

REPORT  
OF  
THE COMMITTEE  
ON TRAINING OF  
UNIVERSITY  
AND  
COLLEGE  
ADMINISTRATORS



सत्यमेव जयते

**MINISTRY OF HUMAN RESOURCE DEVELOPMENT  
DEPARTMENT OF EDUCATION  
GOVERNMENT OF INDIA**

**SEPTEMBER 1992**

NIEPA DC



D09817

275/11  
IND-CR

DOCUMENTATION DEPT.  
National Institute of Education  
Planning and Administration  
J-B, Sri Aurobindo Marg,  
New Delhi-110016

DOC. No. D-9817  
03-03-98

25/3 198

# Table Of Contents

|                            |     |
|----------------------------|-----|
| Letter of Submission       | iii |
| Acknowledgements           | v   |
| Abbreviations              | vi  |
| 1. The Case of Training    | 1   |
| 2. The Existing Facilities | 5   |
| 3. Training Needs          | 12  |
| 4. Strategies for Training | 19  |
| 5. Recommendations         | 24  |
| Summary                    | 33  |

## Appendices

|  |      |
|--|------|
| I. Copy of Department of Education, Ministry of Human Resource Development, Government of India's Order No. F.20-43/90-Desk(U) dated: 21.1.1991.   | i    |
| II. Meetings of the Committee.   | iv   |
| III. Documents and Individuals consulted.  | v    |
| IV. List of Academic Staff Colleges established by University Grants Commission.   | vii  |
| V. Universities/Institutions Identified by University Grants Commission for Organisation of Refresher Courses for University and College Teachers. | ix   |
| VI. Requirement of Staff and Expenditure on Salaries.  | xiv  |
| VII. Capital Expenditure: Building and Equipment.  | xv   |
| VIII. Total Projected Costs.   | xvii |



# Letter Of Submission

Dear Shri Arjun Singh,

On having completed the task assigned to us last year to prepare a plan to augment training facilities for university and college administrators, I have great pleasure in forwarding the report enclosed herewith for your consideration. On this occasion I should like to make the following few remarks:

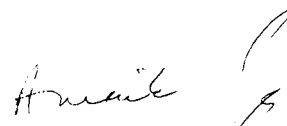
1. Our administrative process have not been streamlined for a long time. In substance, they have remained more or less what they were before 1947. When the size of the system began to expand from the mid 50's onwards, it was time to have attended to this problem. Even though the problem was referred to in earlier reports, the 1986 Policy made a pointed reference to it. Given this background, the initiative to appoint such a committee in 1991 was gratifying, and not a day too soon.
2. It has so happened that the recent financial crunch has made it even more urgent to improve the efficiency of the system. One obvious way is to impart professional training to those already engaged in educational administration. It is equally important that arrangements for training future entrants also be taken in hand so that within the next few years it can be made almost mandatory for new entrants to have qualified themselves suitably for handling the task that they are entering upon. International experience clearly shows that unless something of this kind is done, it would not be possible to bring about even marginal changes in the support system which is indispensable for any university or college.
3. In this connection I would like to refer in particular to the role that can be played by the Indira Gandhi National Open University. In addition to whatever facilities exist and some more that ought to be created and augmented, it is equally important that IGNOU plays a more prominent role both in respect of pre-service and in-service training than it has played so far. It would not cost as much and would be equally efficient. Furthermore, it would also be in line with international experience. With the distance education system getting more and more accepted, it is beginning to be recognised that this system is particularly suitable for providing the theoretical back up to those who are already engaged in a particular job.
4. In our recommendations, we have made a specific mention of the fact that we expect the State Governments to spend 1 per cent of their outlay on higher education for this purpose. Nothing along these lines has been said in respect of the Central Govern-

ment. This is for the simple reason that the initiative in this case has been taken by the Centre and a certain sum of money has already been provided in the VIII Plan. In other words, the Centre is committed to this initiative and all that it needs to do is to step its support further. We are confident that under your leadership this will be done in a substantial way.

It only remains for me to thank my other colleagues on the Committee in having contributed to the deliberations in the way they did. We are equally grateful to several others notably the Chairman of the UGC, the Secretary of the Department and the Joint Secretary concerned (with higher education) in having extended full support. Particular mention must however be made of the detailed and painstaking work put in by the Secretary of the Committee, Shri Abhimanyu Singh. He made extraordinary efforts to secure information from a variety of sources. Above all, the greater part of the report was written by him. His staff was equally helpful and to each one of them we owe a special debt of gratitude.

I am confident that not only would this report get acted upon in a substantial measure but that it would also be acted upon speedily. With the problems confronting the universities and colleges, any kind of delay, even if unintended, is bound to hurt the cause in which we all are interested.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Amrik Singh', with a stylized flourish at the end.

AMRIK SINGH

# Acknowledgements

The Committee for Augmentation of Training Facilities for University and College Administrators gratefully acknowledges the contribution of Shri Anil Bordia, formerly Union Education Secretary; Prof. G. Ram Reddy, Chairman, UGC; Prof. Satya Bhushan, formerly Director, NIEPA; Prof S.K. Agrawala, Secretary, AIU; Shri Y.N. Chaturvedi, Secretary UGC; and Shri S.G. Mankad, formerly Joint Secretary (University and Higher Education), who have provided encouragement, advice and guidance to the Committee.

The Committee expresses its deep appreciation of the outstanding work done by the Member-Secretary, Shri Abhimanyu Singh, Director (University and Higher Education Bureau); without whose diligence and devotion it would not have been possible for the committee to prepare such a comprehensive and well-documented report.

The Committee would like to thank Smt. Shobhana Joshi, Chief Administrative Officer, Consortium for Educational Communication (UGC-INSAT); and Shri M.M. Wadhwa, Under Secretary (University & Higher Education Bureau) in the Department of Education for the efficient administrative support provided by them to the Committee.

Secretarial assistance to the Committee was provided by a dedicated team comprising of Shri Puran Chand, Shri Tirath Singh, Shri V. Muralitharan, Ms. G. Shanti and Shri James P. Chacko. The Committee is thankful to them.

# Abbreviations

|        |   |  |
|--------|---|--|
| AIU    | - | Association of Indian Universities                               |
| AICTE  | - | All India Council for Technical Education                        |
| ASC    | - | Academic Staff College   |
| ASCI   | - | Administrative Staff College of India                            |
| B.Ed   | - | Bachelor of Education  |
| CDC    | - | College Development Council                                      |
| CHRD   | - | Centre for Human Resource Development                            |
| CWESA  | - | Centre for Work Study in Educational Administration              |
| HRD    | - | Human Resource Development                                       |
| ICPR   | - | Indian Council of Philosophical Research                         |
| ICHR   | - | Indian Council of Historical Research                            |
| ICSSR  | - | Indian Council of Social Science Research                        |
| IGNOU  | - | Indira Gandhi National Open University                           |
| IIAS   | - | Indian Institute of Advanced Study                               |
| IIM    | - | Indian Institute of Management                                   |
| IIT    | - | Indian Institute of Technology                                   |
| NCERT  | - | National Council of Educational Research & Training              |
| NEO    | - | National Evaluation Organization                                 |
| NGO    | - | Non-Government Organisation                                      |
| NIEPA  | - | National Institute of Educational Planning & Administration      |
| NITRHE | - | National Institute for Training and Research in Higher Education |
| NPE    | - | National Policy on Education                                     |
| Pro-VC | - | Pro Vice-Chancellor  |
| RRC    | - | Regional Resource Centre   |
| SC     | - | Scheduled Caste  |
| ST     | - | Scheduled Tribe  |
| UGC    | - | University Grants Commission                                     |
| VC     | - | Vice-Chancellor  |



# I The Case For Training

## **Introduction**

It is well recognised that higher education institutions play a key role in the social, cultural and economic development of a nation. In addition to transmission and extension of knowledge, higher education determines the thinking and attitudes of generations of students, provides leadership in various fields and is the cradle of research which moulds the nature of any society.

- 1.2 Today, colleges and universities are assuming new and uncharted roles. The traditional role of higher education has come to be reconsidered in the context of the needs of contemporary society. It is faced with a crisis in education and responsibility for development, with conflicts between economic requirements, employment opportunities and the aspirations of the individual.
- 1.3 Universities and colleges have grown in size and complexity and are the equal of large business organisations. The management structure of most universities however was not initially designed to service such a large numbers of students and teachers. Student bodies have become increasingly heterogeneous in abilities, ages and socioeconomic backgrounds. Resources in real terms are diminishing as demand for greater access to higher education is increasing.
- 1.4 Senior administrative personnel in higher education institutes operate in environments which are accountable to the society. Also there are growing societal expectations that higher education would perform an increasing range of different tasks. Higher education institutions are accountable to governments, employers, students and the community. Operating in such an environment calls for high level administrators with a wide range of knowledge and sophisticated skills. Administrators of higher education institutions are required to show strong leadership through fostering efficiency, setting priorities and promoting client orientation. They are placed in the middle of human problems which demand sustained cooperative effort and team work for solution.

## **Higher Education in India**

- 1.5 The system of higher education has grown rapidly since Independence. India has today one of the largest university systems in the world with 176 universities, 7121 colleges, a student enrolment of nearly 44.25 lakh (4.4 million) and a faculty of about 2.6 lakh (0.26 million). Administrators and staff in the higher education system are estimated to be in the region of 5 lakh (0.50 million).

- 1.6 The higher education system in India is facing increasingly complex management problems and appears to be in a state of perpetual crisis. A number of universities fail even to make admissions, conduct examinations, declare results and award degrees on time. There has been a general tendency to blame the ills of higher education in India to macro-problems over which higher education institutes have little or no control, viz. unplanned growth of universities and colleges; admissions beyond capacity; politicisation of senior appointments in universities and non-availability of adequate resources. There has been insufficient understanding and recognition of the fact that the degree to which higher education can contribute positively to national development is directly related to its effective and efficient management and administration. Consequently measures to improve the internal efficiency of our higher education institutions, which is low, have not received due emphasis. A major weakness is the neglect of professionalism in management of institutions and lack of trained administrative staff.
- 1.7 The Madhuri Shah Committee, constituted by the University Grants Commission (UGC) in 1982, to enquire into the working of the Central Universities had observed that many of the problems of universities crop up and accumulate due to deficiencies in management. While suggesting that every effort should be made to improve and modernize the management of the universities, the Committee stressed the provision of in-service training to staff.

Its report mentions that a Working Group was constituted in the early eighties by UGC to work out a training programme for non-teaching staff up to the level of Assistant Registrars in Central Universities. However, for one reason or another, much progress could not be made. The Committee suggested that, at least, universities which have Departments of Business Management should start in-service training programmes for which financial assistance should be provided by the UGC. The Committee also proposed that refresher courses and short-term courses in the field of university administration should be provided to senior functionaries so as to impart basic knowledge of various aspects of management, decision making and the scope and significance of provisions in the Acts and Statutes of the universities. However the recommendations of the Committee did not receive due attention.

### **National Policy on Education, (NPE) 1986**

- 1.8 Until the formulation of the National Policy on Education, 1986, government policy in regard to the professional development and training of university and college administrators was not clearly enunciated or articulated. The NPE, '86 stresses the need to promote efficiency and effectiveness at all levels in the educational system. The Programme of Action (POA) for implementation of the policy refers to the need

for training of educational administrators and heads of institutions in specialised institutions at the national and state levels and also mentions that pre-induction training should be an essential requirement for personnel selected as heads of institutions. It emphasizes the need to motivate Institutes of Management and other similar organisations to take up management development and training programmes as well as policy oriented research in these areas through documentation of case studies of real life situations and action research for institutional development.

### **Policy Changes**

- 1.9 The scheme of revision of pay scales of university and college teachers which was formulated by the Central Government in 1987-88 provides for a total package of benefits for teachers and makes continuing education, training and performance appraisal an integral part of the career advancement of teachers. The scheme envisages that participation at regular intervals in appropriately designed refresher courses/summer institutes of at least four weeks duration would be necessary for placement of Lecturers in the next higher grade. (See Appendix-IV)
- 1.10 Central Government's orders issued in 1988 revising the pay scales of the Registrars, Deputy Registrars and Assistant Registrars of Central Universities provide that participation in training programmes in educational administration, university management, accounts and finance, etc. of approximately four weeks duration would be a pre-condition for placement in the next higher grade.

### **Teacher Training**

- 1.11 UGC has so far established 45 Academic Staff Colleges (ASCs) in universities in different parts of the country (Appendix IV) and identified about 200 university departments/centres on a national and regional basis (Appendix V) to conduct subject-oriented refresher courses for teachers. Nearly 14,000 university and college teachers have participated in these training programmes. UGC provides 100 percent assistance for training of teachers and has sanctioned Rs.17.40 crore (174.40 million) for this purpose.
- 1.12 The UGC Review Committee on the functioning of ASCs has, in its report submitted in February 1991, noted that the organisation of orientation and refresher programmes for teachers has been widely welcomed. It is generally felt that in-service training would upgrade their professional competence and class-room performance and create general awareness of societal and professional problems. The Committee recommended that the ASC scheme should be continued in the VIII Five Year Plan and necessary steps be taken to put it on a permanent footing. The scheme should be strengthened and institutionalized. The Commission has accepted these recommendations.

