

UNIVERSITY GRANTS COMMISSION

AGENDA AND PROCEEDINGS

NO-207

PART-2

17TH JULY 1978

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION
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Minutes of the 207th meeting of the University
Grants Commission held on July 17, 1978.
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The following were present:

Professor Satish Chandra	...	Chairman
Professor B.Ramachandra Rao	...	Vice-Chairman
Shri P Sabaraya gam	...	Member
Shri J.P Kacker	...	Member
Professor R.P Bambah	...	Member
Professor(Miss) A.J Dastur	...	Member
Professor S.Maqbool Ahmed	...	Member
Professor B.M Udgaonkar	...	Member
Shri R.K Chhabra	...	Secretary

Professor S.S Saluja, Professor S.Gopal, Dr.Chandran D.S Devanesan and Dr.Amrik Singh Cheema regretted their inability to attend the meeting.

SECRETARIAT

Additional Secretary

Dr. D. Shankar Narayan

Joint Secretaries

Dr.J.N Kaul,
Shri S.Viswanath

Deputy Secretaries

Shri I.C Menon
Dr.S.C Goel
Dr.S.P Gupta
Dr.M.L Mehta
Dr.T.N Hajela
Shri Y.D Sharma
Shri B. Gupta
Shri M.P Balakrishnan
Shri K.R Mal

Finance Officer

Shri B.S Tyle

Item No.1: To receive minutes of the meeting of the Commission held on
May 29, 1978.

The minutes of the 206th meeting of the University Grants Commission
held on May 29, 1978 were confirmed.

Arising out of the minutes, the Commission agreed that clause No. XV in the guidelines for grant of study leave of Appendix III of Item No.7 may be modified as follows:

"A teacher who has been granted study leave for pursuing studies towards his doctorate shall submit to the Registrar six monthly reports of progress in his studies through his Supervisor or the Head of the Institution. In the case of others, the teacher concerned may send the report of work done by him directly to the Registrar. These reports shall reach the Registrar within one month of the expiry of every six months of the study leave. If the reports does not reach the Registrar within the time specified, the payment of salary may be deferred till the receipt of such report".

- Item No.2: (a) To approve the action taken on certain matters
- (b) To receive the items of information
- (c) To approve the statement of proposals which could not be accepted by the Commission.
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(a) The Commission approved the action taken on items listed in Appendix I*.

Arising out of 2(a)(1), it was agreed that an analysis of the proposals accepted, proposals which could not be accepted and proposals pending consideration in respect of affiliated colleges under the development schemes may also be placed before the Commission, for which a suitable proforma may be prescribed.

The Chairman read out a letter which he had received from the Prime Minister regarding the implementation of the "Policy Frame". The Commission desired that a suitable time frame for the completion of the work of Groups set up on the "Policy Frame" may be worked out and placed before the Commission.

- (b) This was noted.
- (c) This was noted.

Item No.3: To approve the statement of grants released after the meeting of the Commission held on May 29, 1978.

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The Commission approved the grants released after the meeting of the Commission held on May 29, 1978 (Appendix II*)

* Not enclosed

It was agreed that in future, instead of a detailed statement of grants sanctioned, a consolidated summary of grants sanctioned to universities may be placed before it.

Item No. 4: To receive the statement of expenditure incurred by the University Grants Commission during the years 1978-79 upto June 30, 1978.

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This was noted. It was agreed that in addition a statement indicating the position regarding sanctions and TR Bills pending for payment should also be placed before the Commission.

Item No. 5: To receive a statement indicating the progress of issue of utilisation certificates during the period ending May 31, 1978.

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This was noted. In this connection, concern was expressed at the delay in the issue of large number of outstanding utilisation certificates, due to non-availability of information in some cases from the universities. The Commission desired that this may be looked into and a full report in the matter may be placed before it.

It was further agreed that all concerned be informed that in case requisite information is not supplied within a stipulated time, the Commission may be constrained to stop release of further grants to them.

Item No. 6: To consider the following references received from the Government of India, Ministry of Education & Social Welfare, regarding:

- (i) Transfer of work relating to payment of maintenance grant to Institutions deemed to be Universities.
- (ii) Taking over the scheme of Planning Forums in the universities and colleges by the Commission.
- (iii) Taking over of the scheme of assistance to Universities of Non-Hindi Speaking States for opening Hindi Departments in existing Colleges.
- (iv) Resolution adopted by the Indian Ex-service League relating to reservation of seats in universities/technical institutes/Central Schools for the children of ex-servicemen.
- (v) Measures to prevent alcoholism in college students.

....

(i) The Commission agreed to take over from the Ministry of Education & Social Welfare the work relating to maintenance grants to (a) Gujrat Vidyapith, Ahmedabad, (b) Gurukul Kangri Vishwavidyalaya, Hardwar and (c) Gandhigram Rural Institute, Gandhigram. In this connection, it was agreed that the question of appointment of additional staff in the office of the Commission consequent upon taking over additional responsibilities from the Ministry of Education may be examined.

(ii) The Commission agreed to the taking over of the schemes of Planning Forums in universities and colleges w.e.f 1.4.1979 from the Ministry of Education & Social Welfare.

(iii) Consideration of this was deferred.

(iv) The Commission was of the view that this is primarily a matter for the universities and State Governments to decide and agreed to advise the Ministry of Education that they may take up this matter directly with them.

(v) It was agreed that the Ministry of Education may be advised to send the proposal to the Ministry of Health and Family Welfare who were concurrently undertaking a study relating to control of drug addiction.

Item No.7: To consider a reference from the Government of U.P regarding prior approval of U.P Government before taking any decision by the U.G.C for approving any project involving additional staff of constituent/affiliated colleges.

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The Commission could not agree to the suggestion of the Government of Uttar Pradesh that the proposals from the Colleges in the State for additional staff under various development schemes be considered by the Commission only after prior concurrence of the Government of U.P has been obtained. The present procedure may continue and it is for the colleges to which posts are sanctioned by the UGC to take up the matter with the State Government.

In this connection, it was suggested that the State Government be informed that before a college is permitted to start postgraduate courses, it is ensured that such a college follows the norms suggested by the Commission for such courses.

Item No.8: To consider a proposal from the Tata Institute of Social Sciences, Bombay, for instituting free stipends for scheduled caste/tribes students in the institute.

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The Commission felt that the present amount of scholarship given for scheduled caste and schedule tribe students was not sufficient to meet the expenditure involved in the case of professional courses, particularly where the students have to stay in the hostels. The Commission desired that the Ministry of Education be requested to take up this with the Ministry of Home Affairs, to suitably increase the amount of scholarships.

In the meantime, the Commission agreed to provide assistance to Tata Institute of Social Sciences and such other institutions to which maintenance grant is paid by the Commission to meet the difference between the scholarship paid by the State Government and the actual approved expenditure of the students, on the merits of each case. This expenditure would be met by the Institutions from the maintenance grant payable to them.

Item No.9: To consider a reference from Sardar Vallabhai Patel College, Ehabua regarding reservation of accomodation for teachers belonging to scheduled castes/tribes in teachers hostel.

The Commission was not in favour of making any reservation for allotment of the staff quarters constructed with assistance from the U.G.C in respect of scheduled caste and scheduled tribe teachers and other employees.

Item No.10: To consider the proposal of autonomous college of Madras University, Loyala College, Madras for financial assistance.

Item No.11 To consider the proposal of autonomous colleges of Madurai University for financial assistance.

The Commission agreed that in the case of colleges declared autonomous in consultation with the U.G.C, the Commission may provide to each college an annual grant of Rs. 1 lakh to enable the colleges to meet the expenditure arising out of the various programmes and responsibilities accruing consequent on their functioning as autonomous colleges. The Colleges could utilize out of this amount not more than 25% for meeting any additional administrative expenses. The balance of the money could be used for meeting both capital as well as recurring items of expenditure connected with their academic activities. The college may be requested to inform the Commission annually the budget estimates of expenditure within the amount available. The Colleges may also be advised that they should fully utilize the assistance available from the Commission under the general development schemes as well as special programmes such as COSIP and COHSIP for meeting their needs of development. Where academic posts, other than the Lecturers' posts are proposed to be created, the method of recruitment for such posts should be the same as in the case of the University staff for corresponding posts.

The Commission accordingly agreed to provide such grants to (1) Loyola College, Madras (2) American College, Madurai (3) Sri Parasakthi College for Women, Courtallam (4) Madura College, Madurai and (5) Lady Doak College, Madurai and desired that these Colleges be requested to intimate to the Commission the expenditure proposed to be incurred for the year 1978-79.

The Commission further desired that a Standing Committee may be constituted to continuously oversee the implementation of the programme of autonomous colleges.

Item No.12: To consider the recommendations of the Regional Conferences held under College Science Improvement Programme during 1977.

The Commission generally accepted the suggestions made by the Standing Committee for the College Science Improvement Programme(COSIP)

and desired that the universities be requested to consider the suggestions made with regard to the Ph.D regulations. The Commission also desired that the question of transfer of staff in the Government colleges involved in the implementation of the COSIP/COHSIP activities, particularly the Coordinators to be made available for the duration of the project, may be taken up with the State Governments.

Item No.13: To consider the minutes of the meeting of the Implementation Committee on Examination Reforms held on May 3, 1978.

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The Commission noted the recommendations of the Implementation Committee on Examination Reforms and the progress made so far in regard to the implementation of the specific measures of examination reforms, as in the Plan of Action.

Item No.14: To consider the question of extending the period of financial assistance towards core staff and other facilities for examination reforms in the universities.

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The Commission agreed that the period of UGC assistance towards core staff and other facilities for examination reform units in the universities may be extended upto 1980-81 on the basis of the implementation of the examination reforms programme so far. Universities which have discontinued the reforms introduced earlier, be not provided assistance for such units any longer.

Item No.15: To consider the proposal of the Punjabi University, Patiala for financial assistance towards starting correspondence courses at postgraduate level in Economics.

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The Commission accepted the proposal of the Punjabi University, Patiala for assistance towards starting correspondence course at the postgraduate level in Economics, subject to the condition that the university is following the guidelines in respect of courses already agreed to and would also follow these in the present case.

Item No.16: To consider the proposal from Annamalai University for starting correspondence courses at the undergraduate and postgraduate level

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The Commission accepted the proposal of the Annamalai University for starting correspondence course at the B.A level in the subjects indicated by it with effect from the next academic year and agreed to provide assistance according to the UGC norms. The question of starting postgraduate courses through correspondence may be considered after the University has run the undergraduate correspondence courses for a period of three years.

Item No.17: To receive a note indicating observations of the Panel on Law regarding the proposal of the Jammu University for starting a two year LL.B(Academic) Degree course through correspondence.

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The Commission considered the observations of the Law Panel and the Bar Council regarding the two-year (academic)LL.B degree course through correspondence, offered in Jammu University and desired that the Jammu University may be advised to dis-continue this course through correspondence.

In this connection, it was noted that the Commission has appointed a Committee jointly with the Bar Council to suggest the pattern of legal education consequent on the introduction of the new pattern of education.

Item No.18: To consider the question of sending delegations to the international conferences to be held at different places.

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The Commission could not agree to the proposal of the Anthropology Panel for providing special assistance to the teachers of the universities and colleges for attending the international conference to be held in India since assistance for such purposes is already available under the unassigned grant.

Item No.19: To consider the question of publication and fixation of price of the Status report on the Teaching of Sociology and Social Anthropology in Indian Universities and colleges prepared with financial assistance of UGC.

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The Commission desired that as in other such reports, the status report on Sociology may be brought out as a non-price UGC publication.

Item No.20: To consider the recommendations of the Workshop on Teaching and Research in History of Art in Indian Universities.

....

The Commission desired that the report and recommendations of the Workshop on teaching and research in History of Art may be forwarded to the Ministry of Education where an expert group is examining the matter in depth.

Item No.21: To receive a note on the question of prescribing minimum qualification for the recruitment to the post of Lecturers in the Central Universities.

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The Commission regretted to note that it had not been possible for all the Central Universities to prescribe the qualifications for recruitment

to posts of Lecturers as prescribed by the U.G.C.

/time

The Commission desired that Regulations may be framed under the UGC Act prescribing the qualifications for Lecturers and while communicating these Regulations to the Universities, it may be brought to the notice of the Universities that if a University violates these Regulations, recourse would be taken by the Commission under Section 14 of the UGC Act. In the meantime, it may be impressed upon the Universities that they should prescribe the qualifications for recruitment to the post of Lecturers as notified by the U.G.C from time to time within a period of 3 months by which it is expected that the Regulations would be issued.

Item No.22: To consider proposal of the Delhi University for the construction of (i) second floor on the Arts Faculty extension building and (ii) construction of Seminar halls.

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The Commission accepted the proposal of the Delhi University for the extension of the Arts Faculty building at an estimated cost of Rs.133 lakh funds for which would be provided from within the V Plan allocation of the University. As regards the extension to the Student's Union building, the Commission desired that further information may be obtained from the University in the light of the discussion at the meeting.

Item No.23: To consider the proposal of the Jawaharlal Nehru University to the sanction of four posts of Fellows and four posts of Associate Professors in its School of Life Sciences.

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The Commission agreed that the proposal made by the Jawaharlal Nehru University regarding adjustment of four Fellows already appointed and requirement to additional posts may be accommodated within the existing sanctioned strength (non-plan and plan) of the Departments i.e seven Professors, ten Associate Professors and five Assistant Professors. The Commission could not however agree for additional posts for the School of Life Sciences during the current Plan period.

Item No.24: To consider further the proposal of the Mysore University for additional grants to the Institute of Development Studies during the Vth Five Year Plan.

....

The Commission desired that the proposal may be examined by a Committee.

Item No.25: To consider a proposal from Magadh University for establishment of Centre for Developmental Studies.

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The Commission desired that the proposal of the Magadh University may be examined with the help of a Committee.

Item No.26: To consider the report of the Committee appointed by the UGC to examine the proposal of Utkal University for the establishment of a Centre of Regional Studies.

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The Commission desired that the proposal now received from the Utkal University may be referred to the Convener of the panel concerned.

Item No.27: To consider the report of the Committee appointed by the UGC to report on the proposal of the Deptt. of Economics, Osmania University, under the University Leadership Project.

....

The Commission agreed in principle to invite the Department of Economics, Osmania University, for participation in the University Leadership Programme in Economics. The University may, however, be requested to indicate if it has implemented or agrees to implement the recommendations of the UGC Panel on Economics regarding modernisation of courses.

Item No.28: To consider the proposal of Allahabad University for additional grant for the Department of Defence Studies during the 5th Plan period.

....

The Commission accepted the proposal of the Allahabad University for providing a post of Professor, two Junior research fellowships (at any given time) and a grant of Rs.50,000 for equipment and books for the Department of Defence Studies within the allocation made to the University during the V Plan period on usual terms.

Item No.29: To consider the proposal of Sambalpur University for change of specialisation for the post of Professor sanctioned for the Department of Economics from Econometrics or Mathematical Economics and Pure General Economics.

....

The Commission accepted the proposal of Sambalpur University for change of specialisation for the post of Professor sanctioned for the Department of Economics and agreed that it may be kept open.

Item No.30: To consider the proposal of Bhagalpur University for keeping the post of Professor as open for the Physics Department for V Plan.

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The Commission accepted the proposal of Bhagalpur University for keeping the post of Professor sanctioned for the Department of Physics as open but in an area of specialisation other than that of the existing Professor.

Item No.31: To consider the proposal of the Jabalpur University to convert one of the Study Centres as a Laboratory.

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The Commission regretted its inability to accept the proposal of Jabalpur University to convert one of the Study Centres as a Laboratory.

Item No.32: To consider the proposal of Sardar Patel University for the purchase of an Electron Microscope as a Central facility.

....

The Commission agreed to provide a grant upto Rs.20 lakhs to Sardar Patel University for purchase of an electron microscope as a Central facility. With the acquisition of the new electron microscope the university would surrender the existing electron microscope and this would be transferred to some other University in need of that facility.

Item No.33: To consider the report of the Fifth Plan Visiting Committee for postgraduate Colleges of Poona University.

....

The Commission desired that the assistance to be provided for the postgraduate departments of the Colleges of Poona University may be further examined keeping in view the norms prescribed by the Commission and the potentiality of the Colleges to fulfil these during the course of the next three years.

Item No.34: To consider the proposal of Chikkaiah Micker College, Erode for Utilising the residential flats of the teachers as hostels for undergraduate and postgraduate students.

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The Commission accepted the proposal of Chikkaiah Micker College, Erode, for utilising the residential flats of the teachers as hostel for undergraduate and postgraduate students. The pre-university students would not be eligible for accomodation in such hostels.

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Item No.35: To consider certain establishment matters of the U.G.C.

- (i) Relaxation of age limit provided in the cadre & Recruitment Rules for "direct recruitment" for departmental candidates.
- (ii) Amendment of the Cadre and Recruitment Rules of the post of Lower Division Clerk in the Office of U.G.C.

....

(i) The Commission could not agree to the relaxation of age limit provided in the Cadre & Recruitment Rules for "direct recruitment" for departmental candidates. The Commission, however, decided that the maximum age for "direct recruitment" to the post of Junior Statistical Officer may be prescribed as 40 years.

(ii) The Commission approved the revised Cadre and Recruitment Rules of the post of Lower Division Clerk in the UGC as per Appendix III.

Item No.36: To note the date and place for the next meeting of the Commission.

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It was noted that the next meeting of the University Grants Commission will be held in New Delhi on August 14, 1978.

Item No.37: To consider the recommendations of the Working Group on the criteria for the evaluation of colleges.

....

The Commission noted the recommendations of the Working Group on the criteria for the evaluation of colleges and agreed with the view that a formal categorisation of colleges by a central agency would neither be feasible nor desirable. It was agreed that the proforma suggested for self-evaluation by colleges may be suitably modified to be made comprehensive and multi-purpose in the light of discussion and comments, if any, from the members of the Commission.

Item No.38: To consider the request made by the Hyderabad University to Pay T.A for the distance over and above 300 k.m at the rate of 2nd class railway fare both ways to the candidates who are called for written test/viva voce for admission to various postgraduate courses.

....

The Commission agreed that all qualified candidates who come to Hyderabad to appear at the written test/viva-voce for admission to the postgraduate courses may be paid T.A for the distance over and above 300 k.m at the

rate of 2nd class railway fare (both ways) and in all such cases the fare for the first 300 k.m each way shall be borne by the candidates themselves. This may be made applicable to all universities.

Item No.39: To consider a proposal from the University of Roorkee regarding starting of postgraduate diploma course in Television Engineering from July every year instead of January as earlier approved.

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The Commission accepted the proposal of the University of Roorkee for starting postgraduate diploma course in Television Engineering from July every year instead of January as earlier recommended.

Item No.40: To consider a proposal received from Patna University for permission to approach Ford Foundation, U.S.A for setting up a Water Resources Studies Programme at Bihar College of Engineering, Patna.

....

The Commission desired that the proposal of Patna University for permission to approach Ford Foundation may be further examined keeping in view the scope of the programme and facilities available for similar programmes in other universities and authorised the Chairman to take a final decision in the matter.

Item No.41: To consider the proposals from the following Universities for the establishment of Resource Centres under the Centre of Adult and Continuing Education:

- (i) Panjab University-Regional Centre.
- (ii) Kashmir University-State Centre
- (iii) Sri Venkateswara University - State Centre.

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(i) (ii) &
(iii) The Commission accepted in principle the proposal of the Panjab University, Kashmir University and Sri Venkateswara University for setting up Regional/State Resource Centres and desired that the grants/may be paid to the Universities be determined in consultation with the Ministry of Education, keeping in view the special requirements of the Universities. In this connection, the Commission was of the view that before the Resource Centres are set up, it may be ensured that the State Government gives a commitment to use the material that may be produced by the Centre and that the University itself has undertaken or proposes to undertake the programme for use, testing and evaluation of the material produced and for training programmes.

Item No.42: To consider the proposal of the Head of the Department of Economics, Calcutta University for change of specialisation of the post of Professor and Reader sanctioned by the Commission under II Priority during V Plan.

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The Commission accepted the proposal of the Calcutta University for keeping the post of Professor and Reader sanctioned for the Department of Economics as open.

Item No.43: To consider a reference from Ministry of Education & Social Welfare regarding a proposal of the Department of Mines, Ministry of Steel and Mines Government of India for the award of scholarships by the Geological Survey of India to outstanding students of universities at the M.Sc or equivalent level in Geology.

....

The Commission welcomed the proposal of the Department of Mines, Ministry of Steel and Mines, Government of India for the award of Scholarships by the Geological Survey of India to outstanding students in the Universities at the M.Sc or equivalent level in geology. The Commission also welcomed the proposals made by the Group with regard to exchange of personnel between the S.S.I and the Universities and for taking up joint collaborative research projects.

Item No.44: To consider a proposal received from Ravi Shankar University Raipur for setting up a postgraduate Department of Geology in the University.

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The Commission desired that the Government of Madhya Pradesh be requested to indicate the steps taken by it to provide necessary financial support to the Department of Geology, Saugar University and other Universities in the State before the Commission could consider the present proposal of Pavi Shankar University.

Item No.45: To consider the question of development of bilateral academic links in Humanities and Social Sciences under the Indo-British Universities Collaboration Programme.

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The Commission desired that a Committee may be appointed to consider the suggestions of the British Council to identify the areas in Humanities and Social Sciences and institutions for development of bilateral academic links under the Indo-British Collaboration Programme.

Item No.46: To consider the recommendations made by the Committee on New Universities and Post-graduate Centres.

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The Commission accepted the recommendations of the Committee on New Universities and Post-graduate Centres as indicated in Appendix-IV

R.K.Chhabra
Secretary

Satish Chandre
Chairman.

UNIVERSITY GRANTS COMMISSION

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Cadre and Recruitment Rules.

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|---|---|
| 1. Name of Post | Lower Division Clerk |
| 2. No.of posts | 92 |
| 3. Scale of pay | Rs.260-6-290-EB-6-326-8-366-EB-8-390-10-400 |
| 4. Whether selection or non-selection | Not applicable |
| 5. Age limit for direct recruitment | i) 25 years on the 1st of January of the year in which the applications are invited by the Staff Selection Commission.

ii) 25 years on the date on which the list of suitable candidates is sponsored by the Sub-Regional Employment Exchange or on the closing date for the receipt of application through advertisement. |
| 6. Educational and other qualifications for direct recruitment. | i) Matriculation or its equivalent examination
ii) Minimum speed of 30 w.p.m in typewriting. |

Provided that a physically handicapped person who is otherwise qualified to hold a clerical post but does not possess the said qualification in typewriting may be appointed and granted exemption subject to the condition that the Medical Board attached to the special Employment Exchange for the Physically handicapped or where there is no such Board, the Civil Surgeon declares him to be permanently unfit to pass the typewriting test because of physical disability.

* Provided further that a person appointed on the basis of Competitive examination limited to Departmental Group 'D' employees not possessing the said qualification may be appointed subject to the condition that the person so appointed will have to pass the same within a period of two years from the date of appointment failing which he shall be reverted to his substantive appointment or temporary post held by him before his appointment to the cadre of Lower Division Clerk and until that time he will not be eligible for drawing annual increments in the pay scale.

7. Whether age and qualifications prescribed for direct recruitment would apply in the case of promotees. No applicable
8. Period of Probation 2 years
9. Method of recruitment
- i) By direct recruitment 90%
To be drawn from the Staff Selection Commission without any further written Examination/interview, failing which by direct recruitment through Employment Exchange or by advertisement, as may be decided, on the basis of written examination interview.
 - ii) By competitive examination 10% **
Limited to departmental Group 'D' employees possessing the prescribed qualifications under Column 6 with 2 years continuous regular service as a Group 'D' employee.
10. Composition of the Selection Committee, if any
- a) One Member of the Commission
 - b) Secretary, UGC
 - c) One outside expert nominated by Chairman
 - d) One Officer of the Commission nominated by the Chairman.
 - e) Divisional Head Incharge of Administration.

* Applicable to fresh Group 'D' appointees after the notification of the Cadre & Recruitment Rules.

- ** 1. In the even of non-availability of departmental candidates, the reservation will not be carried forward but the vacancies will be filled by appointment of qualified candidates available through direct recruitment as at 9(i)
2. The qualified departmental candidates will en-block be junior to the qualified candidates available under direct recruitment as at 9(i) in a recruitment year.

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The recommendations made by the UGC Standing Committee on New Universities and University Centres at the meeting held on July 12, 1978 as accepted by the Commission.

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Item No.1 To consider a proposal from the Government of Himachal Pradesh for the establishment of separate University of Agricultural Science and Technology in Himachal Pradesh.

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The Commission accepted the proposal of the Government of Himachal Pradesh for the establishment of Himachal Pradesh Agricultural University at Palampur with a second campus at Solan.

It was noted that the establishment of the new agricultural University in Himachal Pradesh would only satisfy Rule 2(i) of rules framed under Section 12-A of the UGC act for declaring it fit to receive grant from Central Government etc. The State Government will, however, satisfy the other conditions as laid down in these rules before it could be declared fit in pursuance of the Section 12-A of the UGC Act. The state Government may be advised to consult the University Grants Commission and the I.C.A.R in framing the Himachal Pradesh Agricultural University Bill before it is enacted and also for the amendment which may be necessary in the existing Act of the Himachal Pradesh University.

Arising out of the discussions it was desired that the University Grants Commission might set up a Joint Committee of the University Grants Commission & Indian Council of Agricultural Research with a view to advising it on redefining the functions and linkages between the general types of universities and the agricultural universities to develop integrated inter-disciplinary approach and Promote regional development.

Item No.3 To consider the proposal from Gujrat University for the establishment of Centres of Postgraduate Studies at (i) Patan and(ii) Bhuj.

Item No.4 To consider the proposal from Guru Nanak Dev University, Amritsar for the establishment of Centre of Postgraduate Studies at Jullunder.

Item No.5 To consider the proposal of Magadh University for the establishment of a Centre of Postgraduate Studies at Arrah.

Item No.6 To consider a proposal from Marathwada University, Aurangabad for the establishment of a Centre for Postgraduate Studies at Nanded.

Item No.7 To consider further the proposal from Calicut University, regarding Centre for Postgraduate Studies at Tellicherry.

The consideration of these proposals was postponed in view of the fact that there was need for rethinking to define the scope and role

of university centres for postgraduate studies at various places. It was recommended that the University Grants Commission may review the whole question with the help of a sub-committee, and in the mean time Universities be informed of this.

Item No.9 To consider the report of the committee set up by the Commission to declare Kakatiya University, Warrangal, fit to receive assistance from the Central sources in terms of rules framed under Section 12-A of the UGC Act.

The Commission accepted the recommendation of the Committee that the Kakatiya University be declared fit under Section 12-A of the University Grants Commission Act, provided that the State Government/University amends the Act/Statutes of the University as suggested and also that the assistance from the Commission for the development of the Departments would be provided only after the State Government has actually created assets of Rs. 2 crores as envisaged in the Rules.

(Annex.)

Item No.10 To consider the report of the Committee set up by the Commission to declare Nagarjuna University, Guntur, fit to receive assistance from the Central sources in terms of rules framed under Section 12-A of the UGC Act.

The Commission accepted the recommendations of the committee, that the Nagarjuna University be declared fit under Section 12-A of the UGC Act, provided that the State Government/University amends the Act/Statutes of the University as suggested in Annexure and also that the assistance from the Commission for the development of the Departments would be provided only after the State Government has actually created assets of Rs. 2 crores as envisaged in the Rules.

The State Government representatives in future for such committees may be associated with as an advisor.

It was suggested that in the case of universities set up with the concurrence of the University Grants Commission it may be examined if, such universities could be declared fit to receive assistance for specified proposals e.g Faculty Improvement Programme (Teacher Fellowship; Research Projects, Cultural Exchange Programmes and award of Fellowships only.

PROPOSED AMENDMENTS TO ACT AND STATUTES

A C T

(i) Section 26 of the Act provides as follows:

"The University shall not divert earmarked funds for other purposes, or revise the scales of pay of its staff or implement any scheme which involves any matching contribution from the Government or which imposes a recurring liability on the Government after the assistance from the sponsoring authority ceases, without the prior written approval of the Government.

Provided that the Finance Committee may authorise the creation and filling up of posts of teachers for a period not exceeding one year, but any such post shall not be continued or created afresh for any period beyond the said period of one year without the prior approval of the Government"

Normally, such provision does not exist in the Acts of the Universities. But keeping in view the fact that the entire expenditure of the University is met by the State Government, it may be necessary to provide for some checks for the additional expenditure that may be incurred by the university. It is however suggested that instead of providing this in the Act, the powers of the Finance Committee may be suitably enhanced to cover the points which the State Government have in view.

(ii) Section 28 provides the manner in which the Statutes could be framed. Normally, a provision is made that the Statutes approved by the Executive Council would not become effective unless it has been approved by the Chancellor. While this provision has been made that the prior approval of the Government is necessary before the Syndicate can make new statutes or any addition to the first Statutes. Since every Statute or addition to the Statutes etc. shall require the approval of the Chancellor, who may assent thereto or withhold assent therefrom or remit the same to the syndicate for reconsideration such a condition of prior approval of the Government is not necessary.

The existing provision would infringe the autonomy of the University and thus be deleted.

(iii) Section 37 of the Act provides as follows:

"The Government shall have power to make regulations regarding the classification, methods of recruitment, conditions of service, pay and allowances and discipline and conduct of the members of the teaching and non-teaching staff of the affiliated and oriental colleges".

This power should not be vested with the Government and a provision could be made that these would be provided through Statutes. Provision may be made to enable the University to frame Statutes/Ordinances to cover the points referred to in Section 37 and that further it should be so provided that this may become a condition of affiliation or grant in aid to the college.

S T A T U T E S

Statute I: This statute provides for the terms and conditions of the Vice-Chancellor, and has amongst others the following provisions:

"The Vice-Chancellor shall not be removed from his office except by an order of the Chancellors passed on the ground of misbehaviour or incapacity or after due inquiry by such person who is or has been a Judge of a High Court or the Supreme Court as may be appointed by the Chancellor, in which the Vice-Chancellor shall have an opportunity of making his representation against such removal".

This provision in the Statute may be deleted as it is derogatory to the status of the Vice-Chancellor of a University.

Section 10(1) of the Act provides that the Vice-Chancellor shall be appointed by the Chancellor in such manner as may be prescribed by the Statutes. No Statute to this effect has so far been made. The University may be advised to do so on the lines suggested in the report of the Committee on Governance of Universities.

Statute (3) provides for the appointment of a Finance Officer and his powers. Sub-clause (g) of this provides that the Finance Officer "may call for explanation for unauthorised expenditure and for other financial irregularities and suggest disciplinary action against persons at fault". This may be amended to read as follows:

"bring to the notice of the Vice-Chancellor any unauthorised expenditure or other financial irregularities and suggest appropriate action being taken against persons at fault".

Statute 4(1) provides for the constitution of the Senate. It is suggested that while constituting the Senate, provision may be made to also include the following:-

- (i) All Heads of Departments.
- (ii) All Professors who are not Heads of Departments
- (iii) Four Readers and four Lecturers by rotation according to Seniority.
- (iv) All Principals of the affiliated Colleges.
- (v) A suitable representative of the non-teaching staff.

Statute 5 The syndicate may consist of the following:

- a. Vice-Chancellor
- b. Pro-Vice-Chancellor if any
- c. Three Deans of Faculty by rotation according to Seniority.

- d. Two Principals of affiliated colleges by rotation according to seniority.
- e. One Professor other than the Dean to be appointed by rotation according to seniority.
- f. One reader to be appointed by rotation according to seniority.
- g. One Lecturer to be appointed by rotation according to seniority.
- h. Four persons to be elected by the Senate from among its own members provided that no employee of the university or employee of the affiliated colleges or non-teaching staff would be eligible for election to the Senate.
- i. Three officers to represent the interests of the Government, nominated by the Chancellor.

Statute 6: Provides for the constitution of the Academic Council. It is suggested that while constituting the Academic Council, provision may be made to also include the following:-

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- (i) All heads of the Departments.
- (ii) All professors who are not heads of Departments.
- (iii) Four readers and four lecturers to be nominated according to seniority.
- (iv) Five Lecturers of the affiliated colleges, to be elected from amongst themselves, on the basis of proportional representation by single transferable vote.

Statute 22: provides for the removal of Teachers. Amongst others, it has been provided that "the removal of a teacher or a member of the academic staff shall require a two-third majority of the members of the Syndicate present and voting".

This may be amended to read as follows:

"the removal of a teacher or a member of the academic staff shall require a two-third majority of the total membership of the syndicate".

Statute 25: Withdrawal of Degrees etc.

The provision relating to withdrawal of degree may be omitted.

Statute 26: Provides for maintenance of discipline amongst students of the University. It is suggested that the rules framed under this either by the Principal or head of an institution or any other person authorised to take disciplinary action, should have the prior approval of the syndicate, in consultation with the academic council

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

(47)

Meeting:

Dated : July 17, 1978

Item No.11: To consider the proposal of Autonomous Colleges of Madurai University - Financial Assistance

The Commission at its meeting held on 16th May, 1977 (Item No. 43) agreed to give its concurrence to the proposal of Madurai University to confer autonomous status on (i) American College, Madurai (ii) Sri Paraskthi College for Women, Courtallam, (iii) Madura College, Madurai and (iv) Lady Doak College, Madurai and agreed to provide assistance to them on 100% basis for purposes of strengthening their faculty and other administrative support required to enable these colleges to function as autonomous institutions for a period of five years in the first instance.

The Government of Tamil Nadu, vide its notification No. GO.MS.No.551 dated 18th March, 1978 has since declared its concurrence to designate the above said four colleges as autonomous colleges in pursuance of the powers conferred under clause 8-A of Section-4 of the amended Madurai University Act. Madurai University has vide its letter No. UGC.3/55 dated April 29, 1978 conferred autonomous status to these colleges from the academic year 1978-79. The University has also intimated that these colleges have agreed to shed the Pre-University classes by the end of the academic session 1978-79.

9-51 The requirements of these colleges for additional staff, books, equipment etc. have been summarised in Annexures-I and II.* The colleges have included among the staff-clerks/Stenographers, Assistants.

12-88 The proposals received from these colleges may be seen at Annexures III to VI.@

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A summary of the financial implications of these proposals is given below:-

Sl. No.	Name of the College	Recurring	Non-Recurring	Total
		Rs.	Rs.	Rs.
1	The American College, Madurai	4,90,500	70,000	5,60,500
2	Sri Parasakthi College for Women, Courtallam	4,86,300	1,01,000	5,87,300
3	Madura College, Madurai	4,16,500	1,09,500	5,26,000
4	Lady Doak College, Madurai	11,48,030	79,700	12,27,730

The matter is placed before the Commission for consideration.

A.S.(D.1)/D.S.(D.1)

SUMMARY OF THE REQUIREMENTS OF STAFF

49

Additional Teaching Staff requirement

Administrative Staff

Clerical

<u>S.No.</u>	<u>Name of the College</u>	<u>1st Yr</u>	<u>2nd Yr</u>	<u>IIIYr</u>	<u>IV yr</u>	<u>V yr</u>		
1.	American College Madurai.	7	-	5	5	5	Two Deans for 1978-79 and then 3 Deans from 1979 onwards. One each for Financial Affairs Academic Affairs. Students Affairs.	Two clerks/Stenogra- phers to assist office of the Dean of Academic affairs. Addl. 4 clerks/steno @ on per every three academic depts.
2.	Sri Parasakthi College for Women, Courtallam	4	4	4	4	4	Two officers i.e Burser and Controller of Exams.	---
		2	2	2	2	2	(Assistant Professors) (Part time teachers)	
3.	Madura College Madurai.	2	2	3	3	3	1-Workshop Technician 2-Tech.Asstt.Grade I-one each for Physics (PG) and and Chemistry (PG) 4-Tech.Asstts.Grade II-one each for Physics, Chemistry & Zoology.	Head Clerk one Jr.Asstt.6 (including one clerk cum typist)
4.	Lady Doak College Madurai.	Under 'Instructional costs' 'Teaching Assistants and teaching aids, books, equip- ment etc. are shown.			Under 'administrative costs' additional staff like Registrar, Burser, Coordi- nator of Students Services Director of Extension Service Administrative Assistant Maintenance Manager, Clerical Assistants, Typist, other office Assistants and Office equipment has been indicated.			

Financial Implications of the Proposals

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S.No	Name of the College	3	I yr	II yr	III yr	IV yr	V yr	Total	Non-recurring	
1	2	4	5	6	7	8	9	10		
1.	American College Madurai.	Accademic Staff	60,000	-	50,000	50,000	50,000	2,10,000	N.R Duplicator & Office Machines	70,000
		Non.Acad.Staff	20,000	30,000	30,000	30,000	30,000	1,40,000		
		Add.salary for Research Prof. (P.G)	4,500	9,000	9,000	9,000	9,000	40,500		
		TA/DA for out- side members of the boards of studies, Accademic Council, General Council.	20,000	20,000	20,000	20,000	20,000	1,00,000		
		Total	1,04,500	59,000	1,09,000	1,09,000	1,09,000	4,90,500		Total R &NR 5,60,500
2.	Sri Parassakthi College for Women, Courtallam	Aca.Staff and on matters connected.	69,100	72,720	74,640	76,560	78,480	3,71,500	Books Equipment	33,000 68,000 1,01,000
		TA/DA to out- siders members of Boards of Studies & Acca. council	10,000	10,000	10,000	10,000	10,000	50,000		
		Non-Acca. Bursar & Controller of Examination.	12,240	12,600	12,960	13,320	13,680	64,800	Total R + NR	
		Total	91,340	95,320	97,600	99,880	1,02,160	4,86,300		5,87,300

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RECURRING

Annexure II

1	2	3	4	5	6	7	8	9	10	666	
3.	Madura College, Madurai.	Academic Staff	27,000	28,400	39,800	41,700	43,600	1,80,500	Equipment Books & Journals	90,000 19,500	Total R * NR
		Non-Academic Technical Staff)	43,000	45,100	47,200	49,300	51,400	2,36,000		1,09,500	5,26,000
		Total	70,000	73,500	87,000	91,000	95,000	4,16,500			
		adm	42,228	42,812	43,396	43,980	44,564	2,16,980			
		Total	1,12,228	1,16,312	1,30,396	1,34,980	1,39,564	6,33,480			
4.	Lady Doak College Madurai	adminis trative Research & Dev. Costs & Faculty Improve- ment.	2,25,550	2,32,550	2,18,830	2,36,310	2,36,790	11,48,030	79,700		12,27,730

I. ACADEMIC PROPOSALS:

A. COURSE ARRANGEMENTS

Each undergraduate major is required to take courses in a Language and English for two semesters, in ethical studies for one semester, in Physical education for two semesters and in order to introduce a liberal arts dimension a course in science or humanities/social science for one semester depending on whether one is a humanities/social sciences major or a science major. These courses will be in addition to many courses in the student's major and related fields spread over six semesters. The normal duration of the undergraduate course will be three years.

Some of the special features of the course arrangements under the different majors are:-

Beyond the core curriculum,

1. a student has options to choose from in his major, thus allowing for some flexibility and student-centredness in education;
2. provision is made for courses of an interdisciplinary nature thus furthering more the object under 1)
3. there is provision also for out-of-major courses to advance special career objectives; and
4. further, each department offers certain needs-oriented courses.

These features attempt deliberately the inclusion of a multi-faceted flexibility in the curriculum and are designed to permit somewhat different streams of students to flow from each major, albeit with strong roots in the major. An expected result would be the improved employability of the College's graduates due to some diversification of training under each major. (For detailed discussion, see "Our Five Year-Plan for Autonomy", part IV).

At the post-graduate level, the courses designed reflect the professional and research character of the education at that level, and students will be trained to become teacher/scholars. There is scope

American College, Madurai

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I. ACADEMIC PROPOSALS:A. COURSE ARRANGEMENTS

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At the post-graduate level, the courses designed reflect the professional and research character of the education at that level, and students will be trained to become teacher/scholars. There is scope

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for specialization in the second year of the two-year programme through course options and research. student seminars are a requirement in each semester.

B. STAFF ARRANGEMENTS

Personnel-planning is important for both participatory management and management by objectives. What follow are the special features of the College's academic man-power planning under autonomy:

1. There can be as many as four research Professors at each P.G. level, among whom the headship of the P.G. Department will rotate. This recommendation will ensure fulfilment of the latest UGC norms for P.G. programmes in colleges.
2. There will be multiple Professors in each Department at the U.G. level along with rotation headships. (Ref. "Our Five-Year Plan for Autonomy", P. 18 a & 19).
3. As suggested by the Visiting Commission each staff member will have 12 contact hours of work per week, the work being calculated as per existing rules for lecture and the laboratory. However, correction of notebooks etc. which are presently counted as work/not been included in this calculation. Thus, 12 hours under autonomy implies 12 contact hours. Correction of notebooks preparation of lecture synopses, work on innovative laboratory experiments and full participation in student assessment are extra work not counted in the workload calculation. So it is emphasised that 12 contact hours does not mean less work than the present 14 hour workload, but in fact much more work for the staff member.

There will be 25% reduction of work for the Head of the U.G. Department and the Research Professors so as to enable them to devote time for administrative/research purposes.

4. Sabbatical leaves for the staff will be encouraged and in this connection advantage will be taken of existing FIP arrangements supported by the UGC.
5. There shall be no retrenchment of permanent staff on account of autonomy and the dropping of the PUC. On the basis of calculations, the college

finds that a small number of staff members is affected in the second year of autonomy, but their services will be required again from the third year. Some special provision similar to provisions under the FIP will be required to take care of these members of staff and prevent their transitory retrenchment. It is to be mentioned that such provision will indeed facilitate the local fulfilment, of the State government's categorical assurances in this regard.

6. Each Department in the college will have its
 - (a) Board of Studies consisting of the Departmental staff, two nominated students and three expert representatives drawn from other institutions.
 - (b) The Board of Examiners for each undergraduate major will consist of all the staff members teaching in the Department plus three external examiners at the rate of one for each year of the U.G. programme.

At the P.G. level, two or three external examiners along with all the course teachers will constitute the Board of Examiners. (For a detailed discussion see "Our Five-Year Plan for Autonomy", P.17, and also part-V).

7. There will be an Academic Council in the College consisting of the entire faculty, a dozen nominated students and subject experts invited from outside (Ref. "Our Five-Year Plan for Autonomy", P.18).

C. SPECIAL DEPARTMENTS/PROGRAMMES

1. The Department of Religious and Ethical studies will have to be recognised as a full academic department as it will be offering for the first time under autonomy, courses for credit like the other academic departments of the College and each undergraduate student is required to take a course in ethical studies in one semester of his undergraduate programme (Ref: "Our Five-Year Plan for Autonomy", p. 12).
2. A similar feature is the requirement that U.G. students must take for two semesters courses in physical education as part of their academic requirements.

These are requirements which are hitherto non-existent under the affiliated college pattern.

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D. ASSESSMENT ARRANGEMENTS

There will be continuous internal assessment of a student's progress in each semester with a final examination. Calculations show that remuneration and TA/DA can be paid for the final examinations at University rates, if fees are collected by the College at the present University Examination fee rates.

II. ADMINISTRATION

A. BLUEPRINT FOR A NEW ADMINISTRATIVE STRUCTURE:

An important feature in the College's proposals for autonomy is the Blueprint for a New Administrative Structure which will ensure the smooth functioning of the College under autonomy and the fulfilment of its goals. The chart on page 7 displays the blueprint.

B. THE DEANS

In the chart, attention needs to be drawn particularly to the suggestion that the Principal at the top of the administrative hierarchy be assisted by three full-time Deans as follows:-

1. The Dean of Financial Affairs and Bursar.

He will be incharge of all matters financial in the college. There is increasing recognition of the full-time character of a Bursar's responsibilities even in an affiliated college. His functions will increase substantially under autonomy because of several new academic roles that an autonomous college has to play. Hence, there is no alternative to this position becoming full-time, and the incumbent will be designated the Dean of Financial Affairs and Bursar in the autonomous College.

2. The Dean of Academic Affairs.

He will be incharge of all matters academic and will assist the Principal in formulating and giving a general sense of direction to the College's academic pursuit, in coordinating interdisciplinary ventures, teaching, testing and evaluation methods, the organisation and conduct of examinations and the maintenance and

distribution of students transcripts. He will also give leadership to the organisation of suitable entrance tests and remedial programmes for the disadvantaged students. It can be seen very clearly that this is also a full-time position and needs to be created under autonomy (For detailed discussion, see "Our Five-Year Plan for Autonomy", p. 15).

3. The Dean of Student Affairs and Vice-Principal.

He will have direct responsibility in all matters pertaining to student life in the College. He will be in charge of orientation and counselling, student union, hostels, scholarship, athletics and discipline. He will have to plan and execute activities for the development of the total personality of the student. This position has also to be full-time in the autonomous college.

The position will be held in rotation among academic men at the level of Professors. The Governing Council will appoint the Deans for a period of three years, renewable if mutually desired. The Deans will teach courses for four hours a week in their respective departments, but will not hold concurrent charge as Head or Chairman of an academic department.

These position have been proposed to be instituted after careful thought and full consideration of the many new tasks of an autonomous college. Hence it is important that these Deanships are accepted without dilution and recognized for full salary support and retirement and other benefits as applicable to the teaching faculty.

C. CLERICAL ASSISTANCE

The office of the Dean of Academic Affairs which will be established in the autonomous college, will have two clerks/stenographers to assist in the many clerical tasks connected with the Dean's office.

Besides, clerical/stenographic assistance will become necessary to the various academic departments in connection with preparation of lecture synopses, typing of question papers and maintenance of departmental student records. While in the first year of autonomy, an additional two clerks/stenographers may be able to provide clerical/stenographic assistance

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to all the departments, from the second year of autonomy, it might be necessary, and so it is proposed, to have four such personnel at the rate of roughly one for every three academic departments.

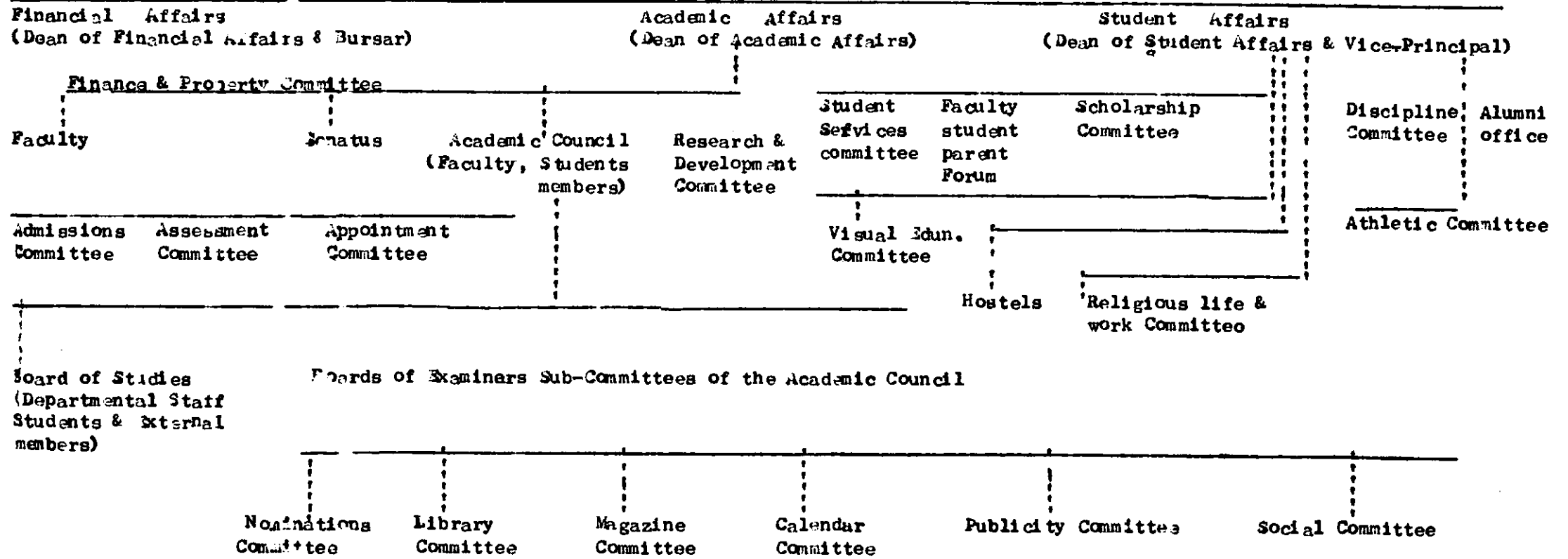
D. SPECIALIZED EQUIPMENT

Besides appointing additional staff, it is also necessary to purchase some office machines such as duplicators and typewriters for assessment/examination work and establish an Inter-com connecting the administration and the various departments to improve case of communication and the work of coordination.

BLUE PRINT FOR A NEW ADMINISTRATIVE STRUCTURE



GENERAL COUNCIL _____ PRINCIPAL
 VICE - PRINCIPAL



1. FINANCIAL IMPLICATIONS

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STAFF PATTERN FOR FIVE YEARS OF AUTONOMY

	Present No. (Approved list)	No. permanent	No. Assignable to PUC work	FACULTY No. eligible for St. supp. ort without PUC	STAFF PATTERN FOR FIVE YEARS OF AUTONOMY				
					1 Yr. with HUC	II Yr. (III Yr. Without	IV Yr. PUC	V Yr.
Principal	1	1	-	1	1	1	1	1	1
Deans	-	-	-	-	3	3	3	3	3
<u>Departments</u>									
Tamil	12	11	3	** 9	12	11	13	13	13
Hindi	1	1	0.25	1	1	1	1	1	1
French	1	1	0.25	1	1	1	1	1	1
English	15	14	4	**11	15	* 12	13	13	13
Mathematics	8	7	1	7	9	8	8	8	8
Physics	16	14	4	**12	17	14	15	15	15
Chemistry	18	14	4	14	20	17	17	17	17
Botany	6	5	1	5	6	7	7	7	7
Zoology	11	8	1	10	12	11	10	10	10
Economics	9	7	0.25	9	8	8	8	8	8
Commerce	7	6	0.25	7	6	6	7	7	7
Ethical Studies	-	-	-	-	1	2	3	3	3
Physical Edu.	2	2	-	2	2	2	2	2	2
Librarian	1	1	-	1	1	1	1	1	1
Totals	108	92	18	90	115	105	110	110	110
No. eli- gible for State Govt. supports of sala- ries	108				108	** 88	** 89	89	89
No. for whom salary support must come from the UGC	-	-	-	-	7	17	21	21	21
Requirement of addl staff as per letter dt.20.6.76					7	-	5	5	5

* The principal of the college has intimated vide their letter dated 20th June 1978 that the Govt. of Tamil Nadu have given protection for all members of staff who were in service on 31.3.1977 vide Go.No. MS.No.871 Edu. dated 12.5.78.

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Note:

* The Department of English has 14 confirmed staff members at present. The workload of the Department would accommodate 12 in the second year of autonomy and 13 from the third year according to present calculations. Hence, two permanent members would be in excess during the second year and one from the third year of autonomy. However, the present Head of the Department would retire in two years. Hence the actual excess staff situation would be transitory just for the second year of autonomy. Since no permanent staff member is to be retrenched, it is suggested that the UGC support the salaries of these two in the transitional year and the State Govt. ensure their service continuity without break with eligibility for increments and other benefits as applicable to the permanent staff in the State-approved list.

** The State Government may not take upon itself any financial burden due to autonomy during the first five years. (Ref: Financial Memorandum in the Amendment to the Madurai University Act). Hence, support from the State can be counted upon for the salaries of only those included in the Govt. approved list. This list is 108 strong at present, but would drop to 88 in the second year of autonomy and pick up to 89 from the third year. There are two important consequences in this connection which need to be noted:

- a) The UGC will have to support the salaries of such of the staff members who are needed by the college workload, but not supported by the State Govt. Since UGC is willing to help strengthen the faculty of an autonomous college for five years on a 100% basis, salary support for the excess staff demanded by the workload, is claimed from the UGC. The numbers involved are respectively 7 in I year, 17 in II year and 21 from III year of autonomy.
- b) It is to be noted that the dropping of the PUC would cause 2 permanent members of staff in Tamil, 3 in English and 2 in Physics to be disallowed by the State Govt. However, according to the workload of the autonomous college, these staff members in excess of the state-approved list would continue in service and be paid by the UGC. All the same, for

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continued enjoyment of their rights and privileges is permanent staff members, the State Govt. needs to assure that these staff members during the period their salaries are paid by the UGC, will be deemed to be in continuous service without break, will continue to enjoy all rights including pension applicable to the permanent staff, and that their services will be continued when the State takes over from the UGC after the first five years of autonomy.

B(1) HEADS UNDER WHICH FINANCIAL ASSISTANCE IS REQUIRED FOR FIVE YEARS OF AUTONOMY

Recurring:

- a) Towards strengthening the Faculty and the New Administrative support (Academic)

This Head will include all salaries of academic and administrative staff not supported by the State Govt. The numbers are shown in the staff pattern, and include the three Deans and the staff of the Department of Ethical Studies.

- b) Towards Administrative support (non-teaching)

This Head will cover the salaries of the newly-appointed clerical/stenographic assistance.

- c) Towards support of Research Professorships (P.G.) and multiple professorships (U.G.).

This Head will cover marginal increments in the salary of those promoted to these professorships.

- d) Towards TA/DA for outside members of the Boards of Studies, the Academic Council and the General Council.

Non-recurring

This one-time expenditure will be towards the

- a) purchase of duplicators and office machines for assessment/examination work.
- b) Installation of an Inter-com-between the Administration and the Departments.
- c) The salaries of two permanent members of staff in English who are found to be in excess just for one transitory year.

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NEW BUDGET

June 20, 1978

Estimates of Recurring and Non-Recurring Expenditure for Five Years of Autonomy - Revised under salary in the light of the new scales.

<u>RECURRING:</u>	<u>I yr</u>	<u>II yr</u>	<u>III yr</u>	<u>IV Yr</u>	<u>V yr</u>
* a) Support for teaching staff salaries	60,000		50,000	50,000	50,000
* b) Support for non-teaching staff-new appointments	20,000	30,000	30,000	30,000	30,000
c)(i)Salary Addl.for Research Prof.(PG) upto 3 R.P in I year, upto 6 in II year for all the three PG Depts.	4,500	9,000	9,000	9,000	9,000
	(only the additional amount to be paid to the appointees taken into account)				
ii)Salary support for Multiple Professorships (UG)calculated for one more per department but this number could be more.	--	--	--	--	--
d)TA/DA for outside members of Boards of Studies, Academic Council General Council.	20,000	20,000	20,000	20,000	20,000
Total Rs.	104,500	59,000	109,000	109,000	109,000

NON-RECURRING

Duplicators, Office Machines	30,000	40,000	--	--	--
Inter-com	--	--	--	--	--
Salary for two members of staff English	--	--	--	--	--
GRAND TOTAL Rs.	134,500	99,000	109,000	109,000	109,000

* Increments in salary not taken into account. Salaries based on State revised scales.

Sd/-
(M. A. THANGARAJ)
PRINCIPAL.

IV. AREAS WHERE AGREEMENT IS SOUGHT

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FROM THE UGC

UGC agreement is necessary for:

-) The college's Plan and programmes for five years of autonomy (Autonomy Report)
-) The staff pattern envisaged for these five years and the financial implications in this regard (p.10 and p.13 of this report),
-) the creation and financial support of Deanships which are proposed as part of administrative restructuring (p.7 of this report)
-) the creation and financial support of
 - a) Research Professorships (P.G.) and
 - b) Multiple Professorships (U.G.) (P.4 of this report),
-) the creation and financial support of the Department of Ethical Studies (p5 of this report)
- 6) the creation and financial support of academic bodies such as the Boards of Studies, the Academic Council and the General Council (p.5 of this report),
- 7) the financial support for clerical staff appointed in connection with autonomous administration (p8 of this report)
- 8) meeting the non-recurring expenditure listed (p13 of this report)

B. FROM THE STATE GOVERNMENT.

1. It may be noted that the out of the 92 permanent members of staff (Teaching), only 85 will be counted by the State Government under its present scheme of assistance, once PUC is dropped. However, the State has given a categorical assurance that no permanent staff member will be affected due to the dropping of the PUC. Hence it is suggested that the State Government agree that the seven permanent persons affected by the dropping of the PUC will be in continuous service without break and will enjoy all rights applicable to the permanent staff, even though the salaries of these persons will be paid by the UGC during the first five years of autonomy.

2) It may be noted that three of the present Professors and Heads of Departments may be appointed as Deans with duties much different. It is suggested that the State Government agree that the service and pension rights of such persons be continued during the period when the Deanships are being supported by the UGC. (first five years of autonomy.)

p.t.o.

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3. It may be noted that several Assistant Professors and Professors may be nominated to become Research Professors in P.G. Departments or one of several Professors in U.G. Departments, and the responsibilities of Head of the Department may rotate among such professors. It is suggested that the State Government agree to continue the service and pension rights of such persons at least at the grade corresponding to the appointment level obtaining at the time of such nomination, during the period when these Research Professorships/U.G. Professorships are supported by the UGC. (first five years of autonomy).

4) Finally, it is suggested that the State Government agree to extend automatically to the autonomous colleges all new rights and privileges granted to non-autonomous aided colleges and their staff from time to time.

In conclusion, it is appropriate to mention that it is important to consider carefully the areas of agreement enumerated in this report and arrive at firm decisions as early as possible. The College would be very happy to participate in any consultation necessary in this regard. It may be noted that it would be very difficult for the college to launch into autonomy without adequate indication of the thinking of the UGC and the State Government, especially on matters of finance beyond the capacity of the College and the continuity of service and other rights of permanent staff members. Some of these questions have been raised with pointed attention because they become visible only on serious thinking such as has gone on at the American College on Autonomy.

p.t.o.

SRI PARASAKTHI COLLEGE FOR WOMEN COURTALLAM

STATEMENT SHOWING THE DETAILED PROPOSAL FOR THE PURPOSES OF STRENGTHENING THE FACULTY AND OTHER ADMINISTRATIVE SUPPORT FOR FIVE YEAR FROM 1978-79 AFTER THE CONFERMENT OF AUTONOMOUS STATUS.

Particulars	78-79	79-80	80-81	81-82	82-83	Total
1	2	3	4	5	6	7
<u>Recurring</u>						
Additional expenditure to be incurred for payment of honorarium to the outside experts to deliver special lectures for the following courses since these courses will be introduced under autonomy as Ancillaries and optionals for various majors under Part I, II & III.	Rs	Rs	Rs	Rs	Rs	Rs
1. <u>For Part I</u>						
i. One assistant Professor for Hindi/Telugu/Malayalam.	8,700	9,180	9,660	10,140	10,620	48,300
<u>Note:</u> For the students who are taking Tamil Language and Literature/English Language and Literature as Major under Part III, Hindi/Telugu/Malayalam is introduced under Part I or II languages. The languages that the students are specialising under Part III need not be repeated under Part I or II						
II. <u>Part III for B.A</u>						
i. Out-side expert to deliver lectures on Tourism. Honorarium Rs.500 per month for 10 months.	5,000	5,000	5,000	5,000	5,000	25,000
<u>Note:</u> Since the college desires to provide courses according to the needs of the area where the college is situated, Tourism is introduced as Ancillary for History and Tamil Majors at B.A level. Courtallam is a growing Tourist centre attracting thousands of						

people by its excellent climate and mighty water falls year after year.

ii. Out-side expert to deliver lectures on Archaeology and temple art etc. Honorarium of Rs.500/- per month for 10 months.	5,000	5,000	5,000	5,000	5,000	25,000
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Note:

Since the college desires to provide courses according to the demands of the society where the college is situated, Archaeology is introduced as special subject for History & Tamil Majors. Tamilnadu in general and south of Tamilnadu in particular is famous for its temples and sculpture. To write the history of India fully and correctly, the study of Archaeology is a must.

iii. One Assistant Professor of Journalism in the scale of Rs.700-40-1100-50-1300	7,000	9,180	9,660	10,140	10,620	46,600
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Note:

Since the college desires to provide courses according to the needs of the time, Journalism is introduced as Ancillary for History, Tamil and English majors. This study will enable the students to gain a wide knowledge in various branches of humanities and sciences and will enable them to become job-makers rather than job-seekers.

	25,700	28,360	29,320	30,280	31,240	1,44,900
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	57,100	60,720	62,640	64,000	66,480	3,11,500
iii. Out-side expert to deliver special lecturers on Herbal Botany. Honorarium Rs.500/- per month for 10 months.	5,000	5,000	5,000	5,000	5,000	25,000
<u>Note:</u>						
<u>are growing in this region. A study of such medicinal herbs</u>	Courtallam where the college is situated is a Mountainous area. Different Medicinal herbs/available here will help the students to do research on important Medicinal herbs, which is the most neglected subject in our country. Therefore realising the importance of this study, the college wants to introduce Herbal Botany for Botany major under the head applied Botany.					
iv. Out-side expert to deliver special lectures on environmental Biology. Honorarium Rs.500/- per month for 10 months.	5,000	5,000	5,000	5,000	5,000	25,000
<u>Note:</u>						
<u>majors</u>	The study of environmental Biology is gaining ground nowadays. Since the college is situated in a rural area, the study of environmental Biology will be very useful. Therefore this is introduced as Ancillary for Botany and Zoology under applied Biology.					
v. Expenditure to be incurred for carrying out the projects to be taken up by the various majors as per the curriculam.	2,000	2,000	2,000	2,000	2,000	10,000
	69,100	72,720	74,640	76,560	78,480	3,71,500

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	69,100	72,720	74,640	76,560	78,480	3,71,500
IV T.A and D.A to be paid to the outside members of boards of studies and Academic council. Since the college is away from cities and towns, experts have to be invited from distant places.	10,000	10,000	10,000	10,000	10,000	50,000
V. Additional expenditure for the appointment of two officers for the college office.						
i. Burzar in the scale of Rs.350-15-500-20-600 plus Dearness Allowance	6,120	6,300	6,480	6,660	6,840	32,400
<u>Note:</u> Since the administrative work load will be increased on account of the conferment of autonomous status, a post of Burzar shall be created to manage the excess work load and to have over all control on the administrative side.						
ii. Controller of examinations in the scale of Rs.350-15-500-20-600 plus D.A	6,120	6,300	6,480	6,660	6,840	32,400
<u>Note:</u> The conferment of autonomy, demands the conduct of examinations by the concerned college. To see to the entire examination work and to see to the functioning of the Boards of Studies and examination committee, the post of controller is needed.						
	91,340	95,320	97,600	99,880	1,02,160	4,86,300



		91,340	95,320	97,600	99,880	1,02,160	4,86,300
<u>Non-Recurring:</u>							
I. Books	- Hindi/Telugu/Malayalam	1,000	1,000	1,000	-	-	3,000
	Dairy Chemistry	2,000	2,000	2,000	2,000	2,000	10,000
	Herbal Botany	2,000	2,000	2,000	2,000	2,000	10,000
	Environmental Biology	2,000	2,000	2,000	2,000	2,000	10,000
II. Equipments	-- Type-writing machine for Journalism and for applied course offered for economics	15,000	-	-	-	-	15,000
	Dairy Chemistry	10,000	5,000	5,000	5,000	5,000	30,000
	Herbal Botany	3,000	3,000	3,000	2,000	2,000	13,000
	Environmental Biology	2,000	2,000	2,000	2,000	2,000	10,000
		-----	-----	-----	-----	-----	-----
	Total	1,28,340	1,12,320	1,14,600	1,14,880	1,17,460	5,87,300
		=====	=====	=====	=====	=====	=====

Sd/-
(S. BAGHIRATHI)
Principal
Sri Parasakthi College
for Women
Courtallam.

4. WORK LOAD AND CLASS STRENGTH

Work Load: The Work Load of Teachers will be fixed strictly in accordance with the norms laid down by the University and approved by the Government. Modifications, if any, ordered by the University and the Government at a future date, will also be followed.

On the basis of these norms no extra staff is required in any department under autonomy except in the department of Physics and the department of History.

a) B.Sc, APPLIED SCIENCES: is a new under graduate course which is proposed to be started and attached to the Department of Physics. In addition to the existing staff one more assistant Professor with Engineering qualifications is required. The Physics Department is fully equiped to start this course.

b) B.A History: Graduate Course in History (B.A History) is proposed to be started. Two assistant professors are required to be appointed one each in the I and III year, respectively.

Financial assistance for supporting the extra staff under (a) and (b) is sought from UGC. The details of the assistance sought are given under "Financial requirement for academic programme"

Class Strength: The number of students admitted to each class in the departments of humanities and sciences will be in accordance with the norms laid down by the State Government. The work load of the teachers is worked on the basis of above criteria. No extra staff is demanded except three assistance professors already pointed out and whenever there is any marginal excess of working hours over the prescribed limit, it is shared among the existing staff.

In addition to the above requirement of three teaching staff, supporting staff like technical and laboratory assistants are needed in order to meet the extra work load that may arise owing to reorganisation of the laboratory practice under the autonomy and introduction of workshop practice both in the Post-graduate and Under graduate programmes. Six laboratory assistants, four for Undergraduate departments and two for the Post-graduate Departments and one Technical Assistant with appropriate qualification will have to be appointed. These details and the financial support needed for this purpose are indicated under "Financial requirement under academic programme."

(5) FINANCIAL REQUIREMENT FOR ACADEMIC PROGRAMME



FINANCIAL ESTIMATE: The Financial Estimates are also revised in accordance with the suggestion of the inspection commissioner of the University Grants Commission which visited us. Only additional finance required for the new courses of history (now raised to major level) and the applied sciences and for the restructuring of the existing courses on a two major basis etc. are included. Our proposals for faculty improvement etc. have been included under the F.I.P/CORSEP and the V Plan submitted to the University Grants Commission.

RECURRING EXPENSES FOR ADDITIONAL STAFF:

Department	First year	Second year	Third year	Fourth year	Fifth year	Total (5 years)	Remarks
History	Rs. 10,000	10,500	21,000	22,000	23,000	86,500	One asstt.prof.at the beginning of I year and one more at the beginning of III year required for upgrading History to Major level.
Physics:Asst.Prof.	10,000	10,500	11,000	11,500	12,000	55,000	Due to introduction of applied science course one Asstt.Prof.with Engineering Qualification and one Workshop Technician.
Workshop Technician (on scale 325-15-550)	7,000	7,400	7,800	8,200	8,600	39,000	
	Rs. 27,000	28,400	39,800	41,700	43,600	1,80,500	

Note: Financial estimates have been further revised to minimise recurring expenses. In view of revision of pay scales as suggested by the UGC, the commitment over years will be great. Hence to reduce expenditure it has been decided to minimise the appointment of Asstt.Professor in the UGC scale 700-40-1100-50-1300-EB-50-1600 and instead appoint technical assistants Gr.I and Gr.II on scales indicated below:

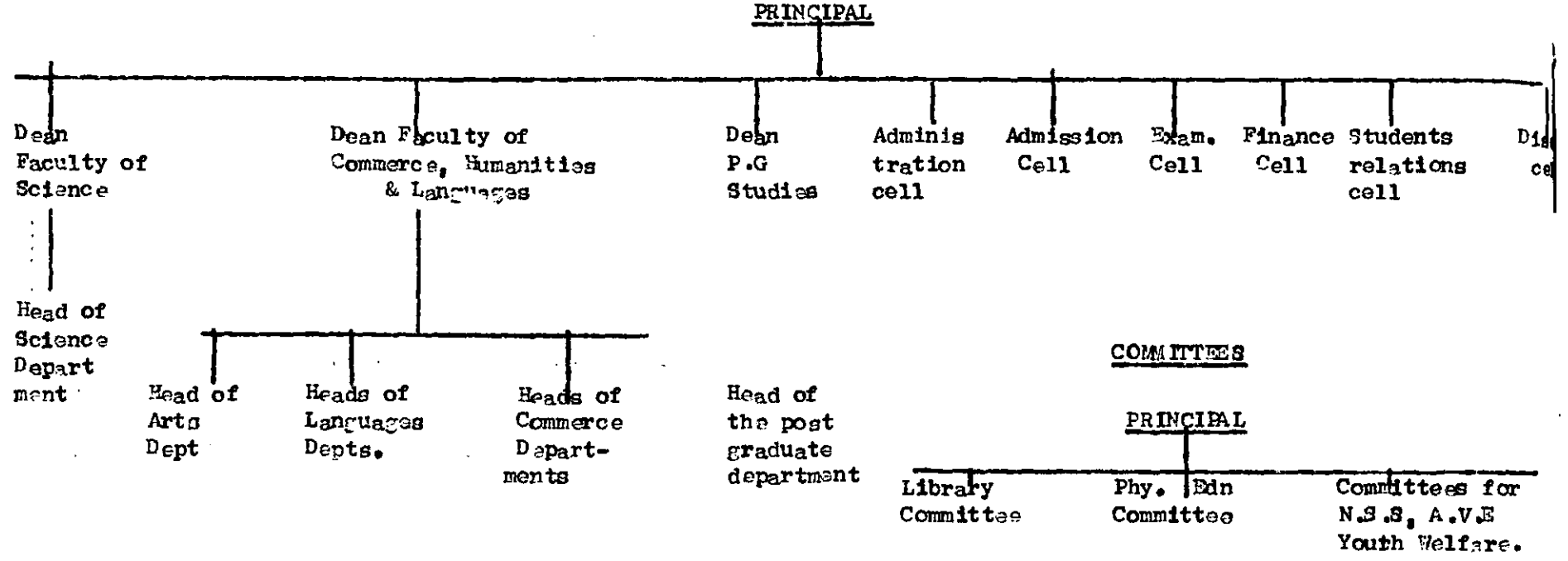
Technical Asstt: * Grade I 400-15-475-27-575-25-650
Grade II 325-15-550

* Subject to revision by the Tamil Nadu Gov.t on the basis of Pay Commission Report.



ADMINISTRATIVE SET UP

PROPOSED ADMINISTRATIVE STRUCTURE



Department	First year	Second year	Third year	Fourth year	Fifth year		Total (5 years)
B/F							1,80,500
Tech. Asstt. Grade I for Physics PG & Chemistry (PG) One for each Deptt. 2 posts Rs.	15,000	15,500	16,000	16,500	17,000	80,000	
Chem(UG), Botany & Zoology Deptt. (1 for each Deptt.) 4 posts Rs.	28,000	29,600	31,200	32,800	34,400	1,56,000	
Rs.	43,000	45,100	47,200	49,300	51,400	2,36,000	2,36,000
						Grand total Rs.4,16,500	

Note: Additional recurring expenses are prepared on the basis of the existing pay scales and allowances of the Tamil Nadu Government.

