

STATUS REPORT SERIES

Internal Management in Universities

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PRE FACE

This report is one of a series prepared at the instance and with the fund support of the Ministry of Education, Government of India. While there is no dearth of reports prescribing solutions for the myriads of problems of higher education in India, literature is meagre on feedback in terms of what has happened after a much heralded reform has been implemented in the several universities in the country. Surely, in a country with scarce financial resources with diverse claims it is time that we are able to obtain some status report on the state of progress or otherwise with reference to the specific projects on educational reform. I believe such a report would be helpful not only to the planners but also to educators and university authorities all over the country.

We at the AIU feel proud of the fact that the Ministry of Education assigned this task to us. Indeed, it is in the fitness of things; inasmuch as AIU has been, for the past several decades, acting as an agency to collect, collate and publish information on universities. AIU feels privileged that the competence of the AIU has been claimed to fill in a very important gap in such information supply.

In formulating the questionnaires, on the basis of which these reports have been drawn up, care has been taken to keep in view two points namely:

- i) as a first effort ambitions were curbed and the information retrieval has been kept on broad and macro levels; and
- ii) it is not a probe to criticize or apportion blame.

It is my personal conviction that these reports would be useful to the reading public and also help us in deciding what

further in-depth studies would be consistent with the goals described above.

I should like to congratulate Professor V. Natarajan of AIU for co-ordinating the task and the experts outside AIU who have collaborated with Professor Natarajan.

15th Feb., 1980
NEW DELHI

C. R. MITRA
PRESIDENT AIU

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SECTION I
INTRODUCTION

INTRODUCTION

'Management' plays a vital role in an organization and the same is very much true of universities also, even though they may have many variations in their organization. A constant and basic need for an equilibrium between "necessary academic authority and desirable administrative efficiency" has given rise to the problem of internal management in universities, necessitating the need of 'academic administration'. The very phrase 'academic administration' - a paradox in itself - demands an arrangement for academic representation in university administration and the decision making authority.

There is a need to concentrate on the development of a strong 'management force' to guide education, and academicians and administrators being two crucial segments of the university, it is upon the purposeful and healthy interaction of these two that depends the efficiency of the university system. According to Philip, H. Coombs, "Unless educational systems are well-equipped with appropriately trained modern managers who, in turn, are well equipped with good information flows, modern tools of analysis, research and evaluation and are supported by well-trained teams of specialists, the transition of education from its semi-handicapped state to a modern condition is not likely to happen"¹

Indian universities broadly fall into two main patterns, the unitary and the affiliating. The administration of both these types is almost similar i. e. done through authorities.

The university is a corporate body constituting the Chancellor, the Vice-Chancellor, the members of bodies namely,

1. Coombs, Philip, H. - The World Education Crisis; A System Analysis.

the Court or the Senate, the Executive Council, the Academic Council, the Deans of the faculties, Boards of Studies or Examination Board and in some cases the finance committee. Some of these bodies are advisory while other are executive and also specialized. In this pattern, the Vice-Chancellor is both principal executive and the academic head of the university and the major issues relating to courses of studies, revision of curricula, examination reforms, students' welfare, student employment are handled by him after discussion with the faculty and due consideration. In the same way, the Court or the Senate is the supreme governing body; it initiates policy decisions in all administrative matters as election to various authorities, modification, teaching, training and research, creating different faculty positions of all kinds and establishing other institutes for specialized subjects. But the Executive Council or the Syndicate is a more compact body than the court or the Senate; it has to administer the revenues and properties of the university, and taking - agenda preparation problems. While the Academic Council is the supreme body in academic matters, it has the power to make regulations regarding admissions of students to colleges, degrees and diplomas, courses of studies and schemes of examinations. It deals with the declaration of results, co-ordination of studies and of teaching in colleges and also in formulation of schemes for promotion of research in the university. Thus it advises the Executive Council on all academic matters.

In the organization, the deans (who are members of the Academic Council, the Executive Council and the Senate) and the convenors of the Board of studies are responsible for solving the problems of the academic staff. In the same manner the teachers are appointed as paper-setters and examiners. In most of the universities the authority of financial management is delegated and decentralized in the Senate and the Syndicate with the help of a finance committee or a finance officer.

The routine administration is left to officers like Registrar and Controller of Examinations in the university and the bursar in the college. The day-to-day problems are investigated by the Registrar so as to leave the Vice-Chancellor with

more time to be utilized for solving academic and planning problems.

Thus we see the close relationship between various statutory bodies of the university in terms of both academic and administrative functions.

Any administration has two main functions; formulation of policies and Implementation of policies. In these, the teaching academic staff also takes an active part in most of the following cases; development proposals, broad research policy framework, creating professional consultancy services, agenda preparations and papers for Senate, Councils, and Board of studies, budget allocations, specifications and purchase of equipments, (chemicals, glassware, other equipments, furniture, stationery, books and journals) and in determining classroom lecture and laboratory hours, (time-table) and also the matter of admission of students and arranging professional and practical training for them, Placement of graduates, Examination matters, (other than paper setting and moderation), students' extra-curricular activities and scholarships, recruitment of faculty, its training and development, staff benefits (basic pay and fringe benefits and provision of physical amenities and campus facilities) are also looked after by them. The teaching staff also takes part in respect of budget revisions, bulk orders and preparation of detailed academic calendar.

The Indian universities have been traditionally 'administration-oriented' rather than 'teacher-oriented.' But the relationship between the academic and administrative staff has been a matter of great debate. The problems and difficulties arise when we try to establish a set of hard and fast rules regarding the delegation and decentralization of authority. The solution of the problem of day-to-day internal management in universities lies somewhere between these two concepts (administration oriented and teacher oriented).

Effective influence can be delegated decentralized between faculty and the administration in many ways. The

area of effective influence can easily be identified in the cases of provision for election to various authorities, modification of ordinances, making of provisions for instruction, teachers, training and research, creating posts of different kinds, decisions to co-operate with other universities for promotion of educational, scientific and cultural activities. This may vary from the possibility of administrative dominance to the administrative primacy. In the former, the administrative staff makes decisions and the faculty is merely informed after they are made; while in the latter the faculty is actively consulted although the administration acts primarily on its own authority.

There is also a middle area called shared authority. Both the segments together decide the issues of formulation of educational and administrative policies and personnel administration. It is a modern concept, in which the academician and the administrator assumes the major burden of decision-making.

On the other hand is the possibility of the faculty primacy, in which the effective influence rests mainly in the hands of the faculty members, for example, in the cases of maintenance of standards of instruction, education and examination, the courses of studies, admission of students to degrees and diplomas, declaration of results etc. But faculty dominance possibility, in which the faculty members utilize the decision making authority, fully, is very rare and works in limited fields like classroom and research activities.

"University academicians can play a useful role in this situation, by being exceptionally able or vocal." So also, the administrator must be prompt in giving attention to the requirements and suggestions of the faculty members. The latter must bring about simplification of procedures for the benefit of the departments. His attitude should be helpful in

*Amrik Singh. Teaching and Administrative Staff: Required a New Orientation, Management and Organisation of Indian Universities, ed. S. C. Malik; Indian Institute of Advanced Study, Simla, 1971.

the personal matters of the staff, like leave, salary, consultation, contract and service benefits. In order words, the administrator's act towards faculty members should be 'ministrative' not administrative.

And as the degree of involvement of the academicians and administrators in the university's internal management changes, so also the areas of participation may vary from one to another according to the needs and the nature of the Issues.

It is, therefore, observed that the academician and the administrator are partners engaged in a great and noble task of improving the image of the university in society. The former is capable of advancing intellectual horizons and thus should act as an enlightened adviser in the administration of the university; while the latter must endeavour to make the administration efficient and effective. Even though both of them primarily work on the diverse aspects of the same job (i. e. ; improving the image of the university in the society), they must strive to raise the stature of the university in a spirit of co-operation rather than confrontation.

SECTION II
HISTORICAL PERSPECTIVE

HISTORICAL PERSPECTIVE

A university is 'a place where enquiry is pushed forward and discoveries perfected and verified and rashness rendered innocuous and error exposed by the collision of mind with mind and knowledge with knowledge' says Cardinal Newman. It is a place where teachers and students pursue useful knowledge, new discoveries and learn eternal truths, analysed through reason and accepted through faith. Man's zest 'to know, to explore, to discuss new ideas and dispute rival points of view and doctrines' - his thirst for knowledge and new discoveries for their own intrinsic worth lies behind the inception of universitas - a term restricted in Middle Ages to what we now call universities. According to Rashdall, Universities were 'products of that instinct of association which swept like a great wave over the towns of Europe in the course of the 11th and 12th centuries.'¹ These were places of learning and since knowledge is beyond time and place, they were universal in character attracting students from different parts of the world. Two such 'places' renowned for their distinction as the great centres of medieval learning were at Paris and Bologna. The university at Paris (*universitas magistrorum*) accepted students for teaching and the university at Bologna (*universitas scholarium*) employed and paid its teachers. These early universities were more like societies than like institutions and were part of a society with lots of stability and a very low rate of change. These universities were patronized by the church and the education imparted contained all the three elements, personal, theological and social, turning a man into no less a scholar than his teacher. The major function of these universities was to provide contemporary society with professionals well equipped and trained for different walks of life. But these

1. Rashdall, Hastings: The universities of Europe in the Middle Ages ed. F. M. Powicke and B. Emben Oxford 1936

universities themselves played no part in the world of work. People studied here and after graduating went out into the world to seek work according to their circumstances and capabilities.

Ancient Indian Universities had three fold objectives (1) acquisition of knowledge (2) inculcation of social and religious attitudes and (3) formation of character. The universities prepared a student for his station in life, helping him to become an integrated part of his family and society by discharging his duties satisfactorily towards both of them.

The universities in ancient India were more or less residential in character and were governed by the close relationship between the teacher and the taught. The teacher was a man of deep learning and was the spiritual father of the pupil. The admission to these universities was selective and through entrance test. The teaching was both mental and physical and there were no formal examinations. The pupil after satisfying the teacher was presented before an assembly of intellectuals and engaged in debate. Some of the famous seats of learning were in Takshashila, Nalanda and Banaras. The education was religion-oriented, helping the students see the truth and to pursue it, with special emphasis on the fostering of cultural values.

Most of the universities that we now have are shaped after the Parisian model. The passage of time has brought many changes but the shaping and reshaping of the organization (in administration, in finance, study of courses) has not affected the fundamental ideals and aims of a university. To provide a place for pure culture and learning and conduct research and advance the boundaries of knowledge still remain the most important of the universities' medieval as well as modern functions. The fact cannot be denied that a university has a two fold purpose (I) cultural and (II) educational i. e. the expansion of human knowledge. Dr. D. C. Joshi after a critical analysis of the purposes and objectives as defined by different Commissions in four different countries (Carnegie 1971, USA, Committee on Higher Education 61-63 in UK,

Austrian Ministers report in 1972 and university education commission 1948-49 and Education Commission 1964-66 in India) has categorised the objectives as Societal, Cultural, advancement of knowledge, economic and individual.

With the changing trends and modernization of society, the objectives of universities are to be seen in broader context of the development problems. The Education Commission (1964-66) set up by the Government of India, has spelt out specifically some functions a university is expected to perform They are:

- to seek and cultivate new knowledge to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries;
- to provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values;
- to provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated individuals, imbued with a sense of social purpose;
- to strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; and
- to foster in the teachers and students and through them in society generally, the attitudes and values needed for developing the 'good life' in individuals and society.

The tremendous growth of universities in little more than a century (the first university was established in 1857 and now in 1980 we have as many as 127 universities^o) points towards Appendix D shows the growth of universities in India

the immense popularity of the university education in India. Now the universities have become more complex in nature and their functions have also changed both due to increased number of faculties and students. Faculties have expanded and the pressure of industrial and scientific changes has shifted the emphasis from teaching to research to consultancy from purely disciplinary to inter-disciplinary. The grouping of basic sciences under one faculty and the multi/inter dependent faculties have made the administration a problem. The faculties which once performed only the oldest and the most lasting of purposes are no more concerned with the teaching only but also with research and providing consultancy services to organizations around in trade, commerce and industry. It has also entered the field of work; its students being trained for various vocations including teaching. Our point of concern now is to see whether the enlargement of the faculties has in any way affected the efficient running of a university and its performance of basic functions.

With the expansion of universities and their faculties, a need for academic administration has been felt. Only the faculties have sufficient knowledge of the contents of the academic programmes but they are unable to administer those programmes. On the other hand is the administration which is responsible for the actual administration of those programmes with a little knowledge of it. Exceptions are there of course, but they are very few. Faculty's 'desire to participate in the determination of those policies that affect its professional status and performance,' in economic matters (salary, benefits) has given rise to the faculty discontentment in the internal management. Faculty's participation in educational and administrative policies, economic matters, in decision making for different issues in colleges and university and their governance i. e. the idea of shared authority is getting prominence. Is the faculty involved in all the above decision making, do the faculty and the administration have some sort of rapport regarding these or do they reach an impasse that needs the intervention of an outside authority, are our basic issues and we have tried to find out the extent of their involvement in the internal management by summarising the data collected through the questionnaire.

SECTION III
SCOPE AND OBJECTIVES OF STUDY

SCOPE AND OBJECTIVES OF STUDY

This study namely the Status report on 'Internal Management in Universities' has been undertaken at the instance of the Ministry of Education and Social Welfare, Government of India and is one of the six studies undertaken simultaneously.

It is known that several universities in the past have introduced modern administrative concepts and involved an increasing number of teachers and faculty in the university administration. Indeed there has been a variety of functions and responsibilities performed increasingly with the involvement of academic faculty. They range from purely administrative jobs like running the departments, managing the staff of departments to fairly specialised technical jobs of selection and purchase of equipment, arranging for practical training for students, training and development of faculty and the like. Different universities have different practices and different demands on their academic faculty for performing management and administrative tasks. It is proposed through this study to collect detailed information with respect to certain identified common administrative/management functions in different universities and present a qualitative picture of the key areas of modern university administration that are increasingly being manned by academic staff, through a questionnaire. This questionnaire (Appendix A) has been specifically designed for eliciting the information from all universities with respect to internal management in universities. It is not the intention to pronounce any value judgements on the desirability, propriety and the extent of involvement of staff. It is also not intended to make any statistical analysis and make conclusions. The purpose is only to collect factual information about the area of involvement and extent of involvement in an attempt to quantifying the Status. It is to be emphatically clarified that this questionnaire has no views of its own and is not designed

to project any point of view. If there is any conclusion it has to be a faithful replica of the exact status and operation in the various universities. For the purpose of the questionnaire and for the communication to be fully established, certain terms would be defined keeping in view diverse practices in the various universities. In fact, one conclusion to which this questionnaire hopefully looks for is a flavour and glimpse of the ideas and operation in detail which may not be so well known to all.

No confidential information has been sought through this questionnaire and therefore, there is no sensitivity in the matter. Further, conclusions, if any, after processing the responses, will be shared with all universities for each university to know what is the actual status in the country.

It may be said that the questionnaire does not begin with any probable solution nor does it ask for the university's response to any particular solution. The questionnaire is entirely in the tradition of AIU where valid and viable information is collected, compiled and disseminated.

Certain clarifications can be made here now. Firstly, this questionnaire is specifically designed to obtain a qualitative picture of the key areas of modern university management/administration which are increasingly being manned by academic staff. Nearly 20 key areas are identified. It must be said that while the list is not exhaustive, it concerns many important areas. Secondly, formulation and implementation are considered separately and the rate and extent of involvement is also dichotomously studied as 'above 50%' and 'below 50%' with a view to be qualitative only. It should not be misconstrued that this calls for crude response but on the other hand, it shall be possible to see the trend of involvement in different universities in so far as these are common key areas.

