A Self-Study Manual

for

Indian Universities and Colleges

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FOREWORD

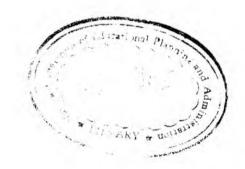I have much pleasure in commending to the earnest attention of universities and colleges 'A Self-Study Manual for Indian Universities and Colleges' prepared by Dr. Malcolm M. Willey and Mr. J. Arthur Branch whose assistance to the University of Calcutta was made available by the Ford Foundation.

The Manual is a timely and significant document. The Manual is written in a simple and straightforward style. It draws to a considerable extent on the recommendations of the Education Commission (1964-66). It is intended to be a working document—a sort of operational manual— on how to get educational reconstruction and development programmes initiated, to get things done, and to raise the quality and effectiveness of education. It links education directly to national needs and the challenges of our fast changing society. The Manual outlines how planning bodies can be set up at the university and college level, and how these can systematically analyse the tasks of education, administration, and management, and how the various elements can be integrated and implemented.

I have no doubt that the Manual will be of real value in stimulating serious thinking and in suggesting specific steps which may be taken to make education an effective and powerful instrument of social change, economic progress and national integration.

I should like to express my gratitude to the authors for this timely, penetrating and most useful study, and to the Ford Foundation for the generous assistance which has made it possible.

D. S. KOTHARI
Chairman
University Grants Commission

THE FORD FOUNDATION

Calcutta, Inter-Office Memorandum

To: Dr. Douglas Ensminger
  Representative in India

Date : April 15, 1968

From: Malcolm M. Willey,
  Consultant on Higher Education

Subject: A Self-Study Manual for Indian Universities and Colleges

During the period I have been in India – almost five years now it has been my privilege to work closely with the Vice Chancellors and other officers and teachers of numbers of Indian universities.   In this work for the past two years, I have had associated with me Mr. J. Arthur Branch.

My own interests have centered in problems relating to the organisation of universities on the academic side, and this is the outgrowth of my many years of association with the University of Minnesota as its vice president for academic administration.   Mr. Branch, who has long served the University of North Carolina as its business manager, naturally is most concerned with the financial organisation of universities and the procedures relating to fiscal operations.

Our studies, and our many friendly and detailed conversations with administrative officers who have the responsibility of leadership at Indian universities, reveal a deep concern about the manner in which those institutions now function.

They are asking, how can we do something to resolve the difficulties that we face; how can we understand more fully the nature of the dilemmas that confront us ?   I know it was such questions that prompted you to request Mr. Branch and me to prepare (with the help of other of our associates, Mr. James D. Bateman,

Dr. Valworth R. Plumb, and Mr. Russell V. Schoumaker) a guidebook that might be used by any university or college wanting to undertake systematic and comprehensive study of the problems that it faces.

There appears to be a widespread and general recognition that, on both the academic and administrative side, many Indian universities and colleges are not organised in such a way that they can carry on their teaching, research and service with full effectiveness. Many reasons lie behind this situation. There has been a stupendous growth in the size of the universities, which has produced all of the difficulties and complications that are associated with a "student enrolment explosion." It is one thing to read about this in an annual report, or to examine the cold figures of a statistical table; it is quite another thing to look at this problem through the eyes of Vice Chancellors and Registrars, Deans and faculty members who have to face day-to-day consequences of rapid expansion and make the arrangements for carrying the student loads that are involved. There are problems of admissions, of registration, of complex relationships with affiliated and constituent colleges. There are problems of finding teachers to meet the classes, and of providing the instructional materials that effective use of laboratories and libraries requires. There are problems of physical space — of where classes can actually meet, of where examinations can be held. Relationships with students outside of the classroom are also involved adequate housing, provision of canteen service, student amenities generally, to say nothing of providing even the minimum requisites involving testing and guidance, assistance in employment, and the like. It is only as one spends days on college and university campuses and meets with staff members as they go about their daily round of duties that one comes really to sense how great the strains and tensions are that now characterise the many institutions that are struggling to meet their responsibilities under the most difficult of circumstances.

There are many problems, too, that centre in the policies and the actual procedures that govern day-to-day operations, particularly on what may broadly be termed the business side of the institutions. Methods of budget preparation that were satisfactory in earlier days no longer are adequate. The limitation on resources which all of the institutions face necessitates difficult decision making and the establishment of priorities to govern the allocation of available funds. Problems of purchasing supplies and equipment are magnified as an institution grows in size and complexity. Accounting and auditing procedures may work satisfactorily when a university is small, but those same procedures may be quite inadequate as the institution grows. Universities generally face serious difficulties

in record keeping, and the result is a slowing down of operations with resulting inefficiencies.

The impact of change on the universities and colleges also engenders questions about the relevancy of the existing programmes in teaching and research. The *Report of the Education Commission, 1964-66*, stresses repeatedly that a wide gap exists between Indian universities and colleges as they are functioning today and the realities of the world for which they presumably are training leaders. The relationship of goals and objectives, as represented by actual programmes, to the changing and developing society that characterises modern India needs fresh examination, it is argued on every hand. What is taught at every level within the universities, and how it is taught, require careful consideration if the universities and colleges are to be effective agencies in modern India.

We are convinced on the basis of our experience that an understanding of what sound organisation involves is the first step toward resolving many of the difficulties that now plague Indian institutions of higher education. Sound organisation, academically and administratively, is not the cure-all, but without it things can only go from bad to worse as an institution grows in size and in the scope of its programmes. This is why *A Self-Study Manual for Indian Universities and Colleges* was written. Its purposes and the premises underlying its organisation are set forth in the *Statement of Purpose* of the *Manual* itself. There is no need here to repeat what is stated there, beyond stressing the point that this is designed as a How To Do It guide, to be used by any institution that wants to analyse its own operations and the way in which it is organised administratively to perform them.

This volume has gone through several revisions that take advantage of constructive suggestions and comments made by our Indian friends and colleagues. There seems to be general agreement that the *Manual* could be exceedingly helpful, not so much for the questions it answers as for the questions it asks. For, let there be no doubt on this point, the answers to problems involving Indian universities and colleges will never be found in the printed pages of a book; they will emerge from the critical self-study and analysis undertaken by Indian educators themselves. It is our hope that out of our sympathetic interest in Indian education, and our conviction that to do effective jobs there must be sound academic and fiscal organisation, as suggested in this *Manual*, Indian educators will be prompted to initiate self-study at their individual institutions, and as a result formulate soundly their plans for future development and service.

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PART I

STATEMENT OF PURPOSE

The *Report of the Education Commission, 1964-66: Education and National Development* underscores as a feature of modern society "the quick, almost breath-taking rate at which social change takes place." It then points out that "in a traditional society, change is so slow that the conservatism of the educational system does comparatively little harm. In a modern society, on the other hand, change is so rapid that the school must always be alert if it is to keep abreast of significant changes . . . . An educational system which does not continually renovate itself, becomes out of date and hampers progress because it tends to create a lag between its operative purposes and standards and the new imperatives of development, both in quality and quantity." (Page 18).

In India (and Nepal) the institutions of higher education are confronted with the necessity of adapting their programmes of instruction, research and service to the changing conditions that characterise a rapidly developing nation. The University Education Commission Report (1949)—The Radhakrishnan Report—still stands as a monumental document dealing with educational problems in India. More recently, the *Report of the Education Commission* cited above brings thinking with respect to educational needs and problems down to date (1966). In both of these documents the necessity of adapting long-standing practices to new national needs is a primary concern.

In both reports, the discussions and the analyses are generally in national terms. It still remains to determine how any single university or college can translate the broad generalisations of those two reports into the specifics that have relevance in a particular situation.

There is no question that individual universities and colleges do face serious problems. It is not always apparent what these problems are, much less how they may be inter-related. Indeed, in many instances the problems are not fundamentally what on the surface they appear to be. Only through intensive self-analyses—comprehensive and in depth—can an institution come to understand itself, and view its problems in full perspective.

How is self-study to be undertaken ? What are the general areas of academic concern to which attention should be paid ? What specific questions ought to be asked ? How does a university or college organise itself to initiate the self-study that will enable it to follow the ancient Greek injunction: *Know thyself* ?

WHAT THIS *MANUAL* IS INTENDED TO DO

This *Manual* is prepared as a guide to assist universities, or individual colleges, to analyse and know themselves. On the basis of systematic self-study, it is assumed that a plan can be formulated in terms of which orderly and methodical development may take place in the years ahead. Every college, every university, needs to know "where it wants to

be" at some future date. This *Manual*, it is hoped, will help any institution of higher educa-
tion determine where it now is and where it is going.

It must be reiterated that the *Manual* is only a guide, and does not present a rigid
and fixed pattern that must immutably be followed. Hundreds of questions are raised in
the sections that constitute Parts III and IV. But there are hundreds of other questions
that might have been asked. In using the *Manual* it is important to remember that the
questions are asked for the purpose of stimulating thinking—and in that process many
more questions will be injected by discussants.

Nor is it assumed that the ten general headings around which the *Manual* is focused
constitute the only headings under which discussions could be organised. Indeed, as any
institution proceeds in its own self-study, a different scheme for organising the work of a
Planning Group may evolve—one that is better adapted to the requirements or traditions
of that particular university or college.

The *Manual*, let it be repeated, is merely suggestive, a handbook, to be used with
flexibility in each individual instance. If it serves as a spring-board for lively, provocative
and comprehensive discussions, its purpose will be served.

In the text there are frequent references to observations, suggestions and conclusions
to be found in the *Report of the Education Commission*. The *Manual* makes no attempt to
follow in organisation or in substance the topics considered by the Commission. It is
suggested, however, that in using this *Manual* a Planning Group, as it considers any educa-
tional problem, should refer back to the *Report* so that its own thinking may be enriched and
sharpened by what the Commission may have said on that same topic.

SELF-STUDY AND PLANNING BY INDIAN UNIVERSITIES AND COLLEGES: WHY IT IS NEEDED, AND HOW TO ORGANISE FOR IT

IMPLICATIONS OF THE EDUCATION COMMISSION'S REPORT

The *Report of the Education Commission, 1964-66*, is a comprehensive survey of Indian education at all levels (Ministry of Education, 1966, pp. 692). The subtitle, Education and National Development, provides the focus for the entire document. The *Report*, as it relates to educational reconstruction, has a three-fold emphasis:

> "—internal transformation of the educational system so as to relate it to the life, needs, and aspirations of the nation;
> "—qualitative improvement of education so that the standards achieved are adequate, keep continuously rising and, at least in a few sectors, become internationally comparable; and
> "—expansion of educational facilities broadly on the basis of manpower needs and with an accent on equalisation of education opportunities."

Each of these categories involves the concept of planning, and more particularly the determination of goals, or purposes. The *Report* recognises this: "As is well known, the existing system of education is largely unrelated to life and there is a wide gulf between its content and purposes and the concerns of national development." (Page 5).

The *Report* introduces this point repeatedly and in various ways; for example: "While the fundamental values to which the universities owe their allegiance are largely unrelated to time or circumstance, their functions change from time to time. In the rapidly changing contemporary world, universities are undergoing profound changes in their scope, functions and organisation and are in a process of rapid evolution . . . . They are assuming new functions, and the older ones are increasing in range, depth and complexity." (Page 274).

What are these new functions ? What is the scope of university education in India ? What are the goals and purposes of any institution ? How are the functions related to the goals ? What form of organisation will enable the institution to achieve its purposes ? What functions are in fact increasing in range, depth and complexity, and specifically what do these words mean in relation to day-to-day activity ?

Such questions call for considered answers. The *Report* itself states, "We must either build a sound, balanced, effective and imaginative educational system to meet our deve-

loping needs and respond to our challenging aspirations, or be content to be swept aside by the strong currents of history." (Page 488).

It would be possible to quote from the *Report* at length in support of the idea that educational reconstruction is crucial for India's future, "and extremely urgent" (Page 488); that Indian education generally, and university education in particular, is not adequately related to national development; and that there is imperative need to reassess the functions of the colleges and universities to the end that they are related "to the life, needs, and aspirations of the people," and thereby made "powerful instruments of social, economic, and cultural transformation ...." (Page 488).

THE NEED FOR SELF-STUDY BY INDIVIDUAL INSTITUTIONS

Merely to enumerate shortcomings, however, is not to provide answers. Moreover, satisfactory answers cannot be given in general or all-inclusive terms. Questions must be asked and answers formulated in relation to each individual institution. One does not reconstruct college and university education in general, but reconstruction is possible institution by institution. There is an old saying that if you want to move a mountain you must begin with the pebbles at your feet. This observation appears fully consistent with analyses and recommendations of the *Report of the Education Commission*. The *Report* does not, however, provide specific guidance to indicate how a given college or university can go about seeking answers that relate to its own goals and functions. The purpose of the *Manual* is to make suggestions of this kind.

It is only after systematic analysis that the real nature of institutional difficulties is revealed, and steps can be taken to correct situations on the basis of knowledge rather than by guess-work or expediency.

LONG-RANGE AND IMMEDIATE PROBLEMS

Many people are deeply concerned about the manifold problems of higher education in India, but are uncertain what might be done about them. Indeed, there is considerable criticism of educators on the ground that they are responsible for what is happening, but are indifferent. Such criticism appears ill-founded, for it is not indifference that characterises university and college officials in India today, but rather an intense desire to understand the highly complex problems that the colleges and universities are actually facing.

In this context, two points must be made:

(1) Many of the problems of Indian universities and colleges, and of their students, stem from the wide-spread economic and social conditions characterising the nation as a whole. In this sense, they are not specifically educational problems. As one Indian educator recently put it, "A college degree is a peep-hole through which the student looks at the frustrations of his society." The scarcity of food, ill-health, the inadequacies of housing, uncertainties of employment, the gap between income and level of wants—all these induce a sense of insecurity that can manifest itself, on slight provocation, in destructive, anti-social ways. For such sense of insecurity, there is no quick cure, and greater personal and social stability will come only with the gradual, steady improvement in the economic level of national life. College students, like the bulk of the population, are caught

in the frustrating impact of this situation. This constitutes the long-range setting of college and university problems.

(2) But there are problems confronting colleges and universities that are not causally related to the general economic or social situation, but stem directly from short-comings within the colleges and universities themselves. These problems are amenable to correction. What the balance may be between the long-term, externally rooted problems and the more immediately solvable internally rooted problems cannot be stated here exactly, nor is this essential. But it can be assumed that to the extent that the internal problems are resolved, the general tensions affecting colleges and universities will thereby be reduced. A university, for example, may not be able to do anything about student discontent that is induced by general unemployment, but it can do something about student (or faculty) frustration that is induced by faulty administrative or academic machinery and procedures.

PROCEDURES FOR INITIATING SELF-STUDY

The first obligation of a university or college is to ascertain how well it is actually functioning. The *Report of the Education Commission* recognises this. "There is a need in the universities for a permanent planning and evaluation machinery detached from day-to-day administration," which machinery can be used in the formulation of long-term plans and "for generating new ideas and new programmes and for periodic evaluations of the work of the university" (Page 337). In other words, colleges and universities need first to understand what it is they are trying to do (goals and objectives) and then to evaluate the effectiveness of what they are actually doing in the light of accepted goals and objectives.

What is the process for formulating a plan or programme for the future development of a college or university ? What is the procedure for initiating self-study ? How can an institution go about determining its strengths, its weaknesses ?

First, there must be positive desire in an institution—its governing body, its administrative officers, its teachers, and even its students—to undertake self-study and self-analysis systematically and in depth. There must be widespread understanding of why self-study is important. Only self-study *with a purpose* attains significance. No institution can suddenly say, "We shall start self-analysis tomorrow" and expect to achieve valuable outcomes. Preparation is called for, and this involves initial consideration of *whys* and *wherefores*. Effective motivation is a prerequisite. Self-study is a process, a growth; and the academic soil requires careful cultivation. This cultivation in any single instance becomes a primary responsibility of the academic head of an institution (Vice Chancellor, Principal) but more broadly it can be fostered or encouraged by the influence of such bodies as the University Grants Commission or the Inter-University Board.

THE PLANNING GROUP: ITS CONSTITUTION AND FUNCTIONS

Once an institution (university, college) has decided to initiate a programme of self-study, a special planning body should be constituted. In its simplest form this would be an

ad hoc committee, normally with the Vice Chancellor (Principal) as its chairman.* It would be the continuing body responsible for carrying on the discussions involving the institutional self-analysis, for interpreting relevant data, and for formulating recommendations growing out of its deliberations. The ultimate purpose of any comprehensive self-study would be (*a*) the statement of institutional objectives or goals, in specific terms; (*b*) the formulation of a detailed and comprehensive plan that projects the growth of the institution into future years (at least a decade). Such an outcome is not quickly attained, but must contemplate analyses and discussions extending over a period of time. Indeed, once created a self-study group should evolve gradually into a continuing planning body, available for the study of any problem presented to it by an appropriate officer or body of the institution.

How should such a self-study or planning group be constituted ? The following observations and suggestions are offered as guidelines:

A first requirement is that in its membership, nominated by the Vice Chancellor (or the Principal) a Planning Group (steering committee, or body by whatever name) should be representative of the various groups that have a special interest in the university and its development. The total membership should be limited to a number that can work effectively together, perhaps not exceeding twenty individuals. In addition to the Vice Chancellor (as Chairman) it should certainly include the Registrar, the Treasurer (or chief fiscal officer) and any pro-Vice Chancellor.

In an affiliating university, there must be representation of the college principals, including representation of colleges for women. Teacher-members would be chosen so as to ensure balance among the various general fields and levels of instruction and research; and they should be individuals who, in addition to their scholarly distinction, have a profound interest in the day-to-day operations of the institution. Since they will also, both formally and informally, serve as links between the Planning Group and the faculty at large, the teacher-members should be persons who command the respect and confidence of their colleagues. If additionally, one of the teacher-members has special competence in the field of statistics, this would constitute an invaluable asset in Planning Group discussions.

It might also be desirable to have in the Planning Group one or more individuals who would serve as a bridge of information with Government. For example, there might be an individual representing the Ministry of Education or the department within the Ministry having responsibilities relating to university and college education. Such persons could, on the one hand, bring to the Planning Group points of view and suggestions that reflect the concerns of Government, and on the other hand carry back into Government relevant information that reflects the thinking of the Planning Group at each stage in its deliberations. Without necessarily encroaching upon the autonomy of the institution, Government participation could in this way lead to a mutually beneficial understanding.

