

Autonomy of Faculty Members in Technical Institutions in India

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Abstract - Purpose: The research purpose of this research is to explore the degree of freedom expected to grant to faculty members of technical institutions in order to perform their role and achieve professional and institutional goals effectively and efficiently.

Design/methodology/approach: The paper is based on exploratory study conducted during May June 2020. It is an exploratory study so the characteristics of the study are taken for this study. The research objectives emanate from the review of the literature and experiences of the researcher. Deciding the research objective it is further explored from the literature review the role of the faculty members of technical institutions and type and extent of freedom they require to perform their role in order to achieve the professional and individual goals effectively and efficiently.

Population: Population for the study constitute the faculty members (Assistant professor, associate professors and professors of all disciplines) of technical institutions in India.

Sample: As it is very difficult to enumerate all faculty members of technical institutions in India so only those faculty members are contacted to provide information whose e mail addresses were available with the researchers so purposive sampling is used to conduct the study.

Research Instrument: The researchers designed a comprehensive, concise, precise and accurate research instrument based on the literature, experiences, and focus group discussion. This research instrument was validated on content and construct in a group of six persons working in the area of autonomy. Then it was prepared in google form on four point Likert type rating scale.

Respondents: in all 102 faculty members' responded out 800 contacted through email in stipulated time.

Data collection: Primary and secondary data are used for the research study. Literature review is used for preparing the first draft of the research title, research objective, research questions, deciding methodology. Then focus group discussion is used for developing the research instrument which is validated by 6 experts individually.

Findings: The information is provided by all strata of the population. It is concluded that degree of freedom enjoyed on prospects 72.25 %, curricular 76.20%, research 69.40%, publication 78.50%, recognitions, appreciations and awards 77.50%, continuing education 75.87%, use of institutional resources 73.00%, finance 66.62%, self-development and lifelong learning 74.25%, and grievance management and resolving conflict 71.75% respectively. Overall degree of freedom enjoyed by faculty members is 73.83%. Strategies to make autonomy successful are identified at national, institute and faculty member levels.

Keywords: Autonomy, role of a faculty members, accountability of teachers,

Paper type: Research paper based on primary data

I. INTRODUCTION

In 21st century all stakeholders are expecting very high from technical institutions and these expectations are changing dynamically. There are major changes taking place in technical education system at national level especially in designing and implementing outcome based education for all the programmes of engineering and at all levels of programmes like diploma, undergraduate and postgraduate. Outcome based education philosophy is altogether different than conventional approach of education. It is totally learner centered approach focusing on development of technical, professional, life management, soft and learning to learn abilities. The philosophy of outcome based education demands for well-designed co-curricular events such as paper presentation, seminar, quiz, model building, real life problem solving and under taking real projects. This approach also demands for research and consultancy which can be done in collaborative way only. There is another dimension related to self-sustenance of the institution financially and functionally.

The technology enabled learning, learning management system and social media is an opportunity needs to be exploited for accelerating the implementation of outcome-based education philosophy in technical education. There is an opportunity to atomize all academic, administrative, and financial processes.

The students of today are different than students of 20th century on many characteristics and abilities. They are career conscious and want to enjoy their student life as well as professional life. So they also have enormous and varied expectations from the technical institutions. They are paying for education and want value for money.

There are statutory obligations on the institutions from central government, state government, regulating bodies, accreditation bodied and professional bodies. These obligations are to be fulfilled by institutions effectively, efficiently and timely.

Deci and Ryan (1985), Erpelding (1999), Jones (2000) and Wilson (1993) clarify that teacher autonomy is only, but a very important aspect of teacher empowerment, implying the need to trust the teachers and endow them with powers to take academic decisions about students. They also clearly state that teacher autonomy is related to having better standards of learning, a more stress free and healthy work environment for teachers, brings up their motivation and helps them reach learning goals set for the learners faster and more easily. Also, teacher autonomy leads to professional growth (Lamb, Terry, Reindere & Hayo, 2003) and is a requisite for self-awareness, reflection, professional development etc. (Balcikanli, 2009) and making teachers successful leaders for their students (Frinkin, Post and Robert, 2009).