NON-RECURRING GRANT FOR THE ENTIRE PERIOD OF AUTONOMY:

Department	Equipment	Books & Journals	
APPLIED SCIENCES	History -	6,500	Books and Journals are required for upgrading History to Major Level and for the Applied Science Courses. Additional equipments are required for the applied Science Courses.
	Physics 30,000	6,500	
	Chemistry 20,000		
APPLIED BIOLOGY	Botany 20,000		
	Zoology 20,000	6,500	
	<u>90,000</u>	<u>12,500</u>	
			1,09,500/-
			Grand Total Rs. 5,26,000

A. ADMINISTRATIVE STRUCTURE

The Principal:

The Principal has the task of co-ordinating the various functions of the different organs of the administrative structure. He is the ex-officio chairman of the academic bodies of the autonomous college. In academic matters he shall be guided by a committee of Deans. Various cells constituted for dealing with the problem of admission, discipline etc. and the number of committees in charge of curricular extra and co-curricular activities under his direct control.

Deans:

There shall be three Deans 1) The Dean for the faculties of commerce, of humanities and languages.

2) The Dean for the faculty of Science (U.G level)

3) The Dean for Post Graduate studies.

The deans shall be chosen for each section from among the Heads of departments on the basis of seniority. He is not eligible for reappointment as Dean before the seniority cycle is completed.

Council of Deans:

The Deans shall constitute a Council with the Principal as its Chairman. The Council shall guide and supervise the works of the administrative and examination sections. The Head of the administrative wing namely the Administrative Officer and the Controller of Examination are answerable to this council for their actions. Any policy decision concerning the administration section and examination section are taken in consultation with the concerned Head of the section. Thus the Council of Deans will guide the academic activities of the institution.

Duties of Deans:

- i) He is concerned with admission as a member of the Admission Cell.
- ii) He is concerned with discipline as a member of the Discipline Cell.
- iii) He is also concerned with students' problems as a member of the Student's Relation Cell.

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- iv) He is co-opted as a member of the various committees.(e.g Library, Physical Education etc)
- v) He has to co-ordinate the activities of the various departments under him.
- vi) He has to study the implications, financial or otherwise, of the various innovative schemes for research and academic development proposed by the Head of Departments under him.

N.B The Office of Dean is honorary.

Departments:

In addition to the existing staff, with a view to reduce recurring expenditure by creating new posts of Asstt.Professors under autonomy, it has been decided that, to take care of the routine work of each science department, there shall be a technical assistant. He shall be governed by the rules of the non-teaching staff. He shall be entrusted with the responsibility of maintenance up keep and repair of the laboratory equipment and routine type of work. He will be required to look after the maintenance of the stock etc. in such of these departments where store clerk is not permitted.

The Administrative section:

The Vice-Principal will be ex-officio administrative officer. He will be answerable for all his actions to the committee of Deans with Principal as its chairman. Any policy decision can be taken by the Administrative officer only after the approval of the Committee of Deans. The post carries an honorarium of Rs.150/- per month. He will have a set of office staff to assist him. Their duties are given separately

Duties of the Administrative Officer:

- i) To act as Secretary to the Principal ^{and} to assist him in his administrative work.
- ii) To conduct correspondence
- iii) To attend meetings of Academic Council
- iv) To issue notices to convene meetings of Academic Council and Boards of Studies.
- v) To be incharge of records, seal and other properties.
- vi) Such other duties as may be assigned to him by the Principal.

The Examination Section:

It will be headed by a Controller of Examination. He will be chosen from among the Senior Professors and Heads of departments and shall hold office for 3 years. The post carries an honorarium of Rs.100/- per month. He will be assisted by a set of clerical staff whose duties are clearly defined and given separately.

Duties:

- i) To issue orders of appointments to examiners
- ii) To issue notices to convene meetings of Boards of Examiners.
- iii) To conduct examinations
- iv) To Tabulate and publish examination results
- v) To issue grade certificates to candidates
- vi) To be in charge of all records pertaining to examination.
- vii) Such other duties as may be assigned to him by the Principal.

The Finance Cell:

Accounts Section

The Accounts Section will be headed by a Bursar chosen from among the Professors and Heads of departments. He shall hold office for a period of 3 years. The post carries an honorarium of Rs.100/- p.m. The Bursar will have a separate set of clerical staff to assist him. He is answerable to the Principal and the management.

Duties:

- i) Supervision and control over the accounts section -General, Special, Scholarship and Endowments.
- ii) Preparation of budget
- iii) Preparation of Financial Statement and the Balance Sheet.

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- iv) To assist the Government Auditors and the Statutory Auditor at the time of Audit.
- v) To attend work connected with U.G.C Grant
- vi) Such other duties as may be assigned by the Principal.

B. ADMINISTRATIVE SECTION

Manager:

He will be in overall supervision of the administrative section. He shall be answerable to the administrative officer. In addition to co-ordinating the activities of this section he shall also attend to correspondence of confidential nature. He shall be responsible for the presentation of budget estimates, Consolidation statements leading to balance sheet, and matters relating to U.G.C.

Head Clerk:

He is responsible for the maintenance of the service registers, P.F records and correspondence thereon, supervision of the time table and work arrangement, correspondence to the University, Madurai College Board, and D.C.E Attenders, peons and other lower grade servants are subject to his control and supervision. He shall be in charge of the work connected with the academic council and boards of studies. He will also be in charge of stationery.

Junior Assistant I

Preparation of time table and work allotment, maintenance of attendance and leave registers of the teaching and non-teaching staff, preparation and issue of certificates like T.C, conduct and course certificates etc. Attend to students enquiry, writing of service registers, correspondence with the students and their wards, P.F records preparation and maintenance of final statement.

Junior Assistant 2

Posting of attendance of students of all classes, admission work-maintenance of details regarding the number of candidates applied, selected etc. preparation of statistics regarding the number of O.C, B.C, S.C, candidates applied selected etc. to be furnished to the D.C.E and Government, Admission Register.

Junior Assistant 3:

He shall be the personal steno of the principal, taking notes and typing out letters and communication originating from the administration section. He shall also maintain the inward and outward register and follow up of letters which need reply from various departments and office.

ACCOUNTS SECTION:

Accountant:

He is in overall supervision of the Accounts Section. He shall be responsible for the pre-audit of claims made by the Examiners, members of Boards of Studies, Academic Councils, towards remuneration, D.A, T.A etc. He shall be responsible for the preparation of financial statement.

Junior Assistant 1.

General and Special fee account including cash book writing, Leger posting, Ban reconciliation statement, monthly receipts and payments statement. Preparation of Demand-collection-Balance and tallying Term Fee register with General and Special fee account. He has to complete the cash book posting every day and the Ledger posting and the preparation of monthly statements of Receipts and Payments on or before 10th of succeeding month. For the month of March the work is to be completed before 30th April. Handling of office contingency.

Junior Assistant 2:

Cash books ledger posting and Bank reconciliation statement of scholarship account. Preparation of balance sheet relating to scholarship account. He has to complete the cash book posting then and there without delay and prepare the monthly statements of receipts and payments on or before the 10th of the succeeding month. His services are lent to the Board of Office. In addition to the work given above he is entrusted with the preparation of final accounts of General and Special Scholarship on or before 30th June of every year. He is also in charge of statutory audit work completion which includes preparation of consolidated balance sheet.

Junior Assistant 3:

Collection including the fine collection and attestation, D.F. CR, writing, remitting the cash into Ban, preparation

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of fine statement - Attending to enquiries connected with scholarship, issuing and receiving application forms for scholarship receipt of sanctioned order and deposit the same in the bank, adjustment of scholarship towards term fees, disbursement of scholarship by crossed cheques all correspondence connected with scholarship. Donors scholarship as well as the fee concession namely, 42 M.E 41 (ii)b Military, Political, Burma Repatriate etc., Students Aid Fund, Filing of Donor's Scholarship as well as fee concession form for reference by audit and typing work relating to scholarship.

Junior Assistant cum Typist 4)

Term fee register posting, preparation of salary bill and related individual registers, preparation of salary statement as found in the financial statement. Preparation and typing of monthly P.F and L.I.C statements, issue of salary certificates, typing of bills and disbursement of cheques and typing work relating to accounts department. Preparation of Bills of remuneration and T.A etc for Examiners, Members of Boards of Studies and Academic Council

EXAMINATION SECTION:

Assistant:

General Supervision of the work of the two Junior Asstts. and typinst verification of claims, Drawing of Examination schedule, verification of tabulated marks and results.

Junior Assistant I

Matters relating to

1. Appointment of examiners
2. Convening of the meeting of the Boards of examiners
3. Preparation of time table for examination.

Junior Assistant II

Matters relating to:

- 1) conduct of examinations
- 2) tabulation and publication of results
- 3) preparation of grade certificates
- 4) maintenance of all records relevant to examination section,

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JUNIOR ASSISTANT III (TYPIST)

To attend to all correspondence and typing work

Note: The non teaching staff of the three section shall discharge all the duties mentioned above and also such other duties as may be assigned to them by the principal and the Heads of the respective sections from time to time.

Requirement:

Manager	1
Head Clerk	2 (one to be as Accountant)
Assistant	1
Jr. Assistant	8
Typist	2

Additional posts to be created under autonomy:

Head clerk	1
Junior Assistants	6

STRUCTURE OF ADMINISTRATIVE SECTION

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GENERAL ADMINISTRATION

ADMINISTRATIVE OFFICER

Manager

Head Clerk

Jr. Asstt. I

Jr. Asstt. II

Jr. Asstt. III

Note: All the Junior Assistants are also expected to do typing work.

ACCOUNTS SECTION

Bursar

Accountant (Head Clerk's Scale)

Jr. Asst. I

Jr. Asst. II

Jr. Asst. III

Jr. Typist-cum-Asstt. IV

EXAMINATION SECTION

Controller of Examinations

Assistant

Jr. Asst. I

Jr. Asst. II

Typist

Lady Doak College, Madurai

FINANCIAL IMPLICATIONS OF AUTONOMY
AND DISCONTINUANCE OF THE PRE-UNIVERSITY COURSE

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I. The Autonomy minimum operational costs, both recurring and non recurring, are categorised as follows:

- A. Instructional Costs
- B. Administrative Costs
- C. Research and Development
- D. Faculty Improvement

A. INSTRUCTIONAL COSTS: These relate to the Departmental requirements of teaching aid, books and journals, equipment and chemicals, off-campus projects, teaching assistants and additional staff.

B. ADMINISTRATIVE COSTS: With Autonomy, the constitution and convening of the Boards of Studies, Boards of Examiners, setting question papers, valuing answer papers and tabulating marks will all be additional responsibilities at both the departmental and college levels. These responsibilities necessitate additional staff such as Registrar, Bursar, Co-ordinator of Students Services (Dean of Students) Director of Extension Services, Administrative Assistant, Maintenance Manager, Clerical Assistants, Typists, other office Assistants and office equipment.

C. RESEARCH AND DEVELOPMENT: In offering the several new courses under Autonomy, writing of text books, will be necessary. For this and for various faculty and student research projects and the publication of reports of outstanding projects, a moderate sum is budgeted. It is hoped that this requirement will be largely met from special grants available with the UGC for writing and translating text-books and for various research projects.

D. FACULTY IMPROVEMENT: Autonomy will be demanding of the Faculty a higher calibre of training and instruction. Efforts to promote and sustain such quality in the faculty necessitates the organising on campus as well as elsewhere in the country short term courses, workshops, and seminars. It is hoped that it would be possible to secure much of the financial assistance from the U.G.C towards this.

II. PRE-UNIVERSITY COURSE:

The discontinuance of PUC from 1979 and the corresponding loss of revenue are unavoidable following the introduction of the 10+2+3 pattern of education in the state. The loss of revenue consequent to the shedding of P.U.C (Special fee, tuition fee compensation from the Government and establishment charges from resident students) is estimated to be Rs.1,15,000/- per year from 1979.

REVISED BUDGET PROPOSALS - AN ABSTRACT

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LADY DOAK COLLEGE, MADURAI

	I year 1978-79 Rs	II year 1979-80 Rs	III year 1980-81 Rs	IV year 1981-82 Rs	V year 1982-83 Rs	Total Rs
A. <u>INSTRUCTIONAL COSTS</u>						
Recurring	98,550	99,550	85,830	80,810	79,290	4,44,030
Non-recurring	11,300	5,700	5,100	-	25,000	47,100
B. <u>ADMINISTRATIVE COSTS</u>						
Recurring	45,00	51,000	51,000	73,500	73,500	2,94,000
Non-recurring	22,400	10,200	-	-	-	32,600
C. <u>RESEARCH & DEVELOPMENT</u>						
Recurring	20,000	20,000	20,000	20,000	20,000	1,00,000
Non-recurring	-	-	-	-	-	-
D. <u>FACULTY IMPROVEMENT</u>						
Recurring	62,000	62,000	62,000	62,000	62,000	3,10,000
Non-recurring	-	-	-	-	-	-
TOTAL A, B, C & D						
<u>Recurring</u>	2,25,550	2,32,550	2,18,830	2,36,310	2,34,790	11,48,030
<u>Non-recurring</u>	33,700	15,900	5,100	-	25,000	79,700
Total	2,59,250	2,48,450	2,23,930	2,36,310	2,59,790	12,27,730

dy Doak College, Madurai.

AUTONOMY COSTS - ESTIMATE

Revised Budget Proposals Details

Section	I year 1978-79		II year 1979-80		III year 80-81		IV year 81-82		V year 82-83		Total Rec.	Non.Rec.
	Recurring	Non Recurring	Recurring	Non Recurring	Recurring	Non Recurring	Recurring	Non Recurring	Recurring	Non Recurring		
A. INSTRUCTIONAL COST:												
Teaching Aids	4,000	-	4,000	-	4,000	-	4,000	-	4,000	-	20,000	
Books & Journals	43,300	-	38,800	-	31,800	-	26,300	-	24,300	-	1,64,500	
Equipment, Chemicals & Apparatus Off Campus	12,400	11,300	17,900	5,700	12,400	5,100	12,400	-	12,400	25,000	67,500	
Projects	5,250	-	5,250	-	5,250	-	5,250	-	5,250	-	26,250	
Teaching Assistants	10,500	-	10,500	-	10,500	-	10,500	-	10,500	-	52,500	
Addl. Staff due to Autonomy	9,600	-	9,600	-	10,080	-	10,560	-	11,040	-	50,880	
Instructional Materials	13,500	-	13,500	-	11,800	-	11,800	-	11,800	-	62,400	
	<u>98,550</u>	<u>11,300</u>	<u>99,550</u>	<u>5,700</u>	<u>85,830</u>	<u>5,100</u>	<u>80,810</u>	<u>-</u>	<u>79,290</u>	<u>25,000</u>	<u>4,44,030</u>	<u>47,100</u>
B. ADMINISTRATIVE COST:												
Departmental Addl. Staff/ Eqpt.	13,000	13,900	13,000	10,200	13,000	-	13,000	-	13,000	-	65,000	24,100
Exam. Office Staff/ Eqpt.	4,800	1,000	4,800	-	4,800	-	4,800	-	4,800	-	24,000	1,000
Other Admn. Office Staff/ Equipment.	27,200	7,500	33,200	-	33,200	-	55,700	-	55,700	-	2,05,000	7,500
	<u>45,000</u>	<u>22,400</u>	<u>51,000</u>	<u>10,200</u>	<u>51,000</u>	<u>-</u>	<u>73,500</u>	<u>-</u>	<u>73,500</u>	<u>-</u>	<u>2,94,000</u>	<u>32,600</u>
Total A + B carried over	1,43,550	33,700	1,50,550	15,900	1,36,830	5,100	1,54,310	-	1,52,790	25,000	7,38,030	79,600

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B/F 1,43,550 33,700 1,50,550 15,900 1,36,830 5,100 1,54,310 — 1,52,790 25000 7,38,030 79,70

Research and Development

C. Writing Text Books
for courses, Faculty
translation, Faculty
projects, faculty
publications, publi-
cation of outstan-
ding students
projects.

20,000	-	20,000	-	20,000	-	20,000	-	20,000	-	1,00,000
<u>20,000</u>	<u>-</u>	<u>20,000</u>	<u>-</u>	<u>20,000</u>	<u>-</u>	<u>20,000</u>	<u>-</u>	<u>20,000</u>	<u>-</u>	<u>1,00,000</u>

D. FACULTY IMPROVEMENT

M.Phil/Ph.D	30,000	-	30,000	-	30,000	-	30,000	-	30,000	-	1,50,000
Short term courses of less than a month	4,000	-	4,000	-	4,000	-	4,000	-	4,000	-	20,000
Courses of 1-3 months	15,000	-	15,000	-	15,000	-	15,000	-	15,000	-	75,000
Summer Courses (Off-campus)	1,000	-	1,000	-	1,000	-	1,000	-	1,000	-	5,000
Workshop for faculty (30-40 members)	10,000	-	10,000	-	10,000	-	10,000	-	10,000	-	50,000
Faculty seminar	1,000	-	1,000	-	1,000	-	1,000	-	1,000	-	5,000
Faculty Journal	1,000	-	1,000	-	1,000	-	1,000	-	1,000	-	5,000
	<u>62,000</u>	<u>-</u>	<u>62,000</u>	<u>-</u>	<u>62,000</u>	<u>-</u>	<u>62,000</u>	<u>-</u>	<u>62,000</u>	<u>-</u>	<u>3,10,000</u>

2,25,550 33,700 2,32,550 15,900 2,18,830 5,100 2,36,310 — 2,34,790 25000 11,48,030 79,70

2,59,250 2,48,450 2,23,930 2,36,310 2,59,790 12,27,730

7) FINANCIAL REQUIREMENT FOR NON-TEACHING STAFF-ADMINISTRATIVE SET UP

Recurring expenses for additional Non-Teaching Staff and Allowances for Members of Academic Bodies:

Category	No of Posts	First year Rs	Second year Rs	Third year Rs	Fourth year Rs	Fifth year Rs	Total 5 years Rs
1. Administrative Officers Allowance Rs.150 p.m	1	1,800	1,800	1,800	1,800	1,800	9,000
2. Controller of Examinations Allowance Rs.100 p.m	1	1,200	1,200	1,200	1,200	1,200	6,000
3. Bursar, Allowance Rs.100 p.m	1	1,200	1,200	1,200	1,200	1,200	6,000
4. Assistants:(Scale 250-10-300 15-450) Head Clerk's grade.	1	5,000	5,200	5,400	5,600	5,800	27,000
5. Jr. Assistants (Including one Clerk-cum-typist) * Scale 210-5-245-10-325	6	26,028	26,412	26,796	27,180	27,564	1,33,980
		35,228	35,812	36,396	36,980	37,564	1,81,980

II TA, DA for members of Academic councils and board of studies for five years		7,000	7,000	7,000	7,000	7,000	35,000
		42,228	42,812	43,396	43,980	44,564	
						Grand Total	2,16,980

Note: The additional commitments required for the extra Non-teaching staff and for the payment of allowance to members of academic bodies will have to be met by a recurring grant on a cent percent basis atleast for the first five years of autonomy.

* Subject to revision by Tamil Nadu Govt. on the basis of Pay Commission report.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : July 17, 1978

Item No. 12: To consider the recommendation of the Regional Conferences held under College Science Improvement Programme during 1977.

The recommendations of the Standing Committee for the College Science Improvement Programme (COSIP) made at its meeting held on 8-9th September, 1977 were placed before the Commission at its meeting held on 17th October, 1977. The Commission vide its Resolution No. 6(46) dated 17th October, 1977 had accepted, in principle, the recommendations of the Standing Committee for the College Science Improvement Programme and had desired that action may be initiated for implementing the various suggestions made by the Committee.

One of the recommendations (No. 2(i) of the Standing Committee for COSIP is reproduced as under:-

"The Committee stressed upon the needs of availability of appropriate staff, particularly the Coordinators, for implementing the COSIP activities and, therefore, felt that participating staff in the colleges, particularly the Government colleges, should not be transferred unless it was for purposes of promotion or the disciplinary action. Similarly, staff who have contributed in large measure to successful implementation of COSIP activities should be given suitable incentives. In fact, in order to encourage involvement of bright young teachers and students in the development of new methods of teaching, evaluation and new equipment and teaching aids, the scope of the Ph.D. degree should be enlarged to include work involving high quality intellectual effort and creativity in these areas. Universities may be requested to change their Ph.D. regulations appropriately so as to make this possible. The degree may be taken, either in the Education Faculty or in the Science Faculty, depending on the nature of the thesis programme and the earlier degree of the candidate (M.Ed. or M.Sc. as the case may be). Joint thesis advisers may also be encouraged wherever the nature of thesis work so demands".

p.t.o.

(90)

The matter is placed before the Commission
for consideration.

AS (SR.I)/Addl.Secretary

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978

(92)

Item No. 13 : To consider the minutes of the meeting of the Implementation Committee on Examination Reforms held on 3rd May, 1978.

During the close of the Fourth Five Year Plan and in the current plan period, the Commission laid special emphasis on the implementation of various measures of examination reforms with a view to improving the reliability, validity and objectivity of evaluation and with a view to bringing about a closer integration of teaching, learning and evaluation.

The main emphasis has been on the following aspects of Examination Reforms :-

- a) Continuous sessional evaluation as a supplement to the present final examination.
- b) The development of question banks in order to eliminate some of the shortcomings of setting up examination papers and as a means for revision and modernisation of courses of study.
- c) Introduction of grade system instead of the present marking system in order to increase reliability and bring about better comparability among different subjects.
- d) Introduction of the semester system in order to have greater flexibility.

The Commission is also providing financial assistance to the universities for workshops for orientation of teachers and for some core staff for the establishment of examination reform units in the selected universities.

2. The University Grants Commission in August 1972 endorsed the Plan of Action on Examination Reform prepared by an Expert Committee in 1971-72. The Plan of Action was circulated to the universities in August, 1973 and they were requested to give their comments and suggestions on the report and to indicate the steps taken by them to implement the recommendations. An Implementation Committee to advise the Commission on various measures of examination reforms was appointed in March, 1973.

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The various issues involved in examination reforms were also discussed at zonal workshops. These workshops created a greater interest among the universities for undertaking measures of examination reforms and also enabled us to clarify the various issues with particular reference to internal assessment, question banks and grading.

3. According to the information available with the office the present position of the implementation of examination reforms in the universities is as under:-

- a) 67 universities including 14 agricultural/technical universities and 7 institutions deemed to be universities are having a sessional evaluation at different levels. Of these 67 universities and institutions, 46 universities and institutions give a weightage of 25 per cent or more for sessional assessment in respect of some of the courses or all the courses.
- b) question banks have been or are being developed in 19 universities.
- c) Grading system is in operation at 31 universities/institutions.
- d) The semester system is in vogue in 39 universities, 5 institutions deemed to be universities and all the agricultural and technological universities. Some of the Agricultural universities are on the trimester system. However, the unit system of course has been introduced in only about 10-12 universities. In a fairly large number of universities the semester system is being tried out in the professional and specialised courses only.

4. The University Grants Commission Implementation Committee on Examination Reforms recently reviewed the present position in this regard (Minutes at Annexure.) and made the following important observations and recommendations :-

*p 97-102

Sessional Evaluation

- 1) The Committee reiterated its earlier view that marks/grades of sessional assessment and external examination should not be totalled up

In any case, they should be shown separately if for unavoidable reasons they are added for determining aggregate/over-all grade. The name of the college/institute should also be shown in the grade card.

- ii) Since the essence of sessional assessment is that it is open, the scripts should be shown to the students, Grievance machinery should be set up to look into the grievance of students regarding their performance in tests and assignments.
- iii) It is observed that sessional assessment works well in the unitary universities but at undergraduate level it sometimes leads to unhealthy competition among colleges. The Committee again underlined the importance of trying out sessional evaluation at the postgraduate level before it is extended to the undergraduate level in the light of experience.
- iv) Universities where the system of sessional assessment has not yet been introduced or where the system was introduced and given up subsequently may introduce it on an optional basis in the first phase and make it obligatory at a later date.
- v) As regards the question of remuneration for evaluation of the performance of students in sessional assessment, it was pointed out that the problem of examination reform should be delinked from remuneration.
- vi) The problem of having an adequate teacher pupil ratio in order to make the system of sessional assessment functional was also raised. In this connection, it was stressed that the gen Committee's recommendation regarding 40 hours work per week by a teacher should be spelt out so that it could cover both teaching and evaluation. Also the research fellows and associates should be associated with teaching as well as evaluation as indicated in the UGC guidelines for research fellowship and associateship.

Question Banks

- i) The concept of question banks is more relevant at the undergraduate level in the affiliating type of university. There should, however, be no objection if university departments develop question banks at the postgraduate level.

(95)

- ii) It is to be noted that question banks are to be developed by a university on its own keeping in view the objectives of courses of study. Moreover, the development of question bank is not an end in itself. It is to be seen if we have improved upon the existing question papers in relation to well defined objectives like analysis, synthesis, conceptualization, applicati etc.
- iii) The question banks should be released to the students well in time so that they have a better idea of the contents and the underlying objectives of the course. A certain proportion of the questions, say 25 per cent, may also be set from outside the bank. It should also be specified that the questions included in the bank are merely illustrative of a design and that the numerical value might be changed appropriately, whenever necessary.
- iv) A series of workshops should be conducted to discuss the calibre of the question banks.

Grading

- i) For a successful working of the grading system, the Committee emphasised the need for motivating the teachers at the university level through a series of workshops and seminars.
- ii) The universities where grading system has not yet been introduced or where the system was introduced and given up subsequently owing to certain circumstances may introduce grading according to the following pattern so that the teachers and students are oriented to the new system. Grades can be awarded by converting the numerical marks into letter grades by using conversion tables to be worked out by the universities themselves for each subject as indicated in the brochure. In the marksheet/grade card, numerical marks and letter grades may be shown simultaneously. However, such conversion is to be done purely as an interim measure. In course of time numerical marks should be dispensed with. Conversion of numeric

p.t.o.

marks into letter grades would not apply to those universities/institutions where direct letter grading is working successfully.

Semester System

The Committee suggested that for the effective implementation of the semester system, it should be linked with unit courses to enable students to have greater flexibility in the Combination of courses and to offer courses on an inter-disciplinary basis.

5. The Commission may consider the various issues relating to examination reforms with particular reference to:

- a) Problems arising out of the implementation of the system of continuous sessional evaluation at various levels:
- b) Implementation of the grading system on a uniform basis within a region;
- c) Provision of adequate physical and academic facilities for the introduction of the semester system and unit courses; and
- d) Follow-up measures in order to remove the bottlenecks and intensify the efforts towards re-structuring the system of examinations.

DS (PF)/EO(HR)

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UNIVERSITY GRANTS COMMISSION

Minutes of the meeting of the Implementation Committee
on Examination Reforms held on 3rd May, 1978.

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A meeting of the Implementation Committee on
Examination Reforms was held on 3rd May, 1978 at 11 A.M.
at the UGC Office, New Delhi. The following were present:

1. Professor Satish Chandra
Chairman
University Grants Commission
2. Shri Kanti Chaudhuri
Vice-Chancellor
University of Jabalpur
Jabalpur.
3. Dr. R.P. Singhal
Chairman
Central Board of Secondary Education
New Delhi.
4. Professor S.B. Rangnekar
Economics Department
Panjab University
Chandigarh.
5. Professor M.R. Bhiday
Head of Department of Physics
University of Poona
Poona.
6. Professor V. Srinivasan
Head of Department of Chemistry
Indian Institute of Technology
Madras.
7. Shri R.K. Chhabra
Secretary
University Grants Commission
8. Dr. S.C. Goel
Deputy Secretary
University Grants Commission
9. Dr. G.G. Dandapat
Education Officer
University Grants Commission

Special invitees

10. Shri D.V. Urs
Vice-Chancellor
Mysore University
Mysore.
11. Professor S.S. Nigam
Convener
Examination Reform Unit
Saugar University
Sagar.
12. Professor R.P. Bhatnagar
Professor of Education
Meerut University
Meerut.
13. Professor B.N. Chanda
Professor of Mechanical Engineering
Jadavpur University
Calcutta-32.
14. Professor Samir K. Banerji
Professor of Chemistry
Birla Institute of Technology and Science
Pilani.

2. Welcoming the members of Committee, reconstituted recently, Professor Satish Chandra explained the basic philosophy of examination reforms with particular reference to sessional evaluation, question banks and grading. He emphasised that the entire philosophy of examination reform is that one who teaches must evaluate. The purpose of sessional evaluation is not merely to increase the frequency of examinations or to supplement the final examinations by mid-term examinations. The main purpose is to integrate teaching and evaluation and to test those skills and abilities which cannot be tested through a written examination alone at the end of the term or course. The concept of question bank is to utilise the collective wisdom of teachers in framing question items of improved types and properly related to the objectives of the courses. Question banks bring about a better correlation between what is taught and what is to be examined. It is a means of reducing the element of chance and arbitrariness. The philosophy of grading system is to reduce subjectivity and irrationality in the choice of subjects and at the same time bring about better comparability in performance in different

subjects. He stressed that students should be associated with the programmes of examination reforms at different levels so that they are convinced of the benefits of the proposed reforms.

3. The minutes of the last meeting of the Implementation Committee on Examination Reforms held on the 2nd March, 1977 were confirmed. Arising out of the minutes, the following points were noted:-

- (a) It was noted that the question banks collected from the universities had been referred to the convenors of respective subject panels.
- (b) It was noted that as part of the review of the examination reform units set up in the universities, Committees have already visited Calicut and Mysore Universities. Committees have also been appointed to visit Panjab, Andhra, Saugar, Rajasthan and Sardar Patel Universities.
- 4.(a) The Committee noted that 67 universities including 14 agricultural/technical universities and 7 institutions deemed to be universities were having sessional evaluation at different levels. Of these 67 universities and institutions, 46 universities and institutions give a weightage of 25 per cent or more for sessional assessment ~~eight~~ in respect of some of the courses or all the courses.
 - (b) The Committee reiterated its earlier view that Marks/grades of sessional assessment and external examination should not be totalled up. In any case, they should be shown separately if for unavoidable reasons they are added for determining aggregate/overall grade. The name of college/institute should also be shown in the grade card.
 - (c) Since the essence of sessional assessment is that it is open, the scripts should be shown to the students. Grievance machinery should be set up to look into the grievance of students regarding their performance in sessional tests and assignments.
 - (d) It is observed that sessional assessment works well in the unitary universities but at under-graduate level it sometimes leads to unhealthy competition among colleges. The Committee again underlined the importance of trying out sessional evaluation at the post-graduate level before it is extended to the under-graduate level in the light of experience.

- (e) Universities where the system of sessional assessment has not yet been introduced or where the system was introduced and given up subsequently may introduce it on an optional basis in the first phase and make it obligatory at a later date.
 - (f) As regards the question of remuneration for evaluation of the performance of students in sessional assessment, it was pointed out that the problem of examination reform should be delinked from remuneration.
 - (g) The problem of having an adequate teacher-pupil ratio in order to make the system of sessional assessment functional was also raised. In this connection, it was stressed that the Sen Committee's recommendation regarding 40 hours work per week by a teacher should be spelt out so that it could cover both teaching and evaluation. Also the research fellows and associates should be associated with teaching as well as evaluation as indicated in the UGC guidelines for research fellowship and associateship.
5. (a) The Committee noted with satisfaction that the scheme of question banks had picked up further during the year 1977-78. Question banks have been or are being developed in 19 universities.
- (b) The concept of question banks is more relevant at the undergraduate level and in the affiliating type of university. There should, however, be no objection if the university departments develop question banks at the postgraduate level.
 - (c) It is to be noted that question banks are to be developed by a university on its own keeping in view the objectives of courses of study. Moreover, the development of question bank is not an end in itself. It is to be seen if we have improved upon the existing question papers in relation to well-defined objectives like analysis, synthesis, conceptualization, application etc.
 - (d) The question banks should be released to the students well in time so that they have a better idea of the contents and the underlying objectives of the course. A certain proportion of the questions, say 25 per cent, may also be set from outside the bank. It should also be specified that the questions included in the bank are merely

illustrative of a design and that the numerical value and syntax might be changed appropriately, whenever necessary.

(e) A series of workshops should be conducted to discuss the calibre of the question banks.

6.(a) The Committee noted that following the recommendations of the regional workshops on grading held during 1975-76, the grading system was in operation at 31 universities/institutions. Some universities e.g. Bhopal, Jiwaji, Ravi-Shankar and Saugar have given up the grading system.

(b) For a successful working of the grading system the Committee emphasized the need for motivating the teachers at the university level through a series of workshops and seminars.

(c) The universities where grading system has not yet been introduced or where the system was introduced and given up subsequently owing to certain circumstances may introduce grading according to the following pattern so that the teachers and students are oriented to the new system. Grades can be awarded by converting the numerical marks into letter grades by using conversion tables to be worked out by the universities themselves for each subject, as indicated in the brochure. In the mark-sheet/grade card, numerical marks and letter grades may be shown simultaneously. However, such conversion is to be done purely as an interim measure. In course of time numerical marks should be dispensed with. Conversion of numerical marks into letter grades would not apply to those universities/institutions where direct letter grading is working successfully.

(d) The representatives of those universities where grading is in operation may be invited to a seminar for discussion and exchange of views.

(e) The format of a uniform grade card prepared by the Committee appointed for the purpose was considered. The Committee desired that the card should be revised in the light of discussion.

7. It was noted that the semester system was in vogue in 39 universities, 5 institutions deemed to be universities and all the agricultural and technological universities. Some of the agricultural universities are on the trimester system. However, the unit system of course has been

(12)

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introduced in only about 10-12 universities. In a fairly large number of universities the semester system is being tried out in the professional and specialised courses only.

The Committee suggested that for the effective implementation of the semester system, it should be linked with unit courses to enable students to have greater flexibility in the combination of courses and to offer courses on an inter-disciplinary basis. Detailed information may be collected from the universities in this regard.

UNIVERSITY GRANTS COMMISSION

Confidential

(103)

Meeting:

Dated: July 17, 1978.

Item No: 14: To consider the question of extending the period of financial assistance towards core staff and other facilities for examination reform in the universities.

The position regarding the implementation of examination reforms in the universities and the recent decisions taken by the Implementation Committee on Examination Reforms has been reviewed in Item No. of the agenda. In this context the Commission may consider the question of extending the period of financial assistance towards core staff and other facilities for examination reforms in the universities.

The Commission approved a provision of Rs.60 lakhs during the plan period towards implementation of examination reform programmes in the universities. Initially 12 universities were selected under the programme but later on it was desired that the proposal of any university under this programme might be considered within the earmarked ceiling of Rs.60 lakhs (vide Resolution No.7 dated 11th March, 1974 and Resolution No.29 dated 8th July, 1974)

It was considered desirable that monitoring units be established in universities which have either ongoing programmes of examination reforms or have taken firm decision to introduce specific measures of reforms suggested in the Plan of action. The monitoring units were to function essentially as service units under the academic guidance of a Committee of the University concerned. The following functions were visualised for the monitoring units:

- a) Collect data to evaluate internal assessment schemes and other examination reform measures.
- b) Monitor information to the academic community as a feedback.
- c) Standardise procedures for moderation or scaling of internal assessment scores.
- d) Analyse examination results and prepare reports.
- e) Organise workshops, seminars, training programmes etc. on topics relating to examination reform.
- f) Publish material on topics like grading of students, scaling procedures for moderation of internal examination marks, maintenance of cumulative records of students' achievements etc.

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- g) Review standards of education and examinations in different courses.

The Commission agreed to provide assistance for the establishment of monitoring units (1 coordinator, 1 Statistician, one Steno-typist and one L.D.C) and other facilities e.g seminars, workshops, books, equipments, contingencies etc. on 100% basis subject to a ceiling of Rs.5 lakhs for the plan period.

Assistance is being provided to the following 15 universities for the establishment of monitoring units and other facilities (details are given in Annexure .*) Andhra University, Banaras Hindu University, Calicut University, Gauhati University, Jabalpur University, Karnatak University, Madras University, Panjab University, Poona University, Rajasthan University, Sardar Patel University, Saugar University, S.N.D.T Women's University, South Gujrat University and Mysore University.

The work of the units was to be assessed at the end of two years from the date of establishment. The review committees have already visited Calicut and Mysore Universities and their reports have been submitted to the Commission. The work of review is expected to be completed during the current year.

The assistance of the Commission was available for the period ending 1978-79. Since the programme was of an experimental nature the State Governments were not consulted either regarding the establishment of the units or for taking over the facilities after assistance of the Commission ceases.

The Commission may consider if the period of assistance may be extended upto 31st March 1981 on the existing terms and conditions and in the meantime, the work of reviewing the units and consulting the State Governments be completed.

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1. Andhra University:

- (1) Assistant Registrar / Coordinator One
 - (2) Statistician One
 - (3) Junior Stenographer One
 - (4) L.D.C One
- (Details of other items called for)

2. Banaras Hindu University:

		<u>Estimated Expenditure during V Plan</u>	
A.	Asstt. Registrar (Rs.700-1300)	One	0
	Statistician (Rs.560-900)	One	0
	Typist (Rs.260-450)	One	0
	Jr. Clerk (Rs.260-450)	One	0
			Rs. 1,30,000
B.	Stationery & Printing		21,000
	TA/DA to experts & Training		70,000
	Books & Journals		14,000
	Contingencies & Misc.		10,000
	Furniture & Equipment		25,000
			<u>1,40,000</u>

Total A & B = Rs. 2,70,000/-

3. Calicut University

A.	Workshop		23,050
B.	Follow-up Programme on Examination Reforms		19,103.67
C.	<u>Staff</u>		
	Academic Officer	One	
	Statistician	One	
	Assistant Gr.II	One	
D.	<u>Workshops:</u>		
	a) Developing question banks	0	
	b) Training of Teachers	0	
	c) Improvement of teaching and training of teachers in modern methods of evaluation.	0	1,00,000
E.	Books & Journals		25,000
F.	Equipment & Misc. Expenditure		25,000

(100)

4. Gauhati University:

(1) Staff for two years:

- a) Coordinator/Asstt. Registrar
- b) Statistician
- c) Steno-typist
- d) L.D.C

One 0
One 0Rs. 60,000
One 0 (for two years)
One 0

(2) Development of Question Banks

1,50,000

(3) Publication & Printing

15,000

(4) Postage & Stationery -----

15,000
2,40,000

5. Jabalpur University:

Recurring:

- 1. Assistant Registrar (Rs.400-950)
- 2. Stenographer (Rs.280-400)
- 3. U. D. C (Rs.205-375)

One
One
One

Non-recurring

- 4. Almirah
- 5. English typewriter
- 6. Workshop on Grading

1,000
4,000
7,600

6. Karnatak University

Recurring

Coordinator
(Scale Rs.400-950) -----

One

Non-Recurring:

Workshops for the development of
question banks, internal assessment
& grading etc.

1,00,000

Furniture & Equipment

40,000

7. Madras University:

(1) Staff for Unit

Estimated Expe-
diture for 3 y

- (a) Coordinator
(Rs.700-1300)
Special Officer to be designated as
Coordinator.

One 53,424.00

- (b) Statistician
(Rs.625-850)

One 39,613.50

- (c) Steno-Typist One 20,604.60
(Rs.210-420 plus steno allowance)
- (d) L.D.C 19,704.60
(Rs.210-420 plus typewriting allowance)

(2) Unit on Question Banks:

- (e) Special Assistant One 41,058.00
(Rs.600-900)
- (f) L.D.C One 19,704.60
(Rs.210-420 plus typewriting allowance)

(3) Orientation Courses on Grading and changed structure of question paper at three centres, Madras, Tiruchirapalli and Coimbatore. 60,000.00

(4) One week training courses in two centres in 1976 and in four centres in 1977 and 1978 one Semester System. 1,50,000.00

(5) Non-Recurring cost of maintaining question baks. 1,00,000.00

Total
or say Rs. 5 lakhs 5,04,109.30

(6) Workshop on Grading Special Grant 19,000.00

3. Panjab University:

Estimated cost for V Plan.

Staff:

- (1) Asstt.Registrar One
(Rs.400-950)
- (2) Statistician One
(Rs.400-950)
- (3) Steno-typis One
(Rs.145-300)
- (4) L.D.C One
(Rs.110-250)

Other Items:

- (a) Workshops/Seminars 25,000
- (b) Publication of materials, reports etc. 10,000
- (c) Payment of TA/DA etc. 15,000
- (d) Stationery, postage & contingencies 20,000
- (e) Books & Journals 10,000
- (f) Furniture & Equipment 20,000

ORGANISATION OF A WORKSHOP ON GRADING 4,500
(Special Grant)

9. Poona University:

Staff:

1. Statistical Analyst in the scale of Rs.400-950	0 0 0 0	Rs. 80,000
2. Clerk-cum-typist in the scale of Rs.115-215		
3. Seminar/Workshops		1,80,000
Total		----- 2,60,000 -----

10. Rajasthan University:

Staff:

1. Coordinator/Asstt. Registrar (in the scale of Lecturer)	One	45,000
2. Statistician (in the scale of Lecturer)	One	45,000
3. Stenographer (in the usual scale of university)	One	27,000
4. L.D.C (in the usual scale of University)	One	18,000

Other Expenditure:

TA/DA Seminars, Workshops, Contingencies (Rs. 30,000/- p.a) printing of reports etc.	1,50,000
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11. Sardar Patel University:

A. Staff

	<u>Estimated Cost</u> <u>V Plan</u>
i) Coordinator (Rs.400-950)	48,000
ii) Statistician (Rs.400-950)	48,000
iii) Steno-typist (Rs.320-580)	30,000
iv) Jr. Clerk-cum-typist (Rs.150-340)	24,000
	----- 1,50,000 -----

B. Other Items

v) Workshops	25,000
vi) Furniture & Equipment	35,000
vii) Stationery & contingencies @ Rs.10,000 p.a including computer stationery	40,000
	----- 1,00,000 -----

Total for the V Plan Rs 2,50,000

12. Saugar University

A. Staff:

- i) Coordinator (in the scale of 400-800) One
- ii) Statistician -do- One
- iii) U.D.C-cum-typist() in the usual scales One
- iv) L.D.C-cum-typist() of the university. One

- B. Workshops/Seminars 50,000
- Printing of question banks, Stationery etc. 75,000
- Contingent expenditure 25,000

C. Non-recurring Items:

- Typewriters, calculators, duplicators etc 20,000

13. S.N.D.T Women's University:

- I. Organisation of general orientation course 6,325
- II. 1st training programme in evaluation techniques at Bombay 7,750
- III. 1st training programme in evaluation techniques at poona 8,900
- IV. Workshop for local teachers of Bombay 11,200
- V. Workshop for teachers of affiliated colleges in Gujrat & Maharashtra 30,175

14. South Gujrat University:

A. Staff:

Estimated cost for V Plan

- i. Coordinator-cum-research Asstt. One 21,600
(@ Rs.600/- P.M)
- ii. Statistician One 21,600
(@ Rs.600/- P.M)
- iii. Clerk-cum-typist One 18,000
(@ Rs.500/- P.M)

B. Other Items

- iv. Workshop for teachers 50,000
 - v. Workshops for students 25,000
 - vi. Furniture & Equipment 30,000
 - vii. Stationery & Contingencies @ Rs.15,000 p.a 45,000
- Total 2,11,200
- or Say Rs. 2,11,000/-

15. Mysore University:

A. Staff:

- i) Coordinator/Asst.Registrar One
(in the scale of lecturer)
- ii) Statistician(in the scale of lecturer)One
- iii) Steno-typist () in the usual scale One
- iv) L.D.C () of the university One

- B. Workshops 25,000

- C. Furniture, Equipment, Books & Contingencies. 10,000

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978

Item No.15 : To consider the proposal of the Punjabi University, Patiala for financial assistance towards starting correspondence courses at postgraduate level in Economics.

The Commission at its meeting held on 15th December 1975 (item No.17) accepted the proposal of the Punjabi University, Patiala for financial assistance towards the introduction of postgraduate correspondence courses in English, Political Science, and History and agreed to provide financial assistance on approved items only subject to a ceiling of Rs. 1 lakh per subject per annum for a period of 5 years.

The Punjabi University, Patiala has now approached the Commission for starting correspondence courses at the postgraduate level in Economics. The university has stated that this subject has been in great demand by people working in the field of industry, trade, banking, cooperation and agriculture and the course is quite different from the traditional courses served by various universities. The department of Economics at the university is very strong which will render help and cooperation in all possible ways as stated by the university. A copy of the university letter No.4582/P.DO dated 7.11.77 is enclosed as annexure.I.* The university has also furnished, on request, the following information about the proposed courses.

1) Figures of external/private students.

	<u>1975</u>	<u>1976</u>	<u>1977</u>	
M.A. Part I	385	485	244	
M.A. Part II	109	202	316	
ii) Out-turn in B.A. Economics during the last 3 years.	2054	2171	2146	
iii) No of applications/ No of students admitted to M.A. (Previous economics) during the last three years.	486	633	774	
iv) Estimated expenditure on approved items.	1978-79 Rs.1,37,480	1979-80 Rs.2,16,549	1980-81 Rs.201,564	1981-82 Rs.205,130
	1982-83- Rs.2,11,270.			

Details given in Annexure-II).@

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The ceiling of Commission's assistance is Rs.1,00,000/- per annum for a period of five years, for core staff, preparation of reading materials, contact programmes, provision of visiting lectures, books and journals and postal library services.

The matter is placed before the Commission for consideration.

AS/DS (RF)

S IK

Copy of letter No. 4582/P&DO dated 7.11.1977
from Shri P.K. Kapoor, Registrar, Punjabi University
patiala to the Secretary, UGC.

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This University has very successfully been running Correspondence Courses for the pre-University and 3-year degree course since the academic session 1968-69. The response of the students has been very encouraging as evidenced by the fact that each year we admit about 3000 students.

Later on, on persistent demand from our students, we started postgraduate courses through correspondence in the subjects of Punjabi, English, History and Political Science. This has indeed fulfilled a genuine need for higher education not only of in-service people but also of others who for economic or other reasons were unable to join a regular college/university.

We now approach you with a request to permit us to start M.A.(Economics) through correspondence. This subject has been in great demand by people working in the field of industry, trade, banking, cooperation and agriculture. We have, therefore, designed this course after careful deliberations and consultations. It is quite different from the traditional courses served by various universities and it will be extremely useful to personnel working in different fields.

The Department of Economics at this University is very strong and we have been assured of its help and cooperation in all possible ways. The experience gained by the Directorate in imparting instruction through correspondence in four subjects at the postgraduate level will add to the feasibility of the proposed course.

It is, therefore, requested that sanction may please be granted to this University to institute M.A. Economics course through correspondence so that the University may take necessary steps to start the course from the academic session 1977-78.

ESTIMATED EXPENDITURE FOR M.A. (ECONOMICS)
THROUGH CORRESPONDENCE COURSES

Annexure II to Item No. 15

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	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
<u>Teaching Staff</u>					
1. Reader One 1200-1900 w.e.f. 1978-79 and two from 1979-80 on wards	20,520	44,904 (2)	45,024 (2)	46,800 (2)	48,564
2. Lecturer Two 700-1600 w.e.f. 1978-79 and three from 1979-80 on wards	24,960	39,645 (3)	44,540 (3)	46,330 (3)	50,706 (3)
<u>Miscellaneous Expenses</u>					
1. Visiting Lecturers and provision for taped lectures	5,000	7,000	7,000	7,000	7,000
2. Personal Contact Programmes	5,000	5,000	5,000	5,000	5,000
3. Evaluation of reading material and students Responses	7,000	10,000	10,000	10,000	10,000
4. Preparation of reading material and guide lines:					
(i) Lesson writing	25,000	30,000	10,000	10,000	10,000
(ii) Printing & Stationery)	30,000	60,000	60,000	60,000	60,000
5. Library	20,000	20,000	20,000	20,000	20,000
	<u>1,37,480</u>	<u>2,16,549</u>	<u>2,01,564</u>	<u>2,05,130</u>	<u>2,11,270</u>
				£	

Sd/- xxx
Director
Correspondence Courses,
Punjabi University, Patiala.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978

Item No.16 : To consider the proposal received from Annamalai University for starting correspondence courses at the undergraduate and postgraduate level.

The Annamalai University has approached the Commission for financial assistance towards the introduction of correspondence courses at the level of B.A., B.Sc. (in Tamil, English Hindi, Mathematics, Statistics, Cooperation and population studies) and M.A. in Tamil. A copy of the letter dated 18th May 1978 received from the Vice-Chancellor, Annamalai University is enclosed as an Annexure.* The proposal has been put forward on account of repeated representations from the Section of population in the district of Thanjayur, North Arcot, South Arcot Chingleput, Salem etc. which has been supported and recommended by the members of senate particularly with a view to cater the needs of the people in backward region of Tamil Nadu.

In this connection, it may be stated that the Commission has been providing financial assistance for correspondence courses in Madurai University since 1972-73, and according to guidelines, for the introduction of correspondence courses, such courses should be ordinarily introduced at the undergraduate level by only one university in a State except where a university proposes to introduce correspondence courses in a new faculty at the undergraduate level or when the university already offering correspondence courses reaches the optimum size say an enrolment of 10000. As per the information received from the Madurai University, the enrolment of the University in the correspondence courses during the last three years is as under:-

	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>
Pre-University	6045	6175	6709
B.A.	4495	5784	6293
B.Com	4221	6175	7186

It would thus be seen that the enrolment of the Madurai University during all the years exerted the optimum

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number of 10,000 and there is a case for introduction of correspondence courses at UG level in the Annamalai University. It may, however, be mentioned that the correspondence courses at M.A. level may be started in those universities which have experience of running under graduate correspondence courses for at least three years. Grants for introduction of correspondence courses at the undergraduate level is to be earmarked for such programme as contact programmes, study centres, writing of lessons, core staff and library facilities for a period of five years to begin with within an amount of Rs. 5 lakhs.

The matter is placed before the Commission for consideration.

AS (RF) /DS (RF)

S IK

Copy of D.O. No.B/78 dated 18th May, 1978 from
Dr. S.Chandrasekhar, Vice-Chancellor to Professor Satish
Chandra, Chairman, UGC.

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----- Annamalai University,

Subject: Institute of Correspondence Course- Starting of

Annamalai University placed as it is in a very backward rural area has during the last fifth years been doing valuable service in bringing higher education within the reach of a large section of educationally backward population in Tamil Nadu. It will not be an exaggeration to state that a good majority of educated men and women belonging to the backwards communities and scheduled castes in Tamil Nadu had their higher education at Annamalai University.

The higher education has still not reached a large portion of the educationally and economically backward population in Tamil Nadu. Repeated representations have been received particularly from those belonging to this section of population in the districts of Thanjavur, North Arcot, South Arcot, Chingleput, Salem etc. for starting an institute of Correspondence Course in Annamalai University so as to enable them to get higher education by correspondence courses. The Senate members have also made a strong plea for starting an Institute of Correspondence Course in the University, particularly with a view to cater to the needs of this section of population. It has been found very difficult to resist these representations. It cannot be denied that there is a strong case for starting an Institute of Correspondence Course in the Annamalai University, which is located in the heart of very backward region in Tamil Nadu, in addition to the Institute of Correspondence Course at Madurai, which is becoming unmanageable owing to the unexpected large number of applications for admission to the various courses every year.

The University after taking into consideration all the aspects of the problem has decided to start an Institute of Correspondence Course from the beginning of this academic year 1978-79. All those who are eligible for college admission are eligible for admission to the Correspondence Course and admission is open to students from all over India. The duration of the courses, rules relating to examination, text-books, and syllabi are all the same as those of the regular college course. The

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medium of instruction in the optional subjects will be only in English. The Institute will offer the following courses to begin with:

1. B.A.,B.Sc.

Tamil, English, Hindi, Mathematics, Statistics, Cooperation and Population Studies.

2. M.A. Tamil.

The Institute will have its own teaching staff. The teachers of the Institute will prepare lessons, engage contact classes and evaluate the response sheets. The Institute will also make use of the services of a few external lesson writers and evaluators.

In the above circumstances, I request that the University Grants Commission may consider our proposal favourably and agree to start the Institute of Correspondence Course in this University from this academic year 1978-79 giving us all necessary financial support having regard to the fact that there is a strong case for the starting of two institutes of correspondence course in Tamil Nadu.

With kind regards,

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated ; 17th July, 1978.

Item No. : 17: To receive a note containing observations of the panel on Law regarding the proposal of the Jammu University for starting a two-year LL.B. (academic) degree course through correspondence.

The proposal of the Jammu University for starting two year LLB academic course through correspondence was referred to the Law Panel for its advise. The panel examined the proposal at its meeting held on 25th March 1977 but could not recommend its acceptance by the Commission.

The Commission considered the proposal of the Jammu University at its meeting held on 16th May, 1977 (Item No. 20) and resolved as under:-

"The Commission accepted the proposal of the Jammu University for the institution of a two-year (LLB. (academic)) course through correspondence on condition that the university ensures that the standard and contents of the correspondence course are at par with those of the regular course. Students completing the 2-year (LLB. (academic)) course through correspondence should be eligible for admission to the III year of the LLB. Professional degree as in the case of other students. In this connection, it was noted that the university would not seek any financial support from the Commission for organising the correspondence course"

In the light of the Commission's resolution, the Jammu University sought the permission of the Bar Council of India for admitting the students to the third year of the LL.B. (professional) degree course (regular class) after having completed the two-years (LL.B.(academic)) degree course through correspondence. The Bar. Council however regretted its inability to accede to the request of the Jammu University for admitting students in the third year.

At the meeting of the panel on law held on April 1, 1978 while confirming the proceedings of the previous meeting, the panel observed that despite the introduction of correspondence courses, the number of LL.B. students in the Jammu University was not reduced as expected by the Commission. It was also emphasized that once the students get the 2 year LL. (academic) degree by correspondence, the pressure for admission

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3rd year of the LL.B. professional degree would be tremendous and irresistible . In fact the Commission also resolved that such students should be eligible for admission to the third year of the LL.B. degree. But this was not accepted by the Bar Council of India.

The panel felt that this was a very vital matter and needed reconsideration by the Commission. An extract of the observations made by the Law Panel is given in the Annexure. (✓)

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At the meeting of the Panel on Law held on April 1, 1978 while confirming the proceedings of the previous meeting the Panel made the following observations:

(a) As regards Item No. 1 (of the Proceedings of the last meeting), the Chairman who attended the pre-lunch session of the Panel explained that amongst other considerations, the Commission also thought that the institution of correspondence course for LL.B. would substantially reduce the numbers in law colleges and thereby qualitative improvement of instruction in law teaching institutions would become possible.

As regards the Panel's suggestion and expectation regarding procedure that whenever the Commission is unable to accept a recommendation of the Panel, the matter would/should be referred to the Panel for further discussion and re-examination, the Chairman expressed his full agreement with it, but mentioned that the question was referred back to the Panel for reconsideration and the Commission took the decision only after such reconsideration by the Panel.

The Panel members pointed out that despite the introduction of correspondence course, the number of LL.B. students in Jammu University is not reduced. It was also emphasised by the Panel that one the students get the 2 year LL.B. (Academic) degree by correspondence, the pressure for admission to 3rd year of the LL.B. professional degree would be so great that nobody would be able to resist it. In fact the Commission has also resolved that such students should be eligible for admission to the 3rd year of the LL.B. degree. It is contrary to the decision of the Bar Council of India that only such students who have taken the 2 year LL.B. (Academic) Degree through a regular course of instruction, be admitted to the 3rd year of the LL.B. professional degree.

The Panel feels that this is a very vital matter and needs reconsideration by the Commission in the context, amongst others, of the fact that the number of regular LL.B. students, has not been reduced in Jammu University after the introduction of correspondence course as the Commission had expected and anticipated.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated : 17th July 1978.

Item No. 18 :- To consider the question of sending delegations to the International Conferences to be held at different places.

The Panel on Anthropology at its meeting held on 27th April, 1978 recommended that the official delegates may be sent to the following international congresses:

- (a) International Sociological Congress to be held at PSALA in August.
- (b) International Congress of Genetics to be held in last week of August.
- (c) International Congress of Anthropological and Ethnological Sciences to be held in Delhi and post-Plenary sessions to be held in several places (Ahmedabad, Bombay, New Delhi, Poona, Shanti Niketan, Ranchi).
- (d) International Primatological Congress to be held in Bangalore in the first week of January, 1979.

The Panel recommended that the UGC may assist the Indian academics who are participating in the international conferences which are to be held in India. In order to assure participation of a large number of delegates from India in the international anthropology Conferences to be held in India, the panel suggested that all the university professors in Anthropology of the Indian universities as well as all those teachers whose papers are accepted should be given financial assistance to attend the congress. The Panel suggested that the mode of assistance may be discussed and decided upon by the Chairman of UGC in consultation with the convener and the local Secretary, Prof. I.P. Singh of Department of Anthropology, Delhi University, Delhi.

It has been separately decided that the Commission may not nominate any academics for attending international conferences within India or abroad. The Commission has placed funds at the disposal of the universities under unassigned grant for teachers who propose to attend international conferences. The Universities themselves may consider the cases of the teachers wishing to participate in the international conferences under the Unassigned grant. It is likely that the Universities may not be in a position to accommodate all the expenditure incurred by them on sending delegates to the

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international conferences held in India ~~within~~ the unassigned grant.

It is for consideration whether the expenditure to be incurred by the universities in sending delegates to the international conferences within India may be reimbursed to them. and it may continued to be met from unassigned grants.

The matter is placed before the Commission for consideration.

AS (HR)/JS (I)

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 17th July, 1978

Item No. 19 : :To consider the question of Publication and fixation of price of the Status Report on the teaching of Sociology and Social Anthropology in Indian Universities and Colleges prepared with the financial assistance of the University Grants Commission.

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The Commission on the basis of the recommendations of the Panel on Sociology and Social Anthropology set up a Committee consisting of the following members to prepare a Status Report on the teaching of Sociology and Social Anthropology in Indian Universities and Colleges:

1. Professor M.S.A. Rao Convener
Delhi University,
Delhi.
2. Professor Indra Deva
Department of Sociology
Ravi Shankar University
Raipur.
3. Dr. Dharendra Narayan
Bombay University,
Bombay.
4. Dr. Rajgopalan
Bangalore University,
Bangalore.
5. Dr. Hetukar Jha
Patna University,
Patna.
6. Dr. K.L. Sharma,
Centre for the study of Social
Systems, Jawaharlal Nehru
University,
New Delhi.

The final report on the status of teaching of Sociology and Social Anthropology in Indian Universities and colleges has been furnished to the Commission by the

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Convener of the committee, Prof. M.S.A.Rao, Delhi University, Delhi. The report is in two volumes: Volume-I: Summary and recommendations and volume-II: the six regional reports. These reports were adopted by the Committee at its meeting held on 3-4th of October, 1977. The committee strongly recommended that the volumes may be published as early as possible. The report is based on extensive pains-taking research by the members of the committee, the Convener of the Committee is of the opinion that it will have a wider market both in India and abroad. It has been suggested by the Convener of the Committee that the work of publication including distribution and publicity of the report may be entrusted to a commercial publisher and (ii) the report may be priced at a nominal price. The first volume of the report has already stated been printed (copy attached) Annexure. (X)

In case it is decided to agree to the proposal for entrusting the publication of Status Report to a private publisher, the questions relating to royalty, copyrights and sale proceeds and fixing of the price of the publication both in India and abroad and such allied matters may have to be considered.

The matter is placed before the Commission for consideration.

AS (HR)/JS(I)

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Report on the Status of Teaching of Sociology and Social Anthropology

Part I RECOMMENDATIONS

UNIVERSITY GRANTS COMMISSION

NEW DELHI

1978

Report on the Status of Teaching of Sociology and Social Anthropology

Part I RECOMMENDATIONS

University Grants Commission

New Delhi

1978

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P R E F A C E

On the recommendation of the UGC Panel on Sociology and Social Anthropology, the University Grants Commission appointed in December, 1974 the following committee to prepare a status report on Sociology and Social Anthropology :

1. Professor M.S.A. Rao *Convener*
Head of the Deptt. of Sociology
University of Delhi
2. Professor Inder Deva
Head of the Deptt. of Sociology
Ravi Shankar University
3. Dr. H. Jha
Department of Sociology
Patna University
4. Dr. D. Narain
Department of Sociology
University of Bombay
5. Dr. C. Rajagopalan
Department of Sociology
University of Bangalore
6. Dr. K. L. Sharma
Centre for the Study of Social Systems
Jawaharlal Nehru University

The Committee had wide ranging discussion with the teachers in the Sociology Departments of the universities and colleges in the country. The questionnaire data collected by the Committee was supplemented by regional seminars with college teachers who gave the Committee their perception of the problems of teaching and research in the colleges.

I am happy to note that the Committee has produced a valuable report and has made some far-reaching recommendations for improvement of teaching and research in Sociology in Indian universities and colleges. The Commission is grateful to the Committee, especially to Professor M.S.A. Rao, the Convener, for producing an excellent report. I have no doubt that the report will be helpful to all those who are interested in the development of Sociology in this country.

Satish Chandra
Chairman

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CHAPTER I
INTRODUCTION

M. S. A. Rao (*Convener*)

Problems connected with teaching of sociology and social anthropology have assumed great importance in post-independent India in the contexts of growing social needs and intellectual challenges. While some problems are similar to those of teaching other social sciences such as economics, political science and history, others have been specific to sociology. For instance, the discipline itself is young when compared to other sister social sciences. Over a period of years it had to establish its identity in terms of both substantial content and theoretical orientations.

An attempt is made in this general introduction to provide a framework to discuss the interrelationships among different dimensions of teaching of sociology. This will provide a general perspective to analyse the main findings of the six regional reports and the general recommendations based on these findings which are presented in the two subsequent chapters. Before discussing the framework it is, however, necessary to trace briefly the historical background of the development of teaching of sociology and social anthropology.

Historical Background¹

Sociology and social anthropology in India developed in the contexts of colonial interests and intellectual curiosity of the Western scholars on the one hand, and the reactions of the Indian scholars on the other. British administrators had to acquire the knowledge of customs, manners and institutions of their subjects. Christian missionaries were interested in understanding local languages, folklore and culture to carry out their activities. These overlapping interests led to a series of tribal, caste, village and religious community studies and ethnological and linguistic surveys.

Another source of interest in Indian studies was more intellectual. While some Western scholars were attracted by the Sanskrit language, Vedic and Aryan civilization, others were attracted by the nature of its ancient political economy, law and religion. Beginning from William Jones, Max Muller and others, there was a growth of indological studies. Karl Marx and Engels were attracted by the nature of oriental despotism in India to build their theory of evolution of capitalism. Similarly, Henry Maine was interested in the Hindu legal system and village communities

to formulate his theory of status to contract. Again Max Weber got interested in Hinduism and other Oriental religions in the context of developing his theory, namely, the spirit of capitalism and the principle of rationality developed only in the West. Thus Indian society and culture became the testing ground of various theories, and a field to study such problems as growth of town, poverty, religion, land tenure, village, social organization and other native social institutions. All these diverse interests—academic, missionary, administrative and political—were reflected in the teaching of sociology.

Beginnings of Teaching of Sociology

Formal teaching of Sociology began first at the post-graduate level in the University of Bombay with the help of a grant by the Government of India in 1914. A separate department of sociology and civics came into existence in 1919 with Patric Geddes as the first professor who was later succeeded by Ghurye. Calcutta University was the second to introduce sociology as a subject in 1917 where Radhakamal Mukherjee and Benoy Kumar Sarkar taught. In 1921, the University established the department of sociology and anthropology. Lucknow University was the third to introduce sociology in 1921 with Radhakamal Mukherjee as the Professor and Head, D.P. Mukherjee and D. N. Majumdar joined the Lucknow University in 1928. While Bombay, Calcutta and Lucknow Universities taught sociology and social anthropology at the post-graduate level, Mysore University introduced sociology at the undergraduate level in 1928, thanks to the efforts of Brijendranath Seal and A. R. Wadia. In the same year Osmania also introduced Sociology at the B. A. Pass level. Another University which started teaching of sociology and social anthropology before 1947 was Poona in the late 1930s with Mrs. Irawati Karve as the Head.

Certain trends of development may be identified in the pre-Independence period: Sociology was taught along with economics both in Bombay, and Lucknow. However, in Calcutta it was taught along with anthropology, and in Mysore it was part of social philosophy. Teachers had freedom to fashion the courses according to their interests. No rigid distinction was made between sociology on the one hand and social psychology, social philosophy, social anthropology, social work, and other social sciences such as economics, and history on the other. The courses included such topics as social biology, social problems (such as crime, prostitution and beggary), social psychology, civilization and pre-history. They covered tribal, rural and urban situations. At the general theoretical level, one could discern the influence of the British social anthropological traditions of the thirties with emphasis on diffusionism and functionalism. In the case of teaching of Indian social institutions the orientation showed more indological and philosophical emphasis on the one hand and a concern for

the social pathological problems and ethnological description on the other. Strong scientific empirical traditions had not emerged before Independence. Sociology was considered a mixed bag without a proper identity of its own.

Sociology in Post-Independence Period

Teaching of sociology got well established in the fifties. First, sociology achieved greater academic status. Not only many more universities and colleges began to teach at the post-graduate and graduate levels but the discipline itself became more focused in theoretical orientation and highly diversified in its specializations. Secondly, sociology established its disciplinary identity by separating itself from psychology, anthropology, social philosophy and social work. Although in some universities, still social pathology and social psychology are taught as part of sociology courses, in many others a highly diversified curriculum structure in proper sociology exists including such specializations as rural and urban sociology, sociology of kinship, sociology of religion, sociology of stratification, sociology of education, political sociology, medical sociology and social demography and sociology of economic development. Thirdly, diversification followed the lines of extension of sociological approach to different areas of social life. It was related to the growing needs of development in Independent India. Colonial economy became a thing of the past and democratic processes were introduced at all levels. Sociologists soon became sensitive to problems of development in the contexts of tribal, rural and urban situations. Problems of rural, development, industrialization, expansion of education, control of population, new political processes and institutions, social and political movements attracted their attention. They began to apply skills of sociological analysis to diverse areas of social life. They started conducting empirical research with a view to understanding the structure, dynamics and problems of development. All these concerns had a feed back on the teaching of sociology at various levels.

Another important change in the teaching of sociology after Independence, has been in regard to the external intellectual influences. Before Independence the teaching of sociology and social anthropology was mainly, if not wholly, influenced by the then current theoretical concerns in Great Britain. We have already mentioned the influence of diffusionism and functionalism (of Malinowski). The syllabi also reflected traditions of ethnology, evolutionism and Indology. After Independence, however, American sociological traditions had a major impact on the teaching of sociology in India. This is evident from such topics in the syllabi as structural-functional theory (Parsons and Merton) and Research Methodology. Besides the American, the French, German and Marxian intellectual influences also had an impact. In the midst of such diverse intellectual stimuli, Indian sociologists began to criticise, modify and develop diverse sociological

approaches in the study of Indian society and culture, and these are reflected in the courses of study of different universities.

II

Against this background of societal needs and intellectual challenges, we may analyse the problems of teaching of sociology in a framework of inter-relationships. Teaching is central to the transmission of sociological skills. The problems of teaching sociology have to be analysed in relation to aspects of both academic and the relevant extra academic systems. Teaching of sociology is related to the kind of courses taught and to the capabilities of teachers. It depends upon the availability of teaching materials on the one hand and the medium of instruction on the other. Since the aim of teaching, as many students perceive it, is to pass the examination, it is intimately related to the examination system. Furthermore, getting a degree is connected with making a career. Hence it is connected with the job market. University, department and college administration control many aspects of teaching, such as, courses of study, examination, admission of students and recruitment of teachers. Professional bodies, such as the Indian Sociological Society have also a voice in the development of the courses, their teaching and production of teaching materials. In the pages that follow we shall examine, one by one, the nature of interrelationships between teaching of sociology and each of the other aspects, beginning with the levels at which sociology is taught.

Levels of Teaching of Sociology

Sociology, as we have noted, has only recently emerged as an independent discipline having a distinct approach and a body of interconnected concepts and propositions which can be tested and improved. At present sociology is taught from the pre-university level up to Ph.D. in many universities. Whether sociology can be taught or should be taught at the undergraduate level has become a controversial issue. Beteille (1973 : 222) argues that given the amorphous nature of the subject, and the state of its development, it is not advisable to teach sociology at the B.A. level. Madan (1974) agrees with this view. However, Sharma (unpublished) thinks that Beteille has exaggerated the amorphous nature of the subject. Although much can be said on both the sides, it is clear that we have to steer clear between two extreme views, namely, the idea of catching the students very young and over-burden them with courses at the B.A. and pre-university level on the one hand, and that of initiating the students into sociology only at the post-graduate level. For instance, the 'sociology' courses at the +2 level, in the 10+2+3 system are more complicated and comprehensive than the existing courses at the B.A. Pass and Honours levels. The students

are expected to learn all about methodology and even conduct research. This is certainly teaching sociology with vengeance. It is only reasonable to expect the students at this level to learn about the nature of different kinds of diversities in our society and culture. Similarly, at the B.A. level the students may be taught certain basic concepts in sociological theory and relate them to Indian social institutions, methods of sociological reasoning and analysis. The students may be exposed to some social situations (like village or slum) with a view to making them sensitive to their social and cultural surroundings. The undergraduate students do show considerable enthusiasm and excitement in seeing villages, slums and tribes. They are full of questions, and it is only appropriate that their curiosity is given the right direction by proper courses and teaching.