Perhaps it would be worthwhile to consider representation by a graduate or graduates, drawn from the business or professional community. Recalling the importance attached by the Education Commission to the need for relating university and college functions to national development, a link with the non-campus, non-Government community could be

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*Hereafter in the *Manual*, "college" will not be inserted parenthetically in the text. It will be assumed that the *Manual* can be used as a guide in self-study by a total institution (a university as a whole) or by any one of the single units that may comprise a university, an affiliated college, for example. Throughout the *Manual* the word "institution" should therefore be read to mean whatever body is undertaking the self-study. Similarly, when the word "Vice Chancellor" appears, it should be read as "Principal" if the self-study is confined to a single affiliated or constituent college.

highly productive of valuable ideas in determining goals and setting programmes of instruction, research, and service.

The Library is the heart of a modern university, central in instructional and research programmes; accordingly the University Librarian would be an appropriate member of a Planning Group. [The role of the library in higher education is given special attention in Section 11.44 of the *Report of the Education Commission* (Pages 287-289), and that Section constitutes a strong argument in support of the suggestion that the Librarian sit as a member of a Planning Group.]

Increasingly in India, the desirability and feasibility of developing closer consultation between students and the officers and teachers of a university or college is being discussed, and under University Grants Commission leadership this idea is gaining some acceptance. The *Report of the Education Commission* contains recommendations for the creation of consultative machinery, for the appointment of joint committees of students and teachers, and for the establishment, under the chairmanship of the Vice Chancellor or Principal, of a body consisting of students and teachers and, where advisable, the association of students with the Academic Council and the Court. The *Report* then comments, "What we have to strive to generate is a spirit of comradeship between students and teachers based on mutual affection and esteem and on common allegiance to the pursuit of truth, of excellence in many directions and of the good of society as a whole." (Page 297). How could the intentions thus outlined be better initiated than through student participation in the discussions of a Planning Group concerned with present and future activities of their university ?

No two institutions are identical, and in constituting a Planning Group the special circumstances and traditions of each institution should be taken into account. The foregoing suggestions are presented only as illustrative of the kinds of representation that might be considered. What is important is that a Planning Group be generally representative, and consist of individuals who are willing and eager to give their time and their thought to continuing group meetings and discussions.

THE PLANNING GROUP: *MODUS OPERANDI*

Since the Planning Group should not be unwieldy, it can be accepted as a working principle that when specific topics arise that call for specialised attention, the parent Planning Group, through its chairman, should have complete authority to constitute sub-committees. The membership of sub-committees need not be drawn entirely from the Planning Group, but might include others co-opted because of their knowledge relating to the special purpose for which the sub-group is created. For example, the Planning Group might be assisted by a sub-committee studying technical aspects of physical plant expansion; or by a sub-committee on the projection of enrolments. By this device the Planning Group would draw into its deliberations the best thinking of experts in any chosen field. Indeed, consultation in whatever form, within the institution or outside of it, is to be encouraged; it is often helpful to tap the experience of others who have been concerned with problems similar to one's own.

It is important that complete records be kept of Planning Group deliberations. This should be the responsibility of a Secretary-Member. It is assumed that a Planning Group would meet regularly, and according to a schedule. Preparation of the agenda of meetings would be in consultation with the Vice Chancellor, and take into account suggestions or

instructions originating in the Planning Group itself. The agenda should be so planned that the discussions of each session lead into the discussion of the following session, to achieve by this build-up process a cumulative impact on the thinking of the body. This principle does not preclude a completely free give and take within the framework of discussion. Indeed, some of the most insightful ideas may emerge unforeseen from the discussion itself. Planned discussion does not mean limited or restricted discussion but only that discussion should not be unfocused or rambling. The meetings of a Planning Group can aptly be compared in their organisation and spirit to a well-conceived, well-organised seminar in which the chairman (professor) knows in what direction the discussion is moving, encourages full appraisal, pro and con, of every relevant idea or fact—but never loses sight of the purposes the body was intended to achieve. A Planning Group needs to function as a "team" whose members contribute individually to the advancement of the group. As meeting builds on meeting, the sessions will acquire a character that is stimulating, even exciting, and the participants in the process will contribute ideas while at the same time they are being moulded by them. The on-going result will be a true educational experience.

THE PLANNING GROUP: STAFF ASSISTANCE

The foregoing paragraphs imply that a Planning Group should be, in fact, a working group. To function with full effectiveness, it will require working materials: data relevant to any point under discussion; charts that illustrate or clarify topics that are being reviewed; memoranda that provide background or perspective on any point that is being analysed; summaries of relevant reports. Questions will be raised during discussions that necessitate assembling further information, statistical or descriptive. It is evident that Planning Group members themselves cannot be expected to assume responsibility for providing these working materials; they have their full-time teaching and other commitments. Therefore there should be attached to a Planning Group one person who will devote full time (or as much time as may be necessary) to serving as executive secretary, staff researcher—the name is not important, but his functions and responsibilities are. It would be the duty of such a member to ensure that all necessary materials are available to Planning Group members, to see that all required documents and tabulations are prepared and circulated for Planning Group use. Working with the Vice Chancellor, he would plan the meeting-by-meeting schedule of the Planning Group and supply the agenda and supporting data. Planned discussion does necessitate tentative outlining of the ground to be covered. He might well serve as Secretary, preparing the minutes of each meeting and coordinating the discussions.

A member-secretary would also be the person to "follow through" and make certain that actions, suggestions or assignments made by the Planning Group were properly executed. Without the services of a staff secretary of this kind, there is grave danger that the work of a Planning Group will bog down, become confused, lack sharpness of focus, and never develop the momentum that should build up, session by session, into a well directed enterprise. If the load becomes heavy, a member-secretary may himself need some staff assistance, such as a statistical assistant, and certainly some clerical help.

SHARING THE PLANNING IDEA

Before turning to a discussion of what is specifically encompassed in a university self-study, one additional preliminary point must be mentioned: a formally constituted and

functioning Planning Group by itself is not enough. The planning "idea" cannot be limited or confined to a small body. A broad-based sharing of ideas is imperative. Essential to the success of the planning process as it is presented in this *Manual* would be means of communication to ensure that deliberations of the Planning Group are carried to the teachers in the university and in the affiliated colleges. (The desirability of communication with Government and the wider business and professional community has earlier been mentioned.)

This general proposition was specifically discussed by the Education Commission, which in its *Report* said that universities "are essentially a community of teachers and students where, in some way, all learn from one another, or at any rate, strive to do so." (Page 274). In the process of self-analysis, the concept of the university as a community of teachers, learning from one another, is paramount. Planning Group deliberations must from time to time be summarised and circulated so that its thinking may be known and become the topic of further discussion by principals and teachers (even by students, at least in areas of concern to them). Their reactions and ideas could then flow back to become part of further Planning Group deliberations.

To achieve maximum participation in the self-study process, it might be well to consider creating an *ad hoc* body for discussions at the college and the department level. In some instances already established bodies (such as faculties, councils, boards of studies, etc.) could be used for spreading and sharing the consideration of university programmes and problems. It is assumed that reports of Planning Group activities will be presented routinely to a Senate (Court), a Syndicate, and an Academic Council, which authorities will, of course, be involved in action on any recommendations that ultimately are formulated. It is being stressed here that there must be a free two-way flow of information within the university community—and even to the wider community. This flow will in itself enhance the realisation that a university is, in truth, a community of scholars and students, working in an atmosphere of understanding and mutual service.

In some institutions adequate channels of communication already exist, but in many others they will have to be created. This very process of developing channels of communication will contribute to a sense of institutional cohesion and solidarity—to a sense of belonging. The development of machinery for the immediate purpose of disseminating and sharing Planning Group discussions might, indeed, in the long run provide channels for more general university communications and thus be an important factor in engendering an enduring feeling of educational partnership.

How the work and thinking of the Planning Group can be more widely shared would be a matter for discussion in the earliest sessions of the Planning Group. Responsibility rests with the Planning Group for devising the means to ensure maximum success in its endeavours.

THE IMPORTANCE OF OBJECTIVE DATA

The primary purpose of self-study is improvement in educational effectiveness. The aim is to assist an institution to assess or reassess its objectives, to learn how fully the objectives are realised through the programme as it at present functions, and to provide a base in exploring how goals and practice can be brought into conformity, thereby ensuring that objectives will be achieved. A self-study must be factually oriented. The gathering

of objective data becomes a central activity, because only as conclusions are derived from facts do they acquire validity; even qualitative or value judgments should, in so far as possible, reflect the overtones of substantial data. General educational policy and immediate administrative decisions based on guess-work or expediency can lead only to future troubles. To perpetuate practices that are unsound as of today is to make all the more difficult the inevitable changes that sooner or later have to be made.

AN OUTLINE FOR SELF-STUDY

Facts need to be marshalled systematically, so that conclusions drawn from them may likewise be systematic and coherent. Parts III and IV of this *Manual* provide an outline which a Planning Group might follow in conducting studies and carrying forward its discussions. No outline of this kind can be fully comprehensive or encompass every topic or question that may pertinently be raised as any single institution proceeds with self-analysis. There has to be adaptation. Nor can there in every instance be a sharp *yes* or *no* answer to the questions that are included. The outline that follows is therefore only a skeleton, the flesh of which must be provided by a Planning Group's activity at each institution.

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Definition of Goals (Part III)

       Purposes—analysis of objectives: the educational task

Analysis of Resources and Functions Relating to the Achievement of Goals (Part IV)

1. Organisation and Administration: How the Institution is Structured to do its Job
2. The Educational and Instructional Programmes
3. The Sources and Uses of Funds
4. The Teachers
5. The Library
6. The Students
7. Research and Post-graduate Education
8. The Buildings and Grounds: Physical Plant
9. Special Instructional Programmes and Activities: within the institution; relating to the community

PART III

DEFINITION OF GOALS: ANALYSIS OF
OBJECTIVES; THE EDUCATIONAL TASK

Jawaharlal Nehru once remarked, "If the universities discharge their duties adequately, then it is well with the nation and the people." (Quoted from *Report of the Education Commission*, page 274). A satisfactory and meaningful definition of *adequately* obviously requires a satisfactory, meaningful and precise statement of purposes and objectives. A university discharges its duties adequately if it clearly understands what its goals are, and functions in conformity with them. Hence the paramount need at the outset of any self-study by a university or college is to clarify its goals, to achieve understanding with respect to its goals, to achieve understanding with respect to its purposes, and to analyse its programmes in the light of such clarification and understanding. This becomes the starting point for the self-analysis undertaken by any Planning Group.

THE NEED FOR SPECIFIC STATEMENT OF GOALS

Because the *Report of the Education Commission* contains two chapters dealing directly with the subject of educational objectives, it might be useful in providing focus and perspective if someone were given the responsibility of reviewing them for the Planning Group: Chapter V, "Education and National Objectives," and Chapter XI, "Higher Education: Objectives and Improvement." With this common background members could then turn to topics suggested by such questions and observations as the following:

What are the objectives of the institution as formally stated in the Act establishing the institution, or in first Statutes, Ordinances and Regulations?

Whose views did the original statement of purposes represent: Government, the Senate, the Syndicate, the Academic Council, students, teachers, graduates, administrative officers? Whose ideas put the original stamp of purpose on the institution?

Goals are often stated in general, even idealistic terms. The short title of the new University of Calcutta Act, 1966, states functions (goals) to be "encouraging, extending, coordinating, controlling, regulating and imparting higher education and promoting research ..." But how useful are such generalisations in formulating a specific programme for the University, in instruction, research and service? How do they relate to the actual day-to-day functioning of the University? How helpful are they, as stated, as the institution attempts to formulate a comprehensive and integrated plan for future development?

GOALS IN RELATION TO THE INSTITUTION AND THE COMMUNITY

To what extent is the programme of the institution, in all facets, consciously related

to the immediate community served by the institution, the state of which it is a part, or the nation ?

Do the stated objectives take into account existing differences in purpose or intentions between faculties within a university, between departments, between one affiliated college and another ?

How are the needs of India as a developing nation (so heavily stressed by the Education Commission) reflected in the actual instructional and research programme of the University, and in its community-service functions ? Are such needs actually accepted by the institution as "goals" of the University ? In this context is the lack of a clear and concise statement of goals possibly a factor in engendering the "indifference or cynicism" in which, according to the *Report*, teachers are caught up ? (Page 278).

Do the stated objectives presuppose involvement with national development, and embrace the idea that the institution should make an impact on "the quality of social thinking and endeavour ?" (*Report*, page 276).

Do the goals explicitly encourage "individuality, variety and dissent, within a climate of tolerance ?" (*Report*, page 276).

What does the Education Commission mean, in so far as any given institution is concerned, when it asks that a university give society what it *needs* rather than what it *wants*? (Page 276). Do the goals as stated embody the answer to this question ?

Is it a generally accepted conclusion "that every student who passes out of an Indian university takes with him some understanding of India's cultural heritage . . . ?" (*Report*, page 277).

Is it incumbent upon an institution in drafting a statement of its goals to take into account the relationship of national man-power needs to instructional programmes and the enrolments in them ?

"A certain amount of variety in the pattern and organisation of universities is desirable . . . ." (*Report*, page 337). This point is also stressed in the *Report of the Model Act Committee*. Institutional differences are to be encouraged in a developing pattern of higher education in any country. What *special* or *unique* goals or purposes does this institution have that differentiate it from other universities, and thereby give it an identity or "personality" of its own?

GOALS AND THE FACTOR OF EXCELLENCE

Does the statement of goals give indication that the institution is conscious of and sensitive to the factor of "excellence" as measured by international standards ? Are the goals concerned explicitly with *standards* in university education ?

"We should," says the Education Commission, "like to draw attention pointedly to the need for experimentation . . . There is immense scope for it in our educational system . . . It is necessary both to create the desire and the will for it and to provide the financial and academic means to do so." (Page 289). Is this point of sufficient significance to warrant its inclusion in a statement of goals or objectives ?

Is it not a sound generalisation that an adequately formulated set of goals can contribute to the development and enrichment of the University as a community of scholars and students, working together for a common purpose (as defined by the goals), all learning one from another ?

A CRITICAL REVIEW AND RESTATEMENT OF GOALS

Have inadequacies in the original statement of the institution's objectives (as revealed by the passage of time) been subject to systematic discussions ?

What weaknesses would a critical review of the present statement of goals be likely to reveal ?

Are there any means for periodic re-evaluation of objectives to take into account the developing or changing needs of the local community, the state, the nation, or even the international world of education ? The *Report of the Education Commission* points out that "universities are undergoing profound changes in their scope, functions and organisation and are in process of rapid evolution." (Page 274). Are these changes and the rapid evolution within any single institution in conformity with defined goals ? Or are they taking place without reference to agreed-upon statements of purpose--that is, without careful planning ?

How could the purposes, objectives, goals of the institution best be stated as of today ? On the basis of the previous discussion, and embodying conclusions derived therefrom, it would be desirable to prepare a draft statement of the institution's goals or purposes. This could be given as an assignment to a sub-committee of the Planning Group.

How satisfactorily does the statement of goals as reformulated embody or take into account the analyses, comments or recommendations of the Education Commission in its 1966 *Report*, as set forth in Chapter I, "Education and National Objectives," and Chapter XI, "Higher Education: Objectives and Improvement" ?

ANALYSIS OF RESOURCES AND FUNCTIONS RELATING TO THE ACHIEVEMENT OF GOALS

1. ORGANISATION AND ADMINISTRATION : HOW THE INSTITUTION IS STRUCTURED TO DO ITS JOB

The *Report of the Education Commission*, at the beginning of Chapter XIII, on "The Governance of Universities", sets the stage for an analysis of organisation in these words: "Universities in the modern world have a multiplicity of functions, the most important of which are *teaching, research,* and *extension* involving direct contact with the community. Their enrolments, staff and budgets are becoming increasingly large and they are required to assume new functions and programmes. The problems of the internal government of universities and other institutions of higher education and of their relationship with the State are, therefore, becoming increasingly important and complex." (Page 325).

Having determined the goals, the next step is to ascertain whether an institution is organised effectively to achieve its objectives. The administrative structure exists for the sole purpose of facilitating the teaching, research, and extension functions. How well, in any particular case, does it do this ?

THE ORGANISATION CHART

In answering the foregoing question, it could be helpful to prepare a general organisation chart showing the major authorities, the officers of the University, and the committees provided by the Act or prescribed by Statutes, Ordinances and Regulations. This chart should indicate the lines of administrative responsibility and the relationships between authorities, officers and committees. If prepared at the outset of Planning Group discussions of organisation, it would serve as the focus of the analysis of existing organisation.

In what body or bodies is authority vested for determining the general policies of the University ? How is this responsibility spelled out or specified in the Act ? If one body is given over-all and general ("supreme") policy-making authority, how are its powers and functions related to other bodies ? Are powers as between a Senate (Court), a Syndicate (Executive Council), and an Academic Council clearly demarcated in the Act ? Are these demarcations respected in day-to-day functioning, or are there areas of overlapping and jurisdictional confusion ?

How large are the three major authorities (Senate, Syndicate, Academic Council) ? What does an analysis of the backgrounds and interests of the members of each body reveal ? Is there a sound and workable balance between academic, government, and lay points of view ? What would a sound and workable balance actually be ? Is there overlapping

membership among the three major authorities ? Does this affect the operations of the University ?

RECORD-KEEPING AND THE FLOW OF INFORMATION

If the minutes of the major authorities of the University were classified by the subjects discussed and actions taken, what would it show are the main concerns of each body ? Does such analysis, over a period of three or five years, indicate that the body is meeting the responsibilities imposed on it by the Act, or by Statutes, Ordinances and Regulations ? Are there areas in which it is not doing so ? Are there areas in which it exceeds its authority ? Do analyses of minutes reveal jurisdictional overlapping and, if so, what are the consequences ?

Are the minutes of each body satisfactory ? Are they overly extended ? Are they condensed to the point that significant nuances and meanings of discussions are not revealed ? For any given body, in what form and in what degree of explicitness should minutes be prepared ?

To whom are minutes of each body circulated ? How far is sharing of the minutes of any given body desirable ? Are there other means whereby information respecting the activity and discussions of any given body is shared ?

Questions regarding record-keeping and the spread of information assume importance if it is accepted as a goal that a university should be a community of teachers and students "engaged in the pursuit of learning and discovery". Indispensable to this is a "sense of belonging" to the enterprise, a feeling of partnership. It is a responsibility of governing bodies and administrative officers to sustain and promote this sense of "joint participation", of "working together". The Education Commission states, "The university should be visualised as an integrated community in which the teachers are, as it were, 'senior scholars', the students are 'junior scholars', and the administration is a service agency to both". (Page 328). The *Report* then recommends ways for sharing and exchanging views and opinions. Do the bodies of a given institution function in such a way that understanding of what is being done is created within the total University community, and why ? What things might be done to enhance the sharing of information ?