Faculty members are the key players in education institutions. They all perform their role individually, in a team and as community to satisfy the dynamic needs of the stakeholders. In most of the institution the role of the faculty members not defined, documented and communicated to them. Generic job description suggested by AICTE is being followed in most of the institutions. In changing context the role is complex and faculty members are not oriented and trained to perform the role. In most of the institutions the decision making power and authority is with head of the institution. Technical institutions being service proving function the faculty members need to be trained and enjoy high degree of autonomy in performing their role. Of course with responsibility and accountability.

II. LITERATURE REVIEW

A very brief account of related literature review is given below which has been useful in conceiving the study, designing the study and conducting the study.

Tewari Shweta (2018) conducted a study on autonomy of secondary school teachers with respect to curriculum planning. It was limited to government schools of Delhi. She reported nil autonomy in participation in curriculum planning in schools. She stated that teachers say that the only aspect where they feel a bit autonomous is curriculum transaction and not curriculum planning as they are apparently free to decide 'how to teach' (methods of teaching) than 'what to teach' (content). However, the teachers have reported that there is no formal procedure for collaboration with the policymakers or authorities to contribute to the process of curriculum planning and designing. Thus, a clear lack and want of autonomy could be inferred.

Osborn et al. (1980) evaluate some research findings and surmise that low autonomy is associated with a low quality working life, although this may vary from person to person. Porter et al. (1975, pp. 42-43) suggest that autonomy is a human need, in a sense similar to those in Maslow's (1954) hierarchy of needs. Turner and Lawrence (1965) used autonomy as a "requisite task attribute" found to promote job satisfaction and lower absenteeism among employees located in small towns (yet results were not positive in urban settings). And giving front-line employees more decision-making autonomy was found to help the competitiveness of the firms (Nielsen and Pedersen, 2003).

Hackman and Oldham (1976) showed that autonomy (along with other core job dimensions like task significance and feedback) promotes positive motivation, performance, satisfaction, absenteeism, and turnover outcomes. White (1986) found that certain strategies that require high levels of control produce better results with low rather than with high autonomy.

III. CONCEPT OF AUTONOMY OF FACULTY MEMBERS

In the national policy of education and many commissions report it is recommended to grant autonomy to educational institutions. In this regard many engineering and polytechnic colleges are granted autonomy on

satisfying the minimum requirements to enjoy autonomy. It is assumed that autonomy will percolate down where the role is performed but it has not happened in a systematic way.

Sehrawat (2014) stated that autonomy is not seen as independence or isolation, cannot be explained as an exclusive psychological, technical or political issue, is not a static entity that some people possess and others do not, cannot be interpreted as additional responsibilities given to a teacher and does not refer to an absolute state of freedom.

Little (1995) first defines teacher autonomy as the teachers' capacity to engage in self-directed teaching. After that, scholars have been trying to define teacher autonomy from different aspects.

Huang (2005) stated that teachers' willingness, capacity and freedom to take control of their own teaching and learning are known as teacher autonomy.

Aoki (2000) offers an explicit definition of teacher autonomy, suggesting that this involves the capacity, freedom, and/or responsibility to make choices concerning one's own teaching.

Richard Smith (2000) stated that teacher autonomy refers to "the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others."

Benson (2000) stated that autonomy is freedom from control by others. It is highly desirable for many teachers to think of themselves as autonomous professionals, free from control exerted by colleagues, administrators, the institution or the educational system and able to decide and take action on their own.

McGrath (2000) illustrates the characteristics of teacher autonomy from two dimensions, "as self-directed action or development; as freedom from control by others." When teachers act in a self-directed manner, they are not guaranteed to learn from the experience.