Thirdly, and more importantly, it is to be clarified that when teachers are referred to in terms of participation or involvement in the university's day-to-day management, the understanding is that only those teaching staff are reckoned

who are under the direct charge of the university and not those belonging to affiliated colleges or external members from other universities in any operation. In a similar manner, "Committee Membership" is to be understood in an internal sense so as to consider only membership by the university teaching staff on 'Internal Management'. The scope of the study is, therefore, limited in the manner indicated above.

The specific and functional objectives of this study are therefore:

- a) to solicit information regarding nature of university; unitary/ affiliating, total strength of teaching staff, number of teaching staff of particular designations like Deans/Heads of Departments/Library/Workshop Placement and training officer etc.
- b) to get to know the extent of involvement of teachers in the categories as above 50% involvement and below 50% involvement in terms of numbers in all policy formulation and policy implementation in different areas like:
 - 1) Development proposals to UGC
 - 2) Research Policy Framework
 - 3) Professional consultancy services
 - 4) Agenda preparations and papers for Senate, Executive Council/Academic Council/Board of Studies.
 - 5) Budget allocations
 - 6) Specifications and purchase of foreign equipments
 - 7) Purchase of chemicals, glassware other equipments
 - 8) Purchase of furniture and stationery
 - 9) Purchase of books and journals
 - 10) Timetable planning
 - 11) Admission of students
 - 12) Arranging professional and practical training of students
 - 13) Arranging placement of graduates
 - 14) Examinations work like invigilation, printing of question papers, distribution of question papers, scheduling of examinations

- 15) Students' extra curricular activities
 - 16) Recruitment of staff
 - 17) Training and development of faculty
 - 18) Staff benefits/fringe benefits
 - 19) Provision of physical facilities
 - 20) Scholarship for students
-
- c) to ascertain the trend of involvement of teaching/academic staff in the above items
 - d) to get to know the frequency of purchase of bulk quantities of chemicals, glasswares, stationery etc.
 - e) to elicit the information whether a detailed academic calendar with dates of admissions, dates of final examinations etc. is made at the beginning of every academic year.
 - f) to find the frequency of budget revisions in the last 10 years.
 - g) to ascertain whether certain facilities like Library, Computer, Workshop, Laboratory with modern costly equipments, Instrumentations, purchase, are centralised or departmental.
 - h) to solicit the information regarding the pattern of crisis management whether on 'need based committee' or a 'regular brain cell'.

SECTION IV
STATUS INFORMATION FROM UNIVERSITIES

STATUS INFORMATION

The present section of the status report deals with information collected from different universities through filled-in questionnaires. An attempt has been made to summarise the information with response to various items given in the questionnaire (Appendix A) namely, type of university, total strength of the teaching staff, total number of the staff on designation (Deans, Heads of Departments, Librarian etc.), the involvement of the teaching staff in the policy formulation and policy implementation concerning admission of students, arrangement of professional/practical training and scholarships, examinations, recruitment of staff, training and development of faculty, budget allocations and revision, purchase of various items (books, stationery, furniture and other equipments), broad research policy framework, creating professional consultancy services, the development proposals being submitted to the UGC etc. and the pattern of crisis management. So far we have received filled in questionnaires from 42 universities. A summary of this information is given below:

Banaras Hindu University

This is a unitary type of university. The participation of the teaching/academic staff of the university in the university's day-to-day management is above 50% in the policy formulation only and no information has been supplied about the involvement of the teaching staff in the policy implementation while taking into consideration the matters of development proposals being submitted to the UGC (etc.), Broad Research policy

framework, creating professional consultancy services, budget allocations, and in the cases of specifications and purchase of foreign equipments, purchase of chemicals glassware, other equipments, purchase of furniture and stationery, purchase of books and journals, classroom lecture hours, laboratory hours etc., timetable planning, admission of students, and also in respect of arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.), in examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc.), students' extra-curricular activities, scholarships for students, recruitment of staff and training and development of faculty.

As far as the cases of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., staff benefits like basic pay and fringe benefits, and also the matter of provision of physical amenities and campus facilities are concerned, the participation of the teaching/academic staff is below 50% in the policy formulation only and no information has been given by the university about the involvement of the teaching/academic staff in the policy implementation.

For the last 10 years the teaching/academic staff of the university has increasingly been involved in the university's internal management.

In the university the total strength of the teaching staff is 1468 and out of this 181 are on such designations as - Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, Stationery etc., are made 4 times by the university on the basis of a projected need for an academic year.

By the university, a detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is also prepared.

The budget has been revised 10 times in the last 10 years.

Facilities are provided departmentally by the university in respect of Library, Workshop, Laboratory with modern high cost equipments like NMR, Lasers, X-ray etc, Instrumentation and Repairs, preparation of gas, glass blowing etc, and arrangement of teaching service courses; computer facility is central and purchase in general in respect of these items is also done centrally. And in the case of Library, the university has both centralized and departmental facilities. The pattern of crisis management is regulated by the 'Need Based Committee.'

Bangalore University

This is an affiliating type of university. The participation of the teaching/academic staff of the university in the university's day-to-day management is above 50% both in the policy formulation and policy implementation in cases of development proposals being submitted to the UGC etc., broad research policy framework, budget allocations, specification and purchase of foreign equipments, purchase of chemicals, glassware, other equipments and in the matters of purchase of books and journals, classroom lecture hours, laboratory hours etc. time table planning, admission of students, arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.) and also in respect of examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examination etc.) students' extra-curricular activities, scholarships for students, training and development of faculty and in the case of provision of physical amenities and campus facilities.

As far as the matters of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of studies etc., purchase of furniture and stationery, staff benefits like basic pay and fringe benefits are concerned, the involvement of the teaching/academic staff is neither in the

policy formulation nor in the policy implementation.

In the cases of creating professional consultancy services and recruitment of staff, the involvement of the teaching/academic staff is below 50% both in the policy formulation and policy implementation.

For the last 10 years the teaching staff of the university has increasingly been involved in the university's internal management.

The total strength of teaching staff is in (i) university departments - 353; and in (ii) affiliated colleges 2690. Out of this total strength, 43 are on such designation as Deans (10), Heads of Departments (30), workshop superintendent (1) and wardens (2).

Bulk orders/purchases for chemicals, glassware, stationery etc, are made twice by the university on the basis of a projected need for an academic year.

By the university, a detailed academic calendar in the beginning of each academic year, including dates of admissions and the dates of final examinations for students, is also prepared.

The budget has not been revised by the university in the last 10 years.

The university has both centralized and departmental facilities in respect of library. Other areas in which centralized facilities have been provided are workshop, instrumentation and repairs, preparation of gas, glass blowing etc., and purchase in general.

The university has neither centralized nor departmental facilities in the areas of computer and laboratory with modern high cost equipments like NMR, Lasers, X-ray etc.

In the case of arrangement of teaching service courses,

the university has not centralized the facilities but departmental facilities have been provided.

In the university, the pattern of crisis management is regulated by the 'Need Based Committee'.

Maharaja Sayajirao University of Baroda

This is a unitary type of university. The participation of the teaching/academic staff in the university's day-to-day management is below 50% both in the policy formulation and policy implementation while taking the cases of creating professional consultancy services, specifications and purchase of foreign equipments; purchase of chemicals, glassware, other equipments, purchase of furniture and stationery and also in the matters of admission of students, arranging placement of graduates (such as campus interviews etc.); in examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examination etc.), scholarships for students, staff benefits like basic pay and fringe benefits and provision of physical amenities and campus facilities.

As far as the matters of development proposals being submitted to the UGC (etc.), broad research policy framework, purchase of books and journals; classroom lecture hours, laboratory hours etc., timetable planning and also the cases of arranging professional and practical training of students' extra-curricular activities and training and development of faculty are concerned, the involvement of the teaching staff is above 50% both in the policy formulation and policy implementation.

In the cases of agenda preparations and papers for Senate Executive Council, Academic Council, Board of Studies etc., and budget allocations, the participation of the teaching/academic staff is below 50% in the policy formulation and above 50% in the policy implementation.

The teaching/academic staff is neither involved in the policy formulation nor concerned with the policy implementation while taking the case of recruitment of staff.

For the past 10 years the teaching staff of the university has increasingly been involved in the university's internal management.

In the university the total strength of the teaching staff is 882 and out of this 100(approx.) are on designations such as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made twice by the university on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is also prepared by the university.

The budget has been revised 10 times by the university in the last 10 years.

In the areas of library and instrumentation and repairs, centralized facilities have been provided. Other cases in which facilities have been provided departmentally, are laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc, workshop, purchase in general and arrangement of teaching service courses. The university has neither centralized nor departmental facilities in the areas of computer and preparation of gas, glass blowing etc.

In the university the pattern of crisis management is regulated by the 'Need Based Committee.'

Berhampur University

The participation of the teaching staff in the university's day-to-day management is above 50% in the policy formulation but nothing has been mentioned about the involvement of the teaching staff in the policy implementation while taking into consideration the matters of purchase of chemicals, glass-ware, other equipments, purchase of furniture and stationery; purchase of books and journals, classroom lecture hours, laboratory hours etc. timetable planning, admission of students and the cases of arranging professional and practical training of students, arranging placement of graduates (such as campus inter views etc.); in examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.) and also in respect of students' extra-curricular activities, scholarships for students and training and development of faculty.

As far as the matters of development proposals being submitted to UGC (etc.), broad research policy framework, creating professional consultancy services, budget allocations and specifications and purchase of foreign equipments are concerned, the involvement of the teaching/academic staff is above 50% in the policy formulation and below 50% in the policy implementation.

In the cases of recruitment of staff; staff benefits like basic pay and fringe benefits, and provision of physical amenities and campus facilities, the involvement of the teaching staff is below 50% in the policy formulation but nothing has been mentioned about the participation of the teaching staff in the policy implementation.

The teaching staff has not been involved in the policy formulation in the case of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc. and about the participation of the teaching/academic staff in policy implementation nothing has been mentioned.

For the last 10 years the teaching staff has increasingly

been involved in the university's internal management.

In the university, the total strength of the teaching staff is 63 and out of this 20 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc., on the basis of a projected need for an academic year are made individually by respective departments.

By the university, a detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for student is also prepared.

Normal revision of revised and second revised estimates has been done by the university in the last 10 years.

In the case of library, the university has both centralized and departmental facilities. Other areas in respect of which centralized facilities have been provided are workshop and instrumentation and repairs. In respect of preparation of gas, glass blowing etc.; purchase in general and arrangement of teaching service courses, facilities have been provided departmentally. In the areas of computer and laboratory with modern high cost equipments like NMR, Lasers, X-ray etc., there are neither centralized nor departmental facilities.

And the pattern of crisis management in the university is regulated by the 'Need Based Committee.'

University of Calicut

This is an affiliating type of university. The participation of the teaching/academic staff in the university's day-to-day management is above 50% both in the policy formulation and policy implementation while taking into consideration the

matters of development proposals being submitted to UGC (etc.); broad research policy framework, agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocation, specifications and purchase of foreign equipments, purchase of chemicals, glass-ware, other equipments, purchase of furniture and stationery, purchase of books and journals and students extra - curricular activities.

As far as the matters of arranging professional and practical training of students and arranging placement of graduates (such as campus interviews etc.) are concerned, the involvement of the teaching staff is below 50% in the policy formulation but nothing has been mentioned about the involvement in the policy implementation.

In the cases of examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.) and training and development of faculty, the involvement of the teaching staff is in the policy formulation but no information has been supplied by the university about the participation of the teaching staff in the policy implementation and also about the extent of the involvement in the policy formulation. While in the matter of admission of students, the involvement of the teaching/academic staff is below 50% in the policy formulation and the involvement is also in the policy implementation but nothing is mentioned about the extent.

The participation of the teaching staff is below 50% both in the policy formulation and policy implementation while taking the case of scholarships for students. In the matters of classroom lecture hours, laboratory hours etc. timetable planning, the involvement is above 50% in the policy formulation but nothing has been mentioned about the extent of the involvement in the policy implementation.

In respect of staff benefits like basic pay and fringe benefits, the involvement is above 50% in the policy formulation but nothing has been mentioned by the university about

the involvement of the teaching staff in the policy implementation.

There is no participation of the teaching staff in the case of creating professional consultancy services and, about the involvement in the policy implementation, nothing has been mentioned.

No information has been supplied by the university about the recruitment of staff and provision of physical amenities and campus facilities.

About the trend in the last 10 years towards more involvement of teaching staff; the total strength of teaching staff and the number of the teaching staff on designations such as Deans, Heads of departments, librarian, workshop superintendent, placement and training officer, warden etc., and also about the frequency of the bulk orders/purchases for chemicals, glasswares, stationery etc., on the basis of a projected need for an academic year, no information has been supplied by the university.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is not prepared by the university.

The budget has been revised every year by the university for the last 10 years.

The university has both centralized and departmental facilities in respect of library.

In respect of laboratory with modern high cost equipments like NMR, Lasers, X-ray etc.; instrumentation and repairs and arrangement of teaching service courses, centralized facilities have been provided.

In the area of workshop, facilities have been provided departmentally. The university has neither centralized nor

departmental facilities in respect of computer facility; preparation of gas, glass blowing etc. and purchase in general.

About the manner in which the pattern of crisis management in the university is regulated, no information has been given by the university.

University of Delhi

This is an affiliating type of university. The participation of the teaching staff in the university's day-to-day management is above 50% both in the policy formulation and policy implementation regarding the cases of development proposals being submitted to UGC (etc.) broad research policy framework specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of furniture and stationery; classroom lecture hours, laboratory hours etc. timetable planning and also in the matters of arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.), students' extra-curricular activities, scholarships for students, recruitment of staff and training and development of faculty.

As far as the matters of purchase of books and journals, admission of students and examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc.) are concerned, the involvement of the teaching staff is above 50% in the policy formulation but no involvement in the policy implementation.

There is no involvement of the teaching staff of the university either in the policy formulation or in the policy implementation in the case of staff benefits like basic pay and fringe benefits.

In the case of provision of physical amenities and campus facilities, the participation of the teaching staff is below 50% both in the policy formulation and policy implementation.

The teachers are not concerned with creating professional consultancy services.

There is no involvement of the teaching staff in the policy formulation. The involvement in the policy implementation is not applicable in the case of agenda preparations and papers for senate, Executive Council, Academic Council, Board of Studies etc.

According to the university the budget is prepared by the Treasurer, considered and recommended by the finance committee and finally approved by the 'Executive Council' of the university.

For the last 10 years the teaching staff has increasingly been involved in the university's day-to-day management.

In the university the total strength of the teaching staff is 739 and out of this 55 (approx.) are on designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc. and according to the information given by the university these posts are exclusively for teaching staff.

Bulk orders/purchases for chemicals, glasswares, stationery etc., on the basis of a projected need of the students for an academic year, are made.

According to the information given, the university prepares budget estimates in the beginning of each financial year and revises them around the middle of the year.

The university has both centralised and departmental facilities in respect of workshop and instrumentation and repairs. Other cases of central facilities are library, computer, laboratory with modern high cost equipments like NMR, lasers, X-ray etc. and preparation of gas, glass blowing etc. In the matters of purchase in general and arran-

ement of teaching services courses the facilities are provided nly departmentally.

In the university the pattern of crisis management is egulated by the 'Regular Brain Cell' mainly but in view of omplexities of problems and special issues faced by the niversity. The 'Environment and Need Based Committees' are lso appointed from time to time.

Gorakhpur University, Gorakhpur

The participation of the teaching/academic in the uni-ersity's day-to-day management both in policy formulation nd policy implementation is there regarding specifications nd purchase of foreign equipments, purchase of chemicals, lassware, other equipments, purchase of books and journals, lassroom lecture hours, laboratory hours, timetable plann- ng, admission of students and also in the matters of arrang- ng professional and practical training of students, arranging lacement of graduates (such as campus interviews etc.), in xamination matters other than paper setting and moderation lke invigilation, printing of question papers, distribution f question papers, scheduling the examinations etc.) and in 'espect of students' extra-curricular activities and scholar- hips; recruitment of staff, training and development of aculty and provision of physical amenities and campus acilities. But about the extent of the involvement of the eaching staff nothing can be concluded from the responses.