### **Training of Administrators**

- 1.13** It is therefore widely felt that the time has come to provide similar opportunities for the professional development of university and college administrators to equip them to manage large and complex organisations; to facilitate development of innovative teaching and research programmes; to forge new linkages with the world of industry and enterprise; to handle ever-increasing enrolments; to conduct examinations on a massive scale; to allocate and utilise scarce resources optimally and to handle computerised data systems. They need highly sophisticated skills in strategic planning and review, human and industrial relations and performance appraisal.
- 1.14** At present the University Grants Commission, the National Institute of Educational Planning and Administration (NIEPA), the Indira Gandhi National Open University (IGNOU), the Association of Indian Universities (AIU) and the Administrative Staff College of India (ASCI) and a few universities have been supporting and organising training programmes for university and college administrators with the resources and expertise available to them. However lack of central planning and direction, paucity of resources, duplication of effort and the limited and sporadic nature of the exercise have reduced its effectiveness and impact considerably.
- 1.15** By and large, staff in universities and colleges do not have the benefit of orientation or pre-service training. They learn by trial and error on the job. Opportunities for in-service training and work-related visits are limited. Consequently they suffer in comparison with their counterparts in the civil services, the public sector and the banking services and are also not as well informed, motivated and efficient as their peers in universities in the developed world and even in some developing countries.
- 1.16** The Committee feels that the situation can be redressed to an appreciable extent by addressing the training needs of university and college staff through a systematic, coordinated and determined initiative at the national level. Today higher education institutes in India spend over 75 per cent of their resources on staff salaries, with a majority of colleges spending nearly 90 per cent of their annual budgets on staff salaries. Simultaneously higher education faces a severe resource crunch. The Committee is therefore of the considered view that investment in increasing the efficiency and productivity of personnel employed in the system makes sound administrative as also economic sense.

## II Existing Training Facilities

The foregoing discussions and facts clearly suggest that there is a need for training the middle and upper level educational administrators in India. This brings us to examining the training facilities existing elsewhere and in India and these fairly indicate the adequacy/inadequacy of such facilities and the types of training which require to be strengthened further.

### **Training Facilities in Other Countries**

- 2.2 Considerable importance is attached to training of educational administrators in developed countries. While in U.K. training is an essential pre-requisite for educational administrators, in Germany two types of training facilities are available: one for lower level administrators consisting of vocational/technical training, and the other for higher level administrators who, amongst other things, take training in Law.
- 2.3 So far as developing countries are concerned, Sri Lanka and China need special mention. In Sri Lanka, according to the recruitment policy of the university system, it is compulsory for educational administrators at all levels to acquire training in administration and management. In the Postgraduate Institute of Management, University of Sri Lanka, a large number of administrative staff is registered for going through the two-and-half year MBA programme. A fair number of graduate and non-graduate lower level university administrators take the Diploma in Management programme of the Open University of Sri Lanka (OUSL). The OUSL's forthcoming Postgraduate Diploma in Higher Educational Management would largely serve the senior level administrators in the country. In Sri Lanka, not only does the parent institution bear the course fee of the employees who go for training of their choice, the university administrators are eligible for one year paid leave for completing the postgraduate course in administration/management.
- 2.4 In China, the government undertakes the task of overall coordination of the training institutions for educational administrators. Ten institutions, located in Beijing and at other places, cater to the training needs of nearly 4,000 trainees, including Vice-Chancellors, College Principals and Headmasters. Resource persons consisting of University Professors, Administrative Officers and experienced heads of institutions have already trained nearly 25 per cent of Vice-Chancellors and Registrars. It is expected that all the Vice-Chancellors and College Principals would be trained within the next three years.

### **Training Facilities in India**

- 2.5 In India, so far as training in educational administration/management is concerned, the number of training institutes is very small and the programmes that they offer are limited in scope. This is even more so when one keeps in view the heterogeneity in training needs of a wide spectrum of educational administrators in the conventional higher education sector. The magnitude of the task increases when the burgeoning Open Learning System is also taken into consideration.
- 2.6 A variety of courses for administrators at all levels are offered by over 160 institutions classified as Central/National Training Institutions, State Training Institutions, and others. Besides these, a variety of executive development programmes are offered by several professional bodies and Non-Government Organisations.
- 2.7 Of the 2,700 programmes listed by the Training Division of the Ministry of Personnel, Pension and Public Grievances in the "Compendium of Training Programmes 1990-91", those meant for educational administrators/managers were only 72. As far as the Committee is aware, 8 institutions provide training in educational administration/management in the country-- three at the national level and five at the university level. The objectives, content, strategy, and methodology of training offered by these institutes are briefly outlined below, followed by a brief note on each of these institutions.

### **2.8 Objectives**

The objectives of the training programmes vary depending upon the target groups and their levels. The following is a selective list of objectives of various staff development programmes undertaken by the eight institutions in the country.

- \* Orientation to various aspects of higher education.
- \* Understanding of modern techniques of management and evaluation, college society interaction and linkages between university/college and UGC.
- \* Acquaintance with various aspects of evaluation of the Academic Staff Colleges.
- \* Orientation to department level planning and management.
- \* Development of effective leadership skills.
- \* Updating of professional skills and knowledge.
- \* Acquaintance with the latest techniques of human resource development.
- \* Need for professional development of university administrators.
- \* Development of positive attitude towards work and colleagues.
- \* Awareness and understanding of the non-conventional systems, like the Open Learning System.

## 2.9 Content

The spectrum of content areas in these training programmes varies from general university administration, policy making, financial management and budgeting at one end to management of examinations, student services, and faculty improvement at the other. The following list provides a general view of the wide spectrum of contents offered by the eight training institutes mentioned above.

- \* Planning and management; policy and decision making, administrative management, recent developments in modern management.
- \* Conflict management.
- \* Improving administrative system and control.
- \* Leadership style; communication skills and inter-personal relations; public relations in universities.
- \* Effective management of human resources.
- \* Project formulation; project management.
- \* Material management.
- \* Financial management; resource management; cost-benefit analysis; zero-based budgeting; Management Information Systems.
- \* Management of examinations and their reforms.
- \* Management of student services, faculty improvement, and disciplinary procedures.
- \* Introduction to computers; use of computers by universities; application of computers in university / office management.
- \* Stores management and strategic university control.
- \* Office supervision; office management and automation; office procedures and methods; office layout.
- \* Administrative analysis and improvement (work study method).
- \* Records management; forms design and control; management of disciplinary proceedings.
- \* Skills development for security staff.
- \* Improving effectiveness of Private Secretaries and Personal Assistants.
- \* Improving writing skills.
- \* Awareness about distance education / open learning, and various aspects of functioning of the distance education systems and institutions.
- \* Skills in writing self-instructional materials.
- \* Coordinating and managing course teams.
- \* Organising academic-counselling sessions.
- \* Conducting student and programme evaluation.

- \* Management of Regional Centres, Study Centres, and Learning Resource Centres.
- \* Development of favourable attitude towards work and colleagues (including seniors and subordinates).
- \* Accountability and appraisal.

## **2.10 Strategy**

The strategies vary across the institutions. While some provide in-service training and peer group learning, others prescribe face-to-face residential training, and still others are engaged in training core groups of trainers. There are also institutions that combine most of the above strategies, depending upon the needs of their clients and the resources available with them.

### **Training Methodologies**

**2.11** The methodologies of training adopted by these institutes involve traditional as well as innovative methods, ranging from lecturing to stimulation exercises. The list given below is a pool of the existing methodologies, all of which may not necessarily be followed by all the institutes.

- \* Lectures.
- \* Lecture-cum-discussion.
- \* Structured exercises and presentation.
- \* Participant seminar/panel discussions.
- \* Hands-on experience.
- \* Group and syndicate work.
- \* Case studies, and case discussion method.
- \* Simulation exercise.
- \* Workshop with audio-visual support.
- \* Field visits.

It may be noticed that the methodology of training through self-instructional materials at a distance which would be cost-effective as well as cost-efficient is not being used by these institutes.

### **Training Institutes**

Given below is a brief description of the institutes providing training for educational administrators in the country:



---



---

### *National Institute of Educational Planning and Administration (NIEPA)*

- 2.12** NIEPA is an apex body which was set up by the Central Government in 1979 to provide consultancy and associated services in the areas of educational planning and administration, and conducts training programmes in these areas in collaboration with the UGC and other similar bodies. Around 60 programmes covering some 1,500 participants are organised per year. In the VII Plan period (1985-90), 2,043 individuals, College Principals, Registrars, Heads of Departments, and other senior officers in universities and colleges were imparted training. The other target group include educational administrators in schools and non-formal educational institutes/organisations.
- 2.13** The following specific programmes are undertaken by NIEPA from time to time:
- \* Orientation programmes for College Principals, and special programmes for Principals of Women's Colleges
  - \* Programmes for Registrars and Finance Officers of Universities
  - \* Programmes for Directors/Deans of College Development Councils (CDC)
  - \* Programmes for Directors of Academic Staff Colleges (ASC)
  - \* Programmes for Heads of University Departments
  - \* Programme for Administrators of University Grants Commission (UGC)

### *Administrative Staff College of India (ASCI)*

- 2.14** At the joint initiative of the Central Government and industries, the ASCI was established in 1957 to provide three inter-related activities:
- \* Post-experience management development programmes
  - \* Management and computer consultancy services
  - \* Research on management and economic issues

The ASCI's Centre for Social Services Administration offers educational management development programmes for administrators from universities, government and voluntary organisations engaged in educational management.

### *Association of Indian Universities (AIU)*

- 2.15** The AIU was established in 1925 to act as a forum for information collection and dissemination, and also to facilitate communication, coordination and mutual consultation amongst universities. The programmes of the AIU provide university administrators an opportunity to update their professional skills and knowledge, and acquaint them with the latest techniques of human resource development and concepts of modern management. Nearly 250 administrators have been trained by the AIU so far.
- 
-

*Centre for Human Resource Development (CHRD), University of Delhi*

**2.16** The CHRD was set up in 1989 to contribute to the professional development of university administrators through regular management development programmes, professional development workshops, training and research. The target group of administrators include Assistant Registrars, Section Officers and other administrative personnel, drawn mainly from the University of Delhi. The Centre also organises the following short duration programmes in university administration:

- \* Certificate Course in Administrative Management
- \* Certificate Course in Office Supervision
- \* Certificate Course in Office Work, Procedures and Methods Improvement

*Centre for Work Study in Educational Administration (CWSEA)  
Punjab University, Chandigarh*

**2.17** Established in 1985, the CWSEA, with financial assistance from the UGC, trains administrative staff from various universities in the field of Work Study and Office Management. From 1985 to 1989, the CWSEA trained 801 persons including Controllers of Examinations, Deputy/ Assistant Registrars, clerical and supervisory staff, through 46 training programmes.

*Jamia Millia Islamia, New Delhi*

**2.18** The JMI, with assistance from the UGC, conducts management development programmes for Deputy Registrars and Assistant Registrars of various universities.

*Kakatiya University, Warangal*

**2.19** The Kakatiya University concentrates on the training of non-academic personnel from various Universities located in the south. The University organises 2-3 training programmes in a year, each with 20-30 participants.

*Indira Gandhi National Open University (IGNOU)*

**2.20** The IGNOU, established in 1985, started offering academic programmes from 1987. As a composite package, IGNOU offers both long-term and short-term programmes for training academic and non-academic personnel. The objective is the smooth functioning of the distance education and the open university system in the country. The academic staff development programmes include one-year Diploma in Distance Education, and short-term orientation programmes for Regional Directors, Coordinators of Study Centres, Course Writers, Academic Counsellors, and the faculty members of IGNOU, other distance teaching institutes in the country and outside India. So far nearly 340 academic staff, most of them from IGNOU, have been imparted training through short-term training programmes.

- 2.21** The University has undertaken training of non-academic staff, viz., Deputy Registrars, Assistant Registrars, Section Officers, Assistants, Private Secretaries, Stenographers and Accounts Personnel in areas like skills development, attitude modification, orientation to the Open University System, etc. Nearly 650 functionaries have been trained so far through such short-term workshops.
- 2.22** The IGNOU has already developed the basic self-instructional materials which can be utilised in training staff through the distance mode.

*Institutes in States*

- 2.23** Besides these eight institutes, there are some institutes in various States that provide training in educational administration at the State level. They include:
- \* U.P. Academy of Administration, Nainital (U.P.)
  - \* State Planning Institute, Lucknow (U.P.)
  - \* Anna Institute of Management, Madras (Tamil Nadu)
  - \* H.C.M. Rajasthan State Institute of Public Administration, Jaipur (Rajasthan)
  - \* Administrative Training Institute, Ranchi (Bihar)
  - \* Tribal Harijan Research-cum-Training Institute, Bhubaneswar (Orissa)
  - \* Institute of Administration, Hyderabad (A.P.)
- 2.24** The above presentation and discussion suggests that the training needs of administrators and other non-academic functionaries working at the college and the university levels have been barely touched; and the arrangements at regional and local levels are negligible. There is absence both of coordination and monitoring of the existing institutes at the national and the state levels. The existing facilities are quite inadequate to meet the training needs of a wide spectrum of administrators working at the higher education level in both the face-to-face and the open learning institutions.

## III Training Needs

- 3.1 Any worthwhile effort to improve the capability and productivity of university and college administrators should be based on a broad definition of their training needs. Evidently an understanding of their roles and responsibilities in the context of the challenges faced by the system of higher education in India is vital.
- 3.2 The post-Independence era has witnessed a marked shift in the goals of higher education with emphasis on access for all and making education relevant to the values of a developing society. The university system in India has seen massive growth in terms of the number of institutions and students enrolled. The proportion of women enrolled in higher education institutions has gone up from over 9 per cent in 1951 to 32.5 per cent. Five universities and 851 colleges cater exclusively to the higher education needs of women. The share of members of Scheduled Castes (SC) and Scheduled Tribes (ST) in general and professional education has increased steadily. A large number of first-generation learners are enrolled in higher education institutes. Universities have provided undreamt of opportunities of vertical mobility to the weaker sections of society.
- 3.3 Universities and colleges in India are now offering a wide variety of courses in a large number of disciplines. Higher education has contributed to India having the fifth largest pool of scientific and technological manpower in the world. Its quality is far from satisfactory but in sheer numbers the output is enormous. Efforts, for the most part unsuccessful, have been made to improve standards of teaching and research by prescribing minimum standards, restructuring and diversifying courses and use of modern education and communication technologies.