Courses

Considerable thinking has been done on an organised basis regarding the modernization of syllabi in sociology and social anthropology by the UGC panel. The draft report is available. Yogendra Singh (unpublished-b : 6), the convener of the panel, reports that there was a strong sense of consensus among the participants in all the four regional workshops on the fundamental values of sociology and its role and relevance as a discipline to our national life. This is the first attempt to arrive at a general national consensus regarding the nature and organization of courses at different levels. One of the broad areas of consensus was that the cognitive contents of the courses must primarily be grounded into the Indian concrete reality and its history. Another point of agreement was that at higher levels the courses may be more diversified with greater theoretical and substantive contents emphasizing regional, national and international comparative approaches. The discussions at the regional workshops also revealed the undesirability of a completely standardized uniform structure of syllabi for all regions of the country, although a basic minimum was felt essential (Yogendra Singh: unpublished-b: 13-14). Thus it is seen that sociology has arrived as a profession when sociologists not only show concern but take active part, on an organized basis at the national level, in the formulation of courses. However, it is necessary to point out that in our attempt to modernize the courses at different levels, we should not make the syllabi unnecessarily heavy. Many of the emerging specializations like, medical sociology should be included only at the M. Phil. level. Courses should not be unmanageable and unrealistic from the point of teaching (see Beteille 1973 : 229).

Sociology is also taught in the professional courses such as agriculture, technology, social work and nursing. It is of necessity that the nature of the courses on sociology should be different. However, in many they are not much different from the regular courses (Damle 1974). In the event

the professional students do not find much relevance. Obviously there is a greater need to establish the relevance of courses and of teaching sociology in professional courses.

From the point of view of efficient teaching it is not enough if there is agreement on the nature of courses. It is necessary to ask who formulates the courses and what are the institutional mechanisms in the formulation of courses. Normally, the courses are drafted and revised by Boards of Studies or Committees of Courses and Studies, set up by the University where Heads of Departments are represented. In some universities, however, members of the Board are elected and the Head of the Department need not necessarily be a member. While democratization of the board is desirable, it is neither advisable nor appropriate to exclude the Head of university department and professors. They should have a say in the formulation and revision of courses. At present the consumers of sociology, the students, have no say in the formulation and revision of syllabi, although in some universities students' reactions and suggestions regarding the courses which they have already taken, are sought informally.

Teaching Materials

Formulation of courses and their teaching are dependent on the availability of books and teaching materials, and adequate arrangements for quick procurement and efficient library services. One may distinguish four kinds of teaching materials: (1) research based studies, (2) text-books, (3) journal articles and reprints, (4) reports and other documents. There is a good deal of variation in the availability of books and journals for the students from one university to another. While some university departments are comparatively well stocked, others are ill-stocked. Generally the colleges will have only text books. But they will have a few research based books and a few journals. The paucity is greater in the case of non-English books and journals. For instance, the papers read at the workshop on "Teaching of Sociology through Hindi Medium" organised by the Department of Sociology, University of Delhi (May 1977) pointed out not only paucity of sociology books and journals in Hindi but also the limitations of non-sociologists writing sociology books in Hindi. These problems are also common to books in the other regional languages. Hence preparation on teaching materials in Indian languages needs special attention by Indian sociologists.

The position of books and journals in English is better. However, it requires a good deal of care and judgement in prescribing these books in our courses as many of them reveal ethnocentric biases.

Methods of Teachings of Sociology

Availability of teaching materials is only one aspect of teaching. It is, however, not a sufficient condition. The latter is provided by the teachers who use them in teaching and the students who read them to learn. The point simply is, if even the courses are well drafted and the prescribed books are available, it does not necessarily follow that sociology is either well-taught or well learnt.

Teaching is a communication between teachers who are willing and able to impart skills and students who are willing and able to learn. Teaching tends to get circumscribed to the courses that are formulated and books that are prescribed, available and used. Every teacher himself or herself may not have a hand in formulating the courses and the prescribed readings. However, this does not either prevent innovation in teaching on his part or hinder giving of suggestions to revise the courses.

The aims of teaching and studying sociology in the class rooms determine the mode of teaching and learning. The aims are both academic and pragmatic. In the former the teacher is required to impart sociological knowledge to students with a view to enabling them to understand social reality, interpret and analyse social environment and problems. The pragmatic aspects are two which are interrelated: to pass the examination and to get a job. The system of examination is such that it demands, on the part of teachers to prepare the students to answer questions in the examination, and the students to mug up answers. Often the motivation for better performance in the examination is to compete in the job market.

Thus in its utilitarian aspects educational system is reduced to a tutorial system. Hence there are parallel tutorial colleges preparing students for examinations. They thrive on the basis of growing demands to get degrees. The guide-book industry is complementary to the tutorial colleges, as it caters to the specific needs of passing through the examination.

The use of guide-books is prevalent not only among students but also among teachers especially at the undergraduate level. Some teachers read only guide-books to 'prepare' their lectures as it saves them from the bother of reading text books. The students welcome this 'digested' material as it also saves them from the trouble of reading sociology books whether in English or any other regional language. In such a situation, neither the teacher nor the student is required to read any book other than guide-books. The guide-book industry is further aided by the practice of printing guess-question papers. Experienced and influential teachers bring out a set of questions which are likely to figure in the formal examinations. They prepare the students only in these questions, often securing good marks. Be-

sides these established practices, there is the institution of *phyrvi*. In this a student enters into a contract with the teacher by paying a certain sum of money. The teacher is not only responsible for coaching the student but also for making him pass in the examination with a decent division.

Even within the frame-work of regular teaching in class rooms dictation of class notes by the teachers is a common practice. In fact, the popularity of a teacher depends on the degree of dependability of class notes that he or she dictates. Hence even good teachers are forced to give notes. Many teachers either write out their lectures afresh or improve upon the class notes that they would have taken when they themselves were students, and dictate them in the class room. While some conscientious teachers change their lecture notes every year, others repeat year after year. Since at the undergraduate level the mode of teaching is lecturing, rather dictating notes, there is hardly any scope for improvement in the quality of teaching. The students on their part are highly satisfied with the class notes. It saves them bother in reading text-books or guide-books and assures them (average students) a pass in the examination. This is the normal practice of teaching and learning at the undergraduate level.

There are, however, some bright spots of imaginative teaching breaking this vicious circle. Although dictating notes is known to be widespread at the undergraduate level, there are other techniques such as explaining and making the students understand through examples adopted by innovating teachers. In certain colleges, besides lectures, preceptorials (which is a larger version of tutorials) are held to discuss the topics at a much more 'personalized' level in smaller groups of 10-15 students, and help them to write essays. Some innovative teachers take this opportunity to interact more with the students encouraging discussions. This is essential in cases where there is a discrepancy between the medium of instruction in lectures and students' linguistic abilities. For instance, if the medium of instruction in lectures is English and if the students have inadequate skills in English, this is corrected at the preceptorial level where Hindi or other language is used by the teacher to communicate sociology.

In some cases teachers make extra efforts to take undergraduate students out to villages, slums and tribal areas, to expose them to diverse social situations. Such organized trips may have an educational value in widening the outlook of students and in establishing a relevance between class room teaching and empirical reality. It is necessary to emphasize that more audio-visual aids should be used in teaching, especially at the undergraduate level. Film strips covering diverse social and cultural situations will help students overcome ethnocentrism. However, audiovisual aids are effective only when they are preceded and followed by lectures and discussions.

At the post-graduate level there is a greater scope for using such diversified techniques of teaching as lectures, tutorials and seminars. In seminars, a student reads a paper which is discussed in the presence of a teacher. In teaching some courses the proportion of seminars may be more than lectures. However, at the M. Phil. level the mode of teaching could be mainly through seminars. Raymond Firth (1963) is of the opinion that seminar as a teaching mode is of greatest value. No doubt, it works well where the number of students is manageable and when they come prepared and are articulate. Seminar method represents a cooperative enterprise emphasising exchange of ideas instead of one sided communication as in the case of lecturing. Since writing of term papers is the main mode of examination in M. Phil. a greater degree of personal contact exists between the teacher and the student, which is carried forward in the supervision technique at the Ph.D. level.

Thus one can see large audience (lecture), group (preceptorias, tutorials and seminars) and individual (supervision) levels of communication operating on a progressive scale as the students move from B.A. Pass to M.A., M.Phil. and Ph.D. levels. It is imperative then that if the quality of teaching at the B.A. Pass level has to improve there should be a far better student-teacher ratio, say one to twenty-five, in each subject and one teacher teaching not more than two courses a semester. These conditions not only ensure adoption of more democratic teaching methods at the undergraduate level but also help reduce vast disparity in terms of workload between undergraduate and post-graduate teachers (Ramasubban 1975: 84, 86).

Medium of instruction provides another hurdle in the communication of sociology. When both teachers and students know English reasonably well, teaching does not pose a problem as many books and journals are available in English. However, at the undergraduate levels, the medium of instruction is the regional language. This poses a problem because of the non-availability of adequate teaching materials in regional language. Here the teachers often read English books, prepare their lectures in the regional language and dictate class notes. In some colleges both English and the regional language are used by the teachers. When both the students and teachers of sociology know the regional language well, teaching becomes effective. Occasionally it is found that if students do not know English well they do not know the regional language any better. Thus adequate knowledge of the regional language for both teachers and students is the necessary prerequisite for efficient teaching of sociology.

In any case a major factor in teaching is the quality of students and teacher dsihetsaetetnns and commitment.

Students

Students choose sociology from diverse motives, and these vary from undergraduate to postgraduate level. At the undergraduate level (B.A. Pass) students generally prefer sociology as it is considered to be a soft subject. Since it is also relatively new, novelty attracts some students. Sociology is also popular with the girls. Some parents mistakenly think that sociology will qualify their daughters to move in high society, learning all the manners. Others think sociology is not very different from social work. The job potential of sociology, however, is not as wide as that of other social sciences, for the subject is not taught at the school level. (It is only from 1977 that sociology is taught at the +2 level in schools which have introduced the 10+2 system). Whereas students taking history, economics and political science can expect to get a job in a school after their B.A. and teachers' training.

Students who enter B.A. Hons. show a more positive interest in choosing the subject. Many of them may make a career in sociology at the University level or research institutions. Sociology is also a subject at the I.A.S. examination and this provides an additional attraction. At the M.A. level, recruitment to sociology is much more open than to other social science subjects. Students from other social sciences and humanities can enter sociology. Sociology is beginning to attract high second class and first class students, at the post-graduate level only in a few university departments. However, by and large the quality of students, at all levels remains at third and low second grades.

Low quality of students at different entry points, is no doubt a factor which adversely affects teaching of sociology. This is augmented by low level motivation of students, their large numbers, low student-teacher ratio and lack of availability of good books and journals.

Students can take an interest in improving standards of teaching by demanding books if they are not available in the library and other academic infrastructure. In many regions, colleges and universities have come up overnight due to politicians' initiative and they do not have facilities of any kind for students.

Student politics on the University campus and colleges is inevitable and will increase with the changing political scene. While it is desirable that students take active interest in the wider politics of the country, it is at the same time imperative on their part to mobilise their power to improve academic standards, and improve their own quality by showing a greater degree of commitment to studies and learning processes.

Teachers

Teachers from the other side of the learning process. It is not, however, entirely correct to say that they are at the giving end, for they do learn while they teach. Their ideas get organised and new ideas emerge while criticising the existing body of knowledge. Again in the class room in trying to answer the questions asked by perceptive students, their ideas get clarified, and in some cases where students are brilliant (at the B. A. Hons., M.A. and M. Phil. levels) the teachers get stimulated. Thus knowledge is the product of the interaction of minds, and in the context of teaching the interaction is between the teachers and students.

The performance of teachers is related to their working conditions. There are significant variations in the working conditions of teachers as between the undergraduate and post-graduate levels. While in the former they have 18 to 20 periods of work a week, in the latter they have 9-12 periods. Unless the workload of teachers at the undergraduate level is reduced, any improvement in the quality of teaching cannot be brought about. Lesser work load and a high teacher-student ratio will reduce the mass character of undergraduate education in the direction of more meaningful academic contacts between teachers and students. Similarly the library facilities and favourable study leave rules to conduct research and improve their knowledge will help the academic growth of college teachers. This in turn will improve the quality of teaching.

There is a general impression that conducting research gives the necessary training for being better teachers. This is only half-truth. No doubt, doing research helps develop skills of organization, criticism, presentation and coherent thinking. But these are not in themselves sufficient to make one a better teacher. It would be necessary to cultivate art of communication and discussion.

It is necessary to consider modes of recruitment and promotion of teachers, programme of faculty development and the pay scales which have an impact on their performance. Although all recruitments are made through advertisements, there are three patterns of recruitment of teachers at the college level. First, in affiliated private colleges, the governing body has a decisive voice as long as the broad rules are followed. The head of the university department may not be a member of the Selection Committee. In colleges which are run by the university and which are a part of the federal system, the head of the university department has a voice in the selection committee. In government colleges the selection is done by the state public service commission. Experts connected with the university departments of sociology may be members of the selection committee. Any system of selection is open to manipulation and abuse, but

the governing bodies of private colleges are more prone to be swayed by extra academic influences. In some cases state public service commissions only rationalize selection and promotion of teachers. Appropriate care should be taken to ensure fair means in selection and promotion of teachers. Competent teachers contribute to the maintenance of academic standards.

It is also necessary to have a continuing programme of college faculty improvement. To this end the University Grants Commission has a programme of teacher fellowships, workshops and summer schools. The managers of private colleges should take a healthy attitude and send their teachers to participate in the faculty improvement programmes. Better pay scales attract young talented teachers to the profession and help those who are already in the profession to stay. The recent UGC pay scales have raised the self-respect of teachers as a whole, although senior teachers do not benefit much from it. However, these scales have not been either uniformly applied or implemented by the state governments.

Research and Publications

Another major academic activity of the teachers which is related to teaching, is research and subsequent publication of research materials. Usually it is seen that while at the university department level there are facilities of doing research, there exist none at the college level. Even at the department level there is no system of sabbatical where the teachers can take time off for research. Field work is an essential aspect of research in sociology and unless a teacher has a year or nine months off, he cannot conduct research. The ICSSR and the UGC have suitable schemes for providing these facilities. There is thus now no dearth of money to do research. The problem is to control spurious research. The ICSSR, which is the main agency for promoting research in sociology and social anthropology, has laid down priorities in keeping with social goals. It is necessary to initiate research to teach new courses and vice-versa as research and teaching are intimately related in the development of the discipline.

There are grant-in-aid facilities for publishing the output of research. Publication of research results is very important because it can be fed into teaching. Here the UGC should expand their resources for the generation of standard teaching materials both in English and Indian languages. The latter should not be left only to the state governments as there is a likely danger of extra academic interests gaining the better of the academic ones.

The profession of sociology is well organized and is having its own journals, which facilitate publication of research results, reviews and discussion on matters concerning teaching and research in the profession. The annual conferences also provide opportunities for panel discussions and

interpersonal communication among teachers coming from different parts of the country.

Teachers are considered to be the king-pin in maintaining and improving standards of teaching of sociology. Considering their important role, they are expected to set examples by their own academic activities. They are required to read and write continuously, prepare their lectures well, give more time to students and attempt to move up the academic ladder by merit and not on the basis of extra academic considerations. They are also required not to commercialize education by writing guide books and indulge in corruptive practices in the examination system. It is also necessary on the part of teachers to organize themselves not only to fight for better working conditions including pay scales but also to fight against lowering academic standards. For instance, if the eligibility condition for the recruitment of lecturers is a consistent high second class, the teachers' association should not press for lowering the eligibility condition to bare second class or even third class.

The educational system like other sub-systems of society is open to diverse external influences of which political influences tend to be critical under certain circumstances. Teachers have a responsibility as a part of the intellectual elite to safeguard the basic democratic processes for, it is only in this framework that academic freedom can be maintained. Teachers of sociology have a special role to play in this context, as they can bring their sociological skills to bear upon an understanding of the ways in which wider political and economic forces impinge on the university system and where they can be controlled, in order to protect the autonomy of the educational system and promote academic freedom. These are the desiderata for maintaining and improving standards of teaching sociology.

The foregoing account shows the interrelationships between academic and extra academic factors in the teaching of sociology and social anthropology. This helps understand the main findings of the six regional reports and the general recommendations presented in the chapters that follow.

Notes and References

I thank the members of the Committee for their comments on this "Introduction".

1. For a more detailed account of the historical development of teaching of Sociology and Social Anthropology see G. S. Ghurye (1968); D. N. Majumdar (1968); S. C. Dube (1962); Baljit Singh (1955); M. N. Srinivas and M. N. Panini (1973); M. S. A. Rao (1974); C. Lakshmana (1974); Yogendra Singh (1967); Y. B. Damle (1974).

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CHAPTER II

SUMMARY OF THE MAIN FINDINGS OF THE SIX REGIONAL REPORTS

An attempt is made in this chapter to summarize the findings of the six Regional Reports on the status of teaching of sociology and social anthropology. The Reports, which are presented in Volume II, are on the following six regions: (1) Jammu, Kashmir, Himachal Pradesh and Punjab and Haryana; (2) Delhi and Rajasthan; (3) Uttar Pradesh and Madhya Pradesh; (4) Bihar, Orissa, Bengal and Assam; (5) Maharashtra and Gujarat and (6) Andhra Pradesh, Karnataka, Tamil Nadu and Kerala. The main findings¹ of the Reports are summarized under the following heads: 1. organization of teaching of sociology and social anthropology; 2. courses; 3. students; 4. modes of teaching; 5. evaluation; 6. teachers; 7. research and publications; 8. teaching of social anthropology in the Departments of Anthropology; and 9. sociology and social anthropology in the Institutions of Professional Courses.

Organization of teaching of sociology and social anthropology

Organization of teaching of sociology and social anthropology in Indian universities is not very different from that of other social sciences. Normally the subject is taught at the post-graduate levels in University Departments, whereas it is taught at the undergraduate levels in colleges. The post-graduate courses include M.A., M. Phil. or M. Litt. and Ph.D., and the undergraduate courses include B.A. (Honours), B.A. and Pre-university levels. However, there are certain variations in the organization of different levels of teaching sociology which are noted below. Besides university departments and colleges, sociology is taught in many professional courses which is dealt with in a separate section.

There are in all 81 regular, non-specialized universities of which we

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1. The All-India Report is based on the effective data collected in 1975 from 59 out of 81 regular, non-specialized universities (see Table I). It does not include teaching of sociology at the +2 level which was implemented in 1977. Certain limitations of data are to be noted. The data are neither uniform nor exhaustive in respect of certain items of information such as the number of colleges which offer sociology, the list of teachers and enrolment of students. Secondly, some university departments and colleges did not co-operate in giving information. In spite of these drawbacks an attempt is made to build up a general picture of the status of teaching of sociology and social anthropology in Indian universities and colleges.

have information for sixty-six. Sixty-two universities² out of 66 offer courses in sociology and social anthropology at some level or the other, either in their own departments or in the colleges affiliated to them (see Table 1). Fifty-three universities out of sixty-two have established departments conducting courses at one level or the other. In the universities of Calicut, Himachal Pradesh, Kurukshetra and Magadh, sociology is taught only in colleges. Forty university departments conduct courses for Ph.D. and seven for M.Phil., or M.Litt. Forty-three³ university departments offer M.A., two B.A. (Hons.) and eight B.A. (Pass). While most university departments are confined to M.A. and Ph.D. programmes some universities like Jodhpur and Udaipur, Lucknow, Aligarh, B.H.U. and Sagar also offer undergraduate courses: B.A. (Pass) and B.A. (Hons.) in the department. Certain other universities like Bhopal and Indore confine their departments only to Ph.D. programmes, and even M.A. courses are taught in their affiliated colleges. The University Department of Annamalai is singular in that it has only undergraduate teaching. Some universities in Madhya Pradesh are quite exceptional since they allow students to do Ph.D. in colleges. Fifteen out of sixty-two universities allow teaching of sociology at the M.A. level in colleges, thirteen B.A. (Hons.), thirty-eight B.A. (Pass) and thirteen at the P.U.C. level.

Data regarding the number of colleges where sociology is taught are not complete. However, they are available for certain regions or states. In the Himachal Pradesh, Punjab and Haryana region comprising of five universities (excluding Jammu and Kashmir where sociology is not taught) there are in all 240 colleges. Of these twenty-three colleges teach sociology. In Uttar Pradesh which has several universities, sociology is taught in 127 colleges³ at the B.A. level. Five colleges teach M. A. and 22 colleges teach both B.A. and M.A. In the region of Bihar, Orissa, Bengal and Assam, 38 colleges teach sociology for intermediate and B.A. Pass, 7 upto B.A. Hons., and 6 teach upto M.A. level.

There has been a rapid expansion in the number of universities offering sociology at one level or the other over a period of ten years. As of 1975 the position is that 40 universities out of 62 universities teaching sociology and social anthropology, offer Ph.D. programme as against 'about 17' in 1966⁴; 52 universities teach M.A. courses as against 30 universities in 1966; 57 universities offer sociology at the undergraduate levels as against 'more than thirty' in 1966.

2. The universities which do not offer sociology and social anthropology at any level are Jammu, Kashmir, Cochin and the University of Hyderabad. We do not have any information from the rest of 15 universities. Out of 62 regular universities which teach sociology and social anthropology, we have effective data from fifty-nine (see Table 1.)

3. The total number of colleges affiliated to these universities is not known.

4. The 1966 figures are from U.G.C. REVIEW COMMITTEE REPORT.

Basic information about Teaching of Sociology and Social Anthropology in Indian Universities

<i>Regions & States</i>	<i>Sl. No.</i>	<i>Regular non-specialised Universities</i>	<i>Whether Sociology and Social Anthropology is taught at any level or not</i>	<i>Whether data are available in Regional Reports or not</i>
1	2	3	4	5
Jammu & Kashmir, Himachal Pradesh, Punjab & Haryana Region				
Jammu & Kashmir	1	Jammu	No	—
Kashmir	2	Kashmir	No	—
Himachal Pradesh	3	Himachal Pradesh	Yes	Yes
Punjab	4	Punjab	Yes	Yes
	5	Punjabi	Yes	Yes
	6	Guru Nanak Dev	Yes	Yes
Haryana	7	Kurukshetra	Yes	Yes
	8	Rohtak	No information	—
Delhi and Rajasthan Region				
Delhi	9	Delhi	Yes	Yes
	10	Jawaharlal Nehru	Yes	Yes
Rajasthan	11	Rajasthan	Yes	Yes
	12	Udaipur	Yes	Yes
	13	Jodhpur	Yes	Yes
Uttar Pradesh & Madhya Pradesh Region				
Uttar Pradesh	14	Aligarh	Yes	very little
	15	Agra	Yes	Yes
	16	Banaras Hindu	Yes	very little
	17	Kashi Vidyapith	Yes	No
	18	Gorakhpur	Yes	Yes
	19	Lucknow	Yes	Yes
	20	Meerut	Yes	Yes

1	2	3	4	5
	21	Rohilkhand	Yes	very little
	22	Allahabad	No information	—
	23	Avadh	No information	—
	24	Garhwal	Yes	very little
	25	Kanpur	Yes	No
	26	Kumaon	No information	—
Madhya Pradesh	27	Avdesh Pratap Singh	Yes	Yes
	28	Bhopal	Yes	Yes
	29	Indore	Yes	Yes
	30	Jabalpur	Yes	Yes
	31	Jiwaji	Yes	Yes
	32	Ravishankar	Yes	Yes
	33	Saugar	Yes	Yes
	34	Vikram	Yes	Yes
	35	Bundelkhand	No information	—
Bihar, Orissa, Bengal Assam & Meghalaya Region				
Bihar	36	Bhagalpur	Yes	Yes
	37	L. N. Mithila	Yes	Yes
	38	Patna	Yes	Yes
	39	Ranchi	Yes	Yes
	40	Magadh	Yes	Yes
	41	Bihar	No information	—
	42	Kameshwar Singh Darbanga	No information	—
West Bengal	43	Kalyani	Yes	Yes
	44	North Bengal	Yes	No
	45	Calcutta	Yes	very little
	46	Burdwan	No information	—
	47	Jadavpur	No information	—
	48	Rabindra Bharati	No information	—
	49	Visva-Bharati, Shantiniketan	No information	—
Assam	50	Dibrugarh	Yes	Yes
	51	Gauhati	Yes	very little
Meghalaya	52	North Eastern Hill	Yes	very little

1	2	3	4	5
Orissa	53	Utkal	Yes	Yes
	54	Berhampur	No information	—
	55	Sambalpur	No information	—
Maharashtra and Gujarat Region				
Maharashtra	56	Bombay	Yes	Yes
	57	Poona	Yes	Yes
	58	Marathwada	Yes	Yes
	59	Shivaji	Yes	Yes
	60	Nagpur	Yes	Yes
	61	S.N.D.T. Women's	Yes	Yes
Gujarat	62	Gujarat	Yes	Yes
	63	Maharaja Sayaji- rao (M.S.) Baroda	Yes	Yes
	64	Sardar Patel	Yes	Yes
	65	South Gujarat	Yes	Yes
	66	Saurashtra	Yes	Yes
	Andhra Pradesh, Karnataka, Tamil Nadu & Kerala Region			
Andhra	67	Andhra	Yes	Yes
	68	Osmania	Yes	Yes
	69	Sri Venkateswara	Yes	Yes
	70	Kakatiya	No information	—
	71	Nagarjuna	No information	—
	72	Hyderabad	No	—
	Karnataka	73	Karnataka	Yes
74		Mysore	Yes	Yes
75		Bangalore	Yes	Yes
Tamil Nadu	76	Annamalai	Yes	Yes
	77	Madurai	Yes	Yes
	78	Madras	Yes	Yes
Kerala	79	Kerala	Yes	Yes
	80	Calicut	Yes	Yes
	81	Cochin	No	—

	1	2	3	4	5
Region State	No. of regular, non-specialised universities	No. of Teaching sociology & social anthropology	Universities not teaching sociology & social anthropology	No information	No. of universities for which some or full data are available
Totals	6 19	81	62	4	15 59

“Specialized” Universities

Sl. No.	University	Whether Socio-logy is taught at any level or not	Whether data are available in the Regional Report or not
1	2	3	4
1.	Andhra Pradesh Agricultural University, Hyderabad	No information	—
2.	Assam Agricultural University, Jorhat	No information	—
3.	Bidhan Chandra Krishi Viswavidyalaya, Kalyani (West Bengal)	No information	—
4.	Chandrasekhar Azad University of Agriculture & Technology, Kanpur	No information	—
5.	Govind Vallabh Pant University of Agriculture & Technology, Nainital	No information	—
6.	Gujarat Ayurveda University, Jamnagar	No information	—
7.	Gujarat Agricultural University, Sardar Kaushinagar, Ahmedabad	No information	—
8.	Haryana Agricultural University, Hissar	Yes	Yes
9.	Indira Kala Sangeet Vishwavidyalaya, Khairagarh	No information	—
10.	J.L.N. Krishi Vishwavidyalaya, Jabalpur	No information	—
11.	J.L. Nehru Technological University, Hyderabad	No information	—
12.	Kerala Agricultural University, Trichur	No information	—

1	2	3	4
13.	Konkon Krishi Vidyapith Dapoli (Dist). Ratnagiri	No information	—
14.	Mahatma Phule Krishi Vidyapith, Rahuri, Ahmednagar	No information	—
15.	Marathwada Krishi Vidyapith, Parbhani	No information	—
16.	Narendra Deo University of Agriculture and Technology, Faizabad	No information	—
17.	Orissa University of Agriculture & Technology, Bhubaneswar	No information	—
18.	Punjab Agricultural University, Ludhiana	Yes	Yes
19.	Punjabrao Krishi Vidhyapith, Akola	No information	—
20.	Rajindra Agricultural University, Pusa, Samastipur	Yes	very little
21.	Roorkee University, Roorkee	No information	—
22.	Sampurnanand Sanskrit Viswavidyalaya, Varanasi	No information	—
23.	Tamil Nadu Agricultural University, Coimbatore	No information	—
24.	University of Agricultural Sciences, Bangalore	Yes	very little

Institutions Deemed to be Universities

<i>SI. No.</i>	<i>Institution</i>	<i>Whether socio-- logy is taught at any level or not</i>	<i>Whether date are available in the Regio- nal Reports or not</i>
1	2	3	4
1.	Gandhigram Rural Institute, Gandhigram, Madurai	Yes	very little
2.	Jamia Millia Islamia, New Delhi	Yes	very little
3.	Tata Institute of Social Sciences, Bombay	Yes	Yes
4.	Birla Institute of Technology & Science, Pilani	No information	—

1	2	3	4
5.	Central Institute of English and Foreign Languages, Hyderabad	No information	—
6.	Gujarat Vidyapith, Ahmedabad	No information	—
7.	Gurukul Kangri Vishwavidyalaya, Hardwar	No information	—
8.	Indian Agricultural Research Institute, Pusa, New Delhi	No information	—
9.	Indian School of Mines, Dhanbad	No	—
10.	Indian Institute of Science, Bangalore	No	—

Note on Table 1:

Table 1 gives the basic information regarding the position of teaching of sociology and social anthropology in Indian Universities. In all, as on 1st July 1977 there are 115 universities in India including the Deemed Universities. They are classified for purposes of our Report, into three: Regular non-specialized Universities (81), Specialized Universities (24), and Institutions deemed to be Universities (10). This Report is mainly concerned with regular, non-specialized universities. Teaching of sociology and social anthropology in specialized universities and institutions deemed to be universities is given at the end of Chapter II. This section also includes institutions such as IIT and Institutes of Management which are outside the U.G.C. Act.

Courses

The following is an account of the nature of courses at different levels, beginning from the PUC level.

PUC Level

Duration of PUC varies from one year to two years. In the universities of Kurukshetra, Himachal Pradesh, and Punjab, PUC is of one year duration, whereas in the universities of Andhra, Bangalore, Karnataka and Mysore it is of two years. The contents of the papers taught at the PUC level are more or less similar in all the universities⁵. They generally cover basic concepts and basic social institutions. In all the universities, there is a paper on Sociological Theory, in the form of 'Basic Sociological Concepts' or 'Elements of Sociology' or as 'Introductory Sociology'. In all the

5. Out of thirteen universities which offer Sociology at the PUC level, we have data from nine.

universities excepting Andhra, the second paper is called 'Social Institutions', or 'Basic Social Institutions', or 'Social Groups and Social Institutions'. In Andhra, the second paper is entitled 'Indian Social Problems'. Sardar Patel University makes a distinction between Pre-university and PUC. In the former, a paper on Indian Social Institutions is taught and in the latter, besides this paper, another paper on 'Indian Tribal Social Institutions' is offered.

B. A. Level

In all the universities excepting those in Uttar Pradesh, the duration of B.A. Pass, Honours, Special or General, is for a period of three years. In Uttar Pradesh it is two years after the intermediate. B.A. Pass course consists of two to four papers, the Honours, Special and General—consists of several papers, the range being from three to eighteen. In Punjab university honours students study three papers, in Andhra five, in Kerala six, in Delhi eight, and in Annamalai sixteen courses.

As at PUC level, so too at B.A. level, all the twenty four universities⁶ have prescribed papers giving a general orientation to the subject of sociology and in particular those dealing with 'Indian Social Institutions'. General Social Anthropology is taught as a paper in nine universities of which five are in the Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region. Eight universities have a paper on 'Research Methods', but this is conspicuously absent in the universities of Andhra Pradesh, Karnataka, Tamil Nadu and Kerala. In Punjab, second year students are required to participate in field study. Social Psychology is taught in eight universities. 'Social Problems' as a paper is offered in about eleven universities. This paper and the paper on social psychology are mostly taught in the universities in Maharashtra, Gujarat, Andhra Pradesh, Karnataka, Tamil Nadu and Kerala. Universities which offer urban and rural sociology are rare.

The following papers are offered only in particular universities: Indian, Ethics' (Annamalai), 'Indian Population Problems' (Bangalore), 'Status and Role of Women in India' (M.S.U. Baroda), 'Marriage and Kinship' (Delhi), 'Ritual and Belief' (Delhi), 'Social Pathology and Social Control' (Andhra), 'Social Change and Applied Sociology' (Nagpur).

The foregoing account shows that the common features of the courses at the undergraduate level are Sociological Theory and Indian Social Institutions. There is a good deal of variation in regard to other lines of specialization, including Research methods. It also shows that sociology has not completely grown out of its former legacy of social philosophy on the one hand and social pathology on the other in some universities.

6. The B. A. syllabi of only 24 universities are available in the Reports.

M. A. Level

The post-graduate course (M.A.) in sociology is of two years duration in all the universities. The examinations are usually conducted annually, although several universities have introduced semester method of teaching. The structure of M.A. course is more or less uniform. It consists of seven to nine papers, or sixteen to eighteen semester courses. In many universities students have freedom to choose some optional papers. With reference to the States of Madhya Pradesh and Uttar Pradesh, Indra Deva remarks, that most universities give a long list of optional papers such as 'sociology of planning', 'political sociology', 'criminology' and 'demography'. But many of these are never taught. These are meant either to impress those who happen to read the syllabus or to demand more staff.

The degree of diversification of courses at the M.A. level is highly impressive, although there are significant variations. Table 2 shows the number of universities offering a particular course at the M.A. level. Both compulsory and optional papers or semester courses are considered together in preparing Table 2 based on the syllabi of 38 universities.

In all the 38 universities for which we have data, papers dealing with concepts and theories are taught without any exception. However, they are variedly called 'Classical Sociology', 'Concepts and Theories', 'Advanced Sociological Theories', 'Theoretical Sociology', 'Sociological Thinkers', 'Principles of Sociology' and so on.

Thirty-seven out of thirty-eight universities include research methodology in their syllabi. Bangalore is the sole exception.⁷ The paper is known by different titles, such as 'Research Methods and Statistics', 'Methods and Techniques of Data Collection and Analysis', 'Techniques of Social Research' and 'Social Survey and Research Techniques'.

Papers on Indian Society and Industrial Sociology are offered in twenty-six universities. Paper on Political Sociology is prescribed by twenty-five universities. While Urban Sociology is taught in twenty-two universities, Rural Sociology is taught in seventeen.

Eighteen universities prescribe essay/dissertation/research/reports/in lieu of one paper. 'Demographic problems' forms part of the syllabi in fifteen universities. Papers on Criminology and Education are taught in thirteen universities. Some aspects of Anthropology are offered in thirteen universities. Twelve universities teach Social Psychology and eleven a paper on Economic Sociology. Kinship and Religion find a place in ten syllabi. Courses on Social Stratification and Social Change are offered in eight and seven universities respectively.

7. From 1976-77, it has "introduced Logic of Social Science".

The M.A. level syllabi of the Universities of Bihar, Bengal, Assam and Orissa have been analysed paper-wise, topic-wise and prescribed books-wise. Dissertation is compulsory in all the six universities teaching sociology in this region. Such papers as "Research Methods & Elementary Statistics", "Principles of Sociology", "Western Sociological Thinkers", "Indian Society", and "Political Sociology" are taught in many universities.

So far as the topics are concerned, there are 480 topics covered in the syllabi of all the six universities of these 57.8 per cent are taught at Patna University, 54.16 per cent at Utkal, 51.25 per cent at Dibrugarh, 38.54 per cent at Bhagalpur, 23.54 per cent at Mithila and 23.54 per cent at Kalyani. At Patna, Dibrugarh and Utkal universities, the percentage of optional topics is much more than that of compulsory topics, whereas at Mithila, Bhagalpur and Kalyani the percentage of compulsory topics is much more than the percentage of optional topics. Only 6.04 per cent of these topics are common in the syllabi of five universities. These topics belong to the following eight areas: "Sociological Thesis", "Social Survey and Research" "Western Sociological Thinkers", "Urban Sociology", "Industrial Sociology", "Social Anthropology", "Political Sociology" and "Criminology".

The number of prescribed books in all the syllabi is 547 belonging to sixteen areas of sociology. It is, however, alarming to find that about only 11 per cent of the prescribed books are actually used by students.

TABLE-2

M.A. Courses	
<i>Courses</i>	<i>No. of Universities teaching the course</i>
Sociological Theories/Concepts/Principles/etc.	38
Research Methods	37
Indian Society	26
Industrial Sociology	26
Political Sociology	25
Urban Sociology	22
Dissertation/Research Report	18
Rural Sociology	17
Demography	15
Theoretical Anthropology	13
Sociology of Education	13
Criminology	13
Social Psychology	12
Economic Problems	11
Kinship	10
Religion	10
Social Stratification	8
Social Change	7

The following are some of the courses that are offered only in particular universities: 'Sociological History of India since 1740 to 1927 A.D.' (Madras), 'Public Relations in Management' (Madras), 'Social Movements' (Osmania), 'Sociology of Revolution' (Osmania), 'Sociology of Karl Marx' (Bombay), 'Sociology of Karl Marx and Max Weber' (Udaipur), 'Sociology of Mass Communication' (Udaipur), 'Sociology of Law' (Rajasthan), 'Sociology of Arts and Literature' (Rajasthan), 'Indian Social Thought and Movements' (A.P.S., Rewa), 'Sociology of Knowledge' (Bombay and North Eastern Hill University), 'Social History and Culture of North Eastern India' (North Eastern Hill University), 'Family Counselling and Child Welfare' (North Eastern Hill University), 'Symbolism and Society' (Delhi), Socialization and Personality: Symbolic Interaction' (Andhra).

M. Phil. Level

Seven universities out of 59 for which we have data offer M.Phil. or M. Litt. Programme. The following are the universities where M.Phil. or M. Litt, course is run: Punjabi, Delhi, Jawaharlal Nehru, Ravishankar, Meerut, North Eastern Hill University and Osmania. No details of M. Phil. programmes in Punjabi, North Eastern Hill University and Osmania are available. In the seven universities a student has to go through some courses (some are optional) and write a project report of dissertation. The duration of M.Phil. programme is usually one year.

Ph. D. Level

Generally Ph.D. is awarded on the basis of a thesis presented by the students who work under the guidance of a supervisor. Most universities stipulate that a student cannot submit his thesis within two years of his enrolment. Forty universities have this facility.

Students

Data regarding student enrolment are available at two points of time-1970-71 and 1974-75. While the data for 1970-71 pertain to 127 university departments and colleges, those for 1974-75 relate to 178 university departments and colleges. In all there were 14,984 students in 1970-71, pursuing sociology at various levels and in 1974-75 the number increased to 38,453 (Table 3).

PUC

In 1970-71, 3,264 students (1,293 boys, 1,862 girls, 109 unspecified) were studying sociology at the PUC level. In 1974-75 this figure rose to 11,838 (170 boys, 39 girls and the rest were unspecified) including 2,007 students at the intermediate level.

B.A.

There were 9,180 students enrolled for B.A. (Pass/Hons./general/special) in 1970-71. Of these, 808 students (460 boys, 305 girls, 43 unspecified) were doing it through various university departments. The rest of the students 8,372, (4,425 boys, 3,367 girls, 580 unspecified) were studying in colleges. In 1974-75 the total strength of the students rose to 22,968. Out of these, 2,584 (1,021 boys, 1,535 girls, 32 unspecified) were registered in university departments, whereas 20,384 students (6,680 boys, 5,987 girls, 7,717 unspecified) were enrolled in colleges.

M.A.

In 1970-71 there were 2,204 students (1,068 boys, 1,040 girls, 96 unspecified) registered for M.A. course. Of these, 457 students were in colleges. The number of students increased to 3,205 in 1974-75 (1,438 boys, 1,254 girls and 513 unspecified). Of these 440 students were pursuing their M.A. in colleges. Out of a total of 2,204 M.A. students in 1970-71, 550 (more than one fourth) were in Lucknow university. For 1974-75, the share of this university was 600 out of 3,205. In addition to 600 regular students, over 2,000 external candidates sat for the M.A. examination sociology in 1975. Student enrolment is generally high in Uttar Pradesh, Madhya Pradesh, Maharashtra, Rajasthan and Gujarat.

Ph. D./M. Phil.

In 1970-71 there were 336 M.Phil./Ph.D. students (190 boys, 133 girls and 13 unspecified) in universities. Of these 16 were registered through colleges and the others in university departments. During 1974-75 there were 442 research students—214 boys, 153 girls and 75 unspecified. Twenty-three of these were doing research through colleges. Normally there is a maximum fixed in respect of the number of research students per guide. The variation is between six to ten per guide.

Lucknow university has the largest number of students in sociology. Out of a total of 336 research students in 1970-71, 150 (more than one third) were registered in this university, and in 1974-75 out of 442 research students 115 (almost one fourth) were in Lucknow university.

On the whole, boys outnumber girls at all levels (PUC, B.A., M.A., and Ph.D.) both in 1970-71 and 1974-75, although the difference is marginal. In certain states such as Maharashtra, Gujarat and Punjab and in the cities of Bombay, Bangalore and Delhi, the subject is more popular among girls. In the university department of Bombay the girls far exceed the boys (120:36 in 1974-75). Bombay, Rajasthan (Jaipur) and Jodhpur are the three university departments where there are more girls doing research than boys.

✶ The quality of students who take up sociology seems to be of poor intellectual calibre. D. Narain remarks: "Full of rejects and indifferent elements, the whole stream is vitiated right from the start" (D. Narain's Report ms. p. 37). Sociology does not attract bright students all over India, although there are a few exceptions.

Eligibility Conditions for Admissions

PUC Course: Matriculation or Higher Secondary is the minimum qualification required for admission to PUC in most universities.

B. A. Course: PUC or Higher Secondary is the minimum qualification for admission to B.A. Course in all the universities in the country. However, in some universities a minimum percentage, which varies from 30 (Bihar, Orissa, Bengal and Assam Region) to 45 per cent (Delhi) is required. The minimum percentage required in Rajasthan is 36 per cent, in Kerala and Andhra 35 per cent, and in Bangalore, Mysore and Karnataka it is 40 per cent.

M. A. Course : The rules for admission to M.A. are more varied. Most universities require only B.A./B.Sc. III Division in any subject, the minimum percentage varying from 40 to 45. Some universities only admit students who have B.A. II Division with 50 per cent.

Another condition which a few universities lay down is that one should have a Bachelor's degree in sociology or in a cognate subject. Thus the universities like Bangalore, Mysore and Osmania give admission to M.A., only to those who have B.A. in sociology. In Marathwada a student should at least have done one paper in sociology at the B.A. level. Some universities like Nagpur and Dibrugarh insist upon B.A. in any social science. In Delhi university a candidate with 45 per cent in B.A. Honours sociology can get admission to M.A., but a candidate who has a B.A. in another social science needs 50 per cent. In Jawaharlal Nehru university admission is also dependent upon a test and an interview. All universities give concessions to backward classes.

M. Phil./Ph.D. Courses: Rules regarding admission to research degrees are more strict. Most universities insist upon First or Second class M.A. in sociology and in some cases anthropology. Delhi University admits also those who have 55 per cent marks in any social science for M.Phil. M. S. University, Baroda and Panjab University do not specify any class or percentage. In Bombay University, a provision exists for a graduate student to do Ph.D. In some universities (JNU and Delhi) admission is done also on the basis of interview or test.

Some Problems of Students

One of the important problems of the students of sociology is the

inadequacy of libraries, especially in colleges. At many post-graduate departments such as Delhi, JNU, Rajasthan, Punjab, Lucknow, Saugar, Patna, Bombay and Mysore there are good libraries with a good number of books and journals. JNU has a reprint library, besides the departmental library. The Rajasthan university also has almost all national and international journals. The department of sociology in this university has also a students' book bank. The library at Chandigarh has about 2,800 books and about 30 journals in English. Jodhpur has about 1,660 books and 8 journals. Though Udaipur library is not adequate, the Tribal Research Institute has an adequate collection of books on sociology and social anthropology.

Regarding library facilities, the situation in colleges seems to be rather dismal everywhere. In many colleges, the medium of instruction is the regional language. Many libraries are poor both in respect of English and non-English text books in Sociology. Indra Deva remarks: "It is indeed disheartening that many generations of sociology students are passing out of universities without ever coming across any standard work on the subject" (Indra Deva's Report (ms) p. 50).

The students in many colleges do not have adequate physical facilities, such as class rooms, hostel facilities, canteen and lounge space. In some of the colleges in Haryana some classes are held on lawns. The facilities in the post-graduate departments are only slightly better than those at the colleges.

There is no adequate contact between teachers and students especially in colleges. Teachers dictate notes and students mechanically take them down. Seminars and tutorials are also not very effective anywhere for a variety of reasons such as lack of ratio, absence of good usable reading materials, general apathy and the examination system which does not give due credit to seminar and tutorial work.

TABLE 3
Enrolment of students according to courses

<i>Courses</i>	<i>student enrolment</i>	
	1970-71	1974-75
PUC/Inter	3,264	11,838
B.A.	9,180	22,968
M.A.	2,204	3,205
M. Phil./Ph.D.	336	442
Total	14,984	38,453

Note : For 1970-71 data are available from 127 university departments and colleges and for 1974-75 from 178 university departments and colleges.

Modes of Teaching

Teaching is mainly through lectures at the undergraduate levels. Teachers are in the habit of dictating notes. Even at the M.A. level dictating notes is fairly common.

Some comments from the Regional Reports are worth quoting here. "Often the notes that the former (teachers) dictate are the notes that they themselves had taken when they were students. . . . A teacher gains in popularity if he or she gives good notes. In one college affiliated to Kurukshetra University, the students said that they changed their subject from Politics to Sociology because the Sociology teacher dictated better notes" (M.S.A. Rao's Report (ms) p. 25). Hetukar Jha writing about some teachers in Bihar says, "Some teachers try to make students so dependent that in the final analysis the students either have to read tuition from them or borrow their lecture notes or to pay court to them in order to be successful in examination" (Hetukar Jha's Report (ms) p. 37). C. Rajagopalan describes the situation in Andhra Pradesh, Karnataka, Tamil Nadu and Kerala as follows: "The notes, whether prepared as guide to lectures or for purpose of verbatim dictation, are prepared only once and that is at the commencement of a teacher's career or at the introduction of a particular paper, and is never subjected to periodical revision" (C. Rajagopalan's Report (ms) pp. 39-40).

The duration of each lecture period varies from 40 to 45 minutes at the undergraduate level, and from 45 minutes to one hour at the post-graduate level. There is considerable variation in the number of periods of teaching per week. In Panjab University about 24 periods are taken per week at B.A. level; in Delhi it varies from 8 to 15 periods a week. In Bombay three lectures are given per subject per week. Besides lectures, tutorials and preceptorials are held in several universities at the undergraduates level. For instance, the Universities of Delhi, Bombay, Poona, S.N.D.T, South Gujarat and M.S., Baroda, conduct tutorials at the B.A. and B.A. Honours levels. Seminar is not a common mode of teaching at the undergraduate level. Only two colleges report that they conduct seminars at the B.A. level, and these are Baring Union Christian College affiliated to Guru Nanak Dev University and Dayanand College affiliated to Kurukshetra University.

The number of hours devoted to lecturing at the M.A. level is considerably less compared to those spent at the B.A. level. In Uttar Pradesh and Madhya Pradesh, four periods are taken on each paper per week. In Delhi three lectures are delivered on each course per week and there are only 12 lectures per week for all the four courses put together.

At the post-graduate level tutorials are fairly common. In some Universities students write one tutorial a week; in others one tutorial is

written in a fortnight. Seminars are also quite common at the M.A. level. While Marathwada University conducts one seminar per week, Panjab University holds twelve seminars per week. In some Universities students undertake writing of dissertation as a part of M.A. course, under the guidance of a supervisor.

In all the universities, except Delhi and Jawaharlal Nehru, attendance at the lectures is compulsory for M.A. students. Usually 75 per cent attendance is the required minimum. In Kerala, South Gujarat and Saurashtra universities, it is 80 per cent and in Panjab University it is only 60 per cent. In the University of Delhi attendance at lectures is optional, but at seminars and tutorials 66 per cent attendance is required. In Jawaharlal Nehru University attendance is not compulsory at any kind of class room instruction.

Medium of Instruction

Regional languages are used as the media of instruction at the undergraduate level in most universities. In Mysore, provision exists for instruction in Kannada; but it is not popular. In some universities, both English and regional languages are used. Students write their examinations either in English or in the regional languages in many universities.

At the M.A. level, many universities such as Delhi, Jawaharlal Nehru, Bombay, Poona, Shivaji, M. S. University, Baroda, Dibrugarh, Utkal and all the universities in Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region, use only English as the medium of instruction. In some other universities although English is mainly used at lectures, yet tutorials are conducted in Hindi and other regional languages. Still in many other universities both English and respective regional languages are used. However, in some Uttar Pradesh and Madhya Pradesh universities Hindi is the sole medium of instruction. In Nagpur though teaching is done through English and Marathi, a student can write examination in Hindi also. In Mysore and Bangalore universities, a student of M.A. has to get prior permission if he wants to write his examination in Kannada instead of in English. In many universities students still write their Ph.D. dissertations in English only.

Evaluation

Just as lecturing is the main method of instruction so too conducting written examinations at the end of a semester or a year is the universal practice of evaluation in all the universities. However, there are some significant differences with regard to details. In some universities examination scripts are valued by their own teachers, while in many others, they are sent to experts who belong to other universities. The maximum marks allotted to B.A. and M.A. courses also differ.

Pass marks for B.A. is 35 per cent of the total marks in the aggregate in most of the universities. In Marathwada, Gujarat and South Gujarat it is 36 per cent, whereas in M.S. University, Baroda 40 per cent is needed for a pass.

The percentage of marks required for a pass in M.A. also varies considerably. Panjabi university requires 35 per cent, whereas South Gujarat and Nagpur Universities require 36 per cent. In some Universities like Panjab, Kurukshetra, Shivaji, Osmania and South Gujarat a minimum of 40 per cent is necessary. In Madras it is 45 per cent, while Bangalore, Mysore, Venkateswara and Marathwada demand 50 per cent for a pass. Several universities also stipulate that while a minimum percentage of marks is necessary in the aggregate to pass the examination, a minimum percentage in each paper is also a necessary condition.

Class or Division (I, II, and III) is also assigned to each student according to his marks. Normally 60 per cent or above is I class, between 50 to 60 per cent is II class, and below 50 per cent is III. But in Rajasthan 48 per cent is the required minimum for a II division while in some universities in Uttar Pradesh and Bihar it is only 45 per cent. Recently, some universities in Madhya Pradesh⁸ are following the letter grade system in Madhya Pradesh, 'D' grade (35 to 43 per cent) is the minimum needed for a pass.

In the Universities of Panjab, Guru Nanak Dev, Rajasthan, Mysore, Andhra, Kerala and Poona, a *viva-voce* forms part of the M.A. examination. The marks allotted to *viva-voce* vary from university to university. In Mysore the maximum marks are 25 while they are 100 in Kerala.

In the section on courses it was noted that in many Universities a student writes a dissertation in *lieu* of a paper for the M.A. examination. Although in Guru Nanak Dev and Panjab Universities field work is compulsory in writing such dissertations, in many other universities, this is in fact so. In the universities of Madhya Pradesh a student will be allowed to present a dissertation only if he has secured at least 55 per cent marks in his M.A. Previous examination. In Ravi Shankar University dissertation is compulsory for all students. In Madhya Pradesh the general pattern of evaluation of M.A. dissertation or thesis is that the supervisor assigns marks out of 50 and an external examiner gives marks out of another fifty.

In order to gain more objectivity in the marking system, double evaluation of the answer scripts is practised in the Universities of Rajasthan, Jodhpur, Udaipur and in all the universities of Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region. In Rajasthan University, the same answer

8. In Madhya Pradesh the grade system has been introduced since 1976.

books are checked by two different examiners and their marks are averaged if the difference between the two markings is not more than 20 per cent. If it is more, then it is referred to a third examiner and the marks of the two examiners, which are nearer to each other are averaged.

How many times can a student repeat his examination in case of failure or in order to improve upon his earlier performance? The universities of Nagpur and Sardar Patel constitute one extreme since they do not permit their M.A. students to repeat their examination. On the contrary the Universities of Panjab, Bangalore and Shivaji are at the other extreme as they allow their students to repeat their examination any number of times. In between these two extremes lie the universities which allow their students to repeat examination a fixed number of chances. Usually it is two (Delhi, Rajasthan) or three (Osmania, S.N.D.T. for Women) chances. In M.S. University, Baroda students can repeat upto five times.

Internal assessment of students is in vogue at the M.A. level in many universities, and its degree varies from university to university. Internal evaluation at the B.A. level exists in a few universities like Rajasthan and Annamalai. K. L. Sharma writes about JNU: "The system of evaluation at JNU is completely innovative and flexible. It is internal and semester-based. The entire assessment of performance is not done at the end of the semester. Half of the assessment is done during the semester based on tests, tutorials and term papers and the remaining half is done through an end-semester test. The concerned teacher is free to conduct *viva-voce* in his course on the topics of mid-semester term papers" (K. L. Sharma's Report (ms) p. 64).

Panjab, Rajasthan, Jodhpur, Udaipur, Annamalai, Bangalore, Mysore, Karnataka, Andhra, Bombay, Poona, Marathwada, M. S. Baroda, Sardar Patel and all the universities in the state of Madhya Pradesh are the other universities where some sort of internal assessment is prevalent for the M.A. examination. In Rajasthan University 30 per cent of marks in each theory paper is reserved for sessional work. In Jodhpur internal assessment is done on tutorial work, term papers, written and oral tests. A student must secure a minimum of 36 per cent marks in the internal assessment in order to take the final examination. However, such marks will not be taken into account in order to determine the result, division or aggregate in the annual examination. In M.S. University, Baroda, 20 per cent of marks in each paper is set aside for internal assessment. In the Universities of Andhra, Bangalore, Mysore and Karnataka marks ranging from 16 to 20 per cent are apportioned for internal assessment. Candidates who appear for examination externally are exempted from this. Bombay University has instituted a parallel system (along with the examination system of 100 marks at the end of the year) of internal - cum - external assessment ; out of 100 marks

in a paper 60 are assigned for internal and 40 for external examination. The Sixty marks are divided into 20 marks each for two tests in the two terms and an essay of 20 marks towards the end of the year. In the universities of Madhya Pradesh, the system of internal assessment has still another variation. In each paper, a student has to sit for five tests in an academic year. He has to get a minimum of 'D' grade at least in three of them. The mean of the three best performances in each paper is recorded separately in the candidate's mark sheet.

Ph. D. Evaluation

There is a good deal of variation in the procedures and modes of evaluation of Ph.D. thesis. A Ph.D. thesis is required to be an original piece of research, which is written under the guidance of a supervisor. There are two main modes of evaluation: one where the supervisor is also one of the examiners and the other where he is not.

There is also a variation in respect of having a *viva voce* examination. While some universities insist on it, others do not. Still others hold the *viva-voce* only if the examiners want it. Unanimous and majority decisions are the two major variations in the award of the Ph.D. degree.

Teachers

Data are available from 38 university departments regarding the strength of the teaching staff as at 1974-75. In all, there are 215 teachers. Out of them, 30 are Professors, 39 are Readers and 146 are Lecturers. Besides these, eleven Research Assistants/Research Scholars work as part-time lecturers. Out of the total of 215 teachers, 84 have doctorate degrees (see Table 4).

In terms of the strength of the staff, Saurashtra University and Institute of Advanced Studies, Meerut are the smallest and Rajasthan is the biggest. Saurashtra and Meerut manage their departments with one member each. Rajasthan University has 18 members including a Professor and a Reader. Delhi, the Centre of Advanced Study, has 12 members including 4 Professors and 4 Readers, and Jodhpur too has 12 teachers including a Professor and a Reader. The Universities of Guru Nanak Dev, Shivaji, Nagpur, Sardar Patel, South Gujarat, Saurashtra, Bhagalpur and Mithila do not have any Professors. Bombay University has the highest number of Readers (5) with two Professorships lying vacant. Delhi comes second with its 4 Readers.

It is noted that no university department is without a Ph.D. holder on its staff. Usually all Professors and Readers are Ph.Ds. Ordinarily Professors are also Heads of Departments. In some universities, like Delhi, Rajasthan and Udaipur, headship rotates. The duration of headship varies from two to three years.

Data regarding the member of teaching staff in colleges are very inadequate except in certain regions. In Himachal Pradesh, Punjab and Haryana Region, there are 19 lecturers of whom only one has a Ph.D. In the colleges affiliated to Delhi University there are 18 lecturers of whom four hold Ph.D. and three M.Litt. degrees. Out of a list of 69 teachers including those in departments, colleges and professional colleges in Madhya Pradesh and Uttar Pradesh, 29 have Ph.D. degree. In a list of 15 lecturers in Bombay colleges, 2 are Ph.Ds. Out of a list of 83 teachers from the colleges of Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region, only one has a Ph.D. In some regions those who teach in colleges also get Professorships and Readerships. Out of the 83 college teachers of Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region, 3 are Professors and 5 are Readers. In the states of Uttar Pradesh and Madhya Pradesh also these grades seem to be prevalent among the college teachers.

Data regarding male-female ratio of the teachers are again inadequate. In the university departments of Delhi and Ravi Shankar there are three lady teachers each. In the Universities of Lucknow, Bombay, Marathwada and M.S., Baroda, there are two lady members in each department. There is one woman teacher each in Jabalpur, Shivaji, Patna and Utkal. In Himachal Pradesh, Punjab and Haryana there are 9 ladies amongst a total of 46 teachers including those who are in the departments, colleges and in the professional institutions. Out of 18 teachers in Delhi colleges, 17 are women, most of whom are located in women's colleges. In a list of 15 college teachers in Bombay, 9 are women. In Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region while there are only 7 females among 47 university department teachers, there are 41 women in a list of 83 college teachers.

There exist certain disparities between the status of the college lecturers and that of the university teachers. Regarding the status of Delhi college teachers *vis-a-vis* department teachers K.L. Sharma observes: "The teachers working in the colleges are certainly considered academically "inferior" than those teaching at the department of sociology. This is also true in the case of universities in Rajasthan" (K.L. Sharma Report ms.p. 75). The college teachers have more working hours (about 15 to 22 periods a week) than those at the department (about 6 to 12 periods a week). In some colleges temporary teachers are given more work than the regular ones. Compared to the university departments, college teachers have hardly any facilities such as independent rooms, good libraries and grants for doing research.

Many teachers have indicated their specialisations. But these are not to be taken at their face value. For, K.L. Sharma observes: "These are not in fact the fields of specialization, they are rather the titles of the papers which most of the teachers have been teaching at M.A., and undergraduate level. Therefore, these should not be understood as areas of being researched

by the teachers or the fields in which they have published books and articles". (K.L. Sharma's Report (ms) pp. 79-80). Out of nine college lecturers who have claimed various specializations in Himachal Pradesh, Punjab and Haryana Region only one lecturer has taken up research in the area of specialization he has mentioned.

Thus at the undergraduate level the question of specialization is not highly meaningful, although some enterprising teachers undertake research and develop special interests on their own. Normally a student or a teacher develops special interest at the point of his entry into Ph.D. Even here the student or the junior teacher is not entirely free in choosing the line of specialization. Generally, the papers assigned for teaching and the subject of Ph.D. research are allotted by the senior teachers. Thus the young teacher may find it difficult to pursue his own line of specialization under such an authoritarian environment. However, things are quite different after one completes his Ph.D. The teachers or students who already have a Ph.D. are free to a great extent to develop their own lines of specialization. Hence it is at this stage that specialization really becomes more meaningful.

TABLE 4

Strength of Teachers in University Departments (1974-75)

Region	University	Prof.	Reader	Lecturer	Total	No. of Ph.Ds.
1	2	3	4	5	6	7
Himachal Pradesh						
Punjab & Haryana						
	Guru Nanak Dev	0	1	2	3	1
	Punjabi	1	1	2	4	2
	Panjab	1	2	3	6	5
Delhi & Rajasthan						
	Delhi	4	4	4	12	11
	JNU	1	3	3	7	5
	Rajasthan	2	1	16	18	N.A.
	Jodhpur	1	1	10	12	5
	Udaipur	1	1	4	6	5
Uttar Pradesh and Madhya Pradesh						
	Ravi Shankar	1	0	3	4	N.A.

1	2	3	4	5	6	7
	Jabalpur	1	0	2	3	N.A.
	Lucknow	1	1	8	10	N.A.
	Inst.Ad.S.Meerut	1	0	1	2	N.A.
	Inst. of So.S.Agra	1	1	5	7	N.A.
Bihar, Orissa, Bengal & Assam						
	Patna	1	2	4	7	2
	Bhagalpur	0	1	5	6	2
	Mithila	0	0	5	5	1
	Kalyani	1	0	4	5	2
	Dibrugarh	1	1	3	5	2
	Utkal	1	0	3	4	2
Maharashtra & Gujarat						
	Bombay	0	5	2	7	5
	Poona	1	1	2	4	3
	Marathwada	1	0	4	5	3
	Shivaji	0	1	3	4	1
	Nagpur	0	1	2	3	1
	S.N.D.T. for Women	1	1	5	7	1
	M.S. Univ., Baroda	1	1	3	5	2
	Sardar Patel	0	1	2	3	1
	S. Gujarat	0	1	2	3	1
	Saurashtra	0	1	0	1	1
Andhra Pradesh, Karnataka, Tamil Nadu & Kerala						
	All University departments(10)	6	5	29	40	18
	Total	30	39	146	215	84

Research and Publications

Research experience enhances the ability of a teacher to teach in a more meaningful way. It sharpens his intellect to conceptualize varied social

phenomena. A teacher who has not undertaken any empirical research may be under some handicap in teaching techniques of empirical research in an effective way. In this connection we shall examine the research and publications of the teachers of sociology.

In regard to publications, the teachers in the departments are in a better position than their counterparts in colleges. All the members of Delhi University have published books or articles. The largest number of books, 39, and of articles, 163, come from this university. The teachers in Rajasthan University have 22 books in English and Hindi, and 115 articles. The Punjab University teachers have published 3 books and 82 articles. Regarding Uttar Pradesh, Madhya Pradesh, Bihar, Bengal, Orissa and Assam, and Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Regions we do not have details according to each university. In the states of Madhya Pradesh and Uttar Pradesh, 34 books and 282 articles have been produced by 5 university departments and 11 colleges. Fourteen of these books are in Hindi. In Bihar, Orissa, Bengal and Assam Region 18 teachers have written 24 books and 118 articles.

The post-graduate department teachers of Bombay University have published 13 books and 63 articles and the college teachers 6 books and 15 articles. In S.N.D.T. University postgraduate and college teachers have together published 8 books and 16 articles, some in regional languages. Baroda University teachers have published 5 books and 36 articles. Sardar Patel University teachers have published 9 books and 31 articles. Information is available from only one teacher of Saurashtra University who has published 11 articles. South Gujarat University teachers have published one book and 8 articles. Gujarat University postgraduate teachers have published 17 books and 72 articles where college teachers have published 41 books (many in Gujarati and of text-book nature) and 8 articles. Poona University post-graduate teachers have published many books and articles, whereas teachers in colleges have published 10 books (some in Marathi and of text-book nature) and 8 articles. In Shivaji University, only postgraduate teachers have published 10 books and 22 articles. In Marathwada University, post-graduate teachers have published 9 books and 31 articles and college teachers 4 books and 3 articles.

In the Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region out of 47 university teachers, 17 have written 41 books and 20 have published 339 articles. Some of the books are in the nature of text books in the regional languages.

Many university departments have taken up projects on various topics. The chief sponsors of these projects are the Indian Council of Social Science Research and the University Grants Commission. Rajasthan and JNU

have done quite a number of major projects. Similarly Dibrugarh and Patna have some on-going research projects. Delhi University teachers have not so far undertaken any major project. They take small projects such as trend reports. The universities in Andhra Pradesh, Karnataka, Tamil Nadu and Kerala have completed 33 projects and 10 are in progress. The financial outlay of projects varies from a few hundred rupees to several thousands. In the Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region there was a project involving Rs. 2.1 lakhs.

Forty-three university teachers out of 215, have gone abroad either for teaching or participating in conferences. Some have also studied in foreign universities. A few of these have gone abroad several times. Most of these visits are confined to U.S.A. and Canada. Most university teachers seem to have attended at least one national/regional seminar or conference.

A few teachers are members of International Professional Bodies, like Association of Current Anthropology and Association of Social Anthropologists. However, many are members of Indian Sociological Society. Many more seem to be members of regional Bodies like Bihar Sociological Society, North East India Sociological Society, and Rajasthan Sociological Association. Some are members of many associations. In Delhi and Rajasthan Region 71 teachers are life members of professional bodies, particularly of Indian Sociological Society. In the Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region, 18 out of 47 university teachers are members of one body or another. On the whole there is a greater degree of professionalization among the teachers of sociology in the country.

There is a sharp contrast between the teachers in the affiliated colleges and their counterparts in the university departments, in terms of publications, execution of research projects, membership in professional bodies, visits abroad and attendance at seminars and conferences. In the Himachal Pradesh, Punjab and Haryana Region, only one college lecturer has one publication and one has taken up a research project. However, some of them are members of professional bodies and have attended conferences in the country. There are a few college lecturers who hold research degrees in Delhi colleges and a few of them have publications. Regarding the Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region the situation is the same. Even in the university departments, the lecturers do not show much interest in publishing. Twenty out of 29 lecturers in this region have not published either books or articles. "If this is the situation at the post-graduate level, it would be ludicrous to expect the teachers in the undergraduate colleges to display any research or professional interests", remarks C. Rajagopalan (C. Rajagopalan's Report (ms) p. 73).

Social Anthropology in the Departments of Anthropology

The data regarding the teaching of social anthropology in various

Departments of Anthropology are meagre. There are three forms of organization of teaching of social Anthropology. Many departments of sociology include social anthropology and no distinction between sociology and social anthropology is made. Secondly, there are combined departments of sociology and social anthropology such as those in Saugar and Punjabi universities. Thirdly, many departments of anthropology teach social anthropology. The members of the Committee failed to collect data from many of these departments of Anthropology teaching social anthropology. This note lists the Department of Anthropology teaching social anthropology as reported in the six Regional Reports and summarizes what ever information that is available from a few of these departments.

There are twelve postgraduate Departments of Anthropology. They are listed below:

<i>Region</i>	<i>University</i>
Himachal Pradesh, Punjab & Haryana	1. Department of Anthropology, Panjab University
Delhi, Rajasthan, Uttar Pradesh & Madhya Pradesh	2. Department of Anthropology, Delhi 3. Department of Anthropology, Saugar 4. Department of Anthropology, Ravi Shankar
Bihar, Bengal	5. Department of Anthropology, Calcutta 6. Department of Anthropology, Gauhati 7. Department of Anthropology, Dibrugarh 8. Department of Anthropology, Utkal 9. Department of Anthropology, Ranchi
Andhra Pradesh, Karnataka, Tamil Nadu & Kerala	10. Department of Anthropology, Karnataka 11. Department of Anthropology, Sri Venkates- wara 12. Department of Anthropology, Mysore

In 1974-75, Ravi Shankar University had 33 students including 5 girls of whom 12 were for Ph.D., 17 for M.A., and 4 for Diploma in Applied Anthropology and Tribal Welfare, courses. In the department of anthropology of the Andhra Pradesh, Karnataka, Tamil Nadu and Kerala Region there were 15 Ph.D. students including two girls. For M.A./M.Sc. course, Karnataka had 34 students (6 girls), Mysore 35 (2 girls) and Sri Venkateswara 19 (5 girls). More boys than girls take up anthropology.

Karnataka university department is the largest in the Region of Andhra Pradesh, Karnataka, Tamil Nadu and Kerala, having seven members on its faculty—Professor 1, Readers 2, Lecturers 5. All of them have Ph.D. degrees. Mysore has one Professor and two lecturers. The professor has a Ph.D. in Sociology. Sri Venkateswara University has only two lecturers and one of them has a Ph.D.

Teaching of Sociology in Professional Institutions

Sociology and social anthropology are not only taught in university departments and colleges for graduate and postgraduate courses, but they are also taught as auxiliary subjects in many institutions. Although the information is not exhaustive, we give below a list of institutions from which we have data on teaching of sociology and summarize the available data.

<i>Region</i>	<i>List of Professional Institutes teaching Sociology and Social Anthropology as mentioned in the Regional Reports</i>
1	2
Himachal Pradesh, Punjab & Haryana	1. Haryana Agricultural University, Department of Sociology, Hissar. 2. Punjab Agricultural University, Department of Economics and Sociology, Ludhiana
Delhi & Rajasthan	3. Vidya Bhawan Rural Institute, Udaipur. 4. Udaipur School of Social Work, Rajasthan Vidyapeeth, Udaipur. 5. Tribal Research Institute, Udaipur. 6. Jamia School of Social Work, Delhi. 7. Indian Institute of Technology, Department of Social Sciences, Delhi. 8. Delhi School of Social Work, University of Delhi, Delhi.
Uttar Pradesh & Madhya Pradesh Bihar, Orissa, Bengal and Assam	9. Indian Institute of Technology, Department of Humanities and Social Sciences, Kanpur. 10. Rajendra Agricultural University, Muzaffarpur 11. Bihar Agricultural College. 12. Saugar Agricultural College, Sagar.
Maharashtra and Gujarat	13. Indian Institute of Technology, Department of Humanities and Social Sciences, Bombay. 14. Tata Institute of Social Sciences, Bombay.

Andhra Pradesh,
Karnataka, Tamil
Nadu & Kerala

15. Post-graduate Department of Social Work, Karnatak University, Karnatka.
16. Post-graduate Department of Social Work, Bangalore University.
17. University of Agricultural Sciences, Bangalore.
18. The Indian Institute of Management, Bangalore.
19. Bangalore University, for LL.M. degrees.
20. Bangalore University, for Bachelor degree in Nursing and Home Science.
21. Gandhigram Rural Institute, Madurai.

Courses, Students and Staff

A number of papers in sociology including Indian Social Institutions and Rural Sociology are offered in the Agricultural Universities. At Hissar, Sociology is taught for the following degrees: B.Sc. (Agri.), B.Sc. (Hons. Sc.), B.V.Sc., A.H., M.Sc., and Ph.D. and at Ludhiana for B.Sc. and M.Sc. and Ph.D. Vidya Bhavan Rural Institute, Udaipur gives M.A. in Rural Sociology. Udaipur School of Social Work offers papers in sociology for B.A. and M.A. degrees in social work. Jamia School of Social Work teaches sociology for B.A. (Hons.). The department of Humanities and Social Sciences in I.I.T. Kanpur gives courses in sociology for B.Sc., B. Tech., M.Sc., and M.Tech. I.I.T. Bombay offers Sociology as optional paper for B. Tech. Sociology is taught for M.A. in Social Work and M.A. in Personnel Management and Industrial Relations at the Tata Institute of Social Sciences, Bombay. Compulsory papers on Sociology are taught for the B.Sc. students of Nursing and Home Science in Bangalore. The Delhi School of Social Work, the post-graduate departments of social work in Bangalore and Karnatak Universities, the University of Agricultural Science, Bangalore, the Indian Institute of Management, Bangalore, and the Gandhigram Rural Institute give courses in general and special fields of Sociology like Indian Social Structure, Social Problems, Rural Sociology, Industrial Sociology and Social Science Research Methodology, Sociology has been introduced as a compulsory subject for LL.M. course of the Bangalore University from 1976-77.