THE COMMITTEE STRUCTURE

How many committees are involved in the functioning of the University ? A Planning Group needs to ascertain what committees there are, who the members are, whether there is an appreciable degree of overlapping in membership, who appoints the committees, to whom committees are responsible, and how the work of committees contributes positively and effectively to the operations of the institution. Do committees function efficiently and promptly, or does their work drag and thus become a delaying influence in day-to-day operations ? A Planning Group could appropriately analyse the work committees are assigned to do and their actual accomplishment—in short, undertake a systematic and comprehensive appraisal of committee structure, activity and achievement. Are there too many or too few committees ?

THE INFORMAL STRUCTURE

In performing its daily functions a university normally conforms to the prescriptions of the Act, Statutes, Ordinances and Regulations. But underlying the formal organisation

there may be informal, non-structured ways in which the affairs of the institution are conducted. Sometimes there are "behind the scenes" understandings between officers and other individuals. There are "gentlemen's agreements" that are not strictly based on formal requirements. To a degree, such informal arrangements may serve a positive and constructive purpose; things get done with less delay. But they may also have negative aspects and lead to abuses and inequities. A Planning Group might properly try to determine to what extent such informal practices exist and attempt to ascertain whether, on balance, these methods of conducting the affairs of the university are so well in hand that they do constitute a positive influence; or are so out of hand as to constitute a serious threat to the sound operation of the institution.

INSTITUTIONAL AUTONOMY

The autonomy of a university is related to the organisational structure and the administrative procedures. "It is important to recognise that the case for autonomy of universities rests on the fundamental consideration that, without it, universities cannot discharge effectively their principal functions of teaching, research and service to the community, and that only an autonomous institution, free from regimentation of ideas and pressure of party or power politics, can pursue truth fearlessly and build up, in its teachers and students, habits of independent thinking and a spirit of enquiry unfettered by the limitations and prejudices of the near and the immediate which is so essential for the development of a free society." (*Report,* page 326).

It would be wise for a Planning Group to consider whether the existing pattern for governance of the institution contributes to or impedes its autonomy. Is the administrative and academic organisation so structured that it maximises institutional autonomy ? If not, what are the restrictive factors, and what change is called for ?

Numbers of questions demand attention as a Planning Group examines organisation and governance in relation to autonomy, and these may be grouped logically under three headings, suggested by the *Report* (Pages 326-327) :

(a) *Autonomy within the institution:*

> Is university policy in the last analysis actually set and controlled internally rather than by non-academic (external) bodies or persons ?

> Does the Academic Council have final authority in academic matters ?

> Is there freedom from "administrative dominance", with a clear realisation that administration is not an end in itself, but only a means to assist in achieving institutional objectives ?

> Is there provision for ensuring that any good or relevant idea that might affect the functioning of the institution at any level or in any sphere of activity will gain sympathetic and authoritative attention ? "The principle of upward flow is vital to the efficient administration of a university and for survival of autonomy and self-government." (Sir Eric Ashby, quoted in *Report of the Education Commission,* page 327).

Are there adequate channels for consultation among and between all groups or individuals who are part of the academic community ?

Do departments have flexibility in their organisation and functioning, with protection against centralised domination ?

Is the relationship of the university administration and university departments to constituent and affiliated colleges effective and satisfactory ?

Is there provision for delegation of authority, to the end that as many decisions as possible are made at the level where they are to be effective ? Is delegation freely made, and freely accepted ? What determines the lines of delegation ?

(b) *Autonomy in relationship to other university or educational institutions:*

What are the channels of communication with other universities ?

Are teachers in one institution in contact with those in another ? How do these contacts come about ?

Does the University have membership in the Inter-University Board ? Is it regularly represented at I.U.B. meetings ?

Are the proceedings of the Inter-University Board in any way circulated or discussed in the Planning Group's institution ?

What consideration is given, at the post-graduate level, to a possible division of labour among institutions ?

How is research effort coordinated ?

(c) *Autonomy in relationship to the total education pattern of the state and nation:*

Is the institution acceptably free from outside dictation in matters involving its educational programme ? Is it able to resist pressures ?

What means are available to enable the University to balance needs as represented by state or national Government with needs and policies (goals) as established by the institution itself ?

Does the organisational structure provide for consultative procedures with outside bodies or agencies ?

Are there clear lines of communication (and understanding) with the University Grants Commission ?

Where does responsibility fall within the University for ensuring that encroachments on the institution's autonomy do not occur ? How is this responsibility shared ? Who are the watch-dogs of autonomy ?

Does an examination of questions such as the foregoing suggest ways in which the organisational structure of the institution might be strengthened and autonomy safeguarded ?

THE ROLE OF ADMINISTRATIVE OFFICERS

Administrative officers must be regarded as servants of the university enterprise, with responsibility to exercise leadership that will advance the purposes to which the institution is committed. What officers are provided for by Act or by Statute ? What are the duties and responsibilities assigned to each ? Is there a clear understanding by immediate superiors and subordinates of what these duties are ? Is such understanding shared by the University personnel generally ? Is there a written "job description" for each officer ? If not, might it be desirable to prepare one ?

Having analysed the duties of existing officers, a Planning Group could then ask itself: Taking into account the University's goals and functions, is their implementation properly and efficiently provided for by the officers now employed ? What new officers, at any level in the University administrative hierarchy, might be proposed ? What redistribution of functions might be considered ?

A Planning Group needs to pay special attention to organisation as it relates to teachers. It should discuss such questions as:

Does the organisation provide representation for teacher interests at every appropriate level in the administrative structure ?

Is there opportunity for a teacher, regardless of rank, to express his views and obtain a sympathetic hearing ?

How can effectual leadership in academic matters be exercised ?

How can teacher-student relationships be improved ?

By what devices can the teachers (using the Education Commission's words) "cultivate not only intellectual integrity, courage, and scientific knowledge, but also win public confidence ?" Are organisational factors involved in the answer to such a question, and if so, in what way ?

FURTHER CONSIDERATIONS

The foregoing paragraphs by no means raise all of the topics or pose all of the questions that a Planning Group needs to canvass as it proceeds in its self-survey. What is written here is intended only to initiate discussion. Discussion will feed on itself and many other questions will be raised, many other avenues of enquiry opened up for exploration.

Two concluding suggestions may be helpful to a Planning Group as it turns its attention to university organisation:

1. The *Report of the Committee on Model Act for Universities* contains many suggestions and recommendations that deserve careful scrutiny and discussion. That *Report* is not intended

as a blueprint to be meticulously followed by every university in India. To the contrary, it is stressed by its authors that variety in organisation is desirable, to reflect particular goals and local traditions. Granting this, some basic principles are set forth, and a Planning Group could profitably assign to a member or a sub-group the task of summarising the *Report*.

2. The Education Commission in Chapter XIII of its *Report* discusses "The Governance of Universities". It would be a worthwhile exercise for a Planning Group to consider paragraph by paragraph the materials presented in that chapter, and to relate them to the Planning Group's own discussions of organisation as they involve one particular institution. Wherein is there concurrence; wherein differences ? What topics developed by the Commission have no relevance, or lesser relevance, to the Planning Group's deliberations ? What factors has the Planning Group taken into account that have not been treated in the *Report* ? In short, how are the general propositions set forth by the Education Commission translated into specifics involving the University with which the Planning Group is concerned ?

In light of all the discussion the Planning Group has had, how might the organisation chart of the institution now be redrawn ?

2. THE EDUCATIONAL AND INSTRUCTIONAL PROGRAMME

ENROLMENT PREDICTIONS AND THEIR IMPLICATIONS

A starting point for consideration of the University's educational and instructional programme must be numbers of students, at present and for specified dates in the future. Numbers of students also relate to numbers of teachers. The population of India is approximately 500,000,000 and within the next two decades the estimated increase will be nearly 50 per cent. It is a young population: over half of the people are now under 18 years of age.

The *Report of the Education Commission* (Table 12.1, page 300) shows 645,000 students enrolled in higher education in 1960-61. The estimated enrolment for 1965-66 was 1,094,000; for 1975-76, the prediction is 2,202,000; and for 1985-86, a total of 4,160,000. These national figures have profound implications, and it is incumbent upon a Planning Group in any institution to relate them to that institution, and to ask what the enrolment policy should be.

A first step is to project present enrolments with as careful an estimate as possible, and within such categories as may be pertinent. This calls for expert statistical services to take into account all factors, including social change, that bear relevantly on future enrolments. Presumably within the institution such professional help can be found, if there is not a research staff attached to the Planning Group itself.

What is the estimated enrolment 5, 10, 15 years hence ? Breakdowns are necessary: for example, undergraduate courses in arts and science; in commerce. At the post-graduate level the M.A. and M.Sc. estimates must be made, as well as estimates at the research level. Professional schools (Engineering, Agriculture, Medicine, Law, Teacher Training, etc.) call for separate estimates. Honours and Pass students should also be differentiated. Breakdowns by sex may be advisable, especially if projections involving student housing are to be made.

Without enrolment predictions and data of these types, a university cannot (*a*) adapt its instructional programme to national needs, or (*b*) plan to meet the future needs for teachers, physical space or other instructional-research requirements (such as equipment, library materials, student-teacher amenities).

It is imperative, the Education Commission argues, that the growth of the universities be realistically related to national needs: "Our recommendation is that the expansion of facilities in higher education should be planned *broadly* on the basis of general trends regarding manpower needs and employment opportunities. At the present time, there is over-production of graduates in arts and commerce because of the adoption of this open-door policy . . . . On the other hand, there is a shortage of professional specialists, and there is a consequent need to increase the facilities in professional courses such as agriculture, engineering, medicine, etc., and especially at the post-graduate stage in science and in arts." (Page 302). How do the enrolment projections made by the Planning Group bear upon this generalisation ? Such questions must be answered, even tentatively, if the instructional programme is to be intelligently established, and not permitted to grow on a basis of expediency or rash adjustment to crisis.

What are the policy implications of the discussion of enrolment projections in any institution ? Is growth in numbers of students somehow to be controlled ? By what policies might it be controlled ? Does the Planning Group concur with the unequivocal statement of the Education Commission that a stage has "now been reached in the process of expansion when the policy of selected admissions will have to be extended to all sectors and institutions of higher education in India ?" (Page 305).

Does the Planning Group agree with the Education Commission that "there is no escape but to link broadly the total enrolments in higher education to manpower needs, and to bridge the gap between these enrolments and the demand for higher education by adopting a system of selective admissions ?" (Page 305). What factors might limit its acceptance in any single university ? How might the broad conclusion be amended or adapted to meet the enrolment situation revealed by the Planning Group's estimates of projected enrolments at its own institution ?

ADMISSION POLICIES AND EDUCATIONAL STANDARDS

What limitations on enrolment are now in effect ? Are they adhered to ? Does the institution, if it is an affiliating university, in any way seek to limit or control admissions to affiliated colleges ? What is the size of the affiliated colleges ? Is their growth controlled ? How ?

What are the methods of selecting students for admission ? Are these satisfactory ? Are they such that the standards of the educational programme are maintained or enhanced ? Is there danger, looking ahead to future enrolments as projected, that the influx of students will undermine standards ? What can the Planning Group recommend to protect against this ? Is it possible to frame a code setting forth explicitly the conditions for eligibility; that is, conditions for entitling a student to seek admission to courses ?

The *Report of the Education Commission* makes specific suggestions for determining eligibility for admission. (Page 307). How does the Planning Group react to these ? Might some of these suggestions be tried ? What is the implication of these suggestions in relation to predicted enrolments ? Are there alternatives that the Planning Group might canvass ?

Does the institution now have a Board of Admissions or other administrative machinery to scrutinise and screen student applications for admission to its courses ? Does the Planning Group accept the following recommendation of the Education Commission ? "We recommend that each university should constitute (if it does not already have one) a Board of University Admissions, which should include representatives of the teaching departments of the university, affiliated colleges and the university administration. Its function should be to advise the university about all matters relating to admissions to teaching departments and the affiliated colleges, to review the implementation of admission policies from year to year, and to recommend any necessary changes." (Page 308).

Important in the discussion of admission policy would be the success-failure experience of students. A Planning Group ought to have data available that show examination results. What percentage of students fail in various first degree courses ? What percentage of students fail to obtain the desired degree ? What percentages fail at the Master's level ? How many or what percentage of students repeat examinations following a first failure ? How many times is repeating permitted ? Are there data to permit a correlation between previous school achievement and success-failure at the first degree level ? Every failure represents a personal tragedy for the individual, and an unrealised return on the investment in time and money which a university has made in the student's education. In what practical ways could these losses be reduced ? A Planning Group should ask these questions, and others related to them.

Because the relationship between numbers of students and numbers of teachers can be assumed to be a quality factor in the educational programme, a Planning Group needs to ascertain existing teacher-student ratios, over-all and by sub-categories. Are the present ratios adequate, and if not what specific remedy is called for ?

MEETING THE DEMAND FOR TEACHERS

How many full-time teachers are there, department by department, faculty by faculty? How many part-time teachers ? What are the figures for the affiliated colleges ? In the post-graduate departments ? To what extent is there dependence on part-time teachers ? How do the qualifications and experience of the part-time teachers compare with those employed full-time ? Do the answers to such questions suggest that the Planning Group should formulate a general policy governing student ratios, and the ratio of full-time to part-time teachers ?

How many teachers will be needed to meet the projected enrolments—within university departments, in the affiliated and professional colleges ? Might the Planning Group construct "manning tables" to indicate how many teachers will be required to provide the instruction for future students on the basis of an acceptable teacher-student ratio ? Similarly, is it possible to construct "charts of need" to show future requirements of classroom space, laboratory space, office space, space for amenities, etc.—all in relationship to the predicted enrolments ? Such data will be indispensable in formulating a long-term plan or programme for any institution.

ANALYSING THE INSTRUCTIONAL PROGRAMME

A Planning Group cannot be expected to undertake surveys in depth of the course offerings of a university nor would intensive analysis of the syllabi be expedient in initial

stages of a self-survey. Detailed consideration of courses and syllabi is the responsibility of Boards of Studies or other authorities as specified in the Act, Statutes, Ordinances or Regulations. It is appropriate, however, for a Planning Group to consider, in broader perspective, whether the course offerings are over-extended in relation to resources, whether they meet the criterion of relevancy to national needs, whether they do serve as an effective link between education and productivity, and whether the pattern they represent will provide for the students an education of a quality consistent with international standards of instruction. A Planning Group could enumerate the questions it believes are relevant to such matters, for subsequent consideration by Boards of Studies or other bodies. The concern of a Planning Group at the self-study stage is to ask, in general terms, what kind or pattern of educational programme the institution should offer, and then to ask, further, if it is in fact offering it. Some time might also be devoted to asking how the pattern of course offerings is actually proposed and approved. Does this procedure now function smoothly ? In what ways might there be improvement ? Do teachers have opportunity to indicate their thinking with respect to the content of syllabi ?

The *Report of the Education Commission* under the heading "Reorganisation of Courses" (Page 317) lists several lines along which it believes courses in higher education should be reorganised. Suggestions are made relating to these topics: courses for the first degree (with attention to the link between subjects taken at the school stage and those opted for at the first degree); general, special and honours courses; courses for the Master's degrees in arts and science; research degrees; inter-disciplinary studies; the study of social sciences; area study programmes; the study of the humanities. A Planning Group could explore the propositions set forth by the Education Commission under each of these headings to ascertain their immediate relevance to the self-study.

A Planning Group might ask, What innovations in the instructional programme have been initiated during the past five years, in terms of general policy or relating to specific modifications that have broader overtones of significance ? Do these changes, particularly those involving policy, suggest other changes, and if so what changes are contemplated ? Are there ways for teachers to discuss together informally aspects of the instructional programme ? How effectively is this done in day-to-day practice ?

THE IMPROVEMENT OF TEACHING

"One of the most important reforms needed in higher education is to improve teaching and evaluation." (*Report*, page 286). This observation implies that even though an institution has established its goals, has an acceptable programme of instruction, and an able body of teachers, it is the relationship between student and teacher — the actual day-to-day educational experience — that provides the measure of achievement. It is incumbent upon a Planning Group to ask, How good is that experience ? The Education Commission has made some dismal observations that are pertinent. "The existing situation in higher education during the academic year broadly alternates between slackness and strain — slackness during the session, strain at the time of examinations." (Page 278). The Commission then enumerates the factors that lead to the unhappy conclusion that "the ideal of academic excellence is confined to a minority of teachers and students who have to keep it alive against the downward pressure of discouraging circumstances." (Page 279). How applicable is this discussion to the Planning Group's institution ?

Class size, the pressure in the classroom of numbers of students, needs consideration by a Planning Group. How can large numbers of students be handled ? Is it necessary to retain class size at an assumed ideal of 25 or 30 students ? What are the class sizes in the institution ? Might additional students be instructed by recourse to large lecture groups, with students given opportunity to meet a teacher on occasion (and by schedule) for more intimate and personal discussion ? Might "pass" students be handled by one method, and "honours" students by another ? Is it possible that the problem of numbers could be met by using post-graduate students as assistant teachers, working with the experienced teachers and, under their supervision, given some instructional responsibility ? Are there possibilities for large groups of students, of using tapes that record lectures by outstanding teachers, supplemented by occasional small-group meetings of students under the guidance of an advanced post-graduate student ? If there are to be more students, what plans can be suggested for providing instruction in the face of an already existing shortage of teachers ? A Planning Group should explore all aspects of such questions as it contemplates present difficulties and thinks of future plans and programmes as well.

EXTERNAL EXAMINATIONS AND INTERNAL EVALUATION

The Education Commission recognises that even with good teachers and with programmes of instruction that are consistent with the university's goals, there may still be serious difficulties that affect classroom performance. A basic causative factor, it is stated, is the prevailing external examination system: "The crippling effect of external examinations on the quality of work in higher education is so great that examination reform has become crucial to all progress and has to go hand in hand with the improvements in teaching." (Page 290). The Commission makes a positive suggestion: "One line of attack would be to abolish set syllabuses and the external examinations based on them altogether and to replace them by a system of internal and continuous evaluation by teachers themselves." (Page 290).

The preceding quotations present two topics for a Planning Group to consider: (1) the examination practices as they relate to the institution; and (2) the recourse to internal evaluation in appraising the work of the student.

With regard to the first of these two topics, a Planning Group needs to raise many questions, of which the following are presented as examples:

Is it agreed that dependence on external examinations in evaluating student achievement is satisfactory at the given institution ? If not, what are some of the shortcomings ?

Are there policies of the institution that would preclude a modification in the external examination system at the institution ? The Planning Group of one Indian university has discussed the possibility of authorising its affiliated colleges to develop their own syllabi and prepare and administer their own examinations, this provision to apply only to Pass students, with the University still assuming the responsibility for Honours students. What are the implications of this idea for any other institution ?