### **Problems in University Management**

- 3.4 During the past four decades a number of weaknesses have manifested themselves in our university system. These may be summarised as follows:
- \* unplanned proliferation of higher education institutes;
  - \* lack of adequate infrastructure facilities;
  - \* mis-match between education and employment;
  - \* slow progress in examination reforms and revision of curricula;
  - \* wastage in terms of high proportion of failures and low pass percentage;
  - \* excessive politicisation of the functioning of higher education institutes;
  - \* trade-unionism of the wrong kind and campus unrest;
  - \* failure of higher education institutions to generate their own resources; and
  - \* lack of professionalism in management.

- 
- 3.5 A good deal of ineffective university performance can be attributed to unsound administration and unplanned growth. The problem of toning up university administration has to be approached simultaneously at different levels. Few training facilities exist and little effort is being made to develop a body of knowledge on the theory and practice of university administration. The system needs leader-managers to transform institutions and not merely to maintain the status quo.
- 3.6 Indian universities are equal in terms of size, resources and complexity to large industrial houses. They are usually situated in sprawling estates with a large number of teachers, staff and students residing on campus. Universities are statutory autonomous bodies which are, by and large, responsible for their own governance. The university administration is responsible for discharging a multiplicity of diverse functions which encompass the activities of several government departments and agencies. These include law-making functions, provision of civic amenities, management of hostels, libraries, laboratories, sports and cultural activities. Yet when it comes to management, there is a vast difference between the corporate sector and the university system. Industry has in recent years adopted modern and scientific modes of management, innovative ideas and techniques in their day to day operations. By contrast our universities demonstrate a lack of professionalism in management which is characterised by outdated modes of functioning and a resistance to innovation and change.
- 3.7 Administrators of higher education institutions are increasingly absorbed in following rules, regulations and daily running of mass institutions. There is an overwhelming compulsion for conducting examinations and declaring results on schedule. Decision making is slow and solutions ad hoc. There is an over-emphasis on procedures, paper work and meetings, and excessive concentration of power. Delegation of authority is unclear with virtually no one handling routine matters independently. Asset management is unknown and stock records are not kept. Financial procedures are lax. Budgets are prepared according to a standard form, and no projections are made, nor are changes in activities taken into account after allocations are made. Planning is incremental. There is too much ad hocism in recruitments and promotions. Incentives for competence are virtually absent and performance appraisal procedures have not evolved properly. There is a marked reluctance to develop and enforce norms of accountability. Since Independence the administrative machinery has remained unchanged in character and content. Unfortunately there are no signs of improvement in the management of universities and colleges.
- 3.8 University administrators are required to be sensitive and sympathetic to the problems of volatile and impressionistic youth whose outlook, values and motivations are at variance with their own. Parents and guardians from different socio-
-

economic strata who interact almost daily with the university expect courtesy, understanding and patience in their dealings with the staff. However, neither the students nor the parents are satisfied with the attitude and response of the university authorities to their genuine and pressing problems. This can be partially attributed to the enormous pressure of numbers on the university system and to centralized decision making. At the same time it is also true that officials of universities are not provided with formal training or orientation to deal with parents, students and the public in the manner, for instance, that members of the civil services are.

- 3.9 The attitude of teachers and staff associations and students unions which is generally antagonistic and hostile to the authorities, has placed a great strain on administrators in the university system. No one is trained in conflict resolution. Nor does the background and training of university and college administrators equip them for crisis management. Yet they are expected to work with equanimity and calm in an environment which subjects them to relentless emotional and physical stress. There are no avenues or opportunities to enable them to cope with such pressure on a long-term basis.
- 3.10 The qualifications of university officers do not provide for a degree in Law. The Acts of all universities in India confer powers of making Statutes, Ordinances and Regulations on university bodies. Administrators are required to interpret these provisions. What is more, frequently new provisions are being incorporated. However, they are not trained to keep pace with the changes.. The outcome is incremental changes in legislation resulting in further complexities and rigidities coupled with a reluctance to replace outdated provisions or introduce necessary innovations. Laws are often applied mechanically without recognition of the human aspects involved.
- 3.11 The number of students and staff in higher education institutes has been increasing. Further more they have become conscious of their rights and privileges. Due to the ad hocism prevalent in admissions, examinations, recruitments and promotions, grievances related to these have multiplied. Lack of satisfactory avenues for grievance redressal and general apathy have resulted in an increase in the number of aggrieved students and employees approaching courts of law for relief. Consequently universities have become involved in a large number of court cases. However, higher education institutions have not been able to respond to the training needs of staff handling grievances or court cases.
- 3.12 The Indian sub-continent is perhaps the only region in the world to continue with the tradition of affiliated colleges. A majority of the universities are affiliating in nature and despite policy pronouncements to restrict their size, there has been a gradual increase in the number of colleges affiliated to each university. Administra-

tors in universities are increasingly involved in resolving problems relating to the affairs of colleges under their jurisdiction. These generally relate to grant of affiliation, admission of students, introduction of vocational courses, conduct of examinations, declaration of results, appointment of teachers, etc. The problems of colleges could be responded to more promptly and efficiently if university officials were properly equipped to do so through training.

- 3.13** Generally, senior teachers in the university and college system are elevated to administrative positions without any prior experience or exposure to administration. Officers who are promoted from among the clerical and subordinate staff are not sufficiently aware of the history and philosophy of university education in India and are not familiar with policy issues and challenges in higher education.
- 3.14** University administration has its own peculiarities. One of its important features is that most of the work gets done in university bodies such as the Senate/Court, Academic Council, Syndicate/ Executive Council, Faculties and Boards of Studies and with the help of several committees. The officials of the universities should be in a position to assist the university bodies in the proper performance of their duties. Records of meetings of university bodies and action taken on their decisions should be complete and up to date so as to ensure better accountability to the community, the legislature and the government. This entails training of staff to provide efficient secretarial assistance to committees and in proper record keeping. It also highlights the need to give attention to the archival function of universities.
- 3.15** Educational managers, planners and administrators are going to be faced with the major challenge of mobilising resources for institutional purposes. One of the sources of finance would be the alumni of these institutions. It therefore follows that records of alumni have to be maintained properly so that they could be suitably involved in university affairs. The future is also going to see increasing office automation, use of computers, closer linkages with industry, the community, non-governmental organisations (NGOs) and other agencies. The administrators of higher education institutes should be adequately prepared to meet such demands on the system.

### **Training Needs**

- 3.16** On the basis of the above discussion the broad training needs of university administrators may be illustrated as follows:

#### ***Conceptual Issues***

- i) History, growth and philosophy of higher education in India.
- ii) Higher education and national development.
- iii) Key issues and problems in higher education.
- iv) Structure and organisation of universities.
- v) Comparative higher education.

- vi) Role of government, UGC, AICTE and linkages with agencies, industry, community, NGOs, etc.
- vii) Resources for higher education.

### ***Management Issues***

- viii) Institutional planning.
- ix) Financial management.
- x) Human resource development (HRD).
- xi) Academic management, including admission and curriculum.
- xii) Conduct of examinations.
- xiii) Student services.
- xiv) Student participation in management.
- xv) Estate management.
- xvi) Materials management.
- xvii) Records management.
- xviii) Computerisation.
- xix) Legal training.
- xx) Redressal of grievances of staff and students.
- xxi) Servicing of university bodies and committees.
- xxii) University and Alumni.
- xxiii) Management of hostels, libraries, laboratories and in-house printing press.
- xxiv) Promotion of sports, cultural and extra-curricular activities.
- xxv) Management of colleges.
- xxvi) Delegation and decentralisation of authority.
- xxvii) Management of change.

### ***Inter-Personal Relations***

- xxviii) Public Relations and image building.
- xxix) Industrial Relations, including conflict resolution, crisis management and negotiation process.
- xxx) Human relations.
- xxxi) Organisational behaviour.

**3.17** The Committee is aware that college administrations and those working in professional and technical institutions have their own set of problems and training needs which need to be addressed separately. However due to constraints of time and space, the Committee has focussed its attention on the mainstream universities.

**3.18** Generalised and specialist training needs of university and college administrators can be classified further by taking the following into consideration:

- a) Types of institution
- b) Stage of career



---



---

c) Level of staff

**3.19 Types of Institutions**

- i) Affiliating and Teaching Universities
- ii) Unitary Universities
- iii) Deemed Universities
- iv) Indian Institutes of Technology (IIT)
- v) Indian Institutes of Management (IIM)
- vi) Universities dedicated to Agriculture, Medicine, Technology and other specialised fields
- vii) Open Universities
- vii) Different kinds of colleges, viz. general and professional colleges; government and private colleges; constituent and affiliated colleges, autonomous colleges and women's colleges.

**3.20 Stages of Career**

*Pre-service Training*

At present the qualifications for appointment of Registrars, Controllers of Examinations, Finance Officers, Deputy Registrars and Assistant Registrars do not provide for any professional qualifications in the field of university and higher education. Nor do most faculties and schools of education and management offer specialised courses in this area of study. There is a felt-need for academic programmes to be specifically designed to provide trained manpower for management of higher education institutions in the country.

*Post-induction Training*

Entrants to the civil services, the public sector and banking services are required to undergo several months of foundation training at national and State institutes of training soon after their recruitment. This familiarizes them with the ethos and traditions of their service, develops a strong sense of camaraderie and provides them with theoretical understanding and practical competence to discharge their responsibilities in the first few years of service. On the contrary, university and college administrators are thrust into their jobs immediately after recruitment and have no alternative but to learn on the job, often at a high cost to themselves and the system. It is imperative that the staff of universities and colleges are exposed to the history, philosophy, culture and milieu of higher education on entering service. This would enable them to approach their tasks with a proper understanding of their environment and role, and place them in a better position to meet the expectations of society and the university system.

### ***In-service Training***

The crucial need for continuous in-service training of administrators in all sectors has now been recognized world-wide and cannot be overemphasized. The phenomenal expansion of knowledge, the bewildering pace of social and economic change and the array of scientific and technological innovations has made it incumbent for professionals to be exposed to new ideas, skills and techniques at regular intervals during service. Else they run the risk of getting out of touch with reality and unable to respond to and cope with new tasks and challenges adequately.

#### **3.21 Level of Staff**

There is a wide range of training needs of different categories of staff in universities and colleges. For training purposes a distinction needs to be drawn between those programmes which prepare for high-level policy determination and administrative responsibility, and those designed to fill the more technical positions within the administrative structure.

The training needs of different levels of staff in our universities and colleges may be broadly categorised as follows:

- i) Needs of senior policy level administrators like Vice-Chancellors, Pro-Vice-Chancellors, Registrars, Principals and Vice-Principals who are generally from an academic background and are required to acquire administrative and managerial skills in mid-career.
- ii) Academics who are appointed as Deans of Faculties and Heads of Departments need skills in planning and management, staff appraisal, research project management, human relations, financial management, etc. It is significant that they form the pool from which Vice-chancellors and Pro-Vice-chancellors are normally drawn.
- iii) Deans of Students Welfare, Finance Officers, Controllers of Examinations, Librarians, Hostel Wardens, Sports Administrators, Estate Managers, Planning Officers, Security Officers, etc. who are drawn from different backgrounds need specialised training in skills specifically related to the performance of their tasks.
- iv) Middle level functionaries of the rank of Deputy Registrars and Assistant Registrars, who are normally promoted, require re-training to broaden their horizons and acquire knowledge and skills necessary to discharge larger responsibilities and take important decisions.
- v) Subordinate and clerical staff require orientation and training in office procedures, word processing, noting, drafting, motivation, behavioural aspects, record management, etc.

## IV Strategies For Training

4.1 The three major constraints in the training of university and college administrators are paucity of finances, lack of quality training materials and shortage of trainers. The Committee feels that the challenge is to use the limited financial resources and available expertise in an efficient and effective manner to meet the vast and diversified training needs of university and college administrators.

### **Issues**

Some of the important issues which need to be addressed to meet this challenge are:

- i) Demonstration of greater commitment from the government to training of university and college staff. While the Central Government's initiative in formulating training policy is important, the role of the State Governments in the successful implementation of the policy is critical as they would be required to provide the necessary administrative and financial back-up and support to the training programmes.
- ii) The need for higher education institutions to overcome institutional inertia and apathy towards training of staff and to give it the priority that it deserves. This may be reflected in a willingness to release staff for in-service training programmes at regular intervals.
- iii) Creation of a demand for training of university and college administrators by linking attendance and performance in training programmes with career advancement.
- iv) Identifying and utilising institutions and resource persons who have the requisite experience and expertise in this field and fostering inter-institutional linkages.
- v) Exploring the possibility of adopting innovative strategies such as the use of distance education and electronic media to address training needs.