There are nine students doing Ph.D. at the Tata Institute of Social Sciences and eight at the I.I.T. Bombay. About 100 students took sociology papers at the I.I.T. Bombay for B. Tech. in 1974.

In the Department of Sociology, Haryana Agricultural University there are two Professors, one Lecturer and one Research Assistant. Two of them hold doctorate degrees. There are three Lecturers, three Research Assistants and one Professor at the Department of Economics and Sociology, Punjab Agricultural University. Two of these also have doctorate degrees. There are about 35 sociology teachers in various professional colleges in Delhi and Rajasthan Region. I.I.T. Kanpur has a strength of four teachers: Professor—1, Associate Professor—1, and Assistant Professors—2. I.I.T. Bombay has three teachers: Professor—1, Associate Professor—1, and Assistant Professor—1, all of whom have Ph.D. degrees. There are two faculty members at the Tata Institute of Social Sciences, both of whom are Professors (one is the Director) and have Ph.D. in Sociology.

Acknowledgement

The Convener of the Committee thanks Dr. P. M. Chacko for help in preparing the summary of the main findings of the six Regional Reports.

CHAPTER III

GENERAL RECOMMENDATIONS

The overall assessment of the present status of teaching of sociology and social anthropology is that there are both bright as well as dark spots. While some post-graduate university departments have been the centres of innovation in different aspects of teaching of sociology and social anthropology, many others remain below standard. Similarly, while a few colleges maintain high level of teaching, many others are below the desired standards. Any attempt at improving the status of teaching of sociology should be multi-dimensional. Teaching is intimately related with many variables such as the nature of courses, quality of students and teachers, method of teaching and evaluation, availability of teaching materials and administrative controls. The following are the general recommendations made by the Committee, on the basis of their investigations, in order to improve the status of teaching of sociology and social anthropology in Indian Universities and colleges.

1. Sociology is relatively a young discipline and the organisation of its teaching at different levels needs careful planning, execution and encouragement. While the U.G.C. has taken steps to encourage a nation-wide discussion on the nature of the contents of courses at the undergraduate and post-graduate levels, there is no such widespread discussion on the nature of sociology courses at the +2 level which has been accepted by many states. Since this has a direct impact on the teaching of sociology at the graduate and post-graduate levels, it is necessary to have a nation-wide discussion on the desirability of introducing sociology at the +2 level, the nature of courses at the +2 level and the consequent changes in the courses at other higher levels. It would be necessary to have suitable training programmes for teachers teaching at the +2 level.

2. There are two major drawbacks in respect of the sociology courses at the B.A. level. One is that they tend to be more too wide and descriptive, and the other is that substantive papers are not adequately related to sociological concepts. There is an urgent need to overcome these limitations. In this context it is necessary to realize that, at the B.A. (Pass) level, the objectives of teaching sociology are threefold: First to expose the students to the sociological view point as distinct from that of other disciplines and to give them a knowledge of basic concepts and theories. Second, to enable the students to look at certain substantive areas of social life such as social

stratification and marriage and kinship in the light of basic concepts. Thirdly, to make the students aware of the diversities of cultures and societies, in a comparative perspective to broaden the outlook. The courses should be so designed as to achieve these ends. While it would not be desirable to impose uniformity of courses in various universities an attempt should be made to see that all students of the subject are exposed to the core content of the discipline.

3. Another question which is raised in the context of teaching sociology at the B.A. level is the nature of research methods. There is a tendency on the part of some universities to introduce full fledged courses on methodology but they over-emphasize survey and statistical technique. The syllabus at the +2 level even requires students to undertake research projects. It is necessary to caution against this extremist tendency in trying to make undergraduate students 'expert researchers'. Sociological research is very difficult and it requires a certain degree of maturity of mind to grasp the sociological relevance of social behaviour and interaction. On the other hand at the B.A. level the students should be given a good grounding in the logic of scientific procedures.

4. Research Methodology forms part of M.A. syllabus of all the universities. However, the contents are heavily biased towards survey and quantitative techniques. It is necessary to strike a balance between the quantitative, non-quantitative and the logical aspects. The present practice of allowing M.A. students, in some universities, to write a dissertation in lieu of one (not two papers) should be more systematically pursued. Only good students may be encouraged to write project assignments.

5. Since there is a separate U.G.C. Committee which has gone into the question of modernization of sociology syllabus, only some general comments may be offered. First the courses offered at the M.A. level should be more systematically inter-linked. Second, the teaching of courses should be related to the availability of teachers in required fields of specialization and the teaching materials so that teaching becomes more realistic and relevant to the conditions and problems of our society and culture.

6. At the M. Phil. level the courses offered may be much more specialized keeping in mind the fields of specialization of teachers and the research interests of students. The course work should include relevant components of sociological theory and methodology.

7. It is necessary to involve the concerned Heads of Departments, teachers and the students in the formulation of courses at all levels.

8. One of the crucial determinants in the improvement of teaching of sociology at the undergraduate level is a favourable student ratio which

is 1:30. Similarly the work load of teachers should not be more than twelve periods a week including tutorials and seminars. It is only under such favourable conditions of work that we may expect improvement in the quality of teaching. Teachers get more time to prepare their lectures. They will be able to give personal attention to students, and will also have time to read, write and do research.

9. It is essential for the teachers in colleges to take advantage of various faculty improvement programmes, such as teacher fellowship, workshops, seminars, conferences and research projects. The college administration might be persuaded to give teachers the necessary leave to enable them to take advantage of these programmes. The study leave rules must be made more liberal. All these measures will reduce the wide disparities that exist today between the working conditions of the college teachers and those of the teachers in the university departments.

10. At the post-graduate levels, there is more scope for introducing many innovations in teaching methods. There should be a balance between the seminar method and tutorials on the one hand and straight lectures on the other. There should be a greater degree of contact between the teachers and students at the M.A. and M. Phil. levels.

11. Although the working conditions of teachers in the departments are better than those of teachers in colleges, there is a strong need to have the sabbatical system for improving their own quality of teaching. The leave rules should be so liberalized that they do not stand in the way of academic pursuits. It is desirable to have a faculty exchange programme between university departments.

12. Another crucial determinant in improving the quality of teaching is the production and accessibility of teaching materials—text books, journals and other books in English and regional languages. The most serious handicap in teaching of sociology is the inadequate supply of teaching materials in the regional languages. The U.G.C. should give immediate attention to this problem without entirely leaving it to the respective states to produce the teaching materials in the regional languages. It is necessary to have an appropriate All-India Committee which would act as a Board of Editors in planning the preparation of standard text books in various regional languages on different subjects. The main function of the Committee should be to generate original writing as well as translations on a steady and regular basis. Some funds should be placed at the disposal of every university department to generate sociological literature in regional languages. As far as possible the utilization of this fund should be free from red-tapism.

13. The present examination system encourages students to memorize answers. In order to enable students to learn by heart, teachers are

pressurised to dictate notes. The question-answer book industry also flourishes on this system of examination. There is then an urgent need to introduce reforms in the examination system. With the introduction of semester system there may be more emphasis on internal evaluation, term papers and *viva-voce* examination. The examination system may be oriented towards testing analytical skills and creative abilities rather than mere memory.

14. The system of administration has an important bearing on teaching. It would be necessary to raise the minimum eligibility conditions for students to enter sociology at all levels so that good students take up sociology not as the last resort but as a positive choice. Secondly, the students should be given adequate facilities in terms of hostel, library and other physical facilities. Thirdly, greater care should be taken in selecting the best teachers and in promoting better ones. While considering a teacher for a higher position, not only his research output but also his reputation as a teacher should be taken into account. It might be necessary for the University and the U.G.C. to exercise more control in the recruitment of teachers in private managed and government colleges.

15. The professional body of sociologists has a responsibility to take an active interest in improving standards of teaching. The problems of teaching of sociology and social anthropology should be discussed, on a continuing basis, at its annual conferences and regional meetings. It should keep a record of the teachers in different colleges. It is a pity that we do not have a complete list of colleges teaching sociology and of sociology teachers in these colleges. It should also give adequate attention to the production of standard text books and journals in English and in different regional languages. As a professional body it can also exercise direct and indirect controls in discouraging the production of bazar notes.

16. The problems of teaching of sociology in professional Institutions such as Agricultural Universities, I.I.Ts., Institutions of Social Work and Management, require more attention and consideration. The courses here should be made more relevant emphasizing applied aspects. It is necessary to promote more research in various fields of applied sociology and generate more teaching materials in the Indian context.

17. Sociology is taught through correspondence at the B.A. and M.A. levels in some universities. Many universities permit students to appear at B.A. and M.A. examinations as private, external and non-collegiate candidates. A few universities have also started evening or morning colleges to teach sociology at the B.A. and M.A. levels. This is a complex issue which merits a serious investigation. The U.G.C. may consider appointing a committee to go into the whole question of the desirability and efficacy of these institutional arrangements.

CONFIDENTIAL

University Grants Commission

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Meeting:

Date : 17th July, 1978

Item No.20: To consider the recommendations of the workshop on teaching and research in History of Art in Indian Universities.

With the support of the University Grants Commission, the Faculty of Fine Arts, M.S. University of Baroda organised a workshop in November, 1977 on the problems of teaching and research in History of Art in Indian Universities. A copy of the main recommendations of the workshop is enclosed (Annexure-I).³ Eminent Art Historians and Art Critics participated in the workshop.

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A summary of the recommendations of the workshop is given below:

1. U.G.C. must immediately appoint a special subject panel for Art Historical studies and Research so that it can specifically consider all aspects of the academic requirements and other resources for strengthening this discipline in Indian University Departments. In this manner this discipline will receive due recognition and attention by all concerned.
2. U.G.C. must urgently provide sizeable grants for setting up centralised photo-laboratory for duplication of visual materials namely photographs and colour slides, with a view to sharing these resources with other centres of art history teaching.
3. The U.G.C. should identify certain Departments of Art History in Indian Universities as centres for special assistance programme.
4. U.G.C. should earmark a special fund for publication of books and research theses on Art Historical topics.
5. U.G.C. must provide special funds for Art Historical research.

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6. U.G.C. must provide funds for exchange of Art History teachers and for enabling research students to spend some time in other universities to work under the experts there or to take advantages of the particular facilities.
7. The U.G.C. should inform and instruct the Ministry of Education, Department of Culture, Union Public Service Commission, all state public service commissions and employment agencies, Archaeological Survey of India, State Departments of Archaeology and Museum authorities that Post Graduate Degree in Art History be also included as an acceptable qualification for such jobs where-ever the nature of the job or responsibilities include expertise in the subjects of Art History by the incumbent.
8. The U.G.C. should set up a council for Art Historical Research on the same lines as that of Council of Historical Research as well as Council of Social Science Research to regulate and support research schemes and projects for Art Historical Research.
9. Since the higher education programmes in History of Art have to be of necessity broad and resilient, their objectives, methods and achievements have to be scrutinised and discussed from time to time and the U.G.C. should make provision of the organisation of periodical seminars and workshops for purpose in the different art history departments. This will and clarity and precision to our teaching and research methods and bring liveliness and originality to our art historical thinking.

The matter is placed before the Commission for consideration.

AS(HR)/JS(I)

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Copy of letter from Prof. Ratan Parimoo
Dean, Faculty of Fine Arts, M.S. University
of Baroda addressed to Dr. G.N. Kaul, Under
Secretary, UGC, New Delhi (wrongly addressed)
regarding UGC Workshop on the problems of
Teaching and Research in History of Art in
Indian Universities (November 1977) -
Recommendations of the Workshop.

With reference to above the Workshop was held from 5th to 8th November, 1977. I have already sent you the complete set of papers presented at the workshop as well as a summary report while you have also sanctioned the publication of entire proceedings of the Seminar. Its printing will be taken up during the next few months.

I am herewith forwarding you the specific recommendations of the workshop for every urgent and serious consideration by the University Grants Commission. We had devoted the entire last session on the last day to preparing very concrete recommendations which the U.G.C. must give priority consideration for strengthening the Art Historical discipline in the Indian Universities. These recommendations were proposed and supported by some of the eminent scholars present and were approved by the entire body of participants.

Recommendations:

1. U.G.C. must immediately appoint a special subject panel for Art Historical Studies and Research so that it can specifically consider all aspects of the academic requirements and other resources for strengthening this discipline in Indian University Departments. In this manner this discipline will receive due recognition and attention by all concerned.

Note: My working paper as well as the workshop has established that: (i) there are four full-fledged University Departments in the country namely at Baroda, Banaras, Chandigarh and Vishabharati; Calcutta, Department of Ancient Indian Culture, while not giving full-time courses in Art History is the oldest department to teach and undertake research in Art History. Stella Mariss College in Madras is the only institution in the South Teaching Art History (ii) Art History courses in Indian Universities are of three kinds - (a) full time post graduate courses (b) optional papers in Departments of Archaeology and Ancient Indian History (c) Most Colleges of Fine Arts have introduced History of Art as a compulsory theory subject in the curriculum for training of the artists almost all over India.

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2. U.G.C. must urgently provide sizeable grants for setting up centralized photo-laboratory for duplication of visual materials namely photographs and colour slides, with a view to sharing these resources with other centres of art history teaching).

Note: All the members felt it a great handicap that the Art History Departments do not have proper documentation of Art objects from museums and actual monuments which is an important resource for class-room teaching, for seminars as well as for writing term papers and research papers. In foreign universities Art History Departments invariably are equipped with a documentation centre containing Photographic facilities and thousands of Photographs and slides - a good example of which is the wonderful archive of the American Institute of Indian Studies at Varanasi. While Archaeological Survey of India has a ~~photo~~ graphic unit but they do not regularly supply photographs to educational institutions (it takes repeated requests through the whole year to obtain a packet of 100 photographs from them. An order of 100 photographs is pending with them since last one year as they do not have regular water supply in their photographic dark room).

I offer that the central photo laboratory should be established at the Department of Art History of Faculty of Fine Arts, M.S. University of Baroda, because we have long experience of 15 years of establishing a visual archive of art objects and documentation. Funds can be given initially for photo-enlarging equipment and for two photo technicians and one accountant. Further recurring funds be provided for supplying photographic and slide sets to other Art History Departments. It will be economical in this manner to enable all University Departments of Art History to establish visual archives of their own, instead of each one doing it independently. Besides, the photo library can also be used, to establish regional documentation centres to cater to the research requirements of scholars and students in that region.

This is a priority item.

3. (The U.G.C. should identify certain Departments of Art History in Indian Universities as centres for special assistance programme). So far no Art History Department in the country has had the benefit of this kind of assistance, whereas in many other disciplines vast funds have been provided, for example, recently the Departments of History of Baroda University. U.G.C. should consider region-wise selection for special assistance programme so that the Art History Departments will have scope

to develop on certain directions. Besides these centres will play leading role in research and achieve certain norms of excellence.

The special Assistance Programme also should consider the basic requirements and facilities that a proper Art History Department should have for imparting training and covering the syllabii in the subject of Art History at B.A. level, at M.A. level as well as for conducting research (namely, space, number of teachers, visual archive, slide projectors etc.). Because most art History Departments are new they need different kind of requirements than many of the old long established departments of traditional disciplines.

- 4. (U.G.C. should earmark a special fund for publication of books and research theses on Art Historical topics). Often private publishers go in for only such books which have wider appeal or sale possibilities. Thus good research books and reference books have less opportunity for being accepted by private publishers. A proper reading material requires to be identified pertaining to the Art History syllabii and reprints and new editions be undertaken of such art books e.g. the two books on Temple Architecture by National Book Trust which are excellent as text books for covering this topic:

North Indian temples by Krishna Dev,
 South Indian temples by K.R. Srinivasan

- 5. U.G.C. must provide special funds for Art Historical research). Many areas and disciplines have been earmarked separate research funds by the U.G.C., but there are no special fund for Art Historical Research. As there is hardly any art history research of significance being carried out by University departments and besides whatever little is being done it does not deserve to be called research, the quality being so poor, it is high time that in order to encourage art historical research at this juncture and in order that the research initiative be shifted to university departments, large number of research s cholarships be established. It is also a serious matter that our country is being flooded with foreign scholars with large grants for research in Indian Art Historical topics while Indian scholars and students have hardly an grants available for research work, with the result that in future it will be almost impossible to find any Indian scholar of Indian Art History worth the name and we shall have to depend on foreign scholars

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for all aspects of knowledge about our own art and culture, a situation similar to the utter ignorance about our own art history which prevailed during 19th century in our country.

Research scholarships under Humanities or those provided to universities by the U.G.C. do not benefit the Art History graduates or teachers because their proposals are given low priorities or are neglected altogether where ever art History teaching is being done. That is the reason that a separate scholarship scheme for supporting individual research by Art History teachers as well as by doctoral students must be instituted.

6. (U.G.C. must provide funds for exchange of Art History teachers and for enabling research students to spend some time in other universities to work under the experts there or to take advantages of the particular facilities).
7. (The U.G.C. should inform and instruct the Ministry of Education, Department of Culture, Union Public Service Commission, all state public service commissions and employment agencies, Archaeological Survey of India, State Departments of Archaeology and Museum authorities that Post Graduate Degree in Art History be also included as an acceptable qualification for such jobs wherever the nature of the job or responsibilities include expertise in the subjects of Art History by the incumbent).
8. The U.G.C. should set up a council for Art Historical Research on the same lines as that of Council of Historical Research as well as Council of Social Science Research to regulate and support research schemes and projects for Art Historical Research.
9. Since the higher education programmes in History of Art have to be of necessity, broad and resilient, their objectives, methods and achievements have to be scrutinized and discussed from time to time and the U.G.C. should make provision for the organisation of periodical seminars and workshops for this purpose in the different art history departments. This will add clarity and precision to our teaching and research methods and bring liveliness and originality to our art historical thinking.

Lastly, it is once again requested to immediately set up the Art History Panel and who should urgently take up all the above matters for consideration.

For forwarded for iurgent consideration to:

1. Shri R.K. Chhabra, Dr. Satish Chandra, Shri C.M. Ramachandran and Shri A.B. Gupta

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978

Item No.21: To receive a note on the question of prescribing minimum qualifications for the recruitment to the post of lecturers in the central universities.

While communicating the Government of India's decision regarding the revision of scales of pay of university and college teachers operative with effect from 1st January, 1973, the conditions for introducing the revised scales of pay, inter alia included the prescribing of minimum qualifications for future recruitment to the posts of lecturers in the universities and colleges.

The conditions prescribed by the Government specifically stipulated that "for future recruitment to the posts of Lecturers in universities as well as in colleges of Delhi University, the minimum qualifications shall be as may be determined by the UGC from time to time".

The "Sen Committee" while recommending revised pay scales had emphasised the need for improved qualifications of teachers as below:

"We feel that just a master's degree will not be enough for the selection of a Lecturer. There should be teaching/research/advance study qualifications, beyond M.A./M.Sc. Standards cannot improve if the teachers are not well-qualified. The improvement of salary scales should, therefore, be linked up with the improvement of qualifications....the minimum qualifications for appointment in the universities should be something comparable to advance courses after the post-graduate degree to be found in developed countries..... a major programme for providing such training will have to be undertaken by the UGC in cooperation with the universities at suitable centres and it should be initiated and actively supported by the UGC and this programme should form the basis of an M.Phil./M.Litt. degree or pre-Ph.D. programme and institutional facilities will have to be provided for this purpose".

Accordingly, the question of minimum qualification for the recruitment to the posts of Lecturers were considered by the Commission at its meeting held on 24th November, 1974 (Item No.4) and subsequently on 30th December 1974, the Commission intimated all Central Universities the minimum qualifications prescribed by it for recruitment of Lecturers (Annexure-I).

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On the basis of representations made by Delhi University regarding the conditions attached to the revision of scales of pay, the Commission further considered the minimum qualifications prescribed and informed all Central Universities about the revised minimum qualifications for recruitment to the posts of Lecturers in the Faculties of Arts, Social Sciences including Commerce and Sciences (Annexure-II).

The Commission further considered the question of qualification for recruitment to the posts of Lecturers and the minimum qualifications now prescribed for recruitment to the posts of Lecturers in university and college are indicated in Annexure-III.

The Commission has also advised the Central Universities that they may adopt these minimum qualifications for future recruitment and Statutes/Ordinances may be amended accordingly. The position in this respect obtaining in the Central Universities at present is indicated in Annexure-IV.

It will be seen from the above that the qualifications prescribed by the Commission are more or less followed with slight variations by all Central Universities except Jawaharlal Nehru University and Delhi University as indicated in Annexure-IV.

Visva-Bharati University has not yet amended its Ordinances to bring it on par with the qualifications as suggested in Annexure-III.

In the case of Jawaharlal Nehru University, the minimum qualifications prescribed for recruitment to the post of associate fellows which has the same scale of lecturers are different from those prescribed for Assistant Professors. For Associate Fellows apart from prescribing, a consistently good academic record with at least high second Master's degree in a relevant discipline or its equivalent qualifications from an Indian or Foreign University. No research degree has been prescribed; instead some teaching and/or research experience only has been prescribed and there is also a provision for relaxing these qualifications in favour of persons of eminence or of high academic/professional distinction and in exceptional cases when adequate qualified persons matching these qualifications are not available but are otherwise found suitable for the respective positions. In this case at its meeting held on 24/26th September 1977 (Item No.16), The Commission had taken the view that if the university proposed to prescribe the qualifications for the post of Associate Fellows as at present, which are different from those prescribed for Assistant Professor the scale of pay for the Associate Fellows may be Rs.700-1300. The final reaction of the university to this is yet to be received.

As regards Delhi University, the Commission, at its meeting held in August, 1977 noted that the qualifications prescribed for Lecturers in the universities and colleges were not in accordance with those prescribed by the Commission (Annexure-III) and had advised that if

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it so desired it could apply the qualifications prescribed for college teachers in State Universities to college-appointed Lecturers in Delhi University.

The Delhi University while proposing an amendment to its Ordinances regarding qualifications of university teachers has proposed qualifications for Lecturers in the Faculties of Arts, Science, Social Sciences and Mathematics for concurrence of the Visitor. Since these were not in accordance with those prescribed by the Commission, the Ministry of Education has been informed that the Delhi University be advised that if it so decided, it might apply the qualifications prescribed for college teachers in State Universities to its college-appointed lecturers. The Ministry of Education has also been advised that it may take such appropriate action as may be necessary for this in terms of the provision of the Delhi University Act and its Statutes and Ordinances. The qualifications suggested in the amended Ordinances are given in Annexure-V.

The Delhi University has further informed that the Academic Council and Executive Council of the University in their meetings held in May 1978 have recommended withdrawal of the condition that stipulates withholding of increments unless a Lecturer obtains an M.Phil. degree within five years of his appointment.

It may be pointed out that the UGC Review Committee has observed in this connection:

"The UGC's emphasis on research aptitude and training of candidates for posts of lecturers in universities and colleges is a move in the right direction. However, in view of the rigidity with which the qualifications prescribed by the UGC are sometime applied, it should be desirable to make candidates with first class career upto a master's level eligible for selection as Lecturers on the condition that they obtain within a period of five years a research degree or give evidence of research work of equally high standard, failing which their tenure would be liable to be terminated".

The UGC Act under Section 26(1)(e) has empowered the Commission to frame regulations for defining the qualifications that should ordinarily be required of any person to be appointed to the teaching of the university, having regard to the branch of education in which he is expected to give instruction.

Further Section 14 of the UGC Act provides as follows:

"If any university falls within a reasonable time to comply with any recommendations made by the Commission under Section 12 or Section 13 or contravenes the provisions of any rules

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made under clause (f) or clause (g) of sub-section (2) of section 25, or of any regulation made under clause (e) or clause (f) or clause (g) of Section 26, the Commission, after taking into consideration the cause, if any, shown by the university for such failure or contravention with such recommendation, may withhold from the university the grants proposed to be made out of the fund of the Commission".

It is for consideration if the qualifications prescribed by the Commission be notified as Regulations under Section 26(1)(e) of the UGC Act and in the case of such university which violates the regulations to be notified recourse may be taken to invoke provision of Section 14 of the Act. In the meantime the universities could again be addressed and given a period of 3-4 months to bring the qualifications on line with those suggested by the Commission.

The matter is placed before the Commission for consideration.

AS(D-5)/DS(D-5)

Annexure-I To Item No.21

Extracts from letter No.F.1-8/74(D-5c) Vol.I dated 30th December, 1974 to the Registrar, Delhi University, Delhi, from the Secretary, University Grants Commission, New Delhi.

The Commission has decided that the following minimum qualification may be prescribed by the University for recruitment to the post of Lecturers in the University including those of its colleges either maintained by it or receiving maintenance grant from the University Grants Commission, in the Faculties of Arts, Social Sciences including Commerce and Sciences:

- (a) A doctor's degree or published work of an equally high standard; and
- (b) consistently good academic record with Ist or high 2nd class (B +) Master's degree in a relevant subject or an equivalent degree of a foreign university.

Having regard to the need for developing inter-disciplinary programmes, the degrees in (a) and (b) may be in relevant subjects.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the qualifications prescribed in(b) above.

Provided further that if a candidate possessing a doctor's degree or equivalent published work is not available or is not considered suitable, a person possessing a consistently good academic record (due weight being given to M.Phil. or equivalent degree or research work of quality) may be appointed on the condition that he will have to obtain a doctor's degree or give evidence of published work of equivalent high standard within five years of his appointment, failing which he will not be able to earn future increments, until he fulfills these requirements.

Explanation

Consistently good record would mean overall record, of all assessments throughout the academic career leading to the Master's degree, which should at least be B + or high second class.

Copy of a letter No.1-8/74(D-5c) Vol.I dated 23rd May, 1975 to the Registrars of A.M.U., B.H.U., DU, J.N.U., and Visva Bharati (copy also forwarded to the Ministry of Education and Social Welfare) from Shri R.K.Chhabra, Secretary, University Grants Commission, New Delhi.

Sub: Revision of scales of pay of teachers in Central Universities.

I am directed to invite a reference to the Commission's letter of even number dated the 30th December, 1974 on the subject mentioned above and to say that the question of prescribing minimum qualifications for posts of lecturers has been further considered by the Commission. It has been decided, the University may, if it so desires, adopt the following minimum qualifications for recruitment to the post of Lecturers in the Faculties of Arts, Social Sciences, instead of those already intimated:-

Essentials :

Consistently good academic record with first or high second class (B +) Master's degree in a relevant subject or an equivalent degree of a foreign university.

Desirable: (in order of preference)

- i, A doctor's degree or published work of an equally high standard.
- ii. Teaching experience of degree/postgraduate classes.

Provided that if a teacher appointed as a Lecturer, is not a Ph.D., at the time of appointment, it would be obligatory that he finishes his Ph.D. within five years of his appointment or gives evidence of equivalent research work. Further, if he does not fulfil the above requirements within a period of five years of his appointment, his increment will be stopped till such time as he fulfils these requirements.

Explanation

Consistently good record would mean overall record of all assessments throughout the academic career leading to the Master's degree, which should at least be B + or high second class.

Minimum qualifications prescribed for
recruitment to the posts of Lecturers.

University Lecturers

- (a) A Doctor's degree or research work of an equally high standard; and
- (b) Consistently good academic record with Ist or high 2nd class (B in the seven point scale) Master's degree in a relevant subject or an equivalent degree of a foreign university.

Having regard to the need for developing inter-disciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of qualifications prescribed in (b) above.

Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable, a person possessing a consistently good academic record (weightage being given to M.Phil or equivalent degree or research work of a quality) may be appointed provided he has done research work for at least two years or has practical experience in a research laboratory/organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research work of equivalent high standard within five years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements.

Explanation:-

1. Candidates for being eligible for recruitment to the posts of Lecturers must have a Ist or high Second Class (B in the seven point scale) at the Master's level and for determining consistently good record, average of 50-55% may be expected at the two examinations prior to the Master's examination.

The following two examples would illustrate the above:

- (I) A candidate who has obtained 52% marks at the Higher Secondary/ Pre University/ Intermediate and 58% at the Degree Level would have an average of 55% and as such could be considered.

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- (II) A candidate who has obtained 60% at Higher Secondary/Pre-University/Intermediate and 50% at the Degree level would have an average of 55% and as such could be considered.

College Lecturers:-

- (a) A consistently good academic record with at least 1st or high second class (B in the seven point scale) at the Master's degree in a relevant subject or an equivalent degree of a foreign university; and
- (b) An M.Phil degree or a recognised degree beyond the Master's level or published work indicating the capacity of a candidate for independent research work.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the prescribed qualifications prescribed in (a) above.

Provided further that if a candidate possessing the qualification as at (b) above is not available or not considered suitable the college, on the recommendation of the Selection Committee may appoint a person possessing a consistently good academic record on the condition that he will have to obtain an M.Phil. degree or a recognised degree beyond the Master's level within five years of his appointment, failing which he will not be able to earn future increments till he obtains that degree or gives evidence of equivalent published work of high standard.

The UGC at its meeting held on 29th December, 1977 considered a note on the qualifications prescribed for the posts of lecturers in the universities and colleges. The Commission was of the view that the mid-point between the minimum percentages of marks fixed by a university for award of second division and first division be taken for purposes of determining high second class.

Statement indicating qualifications for appointment to the posts of teachers in Central Universities

Qualifications prescribed by University Grants Commission	Qualifications in vogue in the University	Difference if any.
1	2	3
<u>Aligarh Muslim University</u>		
<p>(a) A Doctor's degree of research work of an equally high standard ; and</p> <p>(b) Consistently good academic record with 1st or high 2nd class (B in the seven point scale) Master's degree in a relevant subject or an equivalent degree of a foreign university.</p>	<p><u>University Lecturers.</u></p> <p>(a) A Doctor's degree or <u>research</u> work of an equally high standard; and</p> <p>(b) consistently good academic record with 1st or high 2nd class (B in the seven point scale) Master's degree in a relevant subject or an equivalent degree of a foreign university.</p>	<p>1) Under Explanation the portion '(B in the seven point scale)' occurring in between the figures '50-55%' and 'may' ... not as yet deleted . Matter under consideration of the University.</p> <p>2. The provision made vide U.G.C. letter No. F. 1-109/77 (CP) dated 9.2.1978 that "mid point between the minimum percentage of marks fixed by a University for award of second division and first division be taken for purposes of determining high second class" not yet incorporated by the University.</p>
<p>Having regard to the need for developing inter-disciplinary programmes, the degree in (a) and (b) above may be in relevant subjects.</p>	<p>Having regard to the need for developing inter-disciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.</p>	
<p>Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of qualifications prescribed in (b) above.</p>	<p>Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of qualifications prescribed in (b) above.</p>	
<p>Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable, a person possessing a consistently good academic record (weightage being given to M.Phil or equivalent degree or research work of quality) may be appointed</p>	<p>Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable, a person possessing a consistently good academic record (weightage being given to M.Phil or equivalent degree</p>	

1.

2

3

Provided he has done research work for at least two years or has practical experience in a research laboratory / organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research work of equivalent high standard within five years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements.

Explanation :

1. Candidates for being eligible for recruitment to the posts of Lecturers must have a 1st or high second class (B in the seven point scale) at the Master's level and for determining consistently good record, average of 50-55% may be expected at the two examinations prior to the Master's examination.

The following two examples would illustrate the above :

(I) A candidate who has obtained 52% marks at the Higher Secondary / Pre-University / Intermediate and 58% at the Degree Level would have an average of 55% and as such could be considered.

or research work of quality) may be appointed

Provided he has done research work for at least two years or has practical experience in a research laboratory / organization on the condition, that he will have to obtain a Doctor's degree or give evidence of research work of equivalent high standard within five years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements.

Explanation

1. Candidates for being eligible for recruitment to the posts of lecturers must have a 1st or high second class (B in the seven point scale) at the Master's level and for determining consistently good record, average of 50-55% or (B in the seven point scale) may be expected at the two examinations prior to the Master's examination. The following two examples would illustrate the above :

(I) A candidate who has obtained 52% marks at the Higher Secondary / Pre-University / Intermediate and 58% at the Degree level would have an average of 55% and as such could be considered.

(II) A candidate who has obtained 60% at Higher Secondary / Pre-University / Intermediate and 50% at the Degree level would have an average of 55% and as such could be considered.

(II) A candidate who has obtained 60% at Higher Secondary/Pre-University/Intermediate and 50% at the Degree level would have an average of 55% and as such could be considered

College Lecturers :

(a) A consistently good academic record with at least 1st or high Second class (B in the seven point scale) at the Master's degree in a relevant subject or an equivalent degree of a foreign university : and

(a) A consistently good academic record with at least 1st or high second class (B in the seven point scale) at the Master's degree in a relevant subject or and equivalent degree of a foreign university; and

(b) An M.Phil degree or a recognised degree beyond the Master's level or published work indicating the capacity of a candidate for independent research work.

(b) An M.Phil degree or a recognised degree beyond the Master's level or published work indicating the capacity of a candidate for independent research.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the prescribed qualifications prescribed in (a) above.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the prescribed qualifications prescribed in (a) above.

Provided further that if a candidate possessing the qualification as at (b) above is not available or not considered suitable the college on the recommendation of the Selection

Provided further that if a candidate possessing the qualification as at (b) above is not available or not considered suitable the college, on the recommendation of the Selection Committee

Committee may appoint a person possessing a consistently good academic record on the condition that he will have to obtain an M.Phil degree or a recognised degree beyond the Master's level within five years of his appointment, failing which he will not be able to earn future increments till he obtains that degree or gives evidence of equivalent published work of high standard.

The mid-point between the minimum percentages of marks fixed by a university for award of second division and first division be taken for purposes of determining high second class.

may appoint a person possessing a consistently good academic record on the condition that he will have to obtain an M.Phil degree or a recognised degree beyond the Master's level within five years of his appointment, failing which he will not be able to earn future increments till he obtains that degree or gives evidence of equivalent published work of high standard.

Banaras Hindu University

(a) A Doctor's degree or research work of an equally high standard; and

(b) Consistently good academic record (*) with first or high second class (B in the seven point scale) Master's degree in a relevant subject or an equivalent degree of a foreign University.

Having regard to the need for developing inter-disciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of qualifications prescribed in (b) above.

The provision of the University Grants Commission's letter F. 1-109/77 (CP) dated 9.2.1978 that "the mid-point between the minimum percentages of marks fixed by a university for award of second division and first division be taken for purposes of determining high second class" not yet incorporated by the University.

Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable a person possessing a consistently good academic record (weightage being given to M.Phil) or equivalent degree or research work of quality) may be appointed provided he has done research work for at least two years or has practical experience in a research laboratory / organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research work of equivalent high standard within five years of his appointment failing which he will not be able to earn future increments until he fulfils these requirements.

(* Average of 50-55% (Or B in the seven point scale) at the two examinations prior to the Master's examination.

University of Delhi.

" Lecturers under the Faculties of Arts, Science, Social Sciences, Mathematics, Education and Management Studies ;

Essential :

Good academic record with a first or high second class Master's degree or an equivalent degree of a foreign University in the subject concerned.

1) Provision of "A-Doctor's degree or research work of an equally high standard prescribed as one of the essential qualification not made by the university. This has been provided as a desirable qualification.

2) As against '(B in the seven point scale)' the university has provided as a note as mentioned below :

1

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(Note : Second class would mean at least 50% marks in the subject or equivalent grade).

'Second class would mean at least 50% marks in the subject or equivalent grade.

Desirable

i) A Doctor's Degree or evidence of Research work of equivalent standard in the subject concerned.

3) Has also dropped the word 'consistently' preceding the word good academic record.

ii) Teaching experience of degree/ Post-graduate classes.

The provision made vide University Grants Commission letter No. F. 1-109/77 (CP) dated 9.2.1978 that "mid point between the minimum percentage of marks fixed by a University for award of second division and first division be taken for purposes of determining high second class" not yet incorporated by the University.

Provided if a teacher is not a Ph.D. / M.Phil / M. Litt at the time of his/her appointment and does not qualify himself / herself / for the award of Ph.D. / M.Phil / M. Litt. degree from a recognised university in a subject which is being taught by him / her within a period of five years from the date of his/her appointment or does not give evidence of research work within that period in the subject concerned, he/ she shall not be entitled to any future increment after the expiry of the said period of five years till such time he/she fulfils the above mentioned requirements."

Jawaharlal Nehru University

Assistant Professor :

(1) Consistently good academic record with at least a high 2nd class Master's degree in a relevant discipline or its

1) Under essential qualifications for Assistant Professor. for the words 'Research work' the university has

1.

equivalent qualification from an Indian/foreign university; and

(2) A doctor's degree or published work of an equally high standard.

Associate Fellow:

(1) Consistently good academic record with at least a high 2nd class Master's degree in a relevant discipline or its equivalent qualification from an Indian/foreign university; and

(2) some teaching and/or research experience.

Provided that any of the above-mentioned qualifications in respect of any category of faculty position as given above may be relaxed:

(a) in favour of persons of eminence/or of high academic/professional distinction; and

(b) in exceptional cases where adequately qualified persons matching the above qualifications are not available but are otherwise found suitable for the respective positions.

2.

substituted the word 'published work'.

(ii) University has not provided the term '(B in the seven point scale)' appearing in between the '2nd class' and Master degree'.....

(2) For Associate Fellow:

Under essential qualifications has not prescribed a doctor's degree or research work but a lower qualifications i.e. some teaching and/or research experience.

(3) has provided

(a) condition may be relaxed in favour of persons of eminence/or of high academic/professional distinction and

(b) in exceptional cases where adequately qualified persons are not available but are otherwise found suitable for the respective positions as against proviso made by Commission "consistently good academic record....."

and 2. The provision made vide University Grants Commission letter No.F.1-109/77(CP) dated 9.2.1978 that "mid point between the minimum percentage of marks fixed by a University for award of second division and first division be taken for purposes of determining high second class" not yet incorporated by the university.

3.

Visva Bharati

Lecturer Essential :

i) Consistently good academic record with I class or high II class (B +) Master's degree in a relevant subject or an equivalent degree of a foreign university.

Desirable

- i) A doctor's degree or published work of an equally high standard;
- ii) Teaching experience of degree /post-graduate classes.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the qualifications prescribed in (ii) above.

Provided further if a candidate possessing a doctor's degree or equivalent published work is not available or is not considered suitable, a person possessing a consistently good academic record (due weight being given to M.Phil or equivalent degree or research work of quality) may be appointed on the condition that he will have to obtain a doctor's degree or give evidence of published work of equivalent high standard

A doctors degree or published work (as against research work prescribed by University Grants Commission) of an equally high standard has been provided as a desirable qualification.

2) As against '(B in seven point scale university has provided B +.

3) Has made an additional provision of 'teaching experience of degree / post graduate class as a desirable qualifications'

The provision made vide University Grants Commission letter No. F. 1-109/77 (CP) dated 9.2.78 that 'mid point between the minimum percentage of marks fixed by a University for award of second division and first division be taken for purposes of determining high second class" not yet incorporated by the University.

within five years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements.

Explanation :

Consistently good record would mean overall record, of all assessments throughout the academic career leading to the Master's degree which should at least be B + or high second class.

North Eastern Hill University

Lecturer / Associate Fellow :

(a) A consistently good academic record with first class or high second class (B +) Master's degree of an Indian University or an equivalent degree of a foreign university.

(b) A Doctor's degrees or published work of an equally high standard.

(c) Ability to inter-act with other disciplines.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard it may relax any of the qualifications prescribed in (a) above.

As against 'B in the seven point scale) has provided B + (this relaxation has not yet been incorporated)

2) As against research work has provided published work.

3) Additional provision of "Ability to interact with other disciplines)

The provision made vide University Grants Commission letter No. F. 1-109/77 (CP) dated 9.2.1978 that "mid point between(*) percentage of marks fixed

(*) the minimum
Contd... 10 ...

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Provided further that if a candidate possessing a Doctor's degree or equivalent published work is not available or is not considered suitable a person possessing a consistently good academic record (due weight being given to M.Phil or equivalent degree or research work of quality) may be appointed on the condition that he will have to obtain a doctor's degree or give evidence of published work of equivalent high standard within five years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements.

Provided still further that in the case of candidates belonging to scheduled castes and scheduled tribes from within the jurisdiction of the university, the Selection Committee may give preference to such candidate if they possess more or less the same qualifications and/or have undergone special training for appointment to such posts at the initiative of the University to make it equivalent to prescribed qualifications.

3

by a university for award of second division and first division be taken for purposes of determining high second class" not yet incorporated by the University.

Provided still further that in the case of candidates belonging to scheduled castes and scheduled tribes from within the jurisdiction of the University, the Selection Committee may give preference to such candidates if they possess more or less the same qualifications and/or have undergone special training for appointment to such posts at the initiative of the university to make it equivalent to prescribed qualifications.

Contd.... 11 ...

Qualifications prescribed by the University Grants Commission	Qualifications in Vogue in the University.	Difference if any
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Explanation

Consistently good record would mean overall record, of all assessment through the academic career leading to the Master's degree which would at least be B + or high second class.

University of Hyderabad.

Lecturer

- (i) A doctorate degree or research work of equally high standard; and
- (ii) consistently good academic record with first or high second class (B in the seven point scale) Master's degree in a relevant subject or an equivalent degree of a foreign university.

Having regard to the need for developing inter-disciplinary programmes, the degrees in (i) and (ii) above may be in relevant subjects.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of the qualifications prescribed in (ii) above.

Provided further that if a candidate possessing a doctorate degree or equivalent research work is not available or is not considered suitable, a person possessing a consistently good academic record (weightage being given to M.Phil or equivalent degree or research work of quality)

No change except the relaxation made vide UGC letter No.F.1-8/74 (D-5c) dated October, 1977 and the provision made vide UGC letter No.F.1-109/77(CP) dated 9.2.78 to be incorporated.

contd...

Qualifications prescribed by the University Grants Commission.

Qualifications in vogue in the University.

Difference if any.

may be appointed provided he has done research work for at least two years or has practical experience in a research laboratory/organisation on the condition that he will have to obtain a doctorate degree or give evidence of research work of equivalent high standard within five years of his appointment, failing which he will not be able to earn future increments until he fulfils those requirements.

3. Explanation.

Candidates for being eligible for recruitment to the posts of Lecturers must have a first or high second class (B in the seven point scale) at the Master's level and for determining consistently good record, average of 50-55% or (B in the seven point scale) may be expected at the two examinations prior to the Master's degree examination.

UNIVERSITY OF DELHI

Schedule of amendments to existing Ordinance submitted to the Visitor under Section 31(4) of the Delhi University Act, 1922.

Original Ordinance and amendments	Date of amendments.	Ordinance as amended	Remarks
<p>Amendment to Ordinance XXIV - 'Qualifications of University Teachers (Appointed and recognised) and Principals' (Pages 313-340 of the University Calendar - Volume I - 1976).</p>	<p align="center"><u>E.C.</u> 29.6.1977</p>	<p>Amendment to Ordinance XXIV - 'Qualifications of University Teachers (Appointed and Recognised) and Principals' (pages 1313-340 of the University Calendar - Volume I - 1976).</p>	<p>Purport of the proposed amendment is given in the Executive Council Resolution No.291 dated 29th June, 1977, a copy of which is enclosed.</p>
<p>Original provision relating to the qualifications for the post of 'Lecturers under the Faculties of Arts, Science, Social Sciences, Mathematics and Education':</p>		<p>Amended provision relating to the Qualifications for the post of 'Lecturers under the Faculties of Arts, Science, Social Sciences, Mathematics, Education and Management Studies:</p>	
<p>"Lecturers under the Faculties of Arts, Science, Social Sciences, Mathematics and Education:</p>		<p>"Lecturers under the Faculties of Arts, Science, Social Sciences, Mathematics, Education and Management Studies:</p>	
<p><u>Essential:</u></p>		<p><u>Essential:</u></p>	
<p>Consistently good academic record with a first or high second class (B +) Master's Degree or an equivalent degree of a foreign University in the subject concerned.</p>		<p>(i) Good academic record with a first or high second class Master's degree or an equivalent degree of a foreign University in the subject concerned.</p>	
<p><u>Desirable (in order of preference):</u></p>		<p>(Note: Second Class would mean at least 50% marks in the subject or equivalent grade).</p>	
<p>(i) A Doctor's Degree/or Evidence of research work or equivalent standard in the subject concerned.</p>		<p><u>Desirable:</u></p>	
<p>(ii) Teaching experience of Degree/Post-graduate classes.</p>		<p>(i) A Doctor's Degree or</p>	

Original Ordinance and amendments	Date of amendments	Ordinance as amended	Remarks
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Provided that if a teacher is not a Ph.D. at the time of his/her appointment and does not qualify himself/herself for the award of a Ph.D. Degree from a recognised University in the subject which is being taught by him/her within the period of five years from the date of his/her appointment or does not give evidence of research work of equal standard within that period in the subject concerned, he/she shall not be entitled to any future increments after the expiry of the said period of five years till such time he/she fulfils the above mentioned requirements!"

Amendments approved:

Substitute the following for the above:

"Lecturers under the Faculties of Arts, Science, Social Sciences, Mathematics, Education and Management Studies:

Essential:

Good academic record with a first or high second class Master's Degree or an equivalent degree of a foreign University in the subject concerned.

(Note: Second class would mean at least 50% marks in the subject or equivalent grade).

Desirable:

- (i) A Ph.D. Doctor's Degree or Evidence of Research work of equivalent standard in the subject concerned.
- (ii) Teaching experience of Degree/Post-graduate classes.

Provided if a teacher is not a Ph.D./M.Phil./M.Litt. at the time of his/her appointment and does not qualify himself/herself for the award of Ph.D./M.Phil./M.Litt. Degree from a recognised University in a subject which is being taught by him/her within a period of five years from the date of his/her appointment or does not give evidence of research work within that period in the subject concerned, he/she shall not be entitled to any future increments after the expiry of the said period of five years till such time he/she fulfils the above mentioned requirements."

sd/-
Registrar,
University of Delhi,
Delhi-7.

Original Ordinance and amendments	Date of amendments	Ordinance as amended	Remarks
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Desirable:

- (i) A Do Doctor's Degree or Evidence of Research work of equivalent standard in the subject concerned.
- (ii) Teaching experience of Degree/Post-graduate Classes.

Provided if a teacher is not a Ph.D./M.Phil./M.Litt. at the time of his/her appointment and does not qualify himself/herself for the award of Ph.D./M.Phil./M.Litt. Degree from a recognised University in a subject which is being taught by him/her within a period of five years from the date of his/her appointment or does not give evidence of research work within that period in the subject concerned, he/she shall not be entitled to any future increments after the expiry of the said period of five years till such time he/she fulfils the above mentioned requirements.

sd/

Registrar,
University of Delhi,
Delhi-7.

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978.

Item No. 22 : To consider proposal of the Delhi University for the construction of (i) Second floor on the Art Faculty extension building and (ii) construction of Seminars Halls.

.....

Within a ceiling allocation of Rs. 300 lakhs available for the Fifth Five Year Plan period for the Development programmes of the Delhi University, Schemes at an estimated cost of Rs. 270.37 lakhs have been accepted by the Commission so far taking into account the programmes recommended by the Fifth Plan Visiting Committee (Annexure-I).*

The Delhi University has now requested the University Grants Commission that the following construction programmes which have not been recommended by the Fifth plan Visiting Committee but which are urgently needed by it may be considered by the Commission for sanction within the ceiling allocation fixed for the University:

1. Extension of Arts Faculty Building;
2. Seminar Hall in the Students Union Building.

The University has indicated that there is acute shortage of lecture rooms, Seminar rooms and rooms for teachers in the existing Arts Faculty Complex and a sum of Rs. 13 lakhs has been estimated to be the minimum requirement to meet the shortage by providing an extension to the Arts Faculty Building.

The University has also indicated that the President of the Delhi University Students Union has proposed that a Seminar Hall with a capacity of about 200 seats in the students Union Building be located in the Main Campus for students for organising debates, seminar, and other competition from time to time. This is considered to be an essential facility needed for the students and accordingly the University proposes to construct a students hall as first floor extension to the existing Students Union Building and the estimated cost would be only Rs.1.25 lakhs. The details of the proposal made by the University are given in Annexure.II@

(135)

: 2 :

It may be added that the building for Students Union was constructed in 1972 at a cost of Rs. 1,81,794.40 and the Union had contributed Rs. 34,575.97 and the balance was provided by the Commission (Rs. 1,47,218.40)

*p 139

The Building proposal already sanctioned within Rs. 270.37 lakhs indicated in Annexure. III.*

The proposal of the Delhi University is placed before the Commission for its consideration.

Annexure I to Item No. 22

136

Schemes of Delhi University approved by the University Grants Commission at an estimated cost of Rs. Rs.270.37 lakhs within a ceiling allocation of Rs.300 lakhs available for the Fifth Five Year Plan period.

1.	Schemes approved vide letter of even number dated 4.12.75	Rs.190.06 lakhs
2.	Schemes approved vide our letter of even number dated 15.2.1978.	Rs. 9.61 "
3.	Schemes approved vide this office letter of even number dated 3.3.78.	Rs. 36.70 "
4.	<u>Schemes now approved</u>	
	i) Staff Quarters	Rs. 25.00 "
	ii) Books & Journals.	Rs. 5.00 "
	iii) Photocopying Machines	Rs. 1.50 "
	iv) Central Sciences Facility Maintenance	Rs. 1.00 "
	v) Office Equipment	Rs. 1.00 "
	vi) Equipment & Installation of Reprographic Unit.	Rs. 0.50 "
		<hr/>
	Total	Rs.270.37 lakhs

Annexure II to Item No.22

Copy of letter No. PU/77/62670 dated 25/31 Jan 1978
from Vice-Chancellor, R.C. Mehrotra, Delhi University
to Prof. Satish Chandra, Chairman U.G.C. (137)

I have received a proposal from the President, Delhi University Students' Union for the construction of a Seminar Hall with a capacity of about 200 seats in the Students' Union Building located in the main Campus of the University. A copy of the letter dated 13.12.1977 from the President of the Students' Union is enclosed.

In my view this facility would be very useful to the students for organizing debates, seminars and other competitions organised by the Students' Union from time to time. The matter has been examined and it is proposed to construct a Hall (62' x 36'-6" as a first floor extension to the existing building of the Students' Union. The cost of the work has been estimated to be about Rs. 1.25 lakhs inclusive of civil work, other fixtures and furniture etc.

I hope that the matter will receive your favourable consideration and funds would be provided outside the Plan allocation. I shall arrange to send the plans and estimates to the Commission on hearing from you about the Commission's approval in principle.

With kind regards.

Enclosure

प्रतिलिपि पत्र संख्या दि 07/07/78/311 दिनांक
13-12-1977 जो श्री विजय कुमार गोपाल, अध्यक्ष, स्टूडेंट्स युनियन
दिल्ली विश्वविद्यालय, दिल्ली-110007 ने कुलपति, दिल्ली
विश्वविद्यालय, दिल्ली-7 को सम्बोधित किया गया है ।

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दिल्ली विश्वविद्यालय छात्र संघ भवन में अतिरिक्त सभा-भवन
बनाने की योजना की ओर आपका ध्यान दिलाना चाहता हूँ ।

छात्र संघ भवन में एक जेटे सेमिनार हाल, जिसमें 200-150
तक कुर्सीयाँ लगी हों का होना आवश्यक है, जिसमें वाद-विवाद
प्रतियोगिता, सेमिनार व अन्य प्रतियोगिताएँ करवायी जा सकें । ये हाल
समय-समय पर चाहते सांस्कृतिक शैक्षिक संस्थाओं को दिया जा सके ।
जो कि दिल्ली विश्वविद्यालय के छात्रों के लिये कार्यक्रम आयोजित करेगी ।

ये सेमिनार हाल इस समय बने ठीक मुख्य सभा भवन के ऊपर
होगा । इसके बनने में कोई कठिनाई नहीं होगी । क्योंकि पहले का
निर्माण इसमें सहयोग देगा । आशा है, शीघ्र ही इस ओर आप ध्यान देंगे ।

सन्तुत
=====

डीन, छात्र-कल्याण

सुझाव अच्छा है, कृपया इसके
कुछ अधिक तथ्य तैयार करवाकर दें ।

हस्ताक्षर
कुलपति
14/12

Annexure III to Item No. 22

New Building proposals accepted by the University Grants Commission with Rs. 270.37 lakhs for the Delhi University. 139

	---	<u>Rupees</u>
1.	Rattan Tata Library Extension	2.00 lakhs
2.	Geology Building Extension	5.25
3.	Music Faculty Building	8.61
4.	Law Library Extension	2.00
5.	Building for Social Sciences complex	2.50
6.	Central Science Library	8.00
7.	Central Science Facility	7.00
8.	Delhi University Women's Association.	1.00
9.	Green House	1.50
10.	Animal House	2.50
		40.36
	Total :	

CONFIDENTIAL

1090

UNIVERSITY GRANTS COMMISSION

Meeting :

Dated : 17th July, 1978

Item No: 23: To consider the request of the Jawaharlal Nehru University to the sanction of four posts of Fellows and four posts of Associate Professors in its School of Life Sciences.

...

At its meeting held on 24th April 1978, the Commission had considered the report of the Committee appointed by it to consider interalia proposals of development relating to the School of Life Sciences and the Commission had generally accepted the recommendations of this Committee in this respect.

This Committee with Prof. B.M. Udgeonkar as Convenor and Professors R.P. Bambah, A.R. Varma, C.N.R. Rao, Dr. Hari Narain and O. Siddiqi as members had inter-alia made the following observations and recommendations regarding the School of Life Sciences:

1. The School of Life Sciences established in 1971 has started multi-disciplinary programmes in Life Sciences leading to M.Sc., M.Phil. and Ph. D. Degrees and the faculty having 20 members has expertise in developmental biology, plant bio-chemistry, physiology, radiation biology, photo-biology and membrane studies, genetics, bio-physics, botany and zoology.
2. A proposal for 6 additional positions has been made for the School. It was noted that 8 faculty positions have already been sanctioned in the 5th five-year plan - 4 Professors, 2 Associate Professors and 2 Assistant Professors but only 4 of this could be filled up so far. The University has appointed 4 Fellows and has emphasised that these positions were needed to regularise these appointments. In the Committee's view no additional positions are required to be created for this purpose. The Committee also could not accept the proposal of the University for additional staff members.
3. There is a need, however, to induct senior people to strengthen the overall cohesiveness and directivity. In case the University is able to identify outstanding scientists and makes a proposal for creating more senior positions for such identified scientists, it may be favourably considered by the Commission.

The above observations/recommendations have been endorsed by the Commission. It may also be stated that the School of Life Sciences at the beginning of the 5th five-year plan had 3 Professors, 8 Associate Professors and 3 Assistant Professors in position against a sanctioned strength of 4 Professors 10 Associate Professors and 7 Assistant Professors in the fourth Plan. During the 5th five-year plan

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4 Professors, 2 Associate Professors and 2 Assistant Professors were sanctioned and of this according to information available with the Commission, the posts, of one Professor, 2 Associate Professors and 1 Assistant Professor had been filled as on 4.2.1977 and one Fellow against the post of a Professor. It is in this context the University has now made a proposal for additional staff positions as in Annexure*

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In the proposal made by the Jawaharlal Nehru University on 18th May 1978 (Annexure) the recommendations of the Committee appointed by the Commission have been considered to be encouraging and the University has stated that the School of Life Sciences appointed 4 Fellows to cope up with the broad spectrum of courses given to the M.Sc. and M.PHIL./Ph.D students. Noting that the Committee has recommended that these Fellows should be adjusted against the total faculty position already sanctioned and also taking into account the observation of the Committee that there is a need to induct, Senior people to strengthen the over all Cohesiveness and directivity of the School and if a proposal to that effect is made by the University, it be considered favourably by the Commission, the University has proposed that the Commission may sanction 4 posts of Associate Professors and also may not adjust the 4 Fellows already appointed against the faculty positions sanctioned during the current plan period. In this connection the University has also indicated that it has already advertised for the posts of Professors in the areas of Photo-biology, Bio-chemistry, molecular biology, Animal Behaviour and Plan Physiology as recommended by the 5th Plan Visiting Committee and hopes that the 4 posts of Professors would be filled by July-August 1978.

The proposal of the University regarding adjustment of the 4 Fellows already appointed and the need for 4 more Associate Professors to fill the need of senior people is placed before the Commission for consideration.

DS (D5)

Copy of letter No. Nil dated May 18, 1978 from Professor P.N. Srivastava, Rector (Sc.) JNU to Professor Satish Chandra, UGC.

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The report of the Committee appointed by the University Grants Commission to consider the proposals relating to the Schools of Physical Sciences, Environmental Sciences and Life Sciences was received by us a few days back. I am thankful to the Committee to have given an objective report to quite a good extent with which we agree.

2. As far as the School of Life Sciences is concerned I am happy to note the comments of the Committee that we have established multi-disciplinary programmes of study in the School. They have also welcomed our approach in admitting students with Physical and Biological Sciences to our M.Sc. and M.Phil./Ph.D. programmes. This has been done for the first time by us in this country, and we feel encouraged by the observations of the Committee.

3. The School of Life Sciences had appointed four "Fellows" to cope up with the broad spectrum of courses given to the M.Sc. and M.Phil/Ph. D. students. The Committee has recommended that it should be possible for the School to adjust these "Fellows" against the total faculty positions already sanctioned. They have also said that "The Committee, however, feels that there is a need to induct senior people to strengthen the overall cohesiveness and directivity of the School". They have further said that if the School proposes to induct senior outstanding scientists in the School during the Fifth Plan period and makes a proposal for creating senior positions, it may be favourably considered by the Commission.

4. It may be pointed out that the University has already advertised the posts of Professors in the School of Life Sciences in the areas of Photobiology, Biochemistry and Molecular Biology, Animal Behaviour and Plant Physiology, which the UGC had recommended. We are already making our best efforts to fill up these four positions in July-August, 1978. Hence, the need for more senior positions for the School of Life Sciences is not there. Moreover, it may not be proper also to induct too many Professors at the same time. The need of the School of Life Sciences is, therefore of the posts of Associate Professors, which also are senior positions and form the middle level backbone of the School.

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5. In fact that there is a close similarity between the recommendations of the Committee appointed by the U.G.C. and the viewpoint projected by the School of Life Sciences stressing the immediate need for strengthening the Faculty of the School at the senior level. Consequently, in the background of what has been explained in this communication and in our proposals earlier, it would not be right to adjust the "Fellows" already in position against the posts of Professors, and then seek a fresh U.G.C.'s approval to the creation of Professorial positions for the School as has been strongly emphasized by the Committee in its recommendations.

6. In the light of the above, I would request you very kindly to re-consider our proposal for the sanction of four posts of Associate Professor. I would like to assure you that with your help and assistance we will take this School of Life Sciences in right directions.

With kind regards.

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UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978

Item No. :24: To consider further the proposal of the Mysore University for additional grants to the Institute of Development Studies during the Fifth Five Year Plan.

The Commission considered the proposal of Mysore University for additional grants for the development of the Institute of development Studies during the Vth Plan vide Item No.29 at its August, 1977 meeting. The Commission desired that detailed information about under-graduate and post-graduate courses as well as facilities available in the Institute and the related University departments may be obtained from the University, and the proposal be brought up again before the Commission.

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University of Mysore has supplied details of under-graduate and Post-graduate courses and the facilities available at present in the Institute of Development Studies, Annexure-I. *The Institute has its own building in the University Campus. The Institute has however insufficient equipment to run the training programme. But it would shortly acquire the necessary equipment with the assistance from Ford Foundation Grants. It has a small library with books and publication acquired from various national and inter-national agencies. The Institute is bringing out several publications which has direct relevance to Development Planning.

The Director, Institute of Development Studies, has stated that it is necessary for the Institute to have its own faculty in fields not covered at present. He has stated that the exper-tise available in the related University departments is not suitable for assisting them at Master's degree in Urban and Regional Planning especially for Social and Political aspects of regional development traffic

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and transportation planning, town planning etc. Similarly for the Master's Degree in Agricultural Marketing management especially in the fields of grading, storing, marketing legislation etc. no other university department can offer help. He has therefore, stressed the need of the Institute to have for its own faculty in fields not covered at present. A sent by the Director of the Institute is placed below Annexure-II. *

*p 151-152

The University's additional requirements are as under :

The University has informed that assistance given for studentship and other purposes are being utilised and no assistance has been sanctioned by the Commission for equipment. The University is keen to further develop the Institute and it has been informed by the Government of India earlier in February, 1977 about the sanctioning of 2,00,000 US dollars for this purpose. However, the plan is to develop adequately its capabilities and expertise in planning with reference to rural areas and the work of the Institute has been initiated on the expectation that the assistance of 3.75 lakhs dollars (US) would be forthcoming. This has now been slashed and the programme drawn up by the Institute will, therefore, suffer.

For this purpose the Institute has proposed the following two new proposals as part of the UGC grant to strengthen the Institute of Development Studies. The first is in the form of additional staff- two professors (one specialised in engineering aspects of planning and the other a specialist in Social Planning. One reader in human ecology, a deputy librarian, a cartographer and a technical assistant). The second proposal of the University is to meet the requirements for launching a master degree programme in rural development planning from 1977-78, in order to strengthen the Bachelor's degree programme in rural development, which is under implementation since 1975. This would be unique interdisciplinary programme where 50% of the participants time would be utilised through field work. The operation Bharani project will be the field laboratory to the students for this purpose. The University requires additional Rs. 4 lakhs for purchase of books and journals for this purpose as the total requirements to build up a planning library has been

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estimated to be 8000 volumes amounting Rs. 8 lakhs excluding journals and periodicals and the cost of 5000 volumes alone would be Rs. 4.00 lakhs which would be found from Ford Foundation grant.

The University has further informed that it would not be possible to adjust the additional requirements on account of additional staff and books within the overall fifth plan allocation, as all the allocations have been committed already. The university has further informed that if the UGC so desired the Ford Foundation may be approached for the additional assistance which has become necessary because the assistance from the Ford Foundation originally 3.75 lakhs of US dollars has been slashed to 2 lakhs.

The proposal of Mysore University for additional grant of Rs. 4 lakhs for purchase of books and journals and for appointment of two professors, one reader, one deputy librarian, one cartographer and one technical assistant is placed before the Commission for its consideration.

AS (D. I)

SLK

1. Two year (4 Semesters) Professional Master Degree Course in Urban and Regional Planning (MURP).

ADMISSION REQUIREMENTS

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- a. A recognised Degree/Diploma in Architecture.
- b. A recognise Degree in Civil Engineering.

OR

- c. A Master's Degree in Geography/Sociology/Economics/
Public Administration/Development Planning.

Officers working as Twon Planners/regional in Government or other agencies are eligible. provided they have put in five years of work experience.

2. Master Degree Course in Agriculture Marketing Management (MAMM)(4 semesters)

Admission Requirements

Basic requirements for admission: B.A. in Economics, B. Com, B.B.A./B.B.M., B.Sc.(Ag.) Or D.D.P.

3. Master Degree in Development Planning (MDP). It is a general planning course which prepares participants as Socio-economic Planners. Among the specializations are : Agricultural Planning, Industrial Planning, Recreation Planning, Information Science and Population Planning, Admission requirements: Bachelors Degree.

4. M. Phil in Planning, Rural Development and Applied Geography.
5. Doctoral programme in Development Planning (Ph.D.) Candidates holding master's degree in a discipline relevant to socio-economic development are eligible for admission.
6. Doctoral programme in Urban and Regional Planning (Ph.D.) Candidates holding professional masters degree in City Planning or regional planning are eligible for admission.
7. UNIDS National Correspondence Seminar on Micro-Level Planning for intermediate and Senior level officers leading to Dip.-MLP. (in collaboration with the Planning Commission, Government of India and the Social Development Division, United Nations, New York.)

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8. Post-graduate diploma courses in:

- a. Development Planning and Management.
- b. Agricultural Planning and Management.
- c. Industrial Planning and Management.
- d. Recreation Planning and Tourism.
- e. Demography and Population Planning.
- f. Environmental Planning.
- g. Development Administration.

All the diploma courses are not offered every year.

Facilities:

The Institute now has its own building in the University Campus.

Equipment:

The Institute has few equipments which are insufficient to run the training programme. It would shortly acquire the necessary equipments with the assistance from Ford Foundation grants.

Library:

The Institute has a small library with books and Publication acquired from various national and international agencies. The Institute is bringing out several publications which has direct relevance to Development Planning.

Students Strength:

M.H.R.P.	I year	8
	II year	5
M.A.M.M.	I Year	23
	II Year	20
M.D.P.	I Year	30
	(D.D.P.)	
D.E.P.		8
Post-graduate Diploma in Micro-Level Planning		18
Ph.D. Candidates		12

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staff Position:

Master Degree course in Urban and Regional Planning (MURP)

Facilities available at present:

Professors	1 Vacant	1 filled
Reader	2 vacant	
Lecturers	4 (One post vacant)	

Master Degree in Agricultural Marketing Management (MAMM)

Professor	1 Vacant
Reader	1 vacant
Lecturers	2

Master Degree in Development Planning (M.D.P.)

Professor	None
Reader	None

M. Phil & Diploma Courses in applied Geography and Environmental Planning

Professor	Nil
Readers	2 vacant

Facilities Required: Additional)

Specialisation

M.U.R.P.

Professor	2 (one in city planning and one Micro-level planning)
Readers	3 (Architecture, Regional Planning and Transportation Planning).

Lecturer 1

M.A.M.M.

Professor	1
Readers	2
Lecturers	2

M.D.P.

Professor	2 (Development Planning, Social Change and Recreation Planning, Population Planning).
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Readers 3

Lecturers 3

Library

Deputy Librarian 1

Documentation Officer 1

Library Assistants 2

Administrative Staff

Accounts Officer 1

Office Superintendent 1

stenographers 3

Ø Copy of note sent by the Director of the Institute of Development studies, Mysore University.

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The following post-graduate courses are run in the Institute of Development Studies :-

- (a) Master's Degree in Urban and Regional Planning (MURP). Post-M.A. or Post- BZE. or B. Arch.
- (b) Master's Degree in Agricultural Marketing Management (MAMM).
- (c) Post-graduate Diploma in Development Planning (DDP)
- (d) Post-graduate Diploma in **in**vironmental Planning (DEP)

All the courses are inter-disciplinary in nature.

For the MURP course we require expertise in economic development and planning, integrated area development, project evaluation, quantitative methods, planning and programming, techniques.

Social and political aspects of regional development, traffic and transportation planning, town planning etc. The expertise available in the related university departments not suitable for assisting us in this programme.

Similarly for the MAMM we require faculty in the fields of grading, storing, marketing legislation etc. No other university department can offer help in respect of these.

As regards the DDP and DEP courses also much the same holds true.

At the moment the full-time faculty of the Institute manages the bulk of time courses. In addition Research Fellows are utilised for instruction within permissible limits.

There are only 2 courses which are assisted by faculty from other university departments - part time lecturer each from the department of political Science and the department of Anthropology.

The Institute is assisted to a far greater extent by the CFTRI (for the MAMM course) the Anthropological Survey of India (for MAMM and MURP) and the department of Town Planning (MURP) and the State Agricultural Marketing Board and the

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State Marketing Department (MAMM). The courses in the Institute having inter-disciplinary by nature and having subjects not taught in the other department we have had to rely on other agencies.

Reliance on part-time faculty has the disadvantage of their not having an integral part of the ethos of the Institute. This is specially important since our teaching, short-term training and research programmes form an integrally related whole.

It is therefore necessary for the Institute to have its own faculty in fields not covered at present.

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UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : July 17, 1978

Item No. 25 : To consider a proposal from Magadh University for establishment of a Centre for Developmental Studies.

The University Grants Commission Fifth Plan Visiting Committee when it visited the Magadh University in April, 1975 for assessing the V Plan development programmes of the University felt that Magadh was rather a backward area and that there was every justification of starting projects which could help the development of the people and the area with a view to highlighting the development problems of the region and providing guidelines for the State Govt. for framing suitable policies and programmes. For this purpose the Visiting Committee suggested establishment of a Centre for developmental studies at the Magadh University.

The Committee recommended that a provision of Rs. 8.00 lakhs be approved for providing various physical inputs required for the establishment of the Centre and also added that a seed grant of Rs. 25,000/- be provided to the University for making preliminary preparations in this regard. The extracts from the visiting committee report (para 8.4) regarding Developmental Studies are attached as Annexure-I.*

While considering the report of the Visiting Committee (vide item No. 23 of the Meeting held on 27th October, 1975) the Commission desired that the Magadh University be asked to send a detailed proposal for setting up of a Centre for Developmental Studies for consideration by the Commission and a seed money to the extent of Rs. 25,000/- be provided to the University for formulating the proposal. A sum of Rs. 10,000/- out of Rs. 25,000/- has been paid to the University.

The Magadh University has now sent a proposal for establishment of a Centre for Developmental Studies at an estimated cost of Rs. 9,87,800/- (Recurring Rs. 4,82,800/- plus Non-Recurring Rs. 5,25,000/-) as per details given in University's letter which is attached Annexure-II against the provision of Rs. 8,00,000/- recommended by the visiting committee.

The matter is placed before the Commission for consideration.

E.O.(D-3b)/DS (D-3)

EXTRACTS FROM THE UGC 5TH PLAN VISITING
COMMITTEE'S REPORT WHICH VISITED THE
MAGADH UNIVERSITY ON 7 & 8 APRIL, 1975

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Para 8.4: CENTRE FOR DEVELOPMENTAL STUDIES:

The Committee feels that the University has ample potentialities for starting a centre for developmental studies. Keeping in view the fact that this is rather a backward area, there is every justification for starting projects which may help the development of the people and the area. The departments of Psychology, Economics, Ancient Indian and Asian Studies and Geography have already undertaken studies in the socio-economic problems of the region. Similar studies could also be undertaken by other departments and the departments of Economics, History, Psychology could further intensify their activities in this direction. The science departments could also study the fauna and flora of the area. The various research studies to be undertaken by this centre, would go a long way to highlighting the developmental problems of the region and would also provide guidelines for the State Govt. for framing suitable policies and programmes in this regard. The Committee, therefore, suggests that a centre for developmental studies may be set up at the Magadh University. A Planning Committee may be appointed by the University comprising experts from national organisations, like Anthropological Survey of India, Geological Survey of India, National Research Laboratories, State Welfare and Planning Departments etc. to chalk out a detailed programme of work for the centre and also to identify its needs. The report of this Committee may be sent to the Commission after it has been considered by the University and the University Grants Commission may thereafter in the light of the recommendations of this Committee provide necessary assistance for the development of this centre. It may also be added that it would be desirable to develop this type of programme not only on inter-departmental basis in the Magadh University but also on inter-university basis in the State.