Is the institution willing to explore possibilities for modifying the external examination system ? Admittedly a Planning Group in the first stages of self-survey

will not consider details of examination reform. The concern of a Planning Group would be, rather, with the broad implications of a prevailing policy and the procedures for implementing it, and how in general such policy might be amended, assuming change was agreed upon as desirable.

There are parallel and inter-related questions about internal assessment which a Planning Group should consider:

Would the instructional effectiveness be increased by supplementing the evaluation by external examination with evaluation based on internal appraisal ?

In general terms, what are the arguments for or against internal appraisal ? How do they balance out ?

What would be the teacher reaction to internal appraisal ? What would be the student reaction ?

If internal assessment has proved satisfactory (as it has) in evaluating student achievement elsewhere, including some Indian universities, why would it not prove satisfactory in the Planning Group's institution ?

The responsibility of a Planning Group is to stimulate discussion and analysis of the general problems raised by such questions. It is in terms of general policy and general practices that the discussion should be developed—present policy and practice and their implications for the future growth of the institution, and the educational well-being of its students. The University Grants Commission has said, "We are convinced that if we are to suggest any single reform in university education, it should be that of examinations." (Quoted in *Report of the Education Commission*, page 290). Does the Planning Group concur with this statement ? To what specific suggestions or recommendations does it lead the Planning Group ?

FORM *VS.* SUBSTANCE IN AN EDUCATIONAL PROGRAMME

A Planning Group must pay attention not only to the "form" of its educational programme, but to the impact of its substance as well. Does the programme contribute to the student's intellectual and moral growth in a way that serves the contemporary needs of the nation ? The Education Commission sees the implications of this question: "An educational system which does not continually renovate itself, becomes out of date and hampers progress because it tends to create a lag between its operative purposes and stan.. :'- ~~d the new imperatives of development, both in quality and quantity." (*Report*, page 18). 'I... . mmission then makes the essential point: "The very aim of education has to be viewed differenuy—it is no longer taken as concerned primarily with the imparting of knowledge or the preparation of a finished product, but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and the capacity to think and judge for oneself without which it is not possible to become a responsible member of a democratic society." Are these criteria met by the educational programme of any given institution ? If not, what are the shortcomings ? In what ways can the programme be improved to achieve essential flexibility ? What is being done, or could be done, to stretch to the fullest the minds of the students ?

COMPARATIVE STANDARDS

A Planning Group must repeatedly ask if satisfactory standards are maintained. Does the Planning Group agree that educational standards are now determined on an international basis, not on a national basis ? The Education Commission recognises this: "Our degrees should be internationally comparable in the sense that those given by our best centres should be as good as those of similar institutions in any part of the world." (Page 41). Does the Planning Group believe this is so for its own institution ? Has any attempt been made to check the experience of its graduates who have gone abroad for study to determine how they have fared academically ? What are the implications, as the Planning Group sees them, of the Commission's statement that "by and large, it is our second degree in arts, commerce and science that introduces the student to the world of research and is comparable to the first degree in the educationally advanced countries ?" (Page 41). Does this statement suggest to the Planning Group any proposals for closing the educational gap between an Indian university and universities "in the educationally advanced countries" ? Is there such a gap involving the Planning Group's institution ? (See also *Report of the Education Commission*, page 278, where there is further discussion of the educational gap, "which is widening rapidly.") As the Planning Group thinks ahead, and formulates an educational programme projected over the coming decade, how can the points raised by the previous discussion be taken into account and reflected in a ten-year plan ?

An important test of the effectiveness of an instructional programme comes through appraisal of the subsequent careers of the graduates. A Planning Group might attempt to assemble figures (even on a sample basis) showing the career experience of former students :

> Into what careers do graduates go ? (For example, Government, the professions, business, agriculture, etc.)

> What comments do these students make with respect to their courses ? Do they think the instructional programme was adequate ? What changes or adaptations would they suggest ?

> What are the attitudes toward the instructional programme of students who failed to obtain their degrees ? What comments do they make ?

Simple surveys to obtain answers to such questions would not be difficult to organise, with the help of statistics departments. A Planning Group might, through a sub-committee, wish to initiate opinion studies of this type, for the results could be illuminating, and exceedingly valuable in the formulation of a long-range educational plan.

3. THE SOURCES AND USES OF FUNDS

There is a relationship between a university's financial resources and the quality of its educational programmes in teaching, research, and service. This is a basic theme in the sections of the *Report of the Education Commission* dealing with educational finance at the level of higher education. (Pages 482-484). It is incumbent on a Planning Group to examine critically this relationship. What follows is designed to help in such an analysis.

ANALYSIS OF INCOME AND EXPENDITURE

Certain financial and other data will be required by a Planning Group as it considers the financial resources of the institution and their administration. The following categories for compiling the data are suggested:

1. A classification of educational income
2. A classification of educational expenditures
3. A classification of auxiliary income (as later defined)
4. A classification of auxiliary expenditures
5. A tabulation of persons employed, by classification
6. A tabulation of student enrolment

1. The income tabulation should show educational income over a period of years—5 years or 10 years, for example—with the data classified under such headings as:

(a) Central Government funds
(b) State Government funds
(c) Local authority funds
(d) Tuition
(e) Fees
(f) Other sources, specified

2. The tabulation of educational expenditures over a period of years should include the expenditures directly related to the educational programme; the direct expenditures involving instruction, research, service, and operation and maintenance of physical plant. This statement should include the totals of expenditures of all departments concerned with educational functions: teaching, research, and the counselling, guidance and testing of students; the maintenance of records of student achievement; public services and information; administration; maintenance and operation of buildings and grounds; and general expense. This tabulation *should not* include the expenditures for what are sometimes called "auxiliary enterprises" such as canteens, dining services, halls, hostels, athletics, university press, etc. What is wanted is a picture of the expenditures that relate directly to the educational programme itself.

3. The statement of income from auxiliary sources would include for a specified period of years, income from such activities as canteens, dining halls, halls, hostels, athletics, university press, university sales counters, etc. These activities in one way or another contribute to the total effectiveness of the educational programme but of themselves are not an integral part of it.

4. The statement of auxiliary enterprise expenditures would show the gross expenditure for each of the auxiliary enterprises included under (3) above, and for the same time period. All direct and indirect costs—including repairs and maintenance, administrative, and general—should be included.

It is recognised that different institutions may compile their financial and related data in different ways. To this *Manual* are attached suggestions for forms that might be helpfully used in compiling data. The objective - regardless of the lay-out of the forms in any given instance—is to obtain a summary of *income* and of *expenditure* by significant

sub-headings. A segregation should be maintained between the income and expenditure relating directly to the *educational programme* and the income and expenditure that, although important in furthering the educational programme, are not integrally a part of it.

5. How many persons are engaged in the total operation of the institution ? To answer this, it is necessary to tabulate for the principal units the number of persons engaged in the following categories: officers, teachers (full-time, part-time), establishment and lower subordinates. Here again the Planning Group should utilise the nomenclature or classification of persons that prevails at its institution.

6. A tabulation of student enrolments should be made, by specified categories and for the same period covered by the income and expenditure data. It will be necessary to relate student enrolment data to financial data in various ways in analysing the availability and uses of resources.

On the basis of the foregoing types of information, questions can be asked:

Do the educational income and expenditure patterns make it possible to achieve the purposes of the university, as earlier defined ? Has it been necessary to curtail or eliminate any existing programmes because of financial limitations ? Have planned new programmes had to be deferred ?

How have the individual categories of income and expenditure changed (grown or declined) during the period under review ? (A chart or tabulation showing these changes absolutely and percentage-wise would be helpful.)

Has there been a changing relationship between the rupee figures of income and expenditure and student enrolment ? For the period covered by the tabulations, what has been the per capita student income and expenditure ? What are the implications of any changes for the maintenance of standards ? Has the institution seriously considered formulating policy statements that take into account the relationship between per capita student income and educational standards ? For example: if pressures are applied to admit appreciably larger numbers of applicants, can the university in turn refuse admission until assurance is given that additional funds will be forthcoming in order that standards may not suffer ?

What is the changing relationship between the rupee figures of income and expenditure and the total number of people employed by the institution ? Has the number increased as enrolment has grown ? If so, in which categories of employment has the growth taken place: officers, full-time teachers, part-time teachers, establishment, lower subordinates ? Are all employees now efficiently utilised ? What is the student-teacher ratio now compared with the ratio at the beginning of the period under review ? Does the analysis indicate that emphasis in employment practices should be shifted ? Could deficiencies in one area be corrected within current resources by reducing staff in other areas ?

Do the expenditure patterns reveal a proper balance of resources among the various functions of the institution ? Has the teaching staff grown as enrolment has increased ? Have research activities by the faculties been curtailed to compensate for a heavier teaching load ? Have the buildings and grounds been properly

maintained ? How have funds been shifted from one category to another to meet financial or other pressures ?

How has the income/expenditure in each category of the tabulation changed as a total percentage of income or expenditure ? As expenditures mount because of increasing numbers of students and changing economic conditions, can the institution anticipate government support in proportion to that which it is now receiving ? If not, what are the alternatives ?

On the basis of past experience, is it possible to project for the next five or ten years estimates of income from the same sources ? Can the university by its own efforts increase income from other than Government sources ? To what extent do individuals, or business and professional firms, now make contributions toward support of the institution's programmes ? Is this type of aid actively sought ?

What are the implications of increases in tuition or other fees ? Has the fee structure changed substantially over the period under review ? How may it have to be changed in the future ?

There is sometimes, the Education Commission indicates, a poor use and waste of resources arising "from rigidities of administrative and financial procedures." Flexibility and adequate decentralisation in the administration and use of financial resources are important. A Planning Group should give attention to this point, and the following parts of this section of the *Manual* suggest topics to be reviewed. They relate to organisation and procedures, and the purpose is to introduce into Planning Group deliberations systematic evaluation of the effectiveness of the business and the financial organisation of the institution.

BUSINESS AND FISCAL ORGANISATION

How are the business and fiscal functions of the University organised ? It would be helpful for a Planning Group to have available an organisation chart showing the functions that are involved, the officers or other staff members responsible for them, and the lines of relationship. With such a chart before it, a Planning Group might attempt a preliminary evaluation of the business operations and the administration of the financial resources.

Is there an identifiable business and financial department or office ? To what extent are the business and financial functions centralised and organised under a Business Officer (by whatever name) responsible to the Vice Chancellor ? Is the Business Officer one of the principal administrative officers ? Is he a full-time officer ? Who appoints him ? How is he appointed ? Does the organisation for handling business and fiscal affairs function smoothly, promptly ? Are there bottlenecks ? If so, why ? What general impression prevails within the institution regarding the conduct or administration of business affairs ?

Is it clearly recognised that the business and financial functions supplement the academic functions, and that each constitutes a major area of university administration ? Is there agreement that the purpose of a business office is to serve and assist the total educational programme ? Is this objective achieved, and if not, where are the failures or shortcomings ?

Is there a Finance Committee ? How is it constituted ? Is the Business Officer a member ? Are there any other committees with responsibility for fiscal or business matters ? If so, what are these committees, and what are their functions ? Does the Business Officer sit with them as a member ? Who appoints these committees ? Are the functions of such committees clearly defined, to avoid confusion in administration and procedures ?

It is always important in self-study to know who does what, and this is especially true in the business and financial operations of a university. A Planning Group should make a systematic inventory of posts and their functions.

Who has the responsibility for the following functions: preparation of the budget; control of the budget; accounting and financial record keeping; financial reporting; operation and maintenance of the physical plant; purchasing; inventory control; financial management of auxiliary and service enterprises; receipt, custody and disbursement of funds; administration of endowment funds; internal auditing; and any other functions falling in the general area of business and finance ? Are there problems of overlapping ? Is there confusion as to who does what ? Does work flow promptly and smoothly from one point to another ?

THE IMPORTANCE OF FLEXIBILITY

It has been stressed in this *Manual* that the educational programme must be sufficiently adaptable and flexible to meet rapidly changing needs and circumstances. It is equally important that there be flexibility in fiscal operations, notably in budget procedures. The Planning Group needs to give special consideration to (a) how a budget is prepared and approved in the first instance, and (b) how it operates once approval has been given. To this end, there should be a careful and detailed description of the budget-making procedures from the departmental level up to the governing bodies of the institution, considering particularly the roles of the department heads, the academic deans, the business officer, the Finance Committee and the Vice Chancellor. Who is the chief advisor to the Vice Chancellor in the determination of budgetary allocations ? Are the forms for budget preparation made up by the business office ? Does the budget as finally adopted represent clearly, in terms of the allocation of rupees, the educational, research and service programmes of the institution ?

Once adopted, how may changes or shifts in expenditure of budgeted funds be made ? Is approval of a central officer or body required, or is responsibility delegated to deans, department heads, or other officers ? Is it possible to combine or break items apart: for example, could two instructors be appointed in place of one budgeted professor, or two instructorship items be combined to appoint one reader ? What approval would be involved ?

Describe the system of budgetary control from the departmental level through to the business office. Is there freedom by the departments and divisions to spend budgeted funds within limits of legality, policy and availability of funds ? Does the business office periodically provide departmental budget statements showing budget status ? Do the business office controls needlessly hamper the expenditure of educational budgets ?

SOME SPECIFIC QUESTIONS CONCERNING BUSINESS AND FINANCE

Is the accounting system accurate, reliable and current ? Is there a published financial statement ? Are periodic written financial reports presented to the Vice Chancellor and the

governing bodies ? Is there a well-organised system of internal audit and control ? Is an annual audit made by an independent auditor ? Is there an audit by the government agency charged with financial verification of the accounts of all government agencies ? How are these audits reviewed ?

Is there a suitable organisation, with adequate procedures, for the management of all funds belonging to or owned by the institution ? Is there centralised cashiering ? Is there a carefully devised system for the receipt, custody and safeguarding of institutional funds ? Are all persons handling institutional funds bonded ?

Does Government exercise control over the financial affairs of the institution ? If so, in what manner ? How are funds from Government received: in a lump sum or by specified items ? To what extent do Centre or State Government personnel policies apply to university personnel ? To what degree is the autonomy of the institution affected by external fiscal and personnel controls ?

Describe the procedures for purchasing supplies and equipment. Who has authority to approve, and to make, purchases ? Is there a central purchasing procedure? What officer is responsible for purchasing procedures ? Or is purchasing decentralised ? What problems, if any, arise in connection with purchasing, and at what level in the organisation ?

How are equipment and supplies inventoried ? Who has responsibility for this ? Is there any centralisation of supplies and equipment, and if so, at what administrative levels ? Describe the procedures for repair and maintenance of equipment. Who has responsibility for maintenance of equipment ? Are the procedures adequate to ensure: (a) sound fiscal control over the equipment and supplies; (b) security of equipment and supplies; (c) avoidance of duplication of effort or expenditures ? How often is the inventory checked ? By whom ?

Does the institution have indebtedness ? If so, describe the nature and amount of it. Is an operating deficit possible ? Who approves any deficit expenditures ? What are the provisions for debt amortisation ?

EFFICIENCY AND BUSINESS ORGANISATION

On the basis of the preceding discussions, how could the present organisation chart be redrawn or amended to enhance the effectiveness and efficiency of the fiscal organisation and administration ? What additional officers might be needed ? What functions or responsibilities as found at present might be shifted advantageously ? What changes might be introduced in lines of authority, and in delegation of authority ?

No university, wherever located, has all the resources it desires for the teaching, research and service functions it would like to assume. In a developing country this generalisation has great weight. The Education Commission indicates the need for additional resources to support the expanding university programme in India (Page 484) and states that financial considerations as well as educational factors must be taken into account in framing programmes. Since for a long time to come resources will be limited, it is incumbent, the Commission says, "to make every rupee go the longest way possible by adopting measures for economy, for reduction of wastage, and for intensive utilisation." The Commission raises specific questions (Page 484), and a Planning Group might appropriately discuss answers to them and to related questions, such as:

Is the utmost economy possible practised in the construction of buildings ?

Is equipment adapted to its purposes, and carefully handled and maintained to increase its life ?

Is it possible to share some functions with neighbouring institutions, thus spreading costs ?

Could educational buildings be used for longer hours each day, even at night ? What would be involved in such additional use ?

Could the efficiency of the business and fiscal operations be furthered by greater reliance on modern mechanical equipment ? Is this feasible, and if not, why not ? Could savings be realised by using mechanical processes, thus freeing funds for other purposes ? Could assurances be given that in the initial period no worker would be displaced ? Could the use be considered of similar equipment on the academic side in connection with student records, examination procedures, etc. ? If greater reliance is not placed on modern equipment, how can the institution keep abreast of the growing load of business and academic paper work and record-keeping ?

Could some of the financial stringencies in the instructional programme be alleviated in some degree by increasing class size and adapting other means or devices of instruction ?

Could the working day be lengthened, vacations reduced, and the number of holidays cut, thus achieving more man-hours of labour ?

Could part-time programmes of instruction, or instruction by correspondence, be considered as a means of reducing instructional costs, and of meeting increased enrolment pressures ?

Finally it might be asked if there are ways in which the resources of the institution might be increased, if not from Government sources, then from non-government sources.

4. THE TEACHERS

The *Report of the Education Commission* opens its consideration of "Teacher Status" (Chapter III) with the categorical declaration that "of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant." The generalisation applies to all levels of instruction. It is therefore incumbent upon a Planning Group to give careful attention to the role of university and college teachers. Education is "the instrument of change"; it is the teacher who, figuratively speaking, wields the instrument. Without teachers who are committed to the ideal of academic excellence, and who have the qualifications to foster it, goals of a university, no matter how carefully phrased and

realistically conceived, can never be attained. Teachers determine the level of educational accomplishment. For this reason, once goals are agreed upon, no other aspect of a self-study assumes more importance than the analysis of the teaching staff.

SELECTION AND APPOINTMENT OF TEACHERS

How are teachers selected ? Is this a function of prescribed Selection Committees, and if so, how are they constituted ? Do Selection Committees always include a member from outside the institution ? Is this always necessary ? Does it affect the promptness with which a Selection Committee normally acts ? If a Selection Committee procedure is not used, what method of selection is employed ?

If a new post is created, or a vacancy filled, how do names of possible candidates reach the selection body ? The Education Commission stresses the need for "energetic search throughout the country for outstanding and promising young persons" for teaching staffs. (Page 282). It recommends "that each department or faculty should have a specially appointed personnel advisory committee, which would work in close collaboration with the appointing authorities of the university, to find faculty members . . . ." Do such Committees exist ? What would be the advantages of having such Committees ? The disadvantages ? How does the recommendation relate to present practices ? What would be involved in changing them ?