### **The Approach**

4.2 No single approach or strategy would be adequate to cope with the diverse training needs of university and college administrators. The Committee favours the adoption of a combination of strategies to address the problem. These may involve:

- \* pooling and sharing of existing institutional resources to optimise their utilisation and minimise duplication and waste;
- \* creation and development of institutional capacities for staff training;
- \* using distance education and emerging communication technologies to train staff at their work place;

- \* introduction of certificate, diploma and degree programmes in "University and Higher Education" to make qualified manpower available for management of higher education institutions.
- \* to set up a nodal institute at the national level for coordinating the training of administrators of higher education institutions, to evolve and determine a training policy and to function as a Resource Centre for training. The initial thrust of the institute should be on development of high quality training literature and advanced training of trainers; and
- \* to establish a national academy for training of university and college administrators as an autonomous body for providing training and consultancy services to higher education institutions.

### **Pooling and Sharing of Resources**

- 4.3** A brief description of the activities being undertaken by different institutions for training of university and college administrators has been given in Chapter II. While each institution has done useful work in different areas of training, there has been considerable duplication and wastage due to the absence of (a) a uniform approach; (b) a coordinating mechanism; and (c) inter-institutional linkages. It would be advisable to pool the expertise of these institutions and use their respective strengths to extend the coverage and improve the quality of training programmes.
- 4.4** Institutions like NIEPA, AIU, ASCI and universities such as Punjab, Delhi, Kakatiya, JNU, Jamia and SNTD which have already taken the initiative to launch training programmes for university and college administrators deserve to be provided with greater administrative and financial support to expand, strengthen and diversify their programmes. The Committee is of the opinion that the facilities of these institutions should be utilised on a regional basis to train officers, particularly at the level of Assistant/ Deputy Registrars and Principals/ Vice Principals for durations of 4 to 6 weeks.
- 4.5** The Committee envisages the establishment of at least one Regional Resource Centre (RRC) each in the North, South, East and West zones for training of university and college administrators. The performance and experience of the above institutions ought to be taken into account while considering the establishment of Regional Resource Centres. The possibility of establishing RRCs in other higher education institutions which have potential for staff training and are willing to provide basic facilities, should also be explored. In order to enable RRCs to function effectively they should have an autonomous status, within the university system.
- 4.6** Metropolitan cities in India are served by a number of universities and institutions of higher education. The Committee proposes that in each metropolitan area higher

---

education institutions should come together and share their resources to create cost-effective mechanisms for training of staff. Each institution could accept specific responsibilities for training staff at particular levels or in special subject areas, through mutual agreement.

- 4.7 The Indian Institutes of Management (IIM) have capabilities, experience, manpower and expertise which could be gainfully used for training of senior university administrators. It should be possible to use the facilities in the IIMs for the benefit of university administrators, particularly for facilitating University - industry interaction and cooperation.
- 4.8 The Committee noted that more than fifty universities have departments, faculties or institutes/colleges for management studies and research. Their focus is on Business Administration. It is a paradox that none of them has looked inwards at management issues in their own universities. It is felt that at least some of the prestigious management faculties should pay special attention to imparting professional skills to university and college staff.
- 4.9 The scheme of Academic Staff Colleges, which was initiated during the VII Five Year Plan for training and orientation of university teachers, has taken off to some extent. The UGC Review Committee which has examined the working of the scheme has identified some Academic Staff Colleges (ASCs) which have made a promising beginning and others which have potential. In the opinion of the Committee there is a case for involving such ASCs in the training of university administrators in the years to come.
- 4.10 State Training Institutes should be closely involved in the training of educational administrators, particularly at the tertiary level. They could provide opportunities for university and college administrators, in particular Principals and Vice Principals of colleges, to interact and exchange ideas with public representatives and senior officials in the government who are involved in the formulation, implementation and review of policies in the field of education. Those State Training Institutes which are presently involved in the training of educational administrators should be encouraged and supported to establish Centres in Educational Management.

#### **Developing Institutional Capacity**

- 4.11 In view of the massive numbers involved and their vast training needs, the Committee is of the considered view that the training of secretarial staff of universities and colleges up to the level of Section Officers is best organised on an in-house basis at the institutional level. This would require provision of necessary facilities in these institutions for post-induction and in-service training. For this purpose the UGC and State Governments should provide support for establishment of Centres for Human Resource Development in a phased manner in each university. The

scheme could be initiated in the VIII Five Year Plan in at least one university in each State and gradually extended to other universities.

- 4.12** At the instance of the University Grants Commission, the affiliating universities have established College Development Councils (CDCs) at their headquarters to assist the universities to process cases of development grants paid to the Colleges by UGC. The CDCs serve as an important link between the university and the Commission in ensuring proper implementation of the Commission's scheme in the college sector. The Committee is of the view that it would be useful to involve the CDCs in the organisation of training programmes for College staff.

#### **Use of Distance Education**

- 4.13** International experience has demonstrated that when distance education programmes are properly designed and well delivered, they provide a viable vehicle for high quality and cost-effective education. Few senior administrators in our universities can afford to participate in lengthy training programmes away from their offices at regular intervals. As such programmes using the distance education techniques offer an alternative strategy to update their professional knowledge and skills on a continuing basis. Use of distance education to train administrators of higher education institutions would enable them to learn at their own pace and convenience without dislocation.
- 4.14** The Committee is impressed by the quality of IGNOU's Diplomas in Distance and Higher Education. The Handbooks and Manuals prepared by the University for training IGNOU staff, particularly counsellors, tutors and Regional Directors could be trend setters. Given the size of our clientele and the practical difficulties in their being away from their offices for long durations training courses offered at a distance by IGNOU and State Open Universities would be appropriate to meet the in-service training needs of university/college administrators. Perhaps the most effective way of going about this job would be to use the expertise and experience of the IGNOU to carry through this programme.

#### **Academic Programmes**

- 4.15** The Committee is not aware if any university offers degree, diploma or certificate programmes in "University and Higher Education" for in-service training of personnel working in this sector. Such programmes could be made available with two distinct advantages:
- i) Serving administrators in universities and colleges could avail of study leave to enrol in advanced degree programmes in higher education to enhance their knowledge and skills, and to reflect on and analyse their professional experience; and
  - ii) Such programmes would make qualified personnel available for management

of higher education in the country. In due course the qualifications for recruitment of university administrators should recognise such study. The responsibility for ensuring this in a given time frame should rest with the UGC and the State Governments. This would raise the level of competence of fresh entrants to university service, while reducing the scope for in-breeding.

### **Nodal Institute for Training**

- 4.16 The Committee strongly felt that the establishment of a nodal institute at the national level which is dedicated to the training of university and college administrators cannot wait any longer. At present this responsibility is shared between different agencies like NIEPA, UGC and AIU, which due to their larger and diverse responsibilities, are not able to devote sufficient attention to this important task. Consequently responsibility for training has become diffused with no single institute accountable for formulating a training policy, identifying training needs, conducting training programmes on a regular and systematic basis and assessing the impact of training. The need for a central coordinating agency with the major responsibility cast upon it and, further more, accountability for the results achieved is, therefore, evident.
- 4.17 The Committee considered the suggestion for establishing of a national academy for higher education for discharging the overall responsibility for training of university and college administrators on the lines of such academies for training of civil servants. While recognising that such an academy would be required to be set up in the foreseeable future, the Committee noted that the proposal was capital intensive and that the order of resources required to set up a national academy may be difficult to raise at this stage due to cut-backs in government expenditure. The Committee favoured an evolutionary approach beginning with the establishment of a nodal institute at the national level for promoting the training of university and college administrators through effective collaboration and cooperation between existing training institutes which has the scope as well as the capacity to grow into a national academy for higher education.
- 4.18 The Committee noted the sweeping global changes which have occurred in the last 2-3 years and the reforms set in motion by the Government of India to integrate India's economy with the world and to make it internationally competitive. These changes are bound to have a significant impact on our university system sooner than later. It is, therefore, necessary to keep abreast of international trends and developments in higher education and to share experiences with other developing countries, particularly in the SAARC region and the Commonwealth, which have a common legacy of university education. In this context the Committee underscored the need for taking the international dimension into consideration while planning the activities of the national institute for training of university and college administrators. It should be possible for the institute, to grow into a resource centre for third world countries in the not too distant future.

# V Recommendations

## ESTABLISHMENT OF NATIONAL INSTITUTE FOR TRAINING AND RESEARCH IN HIGHER EDUCATION (NITRHE)

- 5.1 There are powerful arguments for meeting the challenge of human resource development in our universities by pooling and sharing the knowledge, expertise and resources available in the system. These could be better and more fruitfully utilised by establishing a nodal institute at the national level which assumes the major responsibility for promoting training of university administrators, works through a network of institutions and, building on their experience, creates and expands institutional capabilities for training.

### **Objectives and Functions**

- 5.2 The major objectives of the institute would be to formulate training policy, provide facilities and undertake training of policy level university and college administrators, and conduct and promote research on management of higher education institutions and also act as a national resource centre with the long-term aim of serving the needs of third world countries. The institute will work in a flexible manner and be capable of responding effectively to changing needs.
- 5.3 The functions of the institute would include the following:
- a) to facilitate and promote training of university and college administrators;
  - b) to identify training needs, design training programmes and assess the impact of training at the university and college level;
  - c) to assist the development and delivery of high quality training materials, to produce generic training literature and facilitate access to them;
  - d) to undertake and support advanced training of trainers;
  - e) to assist in the setting up of Centres for Human Resource Development (CHRD) in universities for training of secretarial staff;
  - f) to establish and recognise Regional Resource Centres for training of middle-level functionaries of universities and colleges and to coordinate their activities;
  - g) to undertake training of policy level administrators of universities and colleges;
  - h) to promote the use of distance education for in-service training of university and college administrators;
  - i) to assist in the development of local support services for training;
  - j) to provide a forum for sharing of information, expertise, ideas and experience in the field of educational administration at the tertiary level;
  - k) to conduct and promote research on various aspects of higher education in India and abroad;
  - l) to provide information and consultancy services for training of university and



- college administrators, including selection of appropriate technology;
- m) to facilitate inter-institutional linkages and co-operation in the area of staff training; and
  - n) to explore the feasibility of involving the corporate sector in human resource development in higher education institutions.

### **Mode of Establishment**

**5.4** The Committee gave thought to the following modes of establishing the nodal institute:

- a) To register it as a Society under the jurisdiction of the Department of Education in the Ministry of Human Resource Department on the lines of research agencies like the ICPR, the ICSSR, the ICHR and the IIAS.
- b) To establish it as an Inter-University Centre under Section 12 (ccc) of the UGC Act 1956 to provide common facilities to the universities.

**5.5** In considering the first option the Committee noted that in the field of higher education the Department of Education already has the responsibility to provide administrative support and to fund several research agencies like the IIAS, the ICPR, the ICHR, the ICSSR and also the IGNOU. In view of the recent moves to restrict the role of Central Government and to reduce senior staff in the Ministries, the Committee felt that it would not be fair to create a situation which would place an additional burden on the resources and time of Government.

**5.6** On the other hand UGC has, during the VII Plan, taken the initiative to establish a number of Inter-University Centres with the objective of providing national research facilities within the university system. These Centres are autonomous institutions providing common facilities to the universities in terms of Section 12 (ccc) of the UGC Act, 1956 which reads as follows:

“It shall be the general duty of the Commission to take in consultation with the Universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of university education and for the determination and maintenance of standards of teaching, examination and research in Universities, and for the purpose of performing its functions under this Act, the Commission may:

(ccc) establish in accordance with the regulations made under this Act, institutions for providing common facilities, services and programmes for a group of universities or for the universities in general and maintain such institutions or provide for their maintenance by allocating and disbursing out of the Fund of the Commission such grants as the Commission may deem necessary”.

5.7 The Committee understands that the establishment of Inter-University Centres has met a felt need and that their initial functioning has been encouraging. The Western Regional Instrumentation Centre, Bombay University, which has been upgraded to the status of an Inter-University Centre, provides a range of training programmes for staff of the University Science Instrumentation Centres through networking of universities, national laboratories and the instrument industries.

5.8 Given this evidence, the Committee is persuaded to recommend that the proposed National Institute be established by the UGC as a registered society under Section 12 (ccc) of UGC Act, 1956 and UGC Regulations (Establishment and Maintenance of Institutions), 1985.

#### **Name**

5.9 The institute shall be called the "National Institute for Training and Research in Higher Education (NITRHE)".

#### **Headquarters**

5.10 The registered office of the Society shall be at a place to be selected by the UGC. In view of the high cost of living, paucity of residential accommodation, non-availability of suitable land, transportation and other problems, the Committee preferred a location outside Delhi. In taking a decision in regard to its headquarters, weightage may be given to the willingness of State Government, universities and training institutions to provide land, accommodation and basic facilities for the establishment of the institute.

5.11 The institute will operate through its headquarters, such Regional Resource Centres as may be set up, and networks of universities, colleges and training institutions.

#### **Governance**

5.12 The institute should function in a flexible and innovative manner; its organisation and structure should evolve over a period of time rather than being imposed on it at the very outset. As such, the Committee saw merit in providing only a broad framework for governance leaving the rest to the wisdom and experience of the Governing Body.

5.13 There will be a Governing Body which will have overall responsibility for determining the principles, policies and priorities that will guide the institute in its day to day activities and whose functioning will include:

- i) consideration and approval of programme priorities and of the annual plan and budget, the making of staff regulations and financial regulations, and the appointment of the Director, as also of the senior staff; and
- ii) the submission of an annual report and audited accounts to UGC.