As far as the matters of creating professional consul-ancy services, agenda preparations and papers for Senate, xecutive Council, Academic Council, Board of Studies, udget allocations, purchase of furniture and stationery and taff benefits like basic pay and fringe benefits are concerned, he teaching staff is involved neither in the policy formula- on nor in the policy implementation.

In the case of development proposals being submitted o the UGC (etc.), the involvement of the teaching staff is

below 50% both in the policy formulation and policy implementation.

The involvement of the teaching staff is above 50% both in the policy formulation and policy implementation in case of broad research policy framework.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

In the university the total strength of the teaching staff is 297 out of which 36 are on designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc are made by the university on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is prepared by the university.

The budget has been revised twice by the university in the last 10 years.

The university has both centralized and departmental facilities in the case of library. While in the case of computer the university has neither centralized nor departmental facilities. The university provides only departmental facilities regarding workshop, laboratory with modern high cost equipments like NMR, Lasers, X-ray etc; instrumentation and repairs, preparation of gas, glass blowing etc, purchase in general and also in the case of arrangement of teaching service courses.

The pattern of crisis management is regulated by the 'Need Based Committee,' of the university.

Himachal Pradesh University, Simla

This is a teaching-cum-affiliating type of university. The participation of the teaching/academic staff in the university's day-to-day management is below 50% both in the policy formulation and policy implementation as regards the broad research policy framework, budget allocations, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, admission of students, and also in the matters of arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.), students' extra-curricular activities, scholarships for students, recruitment of staff and training and development of faculty.

As far as the matters of purchase of furniture and stationery, staff benefits like basic pay and fringe benefits and provision of physical amenities and campus facilities are concerned, the involvement of the teaching staff is below 50% in the policy formulation but no involvement in the policy implementation.

The teaching staff is neither involved in the policy formulation nor in the policy implementation while considering the cases of development proposals being submitted to UGC (etc.) and agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc.

In the case of classroom lecture hours, laboratory hours etc., timetable planning, the participation is above 50% both in the policy formulation and policy implementation.

In respect of purchase of books and journals, the involvement of the teaching staff in the policy formulation is above 50% but no involvement in the policy implementation.

The involvement is below 50% in the policy formulation and above 50% in the policy implementation in the examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling

the examinations etc.). There is no involvement of the teaching staff in the policy formulation of creating professional consultancy service. The extent of participation in the policy implementation has not been mentioned.

For the last 10 years, the teaching staff has increasingly been involved in the university's internal management.

The total strength of the teaching staff in the university is 148 and out of this 21 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made once/twice by the university on the basis of a projected need for an academic year.

The university does not prepare any detailed academic calendar with dates of admission and final examination in the beginning of the academic year.

Budget revision has been made twice by the university in the last 10 years.

The university has a central library and some departmental libraries. Centralized facilities are available with regard to workshop and purchase in general. The facilities in case of arrangement of teaching service courses are provided departmentally. The university has neither centralised nor departmental facilities in respect of computer.

The pattern of crisis management is regulated by the 'Need Based Committee'.

University of Hyderabad

This is a unitary type of university. The participation of the teaching staff in the university's day-to-day management is above 50% both in the policy formulation and policy imple-

mentation in the matters of development proposals being submitted to UGC (etc.), broad research policy framework, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of books and journals, classroom lecture hours, laboratory hours etc. timetable planning, admission of students and also in respect of arranging professional and practical training of students, examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.), students' extra-curricular activities, scholarships for students, training and development of faculty and provision of physical amenities and campus facilities.

As far as the matters of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocations, purchase of furniture and stationery arranging placement of graduates (such as campus interviews etc.), recruitment of staff and staff benefits like basic pay and fringe benefits are concerned, the involvement of the teaching staff is below 50% both in the policy formulation and policy implementation.

The teachers are not concerned with creating professional consultancy services.

The total strength of the teaching staff is 99 and out of this 22 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc., are made 2-3 times by the university on the basis of a projected need for an academic year.

A detailed academic calender including dates of admissions and final examinations for students is prepared by the university in the beginning of each academic year.

For the last 5 years the budget has been revised every year by the university.

In respect of library, computer workshop, laboratory with modern high cost equipments like NMR, Lasers, X-ray etc., instrumentation and repairs and preparation of gas, glass blowing etc., the university has centralized facilities while in the case of purchase in general and arrangement of teaching service courses, it has departmental facilities.

The pattern of crisis management is regulated by the 'Need Based Committee' of the university.

Jawaharlal Nehru Technological University, Hyderabad

This is a unitary type of university. The participation of the teaching staff in the university's day-to-day management is above 50% in the policy formulation while taking into consideration the matters of development proposals being submitted to the UGC (etc.), creating professional consultancy services, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of furniture and stationery, purchase of books and journals, classroom lecture hours, laboratory hours etc., timetable planning and also in the cases of arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.), in examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.), students' extra-curricular activities, provision of physical amenities and campus facilities but they are not concerned with the policy implementation.

As far as the matters of admission of students, scholarships for students, recruitment of staff, training and development of faculty, staff benefits like basic pay and fringe benefits are concerned, the teaching staff of the university is not involved either in policy formulation or in the policy implementation'.

In the cases of Broad Research Policy Framework, Agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., and budget allocations, the involvement of the teaching staff is below 50% in the policy formulation but no participation in the policy implementation.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management. The total strength of teaching staff in the university is 373 and out of this about 40 are on designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made twice on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year, including dates of admissions and the dates of final examinations of students, is prepared by the university. The budget has been revised twice in an academic year for the last 10 years.

Centralized facilities in respect of Library, Workshop and Laboratory Facilities of modern high cost equipments like NMR, Lasers, X-ray etc. have been provided by the university. In respect of instrumentation and repairs, preparation of gas, glass blowing etc. and purchase in general the facilities are provided departmentally by the university. In the cases of computer and arrangement of teaching services courses, the university has neither centralized nor departmental facilities. The pattern of crisis management in the university is regulated by the 'Need Based Committee'.

Jiwaji University, Gwalior

This is an affiliating type of university. The participation of the teaching staff is above 50% in the policy implementation while taking into consideration the matters of development

proposals being submitted to the UGC(etc.), broad research policy framework, budget allocations, specifications and purchase of books and journals, classroom lecture hours, laboratory hours etc. timetable planning, admission of students and in the cases of arranging professional and practical training of students, in examination matters other than paper setting and moderation (like invigilation, distribution of question papers, scheduling the examinations etc.), students' extra-curricular activities, scholarships for students, training and development of faculty and provision of physical amenities and campus facilities but nothing has been mentioned about the involvement of the teaching/academic staff of the university in the policy formulation.

As far as the matters of creating professional consultancy services and recruitment of staff are concerned, nothing has been mentioned about the involvement of the teaching staff in policy formulation but in the policy implementation, the participation of the teaching staff is below 50%.

In the case of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc. and arranging placement of graduates (such as campus interviews etc.), no information has been given regarding the involvement of the teaching staff in the policy formulation but the teaching staff is not involved in the policy implementation.

No information has been given by the university about the involvement of the teaching/academic staff both in the policy formulation and policy implementation in the case of staff benefits like basic pay and fringe benefits.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

The total strength of the teaching/academic staff of the university is 25. Nothing has been mentioned about the number of teaching staff on designations but according to the information supplied, the teaching staff is working on all posts

except training and placement. There is no warden at present in the university and one of the professors is in charge.

Instead of bulk orders/purchases for chemicals, glass-wares, stationery etc., the university makes orders 3-4 times in a year on the basis of a projected need.

No detailed academic calendar is prepared in the beginning of the year.

Every year in the month of February re-appropriation of budget is done by the university.

In the case of Library, the university has both centralized and departmental facilities. The departmental facilities in respect of Laboratory with modern high cost equipments like NMR, Lasers, X-ray etc., preparation of gas, glass blowing etc., purchase in general and arrangement of teaching service courses have been provided by the university. In the case of workshop there are centralized facilities.

The pattern of crisis management is regulated by the 'Regular Brain Cell' of the university.

University of Jodhpur

This is a unitary type of university. The participation of the teaching staff in the university's day-to-day management in above 50% in the policy formulation (but nothing has been mentioned about policy implementation) in the matter of development proposals being submitted to UGC (etc.) broad Research Policy framework, creating professional consultancy services, budget allocations, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of books and journals, classroom lecture hours, laboratory hours etc, timetable planning, admission of students and in the cases of arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.), in examination matters other

than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.) and also in respect of scholarships for students, students' extra-curricular activities, training and development of faculty, staff benefits like basic pay and fringe benefits and provision of physical amenities and campus facilities.

As far as the matters of agenda preparation and papers per Senate, Executive Council, Academic Council, Board of Studies etc. purchase of furniture and stationery and recruitment of staff are concerned, the involvement of the teaching staff is below 50% in the policy formulation but here also nothing has been mentioned about the involvement of the teaching/academic staff in the policy implementation.

The total strength of the teaching staff is 550 and out of this 74 are on such designations as Deans, Heads of Departments Librarian, Workshop Superintendent, Placement & Training Officer, Warden etc.

The grants are distributed in various Departments of the university and they have been authorised to make purchases according to their needs after inviting tenders as per rules. Bulk purchases are not made.

A detailed academic calendar including dates of admissions and final examinations for students is also prepared in the beginning of each academic year.

The budget revision has also been made every year in the last 10 years

In the case of library, the university has both centralized and departmental facilities, while in the cases of computer workshop, instrumentation and repairs, preparation of gas, glass blowing etc. and purchase in general, the facilities are centralized. The departmental facilities in respect of laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc, purchase in general and arrangement of teaching

service courses have been provided by the university.

The pattern of crisis management in the university is regulated by the 'Need Based Committee'.

Kakatiya University, Warangal

This is an affiliating type of university. The participation of the teaching staff in the university's day-to-day management is below 50% both in the policy formulation and policy implementation while taking into consideration the matters of development proposals being submitted to UGC (etc.), agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocations, specifications and purchase of foreign equipments, purchase of furniture and stationery and in the cases of arranging placement of graduates (such as campus interviews etc.), students' extra-curricular activities, scholarships for students, recruitment of staff and also in respect of training and development of faculty, staff benefits like basic pay and fringe benefits and provision of physical amenities and campus facilities.

As far as the matters of purchase of chemicals, glassware, other equipments, purchase of books and journals, classroom lecture hours, laboratory hours etc. timetable planning, admission of students, arranging professional and practical training of students, and examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.) are concerned, the participation of the teaching/academic staff is above 50% both in the policy formulation and policy implementation.

In the case of broad research policy framework, the involvement of the teaching staff is below 50% in the policy formulation and above 50% in the policy implementation.

The teaching staff has been involved neither in the policy formulation nor concerned with the policy implementation in respect of creating professional consultancy services.

In the university the total strength of the teaching staff is 140 and out of this 25 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement & Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made twice on the basis of a projected need for an academic years.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is prepared by the university.

The budget has been revised 3 times Since August,1976.

Centralized facilities in respect of Library, Workshop, Laboratory facilities of modern high cost equipments like NMR Lasers, X-ray etc. and Instrumentation and Repairs and the departmental facilities in the cases of library, preparation of gas, glass blowing etc., purchase in general and arrangement of teaching service courses, are provided by the university. In the matter of Computer, the university has neither centralized nor departmental facilities.

The pattern of crisis management is regulated by the 'Need Based Committee' of the university.

University of Kashmir

This is an affiliating type of university. The participation of teaching/academic staff in the university's day-to-day management is below 50% both in the policy formulation and policy implementation in the matters of development proposals being submitted to the UGC (etc.) broad research policy framework, in specifications and purchase of foreign equipments, purchase of chemicals, glass ware, other equipments, furniture and stationery, books and journals, and in the admission of students, arranging professional and practical training for

them and also in the cases of examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc.), Students' extra-curricular activities and Scholarships for them, in the recruitment of staff, and training and development of the faculty.

As far as the matters of agenda preparation and papers for Senate, Executive Council, Academic Council, Board of studies etc, budget allocation, staff benefits like basic pay and fringe benefits, and also the case of provision of physical amenities and campus facilities are concerned, the involvement of teaching/academic staff is below 50% in the policy formulation but no involvement in the policy implementation.

In the case of classroom lecture and Laboratory hours (timetable planning), the participation of teaching/academic staff is above 50% both in the policy formulation and policy implementation.

The teaching/academic staff of the university is neither involved in the policy formulation nor concerned with the policy implementation in creating professional consultancy services and arranging placement of graduates (such as campus interviews etc.).

For the last 10 years, the teaching/academic staff of the university has been involved in the university's internal management. The total strength of teaching/academic staff of the university is 149 at present and out of this 27 are on designations as Deans, Heads of Departments, Librarian, workshop superintendent, placement and training officer, warden etc.

Bulk orders/purchase for chemicals, glass wares, stationery etc. are made once by the university on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of

final examination for students is prepared by the university.

For the last 10 years, the university has been revising its budget every year.

The university has both centralized and departmental facilities in respect of library and purchase in general. In the cases of computer and instrumentation and repair, centralized facilities have been provided. And in the matters of workshop preparation of gas, glass blowing etc. and arrangement of teaching service courses, facilities are departmentally provided. The university has neither centralized nor departmental facilities in the case of laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc. And in the university the pattern of crisis management is regulated by the 'Need Based Committee.'

K. S. Darbhanga Sanskrit University, Darbhanga

This is an affiliating type of university. The participation of the teaching staff is in both, the policy formulation and policy implementation in the cases of development proposals being submitted to the UGC, broad research policy framework; creating professional consultancy services, agenda, preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocations, purchase of chemicals, glassware, other equipments, purchase of furniture and stationery, books and journals and in the matters of classroom lecture hours, laboratory hours etc. (timetable planning), admission of students, arranging professional and practical training of students, examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.), students' extra-curricular activities, scholarships for students and also in respect of recruitment of staff, training and development of faculty, staff benefits like basic pay and fringe benefits, and provision of physical amenities and campus facilities, but nothing has been men-

tioned about the extent of the involvement of the teaching/academic staff except regarding development proposals being submitted to the UGC where the participation of the teaching staff is above 50% and that too in the policy formulation only.

As far as the matters of specifications and purchase of foreign equipments and arranging placement of graduates (such as campus interviews etc.) are concerned, the involvement of the teaching/academic staff is there in the policy formulation but it is not concerned with the policy implementation. And nothing has been mentioned about the extent of the involvement of the teaching staff in the policy formulation.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

The total strength of teaching staff is 38 and out of this 17 are on such designations as Deans, Heads of departments, Librarian, Workshop Superintendent, placement and training officer, Warden etc.

About the frequency of bulk orders/purchases for chemicals, glasswares, stationery etc., on the basis of a projected need for an academic year, no information has been supplied by the university.

The university does not prepare any detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students.

Nothing has been mentioned about the frequency of the budget revision in the last 10 years.

The university has both centralized and departmental facilities in respect of library instrumentation and repairs and purchase in general. In respect of computer workshop, laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc., preparation of gas, glass blowing

etc. and arrangement of teaching service courses, the university has neither centralized nor departmental facilities.

The pattern of crisis management is regulated by the 'Need Based Committee.' of the university.

Marathwada University, Aurangabad

This is an affiliating type of university. There is no participation of the teaching/academic staff of the university in the university's day-to-day management in the policy formulation and about the involvement in the policy implementation nothing has been mentioned by the university while taking the cases of creating professional consultancy services in agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocations, purchase of furniture and stationery and in cases of arranging professional and practical training of students, arranging placement of graduates (such as campus interview etc.) in examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.) scholarships for students and also in respect of recruitment of staff, training and development of faculty, staff benefits like basic pay and fringe benefits, and provision of physical amenities and campus facilities.

In the matters of specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of books and journals, classroom lecture hours, laboratory hours (timetable planning), admission of students and students' extra-curricular activities, the involvement of the teaching/academic staff is above 50% both in the policy formulation and policy implementation.