In considering selection procedures and appraising the results of their application, many questions can be raised, such as :

How long does it take, on the average, to make an appointment at any rank ? Could the process be speeded up advantageously ?

Is the institution committed by tradition or by prescription to a policy of internal selection or promotion ? Is it free to appoint "outsiders" ?

Is a Department given a voice in outlining the qualifications and particular experience of a teacher who is to be added to its staff—in specifying what kind of a teacher it wants ? To what extent are the recommendations of a Department Head the determining influence in making an appointment ?

Is there any procedure for obtaining from some or all Department members suggestions involving a forthcoming appointment and appraisal of appointees under consideration ?

How are the goals or purposes of the Department (or University) taken into account in appraising candidates ?

The foregoing typical questions are really subsidiary to a larger and fundamental question that the Planning Group might appropriately include on its agenda: Having described present procedures for appointing a teacher, what are the shortcomings of these procedures, why do they arise, and how could the appointment process in this particular institution be improved ? Such a question calls for frank and many-sided discussion so that

the views of teachers and administrators can carefully be weighed and integrated. Only in this way can procedures be formulated to ensure the appointment of the best qualified teachers, "inspired men—found, rewarded and planted firmly in the classroom—who can and undoubtedly will give our universities a new lustre . . . ." (*Report*, page 232).

A Planning Group should also devote some time to a discussion of the recommendations regarding selection procedures made by the Model Act Committee in their *Report* (Pages 23-24). Is there concurrence with these ? How do the procedures at a given institution compare with the Model Act recommendations ?

It is suggested that a sub-committee of the Planning Group undertake in all departments an analysis of each appointment at the rank of Professor made during the past five years to ascertain the source of the appointment, the qualifications and experience of the appointee, and other relevant information such as publications and research activity, that may help in establishing the quality level of the Department. A similar analysis of all other professors might yield illuminating comparative information.

A tabulation could also be prepared showing how long full-time teachers have served the particular institution. How many are in their first year of service ? Have served one to five years ? Six to ten years ? Over ten years ? What are the implications of these data ?

CONDITIONS OF SERVICE AND THE STATUS OF TEACHERS

To attract promising individuals and to retain them, it is important to raise the economic, social and professional status of the teacher. It is not expected that in a first self-survey a Planning Group can canvass in depth all of the provisions relating to teacher welfare, but there should be a preliminary appraisal of such factors as the following:

> Remuneration, prevailing pay scales. Is the University Grants Commission scale in effect ? Is it achieved ? Is there a reasonable degree of parity in remuneration of teachers of equal status and experience as between faculties ? Are there differences in scale between comparable teachers in a university and its affiliated colleges ? Between teachers in Government Colleges and other colleges ? Are differences logically justifiable ?

> Policies governing promotion. Is there any policy or practice giving preference to present teachers when a vacancy occurs at a higher level ? Is there a policy that precludes naming more than one teacher at the rank of professor in any department ? How many departments, and which, if any, have more than one teacher at the rank of professor ? What factors relating to promotion may have an effect on the morale of teachers in any department ? Could a younger man be given promotion over a colleague who is senior in age ?

> Retirement benefits. Are there pension benefits, or only Provident Fund provisions ?

> Conditions of employment and service. Are there adequate teaching aids ? Laboratory facilities ? Are hours for work clearly established and understood ? Is involvement in extra-curricular activity expected as a part of regular duties ? If extra-

curricular duties are required, can they involve service not directly related to the educational functions ? How is the teacher protected in this respect ? Is there parity in the terms and conditions of service between comparable teachers, department to department, faculty to faculty, university vs. college, college to college ?

Is there an established code to govern such matters as additional earnings, additional non-university employment, retirement, travel allowance, provision for leave of various types ?

How much time in a normal week does a typical teacher, by rank, devote to activities relating to his post as teacher—for example, to teaching, to research, to preparation and professional reading, to committee meetings, to conferences with individual students, etc. ? Time-wise, what are the demands of a post as teacher ?

Two other questions relating to many of the above specific points need to be asked by a Planning Group: (1) Are the conditions of employment and service set forth in writing at the time of initial appointment ? (2) Is there satisfactory administrative machinery for promptly adjudicating disputes that may arise between a teacher and the institution ?

TEACHER MORALE

The Education Commission stresses the importance of teacher morale, and in this context a Planning Group should specifically consider points such as the following:

Is the teaching in the institution generally vigorous and inspired, or could it be characterised by such words as "routine", "mechanical", "listless" ?

What might be done to improve the quality of teaching ?

Do teachers offer instruction in fields that lie outside their own intellectual interest ? Is this a problem ?

Do teachers have any voice in formulating the syllabi they are required to teach ? If so, how is that voice expressed ?

Are teachers given opportunity for research ? Under what conditions ? Under what restrictions ?

Are the physical conditions under which instruction is offered conducive to good teaching ? How might they be improved ?

Are there opportunities for teachers to meet other teachers ? For example, is there a faculty lounge room, or a place where teachers can have a snack together ?

Is there a place where teachers can meet with individual students in consultation or to discuss problems together ?

Does the teacher have opportunity to show initiative with respect to his job as a teacher ? How ?

Does the University in any way stimulate the teacher to improve himself as a teacher ? How ? What recognition is given a teacher for a job well done ?

Are there "fringe benefits" that contribute to the satisfaction of being a teacher at the particular institution—such as housing, medical privileges, etc. ?

TEACHER EVALUATION

Once appointed, how is the teacher encouraged to keep on his intellectual toes ? A Planning Group needs to pay some attention to the ways in which a teacher's performance is appraised. The job of a teacher begins, not ends, with his appointment. The institution, as questions in the previous paragraph imply, can do some things to stimulate and facilitate good teaching and significant research. Some specific questions are:

Does the University regularly evaluate the performance of teachers ? What are the procedures and the criteria for doing this ? Who makes the evaluations ? Who makes decisions respecting them ?

Is there a central "personnel file" for each teacher ? Who maintains it ? What materials regularly become a part of it ? In what form is this service record kept ? What use is actually made of it ?

Are a teacher's publications (books, articles, etc.) systematically reported and recorded ? If so, where, and by whom ?

Is any record required and formally kept of a teacher's activities of service outside his classroom ? For example, his attendance at professional meetings or conferences; editorship of scholarly publications; offices held in professional organisations; honorary degrees awarded to him; participation as a speaker or discussion leader in a conference or symposium; the fact that he is invited to address some non-academic gathering; public offices held; service as a consultant or advisor to a business organisation or Government; participation in community organisations (Y.M.C.A., art groups, discussion clubs, Rotary); or any other service or leadership that contributes to the larger life of the community ?

How is the information covered by the preceding questions shared with colleagues, students, members of major authorities of the University, appropriate Government departments, and the public at large, as a means of enhancing the reputation of the individual scholar and thereby adding to the stature and public image of the University as a whole ? What does the institution do to enhance the prestige of teachers generally ? What might it do ?

Is it expected that every teacher will engage in writing or research ?

Is it advisable to attempt in a systematic way to obtain from students some appraisal of the classroom performance of teachers ? What are the considerations, pro and con ? Is any check made on regularity and promptness with which a teacher meets his classes ? How and by whom ?

By what means can a teacher raise questions, make suggestions, or offer proposals that relate to his own performance as a teacher ?

It could be helpful to a Planning Group as it considers teacher competence in relation to the quality of excellence for the institution as a whole, if there were prepared for each teacher a sheet recording biographical data and experience. The particular form in which such information might be cast would be determined by the Planning Group, but it should provide for including: place of birth, sex, age, colleges attended, degrees and class, field of specialisation, post-graduate study, institutions attended, degrees earned and class, major publications. Such information, when summarised in appropriate sub-categories and for the institution as a whole, will give some indication of faculty competence, and will serve as a benchmark against which new appointments can be compared and the changing quality of the teaching staff can be assessed.

TEACHERS AND THE ACADEMIC ORGANISATION

A Planning Group will come eventually to a consideration of the organisation that embraces the teachers. How are teaching bodies structured ?

In most Indian universities the Academic Council is given authority for academic (instructional, research) matters. Are the teachers of the University well represented on the Academic Council ? Is representation prescribed in any way, for example, to ensure teacher-members from various fields of scholarship, the representation of women teachers, teachers from affiliated institutions ? Is the constitution of the Academic Council such that ideas originating at lower levels of the teaching staff can flow upward for consideration? In the constitution of the Academic Council is the teacher membership dominant and controlling ?

Does the following statement by the Education Commission have relevance for Planning Group discussion ? "As faculty boards become larger, there is a temptation for an oligarchy of senior professors to take over the responsibilities of government on behalf of their more junior colleagues. That way danger lies, for any weakening of the principle of self-government within the academic body makes it harder to preserve self-government within the university as a whole . . . ." (Page 327). Is this problem present at the level of the Academic Council ? Equally important is whether the problem is present at any level in the academic (teacher) organisation of the institution. What safeguards might be considered ?

Does the academic organisation provide for Faculties? How are they constituted ? Is adequate representation assured ? (The same questions can be considered that were raised in connection with the Academic Council). How are Deans of Faculties chosen ? Are Faculties further organised, as for example, into Councils ? How are Boards of Studies constituted ?

"The departments of a university are its main operational units on the academic side. We are of the view that wider administrative and financial powers should be delegated to them." How relevant is this quotation from the Education Commission (*Report*, page 327) to any particular institution ? How often do members of a department meet together ?

Who attends department meetings ? What subjects are considered ? How is coordination among departments achieved ? What means are there for sharing information among departments, among Faculties, among any of the bodies directly concerned with academic affairs ? What improvements might there be ?

A Planning Group could prepare a chart showing the academic organisation as it now exists; and then, after the detailed discussion on the teachers (as outlined above), prepare an amended chart to incorporate such agreements as are reached respecting the status and the functioning of the teachers.

THE COMMITTEE STRUCTURE

Finally, the committee structure as it involves teachers should be examined. On what committees or boards prescribed by the Act, Statutes, Ordinances or Regulations do teachers serve ? What *ad hoc* or special committees are there ? How is teacher membership on these assured ? It would be revealing to determine the committee assignments of each member of a department to learn whether committee responsibilities are concentrated in a few individuals or if they are more widely spread.

To what degree are committee assignments a burden that interferes with a teacher's responsibility in the classroom or in conducting research ? Are committee memberships spread by rank, or do they fall preponderantly to teachers in the top ranks ? Do committees function promptly ? Are old committees ever dissolved ?

The Planning Group should raise these and other questions in its attempt to ascertain whether the committee structure is (*a*) contributing effectively to the on-going, day-to-day activity of the institution, or impeding effective operation because of its complexity or cumbersomeness; (*b*) a drain upon the time and effort of the teachers because of the diversionary demands it makes upon them.

5. THE LIBRARY

A university library, it has been said, is the window through which teachers and students look out upon the world of scholarship. A Planning Group should concern itself with three aspects of the library: its resources; the use of those resources by teachers and students; and its organisation and administration.

For the Planning Group that wishes to undertake a library survey in depth, the study of the University of Delhi Library by Dr. Carl White, published in 1966, can be recommended as a model. Even though a Planning Group does not initially make an intensive library survey, it would be useful, as background material and as an indication of the scope and importance of an analysis of the library, to have the general philosophy and recommendations of the White report summarised. For a less detailed study of the library, the following discussion-guide is presented.

LIBRARY RESOURCES

How many volumes does the collection contain ? Over a period of years how has it grown ? For how many periodicals does the library subscribe ? What is the pattern of

library holdings—how are the books and periodicals divided among various general areas of scholarship: science, humanities, social science, etc. ? Do the holdings reflect the needs of the institution in relation to its educational programme ? Are holdings in balance with the size of teaching staff and enrolment of students, department by department ? Is the collection lop-sided in relation to needs ? Does the growth in the collection parallel the growth in staff and students in the various departments ?

Does the library collection reflect adequately the undergraduate, the professional and the post-graduate programmes ?

Is the collection "culled" from time to time and useless or antiquated materials eliminated ?

The Education Commission states, "No new university, college or department should be set up without taking into account its library needs in terms of staff, books, journals, space, etc." (Page 287). Is this principle accepted by the Planning Group ?

What have been the library expenditures over a given period of years ? What percentage of total educational expenditure do these represent ? What are the classifications of library expenditure—staff, books, journals, special equipment or services ? How has the total percentage of library expenditure changed in relation to total educational expenditure ? How have the sub-classifications changed ? What is the significance of these changes ? The Education Commission presents data (Page 287) on the number of universities spending less than one per cent, one to five per cent, and over five per cent of their total expenditure on the library. Where does the Planning Group's institution fall ?

The Education Commission has further suggested that "as a norm, a university should spend each year about Rs. 25 for each student registered and Rs. 300 per teacher." (Page 288). Is this figure approximated ?

Has a systematic check been made, using standard check lists, to compare the library's holdings in general areas of scholarship with what is regarded as a desirable minimum ? Would such a check serve a useful purpose ? Where are the gaps in the collection, especially at the research and post-graduate level ?

On the basis of this general review of resources and expenditures, what shortcomings in the library resources does the Planning Group identify ? What would be the desirable level of operation to correct the shortcomings ? Is the desirable level feasible ? Anticipating increased enrolments, is it possible to develop a phased plan for the growth of the library ? Within limited resources, what priorities of library expenditure are favoured—what fields should be given special attention in building and maintaining the library collection ? How are teaching and research needs balanced ?

What is the opinion of the teachers concerning the adequacy of the library collection in their fields of speciality ? What do they feel hampers their instruction or research ? What do students think about the library resources ? Is there a text-book collection that meets undergraduate needs ? Are teachers satisfied that the library does enable them to keep abreast of their fields of scholarly interest ?

How does the librarian evaluate the library collection ? What does he think are the major library problems involving the collection and the resources for supporting it ? Has the library committee formulated any acquisition policy or priorities ? Has it considered how the institution can meet the growing demand for library resources ? What principle should govern the allocation of money for library purposes ?

THE USE OF THE LIBRARY

"Libraries should not remain, as they tend to do, mere storehouses of books; they should be dynamic and set out to educate and attract adults to them." (*Report of the Education Commission*, page 436). The Commission was speaking about libraries generally, but the observation has special pertinence for university and college libraries.

A Planning Group can ask how effective and central the library is in the intellectual life of the university community. "A collection of books, even a collection of good books, does not constitute a 'library'. Given enthusiastic teachers 'who can teach with books', and librarians who can cooperate with them in converting the library into an intellectual workshop, even a comparatively small collection of sensitively chosen books may work wonders in the life of students." (*Report*, page 288). What is most important in any university or college is that the total educational process be "library oriented" rather than "text-book oriented". Is this goal achieved ?

Are there figures to show library use—by teachers, by students ? What do they indicate concerning the role that the library plays ?

What is done by the library, the library committee, or the teachers to stimulate student use of the library ? Is there tutorial instruction that makes special use of the library ? Does the library provide reference assistance, bibliographical service, abstracting, duplicating service, etc. ? Describe what the library does to promote an interest in books: displays of new additions, posting of acquisitions, exhibits relating to library materials, etc. Does the library regularly and systematically inform teachers of new acquisitions in their fields of interest ? How ?

Does the library promote lectures and symposia, or by other means attempt to enhance the interest of teachers and students in its collection and the use of it? What might the library do in this regard that it is not now doing ?

What days and hours is the library open ? Are materials readily accessible to users ? What are the steps in withdrawing a book ? How long, on the average, would a teacher or student have to wait in the process of withdrawing a book ?

Are there designated departments within the library where special materials are assembled, e.g. a map room, a reference room, a micro-film room ? Special seminar rooms ? Does the library have study halls or reading rooms where students may sit and study ? What is the seating capacity for reading in the library ? Is it adequate ? How might it be increased ?

Would the Planning Group agree with the Education Commission that "the reading habit, which is appallingly low, must be toned up in every possible way." ? (Page 287). In what ways might it be "toned up" at the particular institution ? How extensively do teachers supply students with supplementary reading lists ? How much do they stress the library in their assignments or otherwise in their classroom instruction ?

Is the library well arranged ? Adequately lighted ? Well maintained ? Is it, physically, an environment conducive to the effective, easy and stimulating use of the resources ? How could it be made a better "intellectual environment" for bringing students and scholars together "under conditions which encourage reading for pleasure, self-discovery, personal growth and the sharpening of intellectual curiosity"? (*Report*, page 288). Does the library arrange an orientation programme to familiarise students with the library facilities and services ? Is there a guide or hand-book for library users ?

What is the attitude of teachers toward the library, its resources and its services ? What are the specific points with respect to which they feel satisfaction? Dissatisfaction? The same questions can be asked of students. Is any systematic method used for trying to tap the minds of teachers and students with respect to the library ?

Does any student sit as a member of the library committee ? Do students or teachers feel a sense of partnership in working with the library ? By whom, and by what process, are decisions made for choosing books or journals to be added to the collection ? What part do teachers play in suggesting acquisitions ? How is their assistance solicited ? Are catalogues circulated systematically among teachers to inform them of new publications, or to engage their help in building collections ? What is the role of the librarian in recommending books for purchase ?

Where are funds located administratively that are used for library acquisitions ? Do departments have a specific allocation against which they can draw ? What is the acquisition policy (or process) that is designed to ensure a balanced growth of the library collections, and to prevent one-sided growth ? Does the policy work in practice ?

How long does it take to acquire and place on the shelves any book that it is decided to purchase ?

ORGANISATION AND ADMINISTRATION OF THE LIBRARY

How is the library organised to perform its functions ? A Planning Group should have available an organisation chart showing all library posts and the lines of relationship among them. Is there a clear recognition of the diverse functions which the library performs ? Enumerate them. Does the organisation chart reflect them in an orderly and responsible way ? Are there enough library staff members to ensure efficient performance of the functions ?

Is the library administratively a single unit, embracing all collections of library materials wherever located physically within the university ? Are there branch or departmental or seminar libraries or collections of materials ? If so, are these administered as a part of the total library operation, and under the jurisdiction of the central library authority, or are they separate and relatively isolated or detached collections ? Are they catalogued as part of the central library catalogue ? Are the branch, department or seminar libraries open to anyone in the university community, or is their use restricted ? If restricted, by whom may the collections be used ? What is the source of funds for acquisitions in the branch, department, or seminar libraries ? These questions all bear on the larger question of whether the library resources of the institution are balanced and integrated, and constitute a single library system with one library administration having authority and jurisdiction over *all* collections.

Who administers the library ? Are responsibility and authority vested in the librarian or in a library committee ?

What powers and duties does the library committee have ? Is it a body that "operates" and in fact administers or is it only advisory in function ? How is the library committee constituted ? How often does it meet ? What kinds of matters make up its agenda ? Is the librarian a member of the library committee ? What is the day-to-day working relationship between the librarian and the library committee ? Does this ensure prompt and efficient functioning of the library in all aspects of its programme ? Where does leadership in the library programme originate ?