**5.14** The Governing Body shall consist of the following twenty one members:

1. Chairman or Vice Chairman, UGC Chairman (Ex-officio)\*
2. Director, NIEPA
3. A Pro-Vice Chancellor of IGNOU to be nominated by VC, IGNOU
4. Joint Secretary (University and Higher Education), Department. of Education, Ministry of Human Resource Development
5. Secretary, Association of Indian Universities
6. Two Vice Chancellors, of whom atleast one should be from a State University\*
7. One Director IIT/IIM\*
8. Two Registrars/Controllers of Examinations/Finance Officers of universities\*
9. Three College Principals\*
10. Three Heads of State Training Institutes\*
11. Two Education Secretaries of State Governments\*
12. Two eminent educationists, with a distinguished background in educational administration\*
13. Director of NITRHE (Member-Secretary)\*

\*Nominated by the UGC

The committee recognised the need for representation of the Regional Resource Centres and Centres of Human Resource Development on the Governing Body at a later stage.

- 5.15** Membership of the Governing Body shall be for 3 years.
- 5.16** Members shall be eligible for re-appointment for a further term but should not serve a longer consecutive period than six years.
- 5.17** In making nominations of members at Serial No. 6-12, due regard may be given by the UGC to the need for the Board to adequately represent all regions of the country, as also universities of different types and sizes.
- 5.18** The Governing Body may invite up to five persons representing higher education institutions or organisations contributing to or otherwise significantly assisting the Institute's activities to participate on an advisory basis in the deliberations of the Board.
- 5.19** The Governing Body will meet at least once every quarter in the initial stages; ten members will comprise a quorum.
- 5.20** The Governing Body may establish such committees as deemed appropriate and delegate functions to them.

### **Administrative Arrangements**

- 5.21 The Director will be the Chief Executive Officer of the institute and will be responsible to the Governing Body for the administration and operation of the Institute, for the implementation of its policies and programmes, and for its financial management.
- 5.22 The Director will be appointed by the Board for a fixed term of five years which can be renewed for another five years. However, he shall not normally continue beyond the age of sixty-five years.
- 5.23 The terms and conditions of service of the Director may be determined by the Governing Body. The emoluments will be the same as those of VCs of Central Universities.
- 5.24 The Director shall appoint other members of staff in accordance with such general guidelines as the Board may from time to time determine.
- 5.25 Senior staff appointments shall be made in consultation with the Chairman, and with the approval of the Governing Body.
- 5.26 It would be desirable to give representation to different regions of the country while making staff appointments.
- 5.27 All staff appointments should be made for a fixed tenure of 3 to 5 years on contract. Termination/reversion should be possible on 3 months notice on either side. A strong and open performance appraisal system should be instituted.
- 5.28 Secretarial staff should be required to perform multifarious functions; narrow job descriptions and specifications should be avoided as far as possible.
- 5.29 The administrative costs of the Institute should not exceed 20 per cent of its annual expenditure.
- 5.30 The institute should create an efficient service-oriented culture which is open, flexible and responsive in its procedures and work.
- 5.31 The agency should not create permanent liabilities of staff and equipment in areas where services are now available on contract, viz. maintenance of civil, electrical and sanitation services, transport, horticulture, hostel management, stenographic services, security etc.

### **Personnel and Finance**

- 5.32 The proposed National Institute for Training and Research in Higher Education (NITRHE) is conceived as a compact nodal institute with a small institutional setup to undertake staff development activities for educational administrators in the country and carry out research activities therein. The nation-wide staff develop-

ment activities will also necessitate the development of training materials (print, audio, video, etc.) and self-instructional multi-media packages. While the staff at the headquarters will engage themselves in the development and conduct of programmes and also carry out related research activities to further strengthen them, the implementation activity will remain decentralised. Some programmes might lead to certification while some other will be tailor-made, on the basis of the immediate specific needs of the clients. The decentralisation process will ensure the involvement and participation of the eight institutes already existing in the country (three at the national level and five at the university level) for the implementation of such programmes. Therefore, the headquarters of the NITRHE is envisaged to be small and compact with more than average degree of decentralisation in its activities. So far as large scale activities at the headquarters are concerned (i.e., programme design, development/production, implementation, coordination, monitoring, and allied administrative and managerial activities), substantial amount of fixed and recurring expenditure will be incurred for infrastructure, rent, equipment, maintenance, production of printed, audio / video and allied materials, research and evaluation, and library and information services.

### **Need for Staffing**

- 5.33 Such an institutional framework, as presented above, would necessitate specialised staff at the headquarters (both academic and administrative). Fifty such staff have been proposed for 1992-93 to 1994-95 (Appendix VI). This specialised staff will be involved in the design of staff development programmes; production of print, audio and video materials and other supportive materials; programme implementation, coordination, monitoring and evaluation; and research on relevant training needs, alternative staff development strategies and methods of materials production. For implementing such programmes, various institutions in the country (including the existing training institutions for educational administrators) are proposed to be involved to share the responsibilities of both long-term and short-term tailor-made programmes. The requirement for the training of large numbers of such staff in the country suggests that the substantial work of NITRHE must be farmed out to other institutions, and that the expertise of various consultants in the field must be utilised in both programme design and development, and implementation and evaluation.

### **Estimates**

- 5.34 There is a provision for Rupees 100 lakh (Rs. 10.00 million) for the VIII Five Year Plan for the institute to make a beginning. The initial fixed capital costs include the cost of the administrative building, a hostel for participants and resource persons, equipment, the recurring costs involved salary for the staff, rent and maintenance

of buildings, audio-video production, development of print materials, salary and honorarium for the resource persons and the expenditure incurred in the programme implementation. This being the general cost structure, and in view of the allocations for 1992-1997, it is envisaged that the Institute's own building and hostels will come up only after it has worked for some time. Estimates of expenditure on capital items (for one-time procurement), and audio-video produced are given at Appendix VII. The total projected costs for 1992-93, 1993-94 and 1994-95 are Rs. 108.45 lakh, Rs. 67.10 lakh and Rs. 59.05 lakh i.e. a total of Rs. 2.34 crore for a period of three years (Appendix VIII).

### **Funding**

- 5.35 The funds of the Institute will consist of the following:
- i) An initial endowment of not less than Rs. 10 crore made by UGC through a special government grant during the VIII Plan;
  - ii) Plan and Non-plan grants to be earmarked by the government and provided through the UGC;
  - iii) Annual contributions by higher education institutions;
  - iv) Fees and other charges received by the institute;
  - v) Grants, donations and contributions by industry and other organisations; and
  - vi) International assistance.
- 5.36 The Committee stressed the need for the institute to become financially self-reliant as soon as feasible. In this context it would be desirable for the institute to work towards raising 30 per cent of its resources after three years; 50 per cent after five years and become self-sufficient after ten years.

### **Role of University Grants Commission**

- 5.37 The role of the University Grants Commission in launching the National Institute for Training and Research in Higher Education (NITRHE) would be important. In its initial stages NITRHE would have to rely heavily on the advice, guidance and support of the UGC to launch its activities and make its presence felt.
- 5.38 The UGC should issue comprehensive guidelines to State Governments and higher education institutions reiterating the importance of training of staff and requesting them to treat the period spent by the staff on training as official duty as is the case with the Central/State Government Officers. This would enable the staff to take maximum advantage of existing training opportunities.
- 5.39 The UGC's role in establishing Centres of Human Resource Development in universities, establishing Regional Resource Centres in each zone and provision of necessary financial and administrative support to NITRHE would be crucial for the

success of the strategy proposed by the Committee for training university and college administrators.

- 5.40** The Committee would also like to emphasise the need for the Commission to take action in the following areas on a priority basis:
- i) To consider the feasibility of a few selected universities introducing degree courses in "University and Higher Education" to create manpower for higher education institutions and short duration courses to provide opportunities for in-service training of educational administrators.
  - ii) To consider modalities for involving the successful Academic Staff Colleges in the training of university and college administrators.
  - iii) To initiate suitable measures to involve College Development Councils (CDCs) in the organisation of training programmes for college staff.
  - iv) To persuade the State Governments and universities to make pre-induction training of staff mandatory within the next three years; to link attendance and performance in training programmes to career advancement within five years and in due course, to incorporate educational qualifications in "University and Higher Education" for recruitment of officers in universities and colleges.

### **Role of IGNOU**

- 5.41** The Committee expects the IGNOU to assume a major share of the responsibility for training and re-training of university and college administrators. The establishment of a countrywide network of study centres and the broadcast of its programmes on the National Network of Doordarshan (TV), gives IGNOU the capability to reach out to higher education institutions and their staff in all corners of the country. In addition to core courses, the university could design modules to cater to the needs of different levels of staff in universities and colleges who may opt for courses of their choice and accumulate credits to earn certificates, diplomas and degrees in their respective areas of specialisation. Specially packaged programmes could also be offered by IGNOU at the work-place to meet the training needs of groups of employees with similar job descriptions and responsibilities.

### **Role of NIEPA**

- 5.42** As the agency which has the maximum experience and expertise in the training of university and college administrators over the past three decades, NIEPA would be expected to provide support to NITRHE in discharging its responsibilities in the field of training. NIEPA's assistance could involve identification of resource persons and consultants for conducting needs analysis, designing training programmes and assessing their impact; training of trainers and development of training literature.

### **Role of States**

- 5.43 The Committee is convinced that the success of the scheme proposed by it for professional development of university and college administrators would rely heavily on the involvement and commitment of the State Governments which have the major responsibility for supporting and financing higher education in the country. In the opinion of the Committee, the Central Government and the UGC ought to persuade State Governments to spend at least one per cent of their annual budgets for higher education on Human Resource Development in universities and colleges. It would be desirable to reach this figure by the end of the VIII Five Year Plan, i.e. 1997. This approach would pay rich dividends in the future and relieve the State Governments of some of the day-to-day pressure and problems they face in regard to the management of universities.

The active cooperation of State Governments in setting up Centres for Human Resource Development and Regional Resource Centres would be crucial for their success. The State Training Institutes, which seek to intensify their involvement in training of educational administrators at the tertiary level would also look for help to the State Governments. States which have a larger number of universities and colleges may in the long run find it necessary to consider establishing separate training institutes for university and college administrators.

### **Role of State Training Institutes**

- 5.44 It has been mentioned that a number of State Training Institutes have been providing opportunities for training of educational administrators in universities and colleges for the past several years. Though their role may appear to be marginal, in most cases it is more than what the universities in the State are doing. These training institutes have an experienced faculty, are equipped with training aids and provide hostel accommodation. They have the advantage of intimate knowledge of local problems and issues in higher education. It would, therefore, be helpful to involve these State Training Institutes and use their facilities for training of university and college administrators. Those institutes which have considerable experience in this field should be encouraged and supported to establish Centres in Educational Management to enable them to focus their attention on the professional development of Principals and Vice Principals of colleges in the States.

### **Conclusion**

- 5.45 The establishment of a National Institute for Training and Research in Higher Education (NITRHE) is an innovative proposal which is necessary if the reputation of our universities and colleges has to be redeemed, their productivity and efficiency enhanced and their managements equipped to cope with rapid changes and new challenges in future.



# Summary

## I. THE CASE FOR TRAINING

1. It is well recognised that higher education institutions play a key role in the social, cultural and economic development of a nation. But the degree to which higher education can contribute positively to development is directly related to its effective and efficient management and administration.
2. India has one of the largest university systems in the world with 176 universities, 7,121 colleges, enrolment of 44.25 lakh (4.4 million), faculty of about 2.6 lakh (0.26 million) and approximately 5 lakh administrative and secretariat staff. The higher education system faces increasingly complex management problems as it grows in size, as resources diminish and as new challenges emerge.
3. Administrators in our universities and colleges need specialised training equipping them to manage large and complex organisations; to facilitate development of innovative teaching and research programmes; to forge new linkages with the world of industry and enterprise; to handle ever increasing enrolments; to conduct examinations on a massive scale; to allocate and utilize scarce resources optimally and to handle computerised data systems. They need highly developed skills in strategic planning, human and industrial relations, and performance appraisal.
4. Unfortunately, the professional development and training of administrators in higher education institutions has not been given the attention that it deserves. Government's policy in this regard had not been clearly enunciated until the formulation of the National Policy on Education (NPE), 1986. Efforts to train university and college staff are neither systematic nor adequate. Given the fact that the macro-problems plaguing our institutions of higher education are unlikely to be resolved in the foreseeable future, improvement in the internal efficiency of our universities and colleges is vital for their survival and growth.
5. In pursuance of the recommendations made in the National Policy on Education in 1986, a scheme for the establishment of Academic Staff Colleges (ASCs) for training and orientation of university teachers was introduced in the VII Five Year Plan. The Committee feels that it is necessary that similar opportunities for professional development should be provided to the university and college administrators to equip them to meet the existing challenges adequately and to prepare them to respond to future challenges in a meaningful way.