Keeping this in view, the Committee recommends that a provision of Rs. 8.00 lakhs may be approved for providing various physical inputs required for the establishment of the Centre and a seed grant of Rs. 25,000/- may be provided to the University for making preliminary preparations in this regard.

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Copy of letter No. X-D3v/529/452/78 dated 18.4.78
from Prof. C.D. Singh, Vice-Chancellor, Magadh
University, Bodh Gaya (Bihar) addressed to the
Chairman, U.G.C.

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Sub: Centre for Developmental studies,
Magadh University

I have to enclose herewith a proposal (Appendix-I) for centre of Development Studies as prepared by a Planning Committee constituted for the purpose in accordance with the recommendations of the Visiting Team of UGC for this University during the 5th plan period. I may inform that the Planning Committee consisted of 19 persons and it finalised this proposal after considering the draft proposal prepared by a sub-committee. In formulation of these proposals the organisation function and staffing etc., of the Institute of Developmental Studies, University of Mysore formed a basis. A copy of the notice and papers circulated to members of the Planning Committee is enclosed for reference (Appendix-II).

As only one year i.e. 1978-79 of the original 5th plan period is left over, a budget estimate for Rs. 9,87,000/- has been prepared for the last year of the plan period. A sum of Rs. 5,25,000/- out of it is for non-recurring expenditure and a sum of Rs. 4,62,000/- for recurring expenditure. This amount exceeds slightly over the sum of Rs. 8 lakhs indicated originally by the U.G.C. for the Centre but in view of the requirement specified itemwise it may be taken as an admissible sum and the total budget estimates may be approved the proposal and convey the sanction of the Commission for establishment of this Centre as the University Grants Commission has already indicated its preliminary approval by allocating seed money for preparation of a plan for it.

We are sure that this centre being a new venture in University will come out a pioneer instrument for inter-disciplinary studies and research as well and I hope University Grants Commission will release funds for it at a very early date.

A meeting of the Planning Committee of the Centre for Development Studies, Magadh University was held on 5-3-1978 at 11.30 A.M. in the University Guest House, Gaya. The following members were present:-

1. Dr. C.D. Singh
Vice-Chancellor
Magadh University
Bodh-Gaya.
2. Prof. Sheochandra Jha
Head of the Department
of Rural Economics
Bhagalpur University
Bhagalpur
3. Dr. S.M. Mohsin
Retired University Professor and
Head of the Department of Psychology
Patna University
Patna.
4. Dr. Hargovind Singh
Member
Bihar Public Service Commission
Patna; and
formerly University Professor &
Head of the Department of Economics
Magadh University
Body-Gaya.
5. Dr. S.B. Singh
University Professor and
Head of the Department of Zoology
Magadh University
Body-Gaya
6. Dr. B. Ganguly
University Professor and
Head of the Department of Economics
Magadh University
Body-Gaya
7. Dr. G.P. Singh
University Professor and
Head of the Department of Physics
Magadh University
Bbdy-Gaya
8. Dr. B.P. Singh
University Professor and
Head of the P.G. Department
of Political Science
H.D. Jain College
Arrah.

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The Committee considered the draft prepared by its Sub-Committee constituted for the purpose and after a review of the draft proposals and financial implications finalised its own proposals at an estimated cost of Rs. 9,87,800/- as given in the enclosure.

The Planning Committee recommended that the proposals as prepared now be sent to the U.G.C. with a request that the promised grant may be made available by the U.G.C. immediately for the purpose of starting the Centre.

Proposal for establishment of the Centre for Development Studies.

1. OBJECTIVES OF THE CENTRE

- a) To highlight the developmental problems of the Bihar region and to undertake empirical research projection.
 - i) Rural Development,
 - ii) Agricultural development,
 - iii) Urban and industrial development,
 - iv) Environmental problems of development,
 - v) General problems of developmental planning for the region.
- b) To provide guidelines to the Government and other agencies for framing policies and programmes of regional Development and to prepare reports, if and when required.

2. Units proposed in the Centre:

1. Developmental Planning Unit
2. Rural Planning and Agricultural Development Unit.
3. Applied Geography and Environmental-cum-Ecological Study Unit.
4. Social Development and Developmental Administration Unit.

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3. Staff proposed for the Centre:

A. Academic Staff

- | | | |
|-----------------------|---|--|
| 1. Director | 1 | (in the scale of senior University Professor). |
| 2. Unit Director | 3 | (in the scale of pay of University Professor) |
| 3. Project Associates | 8 | (in the scale of pay of Lecturers) |
| 4. Statisticians | 2 | (in the scale of pay of Lecturers) |
| 5. Investigators | 8 | |

B. Library Staff

- | | | |
|----------------------|---|------------------------------------|
| 1. Librarian | 1 | (in the scale of Asstt. Librarian) |
| 2. Library-Assistant | 1 | |
| 3. Clerk-cum-Typist | 1 | |
| 4. Peons | 2 | |

C. Other Staff

- | | | |
|---------------------------|---|--|
| 1. Administrative Officer | 1 | |
| 2. Steno-typist | 4 | |
| 3. Assistants | 4 | |
| 4. Peons | 5 | |
| 5. Jeep Driver | 1 | |
| 6. Darwans | 3 | |

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FINANCIAL IMPLICATIONS OF THE PROPOSAL

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CATEGORY A

Recurring Expenditure

Academic staff

Sl. No.	Posts	Scale of pay	Annual expenses	Expenses during 5th plan period i.e. 1978-79
			Rs.	Rs.
.	Director..	Senior University Professor	2500 x 12	30,000
.	Unit Directors	University Professor	2000x3x12	72,000
.	Project Associates	Lecturer's scale	1000x8x12	96,000
	Statisticians -2	Lecturers scale	1000x2x12	24,000
			Total	2,22,000
	Investigators -8		525x8x12 = 50,400	50,400
				2,72,400

CATEGORY B

Library Staff

Librarian-1		1000x12	12,000
Library Assistant-1		500x12 = 6000	6,000
Clerk- cum- typist-1		500x12 = 6000	6,000
Peons-2		250x2x12	6,000
			30,000

CATEGORY C

Other staff

Administrative Officer-1		800x12	9,600
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2. Steno_typist -4	500x4x12	24,000
3. Assistants-4	400x4x12	19,200
4. Peons -5	250x5x12	15,000
5. Driver -1	300x12	3,600
6. Darwan -3	250x3x12	9,000
	Total	80,400

GATEGORY D

Other overheads

1. Field Survey	40,000	
2. Research Contingencies	20,000	
3. Other contingencies	5,000	
4. Fuel and depreciation	15,000	
	Total	80,000

IV Non-Recurring Expenses

1. Building about 5000 sq. ft.	2,00,000	
2. Equipments & furniture	1,50,000	
3. Books, Journals & Reports	1,00,000	
4. Vehicle (Station Wagon diesel)	75,000	
	Total	5,25,000

Total Recurring Expenditure

Total non-recurring expenditure.

Category A	Rs. 2,72,400	
" B	Rs. 30,000	
" C	Rs. 80,400	Rs. 5,25,000
" D	Rs. 80,000	
Total	Rs. 4,62,800	Rs. 5,25,000

Recurring	Rs. 4,62,800
Non-Recurring	Rs. 5,25,000
Grant Total	Rs. 9,87,800

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UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : July 17, 1978

Item No. 26: To consider the report of the Committee appointed by the University Grants Commission to examine the proposal of Utkal University for the establishment of a Centre of Regional Studies.

The Commission at its meeting held on 19th December, 1977 considered a proposal of the Utkal University for the establishment of a Centre of Regional Studies and agreed that a Committee may be appointed to examine the proposal of the Utkal University for the establishment of a Centre of Regional Studies and to help it in formulating suitable programme (Item No. 50). A copy of the note placed before the Commission is attached (Annexure-I)*. Accordingly, a Committee was constituted which visited the University on 9th February, 1978 and discussed the proposal of the University with the Vice-Chancellor and the Heads of the departments participating in the inter-disciplinary regional studies. The main observations/recommendations of the Committee are as follows:-

1) The Committee noted that the Visiting Committee which examined the Fifth Plan proposals of the University had made the following recommendations regarding the establishment of a Centre of Regional Studies in the Utkal University:

The Committee felt that Utkal University has ample potentialities for starting a Centre of Regional Studies. Keeping in view the fact that this is a backward area with a lot of tribal population, there is every justification for starting projects which may help the development of the people and the area. The Department of Psychology has already taken up a number of research projects relating to the studies of the tribal people, e.g. "Study of Education Problems of Scheduled Castes/Tribes students (College) in Orissa". "Cognitive growth function of social-cultural stimulating environment", "Caste" cultural Deprivation and Cognitive Growth", "Low Socio-Economic status and progressive retardation in cognitive skills", "Cognitive

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growth of the disadvantaged children in the primary schools" etc. Similar studies in the socio-economic problems etc. could very well be undertaken by the departments of Economics, History, Oriya etc. The Science Departments could very well study the fauna and flora and the Geography Department could also collaborate in such programmes. The Committee, therefore, suggests that a Centre of Regional Studies may be set up at the Utkal University. It is suggested that a planning committee may be set up by the University with representation of relevant external experts including those from the Regional Research Laboratory, Bhubaneswar, the Anthropological Survey of India and State agencies. This Committee should work out a programme of researches and studies with inter-department collaboration. It should indicate the facilities needed for significant work in the field of development of religious material and human resources. The Commission may sanction Rs. 25,000/- for the initial planning work and give further support to the extent of Rs. 10.00 lakhs when a detailed proposal for staff, equipment and other facilities and programmes is worked out. The University should indicate clearly how it proposes to manage and run the inter-disciplinary centre."

2. On the basis of the recommendations of the Fifth Plan Visiting Committee, the Commission approved a seed grant of Rs. 25,000/- and the attention of the University was particularly invited for taking action regarding the fact that the proposed centre may take up forward-looking and modern projects especially those related to the socio-economic and educational development of the tribal population. The University was informed that the social Science Departments of the University have to play a major role in this programme, and it was indicated that it would, therefore, be advisable if a few social scientists having background and knowledge of tribal problems are associated with the planning committee to be set up to work out the programme of researches and studies for the centre.

3. The University subsequently constituted a planning committee to work out a programme of researches and studies with inter-departmental collaboration and also to indicate the facilities needed for significant work in the field of development of regions, materials and human resources. Subsequently, the University sent the details of the specific programmes and a detailed report

based on the recommendations of the planning committee. Out of total expenditure of Rs. 12.00 lakhs for the plan period for the Centre as provided in the report, Rs. 10.00 lakhs was proposed to be spent on field research and publications and Rs. 2.00 lakhs for setting up the central coordinating office. It was felt that instead of a few projects submitted independently by different departments, it would be better to have unified and integrated projects for three years after a preliminary study. The Commission therefore, requested the University to send the unified and integrated projects as stated above and the University sent some proposals in this regard.

4. The Committee felt that in formulating the research proposals, the different departments had mainly taken into account the interests and their own discipline rather than taking the problem in a truly inter-disciplinary manner. The Committee has observed that the preparatory work for formulating the proposal has not been properly carried out.

5. The Committee has suggested that in the first place that efforts must be made to prepare the bibliographical material pertaining to the State which will be relevant to the studies and the research proposal should be presented as a unified whole and various dimensions of the problems should be taken care of by common agreement by different departments instead of presenting individual projects by different departments. The Committee has recommended that the members of the faculty should undertake an exercise in this regard and after the same has been formulated, the proposal could be considered.

The University has subsequently sent a proposal in this regard in pursuance of the discussions held by the Committee. The research projects to be undertaken by the Centre of Regional Studies have been recast. A copy of the letter along with the proposal of the University is attached (Annexure-II)*

*p 170-178

The matter is placed before the Commission for consideration.

E.O.(D.3b)/D.S.(D.3)

Report of the Committee appointed by the University Grants Commission to examine the proposal of the Utkal University for the establishment of a centre of Regional Studies.

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The University Grants Commission appointed a Committee to examine the proposal of Utkal University for the establishment of a Centre of Regional Studies consisting of the following members:-

1. Prof. V.B. Damle
Head of the Department of Sociology
University of Poona
Poona
2. Prof. D.P. Pattanayak
Director
Central Institute of Indian Languages
Mysore
3. Prof. L.P. Vidyarthi
Department of Anthropology
Ranchi University
Ranchi
4. Prof. D.S. Nag
Department of Economics
Jabalpur University
Jabalpur

Officer of the Commission

5. Shri R.C. Banerjee
Education Officer

The Committee visited the University on 9th February, 1978 and discussed the proposal of the University with the Vice-Chancellor and the Heads of the Departments participating in the inter-disciplinary regional studies. Prof. Nag could not visit. The Committee noted the following:-

The Visiting Committee which examined the V Plan proposals of the University had made the following recommendation regarding the establishment of a Centre of Regional Studies in the Utkal University:-

"The Committee felt that Utkal University has ample potentialities for starting a Centre of Regional studies. Keeping in view the fact that this is a backward area with a lot of tribal population, there is every justification for starting projects which may help the development of the people

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and the area. The Department of Psychology has already taken up a number of research projects relating to the Studies of the tribal people, e.g. "Study of Education Problems of Scheduled Castes/Tribes students (College) in Orissa", "Cognitive growth function of social-cultural stimulating environment", "Caste" Cultural Deprivation and Cogn-ative Growth", "Low Socio-Economic Status and progressive retardation in cognitive skills", "Cognitive growth of the disadvantaged children in the primary schools" etc. Similar studies in the socio-economic problems etc. could very well be undertaken by the departments of Economics, History, Oriya etc. The Science Departments could very well study the fauna and flora and the Geography Department could also collaborate in such programmes. The Committee, therefore, suggests that a Centre of Regional Studies may be set up at the Utkal University. It is suggested that a planning committee may be set up by the University with representation of relevant external experts including Bhubaneswar the Anthropological Survey of India and States agencies. This Committee should work out a programme of researches and studies with inter-department collaboration. It should indicate the facilities needed for significant work in the field of development of religious material and human resources. The Commission may sanction Rs. 25,000/- for the initial planning work and give further support to the extent of Rs. 10 lakhs when a detailed proposal for staff, equipment and other facilities and programmes is worked out. The University should indicate clearly how it proposes to manage and run the interdisciplinary Centre."

/those from the
Regional Research
Laboratory

2. On the basis of the recommendations of the Fifth Plan Visiting Committee, the Commission approved a seed grant of Rs. 25,000/- and the attention of the University was informed particularly invited for taking action regarding the fact that the proposed centre may take up forward looking and modern projects especially those related to the socio-economic and educational development of the tribal population. The University was informed that the Social Science Departments of the University have to play a major role in this programme, and it was indicated that it would, therefore, be advisable if a few social scientists having background and knowledge of tribal problems are associated with the planning committee to be set up to work out the programmes of researches and studies for the Centre. In January, 1976 the University

informed that a meeting of the Social Science Departments of the University was held on 23rd December, 75 to discuss the question of setting up the centre of regional studies and to draw up a tentative plan of action for the successful implementation of the scheme. In the above meeting, it was decided to constitute a planning committee consisting of the following members to work out a programme of researches and studies with inter-departmental collaboration and also to indicate the facilities needed for significant work in the field of development of regions, materials and human resources.

1. The Administrator
Utkal University
2. The Head of the Department
of Anthropology
Utkal University
3. The Head of the Department
of Analytical and Applied Economics
Utkal University
4. The Head of the Department of Geography
Utkal University
5. The Head of the Department of Oriya
Utkal University
6. The Head of the Department of Pol. Science
Utkal University
7. The Head of the Department of History
Utkal University
8. The Head of the Department of Psychology
Utkal University
9. The Head of the Department of Sanskrit
Utkal University
10. The Head of the Department of Sociology
Utkal University
11. The Head of the Department of Labour Welfare
Utkal University
12. The Director
Anthropological Survey of India
Calcutta

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13. The Director
Regional Research Laboratory
Bhubaneswar
14. The Additional Development Commissioner
Government of Orissa
Bhubaneswar
15. The Director
National Atlas Organisation
Government of India
Calcutta
16. The Director of Industries
Orissa
Cuttack
17. The Director of Agriculture
Orissa
Bhubaneswar
18. The Director of Public Instruction
Orissa
Bhubaneswar
19. The Director
Bureau of Statistics
Orissa
Bhubaneswar
20. The Deputy Director
Tribal and Harijan Development
Training Institute
Bhubaneswar
21. Shri Gopinath Mohanty
Bhubaneswar

3. As decided by the Committee, the Heads of the Departments who were included in the Planning Committee were requested to send the schemes/projects which they want to be taken up. On a request from the University the Commission released a grant of Rs. 10,000/- to the Utkal University against the total allocation of Rs. 25,000/- approved as seed grant.

4. The University subsequently informed the Commission that the Planning Committee has finalised the proposal

for the establishment of the Centre and recommended the taking up of twelve research projects involving nine departments and disciplines. It has also recommended the organisational structure for the centre and the details of research personnel, equipments and supporting staff which have to be provided to the centre to enable it to undertake and complete the above research projects. The University also sent a detailed report based on these recommendations of the Planning Committee and containing the budget for three years for the centre. The research projects were primarily designed to help the process of decision-making planning and policy formulation in all its ramifications by the authorities responsible for the development of the sub-region taken up as the focus of study. Out of the total expenditure of Rs. 12 lakhs for the plan period for the centre, as provided in the report, Rs. 10 lakhs was proposed to be spent on field research and publications and 2 lakhs for setting up the central co-ordinating office.

5. It was felt that instead of a few projects submitted independently by different departments, it would be better to have unified and integrated projects for three years after a preliminary study. In his opinion if the centre's study is to achieve the original objective, Anthropology should enter only indirectly into that studies. But the leading discipline should be technology-based Economics of Development supported by Sociologists, Anthropologists, Botanists, Zoologists, Geologists, Educational Psychologists, and Geographers helped by Urban and Rural planners, Technologists, Agricultural and Forestry experts. The Commission requested the University to send detailed plans for unified and integrated projects and the Utkal University sent the revised proposal for the establishment.

6. The Commission considered the revised proposal sent by the University at its meeting held on 29th December, 1977 and desired that the Committee may be appointed to examine the proposal of the Utkal University for the establishment of the Centre of regional studies and to help it in formulating suitable programme.

The Committee had prolonged discussions with Faculty members who had been mainly responsible for formulating the proposal for the establishment of Centre of Regional Studies. The Committee requested the various Faculty members to provide a comprehensive description of the way they would like the centre to

to function and to explain their plans in respect of the proposed research activity. Prof. L.K. Mahapatra, the Honorary Co-ordinator explained the proposal. Prof. Mahapatra mentioned that it was thought advisable to concentrate on a compact region inhabited by scheduled tribes and other weaker sections. Similarly, while it was pointed out that the main aim is to concentrate on a unified study of the region, in reality several research proposals were presented on behalf of the different Departments. As a matter of fact, the Committee wanted to know whether any consensus had been arrived at in respect of the concept of region and the importance of regional studies. The Committee felt that such a consensus had not been arrived at. Moreover, in formulating the research proposals, the different Departments had mainly taken into account the interests of their own discipline rather than taking the problem in an interdisciplinary manner. The Committee also enquired whether any preparatory work had been undertaken

(i) in respect of bibliographical work regarding the material pertaining to the problems of Orissa as a State and (ii) whether the matic paper had been prepared to highlight the multi-disciplinary aspect. Unfortunately, the response offered to both these queries were negative. The UGC had sanctioned a sum of Rs. 25,000/- as seed money for formulating and mounting the proposal. The Committee is of the view that preparatory work for formulating and mounting the proposal has not been properly carried out. Actually, the members of the Committee suggested that in the first place efforts must be made to ensure the preparation of the bibliographical material pertaining to the State. Secondly, the research proposal should be presented as a unified whole and various dimensions of the problems can be taken care of by common agreement by different Departments instead of presenting individual projects by different Departments. The members of the Faculty could not convince the members of the Committee that such an exercise has been already undertaken and therefore the Committee feels that unless such an exercise is undertaken it would be premature to sanction the proposal. It is only after such an exercise is properly carried out that a meaningful proposal can be really presented which can be considered by the Commission. The members of the Committee would be willing to examine such a proposal if and when properly formulated and presented. In fact, members think that a very detailed discussion on the proposal can be undertaken by the Committee members over a period of three-four days.

The Committee place on record its thanks to the Vice-Chancellor and members of the faculty for their co-operation during their visit to the University.

PROCEEDINGS OF THE SUB-COMMITTEE OF THE RESEARCH
COUNCIL, CENTRE OF REGIONAL STUDIES HELD ON 4.3.78
AT 4.00 P.M.

Members present:-

1. Prof. B. Mishra,
2. Prof. B.N. Sinha, and
3. Prof. L.K. Mohapatra.

In pursu nce of the defined discussion held by the U.G.C. Visiting Committee with the Professor of the disciplines involved in the Centre of Regional Studies proposed to be properly organised at Utkal University with the Vice-Chancellor in the Chair on 9.2.1978, the proposal sent to the U.G.C. to organise the Centre of Regional Studies as per our letter No. Ad(P)605-II/10202/77 dated 25.6.1977 has been re-examined by the Vice-Chancellor with the assistance of these Professors.

The Research Projects to be undertaken by the Centre of Regional Studies have been recast and re-structured to present an intergrated approach and co-ordinated Methodology for (1) preparing a skeleton prospective plan of the region for the next 10 years (6th and 7th plans) and (2) Undertaking studies on 'Socio-Economic & Educational Development of a Tribal Meso-region a case study of the Parlakhemundi and Gunupur T.D.A. Areas of the primitive soura.'

The Budget Estimates for 1977-78, 1978-79 and 1979-80 have been examined thoroughly and recast to meet the revised structure of the Centre of Regional Studies. In 1977-78 financial year i.e. for March, 1978 only the seed grant of Rs. 25,000/- has been proposed to be spent. Already action for appointment to the posts and for in-curing expenditure on contingencies included in the Budget Estimates for 1977-78 has been taken by the University, as per the suggestion of the U.G.C. visiting Committee for utilising the seed grant for this purpose.

A. Recasting the Research Projects of the Centre.

The Research Projects to be undertaken by the Centre of Regional Studies may fall into 2 types. The first type will be based on the micro-studies of the entire region of Orissa. The second type of

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studies may be devoted to depth studies of a meso-region or some micro-studies.

In the initial phase of the Centre of Regional Studies (1977-78 to 1979-80) the following projects are to be undertaken with focus on the socio-economic and educational development of a backward state: Orissa.

- i) The skeleton Perspective plan of the region, involving the disciplines of Analytical and Applied Economics, Anthropology, Commerce, Geography, History, Labour-Welfare, Oriya and Linguistics, Political Science, Psychology and Sociology. All these disciplines will collaborate closely for evolving a perspective plan of the region in pursuance of the U.G.C. sanction letter No.F. 21-5/74(D-3a) dated 9.9.1975 addressed to the Registrar, Utkal University, Bhubaneswar at page 2 paragraph No. (i)(b) devoted to the Centre of Regional Studies focussing on the socio-economic and educational development of the tribal population in the region.

Although 10 disciplines will be involved in the perspective plan this will embody an integrated design of development of Orissa as a whole and will indicate the role of the Centre of Regional Studies and the programme of the focussed studies involving meso-regions and sub-regions for the next 10 years (1978-79 to 1988-89).

- ii) In the initial phase (1978 March to 1980 March) the research focus on a meso-region will be on 'Socio-Economic and Educational Development of a Tribal Meso-region: A case study of the parlakhe-mundi and Gunupur T.D.A. Areas of the Primitive Saora'. The focal research themes subsumed under this case study are:-

- a) Resource Endowment and mobilization of socio-economic factors for modernization

The Research project, in this focal theme will involve the Departments of Analytical and Applied Economics, Anthropology, Labour-Welfare, Geography, Political Science, Psychology and Sociology.

- b) Impact of the Economic changes on social and economic mobility and social welfare

In this field the disciplines of Analytical and Applied Economics, Anthropology, Geography, Labour-Welfare and Sociology will collaborate in an integrated Research Project.

c) Educational Development of retarded classes

The project will seek to evolve development of suitable text books in Tribal language medium, with contents suitable to the local Tribal culture and will devise remedies for solving the problems of educational dropouts and retardation. The disciplines of Anthropology, Oriya (Linguistics) and Psychology will be involved.

d) Improvement in Land Utilization

In this meso-region, shifting cultivation is widely practised, though there is also extensive terracing and occasional fruit orchardry, besides forests. The discipline of Anthropology, Geography and Analytical & Applied Economics will be drawn in to operate this Research Project.

e) Leadership & Elite involvement in Development

The disciplines of Political Science, History and Anthropology will collaborate in this Research Projects.

f) Interdependence and Interaction among weaker sections and their neighbours.

In as much as there are not only the tribal people in overwhelming majority in this meso-region, but also a substantial number of Scheduled Castes and non-scheduled groups, this Research Project will bring out changing patterns of their inter-relationship with a view to exposing factors of Socio-Economic Development. This project will draw upon the intellectual resources of Anthropology, History, Oriya, Psychology and Sociology.

It may be pointed out that each of the 6 Research Projects revolving round a focal theme (a to f) will also endeavour to assess the impact of intensive development programmes through T.D.As. of Parlakhemundi and Gunupur, Community Development Blocks, Development Programmes for the Tibetan Refugees and Saora Development Agency operating in this meso-region at least since 1972 (institutions of T.D.As.).

B. Structure of Centre of Regional Studies

All the personnel, whether doing field research or other type of research or working in the central

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co-ordinating office will be recruited, supervised, and receive job-assignments centrally and will be subjected to the disciplinary control of the authorities of the Centre of Regional Studies.

The Co-ordinator shall be the Chief-Research and Administration-Executive of the Centre of Regional study assisted by a Secretary-cum-Research Supervisor in University Reader's scale of pay. The latter shall be the drawing and disbursing officer. Research Council consisting of the Vice-Chancellor and the Professors collaborating in the Research Schemes shall be responsible for planning, designing and co-ordinating the Research Projects whether conducted in the field or outside.

p.t.o.

Among the Research personnel there will be 3 categories. Ten Research Supervisors in the pay scale of the University Readers will belong to several disciplines. Research Associates numbering 22, in the pay scale of University Lecturers, will be drawn from the collaborating disciplines. Investigators with a consolidated salary of Rs.500/- per month, with Post-graduate qualifications in collaborating disciplines, will add upto 22. They will be distributed on basis of the load and mode of Research work involved in the Research Projects as follows:-

1. In "Skeleton Perspective Plan of the region", there will be one Research Supervisor, 2 Research Associates and 1 Investigator.
2. In the Research Project on Resource Endowment and mobilization of socio-economic factors for modernization, there will be 2 Research Supervisors, 5 Research Associates and 6 Investigators.
3. In the Research Project on Impact of the Economic Changes on social and economic mobility and social welfare, there will be 1 Research Supervisor, 2 Research Associates and 2 Investigators.
4. In the Research Project on Educational Development of retarded classes, there will be 2 Research Supervisors, 4 Research Associates and (four) investigators.
5. In the Research Project of Improvement in land Utilisation, there will be 1 Research Supervisor, 3 Research Associates and 3 Investigators,
6. In the Research project on Leadership & Elite involvement in Development, there will be 2 Research Supervisor, 4. Research Associates and 4 Investigators.
7. In the Research Project on Interdependence and Interaction among weaker sections and their neighbours, there will be 1 Research Supervisor, 2 Research Associates and 2 Investigators.

B U D G E T

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As advised by the Visiting Committee, U.G.C. we may go ahead to execute the first stage of the establishment of the Centre of Regional Studies by recruiting the core staff to collect the source materials, prepare bibliography and the ground plan of the Research Projects with the aid of the seed grant of Rs. 25,000/- in this financial year. The effective research period of the initial phase of the Centre of Regional Studies will be 1978-79 and 1979-80 financial years.

The distribution of the budgetary grand total of Rs. 14.10 lakhs is as follows:-

1977-78 (March), Coordinating Office.

Staff

Two Research Associates,
one of them to act as
officiating Secretary-
cum-Research-Supervisor.

Supervisor	Rs.	2,000.00	
One Investigator	Rs.	500.00	
One Steno-typist	Rs.	550.00	
One Peon	Rs.	300.00	
	Rs.	3,350.00	3,350.00
<u>Contingencies</u>			
Furniture	Rs.	2,000.00	
Type.Machine	Rs.	3,000.00	
Office Contingencies	Rs.	2,000.00	
T.A.(including part spent)	Rs.	2,000.00	
Publication of Saora Hand Book	Rs.	5,000.00	
	Rs.	14,000.00	14,000.00
Total	Rs.	14,000.00	14,000.00
Total for March, 1978			17,350.00

1978-79

Co-ordinating
office contingencies

Furniture & fittings	Rs.	8,000.00
Equipments	Rs.	30,000.00
Books, Journals and Maps	Rs.	5,000.00
Office Contingencies	Rs.	8,000.00
T.A.	Rs.	5,000.00
Provision for increase in D.A.	Rs.	2,000.00

Total Contingencies Rs. 58,000.00

Salary and Allowances of Personnel

Secretary & Research Supervisor	1	Rs.	16,200.00
Steno-typist	2	Rs.	9,720.00
Grade II Assistant cum-Accountant	1	Rs.	4,860.00
Peons	2	Rs.	<u>6,072.00</u>
Total for salary and Allowances		Rs.	36,852.00

1978-79 total for Coordi-
nating office Rs. 94,852.00

Research and Publications.

A-Personnel

- i) 10 Research Supervisors for nine disciplines
Rs. 1200-1900/- scale of pay including DA &
other allowances.
- ii) 22 Research Associates for 11 Research
Rs. 700-1600/- projects.
- iii) 22 Investigators (Rs. 500/- per month consolidated)

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B. Salary and Allowances 1978-79

i)	10 Research Supervisors	Rs.	160,200/-	
ii)	22 Research Assistants	Rs.	220,800/-	
iii)	22 Investigators	Rs.	132,000/-	
	Total	Rs.	513,000/-	Rs. 513,000/-

C. Contingencies

i)	Field work and field contingencies	Rs.	20,000/-	
ii)	Field equipments and scientific materials	Rs.	20,000/-	
iii)	Publications		-	
iv)	Photographic and cartographic materials	Rs.	10,000/-	
v)	T.A. & D.A. etc.	Rs.	30,000/-	
		Rs.	80,000/-	Rs. 80,000/-
			Total of B&C	Rs. 593,000/-

Total for Co-ordinating office 1978-79	Rs.	94,852/-
Research and Publications(B&C)	Rs.	593,000/-
	Rs.	687,852/-

1979-80

Coordinating Office

Contingencies	Rs.	20,000/-
Salary and allowances	Rs.	37,704/-
Total	Rs.	57,704/-

Research & Publications

A. Personnel

Same as 1978-79

B. Salary and Allowances

i)	10 Research Supervisors	Rs.	166,980/-	
ii)	22 Research Assistants	Rs.	228,720/-	
iii)	22 Investigators	Rs.	132,000/-	
	Total	Rs.	526,800/-	Rs. 526,800/-

C. Contingencies

i)	Field work and field contingencies	Rs.	10,000/-	
ii)	Field equipments and scientific materials	Rs.	10,000/-	
iii)	Publications	Rs.	60,000/-	
iv)	Photographic and cartographic materials	Rs.	10,000/-	
v)	T.A. and D.A. etc.	Rs.	30,000/-	
	Total	Rs.	120,000/-	Rs. 120,000/-

Total B&C Rs. 646,800/-

Total for 1979-80 Coordinating Rs. 57,704/-

Research & Publications (B&C) Rs. 646,800/-

Rs. 704,504/-

Grand Total:

1977-78	Rs.	17,350/-
1978-79	Rs.	6,87,852/-
1979-80	Rs.	7,04,504/-
for 3 years	Rs.	14,09,706/-

D. Recruitment for Initial phase in March, 1978

Two Research Associates in the scale of Rs. 700-1600/-
 One Investigator at Rs. 500/- consolidated
 One Steno-typist Gr. II Rs. 500/-
 One peon Rs. 300/-
 One of the Research Associates will function as the Secretary-cum-Research Supervisor till a regular appointment is made to this status.

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978.

Item No.27 : To consider the report of the Committee appointed by the University Grants Commission to examine the proposal of the Department of Economics, Osmania University under the University Leadership Project.

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The University Grants Commission appointed a committee consisting of the following members to report on the proposal of the Department of Economics of the Osmania University for participating in the University Leadership Programme of the Commission:

1. Professor C.B. Tigadi
Karnatak University
Dharwar.
2. Professor N.Rath
Gokhale Institute of Politics &
Economics,
Pune.
3. Professor G. Parathasarathy
Andhra University,
Waltair.

The Committee (without Professor Parathasarathy who could not visit the University because of some unavoidable circumstances visited the University on April 27-28, 1978 and discussed the proposal of the University with (a) the Vice-Chancellor, (b) the Faculty and (c) Principals and Economics Teachers of 3 local colleges in Hyderabad city. The report of the Committee is attached (Annexure.I)*

Details about the experience of the department in the faculty improvement of the economics teachers in the Colleges, projects undertaken by the department for improving under graduate teaching in economics and the improvement in the general teaching-learning situation in the colleges are given in Annexure.II@

p.t.o.

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The strength of the Staff consists of two progressors (one post is vacant), seven readers, six lecturers and nine research officers/associates/assistants.

The proposal of the Department was "to undertake various activities and to introduce a number of measures to help teachers to attain a higher degree of proficiency in the subject and to enhance teaching standards" in all the 80 colleges under the jurisdiction of the Osmania University, where economics is offered as an 'optional subject'. To this end the proposal contained the following:

- (a) To give 'model' lectures to students in the affiliated colleges.
- (b) to organise summer workshops for college teacher
- (c) to prepare teaching materials for the undergraduate courses.
- (d) to arrange visiting lectures for the colleges;
- (e) to arrange collaborative research projects between teachers in the University departments and the colleges;
- (f) to prepare text books in Telugu and compile selections of reading materials;
- (g) to prepare extracts and abstracts of selected articles, subject index to articles in periodicals etc;
- (h) to provide selected books in Economics in the Library of these colleges; and
- (i) to revise undergraduate syllabi.

The Committee is of the view that the main focus of the proposed programme should be the improvement in the teaching of Economics at the undergraduate level. This could consist of (i) provision of syllabi, (ii) helping teachers to become conversant with revised courses and methods of presentation and evaluation, (iii) preparation of teaching materials including extracts from periodicals, statistical materials relating to Indian economy etc., (iv) provision of properly selected books of Economics in the libraries of the affiliated colleges, and (v) organisation of 5 big workshops every summer for 3 years.

p.t.o.

The Committee is not generally in favour of too many short-term seminars and too many visits by university staff to the colleges for the reason that the personal resources of the department are not adequate to meet such requirements. The Committee has recommended assistance as given below:-

	<u>Ist Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>Total</u>
<u>A. RECURRING EXPENDITURE</u>				
I. Staff:				
Three Technical Assistants @ Rs.400/- p.m. Ist two years and Rs.500/- p.m. 3rd year)	14,400	14,400	18,000	46,800
II. Administrative support:				
One Steno-typist, One peon	12,000	12,000	12,000	36,000
III. (a) Postage, Stationery and contingency	5,000	5,000	5,000	15,000
(b) Stencil and duplicating paper for duplicating 1500 pages and making 200 sets of them.	10,000	10,000	10,000	30,000
(c) Travel	5,000	5,000	5,000	15,000
(d) Honorarium (estimated at the rate of Rs.25/- per lecture hour Rs.10/- per page of memiographed lectures-500 such pages).	9,000	9,000	9,000	27,000
III. Total :	29,000	29,000	29,000	87,000
IV. Refresher Course-60 participants duration of 5 weeks (cost of stay in Hyderabad at Rs.15 per day) (Plus incidentals).	32,000	32,000	32,000	96,000
A Total:	87,400	87,400	91,000	2,65,800

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B. Non-Recurring:

1. Typewriter (with Mathematical symbols) for the Department.	5,000	-	-	5,000
II. Cyclostyling machine and Calculators for the Department.	16,000	-	-	16,000
III. Books for the library of:				
(a) The University Department of Economics.	50,000	-	-	50,000
(b) Books for the College Libraries at the rate of Rs. 2,000 per college per year for 80 colleges.	160000	160000	160000	4,80,000
B.Total:	2,31,000	1,60,000	1,60,000	5,51,000
Grand Total:	3,18,400	2,47,400	2,51,000	8,16,800

The matter is placed before the Commission for consideration.

AS (HR)/JS (I)

SLJ

Annexure I. to Item No.27

Report of the Committee Appointed by the University Grants Commission to Report on the Proposal of the Department of Economics, Osmania University, under the University Leadership project.

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1. The University Grants Commission constituted a Committee to report on the proposal submitted by the Department of Economics of the Osmania University under University Leadership Programme of the U.G.C. The members of the Committee were:

1. Prof. C.B. Tigadi, Karnatak University, Dharwar.
2. Prof. N. Rath, Gokhale Institute of Politics & Economics, Pune.
3. Prof. G. Parthasarathy, Andhra University, Waltair.

Prof. Parthasarathy could not participate in the visit and work of the Committee, because of his temporary absence from the country.

2. The Committee, accompanied by Shri G.M. Ramachandran, Assistant Secretary of the U.G.C. visited Osmania University on 27th and 28th of April, 1978. The Committee had a brief meeting with the Vice-Chancellor, Dr. Rama Reddy, who explained the background to the proposal of the Economics Department. The Committee met and discussed the proposal with the entire faculty of the Department of Economics on 27th April. On 28th April the Committee visited three of the local colleges in Hyderabad city, where, besides seeing the library and other physical facilities, discussed with the principals and the teachers of Economics their views about the steps necessary to improve teaching of economics at the undergraduate level.

The Committee had a final meeting with the members of the Department of Economics of the University in the afternoon of 28th April when some teachers of economics from the local colleges were also present and participated in the discussions.

3. The Committee was presented with a revised proposal in place of the original proposal submitted by Dr. N.S. Iyengar, the Head of the Department of Economics. The revised proposal is also the original.

one were submitted on behalf of the Department of Economics of the University. However, the revised proposal was submitted by two of the Professors in the Department, Dr. Yadav Reddy and Dr. K.S. Upadhyay, who are to be the Project Director and Project Coordinator respectively. The Committee felt that in an academic programme like the one proposed which will involve the entire faculty of Economics of the University, it would be natural to expect the Head of the Department to present the proposal as the leader of the group. The Committee wanted to know the reason for deviation from this natural course. The Head of the Department, Dr. Iyengar, assured us that this had been done only to facilitate certain administrative arrangements. In so far as the substantive academic part of the programme is concerned, he assured the Committee that it is the proposal of his department and the entire faculty under his leadership will be fully involved in carrying it out.

4. The proposal of the Department is "to undertake various activities and to introduce a number of measures to help teachers to attain a higher degree of proficiency in the subject and to enhance teaching standards" in all the 80 colleges under the jurisdiction of the Osmania University, where economics is offered as an 'optional subject'. To this end the proposal contains the following.

- (a) Visits by senior faculty members to individual colleges regularly to give model lectures to students on the topics in the syllabus.
- (b) Organisation of summer workshops of about five weeks' duration every year, for a batch of 50 to 60 colleges teachers at a time. Part of the time will be devoted to lectures and discussions relating to the undergraduate curriculum and the method of putting it across to the students. The other part of the time will be devoted to lectures by invited scholars on various developments in the field of economics, for the benefit of the college lectures.
- (c) Two-week workshops every year where teachers of the Department and some senior teachers from the colleges will meet to prepare teaching material on the subject.

- (d) Two seminars of 3-day duration every year on subjects of topical and academic interest to be addressed by invited scholars.
- (e) Students seminars in each college at least 3 times a year where senior teachers from the Department and college teachers will participate.
- (f) Teacher-student collaborative research projects.
- (g) Preparation of Text-Books in Telugu, and selection of reading materials from Journals.
- (h) preparation of a bulletin 'Documentation in Economics' which will include abstracts of selected articles, subject index to articles in periodicals, etc.
- (i) Institution of prizes for essay writing competition and Quiz programmes.
- (j) Provision of some selected books in Economics in the Library of each College, the books to be selected by the Department and purchased with the help of the grants under this programme.
- (k) Revision of Syllabus.

5. The Committee discussed the proposed programme in detail with the faculty. The Committee is of the view that the main focus of the proposed programme should be the improvement in the teaching of economics at the undergraduate level. This would consist of:

(i) Revision of Syllabus: The University at present has prescribed four one-year papers in economics for candidates working for the B.A. degree. Until this year there were also four more courses in quantitative methods and on growth theory and planning models, which were available to the students as additional options. This, we were informed, is being discontinued from the ensuing academic year. The University does not provide for any special or honours course in economics at the B.A. level. It was felt by many teachers, and we share the view, that the B.A. economics course should provide for students learning the principles of economics with reference to the current Indian economy. There is a widespread feeling that

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students at the undergraduate level are opting more for commerce than economics courses because in some sense they find the former more useful. All these factors will have to be taken into account in undertaking any revision of the B.A. syllabus for economics. The Department could provide leadership in this field. The summer workshops referred to below should provide an annual forum for discussion of these problems with the college teachers and formulation of revised syllabi.

(ii) Given the syllabus, the main objective of the proposed programme should be to help the teachers become fully conversant with its contents, to discuss and suggest the manner of presentation of the material to the students and devise ways of testing their knowledge and ability in the subject. The summer workshops should be the main forum for all this. It should be possible to enable all the 200 undergraduate teachers of economics to participate in the workshop within the period of 3 years. Senior members of the faculty in the University have to engage the sessions in the workshop. Where teaching material is not readily available in form of text books broadly covering the syllabus, it would be necessary and desirable for the concerned teachers of the Department to collate and/or prepare, cyclostyle and circulate such material to the teachers in the workshop. Any teacher of the University department preparing such teaching material for each session that he engages in the workshop may be paid an honorarium on the basis of the material prepared and the number of sessions engaged. The teaching material prepared for each summer workshop should be distributed not only to the college teachers participating in that workshop, but also to all other teachers in the affiliated colleges.

(iii) The preparation of teaching material for the B.A. course may involve not only preparation of the material for lectures in the summer workshop, but other materials, like extracts from periodicals, and statistical material relating to the Indian economy that may not be readily available in the text-books but may be considered relevant and useful for studying the B.A.(Econ.) courses. Besides, the teachers may be supplied with readymade bibliography of books and articles relevant for the purpose on a routine basis, say twice or thrice in a year. To help in the preparation of these bibliographies, statistical and teaching material, the Department has proposed and the Committee recommends the appointment of three

the period of three years. They should have at least a second class M.A. degree in economics, and be of the level of students considered fit for award of fellowships, for Ph.D. They may be paid an allowance equal to the fellowship for Ph.D. approved by the U.G.C. (i.e. Rs. 400 p.m. for the first two years and Rs. 500/- p.m. in the 3rd year). They should also be permitted to register for Ph.D. and allowed to work on their dissertation part of the time.

(iv) Besides preparing teaching material for the summer workshop, and other related bibliographical services, the University Department has proposed provision of a set of relevant books to every college library to strengthen their holdings, and help the college teachers and students. We support the proposal : The Department should make a proper selection of Books that would help the college departments in improving teaching; and for this purpose, may present one set of selected books to each affiliated college library. The University Department may be helped with funds to improve acquisition of relevant literature for its own library also. The budget recommended in the appendix incorporates all these provisions.

(v) The Department, in its proposal has suggested other activities, like seminars for college teachers twice a year on current developments in economics, seminars in individual colleges, and lectures by members of the Department on the prescribed curricula to students in the colleges, promotion of research by teachers-students, writing of tex-books, etc. The Committee feels that while these are laudable objectives, the human resources at the disposal of the Department may be inadequate for the purpose. After organising 5-week workshops every summer for 3 years, it may not be easy to assemble adequate number of college teachers once or twice every year for special seminars on recent developments in Economics. We would rather suggest that about one-fifth of the time in the summer workshop every year may be used for this purpose. We were informed by the members of the Economics Department that in view of their normal load of work during the semesters, it would be difficult for all of them taken together, to spare even 12 weeks in all during a year for seminar-cum-lecture in selected colleges. Therefore, if such a programme is included in the scheme, it can touch only one-third of the colleges over a period of 3 years. While members of the Department should take every available opportunity to visit a college to participate in a local seminar

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or give lectures to students, the Committee felt that it would not be desirable to include such programme under this scheme in view of limited availability of human resources and inadequacy of time.

Similarly, for proposals involving teacher-student research or scholarships and fellowships to students, there are independent sources of finance available for these purposes, and in any event it is not advisable to burden the Department with these tasks, at the cost of the central object of the project.

For preparation of text books, the UGC has independent financial provision. The Committee brought it to the attention of the Department. It is not necessary to link this with the University leadership project.

6. We have appended the statement of proposed expenditure, (Appendix) that may be involved over a period of 3 years to execute the proposal submitted by the Department of Economics, Osmania University, Hyderabad, (A.P.) We unanimously recommend the statement of proposed expenditure with regard to the University Leadership Project of the Department of Economics, Osmania, University, Hyderabad, A.P. subject, of course, to the usual rules and procedures of the UGC?

7. We trust if the Department of Economics, Osmania University, Hyderabad takes up its proposals in earnest it may be able to make useful contribution to improving teaching of economics at the undergraduate level.

Sd/-
(C.B.Tigadi.

Sd/-
(Nilkantha Rath)

STATEMENT OF PROPOSED EXPENDITURE

....

(in Rs.)

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	<u>Ist year</u>	<u>2nd Year</u>	<u>3rd year</u>	<u>Total</u>
<u>A. RECURRING EXPENDITURE</u>				
C. Staff:				
Three Technical Assistants @Rs.400/- p.m. 1st two years and Rs.500/- p.m 3rd year).	14,400	14,400	18,000	46,800
I. Administrative support:				
One steno-typist, One Peon.	12,000	12,000	12,000	36,000
II. (a) Postgage, Stationery and contingency				
	5,000	5,000	5,000	15,000
(b) Stencil and duplicating paper for duplicating 1500 pages and making 200 sets of them.				
	10,000	10,000	10,000	30,000
(c) Travel				
	5,000	5,000	5,000	15,000
(d) Honorarium (estimated at the rate of Rs.25/- per lecture hour + Rs. 10 per page of mimeographed lectures-500 such pages).				
	9,000	9,000	9,000	27,000
<hr/>				
III Total	29,000	29,000	29,000	87,000
<hr/>				
V. Refresher Course-60 participants duration of 5 weeks (cost of stay in Hyderabad at Rs.15 per day) (plus incidentals)	32,000	32,000	32,000	96,000
<hr/>				
A Total	87,400	87,400	91,000	2,65,800

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B. NON-RECURRING:

I. Typewriter (with mathematical Symbols for the Department	5,000	-	-	5,000
II. Cyclostyling Machine and Calculators for the Department.	16,000	-	-	16,000
III. Books for the Library of:				
(a) The University Department. of Economics.	50,000	-	-	50,000
(b) Books for the College Libraries at the rate of Rs. 2000 per college per year for 80 colleges.	1,60,000	1,60,000	1,60,000	4,80,000
<hr/>				
B.Total -	2,31,000	1,60,000	1,60,000	5,51,000
GRAND TOTAL -	3,18,400	2,47,400	2,51,000	8,16,800
<hr/>				

Details about the Previous U.L.P. Background
of Economics Department, Osmania University.

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The department of economics has a unique distinction in the field of improvement of education, in a number of ways. Over a period of past five years (even before also) it arranged a number of lectures and seminars which were participated by a number distinguished economists of India and abroad. Some of them for example are, professors Brahmananda, K.R. Randive, Naqvi, Amit Bahadur, T.N. Krishnan H.K. Muzumdar, Gulati, A.L. Nagar, Wadhava and many others. Some of the foreign universities from where distinguished economists like Professor Joan Robinson etc., visited our department are Cambridge, Manchester, Rhur, Dacca, Wisconsin, Texas, North Western University, etc. This programme has helped the teachers considerably in improving the quality of their teaching.

U.G.C. seminars and summer schools were organised regularly which were attended by a wide spectrum of delegates. Especially, the Summer Schools were used to arrange lecturers and to supply reading material etc., in order to improve the quality of the teachers handling degree classes. The Summer Schools lasted for two to three weeks. Annual staff conferences including the teachers of all the colleges, organisation of workshops with the collaboration of Telugu Academy and SCERT etc., also have gone a long way to improve the quality of teaching.

Besides, the presence in the department of CSA and other Research Projects financed by the UGC, the Government of Andhra Pradesh etc., and a well-organised departmental library provided a suitable atmosphere for quality improvement in teaching and Research.

Projects undertaken by the department during the past five years for the improvement of under-graduate teaching in the subject are given below:-

A. Departmental Conference:

The department has been convening the departmental conference of economics teachers of all degree colleges. This opportunity has been fully utilised by the teachers, by discussing the details of syllabus, preparing the schedule of teaching and other measures that might improve the quality of teaching, thus benefitting ultimately the student community.

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B. Entrance Tests:

An entrance test in the objective type has been conducted every year with a view to admit the best of the students, both intelligent and clever, at degree level in all the colleges. This system ensures, in the ultimate analysis, an optimum output in the education sector. The system has been withdrawn when convinced that there was a remarkable favourable change in the outlook of students towards education.

C. Internal Assessment:

Internal assessment is another invention to keep the standards of the students at a high level. The students have to compulsorily attend the lectures follow them and at home prepare for the periodic tests as these marks are added to the marks secured the terminal public examination.

D. Modernisation of syllabus:

A change of syllabus, (incorporating the requirements suitable to the employment market) with a view to modernise it, is being initiated. This conforms by and large, to the syllabi followed in other universities of India.

E. Writing of Textbooks for B.A. students, in Telugu and other languages and also translating into Telugu standard Text books.

Particulars about teachers who have made special contribution to such programmes and activities are given below:-

Professor Mathur the previous Head of the Department of Economics was invited by the University of Manchester to the Simon visiting professorship. He lectured at the Cambridge and Oxford universities also.

Dr. M. Yadava Reddy, Reader in Economics, has gone to the Institute of Developing Economics at Tokyo as a visiting research fellow. He returned after the completion of the assignment,

Dr. Ypadhyay, Reader in Economics along with Professor N.S. Iyengar, present head of the department of economics attended a ten day workshop on 'Indicators of Rural Levels of Living' held at Coimbatore.

Besides these, different staff members attended the economic conferences and UGC seminars and Workshops sponsored by other universities and academic institutions.

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6. Has there been any identifiable and measurable improvement in the curricular programmes of the colleges as a result of assistance provided by the department? please mention the indicators.

The measures like Entrance Tests, internal Assessment examination and detention system at the end of every year etc., have definitely improved the quality of the taught Indiscipline, absentecism and the like that lead to wastage have been gradually reduced to the minimum. of the best indicators may be said to be the high quality of student imputs at the post-graduate level and the number of first clases at the end of their courses. These are highly complementary to the changes adopted at the lower level of curriculum.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 17th July, 1978

Item No. 28 : To consider the proposal of Allahabad University for additional grant for the Department of Defence Studies during the 5th Plan Period.

The 5th Plan Visiting Committee appointed for Allahabad University inter alia had recommended a grant of Rs. 35,000/- for books, Rs. 40,000/- for equipment and a post of one Reader, one Cartographer and one Research Assistant for the development of Department of Defence Studies Allahabad University, under the Ist, IIInd and IIIrd Priorities. The Commission approved a grant of Rs. 20,000/- for books, Rs. 15,000/- for equipment and the post of one Cartographer for this Department under first phase.

The Allahabad University in January, 1978 sent a proposal for additional assistance for its Department of Defence studies during the 5th Plan period. The additional requirements of the University included 4 teaching posts, 4 Research Assistants/Jr. Research Fellows, 3 Technical posts for Library and Laboratory, Rs. one lakh for books and Rs. 50,000/- for equipment. The University indicated that the Commission had recently sanctioned teaching staff and necessary funds for the Department of Defence Studies in Madras University and the University accordingly desired the Commission to consider its own proposal for the additional grant as indicated above for development of its Department of Defence Studies. The Allahabad University was, however, advised by the Commission in March, 1978 to send a proposal for approval of grants recommended by the 5th Plan Visiting Committee for books and equipment under second phase for all departments including the Department of Defence Studies for consideration. The University was further informed that the needs of the defence Studies Department for research may be kept in view while making selection for Jr. Research Fellowships allocated (total 32) to the University during the 5th Plan period. The other needs of the Department of Defence Studies including creation of new posts may be included by the University in its proposal for the development during the next plan period. The University was further informed that in case the University needs a post of Professor in place of Reader recently approved by the Commission in Defence Studies Department the University may send a proposal

p. t. o.

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along with details of the existing staff for the consideration of the Commission. The Head of the Department of Defence Studies, Allahabad University in his latest communication dated 16th May, 1978 addressed to the Chairman, University Grants Commission has now sent a revised proposal indicating the immediate minimum needs of the Department which are detailed as under :-

1. Professor One
2. Jr. Research Fellowships 2 (at any time)
3. Equipment for cartography lab and library etc. Rs. 50,000

The Department of Defence Studies was established in 1940. It consists of two readers and five lecturers on its staff. It offers courses in Defence Studies both at B.Sc. and M.Sc. levels. It admits each year 15 students in M.Sc. It has turned out 69 students (male) so far, and all of them have got suitable employment. The Department is well-organised and well-equipped. The present enrolment is: undergraduate 276 students, post-graduate 25 students, and 3 research scholars. The areas in which the department specialises are South-East-Asia, Pakistan and Bangladesh, Strategic problems, and historical research. About 17 research papers/articles have been published by the staff of the Department.

It may be mentioned that against the total approved posts for 5th plan the Allahabad University has not so far been able to fill up even the 1/3rd of these posts so far. Similarly against the total equipment grant of Rs. 34.90 lakhs allocated for 5th Plan the Commission has released grant to the tune of Rs. 24.80 lakhs only which still remains to be fully utilised by the Allahabad University.

In view of the above position and also in view of the urgent requirements of the Allahabad University for the additional grant for its Department of Defence Studies, it is for ^{consideration} consider whether the proposal of the University for additional grant as indicated above may be accepted by the Commission which it

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should be possible for the university to meet from within the total 5th Plan allocation. The copy of the letter dated the 16th May, 1978 received from Dr. D.D.Khanna, Head of the Department of Defence Studies, Allahabad University is enclosed as Annexure. *

*p 197-199

The matter is placed before the Commission for consideration.

AS (D.2a)/DS (D-2)

SIK

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Copy of letter No. DSE/130/78 dated 16th May, 1978 from Shri D.D. Khanna, Head of the Department, University of Allahabad to Dr. Satish Chandra, Chairman, UGC.

In view of our talk at Delhi on 3rd May, I discussed with the Vice-Chancellor the immediate minimum need of the Department of Defence studies which you had also agreed to be genuine.

- 1. Professor : One
- 2. Junior Research Fellowship : Two at any time
- 3. Equipment for Cartography Lab. and Library etc. : Rs. 50,000

The Vice-Chancellor felt that as the University has already forwarded a proposal to the U.G.C. (copy enclosed as Appendix) the Commission could take a decision in the matter. He mentioned to me that as various departments of the University are pressing him to forward advance proposal to U.G.C. under VI Plan requirement it may be embarrassing for him to single out any department. He said as the UGC is aware that the department of Defence Studies is the only post-graduate and research department without the post of a Professor and Research Fellowship, the U.G.C. may kindly consider the University's modified proposal sent on 9th January, 1978 and may take immediate action to approve the minimum immediate need as mentioned above.

I am likely to be in Delhi on 25th of this month and will meet you in your office.

With kindest regards.

Copy of letter No. 116/VC-78, dated 9th January, 1978 from Dr. P.D. Hajela, Vice-Chancellor, University of Allahabad, Allahabad to Prof. Satish Chandra, Chairman, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi.

Kindly refer to my letter No. 2224/VC/77 dated 23rd July, 1977 along with a proposal for strengthening Defence Studies Department of this University.

I learn that the UGC committee on Defence Studies in its meeting held on 17th August, 1977 has recommended a staffing pattern for post-graduate Defence Studies Department in the Universities. I further learn that the commission has recently sanctioned teaching staff and necessary funds for the newly created Department of Defence studies in Madras University as per criteria laid down by the UGC Committee on Defence Studies.

You are probably aware that the post-graduate teaching in Defence Studies at Allahabad was started as early as 1965. Subsequently research work has also been started and at present the department has 8 research students. One student has already been awarded D. Phil. degree, but the department has no post of a Professor and certain other facilities essential for any post-graduate and research department.

Keeping in view the recommendations of the U.G.C. Committee on Defence Studies, I am once again enclosing a modified proposal for the Defence Studies Department of our university which I am sure will be approved by Commission. Also enclosed is a copy of brochure highlighting the activities of the Department.

with regards,

Enclosure . . .

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Proposal for strengthening Department of Defence Studies, University of Allahabad vide university letter No.116/VC-78, dated 9th January, 1978.

1. Professor :
2. Reader : One
3. Lecturer : Two
4. Research Assistant : Two
5. Junior Research Fellowship :Two at any time
6. Library Assistant : One
7. Library Book Lifter :One
8. Cartography Laboratory:One Assistant
9. Books and Journals : Rs. 1,00,000/-
10. Equipment for Library and Cartography Laboratory. : Rs. 50,000/-

*In the Vth Plan the UGC has sanctioned one post of Cartographer to the department but no grant for the laboratory was provided.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978

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Item: 29: To consider the proposal of Sambalpur University for change of specialisation for the post of professor sanctioned for the Department of Economics from Econometrics or Mathematical Economics to pure and general Economics.

...
The Commission, on the recommendations of the Visiting Committee, sanctioned the following posts to the Department of Economics, Sambalpur University:-

Professor -1 (preferably with specialisation in Econometrics or Mathematical Economics).

Reader -1 (Public Finance -later on changed to Public Finance or Public Economics).

The approval for these additional posts was conveyed in September, 1975.

In March 1978, a complaint was received from the Secretary & students of the Post-graduate Department of Economics, Sambalpur University alleging delay and some irregularities in making appointment to the post of Professor sanctioned by the Commission. A copy of the Complaint (Annexure I) was sent to the Sambalpur University for comments.

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The University, vide letter dated 25th May, 1978 (Annexure II) has explained the circumstances under which the post sanctioned by the Commission preferably with specialisation in Econometrics or Mathematical Economics could not be filled up so far. The University states that

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"the teaching work in the postgraduate Department of Economics offers 12 papers out of which 4 papers are quantitative papers and the rest 8 papers are on pure Economics. There are at present one Professor one Reader and two Lecturers in the Department. One post of Professor and one post of Reader sanctioned by the Commission are vacant."

"

The Professor who was supposed to specialise in Econometrics and Mathematical Economics and was appointed as Professor for that reason, now says that he specialises in Public Finance. He teaches Public Finance and takes some classes in Econometrics. One Lecturer also teaches Mathematical Economics. The second Lecturer has to take all papers in Pure Economics and hence the department holds common...../2.

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Classes for 1st & 3rd semester and 2nd & 4th semester students respectively, in pure Economics. It may be seen that the three teachers in quantitative wing do not have sufficient work-load and the papers in pure Economics are being looked after by a single Lecturer. It has been found that in most of the Universities in India where Econometrics has been opened as a branch in the department of Economics there are only Readers who specialise in Econometrics or Mathematical Economics and Head of the Department has always been a person specialising in all the branches or in General and pure Economics. This is one of the reasons why there are very few Professors in the different Universities in the whole of the country who specialise in Econometrics and therefore we are finding difficulty in getting expert members in the rank of eminent Professor specialising in Econometrics."

The University of Sambalpur requests the Commission to sanction and give clearance to the University to appoint a person who specialises in pure and general Economics as Professor of Economics in place of a person preferably with specialisation in Econometrics or mathematical economics, taking into consideration the circumstances under which the teaching of Pure Economics is being done in the postgraduate Department of Economics of Sambalpur University. If it is not possible to change the specialisation, the University requests that another post of Professor specialising in pure & general economics may be sanctioned to the University.

The matter is placed before the Commission for consideration.

A.S(D-3)/D.S. (D-3)

(COPY)

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To

The Chairman,
University Grants Commission,
New Delhi.

Honourable Sir,

We, the students of Post Graduate Department of Economics, Jyoti Vihar, Sambalpur University, earnestly pray you to consider the following lines sympathetically.

That you might have received a copy of our Memorandum dated 13th March, 1978 present to the Vice-Chancellor, Sambalpur University and a copy of another memorandum addressed to him. Also we have sent a copy of the letter dated 21-3-78 of the Registrar, Sambalpur University to signatories of the Memorandum dated 13th March, 1978 alongwith a copy of our reply. With reference to the above correspondence we draw your kind attention to the following facts :

1. That in the year 1975 the University Grants Commission Team Visited our University and was pleased with the teaching and research activities of the Department. Certifying our PG Department of Economics, Jyoti Vihar, to be the best teaching department in the State, the respected members were pleased to sanction a second post of professor with specialisation preferably Mathematically, Economics or Econometrics to accelerate the teaching and research activities in the Quantitative Economics and thereby intended to make our department a centre of Quantitative Economics.
2. That with the encouragement of the UGC Team our Department is imparting teaching facilities in Quantitative Economics with greater intensity and vigour, but due to lack of staff in the area of Quantitative Economics teaching in the said area is suffering a lot. In fact one Quantitative paper i.e. 'S.M.' Econ. Analysis (Statistical Method) has been dropped this year and we lost the opportunity to study this paper inspite of our sincere interest.
3. The Second post of Professor was sanctioned preferably in Mathematical Economic or Econometrics, but unfortunately the word "Preferably" has lead to all sorts of politics and nepotism assis a apparent from the attempts made by the University Authorities the revise the course, so as to make it more general Economics oriented and the appointment of an earlier selection Committee in this regard so as to suit the need of a candidate who has Ph.D. under the present Vice-Chancellor."

Cont.../2.

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As we understand, Sir, by the word preferably the UGC meant the appointment of a person specialising in other branches in Economics and at the same time capable enough to teach some papers in Quantitative Economics. But the attempt has been to full up the post with a candidate who has no knowledge in Quantitative Economics what soever and this attempt, we hope Sir, goes against the implicit noble intention of the UGC team to make the PG teaching Department of Economics, Sambalpur University, a centre in Quantitative Economics.

4. That we have requested the University Authorities to appoint a Professor with specialisation in Mathematical Economics or Econometrics but it has been of no avail so far.

Being disappointed and highly agreed by the adamant attitude of the University authorities we seek your kind personal intervention and request you to kindly consider the following and take necessary action in this regard at your earliest convenient.

1. The post was advertised more than one year ago and may be readvertised again, so as to enable candidates who might have qualified for the post by this time, to apply for it.
2. You may kindly communicate necessary guidelines to University Authorities and instruct to delete the word "Preferably" in future advertisement for the post of Professor only in

Mathematical

Economics and Econometrics to meet the need of the department and to avoid the politics nepotism which otherwise is being rampant.

3. As we understand and that the University is finding a lot of difficulties to get specialist in Mathematical Economics or Econometrics because persons specialised in such areas for the post of Professor are not available we humbly request you as an alternative to sanction two permanent post of Lecturer specialising in Mathematical Economics or Econometrics in lieu of the Professor post so that teaching in the Quantitative Economics does not suffer any further.

We therefore earnestly pray you to come to our rescue and take necessary steps to save the teaching and research activities in the area of Quantitative Economics in our Department from the wrath and step motherly attitude of the University authorities to destroy our growing interest in this area.

Yours faithfully,

The students of 2nd & 4th
Semester PG Deptt. of
Economics.

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Copy to letter No. 78/R dated 25th May 1978 from Shri G.P. Guru, Registrar Sambalpur University to the Secretary U.G.C.

.....

Sub: Appointment of additional teaching staff -Vth Plan period.
Ref:- Your office letters No. F.20-10/76(D-3a) dated 13-4-78 and dated 1.5.78.

With reference to the Assistant Secretary's letters cited above, I am directed to send my comments on the petitions submitted by the Secretary and students of the Postgraduate Department of Economics of this University as detailed below:-

1(a) The second post of Professor of Economics sanctioned by the University Grants Commission during the 5th Plan period was advertised for the first time in February 1976 and as sufficient candidates did not apply, a further advertisement was made in April 1976. In these two advertisements, the specialisation for the post of Professor was "Econometrics or Mathematical Economics". The University Grants Commission had, in its sanction letter No. F. 20-5/76 (D-3a) dated 9.9.1975 indicated that the candidate for the post may be one with specialisation preferably in Econometrics or Mathematical Economics. The mistake on the part of the University was pointed out by a member of the University Senate and another member of the Public Hence, it was referred to the Syndicate again. On direction of the Syndicate-Executive Council, the post was re-advertised in February 1977 and in the advertisement, after stating that the specialisation was preferably in Econometrics or Mathematical Economics, a further clause was inserted that "if suitable candidates specialising in Econometrics or Mathematical Economics are not available, specialists in other branches of Economics will also be considered for appointment." In response to this advertisement, only six candidates applied for the post.

1(b) Since June 1977, efforts have been made from time to time for appointment of expert members who would have interviewed the candidates and the first selection board was formed by the Syndicate in June 1977 and the interview for selection of candidates for the first time was scheduled to be held in August 1977. The candidates had been called for the interview and the expert members of the Selection Board, who had agreed to attend the Board, were requested to attend the meeting on 24.8.77. It may be mentioned here that there are very few eminent experts in the rank of Professor specialising in the field of Econometrics or Mathematical Economics in the different Universities where Econometrics branch has been introduced in the Department of Economics, teachers in the rank of Associate Professor or Reader are only available, Hence, the University tried its level best to contact eminent specialists in Econometrics holding the post Professor to agree to attend the Selection Board and to interview candidates. Although the candidates had been directed to appear before the Selection Board scheduled for the 24th August 1977 and two expert members

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had agreed to come as members of the Selection Board, due to sudden illness of his family members, one of the expert members did not come and sent a telegram at the last moment. Hence, there was no quorum for the meeting and the candidates were therefore, informed by telegram about the postponement of the interview. The railway ticket and reservation of berth for the expert members for their return journey already purchased for them, had to be cancelled and the University had to pay the cancellation charges.

1(c) Thereafter the University had been trying its best to hold the interview by contacting the expert members to agree to a date for the meeting of the Selection Board from August 1977 till March 1978 but it had not been possible on the part of atleast two expert members specialising in Econometrics to agree to come for the meeting of the Selection Board on the following dates. Somehow or other, the dates were not suitable to atleast two expert members as a result of which there was no quorum for holding the meeting of the Selection Board, as per the provisions in our University Act.

1. 6th to 8th October 1977.
2. 16th and 19th November '77'
3. 30th January 1978
4. 13th February 1978.
5. 27th February 1978.
6. 13th March 1978.

During this period, the University purchased return railway tickets for the expert members but since subsequently it was found that atleast two expert members did not agree to a common date, the railway tickets had to be cancelled and the cancellation charges had to be re-imbursed by the University.

1(a) At last the interview was scheduled to be held on 13.3.78 as per suggestion given by one expert member of Calcutta University having specialisation in Econometrics. The other expert of Patna University who was also a specialist in Mathematical Economics agreed to come and he also reserved his railway berth for his onward journey. But there was no response from the expert from Calcutta University as he did not reply to our letter and our telegram. On the 9th March 1978 it was then decided that the interview may be postponed and so the expert of Patna University was requested by express telegram issued on 9.3.78 that he need not come for the meeting scheduled for 13.3.78, due to non-availab. of consent of the other expert member. On the 10th March 1978 by noon, we received a telegram from the expert of Calcutta Univer that he was coming with his family members from Rourkela side and would be reaching our University on the 12th March 1978. On receipt of the telegram, there was no way to inform the expert of Calcutta University that the interview was postponed because by that time he must have left Calcutta for Rourkela. Hence, the expert member of Patna University was contacted over phone by lightening call and he was then requested to come to our University for the interview as the second expert of Calcutta University was coming. It was then confirmed from the Registrar of Patna University that the expert would be coming to attend the meeting. Therefore, on the 10th March 1978, all the six candidates were informed by expre telegram to attend the interview.

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I had got telephonic confirmation from one applicant from Raipur University on 11.3.78 who said that he would not be able to come for the interview for some other reason though he had received the telegram on 11.3.78. I also got confirmation from another candidate staying at Bhubaneswar that he had received the telegram on 11.3.78 but due to his own inconvenience, he could not attend the interview. Hence, there were two candidates, one from P.G. Department of Economics and the other from the G.M. College Sambalpur.

1(c) In this connection it may be stated that Prof. S.P. Gupta had evinced more than the normal personal interest as an Head of the Department and he had some one in view for appointment to the post of Professor and had written to the Vice-Chancellor and other authorities of the University like the members of the Syndicate that he should be included in the list of expert members and may be appointed as one of the expert members for the Selection Committee. He had also written to the Vice-Chancellor subsequently that the expert members for the Selection Board, besides him might be appointed according to his own suggestions and he had given a list of names containing the expert members and requested the Vice-Chancellor to take steps for appointment of expert members, besides him, from the said list. These letters of Prof. Gupta were placed before the Syndicate the Executive Council of the University and because of the unusual interest shown by Prof. Gupta, the head of the Department of Economics in this appointment, it excluded his name from the panel of expert members for the Selection Board.