Littlewood's definition (1997) stated the definition of an autonomous person as one who has an independent capacity to make and carry out choices which govern his or her actions. This capacity depends on two main components: ability and willingness ...incorporates the ideas of choice, capacity for change and drive as important elements in the make-up of autonomous behaviors.

National Policy of Education (1986) also says that teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs & capabilities of the community.

Several concepts and researches are available on faculty members' roles and responsibilities in different contexts. The autonomy is used in conduct while performing a role in an institutional context for excellence.

IV. ASSUMPTIONS CONSIDERED FOR THIS STUDY

In this study, following assumptions are considered for studying the autonomy of teachers. These assumptions may be partially true. The faculty members are:

1. Aware about their substantive and procedural role in the context of institutional strategic, perspective and annual plan. They have detailed information about their institution policies, guidelines, code of conduct, and the like.
2. Capable and willing to perform their roles in changing context of outcome based education and increased expectations of stakeholders.
3. Willing to conceptualize and implement innovations in role performance. They are willing to take risk of failure.
4. Interested to develop lifelong learning abilities in students so they are also expected to possess this ability to perform their role effectively and efficiently.
5. Willing to exercise autonomy, as it is associated with responsibility and accountability.
6. Ambitious to grow and develop in their profession and set examples for others.

V. FRAMEWORK OF TEACHER AUTONOMY

A framework of teacher autonomy is developed to study the faculty members' autonomy in technical institutions. This framework considers the role requirements of faculty members in changing scenario of technical education at world level in general and in India specifically.

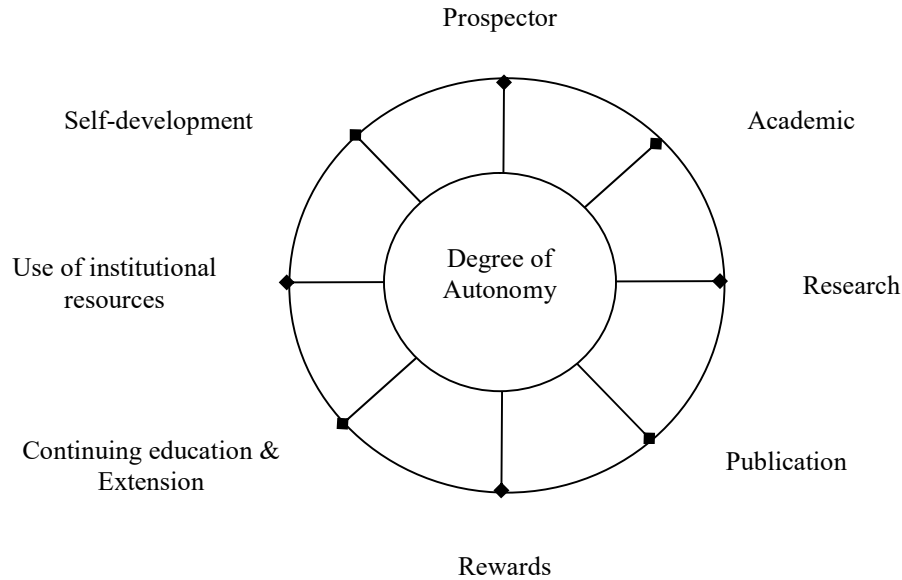


Figure1: Framework of Autonomy enjoyed by Faculty Members

VI. RESEARCH OBJECTIVES

1. To ascertain the degree of autonomy enjoyed by faculty members in technical institutions.
2. To ascertain the magnitude of the constraints to autonomy of faculty members in technical institutions
3. To suggest strategies to make the autonomy of faculty members successful in technical institutions

VII. RESEARCH QUESTIONS

The research questions are derived from the research objective, which are based on the literature review, experiences of the researcher, and development trends in technical education. These questions are validated in a group of six experts working in the area of technical education.

Research questions for objective 1

1. How much degree of autonomy enjoyed by faculty members of technical institutions in prospect, academics, research, publication, rewards, continuing education and extension, use of institutional resources and self-development and lifelong learning.