Referring to the library organisation chart, describe the functions of each department. How large is the staff in each department ? What are the qualifications and experience of members of the library staff ? How many professionally trained persons are there ? How many non-professional persons ? Do staff members look to the librarian as their source of authority, or to the library committee ? Is the librarian in a position to provide strong and innovating leadership in promoting and developing the library ? Are the staff members sufficiently trained and motivated to "convert the library into an intellectual workshop" ?

On whose recommendation are the budgets (or sums for expenditure) of the departments within the library allocated ? Does the librarian have any discretion or flexibility in the use of funds for library purposes ?

In addition to a general library committee are there any special or sub-committees with library assignments or responsibilities ? If so, describe these and indicate how they are related to the general organisation chart.

What are the qualifications required for the appointment of the librarian ? Does he hold the rank of professor or reader ? Does he sit as a member of the Academic Council ? On what other University committees does he sit by virtue of being the librarian ?

It is not assumed that a Planning Group itself will attempt analysis of specific library functions, such as purchasing, cataloguing, circulation, reference, etc. It should, however, determine that there is provision for performing these general functions, and it can appropriately enquire into the general level of the performance. What, for example, do teachers think about the efficiency of the purchasing procedures ? The cataloguing ? The circulation desk ? The handling of the journal collections, etc. ? In brief, it would be advisable to ascertain from teachers their attitude toward, or impression of, the organisation of the library in relation to meeting their needs as instructors and researchers. Do they think the library could be organised differently to achieve more desirable operation ? The attitude or impressions of students on these same questions would also have relevance.

A PLAN FOR LIBRARY DEVELOPMENT

The Education Commission comments: "The Heads of Departments and library staff should cooperate fully in drawing up an integrated plan of library development, from a long range point of view. Such a plan should take into consideration a number of factors such as the anticipated increase in enrolment, the faculty-wise distribution of students, new subjects and fields of specialisation, special research projects and so on." (Page 287). On the basis of the Planning Group's discussion of the library, it would be helpful as a part of self-study, to draw up the outline for such a long-range plan. What would a plan embrace to achieve the purposes and objectives that have emerged from the discussion and analysis of the library ?

6. STUDENTS

The Education Commission points out that "a major weakness of the existing system of education is the failure to provide adequately for student welfare." (Page 293). The concept of "student welfare" embraces a wide range of factors, some of which relate directly

to the classroom, laboratory and library activities of the student and some of which supplement the formal educational programme but are *per se* not a part of it. The latter are activities that enhance the health, social well-being, and the morale of the student, such as provision of medical care, and extra-curricular programmes. By adding to the physical and mental well-being of the individual as a person, they contribute positively to his achievement as a student. All of the factors—those directly relating to the instructional programme itself, and those collateral to it—are inter-twined and inter-related; together they constitute "student welfare" as an integrated and total concept.

Indian educators over the years have given considerable thought to problems faced by students. As early as 1948 the Radhakrishnan Commission made important recommendations relating to "student welfare", including the establishment of Deans of Students offices; the latter also is a central recommendation of the more recent Model Act Committee (1964). To provide perspective, a Planning Group should review in these two documents the discussions that touch on student welfare. Has any attention been given to these recommendations at the institution ? If so, has this resulted in any specific reports or recommendations ? Has it resulted in any changes in statutes, ordinances or regulations ?

The Education Commission makes the point that "student services are not merely a welfare activity but constitute an integral part of education." (Page 293). Does the Planning Group accept this point of view ? Are its implications understood and accepted by the Senate, Syndicate, Academic Council; by administrators; by the teachers; by the students ? The Commission elaborates on this matter: "the whole of University life (should) be treated as one, and all attempts at polarisation between teachers, students and administration should be avoided." (Page 297). Furthermore, "what we have to strive for is to generate a spirit of comradeship between teachers and students based on mutual affection and esteem and on a common allegiance to the pursuit of truth, of excellence in many directions, and of the good of society as a whole." (Page 297). Does such a spirit exist ? What might be done to enhance such a campus climate ?

ADMINISTRATIVE ORGANISATION RELATING TO STUDENT WELFARE

What administrative organisation or procedures exist at the institution for giving attention to student problems ? What role does the Vice Chancellor play ? How does he keep in touch with students ? Describe. Is this, in the judgment of the Planning Group, adequate ? Is there a dean of students or other officer whose primary responsibility is to work with students and to deal with matters affecting them ? Is there a committee on "student welfare" ? What committees are there that have responsibility for student activities ? If there are such committees, how are they constituted ? Who serves on them ? How is their work co-ordinated ? To what officer are they administratively responsible ? Are students represented on these committees ? If not, how are the opinions, the attitudes and the immediate problems of students brought to the attention of appropriate committees or officers ?

EXISTING STUDENT WELFARE PROGRAMMES

What student programmes actually exist ? Enumerate the services that are available to students. Is there a programme that orients new students to the institution ? The Educa-

tion Commission stresses the importance of orientation: "Entry into a college or university is a very important change in the life of a student, and in some cases the change is so great and sudden that he is apt to lose his balance. Some deliberate steps have therefore to be taken to facilitate adjustment." (Page 293). What steps does the Planning Group's institution take ? Does it meet the requirements outlined by the Education Commission ? (*Report*, page 294). How does the student learn of the rules and regulations that affect him ? How does he learn about the traditions of the institution ? What is done, or might be done, to instill in the student an awareness of what his responsibilities and obligations are ? Is there a handbook or manual that is given to each new student ? Is the new student assigned to a teacher who will serve as his advisor ? Are older students used in any organised way to assist or guide new students ?

Does the institution assume any responsibility for the health of its students ? What is the health programme and how is it organised ? Is there a committee on student health ? How is it constituted ? What are its functions, duties, powers ? How effective is the health programme ? What are its shortcomings ? What do students think about the health services and their adequacy ? Has a survey of student health been attempted ? Are new students routinely given a health examination, or required in any manner to present evidence as to their health ? What steps should be taken in the immediate future to improve the health programme for students ? What would be the recommendations for a long-term health programme ?

Does the University offer any specialised services such as aid to physically handicapped students, speech and hearing clinics, or assistance to foreign students ?

In addition to remedial health programmes, does the institution provide preventive health information for its students ? If so, in what way ?

COUNSELING AND GUIDANCE

Recalling the observations of the Education Commission with respect to adjustment (Page 294), it appears that many students need counseling and guidance. A Planning Group should review what the institution offers in this area. Is there a formal guidance or counseling programme ? Describe how it is organised and what functions it performs. How extensively is it used by students ? Are there facilities to give undergraduate and post-graduate students assistance along vocational lines ? Educational advice ? Help in meeting emotional and psychological problems ? Who is responsible for such guidance services ? To whom does he report administratively ? Does the institution employ any professionally trained counselors ? Do teachers assume counseling responsibilities ? What fields of guidance should have priority ?

Does the institution maintain a personnel file for each student ? What kinds of information or data are kept in this file ? Is the file sufficiently comprehensive to be useful to anyone counseling a student ? Would it be available to a teacher who was counseling a student ? Would it be used by the appropriate officer or body in making a disciplinary decision about a student ? Is more than one officer responsible for maintaining student records ? If so, how is coordination or unification of information realised ?

Is there a systematic testing programme (other than curricular examinations) for students ? Are vocational tests given ? Emotional stability tests ? Tests of special abilities: abstraction, comprehension, special aptitudes, language, etc. ? If such tests are available

and used, even selectively, are the results made a part of the student's personnel file ? How are the results of any such tests used ?

The Education Commission mentions "the employment, information and guidance bureau of the National Employment Service and student advisory bureaus" which have been functioning in a number of universities. (Page 295). Is there such a bureau at the institution ? How effective is it in providing students with relevant vocational information ? Is it only a 'registry' or does it actively seek out job possibilities for students ?

In summary of the foregoing questions, the Planning Group might ask, How well does the institution *know* its students as total persons ? Should it know them better ? How could it do so ?

HOUSING AND FEEDING OF STUDENTS

Does the institution operate hostels ? How do they operate, administratively ? What percentage of the students, undergraduate and post-graduate, are in hostels ? Does the institution assume responsibility for supervising or administering halls ? What percentage of undergraduate and post-graduate students are living in halls ? Do students themselves have a voice in formulating hostel or hall policy, and if so how are they heard ? Does the institution in any systematic way help students who cannot be accommodated in hostels or halls to find suitable living quarters elsewhere ? Is this the kind of responsibility an institution should assume ? What should be the essential features of a housing programme for the institution, as it looks ten years into the future, and in light of predicted enrolment ?

Does the University have reading or study centres where students who do not have acceptable facilities at home may study ? Does the University operate low-cost canteens where students may obtain food ? Do students operate canteens, and if so on what basis, and under what supervision ?

CO-CURRICULAR ACTIVITIES

"It is necessary that the student's energies are channelled into meaningful and challenging pursuits," writes the Education Commission. (Page 295). This involves the development of "a rich and varied programme of co-curricular activities, which would include lectures, debates, essay competitions, group discussions, cultural programmes and contests, study circles, social service camps, NCC, tours and excursions, sports and tournaments, publication of students' journals, educational film shows, conduct of student libraries, canteens and cooperative stores and welfare activities connected with financial and medical assistance to students." (Page 295). In how many of these areas are there programmes ? How are they organised ? How might such activities be further stimulated and enriched ? Are these programmes, as reviewed by the Planning Group, meeting student needs ? Do students think so ? Do teachers actively participate in these programmes ? What responsibility do they share, and what leadership do they exercise ? Do these programmes effectively contribute a sense of "community" on the campus ?

THE STUDENT UNION AND OTHER ORGANISATIONS

"It is for each university to decide how its students' union will function," the Education Commission states. (Page 295). How does the union function at the Planning Group's

institution ? How is it organised ? What are the links between the union and the administration ? What officer, if any, has working relationships with the union ? Do students automatically belong to the union ? If not, what is the basis of membership ? What is the "programme" of the union ? What activity or activities are central ? How are these activities organised and financed ? Does the University give financial help to the union ? To what extent is there teacher involvement in union activities ? Do teachers serve on union committees ? Should they ?

Does the Planning Group concur with the Education Commission's conclusion that "the successful working of student unions depends to a large extent upon initial trust and confidence between the teachers and the students" ? (Page 296). Does this trust exist ? If not, why not ? How can it be created and enhanced ? The Education Commission regards unions as one means of developing sound and effective working relationships on a campus. "What binds together students and teachers in a deep and creative partnership is the sharing of common interests, mutual regard and sense of values, and working together for their main purpose, which is the pursuit of knowledge and discovery. Anyone who is not committed to this philosophy or prepared to honour it has really no place in an institution of higher education." (Page 296). Is this philosophy generally and consciously accepted ? How could the student union be constructively strengthened ? What recommendations or suggestions would the Planning Group incorporate in its formulation of a long-term institutional plan ?

Are there student groups, with special interests such as music, art, theatre, etc., that function outside the student union framework ? What is their relationship to (a) the union; (b) the university generally ? Are there rules, ordinances or regulations that seek to control the presence of such groups at the institution, or control or limit their activity ?

STUDENT DISCIPLINE

The Education Commission has discussed student unrest and discipline. (Pages 296-7). How are problems of student discipline handled ? What formal machinery or procedures exist ? Are discipline cases handled promptly and efficiently ? Are the interests of students protected by formal devices of appeal ? A Planning Group should review these topics as discussed in the Commission's *Report*. The Commission concludes that there are two things an institution must do as it tries to resolve its own problems of student discipline: (1) "remove the educational deficiencies that contribute to it"; and (2) "set up an adequate consultative and administrative machinery to prevent the occurrence of such incidents." (Page 297).

A Planning Group can ask, "What are the specific deficiencies referred to in (1) above ?" How can they be removed ? And it should also consider what "adequate consultative machinery" involves at its institution. What formal machinery now exists ? Does it work ? If not, how could it be reconstructed to work better ? Are faculty and students brought into consultative relationships ? How ?

FINANCIAL ASSISTANCE FOR STUDENTS

Describe the organisation of the institution's scholarship programme. What are the sources of scholarship aid ? How are scholarship students selected ? Does the system of selection work fairly ? Do students have confidence in it ? The Education Commission

recommends that scholarships should be available by 1976 to at least 15 per cent of the undergraduate enrolment, and 25 per cent of the post-graduate enrolment. (*Report,* page 116). Is this a feasible target for the particular institution ? What are the present percentages ? Is the scholarship programme well coordinated ? How might its functioning be improved ? What are its strengths and its weaknesses ?

Are there enough prizes, medals, etc. to stimulate the achievement of students ? Are there ways in which such awards could be improved ?

Are there loan funds for students in addition to scholarships ? What is the source of the funds ? What conditions apply to a loan ? Who administers loan funds ? Are there other ways of aiding students ? If so, describe and evaluate their strengths and weaknesses.

CONTACTS WITH FORMER STUDENTS

Once the student leaves the institution, is any regular contact maintained with him ? What percentage of graduates are listed in the Register of Graduates ? Is there any organised programme for seeking financial support from former students ? If so, describe. Is there an Alumni Association (Old Boys Association) by whatever name ? How is it organised ? What officer has responsibility for maintaining a contact with former students ? Is there an administration-teacher committee responsible for maintaining contacts with former students ? Is there any systematic communication between the institution and its former students, such as an alumni news letter ? Are alumni reunions held ? If so, how are they organised—on a college basis, a Faculty basis, an all-university basis ? Is any attempt made on a continuing basis, to enlist the help of former students in furthering any programmes of the University ?

Does the institution in any formal way give recognition to former students who have distinguished themselves in their subsequent careers ? Describe. What further means for giving recognition might be developed ?

Does the Planning Group think that additional financial and moral support for the institution might be obtained from former students ? How might the institution organise itself to seek this support ?

PLANNING FOR STUDENT WELFARE

Describe any research projects that have been undertaken at the institution relating to student welfare. What recommendations resulted ? Have they been accepted ? Implemented ? What further studies might be made to help the institution understand more comprehensively the characteristics of its student body ?

After reviewing and summarising the discussion on student welfare, what priorities would the Planning Group establish for development, looking ahead a number of years ? What programmes and activities demand support above others, in the face of limited resources ? Should resources be evenly divided ? If not, which areas have top priority; middle priority; low priority ? Would it be advisable for the Planning Group, or some other body, to undertake through a sub-group, a study in depth and comprehensiveness, of the entire area of student personnel and student services ?

7. RESEARCH AND POST-GRADUATE EDUCATION

The Education Commission stresses that basic to its philosophy concerning the "reconstruction of education" is the conviction that research in science and technology is fundamental. (Page 388). The overtones of the discussion imply that research generally needs support and encouragement. Traditionally the Indian universities have been preponderantly concerned with undergraduate education. More recently, and much influenced by the University Grants Commission, a new emphasis has developed with respect to post-graduate education and research. In furthering this new emphasis, the Education Commission points out that there must be "recognition that teaching and research are mutually supporting activities. High quality teaching in science is possible only in a research environment—research is essential for its sustenance." (Page 390). This generalisation, stated with respect to science, is equally valid in all other fields of post-graduate study.

THE QUALITY OF POST-GRADUATE TEACHING

A Planning Group could appropriately begin its discussion of research by reviewing the courses of post-graduate instruction, and asking if they are, in fact, contributing to a programme of significant and high-level research in the related departments.

It would be well to summarise again the conclusions that were reached in the Planning Group's earlier discussion of the educational programme (Part IV, Section 2 of this *Manual*). What did that discussion reveal regarding the quality of post-graduate teaching, department by department ? What did it show about the competence and experience of the teachers responsible for post-graduate instruction ? The Education Commission calls for a "radical improvement in the quality and standards of higher education and research." (Page 278). What implications does this have for the Planning Group's institution ? What are the strong departments in post-graduate teaching ? Are these also strong departments in research ?

What factors contribute to or ensure high-quality post-graduate instruction ? To what extent are these requirements physical (space, laboratories, etc.), fiscal (salaries, equipment, library resources, etc.), or educational (modernisation of curricula, examination reform, etc.) ? How do individual departments in the particular institution stand with regard to them ? What is necessary to enhance the strength and the quality of the post-graduate teaching ?

Are curricula periodically or continuously reviewed, looking toward up-grading and modernisation ? Are there cooperative or inter-disciplinary courses of instruction ? Are they encouraged ? Are teachers in one department, or Faculty, ever invited to offer instruction in another department or Faculty ?

ORGANISATION FOR RESEARCH

The foregoing questions, focused primarily on the quality and adequacy of post-graduate instruction, suggest that a Planning Group should review the organisation or the administrative structure within which research is conducted.

How is the research activity of the institution organised ? Is one officer responsible for coordination ? If so, who is he and how does he function ?

Is there an all-University Committee on research ? If so, how is it constituted ? What are its functions ? What are its relationships to the governing bodies (Senate, Syndicate, Academic Council) ? Do these central bodies have responsibility for research policy ? If so, how or by what means is their responsibility exercised ? These same questions should be asked with respect to the organisation of research at the department level: Are there department research committees, etc. ?

Is there a central listing of all research projects that are in process ? Who maintains this ? Does each department maintain a list of research projects being carried on by its teachers ?

How is a research project initiated ? Outline the steps that must be taken to obtain approval. Is this procedure governed by an all-University policy or are the policies or practices determined by each department ? Is there a procedure for periodic review of progress on each research project ? Does this include "systematic study and comparison with research developments in other countries" ? (*Report*, page 408).

What is the responsibility of the department head with regard to research in his department ? What initiative can the individual teacher-scholar take in formulating a research proposal ? In carrying it out ?

In the conduct of research, are department heads burdened with administrative detail ? If so, how might this be lessened ? Do department heads have authority to purchase research equipment ? How is such purchasing done ?

What suggestions would teachers make for improving the conditions under which they conduct research ? The Education Commission deplores "the general paucity and lack of research atmosphere in the Universities." (Page 408). Is the criticism applicable to the Planning Group's institution ? What are the specific shortcomings there that affect the research atmosphere ? What are the strengths ? To what extent is Government interested in a positive way in the institution's research programme ? How is this interest manifested ? What lines of communication exist for furthering this interest, or generating it if it does not already exist ?

Does the institution, or do individual departments, work in collaboration with industry in conducting research programmes ? If so, describe how these links with industry are created and maintained. Are attempts made to establish advisory or consultative relationships with industry, or the professions, in connection with research activities ? If not, would such relationships be desirable, and how might they be established ? These questions are also raised by the Education Commission. (*Report,* pages 319 and 413).