In the cases of development proposals being submitted to the UGC and broad research policy framework, the involvement is above 50% in the policy formulation but no involvement in the policy implementation.

For the last 10 years, the teaching staff has increasingly been involved in the university's internal management. The total strength of the teaching staff in the university is 128 and out of this, 15 are on designations as Deans, Heads of departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc. ,

According to the information given, the university is not concerned with the case of bulk orders/purchases for chemicals, glasswares, stationery etc. , on the basis of a projected need for an academic year.

A detailed academic calender in the beginning of each academic year including dates of admisslons and the dates of final examinations for students is also prepared by the university.

The budget has been revised 10 times by the university in the last 10 years.

In respect of all items such as library, computer facility, workshop, laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc. , instrumentation and repairs, preparation of gas, glass blowing etc. , and purchase in general except that of arrangement of teaching service courses, the facilities have been provided departmentally. In the case of arrangement of teaching service courses, the university has neither centralized nor departmental facilities while in the area of library the university has both centralized and departmental facilities.

And the pattern of crisis management in the university is regulated by the 'Need Based Committee.'

Osmania University, Hyderabad

The involvement of the teaching/academic staff in the university's day-to-day management is in the policy implementation but nothing has been said as to the extent, while

taking the cases of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocations, purchase of chemicals, glassware, other equipments, purchase of books and journals, classroom lecture hours, laboratory hours etc. timetable planning, and also in the matters of admission of students, arranging professional and practical training of students, examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.), recruitment of staff and staff benefits like basic pay and fringe benefits. No information is provided by the university about the involvement of the teaching/academic staff in the policy formulation in respect of all the cases.

As far as the matters of development proposals being submitted to UGC, broad research policy framework, purchase of furniture and stationery, students' extracurricular activities scholarships for students, training and development of faculty and provision of physical amenities and campus facilities are concerned, the involvement of the teaching staff is above 50% in the policy implementation.

In the cases of creating professional consultancy services, specifications and purchase of foreign equipments and also in respect of arranging placement of graduates (such as campus interview etc.), the involvement of the teaching/academic staff is below 50% in the policy implementation.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

The total strength of the teaching staff is 917 and out of this 88 are on designations as Dean (12), Heads of Departments (48), Workshop Superintendent (1), Librarian (1), Placement Officers (2), Chief Warden (1) and Wardens (23)

No information is available from this university about the preparation of a detailed academic calendar.

In the university, there exists both a central library

as well as departmental libraries. Centralized facilities are available with respect to computer, workshops, instrumentation and repairs and arrangement of teaching service courses.

Laboratory facilities with modern high cost equipments like NMR, Lasers, X-ray etc, preparation of gas, glass blowing etc. are provided departmentally. Purchase is also departmentalized.

The pattern of crisis management in the university is regulated by the 'Regular Brain Cell.'

Perarignar Anna University of Technology, Madras

This is a unitary type of university. The participation of the teaching/academic staff of the university in the university's day-to-day management is below 50% both in the policy formulation and policy implementation in the matters of budget allocations, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of furniture and stationery, in the case of arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.) students' extra curricular activities, scholarships and also in respect of recruitment of staff, training and development of faculty and provision of physical amenities and campus facilities.

As far as the matters of development proposals being submitted to the UGC, Broad research policy framework, creating professional consultancy services, agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc. and also the cases of purchase of books and journals, classroom hours, laboratory hours etc., timetable planning and examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.) are concerned, the participation of the teaching/academic staff is above 50% both in the policy formulation and policy implementation.

In the case of admission of students there is no involvement of teaching/academic staff in the policy formulation but below 50% participation in the policy implementation.

The teaching/academic staff is neither involved in policy formulation nor concerned with the policy implementation in the case of staff benefits like basic pay and fringe benefits.

For the last 10 years the teaching/academic staff has increasingly been involved in the university's internal management. The total strength of teaching staff is 351 in the university and out of this 30 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made twice a year on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is also prepared by the university.

In the university, the budget revision has been made twice in the last 10 years.

The university has both centralized and departmental facilities in respect of library but in cases of laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc; instrumentation and repairs, preparation of gas, glass blowing etc, purchase in general and in the matter of arrangement of teaching service courses, the facilities have been provided departmentally by the university. And in the areas of computer and workshop, centralized facilities have been provided.

The pattern of crisis management is regulated by the 'Need Based Committee' of the university.

University of Poona, Pune

This as an affiliating type of university. The participation of the teaching/academic staff in the university's day-to-day management is below 50% both in the policy formulation and policy implementation with regard to the development proposals being submitted to the UGC (etc.), broad research policy framework, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, admission of students and also in examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations (etc.), scholarships for students, recruitment of staff, training and development of faculty, and provision of physical amenities and campus facilities.

As far as the matters of creating professional consultancy services, agenda preparations and papers for Senate Executive Council, Academic Council, Board of Studies etc., budget allocations, purchase of furniture and stationery and also the cases of arranging placement of graduates (such as campus interviews etc.) and staff benefits like basic pay and fringe benefits are concerned, the teaching staff is involved neither in the policy formulation nor in the policy implementation.

In the cases of purchase of books and journals, classroom lecture hours, laboratory hours etc., timetable planning and students' extra-curricular activities, the involvement is above 50% both in the policy formulation and policy implementation.

While arranging professional and practical training of students, there is no involvement in the policy formulation but above 50% involvement in the policy implementation.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

The total strength of the teaching staff in the university is 244 and out of this 28 are on such designations as Deans,

Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden Etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made 3 times a year on the basis of a projected need for an academic year.

A detailed academic calendar including dates of admissions and final examinations for students is prepared by the university in the beginning of each academic year.

Budget revision has been made 10 times by the university in the last 10 years.

In the cases of Library, Computer, Workshop, Laboratory with modern high cost equipments like NMR, Lasers, X-ray Instrumentation and Repairs and also management of teaching service courses, centralized facilities have been provided.

The pattern of crisis management is regulated by the 'Need Based Committee' of the university. Purchase is departmentally done, so also facilities of preparation of gas, glass-blowing etc are departmental.

Punjabi University, Patiala

This is an affiliating type of university. The participation of teaching/academic staff in the university's day-to-day management is below 50% in the policy formulation and above 50% in the policy implementation while taking into consideration; the matters of development proposals being submitted to the UGC; in agenda preparations and papers for Senate etc. in budget allocations, in the matters of purchase of chemicals, glass-ware, other equipments, purchase of furniture and stationery and also in the case of arranging placement of graduates (such as campus interviews etc.) in examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc, and in the matters of students extra-

curricular activities, staff benefits like basic pay and fringe benefits and while making provision of physical amenities and campus facilities.

As far as the matters of broad research policy framework, specifications and purchase of foreign equipments, scholarships for students, recruitment of staff and also the case of training and development of faculty are concerned, the involvement of teaching staff is below 50% both in the policy formulation and policy implementation.

In the cases like purchase of books and journals, classroom lecture hours, laboratory hours etc. (timetable planning), admission of students and also in the matter of arranging professional and practical training of students, the participation of teaching staff is above 50% both in the policy formulation and policy implementation.

The teaching staff of the university is involved neither in the policy formulation nor concerned with the policy implementation in the case of creating professional consultancy services.

For the last 10 years the teaching/academic staff has increasingly been involved in the university's internal management. The total strength of teaching staff is 260 and out of this 50 are on such designations:

Dean, Academic Affairs (1), Dean Students (1), Other Deans of faculties (11), Heads of Departments (1), Chief Librarian (1) Wardens (5) and Provost, University Hostels (1).

Bulk orders/purchase for chemicals, glass wares, stationery etc. on the basis of a projected need for an academic year are made by the university.

A detailed academic calendar in the beginning of each academic year including dates of admission and the dates of final examinations for students is also prepared. The budget has been revised every year for the last 10 years by the university.

In respect of Library, Instrumentations and Repairs, Preparation of gas, glass blowing etc., purchase in general and in the matter of arrangement of teaching service courses centralized facilities have been provided and in addition to the above mentioned facilities in the area, like Library and, arrangement of teaching service courses the faculties have also been provided departmentally. It has neither centralized nor departmental facilities in respect of the following items such as computer workshop, and Laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc.

The pattern of crisis management is regulated by the 'Need Based Committee ' of the university.

Ravishankar University, Raipur

This is an affiliating type of university. The participation of the teaching/academic staff of the university in the university's day-to-day management is above 50% both in the policy formulation and policy implementation while in the matters of development proposals being submitted to the UGC broad research policy framework, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of books and journals, classroom lecture and laboratory hours etc. (timetable planning) admission of students and also the cases of arranging professional and practical training of students, in examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.), students' extra-curricular activities and training and development of faculty.

As far as the matters of purchase of furniture and stationery and scholarships for students are concerned, the involvement of teaching/academic staff is below 50% both in the policy formulation and policy implementation.

The teaching/academic staff is not involved in the policy formulation nor is it concerned with the policy implementation

in the cases of arranging placement of graduates (such as campus interviews etc.) and staff benefits like basic pay and fringe benefits.

There is no participation of the teaching staff in the policy formulation but below 50% involvement in the policy implementation while considering the cases of recruitment of staff and provision of physical amenities and campus facilities.

In the case of budget allocations, the involvement of the teaching staff is below 50% in the policy formulation and above 50% in the policy implementation.

In respect of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., there is no involvement of the teaching staff in the policy formulation but above 50% involvement in the policy implementation.

Nothing has been mentioned by the university about creating professional consultancy services.

For the last 10 years, the teaching staff has increasingly been involved in the university's internal management.

The total strength of teaching staff is 41 and out of this 19 are on such designation as: Deans (5), Heads of Departments (11), Librarian - (1), Workshop Superintendent (1), Warden (1).

No bulk order/purchase for chemicals, glasswares, stationery etc., is made by the university on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is also prepared by the university.

The budget has been revised 10 times in the last 10 years by the university.

In respect of library, workshop, laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc. Instrumentation and Repairs, purchase in general and arrangement of teaching service courses, centralized facilities have been provided by the university. In the case of preparation of gas, glass blowing etc. the facilities have been departmentally provided, while in respect of computer, the university has neither centralized nor departmental facilities.

And in the university, the pattern of crisis management is regulated by the 'Need Based Committee.'

Rohilkhand University, Bareilly

This is an affiliating university. Hence there is no teaching staff in this university and the question of internal management does not arise.

University of Roorkee, U. P.

The participation of the teaching/academic staff in the university's day-to-day management is above 50% in the policy formulation but nothing is mentioned about the involvement of the teaching staff in the policy implementation while taking into consideration the matters of development proposals being submitted to the UGC, broad research policy framework, creating professional consultancy services, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of books and journals, classroom lecture hours, laboratory hours etc. (timetable planning) and also in respect of admission of students (only for M.E./M.Sc.) arranging professional and practical training of students, examination matters other than paper setting and moderation

(like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.) only in M. E. /M. Sc. and students' extra-curricular activities.

As far as the matters of budget allocations, purchase of furniture and stationery, arranging placement of graduates (such as campus interviews etc.), scholarships for students, recruitment of staff, training and development of faculty, staff benefits like basic pay and fringe benefits, and provision of physical amenities and campus facilities are concerned, there is no involvement of the teaching staff in the policy formulation and no information is given about its involvement in the policy implementation.

In the case of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., the involvement of the teaching staff is below 50% in the policy formulation but nothing has been mentioned about the participation of the teaching staff of the university in the policy implementation.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

About the total strength of the teaching staff, nothing has been mentioned. But out of the total teaching strength about 100 are on such designation as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer Warden etc.

No bulk orders/purchases for chemicals, glasswares, stationery etc., on the basis of a projected need for an academic year are made by the university.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is also prepared by the university.

About the frequency of budget revision, no information has been supplied by the university.

In the case of library, the university has both centralized and departmental facilities. Other items in respect of which centralized facilities have been provided by the university are, computer, laboratory with modern high cost equipments like NMR, Lasers, X-ray etc., instrumentation and repairs and arrangement of teaching service courses. In respect of workshop, preparation of gas, glass blowing etc, and purchase in general, the facilities have been provided departmentally.

And the pattern of crisis management in the university is regulated by the 'Need Based Committee'.

Sardar Patel University, Vallabh Vidyanagar

This is an affiliating type of university. The participation of the teaching/academic staff in the university's day-to-day management is above 50% in the policy formulation but no involvement in the policy implementation while taking into consideration the matters of Broad Research Policy framework, in specification and purchase of foreign equipments, in purchase of chemicals, glassware, other equipments, and also in the cases of purchase of books and journals, and scholarships for students.

As far as the matters of development proposals being submitted to the UGC, budget allocation, purchase of furniture and stationery, and also the case of students' extra-curricular activities are concerned, the involvement of teaching/academic staff is below 50% in the policy formulation but no participation in the policy implementation.

In the cases of classroom lecture hours, laboratory hours etc. (timetable planning), admission of students and also in the examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc.), the involvement of teaching/academic staff is above 50% both in the policy formulation and policy implementation.

In the matters of recruitment of staff, staff benefits like basic pay and fringe benefits and also in the case of provision of physical amenities and campus facilities, the participation of the teaching/academic staff is below 50% both in the policy formulation and policy implementation.

The teaching/academic staff of the university is neither involved in the policy formulation nor concerned with the policy implementation in the cases of agenda preparation and papers for Senate, Executive Council, Academic Council, Board of Studies etc. , arranging professional and practical training of students and also in the matter of arranging placement of graduates (such as campus interviews etc.).

No information has been supplied by the university about creating professional consultancy services and training and development of faculty.

For the last 10 years, the teaching/academic staff of the university has increasingly been involved in the university's internal management.

The total strength of teaching staff is 128 and out of this 18 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc, are made quarterly by the university on the basis of a projected need for an academic year.

No detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is made by the university.

In the university the budget has been revised 10 times by the university in the last 10 years.

Centralized facilities have been provided by the university in all the cases such as - Library, Computer, Work-

shop, Laboratory modern high cost equipments like NMR, Lasers, X-ray etc., Instrumentation and Repairs, purchase in general, and arrangement of teaching service courses except that of preparation of gas, glass blowing etc.; in such a case, the facilities have been provided departmentally. In the case of library, the university has both centralized and departmental facilities. And in the university the pattern of crisis management is regulated by the 'Need based committee'.

Saurashtra University, Rajkot

This is an affiliating type of university. The participation of the teaching/academic staff of the university in the university's day-to-day management is below 50% in the policy formulation but no involvement in the policy implementation while taking into consideration the matters of Broad Research policy Framework, Budget allocations, purchase of books and journals and admission of students.

As far as the matters of purchase of chemicals, glassware, other equipments, examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.), Students' extra-curricular activities and training and development of faculty are concerned, the involvement of the teaching/academic staff is below 50% in the policy formulation and above 50% in the policy implementation.

The teaching staff is neither involved in the policy formulation nor concerned with the policy implementation in the case of creating professional consultancy services, arranging placement of graduates (such as campus interviews etc.), recruitment of staff, and staff benefits like basic pay and fringe benefits.

In the case of specifications and purchase of foreign equipments and purchase of chemicals, glassware and other equipments, the involvement of the teaching staff is below 50% both in the policy formulation and policy implementation.

There is no participation of the teaching staff in the policy formulation but below 50% involvement in the policy implementation in the cases of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc. and arranging professional and practical training of students.

In the matter of development proposals being submitted to the UGC, the involvement of the teaching staff is above 50% in the policy formulation but no participation in the policy implementation. In respect of scholarships for students, the involvement of the teaching staff is in the policy formulation (the extent of involvement is not mentioned) but no participation in the policy implementation.

While taking into consideration the case of classroom lecture hours, laboratory hours etc. timetable planning, there is no participation of the teaching staff in the policy formulation but above 50% involvement in the policy implementation.

Nothing has been mentioned by the university regarding provision of physical amenities and campus facilities.

