2015 and that a Compendium is being brought out on the occasion. I am impressed by the topic preferred for the Seminar which has vital significance.

The existing system has now become increasingly difficult for a University to attend to the varied needs of individual colleges. The colleges do not have the freedom to modernize their curricula or make them locally relevant. The regulations of the University and its common system, governing all colleges alike irrespective of their characteristic strengths, weaknesses and locations, have affected the academic development of individual colleges. Strengthening Institutional Autonomy has been one of the major strategic developments in higher education policy. It can also accentuate the relevant issues of human resource management through academic autonomy. I hope the Seminar will deliberate various issues to enhance quality education and mechanism to sustain quality in higher education in the long run.

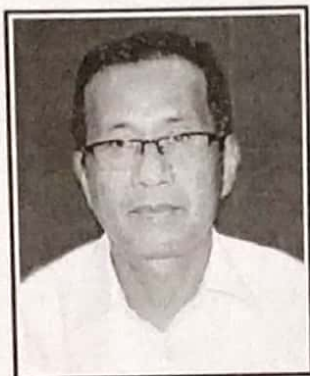
I extend my heartfelt congratulations to the organizers and all the participants and wish the endeavour success.

  
(M. Okendro)

**O. Nabakishore Singh, IAS**  
Chief Secretary, Manipur



South Block  
Old Secretariat,  
Imphal – 795001, Manipur



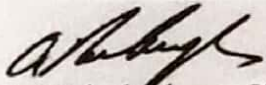
Imphal  
the 21<sup>st</sup> December, 2015

## MESSAGE

It gives me immense pleasure to learn that S. Kula Women's College, Kongkhampat, Nambol, in collaboration with University Grants Commission (UGC) is organizing a two day 'National Seminar on Autonomy and its Impact on Higher Educational Institutions' during 29 – 30th December, 2015. The college also proposes to bring out a souvenir to commemorate the event.

Autonomy of higher educational institutions is justifiably a matter of ongoing intense debate in the academic and policy world alike. While autonomy is, indeed, critical for healthy governance and academic freedom, the need of promoting shared values and setting valid benchmarks for academic quality does require policy interventions. The challenge lies in striking a balance between the two.

I am confident that the proposed conference will facilitate quality deliberations leading to some actionable insights and recommendations. I wish S. Kula Women's College a grand success.

  
(O. Nabakishore Singh)





Manipur University

CANCHIPUR, IMPHAL-795 003

MANIPUR, INDIA

## MESSAGE

I am glad to know that a two day UGC sponsored National Seminar on 'Autonomy and its Impact on Higher Educational Institutions' is being organized at S. Kula Women's College, Nambol, Manipur on December 29 - 30, 2015. The deliberation of the seminar will certainly discuss the different aspects of autonomy in terms of higher educational institutions.

I am also delighted to know that a compendium will be brought out in commemoration of the occasion.

I wish the seminar a grand success.

(Prof. W. Vishwanath Singh)

Registrar (i/c)

कुल सचिव,  
मणिपुर विश्वविद्यालय  
Registrar (i/c)  
Manipur University



Prof. Th. Ratankumar Singh  
Vice-Chancellor

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## MESSAGE

I am glad to learn that the S. Kulu Women's College, Kongkhampat, Nambol, Manipur is organizing a Two Day UGC Sponsored National Seminar on "Autonomy and its Impact on Higher Educational Institutions" on 29th and 30th December, 2015 and to mark the occasion a souvenir is being published. I hope the National Seminar will positively highlight some important issues in the areas concerned. I extend my heartiest appreciation on the efforts made by the college to achieve some more distinctive visions in Autonomy and its impact on Higher Educational institutions.

I convey my best wishes to the Organizing Committee and wish the publication a grand success.