1(f) Under the circumstances when Prof. Gupta knew that he did not know the names of experts who had agreed to come for the Selection Committee, he advised the students to take their own course of action to prevent the selection Board from meeting and to raise objection to the meeting of the Selection Board scheduled for the 13th March 1977. The students acted accordingly and demanded before the Vice-Chancellor at his residence that Vice-Chancellor should give assurance to them that if a Professor is at all selected, he must be a specialist in Econometrics otherwise no one should be selected. In this connection it will be relevant to mention that the existing Reader in the Department, an applicant for the post of Professor, is a specialist in Econometrics, but has no basic M.A. degree in Econometrics and has neither got a Doctorate degree nor has he produced a Ph.D. The interest of Prof. S.P. Gupta and the existing Reader in the Department in the appointment to the second post of Professor in the department can be very well imagined and their role in allowing the students of the Department of Economics to interfere in matters of appointment in the Department, can be easily guessed, particularly against the back-ground of dirty student politics indulged in by some teachers who are otherwise deficient in their own subjects. The Vice-Chancellor expressed his inability to give any assurance because it was the duty of the Selection Board to select a suitable person for the post of Professor. The Students who had been instigated and duly tutored, did not allow the Vice-Chancellor to go to the office for attending the meeting of the Selection Board scheduled for 13-3-78 at 9.30 A.M.

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1(a) In view of the above situation, an urgent meeting of the ~~Syndicate-Executive Council~~ was convened to apprise them of the situation. The Syndicate decided that at any cost, the interview must be held at 9 P.M. on that particular date. It also appointed a committee of its own to probe into the incident that took place on 13.3.78 and the situation created by the students of the postgraduate Department of Economics in not allowing the Vice-Chancellor to go to the office for attending the meeting of the Selection Board at 9.30 a.m. on 13.3.78. It also, decided that the committee should also probe into the general working of the P.G. Department of Economics. Thereafter the interview was held at 9.P.M. and the Selection Board did not recommend any one for appointment as Professor as the choice left to them was limited. The Syndicate accepted the recommendations of the Selection Committee and interview for the post will be held again and a panel of expert members will be appointed by the Syndicate later on for the purpose. A report mentioning the facts mentioned above has already been sent to the Chancellor of the University in this regard.

(2) As regards the points raised by the students regarding the vacancy in the post of Reader in Economics for a long time, I would like to point the whole history of the case as noted below.

(a) During the 5th Plan, the University Grants Commission sanctioned some teaching posts to strengthen the existing Post-graduate Departments and amongst them one post of Reader in Economics was sanctioned. The Commission prescribed Public Finance as specialisation for the post. The post was advertised in February 1976, there were more than five applicants but at the time of interview, there were only three candidates, who appeared at the interview some time in September 1976. One candidate who had specialisation in Public Finance was appointed as Reader and he was offered Rs.1250/- in the scale of pay of Rs.700-1250 /- . But on receipt of the appointment letter he wanted that he should be given a salary more than the maximum of the scale of pay attached to the post of Reader i.e. more than Rs. 1250/- in the scale of pay of Rs. 700-1250/-. Besides, he also wanted some other conditions to be fulfilled before joining his post. No University could have agreed to these requests and hence his appointment letter was cancelled and the post of re-advertise

(b) In view of the non-availability of suitable candidates, the Syndicate further added some clause that the specialisation may be either in Public Finance or in Public Economics. Simultaneously, the Commission was also moved to approve the said revised specialisation vide our office letter No. 17066 dated 2.6.77 and the post was re-advertised simultaneously. There was only one applicant eligible and hence it was decided by the Syndicate to re-advertise the post again. The approval of the specialisation was received from the U.G.C. vide their letter No. 20/3/76 (d-3a) dated 24-10-77. By this time, the State Govt. of Orissa had accepted to implement the 5th plan revised U.G.C.

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scales of pay for the University teachers and accordingly, the educational qualifications and other research qualifications had to be revised for all the categories of teaching posts including the post of Reader in Economics.

(c) The Syndicate, in consideration of the recommendations of its own committee, has approved the educational and other research qualifications for the various teaching posts of the P.G. Departments, its constituent colleges and all the vacant posts now existing are being advertised accordingly.

(3(a) As regards the teaching work in the Postgraduate Department of Economics, I would like to mention here that the Department of Economics offers 12 papers out of which 4 papers are quantitative papers and the rest 8 papers are on pure Economics. There are at present one Professor, one Reader and two Lecturers in the Department. One post of Professor and one post of Reader are vacant as has been explained in the above mentioned paragraphs.

3(b) The Professor who was supposed to specialise in Econometrics and Mathematical Economics and was appointed as Professor for that reason, now says that he specialises in Public Finance. He teaches Public Finance and takes some classes in Econometrics. One Lecturer also teaches Mathematical Economics. The second Lecturer has to take all papers in Pure Economics and hence the Department holds common classes for first and 3rd semester and second and 4th semester students respectively in pure Economics. It may be seen that the three teachers in quantitative wing do not have sufficient work-load and the papers in pure Economics are being looked after by a single Lecturer. It has been found that in most of the Universities in India where Econometrics has been opened as a branch in the Department of Economics, there are only Readers who specialise in Econometrics or Mathematical Economics and the Head of the Department has always been a person specialising in all the branches or in General and pure Economics. This is one of the reasons why there are very few Professors in the different Universities in the whole of the Country who specialise in Econometrics and therefore we are finding difficulty in getting expert members in the rank of eminent Professor specialising in Econometrics.

I am therefore, directed to request you kindly to consider the above facts and consider the circumstances under which the teaching of Pure Economics is being done in the P.G. Department of Economics of this University. In the circumstances, I am directed to request you kindly to sanction and give clearance to this University to appoint a person who specialises in pure and general Economics as Professor of Economics. If it is not possible on the part of the Commission to revise their sanction, the Commission may kindly consider sanctioning another post of Professor who will be specialising

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in pure and general Economics so that the courses can be taught efficiently and the background knowledge in Economics of all students improves.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978.

Item No. 30: To consider the proposal of Bhagalpur University for keeping the post of Professor as open with no specialisation for Physics Department for 5th Plan.

The Commission on the recommendations of the Visiting Committee approved one post of Professor with the specialisation of Nuclear Physics and one post of Reader with no specialisation. The observations and recommendations of the Visiting Committee are attached as annexure-I. *

* p 211

The Vice-Chancellor of the Bhagalpur University has requested now that the specialisation tagged with the post of Professor as "Nuclear Physics" be removed and the post be kept open in view of the fact that there is neither any special paper in Nuclear Physics for the M.Sc. Course nor the Physics Laboratory is equipped with costly equipments required for the purpose. A copy of the Vice-Chancellor's letter is attached as Annexure-II. % The University has been addressed separately to send the particulars of the staff, their qualifications already working in Physics Department.

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The matter is placed before the Commission for consideration.

EO(D3b)/DS(D3d)

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Observations & Recommendations of the Visiting
Committee

Faculty of Sciences

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7.1 Department of Physics: This department was set up in 1964. Its present intake is 24 students in M.Sc.(previous) and the same number of students in M.Sc.(final). It has seven teachers on staff-Professor-1, Readers-3 and Lecturers-3. Five of these teachers possess research qualifications. The department has published so far 20 research papers, mostly in Indian journals, and a few text-books for undergraduate students. Three candidates have been awarded Ph.D. degree during the Fourth Plan. Seven candidates are registered for doctoral research. The workload per teacher per week is Professor-10, Reader-14 and Lecturer-18. Two junior research fellowships, one from the UGC and the other from the CSIR, are available to the department. The main fields of interest of the department are Optics, Electricity, Spectro-microscopy and Electronics. The value of the equipment possessed by the department is estimated to be a round Rs. 1.38 lakhs. Equipment worth Rs. 1.10 lakhs is lying out of order and the cost of Rs. recommissioning it has been estimated as Rs. 16,000/-. The departmental library has 200 books in stock. It has been subscribing to three journals. The books for the library are purchased direct by the department.

The department is now housed in a newly constructed building. The total available space is adequate for the current need and future development of the department. Much has to be done for the growth of academic programmes, both in teaching and research. The laboratories are poorly equipped. The Committee observed that four students were jointly performing one experiment. The number of class-room experiments at M.Sc. levels should at least be doubled so that the experiments could be done by the students in pairs. Some of the simple electronically based experiments could easily be duplicated at low costs. Simultaneously, a few modern experiments may be added every year. Emphasis should be given to consolidate mainly teaching activity to bring it to up-to-date. The workload of the existing staff leaves a gap of about 30 periods which justifies some increase in academic staff. There is a great short-fall of books and journals. Serious efforts should be made to improve library facilities. The basement space consisting of two big halls should be utilised to house the central workshop. The Committee recommends that the following assistance be provided to the department during the current Plan period.

- | | |
|------------------------|--|
| (i) Teaching Staff | Professor-1 (preferably with specialisation in Nuclear Physics),
Reader- 1 and Lecturer- 1. |
| (2) Books and Journals | Rs. 1.00 lakh |
| (3) Equipment | Rs. 2.00 lakhs. |

Copy of D.O.No. B.14546 dated 30th May, 1978/2.6.1978 from
Vice-Chancellor, Bhagalpur University to Dr. B.R.Rao, UGC.

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On the occasion of your last visit to this University, some teachers of Physics had seen you for a change in the specialisation for the post of University Professor in Physics sanctioned by the University Grants Commission for this University during the 5th Plan period.

I have consulted the Dean, Faculty of Science, who also happens to be Head of the P.G. Department of Physics. I am in agreement with his opinion that the specialisation of Nuclear Physics laid down by the U.G.C. be removed and the post may be kept open. This is because there is neither any special paper in Nuclear Physics for the M.Sc. course here nor the Physics laboratory is equipped with costly equipments needed for the purpose.

I am, therefore, to request that the U.G.C. may kindly agree to this suggestion i.e. the post of University Professor in Physics be made open in place of the specialization in Nuclear Physics.

An early reply may kindly be sent as necessary corrigendum shall have to be issued in respect of the post already advertised by the Bihar Public Service Commission.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : July 17, 1978

Item No. 31 : To consider the proposal of the Jabalpur University to convert one of the Study Centres as a Laboratory.

The Commission agreed to the establishment of a Study Centre at Jabalpur University in June, 1971 and since then the University of Jabalpur is receiving grants in this respect.

p 215-217 In March, 1977 the Commission vide its circular letter No. 22-1/76(CP) dated 8th March, 1977 (Annexure-I)* informed all the universities that the scheme regarding the improvement/establishment of Study Centres had been reviewed by the working group on students welfare programme and that the Commission had decided to provide necessary recurring and non-recurring assistance for the existing Study Centres and also for the establishment of new Study Centres.

p 218 In March, 1978 the Jabalpur University vide its letter No. Dev/78/136 dated 18.3.1978 (Annexure-II)@ informed that in pursuance of Commission's above circular it has since set up a second Study Centre w.e.f. 8.2.1978 and that it has housed in Tagore Uddyan situated in the heart of the cantonment area. The University requested for payment of a grant of Rs. 49,500/- for books, furniture and contingency in respect of the second Study Centre for which no prior specific sanction of the Commission was obtained for its establishment. No grant has, however, so far been paid in this connection.

219-223 The Vice-Chancellor of the Jabalpur University vide his D.O. No.VC:Steno:78:F.143:UGC:769 dated 11.4.1978 (Annexure-III)² has expressed his desire to convert one of the above two Study Centres as a Laboratory for holding practical examinations at undergraduate level. This has been suggested by the Vice-Chancellor with a view to overcome the difficulty of the B.Sc. students who appear as non-collegiate candidates in examinations. It has been stated that the number of such students

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exceeds 700 in each academic year in the three examinations of B.Sc. and that there has been persistent request from private students who come to Jabalpur to appear in the examination from remote areas that they have no facilities for either doing practical lessons or for giving practical examination. The only one Science College, Govt. Science College in the town refuses to allow private students because of paucity of space, staff, chemicals etc. The Commission has been requested for payment of grant of Rs. 2 lakhs in this connection towards meeting the cost of Lab. equipment and furniture. The building would be provided by the University and that it will also meet its recurring expenditure.

The matter is placed before the Commission for consideration.

AS(D-4)/DS(D-4)

Copy of Commission letter No. 22-1/76(CP) dated 8.3.1977 addressed to the Registrar of the all the Indian universities

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Sub: Improvement/Establishment of Study Centres

During the Fourth Five Year Plan, the Commission had introduced a scheme for the establishment of Study Centres to provide students in the residential areas, with essential library facilities, multiple copies of text books etc. While agreeing to provide assistance for the Study Centres upto the end of Vth Plan, the Commission had desired that the scheme may reviewed to assess the working of the Study Centres already established additional requirements and the assistance that may be provided for the establishment of new Study Centres during the Fifth Five Year Plan. Accordingly, the scheme of Study Centres has been reviewed by the Working Group on Student Welfare Programmes and the Commission has decided to provide the following assistance for the existing study centres and for the establishment of new Study Centres:

	<u>Existing Study Centres</u> Rs.	<u>New Study Centres</u> Rs.
(i) <u>Non-recurring</u>		
Books	20,000.00	30,000
Stacks & furniture	-	15,000
(ii) <u>Recurring</u> (per annum till the end of V Plan)		
i) Staff	5,000.00 (additional)	15,000
ii) Contingencies (including electricity charges etc.)	1,500 (additional)	4,500

The assistance for Study Centres will be provided outside the Vth Plan allocation of the University. The additional recurring grant for the existing Study Centres would be available from 1976-77. The non-recurring grant of Rs. 20000/- for books is inclusive of the adhoc grant of Rs. 10000/- if drawn by the University during the Vth Plan.

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1977-78. The non-teaching staff of the Study Centres shall be on a par with the non-teaching staff of the main library. The Centre should preferably be in a place provided by the Municipal Corporation or in a college/school located in the heart of the town.

The following guidelines may please be kept in view for the establishment/working of Study Centres:-

- a) The Study centres should be established in a centrally located place keeping in view the number of students and colleges in that area. The Centre should preferably be in a place provided by the Municipal Corporation or in a college/school located in the heart of the town.
- b) There should be no Study Centre in the campus of a university. Wherever a Study Centre has been established within a university campus, it should be merged with the main university library. The Commission would not be in a position to provide any further assistance for such a Centre, unless it is shifted to a place as envisaged at (a) above, latest by the beginning of the academic session 1977-78.
- c) The staff of the Study Centres should be on the strength of the main library of the university.

In case the scheme is acceptable to the University the proposals for the establishment of new Study Centres may please be sent in the enclosed proforma. (Appendix)

Yours faithfully,

Sd/-
(R.K. Chhabra)
Secretary

P R O F O R M A

Establishment of a Study Centre

University of _____

- 1.
1. Location of the Centre :
2. Details of the accommodation available :
3. Agency/Institution which will provide the accommodation. :
4. The estimated non-recurring and recurring expenditure on the Centre :
- Non-recurring
- (a) Books :
- (b) Stacks/Furniture :
- Recurring
- (a) Staff (grade, allowance etc.) :
5. Whether the University agrees that the expenditure in excess of the financial ceiling accepted by the Commission for such a centre for the fifth plan period (recurring and non-recurring) will be met by the University).

Registrar

University

Copy of letter No. Dev/78/136 dated 18.3.1978
from the Registrar, Jabalpur University addressed
the Secretary, U.G.C.

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Sub: Grant for the establishment of the second
Study Centre

Kindly refer to the correspondence resting with
your letter No.F. 22-1/76(CP) dated the 8th March,77
on the subject noted above.

In this connection I am to state that the second
Study Centre has been established and is housed in Tagore
Uddyan Bunglow situated in the heart of the Cantonment
Area. The inaugural function of the study centre was
celebrated on 8th February, 1978 under the Chairmanship
of the Vice-Chancellor and the Centre was inaugurated
by the State Education Minister.

For the present the following staff is working in
the second study centre:

- i) One Asstt. Librarian
- ii) One Clerk/Typist
- iii) One Peon

The Assistant Librarian has already placed orders
for purchase of books and furniture and it is expected
that the supply will be made by the end of this month.
Similarly Assistant Librarian has incurred Rs. 4,500/-
towards contingency expenditure.

The statement of expenditure in respect of the
salary of staff attached to second Study Centre will
be submitted to the Commission shortly.

I have, therefore, to request you kindly to convey
the sanction of the Commission to the payment of
Rs. 49,500/- (Rs. 30,000/- for books, Rs. 15,000/- for
furniture and Rs. 4,500/- towards contingency) to this
University at an early date, so that the University
may make payment to the suppliers.

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Copy of D.O. letter No. VC:STENO:78:F:143:UGC:769 dated 11th April, 1978 from the Vice-Chancellor, Jabalpur University to the Chairman, U.G.C.

Sub: Laboratory for holding practical training at undergraduate level.

The UGC had approved for this University two Study Centres which have been functioning in the city. They are being fully utilised.

So far as this University is concerned, following general direction to restrict admission in colleges, we have been allowing for quite some time B.Sc. students to appear as non-collegiate candidates in the examination. Number of such students exceed 700 in each academic year in the three examinations of B.Sc. There has been persistent request from the private students who come to Jabalpur to appear in the examination from remote areas that they have no facilities for either doing practical lessons or for giving practical examination. The only one Science College, Govt. Science College in the town refuses to allow private students because of paucity of space and staff and chemicals etc.

The request therefore is that as a part of the study centre, atleast one of them should be converted as Laboratory for holding practical examination at undergraduate level. I think it is a genuine demand because a laboratory should invariably form a part of the study centre.

I have got the estimate prepared and the total cost of the laboratory is Rs. 2 lakhs for purchase of equipments and furnitures. The estimate is attached. The building will be provided by the University and the recurring expenditure would also be met by the University. I shall indeed be grateful if the commission would consider this request and as a special case sanction this university the required fund to set up a laboratory for the benefit of the private students.

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UNIVERSITY OF JABALPUR

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Report on Laboratory for holding practical training at undergraduate level.

A committee consisting of the following members was constituted by the Vice-Chancellor for the above purpose.

1. Dr. G.P. Agarwal (Convenor)
2. Dr. S.C. Dutt
3. Dr. B.P. Sinha

The following two members were coopted:

1. Smt. S. Arora, Prof. of Zoology, Home Science College, Jabalpur.
2. Dr. (Miss) S. Gupta, Asstt. Prof. of Botany, Home Science College, Jabalpur.

A meeting of the above committee was held on Tuesday, the 14th April, 1978 at 11 a.m. in the University Department of Botany.

The detailed requirements and expenditure for each subject were discussed. An estimate of expenditure for training 60 students in each class to be divided in two batches of 30 each was prepared (Appendix-I).

It was observed that the initial establishment expenditure (non-recurring) can not be recovered from the fee to be charged from the students but it would be possible to meet the recurring expenditure from the fee.

Separate and independent laboratories will be required for Physics and Chemistry. Botany and Zoology may, however, be combined into one Biological Laboratory in case it be difficult to arrange for separate laboratories.

Estimated expenditure on laboratories for
holding practical training at undergraduate
level.

PHYSICS

<u>Non-Recurring</u>	<u>Rs.</u>
Equipment	40,000.00
Furniture	10,000.00
	<hr/>
	50,000.00
<u>Recurring</u>	5,000.00

CHEMISTRY

<u>Non-Recurring:</u>	
Equipment	25,000.00
General glasswares	15,000.00
Furniture	10,000.00
	<hr/>
	50,000.00
<u>Recurring</u>	10,000.00
(Chemicals & glasswares)	

BOTANY

<u>Non-Recurring</u>	
Equipment	25,000.00
General (Museum specimens, Physiological apparatus, permanent microslides, stains, chemicals, glassware etc.)	10,000.00
Furniture	15,000.00
	<hr/>
	50,000.00
<u>Recurring</u>	5,000.00

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ZOOLOGY

Non-Re curring

Equipment	25,000.00
General (Museum, specimens, sheltons, permanent microslides, stains, chemicals etc.)	10,000.00
Furniture	15,000.00
	<hr/>
	50,000.00
	<hr/>
Re curring	5,000.00

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TOTAL FOR ALL THE DEPARTMENTS

	<u>Non-re curring</u>	<u>Re curring</u>
PHYSICS	50,000.00	5,000.00
CHEMISTRY	50,000.00	10,000.00
BOTANY	50,000.00	5,000.00
ZOOLOGY	50,000.00	5,000.00
	<u>2,000,000.00</u>	<u>25,000.00</u>

TOTAL: 2.1 lakhs.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : July 17, 1978

Item No.32: To consider the proposal of Sardar Patel University for the purchase of an Electron microscope as a central facility.

p 226-230

The Vice-Chancellor, Sardar Patel University, vide his D.O. letter No. VC/7408 dated 16.11.1978 (Annexure-I)* has forwarded a proposal to provide facilities of electron microscopy at Sardar Patel University as in their various science departments research projects requiring increased facilities of this nature are being undertaken and that they propose to acquire a modern transmission type electron microscope as a central facility for the departments of Bio-Sciences, Chemistry and Physics of the University. It has been stated that the University would need in this connection Jeol/Jem 100 cx as well as TEM Philips 400 and that the purchase of this microscope with its spare parts would cost about Rs. 20,00,000/-. The University has requested the University Grants Commission for payment of a special grant of this amount so as to enable it to create a central facility of EM work at the University.

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Subsequently the Commission has received another communication from Prof. A.R. Patel of the Physics Department of the Sardar Patel University vide his D.O. No. PG:PHY:43 dated 18.4.1978 (Annexure-II)@ stating that the University's first preference would be the Philips SM 400 with SEM attachment and Energy Dispersive system costing about Rs. 30,00,000/-. But as the cost of this equipment is extremely large it has been stated that the University would be satisfied if it gets the JEOL microscope with SEM attachment which would cost about Rs. 20 lakhs. It has been indicated that if money is available, the University would go in for the Energy Dispersive system of JEOL also costing about Rs. 5 lakhs.

The Commission has so far approved the provision of the following facilities for setting up of University Service and Instrumentation Centre at the

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Sardar Patel University on 100% basis:

<u>Building</u> (in lakhs)	<u>Equipment</u>	<u>Personnel</u>
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1.00

1.50

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'B' ADDITIONAL GRANTS

<u>Class of USIC</u>	<u>Building (Area)</u>	<u>Equipment (Rs. in lakhs)</u>	<u>Personnel</u>	<u>Remarks</u>
II	260 sq.m.	1.50 * 0.25 spare parts & consumables 0.10	1 PSO (1500-2000) 1 SO (700-1300) 2 STA, 1 T'E 1 JTA, 1 T'D 4 TC, 2 T'B	

The matter is placed before the Commission for consideration.

AS(D-4)/DS(D-4)

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Copy of letter No. VC/7408 dated 16.11.1977
from the Vice-Chancellor, Sardar Patel University,
Vallabh Vidyanagar to the Chairman, U.G.C.

We plan to expand facilities for electron microscopy at our University as in our various science departments research projects requiring increased facilities of this nature are being undertaken and propose to acquire a modern transmission type electron microscope as a central facility for the Departments of Biosciences, Chemistry and Physics of the University. We suggest that the UGC grant a sum of Rs. ~~20,00,000/-~~ for the purpose.

We had earlier proposed to purchase the new electron microscope by pooling funds drawn from U.G.C. special assistance to the Departments of Biosciences and Physics and had accordingly applied to the U.G.C. Since then we have had a visit by a U.G.C. Committee for the Development of Research project by the Botany Department. This Committee was convinced of our necessity of a modern electron microscope. We also pointed out that if a substantial part of the U.G.C. grant for Departmental assistance allocated to the Departments of Bio-sciences and Physics is used up toward the purchase of an electron microscope there will be little left for the development of proposed research projects by the individual departments. We suggested that it should be possible for the U.G.C. to give a special grant to the University for the purchase of a modern transmission electron microscope and improving facilities for electron microscopy in general. Therefore, we propose that a grant of Rs. 20,00,000/- be given to the Sardar Patel University for the purchase of Philips 400 or a Jeol/Jem 100 ex microscope with accessories required for research in Bio-sciences, Physics and Chemistry and spares for necessary replacements for five years.

We have at present in our Department of Physics an old Zeiss (Jena) electron microscope EF4 which was purchased in 1964. While it is being extensively used by our scientists, we find it quite shortcomings of the electron microscope EF4 are outlined in the following:-

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Inadequacies of electron ^{/microscope} EF4 for biological research:

1. The microscope column is not compartmentalized and not only insertion of the specimen but loading and unloading of the camera as well as

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changing of pole pieces involves breaking of vacuum in the entire column. This feature not only makes it difficult to maintain optimum vacuum in the microscope and shortens the life of the filament but is also highly wasteful of time.

2. The capacity of the camera is limited to 6 plates and after every six exposures one must discontinue operation for at least 20 to 30 minutes.
3. The EF4 has two pole pieces for two ranges of magnification, 1000 to 13000 x and 9000 x 40000 x respectively, the last being the highest possible magnification. For cytological observation it is usually necessary to change magnifications back and forth so as to be able to locate an area of interest at a lower magnification and scrutinize it closely at a higher. As mentioned earlier switching pole pieces involves introduction of air into the column and 20 to 30 minutes for reevacuation, and it is highly inconvenient to examine a specimen thoroughly. Also, it is often desirable to obtain magnifications higher than 40,000 x which is not possible, with EF4.
4. Biological materials are notorious for their capacity for self contamination under the electron beam EF4 does not provide any protection against such contamination and this is another feature of the microscope unfavourable for Biological research.
5. The best resolution achieved with EF4 for metallurgical and similar work is 20A. Biological materials have little intrinsic contrast and in addition have to be embedded in a supporting medium which reduces the contrast further. It may be expected therefore that the resolution obtainable for such material will be even less and many cytological details will be poorly resolved or even totally obscured.
6. Sensitised photographic materials suitable for electron microscopy have to be imported. While a larger frame of exposure can be excellent, the cost involved can set a limit to a biological investigation since for most developmental studies a very large number of micrographs is required to gain a thorough understanding of the structural details and their development. It is more economical to have a microscope which can use not only larger sizes of glass plates or cut films but also 35 mm roll film which is comparatively reasonably priced EF4 can only use glass plates.

It is obvious then that EF4 is highly unsuitable for any serious biological investigation.

B. Requirements not met with by EF4 but essential for research in Physics and Chemistry planned at Sardar Patel University

i) Weak beam:

It is seen that in the conventional strong beam techniques a wide range of strain field produces appreciable image contrast. As a result a defect such as a dislocation is imaged as a wide peak showing complex contrast effects requiring computer simulated micrographs for detailed analysis.

A weak-beam technique provides a method of increasing the resolution and hence examinations of defects in greater detail which can be obtained by an order of magnitude in a relatively simple way. This method is now being applied to a wide range of problems from the analysis of radiation damage to the study of dislocation core structures. Now to obtain weak beam images the experimental precautions relevant to all high resolution studies are necessary, i.e. the dark field reflection must be aligned axially in the objective lens to minimise the effects of aberrations, and the image must be free from astigmatism and movement. In practice, weak beam images require exposure times in excess of 8 (and often 30) sec., and this imposes severe requirements on image and specimen stability. It also means that the image intensity is weak, making focussing difficult. This difficulty can be overcome to some extent if a beam deflecting system with two or more channels is available. By arranging one channel to carry the weak beam image and one to carry the bright field image, the focal conditions can be set using the bright field image. If the bright field and weak beam channels have been accurately aligned, it is found experimentally that the weak beam image is in good focus for these same focal conditions.

Since the existing microscope has not been provided with the beam deflecting system we can form the dark field image only by shifting the aperture on the weak spot. Although in some cases we do get a picture as pointed out above the quality of the photograph is inferior. A microscope with the facilities for the beam deflecting system and high resolving power will be most ideal for the studies of defects using the high resolution technique of weak beam.

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ii) Heating cooling:

Recently a large number of investigations have shown the presence of charge density waves in a number of layer compounds by using the technique of transmission electron microscopy. For such investigations one has to vary the temperature of the specimen from 3° k to 1200° k and so the microscope should have the facility for heating and cooling the specimen. This will also help to study the various phase transformations taking place in the specimen during this temperature variation cycle. Still another advantage of this facility is that it can help to study the structural properties of various alloy films which at present cannot be carried out because of the limitation of the present microscope. Research in polymer science will also be benefitted by this facility in the microscope.

iii) Higher KV:

It is worthwhile to mention that while carrying out our observations with the present microscope the specimens had to be thinned considerably so as to acquire a thickness of about 300-400 Å because the energy of the electron beam cannot go beyond 65 KV and so the thicker specimens cannot be seen in the microscope. This prevents us to observe the as grown crystals of transition metal dichalcogenides for their defect concentration since their thickness is normally ranging from one thousand Angstroms to higher values. If we had a microscope of about 100 to 125 KV then we could observe these as grown crystals directly without any thinning since it is well known that the process of preparation of the samples for electron microscopy also introduces some imperfections. This higher KV microscope will also enable us to examine a large number of mineral crystals including diamond directly in transmission. So far only the surface features and etch patterns of all these crystals have been examined by using a replica technique.

iv) Image intensifier:

Further if the microscope is able to take the selected area diffraction pattern with reduced intensity of the electron beam then it can be of immense help for the research work on polymers. The reduction of intensity in the incident beam will make it necessary to have an image intensifier so that good quality photographs can be taken.

To summarise, to meet the demands of our projected research work at Sardar Patel University, we need a transmission electron microscope with compartmentalised vacuum system, continuous magnification, greater camera capacity, anticontamination system, a better resolving power with an electron beam of 100 KV or higher energy, facilities for weak beam work, heating or cooling, with beam and specimen tilting mechanisms, an image intensifier and a multiple camera system with adaptars for both sheet and 35 mm roll film. Incidentally, there is no microscope of this type in the Gujarat State and so we may be able to help the sister universities of the state to some extent if we could procure one as a central facility for our University.

It may be mentioned that Jeol/Jem 100 cx as well as TEM Philips 400 offer the qualities we need. The purchase of this microscope with its spares will cost about Rs. 20,00,000/-. I request the U.G.C. to sanction a special grant of this amount to create a central facility of EM work in this University.

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Copy of D.O. letter No. PG:PHY:43 dated 18.4.78
from Prof. A.R. Patel, Department of Physics,
Sardar Patel University, Vallabh Vidyanagar
addressed to the Vice-Chairman, U.G.C.

As discussed at the last meeting of Physics Pannel the University Grants Commission is considering our request to replace our Carl Zeiss Electron Microscope by another microscope of a great resolving power with a SEM attachment. I herewith enclose the particulars of the EM and SEM which would be useful for our work.

Our first preference would be to buy the Philips EM 400 with SEM attachment and Energy Dispersive system which costs about Rs. 30,00,000/-. As the cost of this equipment is extremely large, we shall be satisfied if we get the JEOL microscope with SEM attachment which would cost about Rs. 20,00,000/-. If money is available, we will go in for the Energy Dispersive system of JEOL also which costs about Rs. 5,00,000/-.

I have to request you to please look into the matter and help us in getting the necessary funds for the microscope as early as possible.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978.

Item No. 33 : To consider the report of the Fifth Plan
Visiting Committee for Postgraduate
Colleges, Poona University.

The University Grants Commission appointed a Visiting
Committee to examine the Fifth Plan proposals of the post
graduate centres in colleges affiliated to the Poona University.
The Committee consisted of the following:-

1. Professor R. Bhardwaj
Department of Economics
Bombay University,
Bombay.
2. Professor K. Kamalanathan
Department of Political Science,
Sri Venkateswara University
Tirupati
3. Professor Mohan Lal
Department of English
Saugar University,
Sagar.
4. professor Navneet Rao
Department of Chemistry
Osmania University
Hyderabad.
5. Professor R.S. Nigam
Department of Commerce
Delhi University
Delhi.
6. Professor Y.M. Pathan
Department of Marathi
Marathwada University,
Aurangabad.
7. Dr. A.A. Rangwala
Department of Physics
University of Bombay
Bombay.

p.t.o.

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8. Dr. S.P. Gupta
Deputy Secretary
University Grants Commission.

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The Committee visited and examined the proposals of 15 colleges from 27th February to 3rd March 1978. The report of the Committee is given as Annexure I. The main observations of the Committee are as under :-

1. The Poona University conducted a survey of existing facilities in the postgraduate colleges. The University then selected postgraduate centres in affiliated colleges on the basis of the norms laid down by the University, but on the condition that the colleges would fulfil the PG norms of the UGC in three years.
2. On examining various facilities and holding discussions with teachers the Visiting Committee has made subjectwise observations and suggestions for the improvement of teaching and research in colleges. Suggestions have also been made for pooling of resources in order to obtain expensive equipment for common use. The Committee has also made recommendations for extensive faculty improvement programme for the benefit of post-graduate teachers of colleges.
3. The Committee has recommended that development grants or basic grants for postgraduate development may also be given to those colleges which though do not offer PG courses but research is undertaken by teachers recognised by the University as research guides.
4. The Commission may also provide assistance to meet the increasing needs for building like seminar/tutorial rooms in view of the extensive programmes of examination reforms introduced by the Poona University. Similarly, assistance may be provided for creating students amenities since student would now be spending more time on the Campus with the introduction of revised courses at the Poona University.
5. The expenditure of the colleges on journals and books appears to be rather low for postgraduate activities.

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6. The committee has recommended the following grants and has also recommended that the grants earmarked for a department under a department under different headings may be reallocated, if so desired by the colleges.

FINANCIAL RECOMMENDATIONS

1. Tuljaram Chaturchand College, Baramati

<u>Deptt.</u>	<u>Books & Journals</u>	<u>Equipment</u>	<u>FIP</u>	<u>Bldg.</u>	<u>Misc.</u>
	Rs.	Rs.	Rs.	Rs.	Rs.
Marathi	20,000	20,000	10,000	25,000	8,000
Economics + Politics	20,000	20,000	10,000	25,000	8,000
Commerce	20,000	20,000	10,000	25,000	8,000

2. Garware College of Commerce, Poona

Commerce	20,000	45,000	5,000	25,000	5,000
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3. Fergusson College, Poona

Physics	40,000	94,000 (incl. FIP)		50,000	16,000
Economics	20,000	47,000	" "	25,000	8,000
English	20,000	47,000	" "	25,000	8,000

4. S.P. College, Poona,

Chemistry	40,000	40,000	54,000	50,000	16,000
Geography	20,000	20,000	27,000	25,000	8,000
Psychology.	20,000	20,000	27,000	25,000	8,000

5. Nowrosjee Wadia College, Poona

Chemistry	40,000	40,000	54,000	50,000	16,000
Urdu & Persian	20,000	20,000	27,000	25,000	8,000

6. NESS Wadia College, Poona

Commerce	25,000	7,500	22,500	7,500 (preparation of teaching material)	7,500
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7. B.M. College of Commerce, Poona

Commerce	20,000	45,000	5,000	25,000	5,000
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8. Sangamner College, Sangamner

Economics	20,000	20,000	25,000	25,000	8,000
Politics	20,000	20,000	5,000	25,000	8,000
English	20,000	20,000	5,000	25,000	8,000
Marathi	20,000	20,000	10,000	25,000	8,000
Hindi	20,000	20,000	5,000	25,000	8,000
Commerce	20,000	20,000	5,000	25,000	8,000

9. HPT Arts and SRYK Science College, Nasik

English	20,000	20,000	15,000	25,000	8,000
Marathi	20,000	20,000	15,000	25,000	8,000
Hindi/ Sanskrit	20,000	20,000	15,000	25,000	8,000
Economics	20,000	20,000	15,000	25,000	8,000
Politics	20,000	20,000	15,000	25,000	8,000
Physics	40,000	40,000	35,000	50,000	Workshop
Chemistry	40,000	40,000	15,000	50,000	1 lakh

10. BYK College of Commerce, Nasik

Commerce	20,000	45,000	5,000	25,000	5,000
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11. M.S.G. Arts Science and Commerce College, Malegaon-Camp

Marathi	20,000	20,000	27,000	25,000	8,000
English	20,000	20,000	27,000	25,000	8,000
Urdu/Persian	20,000	20,000	27,000	25,000	8,000
Economics	20,000	20,000	27,000	25,000	8,000
Politics	20,000	20,000	27,000	25,000	8,000
Commerce	20,000	20,000	27,000	25,000	8,000
Chemistry	40,000	40,000	54,000	50,000	16,000

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12. S.S.V.P. Science College, Dhulia

Chemistry	40,000	94,000 (incl. FIP)	50,000	16,000
Botany	30,000	75,500 (" ")	37,500	12,000

13. Pratap College, Amalner

English	20,000	20,000	5,000	25,000	8,000
Marathi	20,000	20,000	5,000	25,000	8,000
Hindi	20,000	20,000	5,000	25,000	8,000
Economics	20,000	-	5,000	25,000	8,000
Commerce	20,000	20,000	5,000	25,000	8,000
Physics	40,000	90,000	5,000	50,000	15,000
Chemistry	40,000	90,000	5,000	50,000	15,000

(Language Laboratory)

14. M.J. College, Jalgaon

English	20,000	20,000	27,000	25,000	8,000
Hindi/ Sanskrit	20,000	20,000	27,000	25,000	8,000
Marathi	20,000	20,000	27,000	25,000	8,000
Economics/ Politics.	20,000	20,000	27,000	25,000	8,000

15. G.T.P. College, Nandurbar

Marathi	20,000	20,000	27,000	25,000	8,000
Hindi	20,000	20,000	27,000	25,000	8,000
Economics	20,000	20,000	27,000	25,000	8,000
Commerce	20,000	20,000	27,000	25,000	8,000

The matter is placed before the Commission for consideration.

DS (D4)

UNIVERSITY GRANTS COMMISSIONREPORT OF THE FIFTH PLAN VISITING
COMMITTEES FOR POSTGRADUATE CENTRES
(COLLEGES) OF POONA UNIVERSITY.

The University Grants Commission appointed a Visiting committee to examine the Fifth Plan proposals of the Post-graduate centres in colleges affiliated to the Poona University. The committee consisted of the following:

1. Professor R. Bhardwaj,
Department of Economics,
Bombay University,
Bombay.
2. Professor K. Kamalanathan,
Department of Political Science,
Sri Venkateswara University,
Tirupati.
3. Professor Mohan Lal,
Department of English,
Saugar University,
Sagar.
4. Professor Navneet Rao,
Department of Chemistry
Osmania University,
Hyderabad.
5. Prof. R.S. Nigam,
Department of Commerce,
Delhi University,
Delhi.
6. Professor Y.M. Pathan,
Department of Marathi,
Marathwada University,
Aurangabad.
7. Dr. A.A. Rangwala,
Department of Physics,
University of Bombay,
Bombay.
8. Dr. S.P. Gupta,
Deputy Secretary,
University Grants Commission.

The Committee visited the following colleges from 27th February to 3rd March, 1978 and held discussion with the Principals, members of the staff etc.

1. Tuljaram Chaturchand College, Baramati.
2. Garware college of Commerce, Poona.
3. Feugusson College, Poona.
4. S.P. College, Poona.
5. Nowrosjee Wadia College, Poona.
6. Ness Wadia College, Poona.
7. B.M. College of Commerce, Poona.
8. Sangamner College, Sangamner.
9. HPT Arts and SRYK Science College, Nasik.
0. BYK College of Commerce, Nasik.
1. M.S.G Arts, Science and Commerce College, Malegaon-Camp.
2. S.S.V.P Science College, Dhulia.
3. Pratap College, Amalner.
4. M.J. College, Jalgaon.

G.T.P. College, Nandurbar. The Committee could not visit the college, but held discussions with the Principal and Head of departments at Dhulia.

The Poona University had intimated in March, 1977 that the University was in general agreement with the norms and conditions prescribed by the UGC for the introduction of Post-graduate courses in colleges. The University decided that the existing Post-graduate centres in Colleges be allowed to function as per the norms and conditions already laid down by the University. However, they should strive to fulfil the norms and conditions prescribed by the University Grants Commission within a period of three years i.e. upto 1980.

The University also conducted a survey of existing facilities in the postgraduate colleges with reference to the norms laid down by the UGC for post-graduate courses. The following criteria were laid down while undertaking the survey:-

- (i) Any locations, where the postgraduate centres already existed, the need to locate additional centres should be examined on the basis whether the existing postgraduate centres are overburdened. For this purpose the capacity of the existing Centres should be considered as being able to admit a maximum of 40 fresh students every year.
- (ii) Any areas where no postgraduate Centres existed the need to locate a Post-graduate Centre should be examined on the basis of the prospects of enrolment at least 10 fresh students every year.

The Committee of the University which conducted the survey studies the existing facilities in the 5 districts under the jurisdiction of the University i.e. Poona, Nasik, Ahmednagar, Jalgaon and Dhulia. Extension of Post-Graduate Centres in the colleges and also some new Centres were approved by the University if the Colleges were willing to provide the necessary facilities as per the norms laid down by the U.G.C and accepted by the University. In many cases the proposals received from new Centres were not accepted in view of the low enrolment of students at different postgraduate Centres in the subject or in view of the low turn out of students in the degree examinations.

3. Before the visit of this Committee, basic grants and development grants have been approved for Post-graduate courses at the following colleges:

1. Nowrosjee Wadia College, Poona.
2. M.E.S Abasahed Garware College, Poona.
3. MSG Arts & Commerce College, Malegaon Camp.
4. Ahmednagar College, Ahmednagar.
5. Sangamner Arts & Commerce College, Sangamner
6. S.S.V.P Science College, Dhulia.
7. Arts, Science & Commerce College, Bhusawal.

8. R.B.N.B College, Srirampur.
9. Fergusson College, Poona.
10. M.E.S Abasaheb Garware College, Poona.

On the recommendations of a Visiting Committee Development grants for Post-graduate Courses were sanctioned to Ahmednagar College, Ahmednagar.

4. The observations and recommendations made by the Committee are given below:-

i) The U.G.C in its programme of assistance provides grants to the colleges imparting instructions leading to M.A., M.Sc., M.Com. examinations. But there are colleges where research is undertaken by teachers recognised by the University as Research Guides though these colleges do not offer Post-graduate courses. There is no provision for basic or development grants of the U.G.C for strengthening such departments located in colleges. It is desirable that development grants, as are given to the University departments are made available to the colleges for enriching facilities in the form of library books and journals and equipment to sustain enthusiasm of teachers and to provide an environmental charged with investigative spirit.

ii) The University of Poona has from June 1977 launched an extensive programme of examination reforms at both Under-Graduate and Post-graduate levels. On the basis of experience gained in the course of last year, it is felt that unless physical facilities in the form of seminar/tutorial rooms with adequate furniture are provided, the objective of the entire programme will be hard to achieve. It is therefore, necessary that the University Grants Commission should give the necessary assistance for the construction of building to meet this urgent need.

iii) With introduction of revised courses adopted by the University of Poona, the time spent by students on Campus for curricular, co-curricular and extracurricular activities has been considerably extended. In order to provide amenities to such students there is a demand for creating facilities in the form of Dining Halls, Rest rooms with adequate furniture etc. The colleges should take benefit of the U.G.C schemes for canteen, "N.R.S.C etc.

iv) There are several proposals for faculty improvement involving creation of posts of Readers under the consideration of the U.G.C. With a view to availing of these posts from the commencement of next academic year i.e. June, 1978, it is suggested that the consideration of the proposals be expedited.

v) The expenditure of the colleges on journals and books in the library appears to be rather low for postgraduate activities and may therefore, be enhanced suitably.

vi) On examining various facilities and holding discussion with teachers the Committee has made subject wise observations and suggestions for the improvement of teaching and research in colleges. Some of the comments are common to more than one subject. Suggestions, interalia, have been made for pooling of resources in order to obtain expensive equipment for common benefit. It may also be made possible that the grants earmarked for a department under different headings may be reallocated on justification to be given by the college.

vii) Faculty Development Programmes for Postgraduate teachers of colleges.

With the introduction of semester system for M.A., M.Com, and M.Sc., the need for faculty improvement has become urgent. Such programmes be introduced on the following lines with direct financial assistance of the U.G.C

a) College teachers be encouraged to attend All-India regional conferences and seminars. special short-term and vacation Courses (including those on research methodology) and such other programmes, by taking care of their fees, travel and stay;

b) the university may arrange special summer courses, carefully designed to serve the new requirements and updating subject-knowledge, for postgraduate teachers in different areas. on regional basis and the cost of such courses be shared by participating colleges;

- c) teachers be encouraged to join M. Phil and Ph.D courses. Books and references needed for such work be made available in the college library for their use.
- d) lectures, seminars and special discussions be arranged on new/current subjects and topics by specialists for the benefit of college teachers;
- e) regional meetings of subject teachers be organised from time to time to exchange notes and share experiences of handling new semester schemes and courses.

viii) SUBJECTWISE OBSERVATIONS:-

E N G L I S H

The Committee visited a number of postgraduate colleges affiliated to the university of Poona. The situation in regard to the teaching of English, library facilities in terms of books and journals, strength of teachers and student enrolment differed from college to college, more so as one moved from institutions in large towns to institutions in the interior. In a metropolitan city like Poona, Gergusson College could claim a long tradition of M.A. teaching in English, but in newly established colleges, where M.A. classes were of recent origin, the situation was hardly very promising; the departments of English, in spite of a tremendous amount of earnestness, seemed to struggle against heavy odds.

The difficulties are many, and of diverse nature. Lack of adequate teaching hands, paucity of senior experienced teachers, poor library, equipment, overcrowding of lecture hours in the time table, tendency to group M.A. previous and final students together in the same course, are/some of the obvious handicaps. Tutorials, seminars, discussion groups are at a discount. Research facilities are meagre, and though a few teachers have either attended Summer Institutes in English or taken a certificate/Diploma in the teaching of English from C.I.E.F.L, a good many seem to be lukewarm towards improving their equipment in the subject.

It is recommended that the subject libraries be expanded to the maximum within the available resources. Where there are postgraduate classes in more than one language, the departments concerned.

could pool their resources and grants together and acquire such teaching aids as tape recorders, record players, tapes, lingua-phones. They may also share seminars rooms amongst themselves. Teachers should also be encouraged to attend short-term orientation programmes and workshops at the university centre. Facilities should also be provided under the faculty improvement programme for joining M.Phil/Ph.D programmes. Teachers could also avail themselves of the correspondence courses offered by C.I.E.F.L.

Apart from strengthening postgraduate teaching in English, some of the departments, where possible, may also devise a short-term proficiency course in English, particularly in Reading Comprehension and Listening Comprehension, for the benefit of post-graduate students in the disciplines of science and social sciences where the medium of instruction continues to be English, while at the undergraduate level teaching is done through the medium of the regional language.

b) URDU & PERSIAN

The University of Poona does not have a department of these languages. N. Wadia College Poona, has been conducting postgraduate classes in these languages on behalf of the Poona University, for the last 15 years. The Department does not have adequate space, adequate number of books and journals and any equipment or research facilities. The Committee strongly feels that all possible assistance for the above purpose be given to Wadia College for the development of this department. If possible, a teaching hand may also be sanctioned.

c) MARATHI, HINDI AND SANSKRIT

The Committee visited the colleges giving postgraduate instructions in Marathi, Hindi, Sanskrit etc. in Poona University jurisdiction.

1 Staff

It was found that most of the colleges were teaching the syllabus for only one part of M.A. If some help is given to them, in the form of post of a lecturer or a reader, it would be useful for more effective teaching.

2) BOOKS AND JOURNALS

Generally, it was found that libraries of these

colleges had adequate number of books and journals. They may be helped by giving whatever possible grant say to the extent of Rs 20,000/- to each of the subject.

3) FACULTY IMPROVEMENT PROGRAMME.

For lack of funds, the colleges would not implement the above programme. Reorientation courses, workshops, language teaching courses, seminars should be organised for this purpose. Necessary financial help, may be given to the colleges for this purpose.

4) TEACHING AIDS (EQUIPMENT)

It was felt by most of the colleges that they need a language laboratory. A common language laboratory for all the languages department in the college may be provided. A taperecorder, tapes, a record-player may also be provided to each of these colleges.

5) RESEARCH FACILITIES

Most of the teachers felt that they may be given travel grants and research grants. They have been advised to approach the U.G.C separately for such grants.

d) ECONOMICS

Although the subject of Economics is becoming increasingly popular with the pupils, the teachers are finding it extremely difficult to communicate the concepts of modern economics in view of the language barrier. Both the students and teachers are consequently experiencing a sense of frustration. It was suggested by a number of teachers particularly by those belonging to the interior areas that an orientation course in English be given to all the students offering economics at M.A.

It was generally found that in view of inadequate training in the analytical apparatus of economics- especially statistical and mathematical tools- teachers find it very difficult to comprehend and communicate the latest development in economics. It is therefore, suggested that workshops of quantitative technique be conducted frequently so that the training becomes effective. Statistical laboratories may also be provided.

Most of the libraries in the colleges are insufficiently equipped in terms of technical journals and recent important publications.

It is found that in view of heavy teaching load of a diversified nature, teachers do not find enough time to read and reflect, not to speak of engaging in research activities. It is suggested that teachers be given more time to research and be provided with research assistance.

Sometimes several copies of important articles or extracts of books would be required for teachers and students. Necessary facilities may be provided.

In a number of colleges there is a paucity of space for teachers to conduct 'discussion sessions' with a view to reinforcing their own research work and teaching experience. Seminar rooms with adequate equipments may be provided.

In many colleges—other than the metropolitan ones—the teachers need to be exposed to modern developments by exchange programmes, deputing teachers to important centres or getting experts from other centres.

Subject to financial constraints the amount may be allocated to the above areas in the appropriate way.

e) POLITICAL SCIENCE

Semester system has been introduced in all the colleges visited by us. There is Economics—Politics combination in most colleges. Though the intake has varied between 6 and 15, the results have been discouraging. It was distressing to note that in some colleges, not a single pupil passed out with a degree in the last three years. It was, of course, explained at some places that such candidates had passed in Political Science but had failed in Economics. Whatever may be the reasons, efforts may be made to strengthen the teaching processes. As a corollary to this, the library facilities may be improved and the financial assistance required by the colleges may be sanctioned. Special note is to be taken of the fact that the H.P.T College, Nasik has not endeavoured to procure even a minimum quantum of journals in Political Science. This position is to be remedied.

Difficulties were particularly expressed at more than one place about the teaching of 'Modern

Political Analysis', a compulsory paper in the present semester system. Towards this end, it is suggested that the Department of Politics, Pratap College, Amalner may be granted the necessary financial assistance to organise a Refresher Course in the above paper for the benefit of the neighbouring college teachers in the concerned subject. The University Department of Politics may be requested to help in this connection. To enable the Post-graduate teachers to keep in touch with the current developments and recent trends in the subject, opportunities may be provided to depute them for conferences, seminars etc. more liberally.

With a reputed department of Politics at the Poona University, there should be no difficulty in achieving the required qualitative improvement.

f) COMMERCE

Postgraduate colleges affiliated to Poona University are providing M. Com. instructions at various places (some of them quite far away from city centres) without the leadership, guidance and monitoring of the university department (which does not exist) and as such there is urgent need of adequate financial support from the U.G.C. Moreover, with the introduction of semester system for M. Com. the enrolment has gone up and teachers recognised for postgraduate instructions in this subject have been saddled with responsibility of teaching courses in new areas. For M. Com. the medium of instructions and examinations is English whereas almost all students offer Marathi medium in B. Com. This results in initial handicap of understanding and comprehension of the subject. For removing this handicap carefully designed courses in English for all M. Com. students as remedial courses are needed. Some colleges like B.Y.K. College, Nasik B.M. college of commerce, Poona, Garware College of Commerce, Poona, NESS Wadia College, Poona, visited by us are single faculty colleges which require special funding for their needs by the U.G.C.

It is suggested that financial assistance for colleges having M. Com. be also provided for the following:

- 1) faculty development and improvement.
- 2) Exchange of teachers and invitation of experts (both from academics and professions) to give series of lectures to M. Com. in their areas of specialisation having direct relevance to the syllabi. These expenses

be taken care of by the college concerned and they be given some honorarium and contingencies for delivering lectures and providing teaching material.

3. Preparation and distribution of teaching material to students.

4) improving library facilities by making available more books and journals and providing photo-copying arrangements to serve the increased requirements of semester system.

5) provision of seminar room/tutorial rooms adequately equipped for discussion classes, syndicates etc.

6) provision of modern teaching aids like slide projectors, overhead projectors, flipcharts, films, transparencies and slides.

7) encouraging teachers to do research and their research needs should be met by providing statistical assistance and purchase of calculators for data classification and processing.

8) Study tours for students accompanied by teachers.

For single faculty Commerce colleges additional funds for improving general facilities and amenities are recommended in view of their special position.

(g) PHYSICS

In Physics, choice of centres have been dictated by regional requirements. These centres have already been doing Post-graduate teaching and have some standing. The infrastructure exists. However, for an effective

teaching at M.Sc. level, these departments need to be strengthened, in general in the areas of:

1. Manpower
2. Equipment including workshop facilities
3. Library-books and journals
4. space requirements

Deficiencies in all or some of these areas exist. A common deficiency is almost complete lack of workshop facilities. This needs to be remedied,

The following general manpower structure is recommended:

6 Staff members= 2 staff members in theoretical physics plus 4 staff members in experimental physics.

All with post-M.Sc. qualifications with preferably Ph.D degrees.

(h) CHEMISTRY

Name of the college/
Specialisation

1. Wadia College	Physical
2. S.P. College	Organic
3. Nasik College	Organic
4. Malegaon	Physical
5. Dhulia	Organic
6. Amalner	Inorganic

The departments of Chemistry have qualified staff of tech. M.Sc. Part I and Part II classes. They have better physical facilities like laboratory and class room and seminar (library) facilities. The basic equipment like ph meters, conductivity bridges potentiometers, polarographs and colourimeter are available.

Multiple copies of text books, reference books and some chemistry journals are available in the library. To strengthen the existing facilities and for making Post-graduate teaching (theory and laboratory work) more meaningful and effective the following recommendations are made:

	<u>U.G.C Share</u>
1. Building	Rs 50,000
2. Equipment	Rs 40,000
3. Books & Journals	Rs 40,000
4. Faculty	Rs 54,000
5. Miscellaneous (Glass blowing, equipment Furniture etc.)	Rs 16,000

Total

Rs 2.00 lakhs

The department should give more stress and encourage faculty to do research in their fields of interest. Also those of the faculty members who are not Ph.D's may be allowed to work for their degree under the Faculty Improvement Programme at the University department. The University Grants Commission norms of having 6 staff members out of which 3 having Ph.D be fulfilled within two more years i.e. by the end of the year 1980.

The Committee puts on record its sincere thanks to the authorities of the Poona University, Principal and members of the staff of the colleges for their help and co-operation in the completion of the work.

TULJARAM CHATURCHAND COLLEGE, BARAMATI

This college provides education in Arts, Science and Commerce faculties at the under-graduate level and in Arts and Commerce faculties at the Post-graduate level. The college was established in 1962 and Post-graduate departments were started from the year June 1970. In the Arts Faculty there are post-graduate departments in Marathi (entire) and Economics Politics. In the Commerce Faculty, teaching is provided in all the compulsory courses and in optional courses like (a) Advanced Accountancy, (b) Advanced Costing and (c) Company Law and Taxation.

This is the only college in mufussil area of Poona District running Post-graduate Classes.

(b) Enrolment: (1977-78)	Undergraduate	Postgraduate
	1289	112
(c) No of Teachers	<u>Senior College</u>	<u>Junior College</u>
	36	18
(d) No of Hostels	There are two separate hostels -one for boys and one for girls.	
(e) Staff Quarters	No staff quarters.	
(f) <u>Library facilities</u>		
Area of the building	; 5176 Square feet	
No of books	24,438	
No of Journals	230	
No of seats in the reading room	150	
Annual Expenditure on Books & Journals	Rs 42,000	

2. Examination Results
(per cent)

	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
B.Com	42	71	78	58	66
B.A	69	65	54	82	75
Entire M.A. Marathi	91	70	75	62	100

2. Examination Results (Contd.)

		1973	1974	1975	1976	1977
Economics- Poli)	M.A.	40	20	33	-	-
	M Com	71	44	36	30	12
	B.Sc.	94	95	100	88	91

3. Post Graduate Departments :

		M.A Entire Mar	M.A Econ-Poli	M Com.
1.	No of students (1977-78)	58	19	35
2.	No of teachers	5	3+2	4
(a)	How many Ph.D	1	1	1
(b)	How many working for Ph.D.	1	2	1

Scholars are invited to deliver lectures in all subjects. Seminars have been held in Economics, Politics and Commerce in 1976 and 1978. The staff are enthusiastic and have potential for advancement.

4. Recommendations:-

Dept.	Books & Journals	Equipment	FIP	Building	Misc.
Rs		Rs	Rs	Rs	Rs
Marathi	20,000	20,000	10,000	25,000	8,000
Economics Politics	20,000	20,000	10,000	25,000	8,000
Commerce	20,000	20,000	10,000	25,000	8,000

M. E.S GARWARE COLLEGE OF COMMERCE, POONA-4.

1) History and Progress of the College

M. E.S Garware College of Commerce is permanently affiliated to the University of Poona. The College derives its independent establishment from the commerce Wing that was started in 1963 in M.E.S College of Arts & Science (now Abasaheb Garware College). M.E.S Garware College of Commerce is the second independent Commerce College in Poona City.

The college offers the following special subjects at B. Com;

1. Advanced Accountings & Auditing
2. Advanced Cost Accounting &
3. Industrial Management

2. ENROLMENT

Undergraduate classes	1551
Postgraduate classes	113
	<u>1664</u>

3. NUMBER OF TEACHERS

	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>
Professors	2	2	4
Asstt. Professors	1	1	2
Lecturers	12	8	20
P.T. Director	1	-	1
Total	<u>16</u>	<u>11</u>	<u>22</u>

4 LIBRARY FACILITIES

a) There are two reading rooms for boys and one for ladies accommodating 80 seats in each. Total seats 240.

b) Total No of books

There are 18-830 books in the Library as on 31-12-1977, amounting to Rs 2,41, 273/-.

Annual Expenditure

c. Approximately Rs 25,000/- are spent on books and journals.

5) Examination Results:

Year	B.Com. degree course %	M.Com degree course %
1972-73	67	61
1973-74	70	67
1974-75	66	34
1975-76	69	47
1976-77	72	82

6) Postgraduate subjects.

	<u>Students</u>	
i) Advanced Accounting	50	Each student is required to offer Two groups
ii) Advanced Costing	52	
iii) Business Administration	4	
iv) Company Law and Taxation	nil	

b) No of postgraduate teachers:

There are 15 postgraduate teachers in the college. During the current academic year 9 teachers are entrusted for Postgraduate teaching.

There are two teachers having Ph.D degree.

Research work

- i) "Cost-benefit analysis of the use of improved seeds in the irrigated and non-irrigated areas"
- ii) Survey of Markets for rural industries in the states of Maharashtra, Karnatak & Andhra of Planning Commission.
- iii) Comparative cost Study at various levels of Technology with reference to Match-box Industry, for Khadi and Village Industries Commission.

7) Recommendations

Books & Journals	Rs 20,000/-
Equipment	Rs 45,000/-
F.I.P	Rs 5,000/-
Building	Rs 25,000/-
Misc. (preparation of case materials, teaching aids etc.)	Rs 5,000/-

This is a single-faculty college and hence more grants may be given for various types of equipment.

Ferguson College, Poona.

Fergusson College was inaugurated on the 2nd January, 1885. Eminent leaders of social and political freedom movements like Lokmanya Tilak, G.G. Agarkar, among others, were at the helm of affairs of the college. The college has had a long line of illustrious teachers and Principals like Hon. Shri G.K. Gokhale, Maharishi Karve, Dr. R.P. Paranjpye, Dr. Mahajani, to mention only a few.

The Fergusson College is the oldest non-Government non-missionary institution of its kind in western India. The college provides instruction for Junior College classes (XI & XII Arts & Science Streams) and for the courses leading to the B.A. and B.Sc. degrees of the University of Poona. It also participates in post-graduate instruction under the auspices of the University through a large number of teachers whose Services are contributed to the University for this purpose. The postgraduate centres in M.A. Economics, M.A. English and M.Sc(Physics) are located in this college.

The College has a large campus with residential accommodation for nearly 500 students including ladies. The library of the college has over 1,50,000 books and is recognised as one of the best in this part of the country.

Enrolment of Students.

	Students Enrolled Boys	Girls	Total
F. Y. B.A (Semester)	103	139	242
SYBA	257	128	385
T.Y.B.A	238	181	419
F. Y. B.Sc. (Semester)	318	121	439
S.Y. Bsc.	230	131	361
T.Y.B.Sc	149	86	235
M.A. Part I (English)	24	6	30
M.A. Part II (English)	13	6	19
M.A. Part I (Economics)	27	8	35
M.A. Part II (Economics)	6	4	10
M.Sc Semester I (Physics)	19	1	20
M.Sc Semester III(Physics)	15	1	16
Total	1399	812	2211

3. No of Teachers

	Male	Female	Total
Sr. Lecturers	13	1	14
Lecturers Sr. scale	8	3	11
Lecturers Jr. scale	61	23	84
Others if any P.T. Director	1	-	1
	<hr/> 83	<hr/> 27	<hr/> 110

4. HOSTELS:

No of residents

Gents Hostel	382
Ladies' Hostel	129

5. Staff Quarters

Teaching staff	29
Non-Teaching Staff	26

6. LIBRARY

No of Books	1,54,096
No of seats in Reading Hall	Seating arrangement for 250 students.
Annual expenditure on books & Journals	22,983.00

7. The examination results during the last five years are shown in the Annexure.

8. Special Comments on Physics Department of Fergusson College.

(Specialisation : Electronics)

MANPOWER

This institution has six staff members of whom four have Ph.D degree. Hence minimal manpower requirement is satisfied. It is however, felt that theory teaching should be strengthened by inducting into the department a person with training in theoretical Physics. This is essential. There is already on the staff one member who can handle core theoretical courses. However, one person cannot handle all theoretical courses and hence the need for an additional member with theory background.

Annexure

EXAMINATION RESULTS

Year	B.A.	B.Sc.	M.A.	M.Sc.
1972-73	75%	96%	40%	34%
1973-74	47%	92%	32%	34%
1974-75	66%	96%	50%	75%
1975-76	68%	97%	30%	78%
1976-77	88%	95%	37%	40%

8. P. G. Departments

Department	No of Teachers	How many Ph.D.	Working for Ph.D.	Students Enrolment	Research Scholars.
Physics	6	4	1+1 (M.Phil)	39	1
Economics	4	-	1	38	-
English	7	-	1	50	-

2(a) Equipment

They have adequately furnished laboratory. The laboratories can be further strengthened by acquiring equipments.

2(b) Workshop:

Workshop exists but needs to be added on and grant under this heading should be made available.

3 Library

Adequate additional maximum available funds should be used to fill in the gaps and in acquiring newer books.

4. Space: for an effective teaching one needs smaller classes (there is a total lack of such classrooms) which can accommodate about 30 students. Also an audio-visual centre may be created. This problem however, should be looked as a part of the bigger problem encompassing the requirement of other departments.

Additional comments:

1. Centre aspires to start additional options. It is felt that the present option should be strengthened first. Before additional options are offered it should be ascertained by an appropriate authority that the centre possesses adequate facilities in terms of manpower, equipment and availability of space.

2. The department has asked for two Reader's positions. This is outside the present scheme. Since the department has adequate strength of staff members they can ask for Reader's position in the appropriate scheme.

3. Workshop facilities may be acquired under an appropriate development grant. The present grant should then be used to supplement further the facility.

Recommendations:-

Department	Books & Journals	Equipment FIP	and Building	Misc
-----	Rs	Rs	Rs	Rs
Physics	40,000	94,000	50,000	16,000
Economics	20,000	47,000	25,000	8,000
English	20,000	47,000	25,000	8,000

Brihan Maharashtra College of Commerce, Pune.

The Brihan Maharashtra College of Commerce was established by the Deccan Education Society in 1943. In the last 35 years, the institution has steadily grown in size and stature and has attained a reputation as a premier institution in Commerce and Business education. It is affiliated to the Poona University as one of its constituent colleges.

Special Features:

The Brihan Maharashtra College of Commerce provides instructions in Commerce subjects leading upto B.Com. and M. Com. of the Poona University. It is also a recognised research centre of the Poona University and provides research facilities for Ph.D students. It has also applied for introducing M. Phil course from the next academic year.

At present the enrolment in the college is 1,663 at undergraduate level (Three years of the Degree course) and 280 at the Post-graduate (M.Com. Part I and Part II).

The college has well-qualified teaching faculty. At present there are 12 post-graduate teachers and 39 teachers teaching at graduate and under-graduate level. Out of these four teachers are having doctorate in the respective subjects. One of them is recognised as a research guide.

The college has two blocks of hostels with facilities for 100 resident-students.

Staff-Quarters exist for Principal, Vice-Principal and two rectors of hostels.

Library

At present there are over 40,000 books. The college subscribes to about 100 academic and professional journals. The annual expenditure on books and journals is about Rs 25,000/-. .

The Post-Graduate Department:

The college has a full-fledged postgraduate department for providing instructions in all the compulsory subjects at the M.Com. Part I and in Advanced Accounting, Advanced Costing, Company Law and Taxation and Business Administration at M.Com. Part II. There are 18 full-time teachers and 9 part-time post-graduate

teachers. Out of these, two teachers are Ph.D. There are 8 research scholars registered for Ph.D at this Centre.

At present, the programme of activizing research among teachers is undertaken. With this in view a Seminar on research methodology is planned for which the UGC grants have been received.

The Postgraduate and the research departments have a number of aspirants for further academic developments but they cannot secure research fellowships under the UGC scheme. Since recognised institutions providing such fellowships are not many.

Examination Results for the last five years

Class	Year	No of students appeared	Passed
B Com.	1972-73	356	280
	1973-74	460	356
	1974-75	695	415
	1975-76	616	449
	1976-77	439	345

Recommendations

Books & Journals	Rs 20,000
Equipment(Calculators, audio-visual equipment documentation equipment etc.)	Rs 45,000
Faculty Improvement Programme.	Rs 5,000
Building	Rs 25,000
Misc. (preparation of case materials, teaching aids etc.)	Rs 5,000

This is a single faculty college and hence more grants may be given for various types of equipment.

S.P. College, Poona.

Sir Parashurambhau College, Poona was established in 1916 and is now permanently affiliated to the Poona University. The college is conducting postgraduate course in Chemistry, Geography, Economics, Psychology and Philosophy. Ever since its inception the college devoted great care to the development of the teaching of Marathi and the use of Marathi as a medium of instruction of higher education. The great Mahannahopadhyaya D.V. Potdar was some time incharge of the teaching of Marathi at this college. The teaching of Philosophy as fulfilled Honours course began from 1918. Teachers of great eminence built up the traditions of this Department. The Department of Economics is one of the oldest and the largest Department and accounts for over 45% of the student population on the Arts side. Science course were started from 1927.

With the establishment of the University of Poona, all postgraduate teaching was located at the University. However, since 1970 postgraduate centres in Economics, Philosophy, Psychology, Chemistry and Geography have been set up at the College. The UGC selected the College for participation for COSIP and COHSIP. The follow-up on COSIP has also now been approved. The total enrolment in the College during 1977-78 is Arts-1485, Science-662, Total 2147, out of which 285 students are resident in hostels.

The details of enrolment etc. in the last 5 years are:

	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>
M.A.	78	98	104	86	67
M.Sc.	31	44	33	20	46

Recurring expenditure of Books & Journals.

Rs 52,000	Rs 72,000	Rs 30,000	Rs 57,000	Rs 56,000
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Examination Results.

B.A Students appeared	574	602	628	538	635
Students Passed	435	447	479	412	464
B.Sc Students Appeared	224	216	175	173	168
Students Passed.	201	199	155	145	146

MA/M.Sc Students appeared	36	34	54	48	35
Students Passed	20	27	46	32	28

It is observed that the results in the B.A. are more than 75%, in the B.Sc 90% and in MA/M.Sc 85%.

The central library of the colleges occupies an area of 4800 sq. m. and provides 545 reading seats. The total number of books in the library is more than 78,000 and 90 journals are being obtained.

Postgraduate Departments -

There are in all 31 teachers of which 14 are Ph.D and 4 are working for it. There are also 11 teacher-fellows and 2 research scholars.

The enrolment of students in M.Sc Chemistry is 33 and the number of teachers is 9. Five teachers hold Ph.D qualifications and some teachers are working for Ph.D. The expenditure on equipment for the last three years was very low.

The Geography department is well equipped and has potential for further development. Post-graduate norms of the UGC should be met early. 1 teacher holds Ph.D degree and 4 are registered for the Ph.D degree. The proposal of the Department is to obtain laboratory equipment, books and journals and the post of a Cartographer which the Committee supports.

The enrolment of students in the postgraduate classes in Psychology is 27 and the number of teachers 5. Two teachers hold Ph.D degree and 1 is registered for Ph.D. The proposal of the Department is to obtain equipment, books and journals and posts of a Reader and Research Assistant for improvement of postgraduate teaching and research.

In Economics 1 teacher holds Ph.D. degree.

In Philosophy 3 teachers hold Ph.D degree and the remaining two teachers are working for it. In view of the very low enrolment of students in the postgraduate classes in the college, the University may consider the desirability of continuing Post-graduate classes in Philosophy at the College.

Recommendations

Department	Books & Journals	Equipment	& Faculty	Building	Misc.
Chemistry	40,000/-	40,000/-	54,000/-	50,000/-	16,000/-
Geography	20,000/-	20,000/-	27,000/-	25,000/-	8,000/-
Psychology	20,000/-	20,000/-	27,000/-	25,000/-	8,000/-

Nowrosjee Wadia College, Poona.

The Nowrosjee Wadia College conducted by the Modern Education Society, Poona is the third oldest college in Poona. Established in 1932, it has at present on its rools 3300 students and eighty teachers, many of them with Ph.D degrees. The college caters for five subjects at special level in the Arts Faculty and seven subjects in the Science Faculty.

Since 1969, it has started building up its post-graduate wing and is catering for postgraduate teaching in Urdu-Persian and Physical Chemistry.

The examination results of the College during the last five years have been uniformly good. In the past five years, the College could claim a good number of first class students claiming distinctions has been good all along.

The college has a vast and spacious playground, a well equipped library with about 30,000 volumes, a well equipped Gymnasium and Laboratories for Science subjects. College has consistently obtained General Championship in Athletics.

The College has completed its 'Cosip' programme and is at present running 'Cosip' Follow-up programme. It has also been selected for COHSIP Programme, and the college under this programme has started enriching the library, materials and distributing the written materials to the graduate students. The college has produced a large number of sportsment and artists, like, Chetan Chauhan, Yajuvendrasing and several others at Nationals, state and Local Level.