## **II. EXISTING TRAINING FACILITIES**

6. Considerable importance is attached to training of educational administrators in the developed countries. Among developing countries in Asia--Sri Lanka and China have given special attention to this aspect. In Sri Lanka, it is compulsory for educational administrators at all levels to acquire training in administration and management. In China ten institutions cater to the needs of nearly 4,000 educational administrators including Vice-Chancellors, College Principals and Headmasters.
7. In India the number of training institutes imparting training in educational administration and management is very small and the programmes offered are limited in scope.
8. The objective of the training programmes vary depending upon the target groups and their levels. They include orientation to higher education, development of effective leadership skills, institutional planning and management, human resource development, etc.
9. The content of training programme ranges from general university administration, policy making, financial management and budgeting at one end to management of examinations, student services and faculty improvement at the other.
10. While most institutions organise short duration in-service training for peer groups which are residential, a few provide opportunities for training of trainers. The methodologies involve traditional as well as innovative methods, ranging from lecturing to simulation exercises.
11. Foremost among the training institutes is National Institute for Educational Planning and Administration (NIEPA) which organises 60 programmes annually for about 1,500 participants from the entire education sector. In the VII Five Year Plan, NIEPA imparted training to 2,043 persons working in the higher education system including College Principals, Registrars, Heads of Departments and other senior officers.
12. Administrative Staff College of India's (ASCI) Centre for Social Services Administration offers educational management development programmes for university and college administrators. Association of Indian Universities (AIU) has so far provided 250 administrators opportunities to update their professional skills.
13. For the past seven years, the Centre for Work Study in Educational Administration (CWSEA), Punjab University has been training administrative staff from various universities in the field of work study and office management. The University of Delhi, Jamia Millia Islamia and Kakatiya University, Warangal have also initiated training programmes for university staff in recent years.
14. Indira Gandhi National Open University (IGNOU) offers short and long term

programmes for the training of academic and non-academic personnel. The university has introduced a one-year Diploma in Distance Education for academic staff, development and short-term orientation programmes for Regional Directors, Coordinators of Study Centres, Course Writers, Counsellors and the faculty of IGNOU, as well as other distance teaching institutions.

15. In addition to the institutions mentioned above, there are some State Training Institutes which provide training for educational administrators, particularly College Principals and Vice-Principals.
16. It is evident that training needs of administrators and other non-academic functionaries working at the college and university levels have been barely touched and the arrangements at regional and local levels are negligible.

### III. TRAINING NEEDS

17. Any worthwhile effort to improve the capability and productivity of university and college administrators should be based on a broad definition of their training needs. These should be determined in the context of the growth and development of the higher education system in India, its strengths, weaknesses and unique features. Indian universities are statutory and autonomous bodies which are, by and large, responsible for their own governance. University administration is responsible for a multiplicity of diverse functions which encompass the activities of several government departments and agencies. These include law-making functions, provision of civic amenities, management of hostels, libraries, laboratories, sports and cultural activities, etc.
18. Universities are generally perceived to be in a state of crisis, a number of them failing even to maintain their academic calendars. Their administration is characterised by outdated procedures, excessive centralisation, lack of accountability and ad hocism. The administrative machinery has remained unchanged since Independence and there are no visible signs of improvement. This state of affairs could be attributed to a number of factors; neglect of professionalism in management of higher education institutions being one of the more important.
19. University administrators function under tremendous stress and strain due to the antagonistic and hostile attitude of teachers, staff associations and students' unions. They have to be sensitive to the problems of the volatile and impressionistic youth from different socio-economic backgrounds and respond satisfactorily to public and staff grievances. They require special training in law and conflict resolution. They should also be knowledgeable about the history and philosophy of university education in India, issues and challenges in higher education, resource mobilisation, linkages with the government, the UGC, other professional and funding

bodies, industry, the community and national research agencies as well as non-government organisations.

20. Generalised and specialist training needs of university and college administrators can be classified by taking the following into consideration:
- a) types of institutions i.e. different types of universities and colleges;
  - b) stage of career, i.e. pre-service, post-induction and in-service training; and
  - c) level of staff, i.e. a distinction may be drawn between programmes for higher level administrators and those designed for clerical and technical staff.

#### **IV. STRATEGIES FOR TRAINING**

21. The three major constraints in training university and college administrators are:
- i) paucity of funding,
  - ii) lack of quality training material, and
  - iii) shortage of trainers.

The Committee feels that the challenge is to use the limited financial resources and available expertise in an efficient and effective manner so as to meet the vast and diversified training needs of university and college administrators. Some of the important issues which need to be addressed in this regard are:

- i) demonstration of greater commitment from the government, particularly in the States, to the training of university and college staff;
  - ii) the need for higher educational institutions to overcome institutional inertia and apathy towards training;
  - iii) creation of a demand for training by linking it to career advancement;
  - iv) fostering inter-institutional linkages between training institutes; and
  - v) the use of distance education, particularly for in-service training.
22. The Committee favours the adoption of a combination of strategies to address the problem of human resource development in the university sector. These may involve pooling and sharing of existing resources; creation and development of institutional capacity for staff training and introduction of academic programmes in "University and Higher Education".
23. The Committee suggests the following strategies to meet the wide spectrum of training needs of different levels of staff in universities and colleges:
- \* Establishment of Centres for Human Resource Development (CHRD) in a phased manner in universities to organise in-house training of secretarial staff up to the level of Section Officers. In metropolitan areas served by a number of higher educational institutions, it would be useful for institutions to come

together to accept specific responsibilities for training of staff at particular levels and in specialised areas.

- \* The establishment of at least one Regional Resource Centre (RRC) each in the North, South, East and West zones for training of middle level university and college administrators. Facilities existing in universities for training of staff should be gainfully utilised for setting up RRCs, which should function as autonomous units.
- \* Use of facilities of State Training Institutes, Academic Staff Colleges, IIMs and management faculties in universities for professional development of university/college staff.
- \* Given the size of the client group and the practical difficulties in their attending long duration training programmes away from their headquarters, IGNOU may be entrusted with the responsibility for designing distance education courses to meet the in-service needs of administrators in higher educational institutes.
- \* Selected universities should also introduce regular academic programmes in university and higher education to enhance the knowledge and skills of serving administrators and to make available a pool of qualified personnel for management of higher education.

24. In order to coordinate the training activities of different institutions, ensure optimum utilisation of resources and provide overall direction, the Committee suggests the establishment of a nodal institute at the national level which is dedicated to the training of university and college administrators and has the potential to evolve into a national academy.

#### **V. RECOMMENDATIONS**

25. The Committee proposes the establishment of a National Institute for Training and Research in Higher Education (NITRHE) for training of university and college administrators. It would work in collaboration and cooperation with a network of institutions in different regions of the country.
26. The major functions of the institute would be to formulate training policy for university and college administrators; to create and widen opportunities for their training by promoting cooperation among universities, colleges and other educational institutions; to undertake training of policy level administrators; to facilitate access to high quality learning materials; to provide facilities for advance training of trainers and to conduct and promote research on management of higher educational institutes. The institute will aim to provide a forum for sharing of experiences in management of higher educational institutes and act as a national resource centre

with the long-term aim of serving the needs of Third World countries. The institute will work in a flexible manner and be capable of responding effectively to changing needs.

27. Given the successful experience of inter-university centres set up by UGC in the VII Five Year Plan to provide common facilities to universities, the Committee recommends that the proposed NITRHE be established by the UGC as a registered society under Section 12(ccc) of the UGC Act, 1956. The institute will operate through its headquarters, preferably outside New Delhi, and a network of RRCs, universities, colleges and other training institutions.
28. Its Governing Body will have overall responsibility for determining the principles, policies and priorities of the institution. The Chairman or Vice-Chairman of the UGC shall be the ex-officio Chairman of the Governing Body which will consist of 21 members drawn from NIEPA, IGNOU, AIU, the university and college system, State Training Institutes, Central/State Government and eminent educationists with a strong background in educational administration. The Director, NITRHE shall be the Chief Executive Officer of the Institute and will be responsible to the Governing Body for administration, implementation of policies and programmes and for financial management.
29. A provision of Rs.100 lakhs has been made in VIII Plan allocations for establishment of the NITRHE. Initial costs would be incurred on setting up the headquarters, recruiting the core staff, procuring equipment and undertaking a detailed survey of training needs. The Committee recommends that the NITRHE may be funded by an initial endowment of not less than Rs.10 crore made by the Union Government to the UGC, plan and non-plan grants provided by the government to the UGC, annual contributions by higher educational institutions, fees, grants, donations etc. As the NITRHE is expected to assume responsibilities for training of university administrators in Third World countries also, it should be in a position to attract financial assistance from international and donor agencies.
30. The role of the UGC in launching the NITRHE and providing it with advice, guidance and support, particularly in its incipient stages would be of critical importance. The Committee also sees a significant role for the UGC in establishing Centres of Human Resource Development/RRCs. introduction of academic programmes in university and higher education, provision of greater opportunities to staff for training and linking performance in training programmes with career advancement.
31. IGNOU and NIEPA would also be expected to play an important role in supporting and supplementing the NITRHE's efforts.
32. The Committee is convinced that the success of this scheme would depend a great

deal on the involvement and commitment of the State Governments which have the major responsibility for supporting and financing higher education in the country. The Committee is of the view that State Governments should be persuaded to spend at least one per cent of their annual budget for higher education on Human Resource Development in universities and colleges. The Committee also feels that State Training Institutes should intensify their involvement in training of educational administrators at the tertiary level. The State Training Institutes which have done useful work in this field should consider setting up Centres for Educational Management for professional development of personnel in higher educational institutes.

- 33. The Committee is of the considered view that the NITRHE can play a crucial role in revitalising our universities by improving their efficiency and in preparing them to respond to future challenges effectively.

Handwritten notes and stamps at the bottom right of the page, including the number 'D-9817' and '63-03-98'.





No.F.20-43/90-Desk(U)  
Government of India  
Ministry of Human Resource Development  
(Department of Education)

January 21, 1991

**ORDER**

**Subject: Constitution of a Committee to suggest measures to augment training facilities for University/College Administrators.**

India has one of the largest University systems in the world with 172 Universities, 7000 Colleges, and enrolment of more than 2.50 lakhs. The proliferation of Universities and Colleges, the increase in enrolment and the dwindling of financial resources have highlighted the need for improvement in the internal efficiency of our university system. In this context the role and performance of University and College Administrators and organisation of manpower development programmes assumes considerable significance.

2. The professional development of University and College Administrators in India has not received due attention. The available opportunities for their pre-service and in-service training are insufficient and unevenly spread. In pursuance of the recommendations made in the National Policy on Education, 1986, a scheme for establishment of Academic Staff Colleges for training and orientation of University and College teachers has been introduced during the Seventh Five Year Plan. It is necessary that similar opportunities for professional development are provided to University/College Administrators to equip them to meet the existing challenges adequately and to prepare them to respond to future challenges in a meaningful way.
3. Government have, therefore, decided to constitute a Committee to examine the issues relating to training of university/college administrators in India. The composition of the Committee would be as follows:

- 
- |    |   |                  |
|----|---|------------------|
| 1. | Prof. Amrik Singh<br>Formerly Secretary<br>Association of Indian Universities (AIU)                           | Chairman         |
| 2. | Dr. M.V. Pylee<br>Formerly Vice-Chancellor<br>Cochin University   | Member           |
| 3. | Dr. V.S. Vyas<br>Director<br>Institute of Development Studies<br>Jaipur                                       | Member           |
| 4. | Dr. Mohit Bhattacharya<br>Vice-Chancellor<br>Burdwan University   | Member           |
| 5. | Prof (Smt.) Suma Chitnis<br>Vice-Chancellor<br>S.N.D.T. Women's University<br>Bombay                          | Member           |
| 6. | Prof. B.N. Koul<br>Director (Distance Education)<br>Indira Gandhi National Open University<br>New Delhi       | Member           |
| 7. | Dr. J.S. Khanna<br>Officer on Special Duty<br>Jawaharlal Nehru University<br>New Delhi                        | Member           |
| 8. | A nominee of Chairman, U.G.C..  | Member           |
| 9. | Shri Abhimanyu Singh<br>Director<br>(University and Higher Education)<br>Department of Education<br>New Delhi | Member-Secretary |
4. The terms of reference of the committee will be as follows:
- i) to review the status of existing facilities for training of University/College Administrators in the country;
  - ii) to identify broadly the training needs of University/College Administrators in the country;
  - iii) to suggest measures for augmenting facilities for professional development of University/College Administrators.
-

---

---

In this context the committee may like to consider the following:

- a) Identification of Institutions of Higher Education to provide specialised professional training to University/ College Administrators.
- b) Feasibility of establishing a National Academy of Higher Education for this purpose.
- c) Scope for using Distance Education for upgrading the professional knowledge and skills of University/ College Administrators.

The Committee would be free to enlarge the scope of its work.

5. The Committee will devise its own procedures of work and submit its report not later than six months from the date of issue of the order.

sd.  
(M.M. WADHWA)  
UNDER SECRETARY

**MEETINGS OF THE COMMITTEE**

The Committee held two meetings in the Department of Education Shastri Bhavan, New Delhi on the following dates:

i) November 11-12, 1991

ii) April 20-21, 1992

Prof. Mohit Bhattacharya, VC, Burdwan University could not attend the meetings of the Committee.

Dr. V.S. Vyas, Director, Institute of Development Studies, Jaipur was able to attend the first meeting of the Committee.

Prof. (Mrs) Suma Chitnis, VC, SNDT Women's University Bombay was able to attend the second meeting of the Committee.

UGC was represented by Shri R.L. Sondhi, Under Secretary, in both the meetings.