Similar questions should be asked about relationships between the University and other agencies also conducting research: National laboratories, specialised research agencies. Are there effective contacts ? How could they be strengthened ? Who might be given responsibility for initiating or furthering such contacts, and ensuring coordination of effort within the University ? Are there "brain-drain" problems that affect the University adversely in its relationships with other research agencies ? How can these be resolved ?

SHARING AND COORDINATING RESEARCH INTERESTS

What means exist for compiling periodically the list of published research at the institution ? Is such a list printed for distribution ? To whom is it distributed ?

What means are there for sharing, department with department, researcher with

researcher, common interests in research ? Is there any inter-disciplinary research, with teachers (researchers) of another department ? How is the institution organised to achieve the flexibility in research that is called for by the fact that in modern scholarship the border-lines between disciplines are becoming less and less rigid ?

Are there Centres of Advanced Study at the institution ? Describe their programmes. Have they had impact upon the teaching or research activities of the other departments ? If so, describe. The Education Commission recommends the establishment of 50 such Centres in the coming decade. Does the Planning Group believe that there are departments in its institution whose work is of significantly high quality, or potentially worthy, to justify inclusion in such a programme of Centres ? If the answer is yes, what were the criteria on which the answer is based.

FINANCING RESEARCH

How is research at the institution financed ? What funds for research have been received from the University Grants Commission ? From Government ? How are these funds administered ? Who determines the actual expenditures from them ? Is approval given at the "research level" or is "higher approval" required ?

What research funds have come in the past five years from other than University Grants Commission and Government sources ? What are these sources: foundations, industry, private benefactors ?

Are attempts made systematically to obtain financial support from non-Government agencies ? If so, who assumes responsibility for this ? What is the procedure whereby an approach is made for non-Government support for research ? How are requests for non-Government research funds coordinated to prevent duplication or overlap ?

How is the money available for research actually allocated among general fields of scholarship: science, social science, humanities, education ? Would an analysis covering the past five years indicate an imbalance of research support ? To what extent are teachers conducting research without any special allocation of research funds—that is, on their own initiative entirely ? Does research of this kind, carried on by the individual scholar, require any formal approval ?

THE ENCOURAGEMENT OF RESEARCH

Recognising, as the Education Commission does (Page 401), that there is no real borderline between teaching and research ("In this symbolic combination lies the unique and peculiar strength of the Universities"), are post-graduate students given full oppor-tunity and encouragement to explore their own research interests ? How are they utilised in the research conducted in any department ? How do they share in the "research climate" of the institution ? Are there post-graduate fellowships, assistantships or other financial aids for potentially talented research-minded students ? What steps might be taken to ensure the fullest possible participation of post-graduate students in the research activities of the institution ?

How does the University encourage its teachers to engage in research ? Are any in-centives offered ? Are there adjustments in teaching loads for highly productive research-teachers ? Is membership in professional organisations in any way encouraged ? In what

professional organisations do the post-graduate teachers actually hold membership ? Does the University meet, in whole or in part, costs of attendance by research-teachers at professional meetings ? What journals does the institution publish in which scholarly writings of its teachers might appear ?

Is a teacher permitted to undertake a research or consultative assignment outside the University, for example, in industry ? Under what conditions ?

SOME QUESTIONS IN REVIEW

In a review of the institution's research programme these questions could be the focus of the discussion:

1. Is there an adequate administrative organisation to coordinate the existing research programmes ?

2. Is there effective leadership in carrying on the research programmes, and guiding future development ?

3. Is there a satisfactory research "climate" at the institution ?

4. Are teaching and research integrated in a way that ensures high quality ?

5. Is there a comprehensive policy statement in terms of which research activities are supported and carried on ?

8. BUILDINGS AND GROUNDS: PHYSICAL PLANT

A Planning Group should begin its consideration of buildings and grounds by preparing (or having before it) a map showing the land area (or areas) of the institution, with existing buildings, special-purpose areas, and roadways, located thereon.

This map should then be analysed to determine what it represents in relationship to the total programme of the institution. Special-use facilities, such as museums, auditoria, sports or athletic areas or buildings, should by included in the evaluation. How has the total area grown over a specified period of years ? How many buildings have been constructed, or enlargements of existing buildings undertaken ? What is the source of the funds for such construction ? What is the relationship between existing land areas and adjacent, non-university areas? Is there possibility of land acquisition ?

THE INVENTORY OF USEABLE SPACE

An inventory should be prepared, showing building by building, all classrooms, laboratories, and other special instructional space. How many rooms are there in each category ? What is the useable floor area of each ? The list of classrooms, laboratories and other special space should indicate the number of seats and work-spaces available for students. For example, how many seats in a given classroom ? How many student spaces

(desk places) in the laboratories ? Does the available space, as listed, meet the requirements of existing enrolment ? If not, how great are the shortcomings ? What will the future problem be on the basis of enrolment estimates made earlier ? Is there a possibility that these problems can in some degree be met by adopting different instructional methods and techniques, or by using new types of instructional equipment (e.g., visual and audio aids) ? What specific space needs must be met if the present instructional and research programme is to function effectively ?

Are there sufficient student recreational areas to serve the existing student body ? What are the recreational requirements for the anticipated larger student body ? Are plans being developed to meet these needs ?

MAINTENANCE OF PHYSICAL PLANT

The general condition of the physical plant should be reviewed by the Planning Group. Is it clean and well maintained ? Is it well lighted ? Is it adequately furnished ? Are there satisfactory toilet facilities ? What fire or other safety hazards exist ? What impression would the condition of the physical plant make upon a visitor seeing the institution for the first time ?

Who has responsibility for the general maintenance of the University's buildings ? Is there a special department of buildings and grounds ? How is it organised and staffed ? Is there a budgeted allocation of funds for building maintenance ? What procedure is followed if repair work is necessary: a leaking roof, a burst pipe, a broken window ? Who goes to whom, and how is the work (and by whom) eventually done ? Does the University have employees of its own for repair and maintenance work (plumbers, carpenters, electricians, etc.) ? If so, how many in each category ? Or is repair work done on a bid-contract basis ? Is the work done promptly and efficiently—and if not, why not ?

How could the maintenance and repair programme be improved ? If responsibility for general maintenance is divided, how is coordination achieved ?

Does the institution follow a regular, systematic schedule of upkeep; that is, is there a scheduled and continuous programme of painting, of cleaning, of checking to ascertain what repair work is needed ? With what officer or officers does responsibility for such scheduling of maintenance work rest ?

Similar questions should be raised about the maintenance of grounds. Are they in good condition ? Do they look attractive ? Are they unduly littered ?

Are the maintenance, repair, "general house-keeping" costs reasonable, or do they consume a disproportionate amount of the budget ? Have they been increasing out of proportion to the general budget growth ? A tabulation showing the ratio of maintenance costs to the total educational budget over a selected period of years might usefully be prepared.

Is there any indication of what officers, teachers, students think about the physical facilities ? Are they satisfied with the general conditions and upkeep of buildings and grounds ? With the day-to-day standards of cleaning and maintenance ?

Are university buildings insured ? If so, in what areas: fire, theft, property damage ? On what basis is this insurance written ? What security provisions are there ? Who is responsible administratively for the protection of university property, including equipment and buildings ?

ALLOCATION OF SPACE

How is the available physical space allocated ? Who decides who uses what office ? Who decides what classes will meet in which classrooms ? Who schedules the use of auditoria ? Who decides the hours at which a particular classroom or laboratory will be used ? Is there any coordination in this scheduling ? How do the appropriate administrative officers know that maximum use is made of available space ?

The Education Commission observes: "Since it is very costly to provide and maintain the physical plant of educational institutions, it becomes necessary to utilise it as fully as possible, for the longest time on each day and for all the days in the year, by making suitable administrative arrangements". (Page 40). Are there "suitable administrative arrangements" at the institution ? What are they ? How might they be improved ? Has centralised allocation and scheduling of space ever been considered, to ensure intensive and efficient utilisation ?

When a new building is being planned, how is the proposed use of space in it determined ? Who makes recommendations to whom ? Who reconciles conflicting claims for additional space ? Who makes the final decision ?

Is there a university "physical plant" committee ? What are its functions ? How is it constituted ? Are there teachers on it ? Students ? If there is not such a committee, would one serve a useful and constructive purpose ?

PLANNING FOR FUTURE BUILDING NEEDS

Does the University have a long-range Planning Committee with responsibility for "looking ahead" with respect to needs for buildings and land ? If so, how is it constituted ? Who considers and makes recommendations to whom involving present improvements ? What might be done in renovation or rearrangement to utilise existing space better in meeting the current needs of the institution ? What improvements – renovations, additions to existing buildings, new buildings—will be required in each of the ensuing five years to cope with the projected enrolment ? Do the faculty and staff participate in this planning ? How are priorities in such matters determined ? Is there a master plan for the physical development of the institution ?

On the basis of the discussion, a Planning Group might prepare an organisation chart showing how the institution could most effectively carry on the functions relating to buildings and grounds, now and in the future.

A map should also be drawn depicting the campus as the Planning Group envisages it a decade hence, taking into account projected enrolments in relation to goals and general educational objectives.

9. SPECIAL INSTRUCTIONAL PROGRAMMES AND ACTIVITIES: WITHIN THE INSTITUTION; RELATING TO THE COMMUNITY

"Education," says the Education Commission, "does not end with schooling but is a life-long process." (*Report*, page 442). It might be added that the educational process also extends beyond the classroom. A Planning Group should consider those activities within

the institution and those relating to the wider community that make, or might make, continuing educational contributions outside of, or supplementary to, classroom instruction.

PART-TIME AND OTHER SPECIAL PROGRAMMES OF INSTRUCTION

Not all individuals who wish to enroll as full-time students can do so: they may be employed; they may lack financial resources; there may be personal reasons. Does the institution offer special programmes or courses to meet the needs of such persons ? Are such courses feasible at the particular institution ? What policy or premises should underlie them ? Could they, perhaps, be offered in the evening ? Could there be part-time courses for persons not seeking a degree, but wishing specialised training vocationally, or as background for skills already possessed ? Could part-time courses be offered to provide general education for individuals who wish to enrich their lives: courses in literature, philosophy, history, music, the arts, etc. ?

Does the institution offer correspondence courses for persons who cannot enroll full-time ? What are the arguments for and against correspondence courses, at a particular institution ? Has the institution considered other kinds of programmes that would bring to "workers on the job" information or instruction to improve the effectiveness of their work ? Are there special courses for teachers who wish to broaden and upgrade their knowledge ?

Have any programmes been considered by the institution looking toward the reduction of illiteracy ? Is the institution cooperating in any way with literacy programmes conducted by other bodies or agencies ?

In a developing society much of life is characterised by change. Have any short-courses been introduced to bring particular groups abreast of the changes in their fields of special interest or specialisation ? For example, short courses for industrial workers or professional groups ? What is the institution doing, or what might it do, to help re-train or re-educate key persons in various professions, Government offices or administrative posts ?

Is there an officer of the University who is directly responsible for the supervision or development of special educational programmes, such as those envisaged in the preceding paragraphs ? Does any University committee have such responsibilities ? Have these matters been the subject of consideration by the governing bodies: Senate, Syndicate, Academic Council ? What actions, in these areas, have they taken in the past five years ?

THE UNIVERSITY AND THE COMMUNITY

The concept of "extension" has increasing significance in a modern university. The days of the cloistered institution, aloof and removed from the community, have passed. More and more, and in manifold ways, a university must now reach out and seek to relate itself to the world of which it is a part. It has social obligations to "extend" its programmes to the maximum. A Planning Group must look at its own institution in the light of the foregoing truism.

As part of its programme of "education outside the classroom" has the institution developed lecture or discussion series that are available to students and non-students alike ? Who is responsible for planning such lectures ? Is one person given coordinating authority ? How might the lecture programme be most effectively organised and promoted ? Are there similar programmes in music, the arts, or drama ? How are all such programmes

financed ? How are they publicised ? Is a systematic attempt made to interest non-campus
individuals or groups in these non-classroom projects ? It could be said that the "climate"
and the "personality" of a University are much affected by the richness of such programmes.
In what ways might students and teachers cooperate in furthering the enrichment that
programmes of this kind bring to a campus ?

How is the Library related to non-classroom programmes ? Is it a focal point of cultural
activity ? Does it supplement such activity ? In the area of adult education, is the Library
meeting the challenge set forth by the Education Commission ? "Lectures, discussion groups,
book-clubs should be initiated (by the Library) and attempts made to make the Library
a centre of interest for the community ?" (Page 437).

Does the institution from time to time organise conferences or seminars for the dis-
cussion of particular subjects ? If so, how are these initiated ? Is responsibility decentralised
or coordinated ? Enumerate the conferences or seminars that have been sponsored by the
institution in the past three years.

"There is no end to the good which the University can do to the community." (*Report*,
page 437). A Planning Group should carefully review the contacts which the institution has
with the larger community, and consider how these might advantageously be strengthened.

What specific programmes or projects are designed to draw the University and the
community into closer understanding and relationship ? Are there ways in which community
leaders are given information about the University, or its departments ? If so, describe.
How does the Vice Chancellor establish contacts with community leaders ? How do other
officers and teachers develop and maintain appropriate contacts with individuals of the
larger community ? Do students have a role to play ?

According to the Education Commission "the function of the University is to help
the social, economic, educational and cultural growth of the community which it serves.
With its specialised agencies it can create a wholesome impact on certain sensitive areas
of economic, social and cultural life of the people." (Page 437). Does the Planning Group
concur with this generalisation ? In what ways does the University achieve community
impact ? What more needs to be done, specifically, to enhance the University's contribu-
tion to community development ? For example, could the institution in any way aid in
orienting newcomers to the city from rural life ? How could the University effectively
organise itself to achieve these community objectives ?

What are the broad implications for a particular institution of the Education Com-
mission's recommendation "that educational institutions of all types and grades should be
encouraged and helped to throw open their doors outside the regular working hours to
provide such courses of instruction as they can to those who are competent and desirous
of receiving education" ? (Page 432). What might the institution do—thinking ahead in
a Ten-Year Plan—to encourage this objective ? What would be a feasible, comprehensive
"adult education" programme ? What departments within the institution, because of
special competence, special facilities, or special interest might take the initiative in develop-
ing such programmes ?

THE PUBLIC IMAGE OF A UNIVERSITY

How does information ("news") about the institution reach the public through press,
radio or other channels ? Does the institution have a formally organised News Bureau

Public Information Office, or such office by whatever name it is designated ? If so, who is the responsible administrative officer ? To whom does he report ? Is there a Public Information Committee with continuing responsibility to develop policy governing the institution's public relations, or to advise with respect to public relations programmes ? How, if at all, are the Senate, Syndicate and Academic Council involved in public relations activities ? Does the Vice Chancellor maintain regular contacts with news media: reporters, press conferences, etc. ?

Is there a specific programme that has the objective of raising funds or stimulating gifts from non-Government sources ? If so, describe its organisation. Who is administratively responsible for the programme ? What success has it achieved over a period of five years ? What steps does a Planning Group think might be taken to carry out the recommendation of the Education Commission "that attempts should continue to be made to raise as much contribution as possible from local authorities to support educational development" ? (Page 472).

What does the Planning Group recommend to strengthen the "public image" of the institution ? What machinery would it create for this purpose, or how would it modify existing machinery ? In this context, a Planning Group might review its earlier discussions relating to contacts with former students (Section 6, above) and ask what kind of programme, and organisation, might more effectively build a closer relationship and understanding between them and the University, and thus assist in creating a favourable public image of the institution.

List and describe any other special programmes or activities, indicating their purpose and how they are administered.

SUMMARY QUESTIONS

In reviewing the discussion of the foregoing topics, the Planning Group should attempt general evaluation in terms of (1) the effectiveness of the administrative organisation or framework in accomplishing particular objectives; (2) the adequacy of the financial support in relation to what is being done; (3) the quality standards of the activities; (4) the adequacy of supplementary or supporting resources (library, equipment, physical facilities, etc.); (5) development and expansion. Looking to the future, is it possible to establish priorities in terms of which expansion (or contraction) of the special activities and their support might be considered ?

PART V

THE PREPARATION OF A REPORT AND THE

FORMULATION OF A PLAN OF DEVELOPMENT

A Planning Group will have spent many hours of discussion and analysis if it follows through completely the outline of self-study presented in this *Manual*. Out of systematic and extended deliberation of the problems and policies that it has considered, there should eventually emerge a report or a document that distills, summarises and systematises the consensus of thinking with respect to each of the topics reviewed. Such a summary report would be supported by relevant statistical tables and charts, graphic and other illustrative material.

THE REPORT: THE INSTITUTION AS IT NOW FUNCTIONS

The purpose of a report should be two-fold. First, it would present compactly a picture of the University as it now functions. The Planning Group as a starting point should again review any organisation charts it has previously prepared, so that a complete and comprehensive final chart will be available for reference as discussions proceed.

Since a primary objective of a self-study and planning programme is a critical analysis of the existing institution, the final report, as well as any intermediate progress reports or supplementary memoranda, should include a frank and impartial analysis of present activities, with full recognition of weaknesses and the problems that are involved. Especially important would be recommendations for meeting the problems.

It is not likely that in every phase of the deliberations the Planning Group will be unanimous. Differences of opinion should be given forthright expression, for this in itself is evidence of vitality and sincerity in thinking. In this context it is important that a report should indicate or reflect differences of opinion or interpretation, if these have any significant bearing upon the recommendations.

There will be weaknesses and shortcomings revealed in the Planning Group discussions; there will also be evidence of strength. It is important that these, too, be reflected in the summary document. Strengths and weaknesses have to be balanced against each other.

All of the final discussions and summaries of the Planning Group, and its recommendations, must be formulated in terms of the goals or purposes of the institution, as agreed upon at the outset.

THE REPORT: FACING THE FUTURE—A DEVELOPMENT PLAN

Having drafted the statement of the institution as it is, the report must then take into account the second of the two purposes that underlie its preparation: the projections that

relate to future development. Using as benchmarks the agreed-upon statement of goals and purposes, one may ask, What is the future of the institution to be ?

A document such as is here proposed would constitute the foundation for a reasoned and judicious plan of development for the institution. It would be drawn in conformity with accepted goals and objectives, and have as its point of departure the institution as it now exists, as established by the comprehensive discussions of the Planning Group. This portion of the report would be a blueprint on the basis of which the University could grow and develop by careful planning rather than by expediency. Only in this way can any given institution accomplish the larger purposes stated by the Education Commission: "no reform is more important or more urgent than to transform education, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for the realisation of our national goals." (Page 6). The transformation of education, institution by institution, must be a planned transformation.