Research questions for objective 2

1. What is the magnitude of the constraints to autonomy of faculty members in technical institutions?

Research questions for objective 3

1. Which strategies should be used to make the autonomy of faculty members successful in technical institutions?
2. Which steps should be taken at national level to make the autonomy of the faculty members successful?
3. Which steps should be taken at institute level to make the autonomy of the faculty members successful?
4. Which steps should be taken at faculty members level to make the autonomy of the faculty members successful?

VIII. RESEARCH DESIGN/METHODOLOGY/APPROACH

The paper is based on exploratory study conducted during May and June 2020. It is an exploratory study so the characteristics of the study are taken for this study. The research objectives emanates from the review of the literature and experiences of the research. Deciding the research objective it is further explored from the literature review the role of the faculty members of technical institutions and type and extent of freedom they require to perform the in order to achieve the professional and individual goals effectively and efficiently.

7.1 Population: Population for the study constitute the faculty members (Assistant professor, associate professors and professors of all disciplines) of technical institutions in India.

7.2 Sample: As it is very difficult to enumerate all faculty members of technical institutions in India so only those faculty members are contacted to provide information whose e mail addresses were available with the researchers so purposive/convenience sampling is used to conduct the study. 800 faculty members of engineering and polytechnic colleges of India were approached through e mail to respond to the research instrument prepared in the google form. In all 102 faculty members from all over the country responded timely.

7.3 Research Instruments: In previous studies which were conducted in different context and different objectives Likert scale was used. Hackman and Lawler (1971) measured autonomy of workers by asking them to rate their levels of autonomy on a 7-point scale. The question asked was, "How much autonomy do you have on your job; how much are you left on your own to do your own work?" Sims et al. (1976) studied autonomy and other dimensions of job characteristics using a model similar to Hackman and Lawler's (1971). In doing so, they developed an instrument called the Job Characteristics Inventory (JCI), using a five-point scale and a series of 37 questions. Six of these items measured autonomy; for example, "How much are you left on your own to do your own work" and "To what extent are you able to act independently of your supervisor in performing your job function"

7.4 Instrument design: The researchers designed a comprehensive, concise, precise and accurate research instrument (rating scale) based on the literature review, experiences, and focus group discussion. The instrument is designed assuming that autonomy exists at institute level and it is percolated down to the departments, faculty members and students. Then it was prepared in google form on four point Likert type rating scale.

7.5 Validation: This research instrument was validated on content and construct in a group of six persons working in the area of autonomy. The provided suggestions related to construct of instrument. The main suggestion was to classify the degree of freedom on different aspects of functioning of the institute, which is incorporated in the instrument. They have suggested to define the degree of freedom considering one way of presentation, combining the content of similar nature and avoiding the repetition. All these suggestions are incorporated.

7.6 Respondents: In all 102 faculty members respondents out of 800 approached through email during May and June 2020.

7.7 Data collection: Primary and secondary data are used for the research study. Literature review is used for preparing the first draft of the research title, research objective, research questions, and deciding methodology.

Table 1: Degree of Autonomy Enjoyed by Faculty Members

Sl No	Autonomy	Weighted mean	Percent
	Prospects		
1	Degree of freedom to set yearly goals in all areas of functioning of the institute (academic, administrative financial) and prepare performance plan within the guidelines/framework/benchmarks provided at institute level considering the one's ability, willingness, professional priorities and time available.	2.89	72.25
2	Degree of freedom to accept editorship, professional chairs, membership (on committees, jury, delegate, research team, evaluation team)	2.95	73.75
3	Degree of freedom to collaborate and network with national and international organizations for various purposes such as offering joint training, share expertise and resources, undertaking joint projects and research studies, organizing conferences and competitions, exchanging students for shorter period of time, and the like.	2.89	72.25
			72.25