## Appendix III

**DOCUMENTS AND INDIVIDUALS CONSULTED  
BY THE COMMITTEE**

The Committee's work benefitted from access to the following documents;

1. *Report of the Working Group on University Administration*; Inter-University Board of India & Ceylon, 1968.
2. *Training University Administrators; A Programme Guide*, UNESCO, Paris, 1970.
3. *Report of the Committee to Enquire into the Working of the Central Universities*; Madhuri Shah Committee, U.G.C., 1984.
4. *The Government and Management of Indian Universities*; Report of a Study Visit under the auspices of the International Committee of the Conference of University Administrators and the Conference of Registrars and Secretaries; January 1986.
5. *Towards a Commonwealth of Learning (COL)*; A proposal to create the University of the Commonwealth for Cooperation in Distance Education (Briggs Report), Commonwealth Secretariat, London, 1987.
6. *Perspectives on Distance Education*; Report on a Round Table on Training Distance Educators, Commonwealth of Learning, Vancouver, 1990.
7. *Improving Effectiveness of Higher Educational Institutions*; Studies of the Management of Change, International Institute for Educational Planning (IIEP), Paris, 1991.
8. *National Policy on Education, 1986 and its Programme of Action*, 1986.
9. *Alternative Models of Management*; Report of Gnanam Committee, UGC, 1990.
10. *Cooperation in Administrative Training Among Developing Countries, What India can Offer?*; Government of India, Training Division, Department of Personnel and Administrative Reforms, New Delhi; 1983.
11. *New Model of University Administration*: Proceedings of U.G.C., NIEPA, AIU, Seminar-cum-Workshop on Planning and Management Aspects of University Administration; NIEPA, 28-29 Dec. 1985.
12. *Orientation Programme in Educational Planning and Administration for College Principals: A Report*; NIEPA, Sept. 5-25, 1990.
13. *Educational Managers, Administrators and Planners: A Training Scenario in India*; A Report prepared for the PROAP-KEDI Regional Workshop on New Training Strategies in Educational Planning and Management, Seoul, Republic of Korea, NIEPA, 3-8 Dec. 1990.
14. *Training and Research in Educational Administration for Universities*; Report of the Study Visit of Senior Educational Administrators from the Republic of China, March 18-22, 1991, NIEPA, 1991.
15. *Planning and Implementation of Academic Staff Development Programmes*; Report of Review Meeting of Directors of ASC's, NIEPA, Oct. 24-25, 1991.
16. *Identification of Training Needs of Principals of Women's Colleges*; NIEPA- SNTD Collaborative Research Project; NIEPA 1991.

17. *Report of the Committee to Review the Scheme of Academic Staff Colleges, U.G.C., February 1991.*
18. *Effective Office Support; Background Papers for Two-week in-House Training Programme for Administrative/Secretarial staff of IGNOU; prepared by IGNOU in collaboration with Centre for Work Study in Educational Administration, Chandigarh, July-August, 1991.*
19. *Manual for Regional Directors; Distance Education Division, IGNOU, 1991*
20. *Manual for Academic Counsellors; Distance Education Division, IGNOU, 1989.*
21. Reports on the training activities of the
  - i) Centre for Work Study in Educational Administration, Punjab University, Chandigarh; ii) Centre for Human Resource Development, University of Delhi; and iii) Distance Education Division, IGNOU.
22. *Annual Report of UGC, 1990-91.*
23. *UGC Act, 1956 and Regulations.*
24. Memorandum of Association and Rules of Inter-University Centres established by UGC under Section 12(ccc) of its Act.
25. Memorandum of Association and Rules of ICHR, ICSSR, ICPR, IAAS and NEO.

#### Individuals

In addition to these documents the Committee was able to obtain advice and guidance from the following individuals:

- |   |  |
|---|--|
| <p>i) Dr. G. Ram Reddy<br/>Chairman, UGC</p>  | <p>ix) Shri Salman G. Hashmi<br/>Principal<br/>Zakir Hussain College, Delhi</p>                    |
| <p>ii) Shri Anil Bordia<br/>Education Secretary</p>   | <p>x) Shri Khwaja M. Shahid<br/>Registrar<br/>Jamia Millia Islamia<br/>Delhi</p>                   |
| <p>iii) Prof. Satya Bhushan<br/>Director<br/>NIEPA.</p>   | <p>xi) Shri R.K. Seth<br/>Section Officer (Accounts)<br/>Kamala Nehru College<br/>New Delhi</p>    |
| <p>iv) Prof. S.K. Agrawala<br/>Secretary<br/>AIU.</p>   | <p>xii) Shri Jarnail Singh<br/>Section Officer (Admn.)<br/>Kamala Nehru College<br/>New Delhi</p>  |
| <p>v) Shri Y.N. Chaturvedi<br/>Secretary<br/>UGC.</p>   | <p>xiii) Shri L.N. Tara<br/>Administrative Officer<br/>Shri Ram College of Commerce.<br/>Delhi</p> |
| <p>vi) Shri S.G. Mankad<br/>Joint Secretary<br/>(University and Higher Education.)</p>              |  |
| <p>vii) Shri Brij Bhushan<br/>Registrar I.I.P.A.</p>  |  |
| <p>viii) Dr. (Mrs) M. Gopinath<br/>Principal<br/>Lady Shri Ram College for Women.<br/>New Delhi</p> |  |

## Appendix IV

**LIST OF ACADEMIC STAFF COLLEGES**

| <i>STATE</i>          | <i>UNIVERSITY</i>                             |
|-----------------------|---|
| <b>Andhra Pradesh</b> | 1. Andhra University, Waltair.                |
|                       | 2. Hyderabad University, Hyderabad.           |
|                       | 3. Osmania University, Hyderabad.             |
|                       | 4. Sri Venkateswara University, Tirupati.     |
| <b>Assam</b>          | 5. Gauhati University, Guwahati.              |
| <b>Bihar</b>          | 6. Ranchi University, Ranchi.                 |
|                       | 8. Bihar University, Muzaffarpur.             |
| <b>Gujarat</b>        | 9. Gujarat University, Ahmedabad.             |
|                       | 10. Saurashtra University, Rajkot.            |
| <b>Haryana</b>        | 11. Kurukshetra University, Kurukshetra       |
| <b>Karnataka</b>      | 12. Mysore University, Mysore.                |
|                       | 13. Karnataka University, Dharwar.            |
| <b>Kerala</b>         | 14. Calicut University, Calicut.              |
|                       | 15. Kerala University, Trivandrum.            |
| <b>M.P.</b>           | 16. Devi Ahilya University, Indore.           |
|                       | 17. Dr. H.S. Gaur University, Sagar.          |
|                       | 18. Rani Durgawati Vishwavidyalaya, Jabalpur. |
| <b>Maharashtra</b>    | 19. Bombay University, Bombay.                |
|                       | 20. Marathwada University, Aurangabad.        |
|                       | 21. Nagpur University, Nagpur.                |
|                       | 22. Poona University, Pune.                   |
| <b>Orissa</b>         | 23. Utkal University, Bhubneswar.             |
| <b>Punjab</b>         | 24. Punjab University, Chandigarh.            |
|                       | 25. Guru Nanak Dev University, Amritsar.      |
| <b>Pondicherry</b>    | 26. Pondicherry University, Pondicherry.      |
| <b>Rajasthan</b>      | 27. Jodhpur University, Jodhpur.              |
|                       | 28. Rajasthan University, Jaipur.             |
| <b>Tamil Nadu</b>     | 29. Bharathidasan University, Tiruchirapalli. |
|                       | 30. Madras University, Madras.                |
|                       | 31. Madurai Kamaraj University, Madurai.      |
|                       | 32. Bharthiar University, Coimbatore.         |

|                                 |     |                                      |
|---------------------------------|-----|--------------------------------------|
| <b>Uttar Pradesh</b>            | 33. | Aligarh Muslim University, Aligarh.  |
|                                 | 34. | Banaras Hindu University, Varanasi.  |
|                                 | 35. | Allahabad University, Allahabad.     |
|                                 | 36. | Lucknow University, Lucknow.         |
|                                 | 37. | Gorakhpur University, Gorakhpur.     |
| <b>West Bengal</b>              | 38. | Calcutta University, Calcutta.       |
|                                 | 39. | Burdwan University, Burdwan.         |
| <b>Union Territory of Delhi</b> | 40. | University of Delhi.                 |
|                                 | 41. | Jawaharlal Nehru University, Delhi   |
|                                 | 42. | Jamia Millia Islamia, Delhi.         |
| <b>Goa</b>                      | 43. | Goa University, Panaji (Goa)         |
| <b>Himachal Pradesh</b>         | 44. | Himachal Pradesh University, Shimla. |
| <b>Jammu &amp; Kashmir</b>      | 45. | Kashmir University, Kashmir (J & K)  |



## Appendix V

**UNIVERSITIES/INSTITUTIONS IDENTIFIED BY UGC FOR  
ORGANISATION OF REFRESHER COURSES FOR UNIVERSITY  
AND COLLEGE TEACHERS**

| Subject          | University/Institution | Catchment area                             |
|------------------|------------------------|--|
| 1. Chemistry     | I.I.Sc Bangalore       | All India                                  |
|                  | Punjab                 | North (Punjab, J&K, H.P.)                  |
|                  | Delhi                  | North (Delhi, Haryana)                     |
|                  | Allahabad              | North (U.P.)                               |
|                  | Devi Ahilya, Indore    | Central (M.P.)                             |
|                  | Bombay                 | West                                       |
|                  | Rajasthan              | Central (Rajasthan)                        |
|                  | NEHU                   | East                                       |
|                  | Madras                 | South (Tamil Nadu, Kerala<br>Pondicherry)  |
| 2. Bio-Chemistry | Hyderabad              | South (Andhra, Karnataka)                  |
|                  | Delhi                  | All India                                  |
| 3. Physics       | IISc, Bangalore        | All India                                  |
|                  | Mysore                 | South (Karnataka, Kerala)                  |
|                  | Sri Venkateswara       | South (Tamil Nadu, Andhra,<br>Pondicherry) |
|                  | Andhra                 | South (Andhra)                             |
|                  | Utkal                  | East (Orissa, West Bengal)                 |
|                  | Gauhati                | East (Assam, N.E. States)                  |
|                  | B.H.U.                 | North                                      |
|                  | Devi Ahilya, Indore    | Central (M.P.)                             |
|                  | Pune                   | West                                       |
|                  | Rajasthan              | Central (Rajasthan)                        |
| 4. Bio-Physics   | Delhi                  | Delhi                                      |
|                  | Calcutta               | All India                                  |
| 5. Botany        | Karnataka              | South (Karnataka)                          |
|                  | Calicut                | South (Kerala)                             |
|                  | Madras                 | South (Tamil Nadu, Andhra<br>Pondicherry)  |
|                  | Calcutta               | East                                       |
|                  | B.H.U.                 | North (U.P., Delhi, Haryana)               |
| 6. Zoology       | Lucknow                | North (U.P., Punjab, J&K)                  |
|                  | Jodhpur                | Central, West                              |
|                  | Kashmir                | North (J&K, Punjab, Haryana)               |
|                  | B.H.U.                 | North (Delhi, U.P., H.P.)                  |
|                  | Rajasthan              | Central                                    |
|                  | Marathwada             | West (Maharashtra, Goa)                    |
|                  | Gujarat                | West (Gujarat)                             |
|                  | Burdwan                | East                                       |

|                                     |  |  |
|-------------------------------------|--|--|
|                                     | Bhartiyar  | South (Tamil Nadu, Pondicherry, Kerala)          |
|                                     | Sri Venkateswara   | South (Andhra Pradesh, Karnataka)                |
| 7. Mathematics                      | Punjab   | North (Punjab, J&K, H.P., Haryana)               |
|                                     | A.M.U.   | North (U.P., Delhi)                              |
|                                     | Bihar  | East (Bihar, Orissa)                             |
|                                     | B.H.U.   | North (U.P.)                                     |
|                                     | Rani Durgawati   | Central  |
|                                     | Jabalpur   | West   |
|                                     | Bombay   | East (W.B., N.E. States)                         |
|                                     | Calcutta   | South (Tamil Nadu, Kerala, Pondicherry)          |
|                                     | Madras   | South (Andhra, Karnataka)                        |
|                                     | Hyderabad  | South (Andhra, Karnataka)                        |
| 8. Statistics                       | Delhi  | Delhi  |
|                                     | Indian Statistical Institute, Calcutta   | East   |
|                                     | Karnataka  | South  |
|                                     | Gujarat  | West, Central, North                             |
| 9. Geology & Geophysics             | Punjab   | North  |
|                                     | Jadavpur   | East/West  |
|                                     | Mysore   | South  |
| 10. Earth Science                   | Bharatidasan, Trichy   | All India  |
| 11. Anthropology                    | Ranchi   | East/South/West                                  |
|                                     | Punjab   | North/Central                                    |
| 12. Microbiology                    | Madurai Kamaraj  | All India  |
| 13. Life Sciences                   | Guru Nanak Dev   | North/Central, West                              |
|                                     | Madurai Kamaraj  | South/East                                       |
|                                     | Devi Ahilya  | Central  |
| 14. Home Science                    | Institute of Home Science, New Delhi   | North (U.P., West)                               |
|                                     | Lady Irwin College, New Delhi  | North/Delhi, Punjab, J&K, Central H.P., Haryana) |
|                                     | Avinashalingam Institute of Home Sciences and Higher Education for Women, Coimbatore | South/East                                       |
| 15. Computer Application (Software) | Rani Durgawati   | South  |
|                                     | Jabalpur   | All India  |
|                                     | Karnataka  | South  |
| 16. Economics                       | Gokhale Institute of Economics & Politics, Pune                                      | West (Maharashtra, Goa)                          |