Enrolment of students:	Undergraduate-3000 Post-graduate- 40
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Number of teachers	80
Hostels	2 for Ladies and 2 for Gents
Staff quarters	4 quarters

Library facilities

No of Books	29,927
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No of se ats in the Reading room	225
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Expenditure on Books and Journals	Rs 70,383.00
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Examination Results	As per statement attached.
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For Postgraduate Departments

Number of students	40
No of teachers	10
How many Ph.Ds.	5
How many working for Ph.Ds	2
Research Activity	Library and laboratory is available for research work. COSIP and Cohsip activities.

Recommendations

	Books & Journals Rs	Equipment Rs	Faculty Rs	Building Rs	Misc. Rs
Chemistry	40,000	40,000	54,000	50,000	16,00
Urdu & Persian	20,000	20,000	27,000	25,000	8,00

NESS WADIA COLLEGE OF COMMERCE, POONA.

Salient Features-

1. Special Courses: The college is permanently affiliated to teach Advanced Accountancy and Advanced Banking upto Post-graduate courses. It is the only institution imparting instruction in Advanced Banking.
2. Foreign students: A large number of foreign students join this college from African countries, Mauritius, Thailand, Middle East, Nepal, Ceylong etc. Many of them are sent by the Government of India.
3. Languages: It is a college having as many as 9 languages taught (Marathi, Gujarathi, Sindhi, Urdu, Arabic, Persian, French, German and English). It is therefore, having a cosmopolitan atmosphere.
4. Diploma in Banking Course: The college is conducting Post-graduate Diploma in Banking. It is practical-work-oriented course and the students have got to work in Banks. It has a very good response from the student world.
5. High Academic Standard: The college has maintained a high academic record. In 1976, all the first class first at Ph.D F.Y and M. Com. University examinations were the students of this college.

Enrolment 1977-78

Senior College	1300
Post-graduate	265
No of teachers	44
Hostel accommodation-Gents (under-graduate)	82
Post-graduate	5
Ladies	19
Staff Quarters	There is staff quarters provided for Principal.

Library facilities

No of reading seats alongwith the area of reading room	140
No of books	25,000
No of Journals	103+11 newspapers
Annual expenditure on Books	36,093.00

Home Reading 800 students (a week duration
2 books at a time
per student)

Book Bank 550 students, three books each

Examination results.

	<u>1975</u>	<u>1976</u>	<u>1977</u>
B Com	58%	64%	61.85%
M.Com	27.27%	44%	60.71%

Recommendations.

Books and journals Rs 25,000/-

Equipment Rs 7,500/-

Preparation of teaching materials Rs 7,500/-

Faculty improvement programs (Seminars
Conferences, guest faculty) Rs 22,500/-

Study tours and industrial visits Rs 7,500/-

HPT Arts & RYK Science College, Nasik

The Gokhale Education Society which conducts the HPT Arts & RYK Science College at Nasik, has seven Centres with 8 colleges and 20 high schools.

The HPT Arts & RYK Science College is the oldest institution in the region of North Maharashtra established in 1924. It is a postgraduate College having Research facilities in Arts & Science.

Salient Features

The oldest College in Uttar Maharashtra Courses leading from FYJC Arts to M.A. & Ph.D. on Arts side and from FYJC Science to M.Sc. and Ph.D. on Science side.

Selected under COSIP and COHSIP programme by the UGC - Boys Hostels, Ladies Hostels and Postgraduate students Hostels.

Enrolment - 1977-78

Senior College (Under-graduate)	1,367
Post-graduate	140
No. of teachers	91

<u>Hostels -</u>	<u>Residents</u>
Gents : Undergraduate -	84
Post-graduate -	24
Ladies -	30

Staff Quarters : Quarters are provided for

1. Principal
2. Rector (Gents' Hostel)
3. P.T. Director

Library facilities

a) Total floor area	6,500 sq. ft.
b) No. of reading seats	100 seats
c) No. of Books	45,461
d) No. of Journals	67
e) Annual expenditure on Books	L.24,868.57

Examination Results

<u>Examination</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
B.A.	65%	38%	40%
B.Sc.	82	74	92
M.A.	59	64	54
M.Sc.	66	66	60

No. of students for each Postgraduate department -

M.A. - English - 20; Marathi - 15; Hindi -13
Sanskrit - Economics - 18; Politics - 13
M.Sc. - Chemistry : 37; Physics -34

No. of Teachers working as Ph.D. Guide - 4

No. of Research students - 12.

No. of Ph.D. Teachers having Ph.D. - 8

No. of Teachers working for Ph.D. 5

R e c o m m e n d a t i o n s

Department	Books & Journals	Equipment	Faculty	Building	Others
	Rs.	Rs.	Rs.	Rs.	Rs.
English	20,000	20,000	15,000	25,000	8,000
Marathi	20,000	20,000	15,000	25,000	8,000
Hindi/ Sanskrit	20,000	20,000	15,000	25,000	8,000
Economics	20,000	20,000	15,000	25,000	8,000
Politics	20,000	20,000	15,000	25,000	8,000
Physics	40,000	40,000	35,000	50,000	Workshop 1 lakh
Chemistry	40,000	40,000	15,000	50,000	

Specific comments on Physics Department :

Specialisation : Electronics

1. Manpower : There is only one Ph.D. and he happens to be not only the Head of the Department but also the Principal of the College. All other staff members are Junior with possibly one member away for Ph.D. training. The Department needs to be strengthened on the manpower front. Specifically they must have two theory men to take care of the theory courses. At present this aspect is woefully inadequate. Also they must have one more experimentalist. This is absolutely essential. Therefore, the department should be clearly made aware that this is an essential requirement and the posts should be filled in by the time the plan expires otherwise the fundings in the next plan would be affected.

2. Equipments : Adequate. Further equipments to be acquired under the present aid.

Workshop : Nasik College does not have any workshop facility.

Laboratory contact hours should be increased at least by three hours (3 practicals each of 3 hours) per week in the Laboratory. This increase can be achieved by running two shifts. The increase in work load can be met by the increase in staff envisaged in 1 above.

3. Library : Adequate. Books and journals necessary should be acquired.

4. Space : They have an acute space problem. Maximum possible funding consistent with the UGC norms be given to meet the need.

B.Y.K. College of Commerce and JDC Bytco
Institute of Management Studies and
Research, Nasik.

The Gokhale Education Society which conducts the BYK College of Commerce & JDC Bytco Institute of Management Studies & Research at Nasik, entered into Diamond Jubilee year on 19.2.1978.

The Society's Nasik campus has 70 acres land with about 4700 students and 225 staff members in the three following colleges :

1. H.P.T. Arts & R.Y.K. Science College,
2. B.Y.K. (Sinhar) College of Commerce and JDC Bytco Institute of Management Studies & Research,
3. N.B.T. Law College, Nasik.

Enrolment (1977-78 at B.Y.K. College)

Sr. College (Under-graduate)	904
Post-graduate	372
No. of teachers	60

Hostels :

Gents : Under-graduate	40
Post-graduate	100
Ladies Accommodation for 40 - (HPT/BYK Ladies Hostel)	

Staff Quarters : Quarters are provided for :
Principal
Vice-Principal
Rector - (Gents' Hostel)

Library facilities

No. of reading seats -	200
No. of Books	24,405
No. of Journals	84
Annual Expenditure of books	Rs.20,000/-

7. Examination Results

<u>Examination</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
B.Com.	85%	58%	50%	78%
M.Com.	57	47	40	52
M.B.A.	91	87.5	95	96
D.B.M.	-	55%	72%	66
M.M.S.	-	-	-	100
M.P.M.			100	50

No. of students for each Post-graduate department

M. Com -	102
M.B.A. etc.	237
Ph.D.	10

No. of teachers working as Ph.D. Guide : 5

Research Activity : (i) Nasik District Economic Survey

(ii) Research Study of the Bombay Suburban village Industries Association, Bombay.

Recommendations

Books & Journals Rs. 20,000/-

Equipment (calculators, audio-visuals and documentation equipment) Rs. 45,000/-

Faculty Improvement Programme Rs. 5,000/-

Building ... Rs. 25,000/-

Miscellaneous (Preparation of case materials and teaching) Rs. 5,000/-.

This is a single faculty college and hence more grants may be given for various types of equipment.

Pratap College, Amalner :

At present 2532 students are studying in this college. Out of this 1311 are in the Senior College. More than 700 students are residing in the hostels built on the premises of this college. In view of this situation, it has got the air of a residential college. This College was established in June, 1945 when it was affiliated to the Bombay University. Later on from 1948 it was affiliated to Poona University. The college is having tutorial system, worked out and implemented by the founder Principal K.R. alias Dadasahib Kantikar. So the tutorial system has become a bye-word since the very inception of this college. This college is the first of its type in Maharashtra State imparting education in rural areas with above 350 students belonging to the scheduled castes and Scheduled tribes communities.

In addition to the usual teaching activities, the college has undertaken a Tutor Guardian scheme. The Tutor guardian is responsible to the students in his batch for all round progress in all fields of life. This is another unique feature of this college. Individual attention to students, tutorial system and Tutor Guardian system have paid rich dividends. Almost all students of this college come from the rural areas.

Library Building

A big library building is situated in the college premises having arrangement of 120 reading seats.

Enrolment of students :

Under-graduate	- Arts Faculty	-	632
	Science "	-	216
	Commerce "	-	250
Post-graduate	- Arts Faculty	-	88
	Science "	-	59
	Commerce "	-	11

No. of teachers - Full time - 69, Part time : 4
P.T. Director - 1, Librarian - 1.

Hostels - 8 buildings, out of these 2 are built up from UGC funds.

Staff Quarters : There are two units having eight flat constructed with the UGC assistance in college premises.

Library facilities : Area - 6260 sq. ft.
No. of books - 40128

Contd....

No. of Journals - 188
 No. of seats - 120
 Annual expenditure on books Rs. 26,620/- and
 Journals Rs. 5,701/- for the
 year 1976-77.

2. Information regarding Post-graduate Department,
 Subjects, teachers etc.

Name of the Department	No. of teachers	How many Ph.D.	Working for Ph.D.	Research Activity
Physics	6	1	2	Thin film project
Chemistry	4	1	3	
English	2	-	-	
Marathi	3	-	-	
Hindi	2	1	-	
Sanskrit	2	1	-	
Economics	3	-	-	
Politics	1	-	-	
Commerce	3	1	1	

Examination results for last 5 years

Year	B.A.			B.Sc.			B.Com.					
	Appeared	Passed in Div.			Appeared	Passed in Division			Appeared	passed in Division		
		I	II	III		I	II	III		I	II	III
*1973	199	6	69	83	98	38	39	1	64	-	15	22
1974	244	2	51	110	103	49	40	1	45	-	12	16
1975	243	-	54	103	113	49	53	1	59	1	13	9
1976	245	-	57	122	84	42	28	-	34	-	8	12
1977	279	1	82	118	86	41	36	-	37	-	13	8

Year	M.A.			M.Sc.			M. Com.					
	Appeared	Passed in Division			Appeared	Passed in Division			Appeared	passed in Division		
		I	II	III		I	II	III		I	II	III
1973	26	1	7	5	19	1	11	-	1	-	-	1
1974	24	-	8	3	24	1	9	3	3	-	-	1
1975	32	2	6	6	22	2	8	4	10	-	3	2
1976	31	-	1	9		1	14	-		-	1	-
1977	13	-	5	5	50	3	6	-	8	-	-	-

Summary of Financial recommendation :

Department / Subject	Equipment	Books	Building	Faculty	Misc. (Furniture) etc.	Remarks
	Rs.	Rs.	Rs.	Rs.	Rs.	
English	20,000	20,000	25,000	5,000	8,000	
Marathi	20,000	20,000	25,000	5,000	8,000	
Hindi	20,000	20,000	25,000	5,000	*8,000	*Language Laboratory
Economics	-	20,000	25,000	5,000	8,000	
Commerce	20,000	20,000	25,000	5,000	8,000	
Physics	90,000	40,000	50,000	5,000	15,000	
Chemistry	90,000	40,000	50,000	5,000	15,000	

Specific comments on Physics Department of Pratap College, Amalner

1. Manpower - Two more people with post-M.Sc. qualification should be inducted. They should preferably be Ph.D. At least one should have Ph.D. in theoretical physics since at this department theory courses are inadequately handled. This is an essential requirement and the posts should be filled in by the time the Plan expires otherwise funding in the next plan would be affected.
2. Equipment - Quite adequate, Further equipment may be acquired with the funds made available.
3. Workshop - Should be set up and developed
4. Library - Books and journals are adequate
5. Space - There is at the moment no space problem but Seminar rooms are not sufficient and the need may be met in a collective way.

M.J. College, Jalgaon

With the establishment of the University of Poona in February, 1949, it was affiliated to that University. In the same year, the College moved to its own building which was constructed on a plot of 24 acres detached from the town but not very far from it.

The College started its post-graduate classes in 1950 in Economics, Politics, Marathi, Hindi. Subsequently English and Sanskrit were added in 1958. The college started the Commerce and in due course instruction was provided upto M.Com. The response to the Commerce course was extremely encouraging. The Society built an imposing Commerce wing situated to the north-east of the main building.

The College gives intensive coaching to deserving students of the science stream for the National Talent Search Examination and the I.I.T. qualifying tests. Further, a special Committee of Staff members looks after the students of the scheduled Castes and Scheduled tribes to ensure that they get full benefit of all the facilities that Government provides for them, and that they do not lag behind in their studies.

A major problem is that students of the Arts and Commerce Sections cannot make good use of the library as they have a very poor understanding of English. That however, is a common handicap for students of all mofussil colleges.

<u>Enrolment of students</u> :	1977-78
Under-graduate'	1388
Post-graduate	187
<u>No. of Teachers-</u>	71
No. of Hostels -	Two for Boys 1 for ladies (Rented)
Staff Quarters :	One for Rector of Hostels One building of 6 blocks for teachers.
<u>Library building</u> :	
No. of Books	52,000 Books
No. of seats in the Reading room	200 seats
Annual expenditure on books and journals	...23,600

2. Examination results for the last five years :(Percent)

	B.A.	B.Sc.	B.Com.
1972-73	64.8	87	52.9
1973-74	46.5	86.5	77.4
1974-75	52.4	85.6	73.6
1975-76	51.4	80.9	49
1976-77	56.1	88.3	82

3. Post-graduate Departments

No. of students : English 35 Marathi 39 Hindi 29
Sanskrit 9 Economics 29 Politics 9

No. of teachers -20.

Research Activity

Five Research teachers have registered their names for Ph.D. Besides field work has been conducted by lecturers in Political Science and Economics under the COHSIR scheme with the help of students for data collection.

R E C O M M E N D A T I O N S

	<u>Books & Journals</u>	<u>Equipment</u>	<u>Faculty Bldg.</u>	<u>Misc</u>
	Rs.	Rs.	Rs.	Rs.
English	20,000	20,000	27,000	25,000 8,000
Hindi/ Sanskrit	20,000	20,000	27,000	25,000 8,000
Marathi	20,000	20,000	27,000	25,000 8,000
Econo- mics/ Politics	20,000	20,000	27,000	25,000 8,000

Sangamner College, Sangamner

Sangamner is a taluka place having a population of twenty seven thousand, situated in the northern part of Ahmednagar District. The College, established in 1961 is located on a well-developed beautiful campus measuring 36 acres on Poona-Nasik National Highway.

In founding the College the initiative and lead was taken by workers in stone-mines, Bedi Factories, Colies on Bombay Central Railway station and small Farmers. Now the number of students is 1800 (1450 Boys and 350 girls) most of whom are from peasant families. The exact regionwise breakup is as follows :-

<u>Urban</u>	<u>Rural</u>	<u>Total</u>
680	1120	1800

The college is conducting post-graduate courses in various faculties viz. Arts (entire Hindi, Entire Marathi, English and Sanskrit) Commerce and Mental Moral and Social Sciences (entire Economics, entire Politics).

The information relating to the last three years in the table given below spotlights the excellent performance of the students in the University Degree Examinations.

<u>Year</u>	<u>B.A.</u>	<u>B.Com</u>	<u>B.Sc.</u>
1974-75	71.20%	65%	81%
1975-76	80.31%	70%	100%
1976-77	85.19%	87.72%	75%

At present 131 students are admitted to various post-graduate courses. After joining this college five members of the staff have obtained Ph.D. degree and five more are on the way to obtaining that. Other staff members are pursuing various research projects or writing in their own fields of interest. The library has 27741 books and 130 periodicals. Total amount Rs. 3,45,000/- and the reading room has 100 seats.

Hostel - 72 seats in the boys' hostel
Staff quarters - A teachers hostel of 8 blocks

Special features

The following features of the institution can be specially mentioned :-

(1) Earn and Learn Programme

Under this permanent programme students ranging between 70 to 100 are provided part-time jobs in the college campus.

(2) Subsidised Mess system :

The institution supplies the students with vegetable and Roti at cheap rates.

(3) Cooperative Move

The following cooperative organisations are operating with commendable success :

- (a) Students Cooperative Stores on College campus.
- (b) Students Cooperative Stores - City Branch
- (c) Staff Cooperative Credit Society.
- (d) Pradnya Cooperative Housing Society.
- (e) Sharda Cooperative Housing Society.

(4) Agricultural Unit :

10. to 15 acres of land has been brought under cultivation and entire work is entrusted to the students of Botany department. Various experiments are exercised with the help of Agriculture Department to guide the rural people.

(3) Information regarding Post-graduate Departments

The college is conducting Post-graduate courses for the following subjects :-

		<u>No. of students</u>
1. Economics entire	-	17
2. Entire Politics	-	19
3. Entire Hindi	-	7
4. Entire Marathi	-	26
5. Entire English	-	4
6. Economics/Politics	-	12
7. Hindi / Marathi	-	5
8. English / Sanskrit	-	2
9. Hindi / English	-	6
10. M. Com.	-	<u>33</u>
	Total	131

No. of teachers

Economics	-	5
Politics	-	4
English	-	4
Marathi	-	3
Hindi / Sanskrit	-	4
M. Com.	-	4

Research Activities

The Economics department is conducting various

Contd.....

Economics surveys viz. survey of Hostel Boys etc. All the departments have arranged various seminars in their subjects. Renowned scholars were invited for delivering lecturers. In the staff-academy, discussions on papers read by staff members are arranged every fortnight.

R e c o m m e n d a t i o n s

	<u>Books & Journals</u>	<u>Equipment</u>	<u>Faculty</u>	<u>Building</u>	<u>Misc.</u>
Economics	20,000	20,000	25,000	25,000	8,000
Politics	20,000	20,000	5,000	25,000	8,000
English	20,000	20,000	5,000	25,000	8,000
Marathi	20,000	20,000	10,000	25,000	8,000
Hindi	20,000	20,000	5,000	25,000	8,000
Commerce	20,000	20,000	5,000	25,000	8,000

S.S.V.P. Science College, Dhulia

The old composite college viz. S.S.V.P. Sanstha's Arts Science and M.F.M.A. Commerce College, Dhulia was serving the real need of college education for the students of Dhulia and neighbouring District. The old college was started in June 1956 as an Intermediate college and it became a full-fledged Degree College providing instruction for courses leading to the B.A., B.Sc. and B.Com. degree of the Poona University. The College was also a Centre for Post-graduate instruction for M.A., M.Com. and M.Sc. (Organic Chemistry).

As a result of bifurcation of the Science Wing from June, 1967 from the old composite college, the S.S.V.P. Sanstha's Science College, Dhulia, started to function separately from June, 1967. The composite college was permitted to start M.Sc. (Organic Chemistry) course from July, 1966. Then the S.S.V.P. Sanstha's Science College, Dhulia was permitted to start M.Sc. (Botany) course from July, 1969.

Today the college provides instruction in the following subjects.

Three-year Integrated

B.Sc. Part I - Physics, Chemistry, Botany,
Zoology, Geography, Mathematics

(Semester Course)

Part II - English, Physics (Trin)
Chemistry (Sub) Botany (Sub)
Zoology (Sub) Maths (Sub)
Geog (Sub.)

M.Sc. Post-graduate Organic Chemistry, Botany
Centre

The college is run by the Shri Shivaji Vidya Prasarak Sanstha, Dhulia which is a regularly constituted body registered under the Society's Registration Act XXI of 1950.

Special Features of the College

Book Bank, Night library, National Service Scheme, Arts Circle, Debating Union, Special Coaching Classes for Physics, Mathematics & English, Career Conference, Gynkhana.

2. Enrolment of Students
Sr. College

<u>Under-Graduate</u>	<u>Post-Graduate</u>
F.Y. B.Sc. = 131	M.Sc. Part I = 24
S.Y. B.Sc. = 108	(Che.) Part II = 16
T.Y. B.Sc. = 92	M.Sc. Part I = 8
	(Bot) Part II = 6

Grand total = 385

3. Number of Teachers - Senior College = 60

4. Library

No. of Books = 8,722 Total Cost=2,15,511
 No. of Journals = 32 Total Cost= 6,388

5. Examination Results

<u>1973</u>	Number Appeared	No. Passed Total	F.C. of Passing
B.Sc.	100	94	94%
M.Sc. (Chem)	6	4	51
M.Sc. (Bot)	4	4	91
H.Sc.	135	120	88
M.Sc. (Chem)	18	5	28
M.Sc. (Bot)	5	4	80
 <u>1975</u>			
B.Sc.	106	98	92
M.Sc. (Chem.)	34	21	70
M.Sc. (Botany)	11	8	72
 <u>1976</u>			
B.Sc.	87	75	86
M.Sc. (Chem)	19	10	52
M.Sc. (Botany)	3	3	100
 <u>1977</u>			
B.Sc.	121	115	95
M.Sc. (Chem.)	15	7	46
M.Sc. (Botany)	8	5	62

6. No. of Post-graduate recognised teachers

Chemistry	- 7	Physics	- 3
Botany	- 2	Mathematics	- 3
Zoology	- 1		

7. Research

1. No. of Ph.D. Teachers on the staff = 3

2. No. of Teachers working Ph.D. = 4

Recommendations

Well-equipped laboratories and library. Since laboratories need to be replenished because of wear and tear and also need to be further strengthened, maximum possible grants be given. There is an acute water shortage and this should be urgently met with, especially in the laboratories. The department staff also should be adequately strengthened by inducting people with appropriate specialisation. Library is well equipped and should be helped to maximum possible extent.

<u>Department</u>	<u>Books & Journals</u>	<u>Equipt. & Staff</u>	<u>Bldg.</u>	<u>Others</u>
	Rs.	Rs.	Rs.	Rs.
Chemistry	40,000	94,000 -	50,000	16,000
Botany	30,000	74,500 -	37,500	12,000

Gajmal Tulshiram Patil College
Nandurbar (Distt. Dhulia) M.S.

The Gajmal Tulshiram Patil College, Nandurbar is run by educational society known as the Nandurbar Taluke Vidhayak Samiti, Nandurbar'. The area in which the college is being run is mainly inhabited by Adiwasis.

The Gajmal Tulshiram Patil College, Nandurbar, started in 1964, is a college brought under the perview of the University Grants Commission Act, 1956, in accordance with the regulations framed under section 2(f). The college provides instructions upto the first degree and postgraduate degrees and has 962 students.

The following are the figures of enrolment of the students for the last five years :

<u>Year</u>	<u>Under-graduates</u>	<u>Post-graduates</u>
1973-74	845	45
1974-75	926	60
1975-76	924	41
1976-77	813	42
1977-78	911	51

The following are the number of teachers for the last five years :

<u>Years</u>	<u>No. of teachers</u>
1973-74	44
1974-75	44
1975-76	44
1976-77	47
1977-78	47

The college has an improvised hostel facilities for 25 students. Besides, 120 students (boys and girls) are residing in Government (Boys and Girls) hostels in Nandurbar.

The college has built up separate library building. Area of reading hall is 103' x 33' and there are more than 300 seats in all. Total number of books 28480 and there are about 200 periodicals in the library.

The expenditure on books and journals is about Rs. 45,000/- every year.

The results of the undergraduate and postgraduate are as under:-

Under-Graduate

<u>Year</u>	<u>B.A.</u>	<u>B.Sc.</u>	<u>B.Com.</u>
1972-73	52%	100%	46%
1973-74	73	73	67
1974-75	25	86	57
1975-76	44	92	25
1976-77	80	100	72

Post-Graduate

	<u>M.A. (Eco.)</u>	<u>M.A. (Marathi)</u>	<u>M.A. (Hindi)</u>	<u>M. Com.</u>
1972-73	60%	40%	40%	40%
1973-74	67	56	60	50
1974-75	48	67	58	65
1975-76	66	50	70	50
1976-77	40	64	80	60

Post-graduate students and teachers for the year 1977-78

<u>Departments</u>	<u>No. of students</u>	<u>No. of recognised Post-graduate teachers</u>
M.A. (Marathi)	15	4
M.A. (Hindi)	6	2
M.A. (Economics)	15	5
M. Com.	16	5

R e c o m m e n d a t i o n s

<u>Department</u>	<u>Books & Journals</u>	<u>Equipment</u>	<u>Staff</u>	<u>Buldg.</u>	<u>Others</u>
	<u>Rs.</u>	<u>Rs.</u>	<u>Rs.</u>	<u>Rs.</u>	<u>Rs.</u>
Marathi	20,000	20,000	27,000	25,000	8,000
Hindi	20,000	20,000	27,000	25,000	8,000
Economics	20,000	20,000	27,000	25,000	8,000
Commerce	20,000	20,000	27,000	25,000	8,000

M.S.G. Arts Science and Commerce College,
Malegaon - Camp

M.S.G. College, managed by Mahatma Gandhi Vidyamandir of Malegaon was founded by late Karnveer Bhausaheb Hiray and started functioning in June, 1959. The College provides instruction in courses leading to B.A., B.Com., B.Sc., M.A., M.Sc. and M.Com. The subjects taught at special level are English, Marathi, Urdu, Hindi, Economics, Political Science, History, Geography and Psychology on Arts side, Physics, Chemistry, Mathematics, Zoology on the Science side and Advanced Accounting and Auditing on the Commerce side. All these subjects were accorded permanent affiliation. The enrolment of students at undergraduate level is 1217 and at postgraduate level 131. The number of teaching staff is 40.

The college is a postgraduate Centre for courses in English, Marathi, Economics, Political Science, Urdu, Business Administration and Advanced Costing and Physical Chemistry.

Library

There is a spacious Reading room accommodating 200 students. There are 34239 books and over 85 periodicals/Journals/magazines in the library. During 1976-77 a total of Rs. 30,831 was spent on books and journals.

Building and Staff Residence

The College has constructed on its campus the college building, library building, gymnasium and staff quarters. The following building have been under construction :

- (i) Boys' Hostel
- (ii) Teacher's Hostel; and
- (iii) Extension of college building.

The staff quarters accommodate 20 persons.

Examination results during the last five years

	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
B.A.	81%	61%	63%	69.2%	78%
B.Sc.	100	100	93	92	98
B.Com.	96	95	60	68	60
M.A.	50	100	40	44	45
M.Sc.	100	40	80	100	60
M.Com.	30	44	50	50	40

(3) Postgraduate Departments

M.A. Marathi (i) No. of students 49
(ii) No of teachers 3 (Recognised)

M.A. English	(i) No. of students	54
	(ii) No. of teachers	4 (Recognised)
M.A. Urdu/ Persian	(i) No. of students	47
	(ii) No. of teachers	3 (Two recognised)
M.A. Economics	(i) No. of students	11
	(ii) No. of teachers	3
" Politics	(i) No. of students	10
	(ii) No. of teachers	3 (Two recognised)
M.Com.	(i) No. of students	16
	(ii) No. of teachers	4 (Recognised)
M.Sc. (Physical Chemistry)	(i) No. of teachers	5 (Recognised)

Teachers holding Ph.D. Degrees

Chemistry	- 3
Politics	- 1
Botany	- 1

Teachers working for Ph.D.

Marathi	- 2
Zoology	- 1

Present Research Activities

1. Electrical properties of thin solid films
2. Diffusion studies
3. Analytical Chemistry
4. Research on Dnyaneshwar
5. Research Project on Sugar Industries

- - - - -
R e c o m m e n d a t i o n s
- - - - -

<u>Department</u>	<u>Books & Journals</u>	<u>Equip.</u>	<u>Staff</u>	<u>Building</u>	<u>Others</u>
	Rs.	Rs.	Rs.	Rs.	Rs.
Marathi	20,000	20,000	27,000	25,000	8,000
English	20,000	20,000	27,000	25,000	8,000
Urdu/ Persian	20,000	20,000	27,000	25,000	8,000
Economics	20,000	20,000	27,000	25,000	8,000
Politics	20,000	20,000	27,000	25,000	8,000
Commerce	20,000	20,000	27,000	25,000	8,000
Chemistry	40,000	40,000	54,000	50,000	16,000

CONFIDENTIAL

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UNIVERSITY GRANTS COMMISSION

Meeting:

Dated : July 17, 1978

Item No. 34: To consider the proposal of Chikkaiah Naicker College, Erode for utilising the residential flats of the teachers as hostel for Undergraduate and post-graduate students.

In 1971 the Commission accepted the proposal of Chikkaiah Naicker College, Erode for the construction of a teacher's hostel comprising 10 flats at an estimated cost of Rs. 1,72,741/- with Commission's share as Rs. 1,38,193/-. The construction of the hostel was completed by the end of 1973.

In May, 1975 the Principal of the College informed the Commission that (i) at the time of commencement of flats no staff was eligible for the house rent allowance as the College was situated outside the Municipal limit; and (ii) at the time of finishing up of the flats the Government permitted the staff to draw house rent allowance even though the college is situated outside the Municipal area and because teachers reside within the Municipal limits. This changed the entire situation and none of the teachers was willing to occupy the flats which were lying vacant. The college also enquired the purpose for which the flats could be utilised. A copy of the letter is enclosed as Annexure-I.*

The comments of the University were therefore invited, which have been received alongwith a copy of the letter from the Principal of the College. The University has recommended that the College may be permitted to utilise the residential flats of the teachers as hostel for Under-graduate and post-graduate students. A copy of the letter from the University alongwith its enclosure may be seen at Annexure-II.**

The Principal has stated that the existing hostel accommodates 230 PUC students out of total strength of 920 PUC students. There is no hostel for under-graduate and post-graduate students (According to the information available with the office the college had an enrolment of 1140 students at the degree level

PTO

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and 37 students at P.G. level in 1976-77). The Principal has, therefore, suggested that the College may be allowed to utilise these flats as hostel for Under-graduate and post-graduate students till the demand for houses comes from the teachers. He has also stated that the students who went on strike in October, 1977 inter-alia demanded provision of hostel facilities for under-graduate and post-graduate students. If the Commission allows the use of the teachers hostel as student's hostel it will also help the college to meet the demand of the students.

The matter is placed before the Commission for consideration.

AS(D-1)/DS (D-1)

ANNEXURE-I to Item No.34

Copy of letter dated 5th May, 1975 from the Principal, Chikkaiah Naicker College, Erode addressed to the Secretary, U.G.C.

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Sub: Construction of residential flats for teachers-
utilisation for other purposes

As the College was having more than 80 teachers on its rolls and as there was great demand for houses in Erode Municipality, many teachers felt the need for flats for their residential purpose. Hence on the approval of the proposal, sent by the Chikkaiah Naicker College, Erode, it has constructed 10 flats at an estimated cost of Rs. 1,72,741/- out of the assistance given by the University Grants Commission, New Delhi. These flats have been constructed within the college campus for allotment to the teachers for residential purposes. This was done only on the request of the staff. The college and the flats are situated outside the Erode Municipal Limits. At the time of commencement of construction of flats, no staff was eligible for house rent allowance as the college is situated outside the municipal limit though all the staff were residing within the municipal limits. At the time of finishing up of the construction of flats, the government on representation of the teachers have permitted the staff of the aided colleges to draw house rent allowance even though the college is situated outside the municipal area and if they reside within the municipal limits. This order has come into force from 6-2-74. From the date of Government order all are enjoying house rent allowance. Now the staff are reluctant to occupy the flats on the plea that they would lose the house rent allowance if they shift their residential quarters from the municipal limits to the flats in the college campus. It is further added that they had to pay rent for the flats as they are not situated within the municipal limits. Besides they have also expressed that they would be losing many civic amenities such as drinking water facilities etc. if they occupy the flats. In the circumstances, none is coming forward to occupy the flats and the flats are kept vacant.

So the purposes for which the flats can be utilised may kindly be intimated early.

...

Copy of letter No.89/14/68Ag/C.4233 dated 26th November, 1977 from the Registrar, University of Madras to the secretary, UGC.

2411

Subject: utilisation of residential flats of Teachers as hostel by undergraduate and post-graduate Students-permission of the UGC- requested.

Reference 1. Letter No. F.1-34(3)/71(C.III/DIC) dated 24.2.76 of I.C.Menon, Deputy Secretary, UGC, New Delhi.

2. Letter No. F.1-34(3)/71/C.III/DIC) dated 29.5.76 of the Assistant Secretary, U.G.C. New Delhi.

With reference to the above, I have, by direction, to forward herewith the letter dated 26.10.1977 received from the Principal, Chikkaiah Naicker College, Erode, In this connection I am to request that the Principal may kindly be permitted to utilise the Residential Flats of the Teachers as hostel for undergraduate and Post-graduate Students.

SLK

Enclosure

Copy of letter No; Nil dated 26th October, 1977
from C.N.College, Erode to the Secretary, UGC.

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Subject: Chikkaiah Naicker College, Erode-Construction of residential flats for teachers- utilisation of the flats as hostel by under-graduate and post-graduates- permission requested.

41/-
The Chikkaiah Naicker College, Erode has constructed ten residential flats for teachers at an estimated cost of ₹ 4.00 lakhs out of the assistance given by the university grants Commission New Delhi. The flats are outside the municipal limits. The construction of the flats were completed at the end of 1973. If the teachers occupy the flats, they are not eligible for the house rent allowance and they have to pay 10% of their pay as rent for the flats to be occupied by them. Hence none has come forward so far to occupy the flats. A demand for the flats will be felt only if houses are not available at Erode Town for reasonable rent. From the date of completion of the flats, they are kept vacant as there is no demand from the teachers.

The students of this college went on strike from 10.10.77 after giving a list of demands to be fulfilled by the management. Out of these demands, provision of hostel facilities to undergraduate and post-graduate students is one. There is a hostel attached to this college. 230 PUC students are accommodated in this hostel out of total strength of 920 PUC students of this college. Further, students could not be accommodated in this hostel as the space available is only for 230 students. There is no other accommodation available in this college to provide hostel facilities to the under-graduate and post-graduate students. As the ten residential flats are kept vacant for the past 4 years, it is a suggestion that they may be utilised as hostel to the under-graduate and post-graduated students till a demand for houses comes from the teachers. Besides it will also be helpful to meet the demands of the students.

In the above circumstances, I request the secretary University Grants Commission, New Delhi to permit me to allot these ten residential flats as hostel to the under-graduate and post-graduate students of this college. I request early orders.

UNIVERSITY GRANTS COMMISSION
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Meeting:

Dated : July 17, 1978.

Item No. 37 To consider the recommendations on the Working Group of the criteria for the evaluation of colleges.

The University Grants Commission adopted a paper entitled "Development of Higher Education in India - A Policy Frame". A Working Group was constituted to spell out the criteria for evaluation of colleges in order to implement the suggestion made in the policy frame.

The working group met on 27th May 1978 at the UGC Office, New Delhi. The list of participants is given at Annexure I* The group made the following observations and recommendations.

- a) The working group noted that the Education Commission (1966) had recommended that the UGC should in consultation with the universities and state governments examine the question of classification of colleges in terms of level and achievement and make use of it in the allocation of grants to colleges. The Education Commission was, however, aware of the administrative difficulties that would beset any attempt to classify colleges. The working group also noted the recommendations of the Estimates Committee regarding the problem of non-viable colleges and the need for regulating the establishment of sub-standard colleges.
- b) The working group was in general agreement with the approach of the University Grants Commission in linking its developmental assistance to the colleges with their performance, viability and maintenance of standards. This approach is fully reflected in the selection of colleges under COSIP, COHSIP, Faculty Improvement Programmes, lead colleges and the sanction of development grants in the range of Rs. 3 - 10 lakhs depending upon the enrolment and prescribed faculty strength.
- c) In view of the above considerations, the working group did not agree to formal categorisation of colleges by a central agency but preferred a system of evaluation including self-assessment with a view to raising standards and the involvement of colleges in community service, particularly adult education and extension work. Colleges may be asked to provide basic data on various aspects along with a self-assessment report. The reports from the colleges may be co-ordinated at the University level, which may be requested to send a comprehensive note on the emerging problems. Similarly the State Governments may be asked to send critical appraisal reports particularly with reference to financial matters, such as the grant-in-aid code, utilisation of UGC Grants etc.

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e) The self assessment reports may include the following important aspects of the functioning of colleges:

- Number and quality of staff, quality of teaching
- Number and general quality of students
- Publication and research output
- Library facilities
- Laboratory facilities
- Level of student discipline
- Performance in university examinations
- Innovational and developmental programmes
- Problems and difficulties

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f) The group finalised the proforma for the evaluation of colleges (including self-evaluation) Annexure II. *It was agreed that the proforma after approval by the members of the working group may be tried out in 40 colleges selected on a regional basis.

The proforma is being finalised in the light of some suggestions made by Professor P.G Mavalankar. Thereafter, the colleges will be selected on a regional basis for a try-out. The collection of information will take some time.

The Commission may consider the above recommendations and note the steps being taken to implement these. It may also be considered whether the working group may continue or be dissolved.

List of participants - Meeting of the
Working Group on the criteria for the
evaluation of Colleges.

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1. Professor Satish Chandra,
Chairman,
University Grants Commission.
2. Professor B.Ramachandra Rao,
Vice-Chairman,
University Grants Commission.
3. Prof.R.C Mehrotra,
Vice Chancellor,
University of Delhi,
Delhi.
4. Prof.S.P Sinha,
Deputy Chairman,
Bihar Inter University Board,
Srikrishnapuri,
Patna-13.
5. Fr.Lancelot Pereira,
Principal,
St.Xavier's College,
Bombay.
6. Dr.K.K Rout,
Principal,
Ravenshaw College,
Cuttack.
7. Shri R.K Chhabra,
Secretary,
University Grants Commission.
8. Dr.S.C Goel,
Deputy Secretary,
University Grants Commission.

Dr.R.S Kapoor, Vice Chancellor, Jodhpur University, Jodhpur,
Professor P.G Mavalankar, Member of Parliament and Shri V.R Mehta,
Ahmedabad could not attend the meeting.

UNIVERSITY GRANTS COMMISSION
New Delhi-110002

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P R O F O R M A

EVALUATION OF COLLEGES

(INCLUDING SELF-EVALUATION)

1978

INSTRUCTIONS :

1. The self-evaluation report (Section VI of the proforma) may please be prepared in consultation with the members of the teaching staff, where necessary and relevant.
2. All information in this proforma should pertain to Arts, Science and Commerce courses only.
3. All entries should be made only by ball-point or pencil and not by ink.
4. A copy each of the completed proforma may please be sent before _____ to the following:
 - i) Secretary, University Grants Commission,
Bahadur Shah Zafar Marg, New Delhi.
 - ii) Registrar of the university concerned.
 - iii) Education Secretary of the State Government concerned.

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SIK

SECTION-I-GENERAL

1. Name and Address of the College:
2. Please indicate if the College is located in:
 - a) Rural area
 - b) Backward area (as defined officially)
3. University to which affiliated
4.
 - a) Year of establishment of the college
 - b) Year of affiliation to the university
5. Type of affiliation:
Temporary/Provisional/
Permanent
(strike out whichever is not applicable)
6. If the College is not permanently affiliated, since when is it on temporary or provisional affiliation?
7. Write a brief note on the fulfilment of conditions of affiliation in respect of
 - (a) College
 - (b) Particular courses
8. Type of Management:
 - a) State Government
 - b) University
 - c) Private.
Please specify whether
 - i) Trust
 - ii) Registered Society
 - iii) Association
 - iv) Other
 - d) Local body

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SECTION III - STUDENTS

9. Please give the total enrolment course-wise as on 31st December, 1977.

PUC/ Inter Arts	PUC/ Inter Sc.	PUC Inter Comm.	B.A.	B.Sc.	B.Com.	M.A.	M. Sc.	M. Com.	M. Phil	Ph. D.
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(Note: Information should be given only in respect of the course listed above).

10. Number of Scheduled Caste/
Scheduled Tribe Students
as on 31st December, 1977

11. Number of students getting
scholarships during 1977-78
on the basis of

- a) Merit-cum-Need
- b) Merit only
- c) Need only

SECTION-III-TEACHERS

12. Total Teaching staff in the College as on 31st December, 1977

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- a) Permanent
- b) Temporary
- c) Ad-hoc
- d) Part-time
- e) Honorary

13. Qualifications of teachers (excluding ad-hoc/probationary teachers):

- a) No. of teachers with D.Litt/D.Sc.
- b) No. of teachers with Ph.D./D.Phil.
- c) No. of teachers with M.Phil.
- d) No. of teachers with M.A./M.Sc./M.Com. only but with less than 50 per cent marks at the postgraduate examination.

14. Number of teachers granted study leave by the college for higher studies viz. D.Litt/D.Sc., Ph.D./D.Phil., M.Phil. during the years 1975-76, 1976-77 and 1977-78

15. Subject-wise number of research publications (in professional and academic journals only) during the years 1975-76, 1976-77 and 1977-78.

Y E A R

Subject	1975-76	1976-77	1977-78

(9)

SECTION IV - FACILITIES

16. Library facilities:
 - a) Total number of books in the library as on 31st December, 1977.
 - b) Number of Reading seats as on 31st December, 1977
 - c) Number of journals subscribed to each year during the year 1977-78
 - d) Budget provision made by the college for the purchase of books and journals during the year 1977-78
 - e) Academic and professional qualifications of the librarian
 - f) Actual number of days for which the library was opened during 1977-78
 - f) Working hours of the library
17. Number of staff quarters as on 31st December, 1977 for
 - a) Teaching staff
 - b) Non-teaching staff
18. Hostel facilities:

Number of students residing in

 - a) Hostels
 - b) Approved lodges
as on 31st December, 1977
19. Laboratory facilities:
 - a) Approximate value of equipment as on 31st December, 1977 for each of the laboratories viz. Physics, Chemistry, Botany and Zoology.

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SECTION IV-FACILITIES

19. (b) Budget provision made by the college for the purchase of equipment for each of the laboratories during the year 1977.

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SECTION V-ADMISSIONS AND EXAMINATIONS:

20 Please indicate the number of students admitted during 1977-78, course-wise and division-wise.

Course	D I V I S I O N		
	I	II	III
B.A.			
B.Sc.			
B.Com.			
M.A.			
M.Sc.			
M.Com.			

21. Please give the Examination results of the college course-wise for the year 1977 (i.e. both 1977 Annual and 1977 supplementary).

Course	1977 (both annual and supplementary)			
	Number appeared	No. passed		
		Ist Div.	II.Div.	III Div.
B.A.				
B.Sc.				
B.Com.				
M.A.				
M.Sc.				
M.Com.				

SECTION VI-SELF EVALUATION

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22. Please write in about two pages/^anote on the main achievements and shortcomings of the college, keeping in view its aims and objectives. The note may particularly highlight the following:
- a) Academic programmes
 - b) Involvement of students and teachers in community service, extension work, social service etc.
 - c) Innovative programmes viz. autonomous status, remedial courses, restructuring of courses for practical experience, rural development etc.
 - d) Co-curricular programmes
 - e) Problems in the utilisation of developmental assistance from the UGC
 - f) Difficulties and obstacles being faced by the college in the realisation of its educational goals.
 - g) Level of student Discipline.

UNIVERSITY GRANTS COMMISSION

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Meeting :

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Date : 17th July, 1978.

Item No. 38 To consider the request made by the Hyderabad University to pay T.A. for the distance over and above 300 k.m. at the rate of 2nd class railway fare both ways to the candidates who are called for written test/Viva voce for admission to various Post-graduate Courses.

The Commission while considering the report of the Committee appointed by it to examine the proposal of the Gujarat University for continuation of one year post M.Sc. Diploma Course in Space Sciences vide item No.9 of its meeting held on 2nd February, 1978, inter alia decided that "in case of such courses where certain number of admissions are required to be made on all India basis, the Universities be supported to invite a candidates for interview/test and such candidates coming from outside the state may be paid second class railway fare (both ways) for appearing in the interview/test. The number of such candidates called for interview should not exceed twice the number of seats available for such admissions".

Earlier, on the recommendations of the Committee of Vice-Chancellors of the Central University (item No.3 of its meeting held on 8th July, 1977) the Commission agreed to the proposal of the University of Hyderabad for payment of T.A. @ second class rail-fare to the candidates called for written test and viva-voce for admission to the postgraduate courses for distance over and above 200 kms. i.e. in all such cases, the first 200 kms would be excluded. In this connection, the Committee noted that the Commission had earlier agreed to the proposal of the Jawaharlal Nehru University for payment of T.A. to candidates not exceeding 25 in number called for interview and for award of scholarships for M.Phil. and Ph.D. courses in each of the Schools of Studies maintained by the University. It may be seen that the few decisions are at variance with each other.

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Referring to the earlier decision of the Commission, the University of Hyderabad has stated that "Though sufficient care to reduce the number of candidates called for the written test and Viva-voce will be taken, it is practically difficult to bring down the number substantially as it may be unfair, if the candidates who satisfy the required qualifications are not given a chance to appear at the test. Therefore, the restrictions in the number of candidates to be called for the test cannot be adhered to".

The university has further stated that "it being a national institution and admissions to all Post-graduate courses being made on All-India basis, restriction in the payment of T.A. to only such candidates coming from outside the state may lead to serious repercussions".

It has further stated that "This University is the only Central University in the Southern Region located in the capital city of a state where there are other Universities. Therefore, such territorial restriction and in the number of candidates to be called for test/- Viva-voce in the matter of payment of T.A. would create problems for the University." This "may affect its standards also". "Therefore, the whole question was considered by the University and it was decided that all the qualified candidates who come to Hyderabad to appear at the written test, Viva-voce for admission to the post-graduate courses viz. M.A., M.Sc., M.Phil. and Ph.D., may be paid T.A. for the distance over and above 300 kms. at the rate of second class railway fare (both ways). In all such cases the fare for the first 300 kms. each way shall be borne by the candidates themselves".

The University has sought the approval of the Commission to this. A copy of the letter of the University of Hyderabad received in this connection is enclosed as an Annexure.*

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The matter is placed before the Commission for consideration.

AS (A.5/DS (D5)

SIK

Subject: Financial Assistance for meeting expenditure on
T.A. to candidates appearing for written test/
viva voce for admission to Post-graduate courses.

I am directed to refer to your letter No. 27-7/73 (CP) dated 22nd April, 1978 on the subject mentioned above, and to say that the University admits students to various post-graduate courses on All-India basis after written test and viva-voce. The University is presently conducting post graduate courses only at M.A., M.Sc., M.Phil., and Ph.D. levels in various disciplines and the minimum qualifications prescribed for admission to these courses are normally higher than those prescribed by other universities.

In order to maintain the national character of the University and also to encourage talented students from different parts of the country to seek admission in the academic programmes of the University, it is very necessary to provide some financial help to the candidates coming for the admission test from distant places, to meet a part of their travel cost. Last year on the request of the University the Commission kindly agreed to the payment of T.A. to the candidates called for written test and Viva-voce for admission to the post-graduate courses at the rate of single second class return railway fare for the journey over and above 200 kms.

Though sufficient care to reduce the number of candidates called for the written test and viva-voce will be taken, it is practically difficult to bring down the number substantially as it may be unfair, if the candidates who satisfy the required qualifications are not given a chance to appear at the test. Therefore, the restrictions in the number of candidates to be called for the test cannot be adhered to.

The Commission vide its letter under reference, has informed that where a certain number of post-M.Sc. admissions are required to be made on All-India basis, candidates coming from outside the state may be paid Second Class railway fare both ways. The University being a national institution and admissions to all Post-graduate courses being made on All-India basis, restrictions in the payment of T.A. to only such candidates coming from outside the state may lead to serious repercussions.

It may kindly be seen that this University is the only Central University in the southern region located

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in the capital city of a state where there are other Universities. Therefore, such territorial restriction and in the number of candidates to be called for test/viva-voce in the matter of payment of T.A. would create problems for the University. Such restrictions as far as a new University is concerned may affect its standard also. Therefore, the whole question was considered by the University and it was decided that all the qualified candidates who come to Hyderabad to appear at the written test/viva-voce for admission to the post-graduate courses viz., M.A., M.Sc., M. Phil. and Ph.D., may be paid T.A. for the distance over and above 300 kms. at the rate of Second Class railway fare (both ways). In all such cases the fare for the first 300 Kms. each way shall be borne by the candidates themselves.

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This may kindly be approved.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978.

Item No. 39 : To consider a proposal from the University of Roorkee regarding starting of P.G. diploma course in Television Engineering from July, every year instead of January as earlier approved.

The Commission at its meeting held on 6th September, 1972 agreed to provide assistance to Roorkee University for starting a diploma course in Television Engineering for a period of five years in the first instance. In 1977, the Commission set up a committee to review the working of the diploma course in Television Engineering. The report of this committee was considered by the Commission at its meeting held on 4th August, 1977 and the Commission decided that the course be treated as a part of the fifth plan development programmes in Engineering and Technology on the usual conditions. The Commission also agreed to provide the following assistance for this purpose:

(A) Recurring

i) Working expenses @ Rs.1000/- per student	Rs.10,000/-p.a.
ii) Guest lecturers from AIR/Doordarshan/TV Manufacturing units	Rs. 5,000/-p.a.
	<hr/>
	Rs.15,000/- p.a.

(B) Non- Recurring:

i) Additional equipment	Rs. 2.50 lakhs
ii) Studio and control room equipment	Rs. 0.50 lakhs
	<hr/>
	Rs.3.00 lakhs

Among other observations/recommendations, the committee had made the following observations regarding the period from which the course should be started every year:

"The committee noted that the third batch started in July 1976. The Committee strongly

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recommends that the Department should revert to starting the course from January each year so that the Sandwich vacation can be used for industrial work experience which can again be reflected back in the second semester course".

The University of Roorkee has suggested that it is more advantageous to start the diploma course alongwith other courses in July every year instead of January as recommended by the expert committee. The justifications given by the University in this regard is as follows:

1. All the meritorius students can be attracted for admission in July and not in December because by July/August every year they get admissions elsewhere.
2. Starting the course in July makes it concurrent with other Postgraduate/Master of Engineering Courses and some - the common subjects with branches of Masters courses - can be effectively taught.
3. Regarding the Visiting Committee report about industrial work experience in summer vacation, it is felt that as the courses are to be from July to July every year, the June to July period of summer vacation can be utilised for providing industrial work experience/projects/practical training which will effectively fulfil the Visiting Committee requirements.

While the proposal of the University for making admissions for the 1978-79 session in July, 1978 has been accepted, it is for consideration of the Commission whether the University be permitted to start this course in July every year or January as recommended by the Expert Committee.

A.S. (SA)/D.S. (CE)

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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MEETING:

DATED : 17th July, 1978.

Item No. 40 To consider a proposal received from Patna University for permission to approach Ford Foundation, U.S.A. for setting up a Water Resources Studies Programme at Bihar College of Engineering, Patna.

The Patna University has asked for UGC approval for approaching Ford Foundation for assistance for setting up a Water Resources Studies Programme in the Bihar College of Engineering, Patna. The University has stated that this programme is for a period of two to three years only and is designed to stimulate inter-disciplinary academic programmes in the University related to the Water Resources and their attendant problems in Bihar State. This would strengthen their postgraduate programme in Engineering. The following objectives are proposed to be achieved through this programme:

- i. to identify problems arising out of occurrence, distribution, development and utilisation of the water resources in Bihar for various beneficial uses, in all their diverse aspects including hydrologic and socio-economic.
- ii. to increase the level of consciousness and familiarity of the persons concerned with planning management and operation of water resources projects in the state with the modern, inter-disciplinary knowledge on the subject.
- iii. to provide a forum for bringing the modern, inter-disciplinary knowledge in water resources to bear on the practical problems of management and development of water resources in the state and,
- iv. to foster an institutional framework through which the knowledge of persons who have gained expertise in various concerned disciplines by means of training and expertise inside or outside the country can be advantageously utilised in concerted and continuous programmes of systematic studies and research, aimed at better management and improved utilisation of the water resources.

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A copy of the proposal formulated by the University is attached (Annexure). * The University has estimated that the expenditure on the programme for a period of two years would be Rs.5.22 lakhs and for three years Rs.7.58 lakhs. The details of the expenditure are given in the proposal. The University proposes to review the performance of the programme in the third year so as to decide whether it may be developed into a full-fledged Centre for Water Resources Studies. The estimated expenditure on running the Centre would be Rs.20 lakhs (NR) and Rs.8,40,000/- p.a.(R) as indicated in the proposal.

The matter is placed before the Commission for consideration.

AS(SA)/DS(CE)

Proposal for setting up a Water Resources
Studies Programme at Bihar College of
Engineering, (Patna University), Patna.

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SYNOPTIC INFORMATION

1. Title: Water Resources Studies Programme.
2. Location: Bihar College of Engineering, Patna University, Patna-800005.
3. Objectives:
 - i. Identification of Water Resources problems in their multi-dimensional aspects.
 - ii. Quality improvement of Water Resources planners.
 - iii. Better management and development of water resources, and
 - iv. Effective use of expertise in water resources.
4. Activities:
 - i. Discussion Groups,
 - ii. Seminars and Symposia,
 - iii. Systematic Studies and Research, and
 - iv. Refresher Courses.
5. Administration:
 1. Program Director: Dr. T. Prasad, Associate Professor of Civil Engineering.
 2. Program Advisory Management Committee: with the Vice-Chancellor, Patna University as Chairman.
 3. Program Advisory Committee: with the Head of the Civil Engineering Department as Chairman.
6. Duration: Two years, extendable to three years.
7. Funds Needed: Non-Recurring Rs.50,000/- + Recurring Rs.2,36,000/- p.a.

For 2 year Program - Rs.5,22,000/-.

For 3 year Program - Rs.7,58,000/-.

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- 8. Date of start: Immediately after sanction.
- 9. Future Outlook: May develop into a Centre for Water Resources Studies.

C O N T E N T S

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INTRODUCTION:

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Bihar at present is one of the most economically backward states in India. This dismal situation when viewed in the background of the potential richness of the state in terms of its land, water and mineral resources is perplexing. Its alluvial deposits in the Gangetic plains in the north as well as the south of Ganga are highly fertile agricultural tracts. While both surface water as well as ground water are abundant in the Gangetic plains, water is not likely to prove any constraint in the development of the southern plateau region if its surface waters are adequately exploited and properly harnessed. The mineral deposits in the southern and south-eastern region of the state constitute a major portion of the mineral wealth of the nation. If the state's poor economic performance in the midst of such richness of resources is analysed, the key role of the state's ill managed and poorly developed water resources may be realised. It is because the water resources of the state are not fully developed or properly harnessed or suitably managed that its agricultural as well as industrial potential remains far from achieved.

Development and management of the water resources of Bihar as well as their harnessing to various possible uses present challenging problems to water resources engineers, economists and agricultural scientists on account of the hydrometeorology, topography, agro-economic conditions and practices as well as political and legal questions involved in interstate and international water rights in the region. The nature and complexity of the problems arising out of occurrences, temporal and spatial distribution as well as the existing and potential uses of the water resources for various beneficial uses vary over a wide spectrum. Recurrent occurrences of floods in the north, frequent incidence of agricultural as well as meteorological drought in various parts of the state, seasonal inundation of vast agricultural tracts just south of Ganga and apparent scarcity of water resources to meet the growing industrial, domestic and agricultural requirements in the plateau region have been playing havoc with the economy of the state over the years. These problems have so far been defying the traditional solutions sought to be applied to them.

NEED:

Modern concepts and techniques for development and management of water resources can be very aptly and advantageously applied to the problems of the state. Such application, however, has been conspicuous by its absence in the formulation, planning and operation of various water resources projects in the state, leading to ineffective management and inefficient utilisation of the water resources as well as below-expectation performance of the water resources projects. An essential reason for the non-application of or indifference to the modern concepts and techniques has been the fact that the persons, mostly engineers, entrusted with the planning and

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operation of water resources projects are not familiar with these concepts and techniques. The syllabus of the bachelor's degree in Civil Engineering with which most of the engineers engaged with planning and design of water resources projects are equipped contains only basic concepts and routine techniques. Some of our engineers who have Master's degree in Hydraulics or Water Resources Engineering have obtained this postgraduate training outside the state and some times outside the country. There is not a single institution in the state which imparts specific training or postgraduate education in water resources management and development at present. So the element of relevance and immediate applicability to water resources problems of the state is likely to be missing from any such education and training undertaken elsewhere. Moreover, in absence of such an institution or forum in the state, there is no opportunity for a continuous interaction of our water resources planners with newly developed concepts and techniques. Non-engineering parameters and considerations whose importance sometimes outweighs the engineering ones are quite often lost sight of in the planning exercise. Various promising alternatives are ignored on account of the inherent limitations of the techniques being employed. The state is thus deprived of the benefits of effective management, optimum development and efficient utilisation of its water resources.

As such, there is a definite need for the creation and nurturing of a forum in the state where the state's problems in water resources management and development can be viewed in their diverse aspects, where new concepts and their applicability to the state's problems can be discussed and where persons with diverse but related expertise can join hands in a common endeavour. The proposed program will provide exactly this forum.

OBJECTIVES:

In order to satisfy the need indicated above, the proposed water resources studies program will seek to achieve the following objectives:

- i. to identify problems arising out of occurrence, distribution, development and utilisation of the water resources in Bihar for various beneficial uses, in all their diverse aspects including hydrologic and socio-economic.
- ii. to increase the level of consciousness and familiarity of the persons concerned with planning, management and operation of water resources projects in the state with the modern, inter-disciplinary knowledge on the subject.
- iii. to provide a forum for bringing the modern inter-disciplinary knowledge in water resources to bear on the practical problems of management and development of water resources in the state, and

- iv. to foster an institutional framework through which the knowledge of persons who have gained expertise in various concerned disciplines by means of training and expertise inside or outside the country can be advantageously utilised in concerted and continuous programs of systematic studies and research, aimed at better management and improved utilisation of the water resources.

ACTIVITIES:

The proposed program will undertake, support and encourage the following activities in order to achieve the afore-mentioned objectives.

i. It will organise periodically discussion groups and sessions in which a working paper on a certain water resources problem, or water resources project will be presented by a specialist. The topic will then be discussed from economic, engineering, technological, environmental, sociological and administrative viewpoints by participants drawn from diverse disciplines and from educational institutions, research organisations, government departments and outside experts. The working paper may also be on a particular concept methodology or technique related to planning, implementation and appraisal of water resources projects and its applicability to current water resources problems may be discussed. From such discussion sessions, relevant topics may emerge on which it will be worthwhile to invite experts on those topics to present their knowledge and experience through papers and discussions in seminars or symposia. Also, through these discussion sessions, problems may be identified, which may require further investigations through systematic studies or research. These discussion sessions will also provide opportunities for professional contacts among persons of diverse disciplines which will facilitate conduct of inter-disciplinary studies and research in a co-ordinated way.

ii. It will organise seminars and symposia on topics of specific interest and relevance to water resources problems of the state. If possible, the proceedings of such seminars and symposia will be published.

iii. It will initiate systematic studies and preliminary research on various problems identified through discussion sessions, as outlined in (i), and bring them to such a stage and form that they may be taken up by other agencies and organisations for further studies and research. It will also encourage university departments and research organisations to undertake research on problems of relevance through stimulation of interest and, if possible, through partial financial support. The proposed program may undertake on its own research on some problems, particularly those which require distinct inter-disciplinary effort, and

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iv. It will organise short-duration Refresher Courses for water resources engineers on modern concepts and techniques in water resources planning and management in order to increase their level of consciousness of and familiarity with these concepts and techniques. If possible, the proceedings of such refresher courses will be published.

LOCATION:

The headquarters of the Program will be located at Bihar College of Engineering, Patna, a constituent unit of Patna University. Its location here will have several advantages, arising out of the fact that it will be located in an educational institution, an engineering institution, an institution under a University set up and an institution situated in the capital of the state. Specifically, the following advantages for its location at Bihar College of Engineering may be pointed out.

i. Being a constituent unit of Patna University, interdisciplinary efforts required in the conduct of the proposed Program will be easy. The participation and collaboration of such related disciplines, as Economics, Sociology and Statistics can be secured through the respective University departments.

ii. Responsibility of planning, management and utilisation of the water resources of the state rests mostly with the engineers of the Irrigation Department of the Government of Bihar. This College has a tradition of excellent relationship with the Irrigation Department. As this college is the oldest and premier engineering institution, of the state, most of the Irrigation engineers, particularly those in the higher echelons, are products of this College. In recent years, this College has taken up several programmes with the active cooperation and collaboration of the Irrigation Department. In February, 1975, the College organised a two-week Refresher Course on Hydrologic Analysis and Design to train twenty engineers, mostly of the Irrigation Department. In this effort, not only financial support was provided by the Irrigation Department, but its qualified engineers actively participated in formulating the Course and teaching. The proceedings of this course, in three volumes, have been in great demand from government departments concerned with water resources planning and design, from educational institutions and from research organisations throughout the country. In April 1976, the College organised an all India Symposium on Mathematical Modelling for Simulation and Solution of Water Resources Problems. The Irrigation Department collaborated with the College in this venture by financial support, participation of its engineers as authors and delegates as well as by putting other necessary resources at disposal. The then Engineer-in-Chief-cum-Special Secretary of the Irrigation Department was the Chairman of the

Symposium Committee. At the moment, three research problems including one on Mathematical Modelling of Mokameh Tal Area are with the College referred by the Irrigation Department for research and recommendation.

The Program will encourage and provide a forum for interaction of the water resources engineers with persons and experts of various disciplines.

iii. The Program, being headquartered at Patna, will be able to derive the benefits of cooperation, collaboration and association with such related organisations situated at Patna as Irrigation Research Institute, A.N. Sinha Institute of Social Sciences, Ganga Flood Control Commission and Central Flood Forecasting Organisation, apart from the Planning, Investigation, Design and Various River Valley Projects Wings of the Irrigation Department.

iv. There has been an informal program of postgraduate education and research in Water Resources Engineering at this college for the last several years. Formal and regular program of M.Sc.(Engg.) in water resources engineering is going to be started in 1978. This is the only engineering institution in Bihar to have this program. The postgraduate program of the college and the proposed program will interact with each other to their mutual advantage.

MANAGEMENT AND ADMINISTRATION:

The teachers of the Water Resources Engineering Section of the Civil Engineering Department of the College will be entrusted with various aspects of the management of the Program. They are:

- 1. Professor D. Sharan B.Sc.(Engg.), M.Tech.(Kharagpur).
M.Sc.(Engg.) Manchester.
Professor & Head of the Civil
Engineering Department.
- 2. Dr. T. Prasad B.Sc.(Engg.) (Hons.), P.G.(Dip)(Roorkee)
Ph.D. (Illinois), Associate Professor.
- 3. Professor S. Sharma B.Sc. (Engg.), M.E.(Roorkee), Lecturer.
- 4. Professor S. Kumar B.Sc.(Engg.), M.E.(Roorkee), P.G.(Dip.)
(Delft.), Lecturer.
- 5. Professor V.S. Prasad Lecturer (on leave).

Dr. T. Prasad will be the Program Director. The executive authority and responsibility of the Programme will be with the Program Director.

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There will be a Program Management Committee to look after various aspects of administration of the Program, including its financial matters. It will be constituted as follows:

1. Vice-Chancellor, Patna University Chairman
2. Principal, Bihar College of Engineering. Vice-Chairman
3. Head of the Civil Engineering Department.
4. One Professor of Civil Engineering Department.
5. Program Director. Secretary

There will be a Program Advisory Committee to give overall guidance about the activities to be undertaken by the Program in fulfilment and furtherance of its objectives. It will be constituted as follows:

1. Professor D. Sharan Chairman
2. Head of Economics Department, Patna University.
3. Head of Sociology Department, Patna University.
4. Engineer-in-Chief, Irrigation Department, Government of Bihar.
5. Program Director Convenor
6. Ford Foundation Representative

The Program Director will be assisted in maintaining the records, correspondences etc. in connection with the Program by a full-time Secretary.

REQUIREMENT OF FUNDS:

Requirement of funds for carrying out the indicated activities for this Program will be as detailed below:

A. Non-Recurring Expenses in Rupees.

- | | |
|---|---------------|
| 1. Typewriter | Rs. 5,000.00 |
| 2. Other office equipment and facilities. | Rs. 10,000.00 |
| 3. Duplicating or Reproducing Machine | Rs. 35,000.00 |

Total: Rs. 50,000.00

B. Recurring Expenses in Rupees:

1. Full-time Office Secretary	10,000.00
2. Full-time Office Messenger	5,000.00
3. Part-time help (secretarial, Grade-IV, Draughtsman, etc.)	10,000.00
4. Stationery	8,000.00
5. Literature & Publications	10,000.00
6. Standby and Seed Money for Research Projects (including support for 2 doctoral candidates in multi-disciplinary water resources area).	40,000.00
7. Seminars & Symposia (including publications of Proceedings)	40,000.00
8. Discussion Groups (includes expenses on inviting experts).	20,000.00
9. Refresher Courses (includes expenses on calling expert lecturers from outside).	40,000.00
10. Short-term consultants from India or abroad.	30,000.00
11. Travelling, conveyance and other allowances of the Program Director and other personnel.	10,000.00
12. Office maintenance (Telephone, maintenance of office equipments and facilities).	8,000.00
13. Contingencies	10,000.00

Total p.a. 2,36,000.00

Total funds required for a 2-year program = Rs.5,22,000

Total Funds required for a 3-year program = Rs.7,58,000

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DURATION OF THE PROGRAM

The Program is envisaged to fulfil a critical need in connection with development, management and utilisation of the water resources in this state. The need is such that such a program will continue to serve a useful purpose on a continuous basis. May be, it has to be modified or strengthened in course of time in light of the experience obtained in performance of such a program. In this sense, the proposed Program will be experimental, catalytic and pioneering.

As such, it is proposed that the Program may run initially for 2 years, with a provision for its extension in the third year in original or slightly modified form. In the third year, the performance of the Program may be appraised in order to decide its future.

FUTURE OUTLOOK:

In view of the critical importance of the management and development of water resources in the economic advancement of the state, the need of the activities envisaged in the proposed program and the institutional infra-structure currently available in the state, the usefulness of the proposed program will be progressively more evident, established and widely appreciated in course of time, as proposed activities are not being currently undertaken elsewhere in the state, as their importance is not being ostensibly realised particularly among water resources engineers and as the questions to be addressed through the Program are not being coherently posed, the proposed program is likely to provide a new direction and orientation in thinking regarding the problems of development and management of the water resources of the state. The program will prove a precursor to the establishment of a more formal institutional facility for carrying out the activities envisaged in the Program. In the process, the Program will contribute towards development of an inter-disciplinary water resources program in Patna University and will improve the efficiency and optimality of water resources planning in the State.

This program may develop into a full-fledged Centre for Water Resources Studies in which the activities proposed for this program may be taken up on a regular and continuous basis. The need for such a Centre will hopefully be demonstrated by the performance of the proposed program. In several respects, the Centre will be a unique institution in the country.

A full-fledged Centre for water resources studies may have the following structure:

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Director

Senior Water Resources Engineer	Senior Hydrologist	Senior Hydrologist	Senior Economist	Senior Agromonomist	Senior Systems Engineer
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Senior Water Resources Engineer (Irrigation)	Water Resources Engineer (Floods, Hydropower)	Hydrologist-1	Hydrologist-1	Agriculture Economist	Statistician	Systems Programmer
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There will be three supporting bodies, (i) Office: which may consist of one office Superintendent, 5 Secretaries and two Office Messengers, (ii) Computer Place: which may have one Senior Technician and One Operator, and (iii) Library: which may have one Librarian.

An approximate estimate of the expenditure to be incurred on establishing and running such a Centre will be as follows:

A. Non-recurring in rupees:

1. Building	4,00,000.00
2. Computer	12,00,000.00
3. Furniture & Electrical Installation (including air-conditioning of computer room).	2,00,000.00
4. Office Equipments and Facilities	1,00,000.00
5. Library set up	1,00,000.00

Total Non-recurring: 20,00,000.00

B. Recurring in Rupees:

1. Salaries	3,50,000.00
2. Library	30,000.00
3. Stationery	50,000.00
4. Seminars & Symposia (2 in a year)	50,000.00
5. Discussion Groups (4 in a year)	30,000.00

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6.	Refresher Courses (say 2 in a year)	50,000.00
7.	Research Projects (apart from those referred to it).	50,000.00
8.	T.A.	30,000.00
9.	Office Maintenance	20,000.00
10.	Contingency	50,000.00
11.	Cost of Training & Consultancy	1,00,000.00
12.	Publications	30,000.00

Total Recurring p.a. 8,40,000.00

With this infrastructure, an optimum utilisation of the water resources of the state for various beneficial uses and effective solution of its water resources problems can be assured.

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978

Item No.41(i) : To consider the proposal of Panjab University for establishment of Regional Resource Centre under the Centre of Continuing Education of the University.

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The Panjab University made a proposal to the Ministry of Education and Social Welfare, Government of India, for the establishment of a Regional Resource Centre at the University. The proposal was forwarded by the Ministry to the University Grants Commission for consideration.

2. The proposed regional resource centre for Continuing Education would act as a coordinating link for the adjoining states of Panjab, Haryana, Himachal Pradesh and Union Territory of Chandigarh as far as the field of non-formal education and continuing education is concerned. This resource centre could also prepare prototype learning and teaching materials required for the various programmes and projects under implementation in these States. It would also help in formulating new programmes and also help in the evaluation of the existing programmes in operation in the field, keeping in view the policy statement of Government of India regarding the massive adult education programme to be launched from October, 1978 and for which purpose it has been desired that the intervening period may be utilised in producing teaching and learning materials and also training the key personnel at various levels, the Panjab University feels it appropriate for creation of a Regional Resource Centre at the University which has got some existing facilities which can be utilised for establishment of such a centre. The Ministry of Education has recognised the Panjab University as the State Resource Centre for the States of Panjab, Haryana, Himachal Pradesh and Union Territory of Chandigarh.