Academic autonomy			
Curricular			
4	Degree of freedom to offer any additional course/subject/module considering the learning needs of majority of the regular students.	2.89	72.25
5	Degree of freedom to prepare course/subject plan (incorporating student centered teaching learning methods, use of information communication technology, student activities, project based and problem based learning, research based learning, industrial training, group learning) and considering the guidelines provided by institute and implement it.100 responses	3.12	78.00
6	Degree of freedom to organize various academic events like students' seminar, group discussion, presentations, collaborative learning, competitions, interaction with industry persons, and the like for students of the academic programme.	3.15	78.75
7	Degree of freedom to organize professional development activities (interactions, discussions, debate, excursion, interviews, writing critiques) and professional societies activities during institution working hours and after working hours with the consensus of the students.	2.99	74.75
8	Degree of freedom to choose tools and techniques for internal assessment of learning of students within the guidelines of the institute.	3.09	77.25
9	Degree of freedom to select students for various purposes such as sponsoring to participate in different events (techno fest, paper presentation, project competitions, training programmes, workshops, research activities, AICTE sponsored events, community development, extension activities, activities of national importance) organized by other institutions and organizations.	3.05	76.25
			76.20
Research			
10	Degree of freedom to select and conduct technology development studies using institutional resources individually or in a team of internal as well as external members.	2.91	72.75
11	Degree of freedom to select and conduct research studies (need analysis, action research, impact study, tracer study, experimental study, content analysis, comparative study, case study, evaluation study) for system improvement using institutional resources.	2.71	67.75
12	Degree of freedom to collaborate on joint research studies of government, industry and other organizations using institutional resources within the guidelines of the institution.	2.60	65.00
13	Degree of freedom to file patents and copyright for own work	2.83	70.75
			69.04
Publication			
14	Degree of freedom to publish research papers, reports, books, monograms, manuals, workbooks, case studies, articles, critiques and the like.	3.14	78.50
Recognitions, appreciations and awards			
15	Degree of freedom to institute and give open recognition, appreciation and awards to students of the course for different types of achievements such as best mini project, excellent performance in the seminar, presentations, quiz and the like.	3.02	75.50
16	Degree of freedom to participate in competitions, quizzes, presentations, reward receiving events related to own interest and beneficial to institute.	3.18	79.50
			77.50
Continuing education			
17	Degree of freedom to offer training programmes, online programmes, webinars, workshops, value added certification courses, expert talks for industry personnel, other institutes and organization and community related to own expertise.	3.12	78.00
18	Degree of freedom to lead events of national importance and local priority related to own strengths.	2.95	73.75
			75.87

Use of institutional resources			
19	Degree of freedom to use institutional resources for various purposes related to institutional and personal professional goals and generating more resources within the guidelines of the institute.	2.92	73.00
Financial			
20	Degree of freedom to use financial authority for various purposes such as Laboratory/workshop modernization, learning resources development, purchase of learning resources, completing consultancy projects, organizing students events, maintenance and calibration of equipment, purchase of consumables, and the like in the institute within the guidelines of the institute.	2.54	63.50
21	Degree of freedom to prepare and implement self-development plan (includes training programs, workshops, guidance, attending conferences, sabbatical, secondment) under the guidelines of the institute in area of own interest and strengths.	2.79	69.75
			66.62
Self development and life long learning			
22	Degree of freedom to select career path (research, education, training, consultancy, learning resource developer, administrator, training and placement, etc) for self.	2.86	71.50
23	Degree of freedom to choose guide/mentor/coach for seeking professional guidance and development.	2.89	72.25
24	Degree of freedom to participate in professional development events like conferences, seminars, workshops training programmes, webinars, on line programmes, competitions, quizzes, presentations)	3.22	80.50
25	Degree of freedom to assess self-performance against the approved performance plan and report to stakeholders.	2.91	72.75
			74.25
Grievance management and resolving conflicts			
26	Degree of freedom to communicate the complaints, grievances, problems and conflicts to the right authority orally and in writing.	2.79	69.75
27	Degree of freedom to express view, comments, suggestions, perceptions, ideas on right forums in decent manner.	2.95	73.75
			71.75