|                       |                      |                                   |
|-----------------------|----------------------|-----------------------------------|
|                       | Bombay               | West (Maharashtra, Gujarat)       |
|                       | J.N.U.               | All India                         |
|                       | Delhi                | North (Delhi, U.P., Central)      |
|                       | Guru Nanak Dev       | North (Punjab, J&K, H.P.)         |
|                       | Haryana)             |                                   |
|                       | Andhra               | South (Andhra, Karnataka)         |
|                       | Pondicherry          | South (Tamil Nadu,                |
|                       | Pondicherry, Kerala) |                                   |
|                       | Jadavpur             | East                              |
|                       | Bihar                | East (Orissa, Bihar)              |
| 17. Sociology         | J.N.U.               | South/East                        |
|                       | Lucknow              | North                             |
|                       | Gujarat              | West                              |
|                       | Marathwada           | West (Maharashtra, Goa)           |
|                       | Jodhpur              | Central                           |
| 18. Social Work       | T.I.S.S. Bombay      | West/South/East                   |
|                       | Jamia Millia Islamia | North/Central                     |
|                       |                      | North (J&K, Punjab, H.P.,         |
|                       |                      | Haryana)                          |
|                       | Patna                | East                              |
| 19. History           | Goa                  | West                              |
|                       | Karnataka            | South                             |
|                       | A.M.U.               | North (U.P.)                      |
|                       | Jamia Millia Islamia | North (Delhi), Central            |
| 20. Philosophy        | Pondicherry          | South                             |
|                       | Allahabad            | North/West/Central                |
|                       | Guwahati             | East                              |
| 21. Library Science   | Osmania              | South                             |
|                       | A.M.U.               | North/Central                     |
|                       | Jadavpur             | East                              |
|                       | Gujarat Vidyapith    | West                              |
|                       | Karnataka            | South                             |
| 22. Commerce          | Himachal Pradesh     | North (H.P., J&K, Punjab)         |
|                       | Delhi                | North (Delhi, Haryana)            |
|                       | Allahabad            | North (U.P.)                      |
|                       | Gujarat              | Central/West                      |
|                       | Bharatiar            | South (T.N., Kerala, Pondicherry) |
|                       | Andhra               | South (A.P., Karnataka)           |
|                       | Guwahati             | East                              |
| 23. Political Science | J.N.U.               | North (Delhi, U.P.)               |
|                       | Punjab               | North (Punjab, J&K,               |
|                       |                      | Haryana, H.P.)                    |
|                       | Dr. H.S. Gour        | Central                           |
|                       | Osmania              | South                             |
|                       | Ranchi               | East (Bihar, Orissa)              |
|                       | NEHU                 | East (Assam, N.E. States,         |
|                       |                      | West Bengal)                      |

|                       |                     |  |
|-----------------------|---------------------|--|
|                       | Nagpur              | West (Maharashtra)                                 |
|                       | Goa                 | West (Goa, Gujarat)                                |
| 24. Psychology        | Utkal               | East   |
|                       | Bombay              | West   |
|                       | Madras              | South  |
|                       | Gorakhpur           | North/Central                                      |
| 25. Geography         | Panjabi University  |  |
|                       | Patiala             | North (Punjab, J&K, H.P., Haryana, Delhi)          |
|                       | A.M.U.              | North (U.P., West)                                 |
|                       | Dr. H.S. Gour       | Central  |
|                       | Madurai Kamaraj     | South  |
|                       | Gorakhpur           | East   |
| 26. Journalism        | J.M.I.              | North/Central/West                                 |
|                       | Bangalore           | South/East   |
| 27. Assamese          | Dibrugarh           | All India  |
| 28. Hindi             | Allahabad           | North (U.P.)                                       |
|                       | J.N.U.              | North (Delhi, Haryana, Punjab, M.P., J&K, Central) |
|                       | Ranchi              | East   |
|                       | Kerala              | South  |
|                       | Sardar Patel        | West   |
| 29. Telugu            | Telugu Univ.        | All India  |
| 30. Malyalam          | Kerala              | All India  |
| 31. Oriya             | Utkal               | All India  |
| 32. English           | CIEFL               | South (A.P.)                                       |
|                       | Mysore              | South (Karnataka)                                  |
|                       | Kerala              | South (Kerala)                                     |
|                       | Bharatidasan        | South (T.N., Pondicherry)                          |
|                       | Pune                | West (Gujarat)                                     |
|                       | Rajasthan           | Central  |
|                       | Saurashtra          | West (Gujarat)                                     |
|                       | Patna               | East   |
|                       | Himachal Pradesh    | North (U.P., Punjab, J&K, Haryana, Delhi)          |
|                       | Lucknow             | North (U.P.)                                       |
| 33. Music & Fine Arts | Indira Kala Sangeet | All India  |
| 34. Bengali           | Burdwan             | All India  |
| 35. Marathi           | Nagpur              | All India  |
|                       | Marathwada          | All India  |
| 36. Panjabi           | Guru Nanak Dev      | All India  |
| 37. Sindhi            | Bombay              | All India  |
| 38. Urdu              | Osmania             | South  |
|                       | A.M.U.              | North (U.P.)                                       |
|                       |                     | Central  |

|  |   |   |
|--|---|---|
|  | Kashmir   | North (J&K, Punjab,<br>Haryana, H.P.)   |
| 39. Gujarati                                 | Patna<br>Gujarat Vidyapith  | East<br>All India   |
| 40. Tamil                                    | Saurashtra<br>Tamil Univ.<br>Pondicherry  | All India<br>All India<br>All India   |
| 41. Kannada                                  | Mysore  | All India   |
| 42. Sanskrit, Pali &<br>Prakrit              | Calicut<br>Poona<br>Jodhpur<br>Sri Jagannath<br>Sanskrit, Puri<br>Kurukshetra<br>Lucknow                        | South<br>West<br>Central<br><br>East<br>North<br>North (Haryana, Punjab,<br>Delhi, J&K) |
| 43. Education                                | Sampoornand Sanskrit<br>Kurukshetra<br>Calcutta<br>Mysore   | U.P.<br>All India<br>East<br>South  |
| 44. Law<br>Criminology<br>& Forensic Science | National Law School,<br>Bangalore   | All India   |
| 45. Linguistics                              | CIEFL   | All India   |
| 46. French                                   | Pondicherry   | All India   |
| 47. German                                   | CIEFL   | All India   |
| 48. Russian                                  | CIEFL   | All India   |
| 49. Physical<br>Education/Sports             | L.N. College of Physical<br>Education, Gwalior<br>Y.M.C.A. College of<br>Physical Education,<br>Mahal<br>Madras | North/Central/West<br><br>South/East<br>All India                                       |
| 50. Defence Studies                          |   |   |
| 51. Arabic, Persian &<br>Islamic Studies     | JMI<br>Calicut  | North/Central<br>South/East   |
| 52. Tibetan Studies                          | BHU   | All India   |
| 53. Gandhian Studies                         | Gujrat Vidyapith  | All India   |
| 54. Public Administration                    | Lucknow   | All India   |

## REQUIREMENT OF STAFF AND EXPENDITURE ON SALARIES

| (Rs. in lakhs) |                            |                              |         |       |         |       |         |       |
|----------------|----------------------------|------------------------------|---------|-------|---------|-------|---------|-------|
| Sr. No.        | Designation                | Scale of Pay                 | 1992-93 |       | 1993-94 |       | 1994-95 |       |
|                |                            |                              | NOP's   | TE    | NOP's   | TE    | NOP's   | TE    |
| 1.             | Director                   | 7600/- (fixed)               | 1       | 1.20  | 1       | 1.20  | 1       | 1.20  |
| 2.             | Professor/<br>Jt. Director | 4500-7300                    | 3       | 3.00  | 3       | 3.00  | 3       | 3.00  |
| 3.             | Reader/Dy. Director        | 3700-5700                    | 4       | 3.00  | 4       | 3.00  | 4       | 3.00  |
| 4.             | Lecturer/Asst.<br>Director | 2200-4000                    | 3       | 1.65  | 3       | 1.65  | 3       | 1.65  |
| 5.             | Doc. Officer               | 2200-4000                    | 3       | 1.65  | 3       | 1.65  | 3       | 1.65  |
| 6.             | Research Asst.             | 2000-3500                    | 4       | 2.00  | 4       | 2.00  | 4       | 2.00  |
| 7.             | Section Officer            | 2000-3500                    | 2       | 1.00  | 2       | 1.00  | 2       | 1.00  |
| 8.             | Personal Secretary         | 2000-3500                    | 1       | 0.50  | 1       | 0.50  | 1       | 0.50  |
| 9.             | Personal Asst.<br>(GR.'C') | 1400-2600<br>OR<br>1640-2900 | 7       | 2.80  | 7       | 2.80  | 7       | 2.80  |
| 10.            | Assistants                 | 1400-2600<br>OR<br>1640-2900 | 4       | 1.60  | 4       | 1.60  | 4       | 1.60  |
| 11.            | Personal Asst.<br>(GR.'D') | 1200-2040                    | 6       | 1.80  | 6       | 1.80  | 6       | 1.80  |
| 12.            | Lower Dvn. Clerks          | 950-1500                     | 6       | 1.50  | 6       | 1.50  | 6       | 1.50  |
| 13.            | Attendants                 | 750-940                      | 6       | 1.20  | 6       | 1.20  | 6       | 1.20  |
|                |                            |                              | 50      | 22.90 | 50      | 22.90 | 50      | 22.90 |

Note:

- a) Calculation of expenditure for PA grade 'C' & Assistants have been done on the scale of pay of Rs.1640-2900.
- b) For Director Rs.2400/- has been calculated as expenditure towards house rent in addition.
- c) Number of Attendants have been presumed as one per unit - 6 in all.
- d) NOP-- Number of Posts
- e) TE-- Total Emoluments

## Appendix VII

**CAPITAL EXPENDITURE**

| BUILDING  | APPROXIMATE EXPENDITURE |
|---|-------------------------|
| <b>1. Rent</b>  |                         |
| One room for Director   |                         |
| Three Halls for 3 units   | Rs. 50,000.00           |
| One hall for Admn. and Finance Division                           |                         |
| One hall for secretarial staff                                    |                         |
| One hall for Training purposes                                    |                         |
| <b>2. Equipment (Capital items for one time procurement only)</b> |                         |
| a) EPABX Tel. system (5X100 lines) 1 system                       | Rs. 3,50,000.00         |
| b) PC XT with Printer 4 @50,000/-                                 | 2,00,000.00             |
| c) PC AT with Printer 2 @1,25,000/-                               | 2,50,000.00             |
| d) Laser Printer 1 @75,000/-                                      | 75,000.00               |
| e) Photocopier Machine 2 @2,50,000/-                              | 5,00,000.00             |
| f) Overhead Projector/ Slide Projector 2 each @10,000/-           | 20,000.00               |
| g) VCR & TV Monitor 2 @30,000/-                                   | 60,000.00               |
| h) Binding Machine 2 @50,000/-                                    | 1,00,000.00             |
| i) Air Conditioners 1 unit (Package unit) @50,000/-               | 50,000.00               |
| j) Water Cooler 2 @10,000/-                                       | 20,000.00               |
| k) Desert Cooler 1 system (Central ducting system) @50,000/-      | 50,000.00               |
| l) Staff Car 1 @1,50,000/-  | 1,50,000.00             |
| m) Mini Bus 1 @2,50,000/-   | 2,50,000.00             |
| n) Wide screen projector 1 @25,000/-                              | 25,000.00               |
| o) Furniture As per requirement                                   | 5,00,000.00             |
| p) Stationery As per requirement                                  | 1,00,000.00             |
| q) Furnishing including upholstery and Draping                    | 2,00,000.00             |
|   | Rs. 29,00,000.00        |

---

**3. Maintenance of Building**

|   |                                      |                  |
|---|--------------------------------------|------------------|
| a) Fiberglass cabin   | 15 cabins for all officers upto A.D. | 3,00,000.00      |
| b) General maintenance per year (civil, electrical, air-conditioning)                         |                                      | 2,00,000.00      |
| c) Fixture in the building (addition/alteration) (Fans, light, plumbing, sanitary work, etc.) |                                      | 5,00,000.00      |
|   |                                      | Rs. 10,00,000.00 |

(Rupees 1.00 million)

**4. Audio/Video Production**

|  |  |              |
|--|--|--------------|
| I) Equipment (one time procurement)  |  | 20,00,000.00 |
| II) Running Cost (Payment to Script Writers, producers, other technical hands) |  | 10,00,000.00 |
|  |  | 30,00,000.00 |

(Rupees 3.00 million)

**5. Production of Print Materials (Per Annum)**

5,00,000.00

---

5,00,000.00

(Rupees 0.50 million)

**Note**

The Institute may start functioning in rented accommodation, but it would need its own building and hostel facilities to fulfil its objectives effectively. Without giving the break up in detail, the following expenditure is envisaged on this account:

|   |   |
|---|---|
| i) Administrative and academic buildings: | Rs. 250.00 Lakh<br>(Rupees 25.00 million) |
| ii) Hostel buildings:                     | Rs. 250.00 Lakh<br>(Rupees 25.00 million) |



## Appendix VIII

**TOTAL PROJECTED COST**

(Rs. in Lakh)

|                        | 1992-93       | 1993-94      | 1994-95      |
|------------------------|---------------|--------------|--------------|
| Staff                  | 22.90         | 22.90        | 22.90        |
| Equipment              | 29.00         | 8.00         | 5.00         |
| A/V Production         | 30.00         | 15.00        | 10.00        |
| Print Production       | 5.00          | 6.00         | 8.00         |
| Library                | 0.25          | 0.20         | 0.15         |
| Contingencies          | 5.00          | 3.00         | 3.00         |
| Building & Maintenance | 16.00         | 12.00        | 10.00        |
|                        | <b>108.15</b> | <b>67.10</b> | <b>59.05</b> |

GRAND TOTAL (For a period of 3 years) = Rs. 234.20 Lakh

Say Rs. 2.34 Crore



LIBRARY DOCUMENTATION CELL  
 National Institute of Educational  
 Planning and Administration,  
 17-B, Sri Aurobindo Marg,  
 New Delhi-110016  
 DOC. No. D-9817  
 Date 02-03-98