3. Broadly speaking, the following activities are visualised for the Resource Centre:

- i) Preparation of learning materials relevant to each district/project area;
- ii) Preparation of such material in the spoken language of the area concerned;
- iii) Careful evaluation and testing of the material before it is produced on a mass scale;

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- iv) Training of personnel;
- v) Organisation of seminars and symposia for proper understanding of the concept of adult education;
- vi) Development of appropriate tools for evaluation and monitoring of the programmes;
- vii) field activities.

4. It may be mentioned in this connection that the Centre of Continuing education at the Panjab University, Chandigarh approved by the Commission at its meeting held on 16th February, 1976 (as detailed in Annexure.I)* has already done some preliminary work along the lines indicated above. A writers workshop for the preparation of a primer in Punjabi was held from 3rd to 8th December, 1977 under the auspices of the Centre. Another workshop for the preparation of a primer in Hindi for use in Haryana and Himachal Pradesh is also proposed to be organised. An orientation course for grass root leadership living in the adjoining villages of Chandigarh was organised from 26th January to 4th February, 1978 at Sarangpur. The trainees will be put on work in their respective villages to cover the illiterate population in the age group of 15-35 years.

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5. The staffing pattern and the financial implications for the proposed Regional Resource Centre are as detailed in Annexure.II.@

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Total expenditure will be as under :-

1)	Staff	Rs. 85,000/-per annum
ii)	T.A./D.A. contingencies, accommodation	Rs. 38,000/- p.a.
iii)	Furniture, typewriters, Telephone installation and other non-recurring expenditure.	Rs. 40,000/-
iv)	Programme expenditure	Rs. 1,65,000/-

The period of assistance has not been indicated. Assuming this to be three years, the total expenditure will be Rs. 9,04,000/-. The sharing basis for a state Resource Centre is :-

Ministry of Education and Social Welfare	(75%)
State Government	(15%)
SRC	(10%)

In this case, the basis has not been indicated.

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6. In this connection, the following observations are also made:-

(a) The Ministry of Education has informed that the Governments of Panjab and Himachal Pradesh as well as Chandigarh, U.P. Administration have recommended that this centre be recognised as a State Resource Centre in respect of those States/Administration.

(b) Extracts relating to the (i) Activities of the State Resource Centre (ii) staffing and financing and (iii) SFCs and the State Governments as finalised in the conference on State Resource Centre held in August 1977 are appended, Annexure-III. In this connection, it may be stated that the Ministry of Education had observed that "Since the holding of that conference, several development have taken place which make it necessary to keep the staffing and funding pattern flexible and if a particular resource centre need larger allocation and is liable to justify it, we should be willing to consider it sympathically!"

(c) The staffing pattern for the Resource Centre at Chandigarh will have to be examined in the light of the fact that it is not for a particular state for a region including Panjab, Haryana, Himachal Pradesh and the Union territory of Chandigarh.

The matter is placed before the Commission for consideration.

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Staff Pattern and Facilities as approved by
the U.G.C. for the Centre of Continuing Education
Panjab University, Chandigarh.

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I. Recurring

(a) Establishment

1. Director - One (Hon.)
2. Programme Coordinator- One
(Rs.1100-1600) revised.
3. Deputy Programme Coordinator- One (Not to be recruited for
the first two years.)
4. Programme Assistant - One
5. Stenographer- One
6. Clerk/Typist- One
7. Jr. Technician (Machineman)-One
8. Lib. Attendant-cum-Messenger-One
9. Peon - One

On the usual scales of the University.

(b) programme expenditure of General Expenditure

	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>
	Rs	Rs	Rs	Rs
1. T.A./ D.A./ Conveyance for the resource people.	3,000	7,000	10,000	12,000
2. Printing	1,000	1,500	2,500	2,500
3. Honoraria of field expenses .	3,000	12,000	16,000	20,000
Total -	<u>7,000</u>	<u>20,000</u>	<u>28,500</u>	<u>24,500</u>

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(c) Other expenses (Period ending 1978-79).

1. Contingencies, Postage, Stationery & Telephone @ Rs. 2000 p.a.
2. Purchase of Books and Magzines @ Rs. 2000/- p.a.
3. Unforeseen overhead expenses @ Rs. 1,000/- p.a.

II- Non-Recurring

- | | |
|---|-------------|
| 1. Duplicator & Two typewriters -
(one English and one Hindi | -Rs. 15,000 |
| 2. Slide Projector, Audio-Visual | -Rs. 30,000 |
| 3. Initial Library grant | Rs. 5,000 |
| 4. Telephone (installation) | Rs. 3,000 |

Total- (NR) Rs. 53,000

Annexure II to Item No. 41(i)

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1. STAFF AND OFFICE EXPENDITURE

S. No.	Staff and office Expenditure	No. of Posts	Approx. rate per month Rs.	Approx. Annual expenditure. Rs.
1.	SRC Director/Coordinator	One	1500.00	18,000.00
2.	In-charge (Training)	One	900.00	10,000.00
3.	In-charge (Materials)	One	900.00	10,000.00
4.	Teaching Assistant/ Artist	One	600.00	7,000.00
5.	General Assistant/ Research Associate	Two	600.00 Each	14,000.00
6.	Steno-typist	Two	500.00 Each	12,000.00
7.	Clerk/Accountant/ Storekeeper	Two	400.00 Each	10,000.00
8.	Peon/Machine operator Messenger/daftry.	Two	200.00 Each	4,000.00
Total				85,000.00

Non-recurring expenditure

T.A./D.A. (Per Annum)	15,000.00
Office contingencies (per annum) including Telephone bills	15,000.00
Office furniture for the staff	10,000.00
Telephone (Office & Residence) installation	8,000.00
Accommodation (per annum)	8,000.00
Three typewriters (English, Hindi & Punjabi)	12,000.00
Total	78,000.00

Total on staff and office 1,63,000.00

II Programme expenditure

1. Workshops, seminars, conferences	30,000.00
2. Publication of books/pamphlets, etc. for proper appreciation of the concept and for promotion of the programme	20,000.00

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3.	Training of key personnel and Assistance in training programmes	30,000.00
4.	Preparation of instructional/learning materials	
	(a) Workshops	20,000.00
	(b) Illustrations	4,000.00
	(c) Paper and Printing	35,000.00
	(d) Misc.	1,000.00
		<hr/>
		60,000.00
		<hr/>
		60,000.00
5.	Evaluation	10,000.00
6.	Other activities as may appear appropriate to the SRC	15,000.00
		<hr/>
	Total	1,65,000.00
		<hr/>
	Total I and II	3,28,000.00

I. SRC activities

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(1) The highest priority needs to be given to curriculum construction, preparation of teaching/learning materials and to training. Simultaneously, to the extent possible, SRCs should continue to engage attention to the following activities:-

- a) Organisation of seminars and symposia for proper understanding of the concepts connected with the current thinking on adult education and to create a tempo for launching of the massive programme from 2.10.1978.
- b) Production of reading materials for the neo-literates.
- c) Developing appropriate tools for evaluation and monitoring and inculcation of a consciousness in this respect.

2. All SRCs should prepare a time-bound programme for preparation of teaching/learning material based on a well-designed curriculum related to the learning needs of the learners. The time-bound programme should also include organisation of training of the functionaries at various levels. It should be possible for all SRCs to prepare suitable materials by June, 1978 and a well-designed programme of training should also be drawn up and sent to the Ministry of Education by all SRCs within one month. The training of key personnel and supervisors. In addition SRCs might prepare training modules for adult education instructors and assist the State Government functionaries and other voluntary agencies in organisation of training programmes.

3. While fully accepting the desirability of
- (i) preparation of learning materials relevant to each district/project area,
 - (ii) preparation of such material in the spoken language of the area concerned, and
 - (iii) of careful evaluation and testing of the material before it is mass produced.

from a practical point of view it was felt that material may be produced either in the standard regional language or in major sub-regional dialects. The exercises regarding survey of

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the needs of the learners and the environment and testing and evaluation of the materials should be kept very much in mind and concurrent efforts made so that before the second year of the massive programme satisfactory material as far as possible in the spoken language, is prepared.

4. It is most desirable that capability is developed in the areas of curriculum construction, preparation of teaching/learning materials, training, evaluation etc. at the district or project level and one of the essential functions of SRCs should be to promote development of such capability. Government should provide support to the district and project level agencies to develop these capabilities. Only when these capabilities are developed that the programme would get linked with the aspirations of the local people. Wherever viable voluntary agencies are available, they would be most appropriate agencies for this purpose. Agencies such as Nehru Yuvak Kendras could also play an important role in this respect.

5. SRCs should play the role of coordinator and catalyser of resources, rather than developing into institutes, such as the State Institutes of Education. Each SRC should prepare an inventory of institutions and individuals of the State concerned who can contribute to resource development. If a coordinated use of all resources is made, it should be possible for a SRC to play a significant role in adult education without an unduly large staff. At the same time the need for provision of essential staff is emphasised.

Keeping in view the foregoing, each of the six existing SRCs, located in Andhra Pradesh, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu and Uttar Pradesh, as well as persons who had been invited keeping in view the possibility of establishment of new SRCs spelt out the present position and their plans of action, as in Annex.II.*

not enclosed

II. Staffing and financing

All the participants representing the existing SRCs were of the opinion that the present level of staff was quite insufficient for the responsibilities expected to be discharged. They observed that the

present staffing pattern was perhaps visualised at a time when the challenge of a massive adult education programme as indicated in the Policy Statement was not there. In view of the intensive preparations for the massive programme, staffing and financing on the following lines was considered necessary.

1.	Staff and Office	Approximate rate per month	Approximate Annual Expenditure
		Rs.	Rs.
(i)	SRC Director/Coordinator	1200.00	15,000.00
(ii)	In-Charge (Training)	900.00	10,000.00
(iii)	In-Charge Materials)	900.00	10,000.00
(iv)	Tech. Asst./Artist.	600.00	7,000.00
(v)	General Assistant/ Research Associate	600.00	7,000.00
(vi)	Steno-typist	500.00	6,000.00
(vii)	Clerk/Accountant/ Store Keeper	400.00	5,000.00
(viii)	Peon/Machine Operator Messenger/daftry.	200.00	2,000.00
		Total	62,000.00
	Non-recurring expenditure		10,000.00
	TA/DA (Per annum)		10,000.00
	Office contingencies (per annum)		10,000.00
	Accommodation (per annum)		8,000.00
			38,000.00
	Total on staff and office		1,00,000.00

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2.	<u>Programme expenditure</u>	
(i)	Workshops, seminars, conferences	20,000.00
(ii)	Publication of books/Pamphlets, etc. for proper appreciation of the concept and for promotion of the programme	15,000.00
(iii)	Training of key personnel and assistance in training programmes	25,000.00
(iv)	Preparation of instructional/learning materials	
	(a) Workshops	10,000.00
	(b) Illustration	4,000.00
	(c) Paper and Printing	30,000.00
	(d) Misc.	1,000.00
		<hr/>
		45,000.00
(v)	Evaluation	10,000.00
(vi)	Other activities as may appear appropriate to the SRC	15,000.00
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	Total	1,30,000.00
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	Total of 1 and 2	2,30,000.00

At least one of the participants, particularly Shri G.L.Shukla, felt that the staffing pattern would still be insufficient and he strongly urged that one more specialist for activities connected with evaluation should be provided. Dr. Chitra Naik mentioned that she would prefer to appoint research-oriented staff and would pool all the staff at her Institute to come up to the level of output jointly decided by all participants. Some other participants were not happy about the nomenclature of the posts and a few clarified that least the ministerial and class IV categories of posts would

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have to be in the same scale of pay as applicable in the state Government concerned. After necessary discussion it was agreed that

- (a) While appreciating the desirability of keeping the staff costs at the reasonable minimum level, where unavoidable one or two staff positions in addition to the above norms may be sanctioned;
- (b) there should be flexibility regarding nomenclature and each SRC should determine the functions of its staff in keeping with the overall objectives and plan of action as indicated in I above;
- (c) the scales of pay of the ministerial and class IV staff may be in accordance with those applicable for equivalent posts in the State Government; and
- (d) the SRCs should be permitted to reappropriate savings from one head to another.

One of the activities which would engage considerable attention of SRCs is preparation and production of teaching/learning materials. The various financial and administrative aspects connected with this aspect were discussed at length and the following decisions arrived at:-

- (i) It is of importance that the cost of teaching/learning materials is kept low. For this purpose the Ministry of Education may be requested to supply printing paper at controlled prices and, if possible, also make available gift paper. SRCs may also explore the possibility of obtaining scrap paper from newspaper publishers.
- (ii) Generally speaking, SRCs should not take responsibility for mass production and distribution of teaching/learning materials. Their responsibility should be mainly to produce "prototypes" which may be mass produced by a Governmental agency such as the text book Board. However, until final "Prototypes" are developed after necessary evaluation and testing of materials it might be necessary for SRCs to give a big print order.

- (iii) The money earned by SRCs by sale of publications, prepared and produced with Government funds, should be syphoned back into its future publications programme.

III. SRCs and the State Government

The logical corollary of the decision that implementation of adult education programmes has to be decentralised is that the SRCs should function in close cooperation and collaboration with the State Governments. Only when there is an awareness among the concerned officials of the State Governments regarding the role of SRCs in the National Adult Education Programme that the latter would be able to make their contribution. In this connection the following points emerged during discussions:

- (a) Whereas the desirability of the State Government's sponsorship before an agency can be designated as a SRC is unquestioned, it is necessary to make long term commitment of financial and other support to SRCs. Hence for subsequent expansion and additional support to SRCs by the Ministry of Education it should not be necessary for each request to be channellised through the State Government. In the context of a point raised by the representative of the Government of Madhya Pradesh, it was also clarified that it would not be feasible to channellise the grants made by the Education Ministry through the State Governments.
- (b) The Ministry of Education makes a grant of only 75% and advises the State Government to contribute 15%, the balance of 10% being the responsibility of the SRC itself. It was pointed out that not all State Governments are making the 15% contribution and the representatives of the various SRCs requested that the Ministry of Education should take up this matter with the State Governments reiterating their original advice in this matter. It was also suggested that, along with the general question of review of the pattern of financial support by the Ministry to voluntary agencies, the pattern of support to SRCs may also be re-examined.

(c) There is an obvious need of coordination between the various voluntary agencies and the SRCs on the one hand and between the various Government functionaries and the SRCs on the other. For this purpose the State Governments should set up appropriate machinery. In States where State Boards of Adult Education are set up, it would be desirable to involve the head of the SRC with the work of the State Board. It is also necessary that the State Governments remain in touch with the work of SRCs and appropriate machinery of consultation for this purpose should be established. This would enable the State Governments to report to the Ministry regarding the work of SRC and its relevance for the State's programme of adult Education.

The Conference concluded with a suggestion that the Ministry should convene such meetings periodically, particularly till the SRCs get properly functional and satisfactory procedures of coordination are established.

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Meeting:

Dated : July 17, 1978

Item No. 41(ii) To consider the proposal of Kashmir University for establishment of a State Resource Centre under the Centre for Adult and Continuing Education of the University.

The Kashmir University made a proposal to the Ministry of Education and Social Welfare, Government of India, for the establishment of a State Resource Centre (SRC) at the University. The proposal has been forwarded by the Ministry to the University Grants Commission for consideration. In this connection the facilities approved by the Commission at its meeting held on 17th October, 1977 for establishment of a Centre for Continuing Education in the University are given in Annexure.*

The proposed SRC will develop and construct curriculum and prepare corresponding teaching/learning materials towards fulfilment of adult education programmes extending into urban and particularly rural areas. It will undertake training and necessary field work for selected personnel and will develop tools and procedures of evaluation. It will be a resource centre as well as for the programmes of Continuing and Non-formal Education for which the University has established a Unit. The work will be done in cooperation with the NSS and other voluntary agencies.

In the first year about 80 resource persons will be trained in widely distributed areas and in the languages spoken in the State. The beneficiaries can be estimated by considering that groups of 4 trained persons will work in an area with a population of about 5000; thus benefitting 80x5000 or 1 lakh

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persons in one year. Next year this number will be consolidated and another one lakh added.

The staffing pattern, programmes and the financial

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implications for the proposed State Resource Centre are as follows:-

Staff

Resource Coordinator	Rs.	700-1300
Head Assistant	Rs.	280-520
Artist/Photographer	Rs.	450-700
Peon	Rs.	170-230

Office expenditure

Rs. 10,000

Programmes:

- i) Four Workshops of 2 days each; two in Jammu region and in Kashmir to work out and explain the concept, and identify resource person for the entire programme. Expenditure on travel/board and lodge of about 25 persons each, and contingencies. Rs. 20,000
- ii) Training of persons identified above in field operation and preparation of locally relevant curriculum. Four training programmes following the workshops; duration of each about ten days, involving 20 persons each. The pattern of training will be the same as in national programmes. Rs. 25,000
- iii) Preparation of curricular material based on field experiences, and models available from other States with the help of resource persons/trainees and academic preparation of corresponding books/guides in Kashmiri, Dogri and Urdu/Hindi. Rs. 25,000
- iv) Preparation of Graphics, charts, slides and illustration for curricular material. Collection of slides and useful films/strips. Rs. 30,000
- v) Preparation of material for popularization/introduction of the programme using radio and mass media. Rs. 5,000

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- vi) Evaluation-development of tools, administration of questionnaires and inspections. Rs. 10,000
- vii) Other activities, unforeseen expenses Rs. 5,000

Extracts relating to the (i) activities of the SRC, (ii) Staffing and financing and (iii) SRCs and State Governments as finalised in the Conference on State Resource Centre held in August, 1977 has been appended to the proposal of Panjab University for establishment of a Regional Resource Centre, which is separately under the consideration of the Commission in this meeting under item No. 41(i).

The matter is placed before the Commission for consideration.

EO(ER)/DS(RF)

ANNEXURE to Item No.41(ii)

Facilities approved for the Centre for Continuing Education at the Kashmir University, Srinagar.

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The Commission agreed to provide assistance towards the following facilities for the establishment of a Centre of Continuing Education at the Kashmir University, Srinagar on the usual terms and conditions and subject to the Commission's share being limited; to 75% of the approved expenditure.

(a) Staff

Director-cum-Coordinator	Honorary
	or
	one in the scale of Rs. 1100-1600 if and when a suitably qualified person is available.
Programme Coordinator	One Rs. 750-1350
Head Assistant-cum-Typist	One Rs. 280-520
Junior Assistant	One Rs. 200-320
Messenger	One Rs. 170-230

(b) Expenditure on programmes including honorarium to the resource persons (for a course and not per lecture) TA/DA, printing of literature, books and journals, misc. expenditure e.g. publicity, stationary, postage etc. Rs. 50,000 p.a.

(c) Non-recurring

Initial library grant, duplicator, typewriter, audio-visual aids etc. Rs. 50,000

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UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978.

Item No.41(iii): To consider the proposal of Sri Venkateswara University, Tirupati for financial assistance for the State Resource Centre for Adult Education established in the University.

The Ministry of Education & Social Welfare, Government of India has forwarded a proposal of Sri Venkateswara University to the University Grants Commission regarding financial assistance during 1978-79 towards the State Resource Centre already established in the University with the financial assistance from the Government of India. The financial implications of the proposal made by the University are as under:

(a) STAFF

Expenditure on Staff	Approximate	Approximate annual
	per month	expenditure
	Rs	Rs
1. Hony. Director	300.00	3,600.00
2. Coordinator (Training)	900.00	10,800.00
3. Coordinator (Material Preparation)	900.00	10,800.00
4. Coordinator (Research and Publication)	900.00	10,800.00
5. Artist	650.00	7,800.00
6. Programme Assistant	600.00	7,200.00
7. Steno	600.00	7,200.00
8. Clerk	450.00	5,400.00
9. Attender	300.00	3,600.00
		<u>Total: 67,200.00</u>

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(b) EXPENDITURE ON OFFICE:

Non-recurring expenditure	10,000.00
T.A./D.A. (per annum)	10,000.00
Office contingencies (per annum)	10,000.00
Accommodation (per annum)	8,000.00

Total: 38,000.00

Total on Staff and Office Rs.1,05,200.00

(c) PROGRAMME EXPENDITURE:

i. Workshops, seminars, conferences.	20,000.00
ii. Publication of books/pamphlets, etc. for proper appreciation of the concept and for promotion of the programme.	15,000.00
iii. Training of key personnel and assistance in training programme.	25,000.00
iv. Preparation of instructional/learning materials:	
a. Workshops	10,000.00
b. Illustration	4,000.00
c. Paper & Printing	30,000.00
d. Miscellaneous	1,000.00
	<u>45,000.00</u>
v. Evaluation	10,000.00
vi. Other activities as may appear appropriate to the SRC	15,000.00

Total: 1,30,000.00

Total of 1 and 2

2,35,200.00

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d. Vehicle	60,000.00
Salary of driver @ Rs.450/-p.m.	5,400.00
Running and maintenance cost of the vehicle per year.	6,000.00
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	Rs.3,06,600.00
	or Rs.3,06,000.00
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2. In this connection, the following observations are also made:

- (1) The State Resource Centre for Adult Education has been established in Sri Venkateswara University, Tirupati with financial assistance from the Ministry of Education & Social Welfare, Government of India. The assistance from the Ministry was provided to the University under the scheme "Assistance to Voluntary Organisation Working in the field of Adult Education". Although under this scheme assistance is not normally provided to universities, the Sri Venkateswara University has/given assistance as a special case.
- (2) The University submitted proposals amounting to Rs.1.50 lakhs out of which the Government decided to sanction a grant of Rs.1,12,500/- (Annexure-I) being 75% of total cost. The balance of 25% of the remaining expenditure was to be shared by the State Government (15%) and the University (10%).
- (3) The Ministry has paid the first instalment of Rs.60,000/- to the University so far out of which the University has been able to utilise about 50% of the amount released and the balance 50% is still with the University.
- (4) In the conference of the State Resource Centres held in August, 1977, the following observation was made with regard to the activities of the State Research Centre in Andhra Pradesh:

"The SRC in Andhra Pradesh is situated in the Department of Adult and Continuing Education of Sri Venkateswara University, Tirupati (SVU). SVU has not been able to organise large activity

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under SRC because of the delays in processing of the case and receipt of funds. However, SVU has been involved with preparation of syllabus and teaching/learning materials for Farmer's Training and Functional Literacy Programme, for fishermen and it has collaborated with Sri Avinashilingam College of Home Science for preparation of materials for functional literacy of adult women under ICDS Programme.

SVU will now intensify its efforts and the primer, necessary charts and teachers' guide, along with one or two follow-up readers would be ready by March, 1978 and would be published within two months thereafter. SVU will simultaneously take up a planned training programme of key personnel. SVU will send to the Ministry its phasing of the training programme".

- (5) The staffing and financing pattern of the State Resource Centres as finalised in the Conference on State Resource Centres held in August, 1977 is given in (Annexure-II). The perusal of the financial implications of the proposal made by the Sri Venkateswara University with those of the recommendations of the conference reveals the following:

S.N.	Item	SRC	University's
		Recommendations	Proposal
		Rs	Rs
1.	Staff and Office expenditure	62,000.00	67,200.00
2.	Expenditure on office etc.	38,000.00	38,000.00
3.	Programme expenditure.	1,30,000.00	1,30,000.00
4.	Vehicle	- -	71,400.00

It would be seen that the proposal made by the University with regard to Items 1-3 are by and large in accordance with the recommendations made in the conference of the SRC.

No provision apparently exists for vehicle. In the conference it was suggested that "there should be flexibility regarding nomenclature and each SRC should determine the functions of its staff in keeping with the overall objectives and plan of action".

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- (6) The Commission has already agreed to provide facilities for the establishment of a department of Adult Education in Sri Venkateswara University as per details given in (Annexure-III).
- (7) The norms of assistance for SRC set up by Voluntary Organisations are different from those set up by the universities.

3. Extracts relating to the (i) activities of SRC, (ii) Staffing and financing and (iii) SRC and State Governments as finalised in the Conference on State Resource Centre held in August, 1977 has been appended to the proposal of the Panjab University for establishment of a Regional Resource Centre which is under the consideration of the Commission in this meeting under Item No.41(i).

4. The matter is placed before the Commission for consideration.

F.O.(ER)/DS(RF)

ANNEXURE-I TO ITEM NO. 41(iii):

Details of the cost on State Resource Centre set up by
Sri Venkateswara University, Tirupati (Andhra Pradesh)

	<u>Cost in Rupees</u>
1. <u>Office Expenditure:</u>	
i. Co-ordinator @ Rs.800/-p.m.	9,600.00
ii. Stenographer @ Rs.400/-p.m.	4,800.00
iii. Attender @ Rs.150/-p.m.	1,800.00
iv. Office Expenditure	12,000.00
	Total: 28,200.00
 II. <u>Programme Expenditure:</u>	
i. Workshops/conferences & seminars.	20,000.00
ii. Publication of books/pamphlets etc.	15,000.00
iii. Training Programmes.	25,000.00
iv. Development of curricular programme.	20,000.00
v. Preparation of instruction/learning materials.	25,000.00
vi. Evaluation of the programmes and technical guidance.	10,000.00
vii. Other activities as may appear appropriate to the Resource Centre.	7,000.00
	Total: 1,22,000.00
Total I and II	1,50,200.00
or say	1,50,000.00
	 Central grant @ 75% is 1,12,500.00

ANNEXURE-II TO ITEM NO.41(iii)

II. Staffing and Financing:

All the participants representing the existing SRCs were of the opinion that the present level of staff was quite insufficient for the responsibilities expected to be discharged. They observed that the present staffing pattern was perhaps visualised at a time when the challenge of a massive adult education programme as indicated in the Policy Statement was not there. In view of the intensive preparations for the massive programme, staffing and financing on the following lines was considered necessary:

1. Staff & Office Expenditure:

	<u>Approximate rate per month</u>	<u>Approximate annual exp.</u>
	Rs	Rs
i. SRC Director/Coordinator	1,200.00	15,000.00
ii. In-charge (Training)	900.00	10,000.00
iii. In-charge (Materials)	900.00	10,000.00
iv. Technical Assistant/Artist	600.00	7,000.00
v. General Assistant/Research Associate.	600.00	7,000.00
vi. Steno-typist	500.00	6,000.00
vii. Clerk/Accountant/Store Keeper	400.00	5,000.00
viii. Peon/machine operator/ messenger/daftry.	200.00	2,000.00
	<u>Total:</u>	<u>62,000.00</u>
Non-recurring expenditure		10,000.00
TA/DA (per annum)		10,000.00
Office contingencies (per annum)		10,000.00
Accommodation (per annum)		8,000.00
	<u>Total:</u>	<u>38,000.00</u>
Total on staff and office		<u>1,00,000.00</u>

2. Programme Expenditure:

i.	Workshops, seminars, conferences.		20,000.00
ii.	Publication of books/pamphlets, etc. for proper appreciation of the concept and for promotion of the programme.		15,000.00
iii.	Training of key personnel and assistance in training programmes.		25,000.00
iv.	Preparation of instructional/learning materials.		
	a. Workshops	10,000.00	
	b. Illustration	4,000.00	
	c. Paper & Printing	30,000.00	
	d. Miscellaneous	1,000.00	
		<hr/>	
		45,000.00	45,000.00
v.	Evaluation		10,000.00
vi.	Other activities as may appear appropriate to the SRC.		15,000.00
			<hr/>
		Total:	1,30,000.00
	Total of 1. and 2.		<hr/> 2,30,000.00 <hr/>

ANNEXURE-III TO ITEM NO.41(iii):

Facilities approved for the establishment of Adult Education Department at Sri Venkateswara University, Tirupati.

I. Recurring (1.1.1972 to 31.3.1979):

1. Director	One	Rs. 700-1250
2. Assistant Directors	Two	Rs. 400- 800
3. Lecturers	Two	Rs. 400- 950
4. Photographer	One	

II. Non-recurring:

1. Furniture		Rs.12,841.00
2. Books		Rs.11,947.27
3. Contingencies and Audio-Visual Aids.		Rs.36,230.36

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Meeting:

Dated : 17th July, 1978.

Item No. 42 : To consider the proposal of the Head of the Department of Economics, Calcutta University for change of specialisation of the post of Professor and Reader sanctioned by the Commission under II priority during Vth Plan.

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On the recommendations of the Visiting Committee appointed by the Commission to assess the developmental needs of the Calcutta University, during Vth Plan, the Commission sanctioned the following teaching staff for the Department of Economics, Calcutta University:-

Specialisation

- a) First priority-Reader-1 (Public Economics).
- b) Second Priority-Professor-1 (Economic History).
Reader -1) Industrial Economics).

of The Visiting Committee was the opinion that "the major thrust of the department is in Quantative Economics, Agricultural Economics, International Economics, Agricultural and Monetary Economics. "The Committee also noted that the Department wishes to be recognised as a Centre for special assistance in the field of Urban Economics."

The Head of the Department of Economics has made a proposal for change of specialisation of the post of Professor and Reader sanctioned under II Priority for the following reasons:-

The proposal has been received duly approved by the Vice-Chancellor.

"At present the Department has Professors in the Fields of Economic Development, Planning, Econometrics and Public Finance. The other fields of specialisation, which the Department offers and which do not have any Professor are . International Economics, Monetary Economics and Agricultural Economics. Economic History has just been started as a special

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paper and it would be a few years before we can hope to have Professors of Economic History, trained in the discipline of the Economics. We do not offer any specialisation in industrial Economics. We have just received special assistance for Urban Economics, but "Industrial Economics" would unnecessarily restrict the field for even that".

The Head of the Department therefore proposes that the post of Professor be earmarked for International Economics in which the University visualises potential good applicants and that the post of Reader be earmarked for Regional Economics. Alternatively, he suggests that the posts may be declared open. Copy of letters received from the Head of the Department of Economics, Calcutta University are at Annexure.

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In view of the requirement of the Department of Economics as stated by the Head of the Department, the matter is placed before the Commission for consideration.

AS (D-3)/DS (D-3)

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Annexure-I to Item No. 42

Copy of letter dated June 5, 1978 from Professor S.K. Bhattacharyya, Head of the Department of Economics, University College of Arts, Calcutta University

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Subject : Development schemes of the Universities for the Fifth Plan period-acceptance of the additional scheme by the Commission.

We are very surprised to find that the post of a Professor approved for the Department of Economics has been earmarked for Economics History and that the post of a Reader has been earmarked for Public Economics/Industrial Economics. The post awarded to the Department of Economics under first priority for the Fifth Plan period was also earmarked for public Economics/Industrial Economics, and we had a lot of difficulty in filling that post.

We are at a loss to know how these subjects came to be considered as the priority areas of development in our Department. As far as we remember we did not, in any memorandum, ask for posts for development of such areas. We may also mention that the visiting Committee which came to our Department did not point out any such necessity.

At present, the Department has Professors in the fields of Economic Development, Planning, Econometrics and public Finance. The other fields of specialisation, which the Department offers and which do not have any Professor, are International Economics, Monetary Economics and Agricultural Economics. Economic History has just been started as a special paper and it would be a few years before we can hope to get Professors of Economic History, trained in the discipline of the Economics. We do not offer any specialisation in Industrial Economics. We have just received Special Assistance for Urban Economics, but "Industrial Economics" would unnecessarily restrict the field for even that.

I, therefore, propose that the post of Professor be earmarked for International Economics in which we visualise potential good applicants and that the post of Reader be earmarked for Economics. Alternatively, we would not mind if both the posts are declared open.

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Copy of D.O.No.UGC/193 dt. 9.6.78 from Prof. S.K. Bhattachary
Head of the Deptt. University College, Calcutta to Shri R.K.
Chhabra, Secretary UGC. -----

Subject: Development Schemes of the Universities
for the Fifth Plan period-acceptance
of the additional scheme by the Commission

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Kindly refer to my letter on the above subject dated
June 5, 1978 which was handed over to Shri I.C. Menon,
Deputy Secretary, when I had been to the UGC office
for attending a meeting with the Vice-Chairman and
yourself on 6th June, 1978.

I had an extended discussion with Shri Menon in
this connection. You will also kindly remember that I put
the matter verbally to both the Vice-Chairman and
yourself during a break in our meeting.

We would not mind if the specialisations for the
posts of the Professor and the Reader sanctioned under
the above scheme, are amended in the following manner:

"International Economics/Regional Economics/
Industrial Economics," if there be any difficulties in
declaring the posts open.

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UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : July 17, 1978

Item No.43 : To consider a reference from Ministry of Education & Social Welfare regarding a proposal of the Department of Mines, Ministry of Steel & Mines, Government of India for the award of Scholarships by the Geological Survey of India to outstanding students of universities at the M.Sc. or equivalent level in Geology.

Annexure.I)
02-304

The Ministry of Education & Social Welfare has forwarded a copy of the minutes of the meeting held in the Department of Mines on 31st March, 1978 regarding proposals of collaboration of Geological Survey of India with universities. A copy of the background material has also been sent (Annexure-II).

The Ministry has requested that the matter may be placed before the Commission for consideration and their decision be communicated to the Ministry at an early date.

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Attention in particular is invited to para B of the background note dated 16th March, 1978 (Annexure-II*) wherein the Geological Survey of India has a proposal for the award of scholarships to outstanding students at M.Sc. or equivalent level in Geology. The proposal of the Geological Survey of India inter-alia envisages to award scholarships to two students of post-graduate level initially in 10 universities which is to be extended to 20 universities at a later stage.

Under the scheme of scholarship, The Geological Survey of India proposes to support 20 scholarships each valuing Rs. 250/- p.m. for a period of two or three years depending upon the duration of the post-graduate courses. The scholarships will be awarded to two best students at M.Sc. or equivalent level who are not receiving any other financial support from University Grants Commission or Government or from private foundations. The conditions of the scholarships will be reviewed from time to time in the light of the performance of the students. The universities to be covered under the scheme are restricted to 10 in the initial stage and the award will be extended to 20 universities subsequently.

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It may be mentioned in this connection that the Earth Science Panel of the Commission at its meeting held on 4th November, 1976 had already stated that in view of the new procedure for studentship for Applied Geology courses by the University Grants Commission, the Geological Survey of India could consider sponsoring a few bright students and provide them scholarships for all three years to enable them to be trained in selected universities. Such studentships would be given through University Grants Commission on a competitive selection basis.

In the light of the above the suggestion of the Geological Survey of India as contained in the communication from the Ministry, to award scholarships to outstanding students of universities at M.Sc. or equivalent level in Geology is placed before the Commission for consideration.

Minutes of the meeting held in the
Department of Mines on 31-3-1978 in
connection with the proposals of
collaboration of GSI with Universities

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The following were present:

Department of Mines

Ministry of Education

- | | | |
|----|--|------------------------------------|
| 1. | Shri S.K.S. Chib (In Chair)
Joint Secretary | Shri M.N. Sinha
Under Secretary |
| 2. | Shri R.S. Jain,
Deputy Secretary | |
| 3. | Shri S.K. Ramaswamy,
Director (GSI) | |

The following three proposals of the Geological Survey of India, with reference to the background note already circulated, were discussed.

- I. Exchange of personnel between GSI and Universities
- II. Award of Scholarships by GSI to outstanding students of Universities at M.Sc. or equivalent level in Geology
- III. Collaboration by GSI with Universities in the Research Projects.

I. Exchange of Personnel between GSI and Universities

Under this scheme officers from the GSI will be sent to different universities for a period of two years but not exceeding three years. While in the Universities, these officers will transmit the benefits of their own practical experience to the research and teaching functions of the Universities. The Universities on the other hand, would send suitable members of their faculties for attachment in the GSI. During the period they would be in Survey, they will remain alive to the practical aspects of application

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of concepts, technique, tools and methodology over the entire gamut of activities of GSI. To start with, the exchange programme is proposed to be made operative with eleven Universities/institutes.

2. Shri Sinha informed that as far as the Central Universities are concerned, there is already a provision in the University Act, 1972 (Aligarh), for cooperation and collaboration with other organization in such manner and for such purposes as the University may determine.

3. Shri Chib was therefore of the opinion that for the purpose of exchange of personnel between GSI and the universities, the Central and the State Universities may be so devised that there is no disparity in the monetary benefits to the incumbents in either case. Shri Ramaswamy said that by way of providing incentive, advantage should be taken of the U.G.C scheme to provide an honorarium of Rs.500 p.m. to the participants in the scheme.

have to be treated differently. Shri Jain suggested that the scheme will be with the Central and State Universities.

4. The two alternatives indicated in para 4 of the background note circulated for the meeting were considered. After discussion the following consensus emerged:

(i) In case of Central Universities the exchange will be on a deputation basis and officers deputed from GSI to the Central Universities and vice-versa will draw their salary and other allowances from the borrowing institutions. No deputation allowance will, however, be admissible. The borrowing institution will pay to the respective officers an honorarium of Rs.500 p.m. It will be necessary to create required number of supernumerary posts in the respective cadres of the borrowing institutions.

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(ii) In case of exchange between the State Universities and the GSI the salaries and allowances of the participating officers/teachers will be borne by the lending institutions. In this case also no deputation allowance would be admissible and an honorarium of Rs.500 p.m. will be paid to the participating officers by the lending institutions. The State Universities will, however, try to get the amount of salary/honorarium reimbursed from the UGC.

5. The above proposals will be taken up for consideration by the Ministry of Education in consultation with the UGC and their views intimated to the Department of Mines.

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6. In the first phase of the operation of the proposed scheme; exchange of personnel between the GSI and the following universities and institutions are proposed:

- 1. University of Roorkee
- 2. -do- Banaras
- 3. -do- Poona
- 4. -do- Sagar
- 5. -do- Calcutta
- 6. -do- Osmania
- 7. -do- Madras
- 8. -do- Karnataka
- 9. -do- Chandigarh
- 10. Indian Institute of Technology, Kharagpur
- 11. Indian School of Mines, Dhanbad

II. Award of Scholarships by GSI to outstanding students at M.Sc. or equivalent level in Geology

7. Ministry of Education welcomed this proposal. However, they may send their views in the matter after consultation with the Universities/U.G.C. Thereafter GSI will formulate the requisite proposals.

III. Collaboration with Universities in Research Projects

8. This proposal also/welcomed by the Ministry of Education particularly in view of the fact that the entire financial commitment will be met by GSI. The Ministry of Education may examine the proposal further in consultation with U.G.C./Universities. The GSI may also get in touch with the Universities and identify the projects and work out the financial implications and submit formal proposals to the Government.

Proposals of collaboration between Universities
and Geological Survey of India

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A scheme for the exchange of technical personnel between GSI, Government Departments, public sector undertakings and Universities/Institutions teaching and conducting research in Geology was recommended at the Conference of the State Ministers of Mining and Geology held at Srinagar in September, 1967.

2. The objective of this scheme is to expand the field of collaboration between the GSI and the academic institutions. During the last two decades there has been a significant development of geological studies and research in the scientific departments of the Govt. and the Universities. The Government Departments operate on their own long term and short term programmes, and to some degree coordination of the programmes of different sister departments has been achieved through central committees. The universities on the other hand have been pursuing research programmes on their own in accordance with the expertise and finances available with them and there has been no meaningful interaction between the academic institutions and executive agencies like Geological Survey of India in the field of Geological services. While the programme of the scientific departments of Government are basically motivated towards aiding the overall planned socio-economic development, the universities are in a way operating in a sort of isolation as there has been no attempt to integrate their efforts with those being made by the agencies in the main stream. In view of vast spectrum of interdisciplinary activities covered by an agency like GSI this organisation has a special role to create matching facilities for interaction with Universities.

3. With a view to providing closer contact and co-ordination between the universities engaged in geological studies and research and Geological Survey of India, so as to achieve high level of education and research in geological sciences, the following areas of collaboration between GSI and the Universities have been suggested:-

- (a) Exchange of Personnel between GSI and Universities
- (b) Award of Scholarships by GSI to outstanding students at M.Sc. or equivalent level in Geology.
- (c) Collaboration by GSI with Universities in research project.

4. Brief details of the schemes are given as follows:-

(a) Exchange of Personnel between GSI & Universities:

The scheme is designated for mutual benefit for Universities and GSI. Under this scheme ten Officers from the GSI will be sent to ten different Universities for a period of two years but not exceeding three years. While in the Universities these officers will transmit the benefits of their own practical experience to the research and teaching functions of the Universities. The Universities on the other hand, would send suitable members of their faculties for attachment in the GSI. During the period they would be in Survey, they will remain alive to the practical aspects of application of concepts, technique, tools and methodology over the entire gamut of activities of GSI. To start with, the exchange programme is proposed to be made operative with ten universities. The salary and allowances of the personnel deputed will have to be paid by alternatives in this regard as follows:-

i) that the officers of GSI are treated as on deputation to the Universities and their entire salary and allowances are paid by the Universities in which case it will involve a certain amount of additional financial commitment on the part of the Universities and the UGC. During the period of absence of these officers on deputation, the posts in the GSI vacated by the deputationists will be filled up by other officer of the GSI so that normal work is not dislocated. Similarly, Universities will send their professors, Assistant Professors, etc., to the GSI and their original salary plus allowances or fixed amount of Rs. 500/- in addition to the salary they were getting under the Universities would be paid by the GSI and the GSI will have to budget this amount.

ii) The second alternative is that the GSI continues to bear the salary and also pay deputation allowance or a fixed amount of Rs. 500/- of the GSI officers during the period they are on deputation to the Universities. Corresponding supernumerary posts will, however, have to be created in the GSI to carry on the normal work. Similarly the Universities will bear the salary of their professors/readers, etc., plus their deputation allowances or a special allowance of Rs. 500/- to their officers during the period they are with the GSI and the Universities will create supernumerary posts to carry on their work on teaching, research, etc.

(b) Award of scholarships by GSI to outstanding students at M.Sc, or equivalent level in Geology

GSI is the main executive agency covering all aspects of earth science and the annual intake of fresh recruits of geo-scientists in GSI is sizeable. The quality of work turned out by GSI is dependent on the quality of graduates turned out by Universities. In order to make geological education purposeful, GSI proposes to award scholarships to two students of post-graduate level initially in 10 Universities which is to be extended to 20 Universities, at a later stage. The award of scholarship will have considerable impact in providing necessary stimulus on the improvement of quality and bringing about an upsurge of excellence in the field of geoscience in Universities and will ensure devotion to study and an awareness and desire for education in geoscience courses on the part of students and help to promote academic pursuits.

Under the scheme of scholarship GSI proposes to support 20 scholarships each valuing Rs. 250/- per month for a period of two or three years depending upon the duration of the post-graduate course. The scholarship will be awarded to two best students at M.Sc. or equivalent level who are not receiving any other financial support from UGC or Government or from private Foundations. The continuation of the scholarship will be reviewed from time to time in the light of the performance of the Scholar. The Universities to be covered under the Scheme are restricted to ten in the initial stage and the award will extend to 20 universities subsequently.

Estimated cost

For the present the annual expenditure under this scheme is expected to Rs. 5,000/-. The expenditure is expected to be raised to Rs. 10,000/- when the scholarship scheme is extended to 20 Universities. The expenditure for the scholarship is proposed to be met from the budget provision of Geological Survey of India.

(c) Collaboration with Universities in Research Projects.

GSI desires to identify suitable research projects for implementation on collaborative basis with Universities. This would ensure flow and exchange of

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information and rejuvenate the spirit of scientific enquiry and development of concepts, technique, tools and methodology. The identification of areas of work would be on the basis of mutual interest. With vast infrastructure available in GSI it will be possible to supplement the facilities already available in Universities and make a purposeful thrust to develop new concepts, tools and methodology. Under this scheme, GSI proposes to support the operating cost of six projects on specific areas with six Universities.

Estimated Cost

Based on the estimated expenditure of Rs. 50,000/- per project per annum, the total estimate for six projects would be Rs. 3,00,000/- which will be met from the budget of GSI.

4. It may be desirable to constitute a Committee to identify the Research projects also to select the students for award of scholarship.

UNIVERSITY GRANTS COMMISSION

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MEETING:

DATED : 17th July, 1978

Item No.44: To consider a proposal received from Ravi Shankar University, Raipur for setting up a postgraduate Department of Geology in the University.

The Commission on the recommendations of the 5th Plan Visiting Committee approved various proposals involving a total amount of Rs.85.33 lakhs against the 5th Plan allocation of Rs.1 crore leaving an uncovered balance of Rs.14.67 lakhs. The University has utilised substantial amount approved for library books and equipments. Steps have also been taken towards implementation of various building projects approved by the Commission as also to appoint additional staff sanctioned under the 5th Plan scheme. The university has now put forward a proposal for opening of a postgraduate department of Geology in the University involving an expenditure of Rs.14.93 lakhs as UGC share. The University has intimated that the postgraduate classes in Applied Geology and Geology are at present being run in two local colleges viz. Government College of Engineering and Technology, and Government Science College respectively with inadequate facilities. The State Government have concurred on the transfer of the equipment from these colleges to the university as also to give a grant for the salary of staff at the present level as well as the matching share of UGC grants. The proposal will also meet the need for regional development of Geological studies specially in Chhattisgarh area of Madhya Pradesh. The requirements for opening of a new development at the university include among other things, one professor, 3 Readers, 5 Lecturers, Technical Assistant, Books, Equipments, buildings bus etc. (details given in Annexure-I)* The University has also informed that the share of the Commission is adjustable against the uncovered balance and the State Government would consider the question of providing additional grant to the university for running a new department. A copy of the letter No.K.S./34/78 dated 13th March, 1978 received from the Vice-Chancellor, Ravi Shankar University is enclosed as Annexure-II, ** and the letter of the State Government is given as Annexure-III. ***

The matter is placed before the Commission for consideration.

AS(D-4)/DS(D-4).

Department of Geology

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I. Details of expenditure

	<u>A. Teaching Posts required.</u>	<u>Annual expenditure</u> (Rs)	<u>Expenditure for : years 1978 to 1980-81.</u> (Rs)
i)	Professor - one	23,000.00	69,000.00
ii)	Readers - three	57,000.00	1,71,000.00
iii)	Lecturers - Five	65,000.00	1,95,000.00
iv)	Technical Assistants - three	21,000.00	63,000.00
v)	Laboratory Assistants - three	15,000.00	45,000.00
vi)	Laboratory Attendants - two	6,000.00	18,000.00
	B. Equipments	-	5,00,000.00
	C. Books	-	1,00,000.00
	D. Building - 14,000 sq.ft. @ Rs.50/- per sq.ft.	-	7,00,000.00
	E. Camp Equipments - (Bus, Tents, Camp furniture etc.)	-	1,50,000.00
	F. Scholarship for 12 students @ Rs.250/- per month for 10 months - Annual Expenditure Rs.30,000.00.	-	90,000.00

II. The State Government will be requested to meet fully(100% expenditure on the posts of Lecturers, Lab. Assistants and Lab. Attendants. On this basis the sharing of expenditure between the U.G.C. and the State Government would be as under:

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	<u>UGC share</u> <u>(Rs)</u>	<u>State share</u> <u>(Rs)</u>
A. Staff (as above)	3,03,000.00	2,58,000.00
B. Equipments	5,00,000.00	Nil
C. Books	1,00,000.00	Nil
D. Buildings (Rs.7,00,000.00)	3,50,000.00	3.50,000.00
E. Camp Equipments	1,50,000.00	Nil
F. Scholarships @ Rs.30,000/- per year. for 3 years.	90,000.00	Nil
Total:	<u>14,93,000.00</u>	<u>6,08,000.00</u>

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Copy of a letter No.K.S./34/78 dated 30th March, 1978 to the Secretary, University Grants Commission, New Delhi, from the Vice-Chancellor, Ravishankar University, Raipur (MP).

Sub: Opening of a new post-graduate department of Geology in the University.

I have to submit that at present postgraduate classes in Applied Geology (Three-year course) leading to M.Tech. degree are run in the Govt. College of Engineering and Technology, Raipur and Postgraduate classes in Geology (two-year course) are run in the Govt. Science College, Raipur. The facilities available in these two institutions are, it is felt, not adequate. Keeping in view the importance of Geological Studies for the regional development of Chhattisgarh area of Madhya Pradesh and with a view of providing improved instructions and training, the Executive Council of the University has resolved to provide for post-graduate teaching in Geology in a University department. In consonance with the policy of the U.G.C. that post-graduate teaching should be progressively centralised in the University, a beginning is sought to be made by taking over post-graduate teaching in Geology at the headquarters of the University. On being approached by the University for concurring in the proposal the State Government has communicated its approval of the Scheme and suggested that the University should approach the U.G.C. for permission to open the new post-graduate department. The State Government would also consider the question of additional grant to the University for running the new department to the extent that the transfer of post-graduate teaching to the University results in a saving for the State Government. The details of the proposal for the new department with Annexure I its financial implications are enclosed (Appendix).*

Under all the three priorities, the Commission has sanctioned Fifth Five Year Plan proposals for Ravishankar University involving an allocation amounting to Rs.85.33 lakhs as against the overall ceiling of Rs.1.00 crore fixed for the University. There is, thus a balance of Rs.14.67 lakhs which can be further sanctioned by the Commission for opening of the proposed new department.

I am, therefore, to request you to obtain the kind approval of the Commission to the proposed Scheme together with its financial implications and to communicate the same to us early so as to enable us to open the new department in July 1978 i.e. in the ensuing academic session 1978-79.

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/Special

Copy of a letter No.964/1554/20-VII/78 dated 27th May, 1978 from Shri Vinay Shankar, /Secretary to the Govt. of Madhya Pradesh, Education Department, Bhopal, to the Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi.

Sub: Opening of new department of Geology in Ravishankar University, Raipur, Madhya Pradesh.

Ref: Vice-Chancellor 'Raipur University's letter No.K.S/34/78 dated 30th March, 1978.

The University of Raipur has proposed to take over post-graduate teaching in Geology which at present is being carried on in the Engineering College, Raipur and the Govt. Science College, Raipur. The State Government will transfer to the University, the equipments being used for postgraduate teaching and will also allot the University, the amount which is being spent on salaries and allowances of the teachers engaged at present in post-graduate teaching in the two colleges.

In the event of the University taking over the post-graduate teaching as proposed, the State Government will sympathetically consider providing its share for UGC assisted schemes of development of the Department as mentioned in annexure of the Vice-Chancellor's letter.

I have been directed to request you to kindly accord your approval to the /University, Raipur, at an early date so that in the next academic session, the University undertakes the postgraduate teaching in Geology.

/Ravi-shankar

University Grants Commission

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Meeting:

Dated : 17th July, 1978

Item No. 45: To consider the question of development of bilateral academic links in Humanities and Social Sciences under the Indo-British Universities Collaboration Programme.

The University Grants Commission had identified 15 academic links between universities in India and those in U.K. under the Indo-British Universities Collaboration Programme in specified fields. Of these 15 links, one was allocated to NCERT in the field of "Educational Technology". Three of the remaining 14 links could not develop. A list of 11 links where work is in progress is attached (Appendix-I).* It will be observed that except for the link in "Educational Psychology" all other links are in science subjects.

In addition to these, the following 10 centres of advanced studies in science subjects have also been included under the IBUC Programme:

1. Centre of Advanced Study in Radio Physics & Electronics, Calcutta University
2. Centre of Advanced Study in Marine Biology - Annamalai University
3. Centre of Advanced Study in Zoology - Delhi University
4. Centre of Advanced Study in Botany - Delhi University
5. Centre of Advanced Study in Chemistry - Delhi University
6. Centre of Advanced Study in Botany - Madras University
7. Centre of Advanced Study in Mathematics - Madras University

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8. Centre of Advanced Study in Mathematics -
Panjab University
9. Centre of Advanced Study in Applied Chemistry -
Bombay University
10. Centre of Advanced Study in Biochemistry - Indian
Institute of Science, Bangalore

The development of some of these links has been approved by the Commission, while in others the matter is under consideration.

The University Grants Commission had reviewed the concept of the Indo-British Universities Collaboration Programme in consultation with the British Council some time back in the light of working of the collaborative programmes in the links already identified. The British side clarified that they are also continued to be that detailed time-bound project plans should be formulated on the basis of reciprocal exploratory visits and that these plans are then to be submitted to the UGC and the India Committee for approval. When considering new proposals, the British Government will wish to see priority given to those subjects generally but not exclusively in scientific & technical fields (including those of agriculture & education) in which collaborative programmes of teaching and research could have developmental attributes. The British Side will give weight to the maintenance of a fair geographical spread and a wide coverage of universities rather than a concentration of programmes within a few institutions. In the case of Centres of Advanced Studies where IBUC programme have been agreed, it was clarified that the scope of collaboration may not necessarily be confined to the subject in which department has been so recognised but for any aspect the department may desire, keeping in view the guidelines indicated above.

The British Council have for sometime been showing interest in developing bilateral academic links in Humanities and Social Sciences also. The question of developing bilateral academic links in Humanities & Social Sciences under the IBUC Programme was discussed with the Education Adviser, Ministry of Overseas Development, U.K. and the British Council Division, New Delhi. During discussions, the British Council, New Delhi informed that the British academics particularly some on the India Committee in U.K. were very keen to develop academic links in Humanities and Social Sciences. The India Committee have prepared a list of subject in Humanities and Social Sciences in which collaborative programmes could be developed between the two sides. The list is enclosed (Appendix-II).*

The matter is placed before the Commission. The fields in Humanities and Social Sciences in which bilateral cooperative programmes could be developed between the universities in India and U.K. may be decided. Thereafter the departments in universities in India which could take up these collaborative programmes with their counterparts in U.K. could be decided.

S. Participating Universities No.	Field/Area	Date of Approval	Duration of link
1. Panjab University Nottingham University	Chemistry of Non Aqueous Solvents	9th September 1975	5 years
2. Banaras Hindu University Sheffield University	Metallurgical Engineering	24th April, 1976	5 years
3. Banaras Hindu University Liverpool University	Community Medicine	24th January, 1977	5 years
4. Madurai University Oxford University	Spore Formation in Bacteria,	29th October, 1975	3 years
5. Calcutta University Queen Mary College, London/ Nottingham University	Chronosome Studies (Botany)	24th April, 1976	5 years
6. Poona University Manchester University	Inorganic Chemistry	9th September, 1975	3 years
7. Indian Institute of Science, Bangalore Liverpool University	Performance & Control of Electrical System	29th October, 1975	3-5 years
8. Poona University York University/ University College, London	Augur Electron Spectrometry	9th September, 1975	3 years
9. Indian Institute of Science, Bangalore - 1971 University	Instrumentation & Optics	18th August, 1976	5 years
10. AC College of Technology, Madras Cambridge University	Reaction System for Industrial Growth (Chemical Engineering)	16th November, 1977	3 years
11. Utkal University Birmingham University	Educational Psychology	15th November, 1977	5 years

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List of subjects/areas suggested by British Council for consideration of possible link proposals in the Social Sciences

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While many aspects of social science studies may be directly applied to the poverty-focussed aid sector, the following illustrative list may indicate certain subjects which seem to close relevance:

Development Economics
Development Planning
Regional Planning
Transportation
Public Administration
International Relations (particularly applied to studies of the multi-lateral aid and development agencies)

Social Welfare
Management
Rural Development
Agricultural Extension
Community Development
Adult Education
Demography
Home Economics (including nutrition patterns)

List of subjects for consideration of possible link proposals in History

Demographic History
Modern Comparative Economic History
Objective Historical Study of Indo-British Relations
Business History and Development Studies
Indo-British History
Urban History
Peasant Studies
Indian Agrarian History

Also possible link with the Centre of South Asian Studies (Cambridge)

In History or Geography

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 17th July, 1978.

Item No.46: To consider the recommendations made by the Committee on New Universities and Post-graduate Centres.

The meeting of the Standing Committee appointed by the University Grants Commission to advise it on the establishment of New Universities and University Centres for Post-graduate Studies was held on 12th July, 1978.

A copy of the proceedings of the meeting of the Committee is attached (Appendix). * The main recommendations made by the Committee are reproduced below:-

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Item No.1: To consider a proposal from the Government of Himachal Pradesh for the establishment of separate University of Agricultural Science and Technology in Himachal Pradesh.

Professor Satish Chandra apprised the committee that the Chief Minister, Himachal Pradesh, has written to him for the establishment of a separate university of Agricultural Sciences and Technology at Palampur with a second campus at Solan. The I.C.A.R. has also intimated that they have no objection to the establishment of a separate Agricultural University in Himachal Pradesh if this has the approval of the Commission. The Committee took note of the recommendations made by the Review Committee on Agricultural Universities relating to Himachal Pradesh University and the bottlenecks and difficulties experienced in the working of the present agricultural complexes at Palampur and Solan of the Himachal Pradesh University.

The committee accepted the proposal of the Government of Himachal Pradesh for the establishment of Himachal Pradesh Agricultural University at Palampur with a second campus at Solan.

It was noted that the present recommendation of the committee for the establishment of the new agricultural university in Himachal Pradesh would only satisfy Rule 2(1) of rules framed under Section 12-A of the UGC Act for

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declaring it fit to receive grant from Central Government etc. The State Government will, however, satisfy the other conditions as laid down in these rules before it could be declared fit in pursuance of the Section 12-A of the UGC Act. The State Government may be advised to consult the University Grants Commission and the I.C.A.R. in framing the Himachal Pradesh Agricultural University Bill before it is enacted and also for the amendments which may be necessary in the existing Act of the Himachal Pradesh University.

Arising out of the discussion it was desired that the University Grants Commission might set up a Joint Committee of the University Grants Commission & Indian Council of Agricultural Research with a view to advising it on redefining the functions and linkages between the general types of universities and the agricultural universities to develop integrated interdisciplinary approach and Promote regional development.

- Item No.3: To consider the proposal from Gujarat University for the establishment of Centres of Postgraduate Studies at (i) Patan and (ii) Bhuj.
- Item No.4: To consider the proposal from Guru Nanak Dev University, Amritsar, for the establishment of Centre for Postgraduate Studies at Jullundur.
- Item No.5: To consider the proposal of Magadh University for the establishment of a Centre of Postgraduate Studies at Arrah.
- Item No.6: To consider a proposal from Marathwada University, Aurangabad, for the establishment of a Centre for Postgraduate Studies at Nanded.
- Item No.7: To consider further the proposal from Calicut University, regarding Centre for Postgraduate Studies at Tellicherry.

The consideration of these proposals was postponed in view of the fact that there was need for rethinking to define the scope and role of university centres for postgraduate studies at various places. It was recommended that the University Grants Commission may review the whole question with the help of a sub-committee, and in the mean time Universities be informed of this.

Item No.9: To consider the report of the committee set up by the Commission to declare Kakatiya University, Warrangal, fit to receive assistance from the Central sources in terms of rules framed under Section 12-A of the UGC Act.

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The Committee recommends that the Kakatiya University be declared fit under Section 12-A of the University Grants Commission Act, provided that the State Government/University amends the Act/ Statutes of the University as suggested in Annexure *I and also that the assistance from the Commission for the development of the Departments would be provided only after the State Government has actually created assets of Rs.2 crores as envisaged in the Rules.

Item No.10: To consider the report of the committee set up by the Commission to declare Nagarjuna University, Guntur, fit to receive assistance from the Central sources in terms of rules framed under Section 12-A of the UGC Act.

The Committee recommends that the Nagarjuna University be declared fit under Section 12-A of the UGC Act, provided that the State Government/University amends the Act/Statutes of the University as suggested in Annexure I and also that the assistance from the Commission for the development of the Departments would be provided only after the State Government has actually created assets of Rs. 2 crores as envisaged in the Rules.

The State Government representatives may be associated with such universities as an advisor.

In this connection it was suggested that in the case of universities set up with the concurrence of the University Grants Commission it may be examined if, such Universities could be declared fit to receive assistance for specified proposals e.g. Faculty Improvement Programme (Teacher Fellowships), Research Projects, Cultural Exchange Programmes and Senior and Junior Fellowships only.

The matter is placed before the Commission for consideration.

Draft Proceedings of the meeting of the UGC
Standing Committee on New Universities and
University Centres held on July 12, 1978.

A meeting of the Standing Committee appointed by the UGC to advise it on the establishment of new universities and university centres for postgraduate studies was held at 10.30 a.m. on Wednesday, the 12th July, 1978 in the UGC office, New Delhi. The following were present:

1. Professor Satish Chandra,
Chairman, UGC
2. Professor B. Ramachandra Rao,
Vice-Chairman, UGC
3. Professor RP Bambah,
Director,
Centre of Advanced Study
in Mathematics
Panjab University, Chandigarh
4. Dr. (Miss) A.J. Dastur
Department of Politics & Civics
Bombay University
5. Shri I.J. Patel
Vice-Chancellor,
Gujarat University, Ahmedabad
6. Dr. L.S. Negi
Chairman
Association of Indian Universities
and Vice-Chancellor
Himachal Pradesh University, Simla
7. Professor G Ram Reddy
Vice-Chancellor,
Osmania University, Hyderabad
8. Dr. I.D. Bajaj
Additional Director General,
Health Services
Ministry of Health & Family Welfare
Nirman Bhavan,
New Delhi.
9. Professor M.V. Mathur,
Director,
National Staff College for
Educational Planners & Administrators
17-B, Sri Aurobindo Marg,
New Delhi.

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10. Dr. MS Swaminathan
Director General
I.C.A.R., Krishi Bhavan
New Delhi
11. Shri JA Kalyanakrishnan
Financial Adviser
Education Unit
Ministry of Finance
New Delhi
12. Shri RK Chhabra,
Secretary, UGC
13. Shri Y.D. Sharma,
Deputy Secretary, UGC

Shri P. Sabanayagam, Secretary, Ministry of Education & Social Welfare, New Delhi, and Dr. A.K. Dhan, Vice-Chancellor, Patna University, could not attend the meeting.

Item No.1: To consider a proposal from the Government of Himachal Pradesh for the establishment of separate University of Agricultural Science and Technology in Himachal Pradesh.

Professor Satish Chandra apprised the Committee that the Chief Minister, Himachal Pradesh, has written to him for the establishment of a separate university of Agricultural Sciences and Technology at Palampur with a second campus at Solan. The I.C.A.R has also intimated that they have no objection to the establishment of a separate Agricultural University in Himachal Pradesh if this has the approval of the Commission. The Committee took note of the recommendations made by the Review Committee on Agricultural Universities relating to Himachal Pradesh University and the bottlenecks and difficulties experienced in the working of the present agricultural complexes at Palampur and Solan of the Himachal Pradesh University.

The Committee accepted the proposal of the Government of Himachal Pradesh for the establishment of an agricultural university at Palampur with a second campus at Solan.

It was noted that the present recommendation of the Committee for the establishment of the new agricultural university in Himachal Pradesh would only satisfy Rule 2(i) of rules framed under Section 12-A of the UGC Act for declaring it fit to receive grant from Central Government etc. The State Government will, however, satisfy the other conditions as laid down in these rules before it could be declared fit in pursuance of the Section 12-A of the UGC Act. The State Government may be advised to consult

the UGC and the I.C.A.R. in framing the Himachal Pradesh Agricultural University Bill before it is enacted, and also for their amendments which may be necessary in the existing s Act of the Himachal Pradesh University.

Arising out of the discussion, it was desired that the UGC might set up a Joint Committee of the UGC & ICAR with a view to advising it on redefining the functions and linkages between the general types of universities and the agricultural universities to develop integrated inter-disciplinary approach and promote regional development.

Item No.2: To further consider a proposal from the Government of Andhra Pradesh regarding upgradation of the Centre for Postgraduate Studies at Anantapur into a University.

The consideration of this item was postponed.

It was also suggested that the proforma in which information is invited in such cases, may be revised in the light of the suggestions made at the meeting of the committee held on 1st November, 1977. The State Government may be requested to send the information in the revised proforma, as the full information was not available.

Item No.9: To consider the report of the committee set up by the Commission to declare Kakatiya University, Warrangal, fit to receive assistance from the Central sources in terms of rules framed under Section 12-A of the UGC Act.

The Committee recommends that the Kakatiya University be declared fit under Section 12-A of the UGC Act, provided that the State/Government/University amends the Act/Statutes of the University as suggested in Annexure-I and also that the assistance from the Commission for the development of the Departments would be provided only after the State Government has actually created assets of Rs.2 crores as envisaged in the Rules.

Item No.10: To consider the report of the committee set up by the Commission to declare Nagarjuna University, Guntur, fit to receive assistance from the Central sources in terms of rules framed under Section 12-A of the UGC Act.

The Committee recommends that the Nagarjuna University be declared fit under Section 12-A of the UGC Act, provided that

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the State Government/University amends the Act/Statutes of the University as suggested in Annexure I and also that the assistance from the Commission for the development of the Departments would be provided only after the State Government has actually created assets of Rs.2 crores as envisaged in the Rules.

In this connection, it was suggested that in the case of universities set up with the concurrence of the UGC, it may be examined if such universities could be declared fit to receive assistance for specified purposes, e.g. Faculty Improvement Programme (Teacher Fellowships), Research Projects, Cultural Exchange Programmes and Senior and Junior Fellowships only. The State Government representatives may be associated with such universities as an adviser.

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- Item No.7: To consider further proposal from Calicut University, regarding Centre for Postgraduate Studies at Tellicherry.

The consideration of these proposals was postponed in view of the fact that there was rethinking to define the need, scope and role of university centres for postgraduate studies at various places. It was recommended that the UGC may review the whole question with the help of a sub-committee and in the meantime, the universities be informed of this.

PROPOSED AMENDMENTS TO ACT AND STATUTES

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ACT

(i) Section 26 of the Act provides as follows :

"The University shall not divert earmarked funds for other purposes, or revise the scales of pay of its staff or implement any scheme which involves any matching contribution from the Government or which imposes a recurring liability on the Government after the assistance from the sponsoring authority ceases, without the prior written approval of the Government.

Provided that the Finance Committee may authorise the creation and filling up of posts of teachers for a period not exceeding one year, but any such post shall not be continued or created afresh for any period beyond the said period of one year without the prior approval of the Government".

Normally, such provision does not exist in the Acts of the Universities. But keeping in view the fact that the entire expenditure of the University is met by the State Government, it may be necessary to provide for some checks for the additional expenditure that may be incurred by the university. It is, however, suggested that instead of providing this in the Act, the powers of the Finance Committee may be suitably enhanced to cover the points which the State Government have in view.

(ii) Section 28 provides the manner in which the Statutes could be framed. Normally, a provision is made that the Statutes approved by the Executive Council would not become effective unless it has been approved by the Chancellor. While this provision has been made that the prior approval of the Government is necessary before the syndicate can make new Statute or any addition to the first Statutes. Since every Statute or addition to the Statutes etc. shall require the approval of the Chancellor, who may assent thereto or withhold assent therefrom or remit the same to the Syndicate for reconsideration such a condition of prior approval of the Government is not necessary.

The existing provision would infringe the autonomy of the University and thus be deleted.

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(iii) Section 37 of the Act provides as follows:

"The Government shall have power to make regulations regarding the classification, methods of recruitment, conditions of service, pay and allowances and discipline and conduct of the members of the teaching and non-teaching staff of the affiliated and oriental colleges."

This power should not be vested with the Government and a provision could be made that these would be provided through Statutes. Provision may be made to enable the University to frame Statutes/Ordinances to cover the points referred to in Section 37 and that further it should be so provided that this may become a condition of affiliation or grant in aid to the colleges.

STATUTES

Statute I - This statute provides for the terms and conditions of the Vice-Chancellor, and has amongst others the following provisions:

"The Vice-Chancellor shall not be removed from his office except by an order of the Chancellor passed on the ground of misbehaviour or incapacity or after due inquiry by such person who is or has been a Judge of a High Court or the Supreme Court as may be appointed by the Chancellor, in which the Vice-Chancellor shall have an opportunity of making his representation against such removal."

This provision in the statute may be deleted as it is derogatory to the status of the Vice-Chancellor of a University.

Section 10(1) of the Act provides that the Vice-Chancellor shall be appointed by the Chancellor in such manner as may be prescribed by the statutes. No statute to this effect has so far been made. The University may be advised to do so on the lines suggested in the report of the Committee on Governance of Universities.

statute(3) provides for the appointment of a Finance Officer and his powers. Sub-clause (g) of this provides that the Finance Officer "may call for explanation for unauthorised expenditure and for other financial irregularities and suggest disciplinary action against persons at fault". This may be amended to read as follows:

"bring to the notice of the Vice-Chancellor any unauthorised expenditure or other financial irregularities and suggest appropriate action being taken against persons at fault."

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Statute 4(1) provides for the constitution of the Senate. It is suggested that while constituting the Senate, provision may be made to also include the following:-

- (i) All Heads of Departments.
- (ii) All Professors who are not Heads of Departments
- (iii) Four Readers and four Lecturers by rotation according to seniority.
- (iv) All principals of the affiliated Colleges.
- (v) A suitable representation of the non-teaching staff.

statute 5- The syndicate may consist of the following:

- a. Vice-Chancellor
- b. Pro-Vice-Chancellor if any
- c. Three Deans of Faculty by rotation according to seniority.
- d. Two principals of affiliated Colleges by rotation according to seniority.
- e. One professor other than the Dean to be appointed by rotation according to seniority.
- f. One Reader to be appointed by rotation according to seniority.
- g. One Lecturer to be appointed by rotation according to seniority.
- h. Four persons to be elected by the Senate from among its own members provided that no employee of the University or employee of the affiliated Colleges or non-teaching staff would be eligible for election to the Senate.
- i. Three officers to represent the interests of the Government, nominated by the Chancellor.

statute 6 - Provides for the constitution of the Academic Council. It is suggested that while constituting the Academic Council.

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Provision may be made to also include the following:

- (i) All Heads of the Departments.
- (ii) All Professors who are not Heads of Departments.
- (iii) Four Readers and four Lecturers to be nominated according to seniority.
- (iv) Five Lecturers of the affiliated colleges, to be elected from amongst themselves, on the basis of proportional representation by single transferable vote.

Statute 22- provides for the Removal of Teachers. Amongst others, it has been provided that "the removal of a teacher or a member of the academic staff shall require a two-third majority of the members of the Syndicate present and voting".

This may be amended to read as follows:

"the removal of a teacher or a member of the academic staff shall require a two-third majority of the total membership of the syndicate".

Statute 25: Withdrawal of Degrees etc.

The provision relating to withdrawal of degree may be omitted.

Statute 26- Provides for maintenance of discipline amongst students of the University. It is suggested that the rules framed under this either by the Principal or head of an institution or any other person authorised to take disciplinary action, should have the prior approval of the Syndicate, in consultation with the Academic Council.

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