Table 2: Constraints to Autonomy

Sl No	Constraints to Autonomy	Weighted mean	Percent
1	Head of the institute has low level of trust and confidence in conduct of faculty members.	2.41	60.25
2	Head of the institute may feel powerless if faculty members are granted autonomy to perform the role.	2.49	62.25
3	Head of the institute feels that freedom may lead to conflict of interest between institute and faculty members and even among faculty members or faculty members and students.	2.49	62.25
4	Faculty members have great fear to take risk in new and unfamiliar situations because failure is associated with explanations and punishment	2.69	67.25
5	Faculty members may not be capable to accept the freedom with responsibility and accountability.	2.25	56.25
6	There may be high expectations from stakeholders after granting autonomy to faculty members, which may lead to role overload.	2.86	71.50

Table 3: Strategies to Make the Autonomy of Faculty Members Successful

Strategies at National level			
1	Recommending very high scales for faculty members working in autonomous institutions.	2.85	71.25
2	Recommending high incentives for unique achievements in academics, research, consultancy and publication.	3.07	76.75
3	Creating opportunities to participate at national and international forums for participating and sharing the experiences.	3.20	80.00
4	Facilitating growth in career for well performing faculty members.	3.28	82.00
			77.50
Strategies at Institute level			
1	Clarifying roles, responsibility and accountability of position holders in the institute.	3.25	81.25
2	Making them aware about their roles and educate them to perform their roles effectively and efficiently.	3.23	80.75
3	Conducting workshops, creativity sessions, performance reflection sessions, focus group discussions, SWOT analysis exercises, and evaluation workshops for empowering them.	3.23	80.75
4	Creating challenges related to institutional and professional goals and assigning individual faculty members or an autonomous team to achieve the goal.	3.17	79.25
5	Creating volunteerism in assigning some roles to increase willingness of some faculty members who can set examples for others to follow in the next cycle.	3.14	78.50
6	Offering two weeks in a year for self-development through training, mentoring, guidance, coaching and self-learning.	3.15	78.75
7	Assigning interdisciplinary projects to the faculty members, which will broaden their horizon and encourage them to learn and develop in interdisciplinary areas.	3.04	76.00
8	Encouraging faculty members to do documentations of decisions, innovations, success, failures and the like.	3.18	79.50
9	Instituting reward for innovation, research, publication and use of information communication technology.	3.17	79.25
10	Encouraging reflective practices in the institute for learning and improving purpose	3.14	78.50
			79.25
Strategies at Faculty members level			
1	Performing professionally using legal and ethical practices	3.35	83.75
2	Undertaking formal and informal self development activities	3.33	83.25
3	Exploiting full potential for achieving innovative goals	3.25	81.25
4	Contributing for furthering the profession	3.27	81.75
5	Taking risk in uncertainties and achieving the goals	3.04	76.00
6	Volunteering to accept the challenging projects and programmes	3.14	78.50
7	Reflecting on own habits and practices	3.06	76.50
8	Setting examples for others to follow	3.22	80.50
9	Using ICT in performing role	3.30	82.50
10	Encouraging participation of students in different activities and events of the institute	3.34	83.50
			80.75

IX. CONCLUSION

Profile of the respondents

The research instrument is responded by 102 participants in due and extended time of data collection process till May 2020. The respondents are professors, associated professors and assistant professors from Engineering and Polytechnic Colleges of the country. 22% respondents are having less than 5 years of experience, 23% respondents are having 6-10 years of experience, 23% participants are having 11-15 years of experience 10 % respondents are

having 16-25 years of experience and 22% are having more than 25 years of experience. So it can be concluded that there is a fair distribution of respondents experience wise.

Degree of freedom enjoyed by faculty members

It is concluded that degree of freedom enjoyed on prospects 72.25 %, curricular 76.20%, research 69.40%, publication 78.50%, recognitions, appreciations and awards 77.50%, continuing education 75.87%, use of institutional resources 73.00%, finance 66.62%, self-development and lifelong learning 74.25%, and grievance management and resolving conflict 71.75% respectively. Overall degree of freedom enjoyed by faculty members is 73.83%.