  
(Prof. Th. Ratankumar Singh)



## FOREWORD

I am happy to know the publication of this proceeding which is indeed success of organization of this national seminar on such a vital issue of "Autonomy" in the midst of transformation of education in India. I am also delighted to learn that different resource persons delivered their valued research paper which will give an immense contribution to the society in general and policy makers in particular. Discussion from various perspectives on the relevant theme to enhance quality education and mechanism to sustain quality in higher education in the long run may be the remarkable achievement this academic discussion and bringing out this publication as selected volume recommended by the review committee. As unusual, all the paper readers expressed their arguments on relevant academic autonomy and privatization with the understanding the conflict situation what we have been experiencing in the state.

The need for good management has dominated the debate on the effectiveness of higher education. The need has increased with growing institutional autonomy and the expansion of university missions. In several countries, this development has been accompanied by the emergence of guidelines for establishments, drawn up on the initiative of governments and CBOs. When we talk about 'autonomy' most of the teachers felt very unusual that seems to be treated as dictatorial attitude on academic institutions. To my mind, it is just tighten teachers' responsibility first and followed by management and stakeholders for effective academic progression. It is also questionable that who will take the responsibility of management with sincerity by consisting of Government, UGC and University nominee. It is essential to get the staff of the college involved in the thinking and planning processes from the very beginning. Doubtful, that disturbance on educational institutions, incessant conflict in between state and non-state actors and other social chaos might have disturbance on bringing a peaceful academic atmosphere.

I hope this publication will bring new insights on the matter of Autonomy in the context of prevailing academic uncertainty in the state and northeast India.



**(Dr. N. Joykumar Singh)**  
Principal, S. Kula Women's College



## Organising Committee

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## EXECUTIVE SUMMARY

The present volume is a compilation of different research papers selected by the review committee from the papers presented on different technical sessions on the national seminar sponsored by UGC under the theme of 'Autonomy and its impact on higher educational institutions', held on 29 and 30 December, 2015 at the S. Kula Women's College, Nambol, Manipur. India has the third largest higher education system in the world. Tremendous quantitative expansion have taken place in India, however, the quality is deteriorating. Rules and regulations with numerous approval mechanisms have been set up and the most important purpose of the regulatory framework for higher education is to promote excellence. The National Policy on Education(1986,p.25) endorsing the Autonomous college scheme stated that "In view of mixed experiences with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Similarly, the creation of autonomous departments within universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability". The UGC document on the X Plan Profile of Higher education in India highlighted that "the only safe and better way to improve the quality of under-graduate education is to delink most of the colleges from the affiliating structure. Colleges with academic and operative freedom are doing better and have more credibility. The financial support to such colleges boosts the concept of autonomy. It is proposed to increase the number of autonomous colleges to spread the culture of the autonomy, and the target is to make 10% of eligible colleges autonomous by the end of the plan". Autonomy is the privilege and the capacity of an institution to act by its own choices in pursuit of its mission and goals. The degree of autonomy depends on the extent an institution can decide its own actions and the extent it is directed to follow directions and actions not of its choice. Autonomy of Higher Education Institutions encompasses operational or institutional autonomy, academic autonomy, and financial autonomy. However, autonomy alone may not guarantee higher quality. The delegation of responsibility with accountability for the academic as well as the associated management functions is essential for the success of autonomy. And excellence refers to a state of exceptional or outstanding achievement in one's field of activity (UGC, 2012 – 17). The successful implementation of the concept of autonomy requires willing and honest participation of the students, teachers and management in the education process. It is expected that autonomy would lead to excellence in



academics, governance and financial management of the institutions. However, the question still remains that does autonomy of higher education institution foster promotion of excellence?

Higher education in India is undergoing considerable change. India has the largest tertiary-age population in the world and will have the second largest graduate talent pipeline globally and following China and ahead of the USA. Swami Vivekananda said, "Education, can unlock all doors for a progress. A nation advances in proportion to education and intelligence spread among masses. It can help India grow into her full potential as a strong united nation with strong moral and cultural values". Education in general and teacher education in particular occupies a significant role in the modern context of the global society. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the time. Globalization has replaced the intrinsic value of teacher education with an instrumental value. Consequently education is identified as a salable commodity and non-salable knowledge is sealed down in the global perspective. The rapid global expansion of knowledge demands an over-all re-organization of education especially a basic change in the perspective and process of teacher education.