In the university the total strength of the teaching staff is 46 and out of this 8 are on such designation as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. on the basis of a projected need for an academic year are made once a year by the university.

No detailed academic calendar in the beginning of an academic year, including dates of admissions and the dates of final examinations for students is prepared by the university.

The budget has been revised every year for the last 10 years.

Centralized facilities have been provided by the university only in respect of library and purchase in general.

The pattern of crisis management is regulated by the 'Need Based Committee' of the university.

S. N. D. T. Women's University, Bombay

This is an affiliating type of university. The participation of the teaching/academic staff of the university in the university's day-to-day management is below 50% both in the policy formulation and policy implementation while taking into consideration the matters of Broad Research Policy Framework, in purchase of chemicals, glassware, other equipments, purchase of furniture and stationery, admission of students and in the cases of arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.), scholarships for students, recruitment of staff and also in respect of training and development of faculty, staff benefits like basic pay and fringe benefits and provision of physical amenities and campus facilities.

As far as the matters of development proposals being submitted to the UGC, purchase of books and journals, classroom lecture hours, laboratory hours etc. (timetable planning) and students' extra-curricular activities are concerned, the participation of the teaching/academic staff is above 50% both in the policy formulation and policy implementation.

In the cases of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocations and examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examination etc.), the involvement of teaching/academic staff is below 50% in policy formulation and above 50% in policy implementation.

The teaching/academic staff of the university is neither involved in policy formulation nor concerned with policy implementation while taking into consideration the cases of creating

professional consultancy services and specifications and purchase of foreign equipments.

For the last 10 years the teaching staff of the university has increasingly been involved in the university's internal management.

In the university, the total strength of teaching staff is 720 and out of this 40 are on such designation as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchase for chemicals, glasswares, stationery etc. are made once a year by the university on the basis of a projected need for an academic year.

A detailed academic calendar including dates of admissions and the dates of final examinations for students in the beginning of each academic year is also prepared by the university.

The budget has been revised 10 times by the university in the last 10 years.

The university has both centralized and departmental facilities in respect of Library only, while in the cases of Workshop, Instrumentation and repairs, preparation of gas, mass blowing etc. and purchase in general, facilities have been provided departmentally by the university. And in the area of arrangement of teaching service courses, centralized facilities have been provided.

The university has neither centralized nor departmental facilities in respect of computer and laboratory with modern high cost equipments like NMR, Lasers, X-ray etc.

And in the university, the pattern of crisis management is regulated by the 'Need Based Committee'.

Sri Venkateswara, Tirupati

This is an affiliating type of university. The participation of the teaching staff in the university's day-to-day management is above 50% both in the policy formulation and policy implementation while taking into consideration the cases of development proposals being submitted to the UGC, creating professional consultancy services, broad research policy framework, specifications and purchase of chemicals, glassware, other equipments, purchase of furniture and stationery, purchase of books and journals, classroom lecture hours, laboratory hours etc. timetable planning, and also the cases of arranging professional and practical training of students, students'extra-curricular activities and training and development of faculty.

As far as the matters of agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocation, arranging placement of graduates (such as campus interviews etc.), examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.) and also in respect of scholarships for students, recruitment of staff, staff benefits like basic pay and fringe benefits, provision of physical amenities and campus facilities are concerned, the involvement of the teaching/academic staff is below 50% both in the policy formulation and policy implementation.

In the case of admission of students, the participation of the teaching/academic staff is above 50% in the policy formulation and below 50% in the policy implementation.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

In the university, the total strength of the teaching staff is 400 and out of this 50 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc., on the basis of a projected need for an academic year are made once a year by the university.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is also prepared.

The budget revision has been made 10 times by the university in the last 10 years.

In the case of library, purchase in general, the university has both centralized and departmental facilities. Centralized facilities in respect of workshop, instrumentation and repairs and preparation of gas, glass blowing etc. have been provided and the facilities in the areas of arrangement of teaching service courses have been provided departmentally by the university. In the matters of computer and laboratory with modern high cost equipments like NMR, Lasers, X-ray etc., the university has neither centralized nor departmental facilities.

And the pattern of crisis management in the university is regulated by the 'Need Based Committee'.

South Gujarat University, Surat

This is an affiliating type of university. The participation of the teaching staff of the university in the university's day-to-day management is below 50% in the policy implementation while taking the cases of broad research policy framework, creating professional consultancy services, agenda preparations and papers for Senate, Executive Councils, Academic Council, Board of Studies etc. purchase of chemicals, glassware, other equipments, classroom lecture hours, laboratory hours etc. timetable planning, admission of students and also in the matters of arranging professional and practical training of students, arranging placement of graduates (such as campus interview etc.), examination matters other than paper

setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc.), recruitment of staff, training and development of faculty and in respect of provision of physical amenities and campus facilities but no information has been given by the university regarding involvement of the teaching/academic staff in the policy formulation in all the cases.

As far as the matters of development proposals being submitted to the UGC, budget allocations, specifications and purchase of foreign equipments, purchase of books and journals and also the cases of students' extra-curricular activities, scholarships for students and staff benefits like basic pay and fringe benefits are concerned, the involvement of the teaching/academic staff is above 50% in the policy implementation.

In the case of purchase of furniture and stationery, there is no involvement of the teaching staff in the policy implementation.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

In the university, the total strength of the teaching staff is 62 and out of this 27 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made four or five times a year on the basis of a projected need for an academic year.

A detailed academic calendar including dates of admissions and the dates of final examinations for students is also prepared in the beginning of each academic year.

No budget revision has been made by the university in the last 10 years.

The university has both centralized and departmental facilities in the cases of library and preparation of glass, glass

blowing etc. Centralized facilities in the cases of workshop, laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc have been provided by the university. In the case of instrumentation and repairs, there is no centralization of facilities, but the facilities are provided departmentally to a little extent. The university has neither centralized nor departmental facilities in the case of computer. The case of arrangement of teaching service courses is not applicable to the university.

The pattern of crisis management is regulated by the 'Need Based Committee.'

Vikram University, Ujjain

This is a residential and affiliating type of university. The participation of teaching/academic staff in the university's day-to-day management is above 50% both in the policy formulation and policy implementation while taking into consideration the matters of Broad Research Policy framework, specifications and purchase of foreign equipments, purchase of books and journals, classroom lecture and laboratory hours etc., timetable planning, in admission of students, arranging professional and practical training of students, in arranging placement of graduates (such as campus interviews etc.) and in examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc.) in students' extra-curricular activities, scholarships for students, training and development of faculty and also in the case of provision of physical amenities and campus facilities.

As far as the matters of development proposals being submitted to the UGC, budget allocations, purchase of chemicals, glassware, other equipments, purchase of furniture and stationery, recruitment of staff and also staff benefits like basic pay and fringe benefits, are concerned, the involvement of teaching/academic staff is below 50% both in the policy formulation and policy implementation.

In the case of agenda preparations and papers for Senate Executive Council, Academic Council, Board of Studies etc. , the participation of teaching/academic staff is below 50% in the policy formulation and above 50% in the policy implementation.

The teaching/academic staff of the university is neither involved in the policy formulation nor concerned with the policy implementation in the case of creating professional consultancy services.

For the last 10 years the teaching/academic staff of the university has increasingly been involved in the university's internal management.

There has been no information given by the university about the total strength of teaching staff, the number of Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officers, Warden etc., the frequency of bulk orders/purchases for chemicals, glasswares, stationery etc. on the basis of a projected need for an academic year, the preparation of a detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students, and also about the frequency of budget revision in the last 10 years.

In respect of Library, Computer, Instrumentation and Repairs and purchase in general, centralized facilities have been provided by the university. And in respect of the remaining items such as - Workshop, Laboratory with modern high cost equipments like NMR, Lasers, X-ray etc., preparation of gas, glass blowing etc. and arrangement of teaching service courses, the facilities are provided departmentally.

There is no information about the manner in which the university manages crises.

Assam Agricultural University

This is a unitary type of university. The participation of teaching/academic staff in the university's day-to-day

management is below 50% in the policy formulation and above 50% in the policy implementation while taking into consideration the matters of Broad Research policy framework, papers for Senate, Executive Council, Academic Council, admission of students, arranging professional and practical training of students, students' extra curricular activities and also in the matter of training and development of faculty.

As far as the matters of purchase of furniture and stationery, purchase of books and journals, scholarships for students, staff benefits like basic pay and fringe benefits and provision of physical amenities and campus facilities, are concerned, the involvement of teaching/academic staff is below 50% in the policy formulation but no participation in the policy implementation.

In the cases like creating professional consultancy services, agenda preparations and board of studies etc., budget allocations, classroom lecture hours, laboratory hours etc., (timetable planning) and also in examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc.), the participation of teaching/academic staff is above 50% both in the policy formulation and policy implementation.

In the matters like specifications and purchase of foreign equipments and purchase of chemicals, glassware, other equipments, the involvement of the teaching/academic staff of the university is above 50% in policy formulation and below 50% in policy implementation.

While considering the recruitment of teaching staff in the university, the participation of teaching/academic staff is below 50% both in the policy formulation and policy implementation.

The teaching/academic staff of the university is not involved in the policy formulation regarding development proposals being submitted to the UGC and arranging placement

of graduates (such as campus interviews etc.), and, about policy implementation nothing has been said by the university.

For the last 10 years the teaching/academic staff of the university has increasingly been involved in the university's internal management. 45 out of the total strength of teaching staff in the university are on such designations as - Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc. But about the total strength of teaching staff nothing has been mentioned by the university.

Bulk orders/purchase for chemicals, glasswares, stationery etc. are made twice a year on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is also prepared.

According to the information given by the university, the budget revision could not be ascertained in the last ten years.

In the areas of Library, Workshop, Instrumentation and Repairs, purchase in general and also in the case of arrangement of teaching service courses, centralized facilities have been provided by the university and the facilities in the case of preparation of gas, glass blowing etc. have been provided departmentally.

It has neither centralized nor departmental facilities in respect of computer and laboratory with modern high cost equipments like NMR, Lasers, X-ray etc. And in the university the pattern of crisis management is regulated by the 'Regular Brain Cell'.

Kerala Agricultural University, Trichur

The participation of the teachers/academic staff of the

university in the university's day-to-day management is above 50% in the policy formulation but no involvement in the policy implementation while taking into consideration the matters of development proposals being submitted to ICAR, Broad Research Policy Framework, Agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc, budget allocations, specification and purchase of foreign equipments and in the cases of purchase of chemicals, glassware, other equipments, purchase of furniture and stationery, purchase of books and journals, classroom lecture hours, laboratory hours etc. (timetable planning), and also in respect of arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.), examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examination etc) students' extra-curricular activities, training and development of faculty and provision of physical amenities and campus facilities.

As far as the matters of admission of students, recruitment of staff and staff benefits like basic pay and fringe benefits are concerned, the teaching staff of the university is neither involved in policy formulation nor concerned with the policy implementation.

In the cases of creating professional consultancy services and scholarships for students, the participation of the teaching staff is below 50% in the policy formulation but the teachers are not concerned with the policy implementation.

For the last 10 years the teaching/academic staff of the university has increasingly been involved in the university's internal management.

In the university, the total strength of the teaching staff is 454 and out of this 46 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares,

stationery etc. are made twice a year by the university on the basis of a projected need for an academic year.

A detailed calendar including dates of admission and final examination is also prepared by the university in the beginning of each academic year.

The budget has been revised every year in the last 10 years.

The facilities have been provided departmentally at college level in respect of all items as library, computer facility, workshop, laboratory with modern high cost equipment like NMR Laser, X-ray etc., Instrumentation and Repairs, purchase in genera, arrangement of teaching service courses, except that of preparation of gas, glass blowing etc.

And the pattern of crisis management in the university is regulated by the 'Need Based Committee'.

Mahatma Phule Krishi Vidyapeeth, Rahuri

This is a unitary type of university. The participation of the teaching/academic staff in the university's day-to-day management is above 50% in the policy formulation but below 50% in the policy implementation in the cases of professional and practical training of students, examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc., students' extra-curricular activities, scholarships for students, recruitment of staff, training and development of faculty and also the matter of staff benefits like basic pay and fringe benefits.

As far as the matters of broad research policy framework, agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget

allocation, purchase of chemicals, glassware, other equipments, purchase of books and journals and classroom lecture hours, laboratory hours etc., (timetable planning), are concerned, the involvement of the teaching/academic staff is above 50% both in the policy formulation and policy implementation.

In the cases of development proposals being submitted to the UGC, specifications and purchase of foreign equipments, admission of students and also in respect of provision of physical amenities and campus facilities, the participation of the teaching staff is below 50% both in the policy formulation and policy implementation. The involvement of the teaching/academic staff is neither in the policy formulation nor in the policy implementation in the cases of creating professional consultancy services and arranging placement of graduates (such as campus interview etc.).

In the matter of purchase of furniture and stationery, the involvement of the teaching staff is below 50% in the policy formulation but no involvement in the policy implementation.

For the last 10 years the teaching staff of the university has increasingly been involved in the university's internal management.

The total strength of the teaching staff in the university is 302 and out of this 14 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc., are made 4-5 times by the university on the basis of a projected need for an academic year.

By the university a detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students, is also prepared.

The budget has been revised every year by the university for the last 10 years.

The university has both centralized and departmental faculties in respect of library, computer, workshop, instrumentation and repairs, purchase in general and arrangement of teaching service courses. Neither centralized nor departmental facilities have been provided by the university in the case of laboratory with modern high cost equipments like NMR, Lasers, X-ray etc. and preparation of gas, glass blowing etc.

In the university the pattern of crisis management is regulated by the 'Need Based Committee.'

Rajendra Agricultural University, Bihar

This is a unitary (Multi campus) type of university. The participation of the teaching staff in the university's day-to-day management is below 50% both in the policy formulation and policy implementation while taking into consideration the matters of creating professional consultancy services, specifications and purchase of foreign equipments, purchase of furniture and stationery, admission of students and practical training of students, arranging placement of graduates (such as campus interviews etc.), students' extra-curricular activities, scholarships for students and also in respect of recruitment of staff, training and development of faculty, staff benefits like basic pay and fringe benefits and provision of physical amenities and campus facilities.

As far as the matters of development proposals being submitted to the UGC, broad research policy framework, agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocations, classroom lecture hours, laboratory hours etc. timetable planning and examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.) are concerned, the involvement of the teaching staff is

below 50% in the policy formulation and above 50% in the policy implementation.

In the cases of purchase of chemicals, glassware, other equipments and purchase of books and journals, the involvement of the teaching/academic staff is above 50% both in the policy formulation and policy implementation.

For the last 10 years, the teaching/academic staff of the university has increasingly been involved in the university's internal management.

In the university the total strength of the teaching is 60 (this includes teachers, researchers and extension education staff) and out of this 61 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

No bulk orders/purchases for chemicals, glasswares, stationery etc., on the basis of a projected need for an academic year, are made by the university.

By the university, a detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is also prepared.

The budget has been revised every year in accordance with state Governments directives.

Regarding purchase in general, the university has both centralised and departmental facilities while in the other cases i.e. Library, Workshop, and preparation of gas, glass blowing etc., centralized facilities have been provided. The university has neither centralized nor departmental facilities in respect of computer, laboratory with modern high cost equipments like NMR, Lasers, X-ray etc, instrumentation and repairs and arrangement of teaching service courses.

In the university, the pattern of crisis management is regulated by the 'Need Based Committee.'

Tamil Nadu Agricultural University

This is a unitary type of university. The participation of the teaching staff in the university's day-to-day management is above 50% in the policy formulation, in the development proposals being submitted to the UGC, broad research policy framework, creating professional consultancy services, agenda preparation and papers for Senate, Executive Council, Academic Council, Board of Studies etc., budget allocations, specifications and purchase of foreign equipments, and also in respect of purchase of chemicals, glassware, other equipments, purchase of furniture and stationery, purchase of books and journals, classroom lecture hours, laboratory hours etc., time-table planning, admission of students, arranging professional and practical training of students, arranging placement of graduates (such as campus interview etc.), students' extra-curricular activities, recruitment of staff, training and development of faculty and provision of physical amenities and campus facilities.