Discussion: The dimensions of degree of freedom on various aspects of functioning of the institute and job responsibility covers almost whole spectrum of the role of faculty members. The degree of freedom ranges between 63% to 79% which may be considered high freedom. The faculty members may contribute significantly, productively and efficiently with this level of degree of freedom.

Degree of constraints on autonomy of faculty members

It is concluded that the degree of constraints on autonomy of faculty members vary from 56% to 71.50 % and cumulative average of all six constraints is 62.79%.

Discussion: The constraints are related to superiors' lack of trust and confidence, feeling powerless and apprehension of conflict. The constraints are related low level of risk taking, incapability and perceiving role over load by faculty members.

Strategies to make the autonomy of faculty members successful

Strategies at national level

It is concluded that 4 strategies identified at national level are validated by respondents and range between 71% to 82% with cumulative average of 77.5%. So all the strategies have high influence to make autonomy of faculty members successful.

Strategies at institute level

It is concluded that 10 strategies identified at institution level are validated by respondents between 76% to 81% with cumulative average of 79.25. So all the strategies have high influence to make autonomy of faculty members successful.

Strategies at Faculty members level

It is concluded that 10 strategies identified at faculty members level are validated by respondents between 76% to 83% with cumulative average of 80.75%. So all the strategies have high influence to make autonomy of faculty members successful.

Discussion

The faculty members work at cutting age level in the institute to ensure quality of education in effective and efficient manner. Their number is high in comparison to other personnel so they should variety of responsibilities in the institute. They can perform effectively and effectively when they are granted freedom to take decisions and perform. The strategies identified at national, institute and faculty members level are validated by the respondents and indicated that these strategies have more than 70% influence on the success. These strategies need to be implemented to harness the full potential of the faculty members at the same time improve the performance of the institution as a whole.

VIII RECOMMENDATIONS

1. It is recommended that the faculty members should be provided greater degree of autonomy on all the aspects such as prospects, academic, curricular, research, publication, recognition, appreciation and rewards, continuing education instructional resources, finance, self-development and lifelong learning, grievance management and resolving conflicts identified in this study (refer table 1).
2. It is recommended that constraints to autonomy of teachers at superior level and faculty members level need to be removed (refer table 2).

3. It is recommended that strategies identified at national, institute and faculty members levels need to be implemented effectively and efficiently (refer table 3).

IX. STRATEGIES TO MAKE THE AUTONOMY OF FACULTY MEMBERS SUCCESSFUL IN TECHNICAL INSTITUTIONS

Changes in education are related to change in behaviour of people so a Fabian approach to implementation of autonomy would be successful. After each cycle the degree of autonomy may be increased. It will develop confidence, willingness and ability in faculty members to own it. The framework of faculty members autonomy in technical institutions guide the development of strategies to make the autonomy successful in the institution. Following strategies are stated to make autonomy successful at institute level:

1. Clarifying roles, responsibility and accountability of position holders in the institute. Making them aware about their roles and educating them to perform the roles effectively and efficiently. Institute may conduct workshops, creativity sessions, performance reflection sessions, focus group discussions, SWOT analysis exercises, and evaluation workshops for this purpose.
2. Creating challenges related to institutional and professional goals and assigning them to individual faculty members or an autonomous team to achieve the goal.
3. Creating volunteerism in assigning some roles to increase willingness of some faculty members who can set examples for others to follow in the next cycle.
4. Offering two weeks in year for self-development through training, mentoring, guidance, coaching and self-learning.
5. Assigning interdisciplinary projects to the faculty members which will broaden their horizon and encourage them to learn and develop in interdisciplinary areas.
6. Encouraging faculty members to do documentations of decisions, innovations, success, failures and the like.
7. Developing an environment of trust between superiors and faculty members.
8. Developing ability to take risk and managing roles and responsibilities effectively and efficiently.

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