The next paper argued that there is shortage of funds, qualified and experienced teachers. The central budgetary allocation is not sufficient to improve the standard of education despite its rich natural and mineral resources. Besides education infrastructure there is poor state of transport, power and telecommunication infrastructure which is very essential for the success of education. Higher education is of vital importance for the nation as it is a powerful tool to build knowledge based society of the 21st Century. This paper discusses the educational infrastructure of NE through PPP and various recommendations for improving the education status. The other paper analyzed that Indian universities cannot enjoy autonomy as these are established by the act of legislation and the act in question can again be amended by the legislation. The problem is rather how the powers vested in the legislation and the executive government is used in the performance of the functions of universities. The financial dependence further curtails the problem of higher education and university autonomy. The picture of the autonomy of the university would be incomplete without the autonomy of the students as they form an integral part of higher education in colleges and university organization.

Generally when we talk about 'autonomy' most of the listeners and teachers are in the wrong perception that seems to be treated as synonymous as privatisation. In short it is just increasing responsibility to the teachers, management and stakeholders



periodically by six years. It is very doubtful in the government colleges that who will take the responsibility of management with sincerity by consisting of Government nominee; UGC nominee, University nominee. Moreover shall it be possible in the private and Govt.-aided-colleges where governing bodies are seemingly dysfunctional except few colleges in Manipur. It is essential to get the staff of the college involved in the thinking and planning processes from the very beginning. Seminars, workshops and consultations may be organised to make the staff familiar with the concept, objectives and rationale of autonomy. More importantly, many parents have uncertainty for their wards to pursue education in the state. Often, disturbance on educational institutions, incessant conflict in between state and non-state actors, inter and intra ethnic conflicts and other social chaos cannot assure a peaceful academic atmosphere. Entire analysis is based on empirical method through available primary and secondary data. This paper is attempted to examine the academic uncertainty in Manipur in particular and critical analysis on how it is possible to implement autonomy in colleges.

In the life of a man, Education is an essential entity. Considering its importance, Government of India has already launched the much-hyped and ambitious schemes like Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Rashtriya Uchcharitar Shiksha Abhiyan. However, these are not the end of the road, particularly keeping in view the needs of the individuals as well as the societal demands. Like the SSA and RMSA aims for the universalization of school education, RUSA aims for the universalization of higher education to establish a knowledge-based society. However, ironically, without the internal quality assurance, the mere establishment of institutes of higher study could not fulfill the dream of having a knowledge society. In order to have inclusive, qualitative and quantitative growth of higher education, we need to have drastic changes in organizational setup, internal governance structure and academic atmosphere because without quick and effective delivery mechanisms and without the involvement of academicians in making academic decisions, all so-called good schemes may prove to be good for nothing. The present paper attempts to highlight some of the multi-faceted pertinent harsh realities associated with higher education in Manipur. It also aims to address the real issues and challenges in bringing quality higher education in the state.

Governance in higher education is the means by which institutions for higher education are formally organized and managed though often there is a distinction between definitions of management and governance. Simply, university governance is the way in which universities are operated. Governing structures for higher education are highly differentiated throughout the world, but the different models nonetheless



share a common heritage. Internationally, tertiary education includes private not-for-profit, private for-profit, and public institutions governed by differentiated structures of management. How far have finance and the utilitarian ethic reshaped autonomous higher education across the different regions? How far does the convergence around a similar agenda impact on establishments where the established model of autonomy rests on other cultural assumptions, beliefs and perceived primary values and beliefs?