Regarding the examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examination etc.), scholarships for students and staff benefits like basic pay and fringe benefits, the university has not provided any information regarding the involvement both in the policy formulation and policy implementation.

No information has been supplied by the university in respect of all the above mentioned cases regarding the involvement of the teaching staff in the policy implementation.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

The total strength of the teaching staff is 1319 and out of this 63 are on such designation as Deans (7), Heads of Departments (53), Wardens (3).

Bulk orders, purchases for chemicals etc. are made

once in a year on the basis of a projected need for an academic year.

A detailed academic calendar including dates of admissions and final examination for students is prepared in the beginning of each academic year.

About the budget revision there is no information.

The facilities in the areas of workshop, laboratory with modern high cost equipments like NMR, Lasers, X-ray etc., instrumentation and repairs, preparation of gas, glass blowing etc., and also in respect of arrangement of teaching service courses are provided departmentally. Library is centralized, so is the computer. Purchase is always effected centrally.

The pattern of crisis management is regulated by the 'Need Based Committee' of the university.

University of Agricultural Sciences, Bangalore

This is a unitary type of university. The participation of teaching/academic staff in the university's day-to-day management is below 50% both in the policy formulation and policy implementation while taking into consideration the matters of broad research policy framework, in agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., in purchase of furniture and stationery, in admission of students, and also in the cases of students' extra-curricular activities, recruitment of staff and in the matter of training and development of faculty.

As far as the matters of specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of books and journals, classroom lecture hours, laboratory hours etc., timetable planning, and also the cases of arranging professional and practical training of students, and examination (like invigilation, printing and

distribution of question papers, scheduling the examinations etc. are concerned, the involvement of teaching/academic staff is above 50% both in the policy formulation and policy implementation.

In the cases like development proposals being submitted to the UGC, creating professional consultancy services, budget allocations, arranging placement of graduates (such as campus interviews etc.), scholarships for students, staff benefits like basic pay and fringe benefits, and also in the matters of provision of physical amenities and campus facilities, the teaching/academic staff of the university is neither involved in the policy formulation nor concerned with the policy implementation.

In this university, there is no trend of increased involvement of teaching/academic staff in the last 10 years.

There has been no information given by the university about the total strength of teaching staff, the number of Deans, Heads of Departments, Librarian, Workshop Superintendent Placement and Training Officer, Warden etc., and also about the frequency of bulk orders/purchases for chemicals, glass-wares, stationery etc. on the basis of projected need for an academic year.

By the university, a detailed academic calendar in the beginning of each academic year including dates of admissions and the date of final examinations for students, is also prepared

"In the last 10 years budget revisions are not generally made except revising provisions on certain items along with the budget estimates."

In the area of Library, Workshop, Instrumentation and Repairs, preparation of gas, glass blowing etc., and also in the case of purchase in general. Centralized facilities have been provided by the university and the facilities in respect of computer, laboratory with modern high cost equipments like NMR, Lasers, X-ray etc., and in arrangement of teaching service courses have been provided departmentally.

And in the university the pattern of crisis management is regulated by the 'Need Based Committee'.

Birla Institute of Technology and Science, Pilani

This is a unitary type of institute. The participation of the teaching/academic staff in the institute's day-to-day management is above 50% both in the policy formulation and policy implementation while taking into consideration the matters of development proposals being submitted to the UGC, in broad research policy framework, in agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., in the matters of purchase of books and journals, classroom lecture hours, laboratory hours etc. (i. e. timetable planning), in admission of students, in arranging professional and practical training of students and also in the cases of examination matters other than papers setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examination etc., and training and development of faculty.)

As far as the matters of budget allocation, purchase of furniture and stationery, arranging placement of graduates (such as campus interviews etc.), students' extra-curricular activities, scholarships for students and also recruitment of staff are concerned, the involvement of teaching/academic staff is below 50% both in the policy formulation and policy implementation.

In the cases like specifications and purchase of foreign equipments, purchase of chemicals, glass ware, other equipments and staff benefits like basic pay and fringe benefits and also in the matter of provision of physical amenities and campus facilities, the participation of teaching/academic staff is above 50% in the policy formulation and below 50% in the policy implementation.

In creating professional consultancy services, the involvement of the teaching/academic staff in the institute is

below 50% in the policy formulation and above 50% in the policy implementation.

For the last 10 years the teaching/academic staff of the institute has increasingly been involved in the institute's internal management. The total teaching strength of the institute is 210 and out of this 48 are on such designation as Deans, Heads of Departments, Librarian, Workshop, Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made twice a year by the institute on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is also prepared by the institute.

The budget has not been revised, so far, for the last 10 years.

In respect of all items such as Library, Computer, Workshop, Laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc, Instrumentation and repairs, preparation of gas, glass blowing etc., purchase in general and arrangement of teaching service courses, centralized facilities have been provided by the institute. The pattern of crisis management is regulated by the 'Regular Brain Cell.' of the institute.

Central Institute of English and Foreign Languages, Hyderabad

This is a unitary type of university. The participation of the teaching staff is above 50% in the policy formulation but no information is given about the involvement of the teaching staff in the policy implementation while taking into consideration the matters of development proposals being submitted to the UGC, broad research policy framework, creating pro-

professional consultancy services, agenda preparation and papers for Senate, Executive Council, Academic Council, Board of Studies etc., specifications and purchase of foreign equipments classroom lecture hours, laboratory hours etc., timetable planning, admission of students and also arranging professional and practical training of students, examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.), students' extra curricular activities, scholarships for students, training and development of faculty and provision of physical amenities and campus facilities.

As far as the matters of budget allocations, purchase of furniture and stationery, purchase of books and journals, recruitment of staff and staff benefits like basic pay and fringe benefits are concerned, the involvement of the teaching staff is below 50% in the policy formulation but nothing has been mentioned about the involvement of the teaching staff in the policy implementation.

No participation of the teaching staff in the policy formulation is there. in the university and nothing has been mentioned about the involvement of the teaching staff in the policy implementation regarding the purchase of chemicals, glassware, other equipments.

About arranging placement of graduates (such as campus interviews etc.), no information has been supplied by the university.

For the last 10 years the teaching staff has increasingly been involved in the university's internal management.

Out of the total teaching strength, 80 are on such designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made once a year on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of admissions and the dates of final examinations for students is also prepared by the university.

The budget has been revised 10 times by the university in the last 10 years.

In the area of arrangement of teaching service courses, the university has both centralized and departmental facilities while in library and purchase in general, centralized facilities have been provided. The university has neither centralized nor departmental facilities in respect of computer, workshop, laboratory with modern high cost equipments like NMR, Laser Lasers, X-ray etc., instrumentation and repairs and purchase in general.

The pattern of crisis management is regulated by the 'Regular Brain Cell' of the university.

Gurukul Kangri Vishwavidyalaya, Hardwar

This is a unitary type of university. The participation of the teaching staff in the university's day-to-day management is above 50% both in the policy formulation and policy implementation while taking into consideration the matters of development proposals being submitted to the UGC, broad research policy framework, agenda preparations and papers for Board of Studies etc, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, purchase of furniture and stationery, purchase of books and journals, classroom lecture hours, laboratory hours etc, timetable planning and admission of students.

As far as the matters of creating professional consultancy services, budget allocations, arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.), recruitment of staff, staff benefits like basic pay and fringe benefits, and provision

of physical amenities and campus facilities are concerned, the teaching staff of the university is involved neither in the policy formulation nor in the policy implementation.

The involvement of the teaching staff is below 50% both in the policy formulation and policy implementation with regard to examination matters other than paper setting and moderation (like invigilation, distribution of question papers scheduling the examination etc.) and scholarships for students.

During the last ten years, there has been no increasing involvement of the teaching staff in internal management.

The total strength of the teaching staff is 42 and out of this 16 are on such designations as Deans, Head of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc. in the university.

Bulk orders/purchases for chemicals, glasswares, stationery etc. are made 3 times by the university on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admission and the dates of final examinations for students is also prepared by the university.

The budget revision by the university has been made 15 times in the last 10 years.

In the area of library, the university has both centralized and departmental facilities. The university has neither centralized nor departmental facilities in respect of computer, workshop, laboratory with modern high cost equipments like NMR, Lasers, X-ray etc. and arrangement of teaching service courses. The facilities in respect of instrumentation and repairs, preparation of gas, glass blowing etc. and purchase in general have been provided departmentally by the university.

The pattern of crisis management in the university is

regulated by the 'Need Based Committee'.

I. I. T., Delhi

This is a unitary type of institute. The participation of teaching/academic staff in the institute's day-to-day management is below 50% both in the policy formulation and policy implementation while taking into consideration the matters of development proposals being submitted to the UGC/Ministry of Educationn (etc.), in broad research policy framework, in creating professional consultancy services, in agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., and in the cases of budget allocations, in specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, in classroom lecture hours, laboratory hours etc., timetable planning, in admission of students, and also in the matters of arranging professional and practical training of students, arranging placement of graduates (such as campus interviews etc.), in examination matters other than paper setting and moderation invigilation, printing and distribution of question papers, scheduling the examinations etc.), and in students' extra-curricular activities.

As far as the matters of scholarships for students, recruitment of staff, training and development of faculty, staff benefits like basic pay and fringe benefits and also the case of provision of physical amenities and campus facilities are concerned, the involvement of teaching/academic staff is below 50% in the policy formulation but no participation in the policy implementation.

Regarding the purchase of books and journals, the involvement of the teaching/academic staff of the institute is above 50% both in the policy formulation and policy implementation.

The teaching/academic staff of the institute is neither involved in the policy formulation nor concerned with the

policy implementation in the case of purchase of furniture and stationery.

For the last 10 years the teaching/academic staff of the university has increasingly been involved in the institute's internal management.

According to the information supplied, the total teaching strength of the institute is 336 while the sanctioned strength is 400 and out of present total strength of teaching staff, 40 are on such designations as Deans (4), Heads of Departments (10), Heads of Centres (12), Librarian (2) Workshop Superintendent (1), placement and Training Officer (1), Wardens (7) and Administrative Officers (3).

Bulk orders/purchases for chemicals, glasswares, stationery etc., are made twice a year on the basis of a projected need for an academic year.

The institute prepares a detailed academic calendar at the beginning of each academic year showing dates of admissions and the dates of final examination for students.

The budget has been revised every year for the last 10 years.

The institute has both centralized and departmental facilities in respect of Library, Computer, workshop, and preparation of gas, glass blowing etc. Centralized facilities in the areas of laboratory with modern high cost equipments like NMR, Lasers, X-ray etc. and purchase in general have been provided by the institute. And the facilities in the matter of arrangement of teaching service courses have been provided departmentally. The pattern of crisis management is regulated by the 'Need Based Committee.' of the institute.

I. I. T. Kanpur

This is a unitary type of institute. The participation of

teaching/academic staff in the institute's day-to-day management is below 50% both in the policy formulation and policy implementation while taking into consideration the matters of development proposals being submitted to the UGC, broad research policy framework, in budget allocation, in the matters of purchase of furniture and stationery, admission of students and in the cases of arranging placement of graduates (such as campus interview etc.), in students' extra-curricular activities, scholarships for students, and recruitment of staff, training and development of faculty, staff benefits like basic pay and fringe benefits and also in the case of provision of physical amenities and campus facilities.

As far as the matters of creating professional consultancy services, agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc. specifications and purchase of foreign equipments, purchase of chemical/glassware, other equipments, and in the cases of purchase of books and journals, arranging professional and practical training of students and also examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc.) are concerned, the involvement of teaching academic staff is above 50% both in the policy formulation and policy implementation.

In the case of class room lecture and laboratory hours, timetable planning, the participation of teaching staff is below 50% in policy formulation and above 50% in policy implementation.

For the last 10 years, the teaching/academic staff has increasingly been involved in the institute's internal management. The total strength of teaching staff is 281 at present and out of this 42 are on designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

Bulk order/purchase of chemicals, glasswares, stationery etc. , is made quarterly by the institute on the basis of a projected need for an academic year.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examination for students, is also prepared by the institute.

The budget has been revised by the institute every year for the last 10 years.

In the areas of library, computer workshop, and in the laboratory with modern high cost equipments like NMR, Lasers, X-ray etc., instrumentation and repairs, preparation of gas, glass blowing etc., and also in the matters of purchase in general, and arrangement of teaching service courses centralized facilities have been provided by the institute and in addition to the above mentioned items, facilities in the cases of library and workshop have been provided departmentally. And the pattern of crisis management is regulated both by the 'Need Based Committee' and the 'Regular Brain Cell' of the institute.

Indian Statistical Institute

The participation of the teaching/academic staff of the institute in the institute's day-to-day management is above 50% both in the policy formulation and policy implementation while taking into consideration the matters of broad research policy framework, creating professional consultancy services in agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc., specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, classroom lecture hours, laboratory hours etc (i. e. timetable planning), admission of students and arranging professional and practical training of students, placement of graduates (such as campus interviews etc.), in examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.), students' extra-curricular activities, scholarships for students, recruitment of staff and training and development of faculty.

As far as the matters of budget allocations, staff benefits like basic pay and fringe benefits and provision of physical amenities and campus facilities are concerned, the participation of the teaching/academic staff is below 50% both in the policy formulation and policy implementation.

Regarding the purchase of furniture and stationery, books and journals, the involvement of the teaching/academic staff is above 50% in the policy formulation and below 50% in policy implementation.

The teaching/academic staff is neither involved in the policy formulation nor concerned with the policy implementation regarding development proposals being submitted to the UGC.

There has been no increased involvement of the teaching staff in internal management during the last 10 years. In the university, the total teaching strength is 150 and out of this 20 are on such designations as Deans, Head of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc.

No bulk orders/purchase for chemicals, glasswares, stationery etc., are made by the institute on the basis of a projected need for an academic year. A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students is prepared by the institute.

The budget revision has been made by the institute 10 times in the last 10 years.

In respect of items such as library, computer, workshop, preparation of gas, glass blowing etc. and purchase in general, centralized facilities have been provided except those of Laboratory with modern high cost equipments like NMR, Lasers, X-ray etc. and Instrumentation and Repairs in which the facilities have been provided departmentally. In the case of arrangement of teaching service courses, the institute has

neither centralized nor departmental facilities.

And the pattern of crisis management in the institute is regulated by the 'Need Based Committee'.

Tata Institute of Social Science, Bombay

This is a unitary type of institute. The participation of the teaching/academic staff in the institute's day-to-day management is below 50% both in the policy formulation and policy implementation while taking the cases of Academic Council & Research Studies, purchase of furniture and stationery, examination matters other than paper setting and moderation (like invigilation, printing of question papers, distribution of question papers, scheduling the examinations etc.), students' extra-curricular activities and also in respect of staff benefits like basic pay and fringe benefits (determined by the UGC).

As far as the matters of development proposals being submitted to the UGC, broad research policy framework, creating professional consultancy services and classroom lecture hours, laboratory hours etc., timetable planning are concerned, the involvement of the teaching/academic staff is above 50% both in the policy formulation and policy implementation.

The teaching staff has not been concerned with the cases of budget allocations, specifications and purchase of foreign equipments, purchase of chemicals, glassware, other equipments, recruitment of staff (done by selection committee) and provision of physical amenities and campus facilities.

In the cases of purchase of books and journals and training and development of faculty, the involvement of the teaching/academic staff is both in the policy formulation and policy implementation. But nothing has been mentioned by the institute about the extent of the involvement.

In the matter of admission of students, the involvement is above 50% in the policy formulation but no involvement in the policy implementation.

The involvement of the teaching staff is above 50% in the policy formulation but no information about the extent of the participation in the policy implementation has been supplied in respect of arranging professional and practical training of students.