"The most powerful tool in the process of modernisation is education based on science and technology." (*Report*, page 21). Modernisation implies change, and the Commission has this to say, "If this 'change on a grand scale' is to be achieved without violent revolution . . . there is one instrument, and one instrument only, that can be used: EDUCATION." (Page 4). In the process of modernisation, education itself—university by university, college by college, school by school—must also be "modernised". The essential first step in the modernisation of an educational institution is self-analysis and self-study.

The purpose of this *Manual* is to assist any single institution to initiate and carry through to a formulated plan for the future the self-study that is the requisite for modernisation, for effective and efficient functioning in a rapidly developing modern-world society.

As a final step, a Planning Group looking to the future, should prepare an organisation chart that takes into account all of the recommendations that it has adopted, in so far as they involve, or require amendment of, the organisation chart as it exists at the present time.

APPENDIX

SOME SAMPLE FORMS AND DEFINITIONS

In Part IV of the *Manual*, Section 3 is entitled "The Sources and Uses of Funds." Six categories are suggested for compiling data that a Planning Group would find useful as it analyses the business and fiscal administration and procedures of any institution. To facilitate the compilation of the data, suggestions are offered in this Appendix for forms that might advantageously be used. Furthermore, to ensure understanding of what the headings in the income and expenditure forms embrace, it is necessary to define terms that are used both in the forms and in the text of the *Manual* itself. This Appendix accordingly provides definitions of income and expenditure that are common to all higher educational institutions. The definitions will in general be familiar to accountants and auditors.

The *Manual* itself does not recommend any specific accounting system nor any standardised procedures for handling the business and fiscal data of any institution though some standardisation among the Indian universities would be helpful and would certainly provide a basis for institutional comparisons. Whatever accounting system and fiscal procedures are followed by any given college or university, for purposes of a Planning Group, as described in Part IV, Section 3, a systematic grouping of data will be necessary. The sample forms suggested below, and the definitions, are merely suggestions that it is hoped will be helpful to a Planning Group as it analyses and discusses business and financial organisation and operations. Indeed, it is possible that if there are shortcomings or defects in the business and fiscal operations of any institution, these would be revealed by Planning Group attempts to compile data, and in the discussions of them. Shortcomings and defects could lead to recommendations for improvement.

It must be stressed again that what follows are only "samples" or suggestions. The forms can be modified or expanded to meet any individual circumstances. For example, if the Planning Group would like to know the income and expenditures of each of its food service operations rather than the total for the group, the "A" forms suggested in the Auxiliary Enterprises Income and Expenditure sections below could be expanded to show this information by units simply by adding "canteen", "snack bar", and "dining hall" on separate lines in the rupee portions of the forms. Similarly, if enrolment classification beyond that shown in the Tabulation of Student Enrolment form is needed, it can be expanded to reflect student enrolment in more detail. The end result will be a compilation of gross income and expenditure by principal sources and functional units, and related tabulations of student enrolment and institutional employees.

DEFINITIONS OF INCOME

As there are certain broad categories of income and expenditure which are common to all units of higher education, the following definitions may be helpful in identifying them:

CURRENT INCOME is that income which is available for the current operations of an institution. In the main, this consists of: grants from government (central, state, and local), student tuition, student fees, endowment income, receipts generated by the instructional and training activities of educational departments, and gifts from friends and

supporters of education. There are, on the other hand, recurring receipts which are *not* current income. These are funds for capital improvements (land acquisition, construction of new buildings, additions and major alterations to existing buildings); deposit or agency funds (funds which are in the custody of the institution but are not its own); income from trust and certain other non-expendable funds; and receipts which are to be added to the student loan funds.

The major classifications of current income are:

> Educational and General
> Auxiliary Enterprises
> Student Aid

In some institutions additional classifications may be useful. For example, if a medical college operates a hospital for the instruction and professional training of its students, it may want to segregate income from patients from its educational and general income by opening a fourth classification, "Hospital". An institution which performs services or conducts research for agencies outside its own organisation may want a fifth classification, "Outside Service and Contract Research". There may be other operations which generate enough income to justify additional and separate classifications; if so, they can be added.

EDUCATIONAL AND GENERAL INCOME is the income which is available to the university service programmes, and its general operating activities. Current restricted receipts which were spent on these programmes and activities during the periods under study would be classified as *educational and general income* for those periods. Revenues derived from auxiliary enterprises operations, and funds received for additions to the student loan funds would *not* be treated as educational and general income. They should be reported under Auxiliary Enterprises Income, and Student Loans.

The usual sources of educational and general income are:

> Central Government
> State Government
> Local or Community Authority
> Tuition
> Fees
> Endowment
> Activities of Schools and Departments
> Gifts
> Other

AUXILIARY ENTERPRISES INCOME is that revenue received from sources not directly a part of the educational programmes of the institution but related to them. Auxiliary enterprises exist primarily for the convenience of, or service to the students, faculty and staff. The activities which are usually considered auxiliary to education are: dining halls, canteens, snack bars, hostels, cooperative stores, printshops, housing for faculty and staff, sales counters, laundries, etc. Income derived from the operations of these activities should be reported under Auxiliary Enterprises Income.

STUDENT AID INCOME is the income which is expendable for scholarships, fellowships, medals, prizes and other awards. As stated earlier, additions to student loan funds would not be reported as student aid income but would be reported under Student Loans.

DEFINITION OF EXPENDITURES

CURRENT EXPENDITURES are those expenditures of current general funds and current restricted funds to cover the costs of the educational programmes and the operating activities of the college or university. The classification of these expenditures should be reported by organisational units or functions.

The principal categories of current expenditures are:

> Educational and General
> Auxiliary Enterprises
> Student Aid

Here, as in income, additional categories may be desirable. Hospital, outside services and research, dairy and farm operations may be of a magnitude to justify separate and distinct categories.

EDUCATIONAL AND GENERAL EXPENDITURES would include the total current expenditures of all departments and units engaged in the educational programme of the university. These expenditures are usually classified by function, as follows:

> General Administration
> Instruction and Departmental Research
> Libraries
> Extension and Public Services
> Organised (not departmental) Research
> Maintenance and Operation of Physical Plant (buildings and grounds)
> Other

AUXILIARY ENTERPRISES EXPENDITURES include the total costs, direct and indirect, of the activities included under Auxiliary Enterprises.

STUDENT AID EXPENDITURES comprise those funds expended for scholarships, fellowships, medals, prizes and other awards. Exemptions and remissions of student tuition and fees would be included here. Loans made to students would not be included in this category. They would be reported under Student Loans.

THE SAMPLE FORMS

CLASSIFICATION OF EDUCATIONAL AND GENERAL INCOME

A. *Central Government Funds :* All amounts received from or made available by governmental sources out of Central Government revenues which are expendable for educational and general purposes. University income which has been deposited with an agency of the government and returned in the form of allotments or appropriations would not be included in this summary.

INCOME FROM CENTRAL GOVERNMENT FUNDS					
	FIVE PRIOR YEARS				PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Income, Rs.						
Percent of Total Educational and General Income	%	%	%	%	%	%

B. *State Government Funds :* All amounts received from or made available by governmental sources out of State Government revenues which are expendable for educational and general purposes. University funds which have been deposited with an agency of the government and returned in the form of allotments or appropriations would not be included in this summary.

INCOME FROM STATE GOVERNMENT FUNDS					
	FIVE PRIOR YEARS				PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Income, Rs.						
Percent of Total Educational and General Income	%	%	%	%	%	%

C. *Local Authority Funds:* All amounts received from or made available by local authority (town, city, district) which are expendable for educational and general purposes.

INCOME FROM LOCAL AUTHORITY FUNDS						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Income, Rs.						
Percent of Total Educational and General Income	%	%	%	%	%	%

D. *Tuition:* All tuition charged to students, whether or not collected, should be reported as income. Remissions or exemptions should be shown under Student Aid Expenditures with student awards.

TUITION INCOME						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Income, Rs.						
Percent of Total Educational and General Income	%	%	%	%	%	%

E. *Fees:* All general and specific fees assessed against students for educational and general purposes. Do not include charges for board, hostel and hall rents and for services rendered by other auxiliary enterprises. Include all fees whether or not collected; fee remissions and exemptions should be assessed and reported as income in this section although it is not intended to effect collection from the student. A corresponding amount, as well as the amount of other student aid granted out of current income, should be shown as Student Aid Expenditures.

FEES INCOME						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19	19-
Income, Rs.						
Percent of Total Educational and General Income	%	%	%	%	%	%

F. *Other Sources:* All other income available for the instructional programmes, e.g., all endowment income, gifts—restricted and unrestricted—and grants for educational and general purposes; incidental income of educational departments (sales of publications, for example). Gross income of all enterprises operated in connection with instructional departments and conducted primarily for the purpose of giving instruction and professional training to students (examples: sales of meals prepared in Home Science training, laboratory products, products of dairy and farm operations, etc.).

INCOME FROM OTHER SOURCES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Income, Rs.						
Percent of Total Educational and General Income	%	%	%	%	%	%

G. *Total Educational and General Income :* The totals of the six preceding forms.

TOTAL EDUCATIONAL AND GENERAL INCOME					
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Total Educational and General Income						

CLASSIFICATION OF EDUCATIONAL AND GENERAL EXPENDITURES

Educational and General Expenditures may be classified by function as follows in Forms A through E:

A. *General Administration Expenditures:* The total expenditures of executive offices serving the university as a whole, e.g., salaries, institutional contributions to Provident Funds and insurance programmes, dearness and other allowances, travel allowances, and the cost of office supplies and equipment. *Do not* include the administrative expenditures of the libraries, the Buildings and Grounds Department, the Auxiliary Enterprises and other self-contained units.

GENERAL ADMINISTRATION EXPENDITURES					
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Educational and General Expenditures	%	%	%	%	%	%

B. *Student Services Expenditures:* The expenditures of those units that provide services to the student body as a whole, e.g., health service, guidance and counseling programmes, the maintenance of student academic records, etc.

EXPENDITURES FOR STUDENT SERVICES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Educational and General Expenditures	%	%	%	%	%	%

C. *Instruction and Research Expenditures:* All expenditures of the instructional departments. These expenditures would be the salaries and allowances paid to officers, teachers, members of the establishment, the lower subordinate group, researchers and technicians and any other employees of instructional units; laboratory and classroom expenses, including supplies, materials and equipment. Expenditures for research, whether budgeted in the instructional units or as separately budgeted or financed projects, should be included in this classification.

INSTRUCTIONAL AND RESEARCH EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Educational and General Expenditures	%	%	%	%	%	%

D. *Library Expenditures:* Enter here the total expenditures of all libraries, both general and departmental. Include salaries and allowances paid to officers and staff, the costs of books, journals, pamphlets, binding, supplies, materials and equipment.

LIBRARY EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Educational and General Expenditures	%	%	%	%	%	%

E. *Maintenance and Operation of Physical Plant (Buildings and Land) Expenditures:* The aggregate expenditures for all buildings and grounds, except those appropriately chargeable to Auxiliary Enterprises, should be entered here. This would include such items as: salaries and allowances paid to officers and staff, including custodial and watchman service, repairs and minor alterations of buildings, light, power, water, property insurance and taxes, the rental expense of property leased for university purposes, the maintenance and upkeep of land, etc.

MAINTENANCE AND OPERATION OF PHYSICAL PLANT (BUILDINGS AND LAND) EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Educational and General Expenditures	%	%	%	%	%	%

F. *Other Expenditures:* Enter here all other expenditures which are educational and general in nature but do not fit into the foregoing categories, e.g., public information offices, convocations and other assemblies, diplomas, legal expenses, etc.

OTHER EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Educational and General Expenditures	%	%	%	%	%	%

G. *Total Educational and General Expenditures:* Enter the totals of the preceding six forms.

TOTAL EDUCATIONAL AND GENERAL EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Total Educational and General Expenditures						

CLASSIFICATION OF AUXILIARY ENTERPRISES INCOME

A. *Canteens, Snack Bars and Dining Halls Income:* All income from food and beverage sale

CANTEENS, SNACK BARS AND DINING HALLS INCOME					
	FIVE PRIOR YEARS				PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Income, Rs.						
Percent of Total Auxiliary Enterprises Income	%	%	%	%	%	%

Hostels and Halls Income: Include all income, e.g., seat rents and fees (whether or not collected), Government grants for operating expenses and any miscellaneous income resulting from this operation. Remissions or exemptions of seat rents and fees should be reported in the *Hostels and Halls Expenditures* form under Auxiliary Enterprises Expenditures.

HOSTELS AND HALLS INCOME					
	FIVE PRIOR YEARS				PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Income, Rs.						
Percent of Total Auxiliary Enterprises Income	%	%	%	%	%	%

C. *University Press Income:* Sales of publications and old papers; Government grants for operating purposes.

UNIVERSITY PRESS INCOME						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Income, Rs.						
Percent of Total Auxiliary Enterprises Income	%	%	%	%	%	%

D. *Faculty and Staff Housing Income:* All rental income, whether or not actually collected. Remissions or exemptions should be shown as expenditures in the classification of Auxiliary Enterprises Expenditures.

FACULTY AND STAFF HOUSING INCOME						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Income, Rs.						
Percent of Total Auxiliary Enterprises Income	%	%	%	%	%	%

E. *Other Income:* Enter here the gross income of activities which are not considered educational and general but might be considered a part of the Auxiliary Enterprises group, e.g., Rifle Club, Rowing Club, Faculty Club, etc.

OTHER INCOME						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19	19-	19	19-
Income, Rs.						
Percent of Total Auxiliary Enterprises Income	%	%	%	%	%	%

F. *Total Auxiliary Enterprises Income:* Enter here the totals of the five preceding forms.

TOTAL AUXILIARY ENTERPRISES INCOME						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Total Auxiliary Enterprises Income						

CLASSIFICATION OF AUXILIARY ENTERPRISES EXPENDITURES

A. *Canteens, Snack Bars and Dining Halls Expenditures :* Salaries, food, supplies, equipment, fuel, power, water, maintenance and repairs, garbage disposal, etc.

CANTEENS, SNACK BARS AND DINING HALL EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Auxiliary Enterprises Expenditures	%	%	%	%	%	%

B. *Hostels and Halls Expenditures:* Include remission of rent and expenditures for salaries, maintenance and repairs, equipment, supplies, power, water, etc.

HOSTELS AND HALLS EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Auxiliary Enterprises Expenditures	%	%	%	%	%	%

C. *University Press Expenditures:* Salaries, staff allowances, cost of metal, paper, ink, other materials and supplies, equipment, power, water, etc.

UNIVERSITY PRESS EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Auxiliary Enterprises Expenditures	%	%	%	%	%	%

D. *Faculty and Staff Housing Expenditures:* Enter all operating costs—repairs and maintenance, power, fuel, water and remission of rent.

FACULTY AND STAFF HOUSING EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Auxiliary Enterprises Expenditures	%	%	%	%	%	%

E. *Other expenditures:* Auxiliary Enterprises Expenditures not included in preceding forms.

OTHER AUXILIARY ENTERPRISES EXPENDITURES					
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	1 9-	19-	19-	19-
Expenditures, Rs.						
Percent of Total Auxiliary Enterprises Expenditures	%	%	%	%	%	%

F. *Total Auxiliary Enterprises Expenditures:* Enter the totals of the preceding five forms.

TOTAL EXPENDITURES, AUXILIARY ENTERPRISES					
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Total Auxiliary Enterprises Expenditures						

STUDENT AID INCOME

A. *Student Aid Income:* Enter all income regardless of sources which is to be used for scholarships, fellowships, medals, prizes and other student awards. Do *not* include additions to the student loan funds; report them under Student Loan Funds.

STUDENT AID INCOME						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Total Student Aid Income						

STUDENT AID EXPENDITURES

A. *Student Aid Expenditures:* Enter all expenditures for scholarships, fellowships, prizes, medals and other student awards. Do not include loans made to students; they should be reported in the Student Loans Fund Statement.

STUDENT AID EXPENDITURES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Total Student Aid Expenditures						

TABULATION OF STUDENT ENROLMENT

A. *Student Enrolment:* This form provides for a tabulation of men and women students in undergraduate and post-graduate work. If additional classifications are needed the form can be expanded.

TABULATION OF STUDENT ENROLMENT						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Undergraduates : Men Women Post-Graduates: Men Women						
Total Student Enrolment						

TABULATION OF PERSONS EMPLOYED

A. *General Administration Employees:* The officers and staff of executive and administrative offices serving the institution as a whole, excluding libraries and the maintenance and operation of the physical plant and auxiliary enterprises.

GENERAL ADMINISTRATION EMPLOYEES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Number of : Officers Establishment Lower subordinates						
Total General Administration Employees						

B. *Student Services Employees:* Those units that provide services to the student body as a whole, e.g., Health Service, Guidance and Counseling programmes, those engaged in the maintenance of student academic records, etc.

STUDENT SERVICES EMPLOYEES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Number of : Officers Establishment Lower subordinates						
Total Student Service Employees						

C. *Instructional and Research Employees:* All employees of the instructional departments, and any separately organised research institutions or bureaus.

INSTRUCTIONAL AND RESEARCH EMPLOYEES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Number of : Officers Full-time faculty Part-time Faculty Technicians Establishment Lower subordinates						
Total Insruction and Research Employees						

D. *Library Employees:* Employees of all separately organised libraries, both general and departmental.

	FIVE PRIOR YEARS					PRESENT YEAR
LIBRARY EMPLOYEES						
	19-	19-	19-	19-	19-	19-
Number of : Officers Establishment Lower subordinates						
Total Library Employees						

E. *Maintenance and Operations of Plant Employees:* All employees concerned with the administration (or supervision) and the operation and maintenance of the physical plant and grounds, including watchmen, drivers, sweepers, bearers, etc.

	FIVE PRIOR YEARS					PRESENT YEAR
MAINTENANCE AND OPERATIONS OF PLANT EMPLOYEES						
	19-	19-	19-	19-	19-	19-
Number of : Officers Establishment Lower subordinates						
Total Maintenance and Operations of Plant Employees						

F. *Auxiliary Enterprises Employees:* All employees of those enterprises which are not directly related to the educational programmes of the institution, but rather exist primarily for the convenience of or service to the students, faculty and staff, e.g., Canteens and Dining Halls, Hostels, Halls, University Press, and Faculty Housing.

AUXILIARY ENTERPRISES EMPLOYEES						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Number of : Officers Establishment Lower subordinates						
Total Auxiliary Enterprises Employees						

G. *Total Persons Employed:* Enter the totals of the six preceding forms.

TOTAL PERSONS EMPLOYED						
	FIVE PRIOR YEARS					PRESENT YEAR
	19-	19-	19-	19-	19-	19-
Number of : Officers Full-time faculty Part-time faculty Technicians Establishment Lower subordinates						
Total Persons Employed						