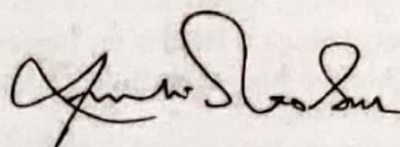
Beyond doubt, higher education is the foremost yet so challenging affair throughout the world. In today's globalised world, the standing of a country's national economy largely depends on education, and more so on higher education. It is through higher education that the required skilled workforce in various sectors are nurtured and made available. In today's cut throat competitive world, just producing degree holders are not enough. It is because many of the passed out graduates are found to be unemployable. Hence, the question of imparting quality education is a matter of serious consideration. For a vast and populous country like India, the need to expand higher education is colossal. But the pertinent question is whether the state alone can manage to provide skilled men power for the increasing demands of the society and the market. The answer is emphatically negative. The central or the state governments are often not in the position to fill the crunching funds which are so essential for imparting quality education to all.

Education plays a vital role in the overall development of a child. It gives shape and structure to children's lives and instills community values, promotes justice and respect for human rights and enhances peace, stability and interdependence. In this context Education, with the changing of time the subject has been define to be more sensitive issue by think tanks of the world. So sensitive that today it is considered to be more important than "Right to Life". Private institutions to some extent had ensured its own sustainable management and development in terms of performance for better academic activities than Government institution. In the midst of this pathetic chaos, shall it be accommodate the academic freedom is very doubtful.

The last paper focused on public-private partnership (PPP) model has emerged as an ideal model of new development approach in India, especially in infrastructure, health and education. It is projected as a novel idea to tap private resources and to boost the excited contribution of the private sector in national development. It is more persuasively encouraged when public resources are projected to be inadequate to meet necessities. The government after pursuing neo-liberal policies for the last 24 odd years is now going to open the higher education sector to the private providers, either through



public-private participation or foreign direct investment in higher education. Different models of Public-Private Partnership (PPP) in education are being proposed by the Government of India. The PPP model was an important strategy in the Eleventh Five Year Plan. The Plan proposed the setting up of 6,000 new model schools in secondary education, affiliated to the Central Board of Secondary Education. Of these, 2,500 were to be under the PPP model. As far as the higher education set-up is concerned, the University Grants Commission (UGC) has proposed a new private partnership models for expansion of higher education sector in the country, in view of the needs of the higher education sector in the country, which according to estimates require investment of over US \$ 150 billion in the next 10 years. This paper argues that the PPP in higher education sector is being projected as a strategy to distribute the ownership of institutions, rather than tasks within institutions, between private entrepreneurs on the one hand, and the government or state on the other. While the logic for PPP is inefficiency of the state, the means offered to overcome it actually promise no relief or improvement. Indeed, PPP is not an idea, but rather an ideology which promotes privatisation as a means of reducing the government's responsibility to critical social sectors including higher education.



(Dr. L Muhindro)  
(Laiton Angomcha)  
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# **Autonomy and its Impact on Higher Educational Institutions**

## **(Theme Introduction)**

L. Muhindro (*Laiton Angomcha*)

*Following texts are mostly based on the review of reports and other published works for the understanding of Autonomy in higher educational institutions especially to serve the purpose of this national seminar and conclude with some observations.*

### **1. Introduction**

Institutional autonomy will formally be defined by law, but the legal aspect is only a partial description of reality. Autonomy may be described as the overall ability of the institution to act by its own choices in pursuit of its mission. It is the net result of the sum of its legal rights and duties and its financial and other resources. The thrust towards greater autonomy is one of the three main trends in modern educational policy, alongside quality assurance and quality evaluation techniques and the need to devote attention to special – and often disadvantaged – target groups. It is, however, difficult to derive a unified concept of ‘autonomy’ from the comparative indicators, which are published on a regular basis, and it has emerged that there are significant differences depending on the specific area and the administrative organization of education in the country in question. It is apparent that ‘autonomy’ has to be considered in its various applications. For the proposed changes in the area of education to be sustainable, a stable legislative and political framework in which the changes in education take place must exist. The setting up and maintenance of stable procedures and relationships among system elements is of primary importance to the education system – in other words, the setting up and maintenance of the “rules of the game”.

If we begin with the classical model, the university was a feudal institution created in the thirteenth century and surviving more or less intact through until the nineteenth century. It was grounded on a very restrictive model of learning both with



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