In the case of arranging placement of graduates (such as campus interviews etc.) the teaching staff has been involved (extent below 50%) in the policy formulation but about the extent of the involvement in the policy implementation, nothing has been mentioned.

For the last 10 years the teaching staff has increasingly been involved in the institute's internal management.

In the total teaching strength of the institute is 40 and out of this 14 are on such designations as Deans, Heads of departments, Librarian, Workshop, Superintendent, Placement and Training Officer, Warden etc.

The institute has not been concerned with the case of bulk orders/purchases for chemicals, glasswares, stationery etc.

A detailed academic calendar in the beginning of each academic year including dates of admissions and the dates of final examinations for students, is also prepared by the institute.

The budget has been revised once every year in the last 10 years.

The institute has centralized facilities in the cases of Library, computer, purchase in general and arrangement of

teaching service courses. And regarding departmental facilities, nothing has been mentioned by the institute.

The pattern of crisis management is regulated by both the 'Need Based Committee' and the 'Regular Brain Cell' of the institute.

SECTION V
ANALYSIS OF INFORMATION

ANALYSIS

To find out the extent of involvement of the teaching staff both in the policy formulation and policy implementation in the internal management of universities, the Association of Indian Universities prepared a questionnaire to solicit information with regard to type of university, total strength of staff, the number on designations (as Deans, Heads of Departments, Warden etc.), the staff's involvement in the preparation of academic calendar, budget revisions, purchases, provision of centralized or departmental facilities in various areas, staff benefits, conducting of examination and finally in the regulation of crisis management. The AIU so far has received filled in questionnaires from as many as 42 universities. The present section Analysis of the status report deals with the analysis and summarising of the information received which shows that the extent of participation of the teaching staff in management varies from one organization to another.

From the information received, Table I is prepared. This gives the range of strength of staff in various universities

TABLE I

Total strength	Number of universities
25 to 200	16
201 to 500	12
501 to 1000	6
1001 and above	3
Nil Information	6

However in 1 university the total teaching strength is 353 (in university departments) and 2690 (in affiliated colleges). Table II is prepared to show the range of teaching staff in universities on various designations as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement & Training Officer, Warden etc.

TABLE II

Number of teaching staff	Number of universities
Up to 50	28
50 to 100	7
above 100	2
Nil Information	5

This, Table No. III is prepared to show the provision of centralized or departmental facilities in various areas.

An increasing involvement of the teaching/academic staff in internal management is apparent in as many as 35 universities.

A detailed academic calendar including dates of admission and dates of examination, is prepared in the beginning of each academic year by 34 universities as against 5 which do not prepare it and 3 which have not replied to this particular item.

The involvement of the staff in the matters concerning time table planning for studies for students (lecture and laboratory hours), is there in 37 universities; (33 above 50% and 3 below 50%) the extent of involvement has not been given by 1 university. In one university, there is no involvement of the staff in formulation of policies regarding these matters 4 universities in the formulation of policy and 9 in the implementation have reserved their comments. Out of 33 universities where the teaching staff is involved in the policy

TABLE III

	Library	Computer facility	Workshop	Laboratory facilities of modern high cost equipment like NMR Lasers, X-ray etc.	Instrumentation and repairs	Preparation of gas, glass blowing etc.	Purchase in general	Arrangement of teaching service courses.
1. Number of the universities that have both centralized and Departmentalized facilities.	24	2	4	-	3	2	6	3
2. Number of the universities which have departmentalized facilities only	1	3	11	13	11	19	16	19
3. Number of universities which have centralized facilities only	16	16	20	13	21	11	18	11
4. Nil Information	1	21	7	16	7	10	2	9

implementation 28 have "above 50%", 2 "below 50%" and 3 have not supplied any information about the extent.

The involvement of the teaching staff in the policy formulation of admission of students: 35 universities have replied in the affirmative and out of this 21 have "above 50%" involvement; 12 "below 50%" and from 2 universities, there is no information regarding the extent. 4 universities have not supplied any information and 3 universities have replied in the negative. In the policy implementation, 30 universities have low teaching staff involvement; 15 "above 50%"; 13 "below 50%" and the extent has not been mentioned by 2 universities. A similar number of universities (two) do not have it and 10 have supplied no information.

In the policy formulation of arranging professional and practical training of students: 34 universities have their teaching staff involved (extent: 23: above 50%; 9: 'below 50%' and 2: nil information), 5 universities do not have it and 3 have given no information; in the policy implementation; 29 universities have the involvement of the staff (extent: 17: 'above 50%; 8: 'below 50%' and 4: no information) 2 universities donot have the involvement and 11 have supplied no information.

In the case of policy formulation of arranging placement of graduates: (such as campus interviews etc.) 27 universities have the staff involvement (extent: 10; above 50%; 15: below 50%; 2: no information); 10 universities do not have it while 5 have not replied to this. In the policy implementation, 21 universities have the involvement (extent: 7: above 50%; 12: below 50% and 2: no information.

The teaching staff of 38 universities is involved in the policy formulation of students' extra-curricular activities (extent: 23: 'above 50%'; 14 below 50%; 1: no information); 32 universities in policy implementation (extent 19: above 50%; 12: below 50%; 1: no information), in one university there is no involvement and from 9 universities there is no information.

In the formulation of policy regarding scholarships for students, the staff of 33 universities is involved (extent: 12 above 50%, 18: below 50%; 3: no information) out of the remaining 9 universities in the implementation of the policies 27 universities have the involvement (9: above 50%; 16 below 50%; 2: no information); 4 and 5 have no involvement in formulation and implementation respectively while 5 have not replied with respect to formulation and 10 with respect to implementation.

Regarding the recruitment of staff, 29 universities have involvement of the staff in the policy formulation, (5: "above 50%", 22: below 50%, 2: nil information) 6 universities have given no information and in 7 there is no involvement. But 25 universities have the involvement in the policy implementation (3: "have 50%"; 20 "below 50%" 2: no information. 14 universities have given no information and in 3 there is no involvement.

In the policy formulation regarding training and development of faculty: 33 universities have their staff involved (18: "above 50%" 12: "below 50%" 3: no information) 6 universities have supplied no information and in 3 there is no involvement. Regarding the involvement in the policy implementation out of the 29 replying in affirmative 14 have "above 50% involvement, 13 "below 50%" and from 2 universities there is no information about the extent. In one university there is no involvement while 12 have not replied to this particular item.

The extent of involvement of the teaching staff in the policy formulation regarding basic pay and fringe benefits, is above 50% in 4 universities, below 50% in 19 universities and no information from one university. There is no involvement in 13 universities and 5 have refrained from commenting. As regards the policy implementation, 2 have "above 50%", 13 "below 50%" and from 2 no information about the extent. 14 universities have said nothing about the involvement and 11 have no involvement.

The participation of the teaching staff in 31 universities is in policy formulation regarding the provision of physical amenities and campus facilities (10: above 50%, 19: below 50%; 2: no information), we have no information from 7 universities and in 4 there is no involvement; while 23 universities have the participation in the policy implementation (7: above 50%; 15: below 50%; 1: no information). In 6 there is no involvement of the teaching staff while 13 have not replied to this.

In the examination matters other than paper setting and moderation (like invigilation, printing and distribution of question papers, scheduling the examinations etc.), the teaching staff is involved in 36 universities in the policy formulation and out of this 22 have "above 50%" involvement, 12 "below 50%" and in the case of 2 universities there is no information about the extent. 5 universities have given no information and in 1 university there is no involvement. The involvement in the policy implementation in 30 universities (19: "above 50%", 9 "below 50%"; 2: no information). The staff of one university is not involved at all and 11 have given no information.

The involvement of the teaching staff of 30 universities is in the policy formulation in the case of budget allocation (9 above 50%; 20: "below 50%" and 1: no information). There is no information from 7 universities with 5 replying in the negative. In policy implementation, out of 24 universities replying in affirmative 11 have "above 50%" involvement, 11 "below 50%" and 2 universities have not mentioned the extent. 10 universities have given no information and in 8 universities there is no involvement.

In respect of specifications and purchase of foreign equipment, 35 universities have the involvement of the teaching staff in the policy formulation, (23: mentioned "above 50%"; 11: "below 50%" and 1: no information); no involvement in one university with 6 saying nothing about it. Regarding the policy implementation, 15 out of 30 replying in affirmative have "above 50%" involvement and 15 below 50%", 3 no involvement and 9 no comments.

The participation of the teaching staff is there in 36 universities in policy formulation regarding purchase of chemicals, glassware, other equipments, (25: "above 50%"; 10: "below 50%" and 1: no information to the extent) The staff in 2 universities have no participation and from 4, we have no information out of the 31 universities replying in affirmative with respect to policy implementation 17 have "above 50% involvement, 12 "below 50%" and 2 universities have not given the extent; in one university there is no involvement and from 10 universities there is no information

Regarding purchase of furniture and stationery, the staff of 32 universities is involved in policy formulation (10: above 50%; 21 below 50%; 1: no information). We have received no information from 4 universities with 6 replying in the negative. But in the policy implementation out of 23 universities saying yes 8 have "above 50%" involvement, 14 "below 50%" and 1 university has not mentioned the extent In 9 universities there is no involvement the rest 10 have not replied to this item.

In respect of purchase of books and journals, the involvement of the teaching staff in the policy formulation is in 38 universities and out of this 32 have above 50% involvement, 4 below 50% and 2 universities have mentioned nothing about the extent. 4 universities have given no information about the involvement of the teaching staff in policy formulation. The involvement of the teaching staff of 29 universities is in policy implementation (21: above 50%; 5: below 50% and in respect of 3 universities there is no information about the extent. 8 universities have not given any information and in 5 universities there is no involvement.

The information collected reveals that purchases/bulk orders for chemicals, glasswares, stationery etc. are made once a year in 6 universities; twice a year in 11 universities thrice a year in 4 universities; four times a year in 4 universities and only 2 universities order five times a year.

The budget of 24 universities have been revised every

year in the last ten years; in one university the revision has been made 15 times in the last ten years; in another it has been made 20 times. The budget of another university has been revised only 3 times, with 3 universities not having revised it at all. 9 universities have said nothing about the revision of the budget.

In policy formulation regarding the development proposals being submitted to the UGC, the teaching staff of 34 universities is involved (23: above 50%; 11: below 50%) as against 3 universities where the staff is not involved in policy formulation and 5 universities which have not provided any information. In policy implementation, the teaching staff of 27 universities is involved (17: above 50%; 9: below 50%; 1: no information) with 5 universities with no involvement of the staff and 10 making no comments about it.

In the case of broad research policy framework, 38 universities have the involvement of the teaching staff in policy formulation (25: above 50%; 13: below 50%; 4: no information). With regard to the involvement in the policy implementation, the reply of 31 universities is in affirmative (20: above 50%; 10: below 50%; 1: no information). There is no involvement in 2 universities and 9 have not replied to this.

The involvement of the teaching staff with regard to creating professional consultancy services, is in 20 universities (12: above 50%; 7: below 50%; 1: no information) 10 universities have given no information and in 12 universities there is no involvement. But in policy implementation, 16 universities have the staff involved (8: have 50%; 7: below 50%; 1: no information). In 9 universities there is no involvement with 17 universities giving no information.

In agenda preparations and papers for Senate, Executive Council, Academic Council, Board of Studies etc. 28 universities have the involvement of the teaching staff (11 above 50%; 16: below 50%; 1: no information). One university has mentioned above 50% involvement in the case of agenda

preparation and papers for Senate, Executive Council, Academic Council. 9 universities have no involvement of the staff with 5 making no comment. 24 universities have the involvement of the staff in policy implementation (14 above 50%; 8:below 50%; 2: no information) 7 which donot have it and 11 not replying to this.

29 universities have the 'Need Based Committee' 5: 'Regular Brain Cell'; 5 both 'Need Based Committee'and 'Regular Brain Cell' for the regulation of the pattern of Crisis Management. 3 universities have supplied no information with respect to this particular item.

SECTION VI
FUTURE ACTION

FUTURE ACTION

One of the purposes of the status study on 'Internal Management in Universities' has been to suggest on the basis of information supplied by them, certain future actions consistent with the idea that there is no value judgment to be expressed in terms of basic concepts and practices with respect to internal management. It must also be said again here that the basic purpose of the study was to get a qualitative picture of the key areas of modern university administration which are increasingly being manned by academic staff. Even within the narrow scope, the term 'teacher' is used to denote those who are directly under the charge of university and its departments and not those in affiliated and constituent colleges. One other important purpose is to present information in respect of internal management and involvement of staff from different universities for each of them to know what is being done elsewhere. It is also thought worthwhile to get every university

- a) to plan rationally and scientifically the role and extent of involvement of teachers in internal management in areas contained in this questionnaire and also other areas identified by them
- b) to look into involvement in both 'policy formulation' and 'policy implementation'
- c) to study the effectiveness of such involvement, bring out deficiencies and suggest better methods of management.

There is also a wealth of information in terms of individual experiences, efficient practices, faculty participation, and changing trends of managerial functions. Few universities have made an 'in depth' study of their administrative and management practices and on the basis of these results, tried

to introduce certain 'administrative' reforms for better efficiency, better faculty participation, sense of involvement and effective implementation. These universities will have to share their experience with others.

Yet some other universities are eager but they are unable to proceed on their own; they can be enabled by bringing to them the practices from these universities where internal management is done with increasing participation of faculty in policy formulation and implementation. Considering all these aspects, the following 'future actions' are suggested:

- a) Development of rational and scientific plans, model to bring out changing roles and involvement of faculty in internal management in different areas.
- b) Development of models, plans incorporating 'policy formulation' and policy implementation'.
- c) collection of more detailed information regarding practices and making them available to all.
- d) conducting certain studies on the effectiveness of such involvement to bring out deficiencies if any and suggest better and more effective methods of internal management with participation of faculty.
- e) training both 'administrators' and 'faculty' to take up shared responsibilities in internal management.
- f) supplying basic information regarding modern management concepts, principles and practices for consideration.
- g) updating status information on 'internal management' in universities.
- h) helping universities introduce effective procedures to involve faculty in internal management in certain accepted areas

- i) **assessing reactions of administrators, faculty and others to modern concepts of management involving their participation and collective decision making etc.**
- j) **Undertaking enlarged studies on internal management in universities.**

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APPENDICES

APPENDIX A

PREAMBLE

QUESTIONNAIRE ON INTERNAL MANAGEMENT
IN UNIVERSITIES

This questionnaire is specifically designed to obtain a qualitative picture of the key areas of modern university administration which are increasingly being manned by academic staff.

It is therefore to be clarified that when teachers are referred to in terms of participation or involvement in the university's day-to-day management, the understanding is that only those teaching staff are reckoned who are under the direct charge of the university, and not those belonging to affiliated colleges or external members from other universities in any operation. In a similar manner, "Committee membership" is to be understood in an internal sense so as to consider only membership by the university teaching staff in the internal management.

QUESTIONNAIRE ON INTERNAL MANAGEMENT

Please put a tick (✓) in the appropriate boxes against the following questions. Where required please fill the boxes with appropriate answers.

Please write YES or NO in the first box under each of the heads "Policy Formulation" and "Policy Implementation" in respect of questions 3 to 22. "YES" would mean involvement and "NO" would mean non-involvement of teachers in the concerned items.

If the answer is "YES", please tick one of the two adjacent boxes which indicate the extent of involvement in terms of percentage of such staff; that is, the number of teaching staff involved in proportion to the total teaching staff of the university.

1. Name of the University

2. Nature of the university

/Unitary/

/Affiliated/

Policy Formulation

Policy Implementation

Above 50% Below 50%

Above 50% Below 50%

3. Development proposals being submitted to UGC (etc.)

4. Broad Research Policy Framework

5. Creating professional consultancy services

6. Agenda preparation and papers for Senate, Executive Council, Academic Council, Board of Studies etc.

7. Budget allocations

8. Specifications and purchase of foreign equipments.

9. Purchase of chemicals, glassware, other equipments.

21. Staff benefits like basic pay and fringe benefits.
22. Provision of physical amenities and campus facilities
23. Would you say that the trend has increased in your university in the last ten years towards more involvement of teaching/academic staff in the above items? Yes
 No
24. How many teaching staff in your university are on designations such as Deans, Heads of Departments, Librarian, Workshop Superintendent, Placement and Training Officer, Warden etc. ? Please write number in the box.
25. What is the total strength of teaching staff in your university? Please write number in the box
26. If your university makes bulk orders/purchases for chemicals, glasswares, stationery etc. on the basis of a projected need for an academic year, indicate in the box the approximate frequency of doing so in a year.

27. Does your university make a detailed academic calender in the beginning of each academic year including dates of admissions and the dates of final examinations for students?

Yes

No

28. In the last ten years, how many times your university made budget revisions. Please indicate number in the box.

29. Does your university have centralised or departmental facilities in respect of the following items.

Centralised Departmental

a) Library

b) Computer facility

c) Workshop

d) Laboratory facilities of modern high cost equipments like NMR, Lasers, X-ray etc.

e) Instrumentation and Repairs

f) Preparation of gas, glass blowing etc.

g) Purchase in general

h) Arrangement of teaching service courses

30. The pattern of crisis management in your university is through

Need based
Committee

Regular
Brain Cell

APPENDIX -B

A list of Universities to which questionnaires were sent

Agra University
 Aligarh Muslim University
 University of Allahabad
 Andhra University
 Annamalai University
 Avadh University
 Awadesh Pratap Singh University
 Banaras Hindu University
 Bangalore University
 The Maharaja Sayajirao University of Baroda
 Berhampur University
 Bhagalpur University
 Bhavnagar University
 Bhopal Vishwavidyalaya
 University of Bihar
 University of Bombay
 Bundelkhand University
 University of Burdwan
 University of Calcutta
 University of Calicut
 University of Cochin
 University of Delhi
 Dibrugarh University
 Garhwal University
 Gauhati University
 University of Gorakhpur
 Gujarat Ayurved University
 Gujarat University
 Guru Nanak Dev University
 Himachal Pradesh University
 University of Hyderabad
 Madira Kala Sangit Vishwavidyalaya
 University of Indore

University of Jabalpur
Jadavpur University
University of Jammu
Jawaharlal Nehru Technological University
Jawaharlal Nehru University
Jiwaji University
University of Jodhpur
Kakatiya University
University of Kalyani
Kameshwara Singh Darbhanga Sanskrit University
Kanpur University
Karnatak University
Kashi Vidyapith
University of Kashmir
University of Kerala
Kumaun University
Kurukshetra University
University of Lucknow
University of Madras
Madurai -Kamaraj University
Magadh University
Maharshi Dayanand University
Marathwada University
Meerut University
Mithila University
University of Mysore
Nagarjuna University
Nagpur University
University of North Bengal
North-Western Hill University
Osmania University
Panjab University
Patna University
Perarignar Anna University of Technology
University of Poona
Punjabi University
Rabindra Bharati University
University of Rajasthan
Ranchi University
Ravishankar University
Rohilkhand University

University of Roorkee
 Sambalpur University
 Sampurnanand Sanskrit Vishvavidyalaya
 Sardar Patel University
 University of Saugar
 Saurashtra University
 Shivaji University
 Shreemati Nathibai Damodar Thackersey Women's
 University
 South Gujarat University
 Sri Venkateswara University
 University of Udaipur
 Utkal University
 Vikram University
 Visva Bharati

AGRICULTURAL UNIVERSITIES

Andhra Pradesh Agricultural University
 Assam Agricultural University
 Bidhan Chandra Krishi Viswa Vidyalaya
 Chandra Shekhar Azad University of Agriculture and
 Technology
 Govind Ballabh Pant University of Agriculture and
 Technology
 Gujarat Agricultural University
 Haryana Agricultural University
 Himachal Pradesh Krishi Vishva Vidyalaya
 Jawaharlal Nehru Krishi Vishva Vidyalaya
 Kerala Agricultural University
 Konkan Krishi Vidyapeeth
 Mahatma Phule Krishi Vidyapeeth
 Marathwada Krishi Vidyapeeth
 Narendra Dev University of Agriculture and Technology
 Orissa University of Agriculture and Technology
 Punjab Agricultural University
 Punjabrao Krishi Vidyapeeth
 Rajendra Agricultural University
 Tamil Nadu Agricultural University
 University of Agricultural Sciences

INSTITUTE OF NATIONAL IMPORTANCE

All India Institute of Medical Sciences
Dakshina Bharat Hindi Prachar Sabha
Indian Institute of Technology, Bombay
Indian Institute of Technology, Delhi
Indian Institute of Technology, Kanpur
Indian Institute of Technology, Kharagpur
Indian Institute of Technology, Madras
Indian Statistical Institute
Postgraduate Institute of Medical Education and Research

INSTITUTIONS DEEMED TO BE UNIVERSITIES

Birla Institute of Technology and Science
Central Institute of English and Foreign Languages
Gandhigram Rural Institute
Gujarat Vidyapith
Gurukula Kangri Vishwavidyalaya
Indian Agricultural Research Institute
Indian Institute of Science
Indian School of Mines
Jamia Millia Islamia
Tata Institute of Social Sciences

APPENDIX - C

A list of universities responding with filled in questionnaires.

Banaras Hindu University
Bangalore University
M. S. University of Baroda
Berhampur University
University of Calicut
University of Delhi
University of Gorakhpur
Himachal Pradesh University
University of Hyderabad
Jawaharlal Nehru Technological University
Jiwaji University
University of Jodhpur
Kakatiya University
K. S. D. S. Vishwavidyalaya
University of Kashmir
Marathwada University
Osmania University
Perarignar Anna University of Technology.
University of Poona
Punjabi University
Ravishankar University
Rohilkhand University
University of Roorkee
Sardar Patel University
Saurashtra University
S. N. D. T. Women's University
South Gujarat University
Sri Venkateswara University
Vikram University

Assam Agricultural University
Kerala Agricultural University
Mahatma Phule Krishi Vidyapeeth
Rajendra Agricultural University
Tamil Nadu Agricultural University
University of Agricultural Sciences
Indian Institute of Technology, Delhi
Indian Institute of Technology, Kanpur
Indian Statistical Institute, Calcutta
Birla Institute of Technology and Science
Central Institute of English and Foreign Languages
Gurukula Kangri Vishwavidyalaya
Tata Institute of Social Sciences

APPENDIX D
GROWTH OF UNIVERSITIES IN INDIA

No.	Name of University	Year of Establishment
	University of Calcutta, Calcutta, West Bengal	1857
	University of Bombay, Bombay, Maharashtra	1857
	University of Madras, Madras, Tamil Nadu	1857
	University of Allahabad, Allahabad, Uttar Pradesh	1887
5.	Banaras Hindu University, Varanasi, Uttar Pradesh	1916
6.	University of Mysore, Mysore, Karnataka	1916
7.	Patna University, Patna, Bihar	1917
8.	Osmania University, Hyderabad Andhra Pradesh	1918
9.	Aligarh Muslim University, Aligarh, Uttar Pradesh	1920
10.	University of Lucknow, Lucknow, Uttar Pradesh	1921
11.	University of Delhi, Delhi	1922
12.	Nagpur University, Nagpur Maharashtra	1923
13.	Andhra University, Waltair, Andhra Pradesh	1926
14.	Agra University, Agra, Uttar Pradesh	1927

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|-----|---|------|
| 15. | Annamalai University, Annamalainagar,
Tamil Nadu | 1929 |
| 16. | University of Kerala, Trivandrum,
Kerala | 1937 |
| 17. | Utkal University, Bhubaneswar,
Orissa | 1943 |
| 18. | University of Saugar, Saugar,
Madhya Pradesh | 1946 |
| 19. | University of Rajasthan, Jaipur,
Rajasthan | 1947 |
| 20. | Panjab University, Chandigarh,
Chandigarh | 1947 |
| 21. | Gauhati University, Gauhati,
Assam | 1948 |
| 22. | University of Kashmir, Srinagar,
Jammu & Kashmir | 1948 |
| 23. | University of Roorkee, Roorkee,
Uttar Pradesh | 1949 |
| 24. | University of Poona, Poona,
Maharashtra | 1949 |
| 25. | M. S. University of Baroda, Baroda,
Gujarat | 1949 |
| 26. | Karnatak University, Dharwar,
Karnataka | 1949 |
| 27. | Gujarat University, Ahmedabad,
Gujarat | 1950 |
| 28. | S. N. D. T. Women's University, Bombay,
Maharashtra | 1951 |
| 29. | Visva-Bharati, Santiniketan,
West Bengal | 1951 |
| 30. | University of Bihar, Muzaffarpur,
Bihar | 1952 |
| 31. | Sri Venkateswara University, Tirupati,
Andhra Pradesh | 1954 |
| 32. | Sardar Patel University, Vallabh Vidya-
nagar, Gujarat | 1955 |
| 33. | Jadavpur University, Calcutta,
West Bengal | 1955 |
| 34. | Kurukshetra University, Kurukshetra,
Haryana | 1956 |

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|-----|--|------|
| 35. | Indira Kala Sangit Vishwavidyalaya,
Khairagarh, Madhya Pradesh | 1956 |
| 36. | Vikram University, Ujjain,
Madhya Pradesh | 1957 |
| 37. | University of Gorakhpur, Gorakhpur,
Uttar Pradesh | 1957 |
| 38. | University of Jabalpur, Jabalpur,
Madhya Pradesh | 1957 |
| 39. | Sampurnanand Sanskrit Vishwavidyalaya,
Varanasi, Uttar Pradesh | 1958 |
| 40. | Marathwada University, Aurangabad,
Maharashtra | 1958 |
| 41. | University of Burdwan, Burdwan,
West Bengal | 1960 |
| 42. | G. B. Pant University of Agriculture &
Technology, Pantnagar, Uttar Pradesh | 1960 |
| 43. | Bhagalpur University, Bhagalpur,
Bihar | 1960 |
| 44. | Ranchi University, Ranchi,
Bihar | 1960 |
| 45. | University of Kalyani, Kalyani,
West Bengal | 1960 |
| 46. | K. S. Darbhanga Sanskrit Vishwavidyalaya,
Dharbhanga, Bihar | 1961 |
| 47. | Magadh University, Bodh-Gaya
Bihar | 1962 |
| 48. | Punjabi University, Patiala,
Punjab | 1962 |
| 49. | Rabindra Bharati University, Calcutta,
West Bengal | 1962 |
| 50. | University of North Bengal, Rajaram-
mohunpur, West Bengal | 1962 |
| 51. | University of Jodhpur, Jodhpur,
Rajasthan | 1962 |
| 52. | Orissa University of Agriculture &
Technology, Bhubaneswar, Orissa | 1962 |
| 53. | University of Udaipur, Udaipur,
Rajasthan | 1962 |
| 54. | Punjab Agricultural University,
Ludhiana, Punjab. | 1962 |

55.	Shivaji University, Kolhapur, Maharashtra	1962
56.	Kashi Vidyapith, Varanasi, Uttar Pradesh*	1963
57.	University of Indore, Indore, Madhya Pradesh	1964
58.	Jiwaji University, Gwalior Madhya Pradesh	1964
59.	Ravishankar University, Raipur, Madhya Pradesh	1964
60.	University of Agricultural Sciences, Bangalore	1964
61.	Andhra Pradesh Agricultural University Hyderabad, Andhra Pradesh	1964
62.	Bangalore University, Bangalore, Karnataka	1964
63.	Jawaharlal Nehru Krishi Vishwa Vidyalaya, Jabalpur, Madhya Pradesh	1964
64.	Dibrugarh University, Dibrugarh Assam	1965
65.	Kanpur University, Kanpur, Uttar Pradesh	1966
66.	Madurai University, Madurai, Tamil Nadu	1966
67.	Meerut University, Meerut, Uttar Pradesh	1966
68.	Gujarat Ayurved University, Jamnagar, Gujarat	1966
69.	Berhampur University, Berhampur, Orissa	1967
70.	Sambalpur University, Sambalpur, Orissa	1967
71.	Saurashtra University, Rajkot, Gujarat	1967

*Was established in 1921, declared as deemed to be university by the Parliament from February, 1963 and a University from January 15th, 1974 by the U. P. State University, Adhiniyam, 1973.

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|-----|---|------|
| 72. | South Gujarat University, Surat,
Gujarat | 1967 |
| 73. | Mahatma Phule Krishi Vidyapeeth,
Rahuri, Ahmednagar, Maharashtra | 1967 |
| 74. | Awadesh Pratap Singh University,
Rewa, Madhya Pradesh | 1968 |
| 75. | University of Calicut, Calicut,
Kerala | 1968 |
| 76. | Assam Agricultural University, Jorhat,
Assam | 1969 |
| 77. | Jawaharlal Nehru University,
New Delhi | 1969 |
| 78. | University of Jammu, Jammu,
Jammu & Kashmir | 1969 |
| 79. | Punjabrao Krishi Vidyapeeth, Akola,
Maharashtra | 1969 |
| 80. | Guru Nanak University, Amritsar,
Panjab | 1969 |
| 81. | Haryana Agricultural University, Hissar,
Haryana | 1970 |
| 82. | Himachal Pradesh University, Simla,
Himachal Pradesh | 1970 |
| 83. | Bhopal Vishwavidyalaya, Bhopal,
Madhya Pradesh | 1970 |
| 84. | Tamil Nadu Agricultural University,
Coimbatore, Tamil Nadu | 1971 |
| 85. | Rajendra Agricultural University,
Pusa Samastipur, Bihar | 1971 |
| 86. | University of Cochin, Cochin,
Kerala | 1971 |
| 87. | Kerala Agricultural University,
Mannuthy, Trichur, Kerala | 1971 |
| 88. | Lalit Narayan Mithila University,
Darbhanga, Bihar | 1972 |
| 89. | Marathwada Krishi Vidyapeeth, Parbhani,
Maharashtra | 1972 |
| 90. | Konkan Krishi Vidyapeeth, Dapoli,
Ratnagiri, Maharashtra | 1972 |
| 91. | Gujarat Agricultural University,
Ahmedabad, Gujarat | 1972 |

92.	Jawaharlal Nehru Technological University, Saifabad, Hyderabad, Andhra Pradesh	1972
93.	North Eastern Hill University, Shillong, Meghalaya	1973
94.	University of Garhwal, Srinagar, Uttar Pradesh	1973
95.	University of Kumaon, Nainital, Uttar Pradesh	1973
96.	Bidhan Chandra Krishi Viswa Vidyalaya, Kalyani, West Bengal.	1974
97.	University of Hyderabad, Hyderabad, Andhra Pradesh	1974

INSTITUTIONS OF NATIONAL IMPORTANCE*

S. No.	Name of Institution	Year of Establishment	Year in which declared as an Institution of national importance
1.	Hindi Sahitya Sammelan, Prayag, Allahabad, Uttar Pradesh	1910	1962
2.	Dakshina Bharati Hindi Prachar Sabha, Madras, Tamil Nadu	1918	1964
3.	Indian Statistical Institute, Calcutta, West Bengal	1932	1959
4.	Indian Institute of Technology, Kharagpur, West Bengal	1950	1956
5.	All India Institute of Medical Sciences, New Delhi	1956	1956

*Declared as such in the Act incorporating the institutions enacted by Parliament.

6.	Indian Institute of Technology, Bombay, Maharashtra	1958	1962
7.	Indian Institute of Technology, Madras, Tamil Nadu	1959	1962
8.	Indian Institute of Technology, Kanpur, Uttar Pradesh	1959	1962
9.	Indian Institute of Technology, Delhi	1961	1963
10.	Postgraduate Institute of Medical Education and Research, Chandigarh.	1962	1967

INSTITUTIONS DEEMED TO BE UNIVERSITIES*

S. No.	Name of Institution	Year of Establish- ment	Year in which dec- lared as a Deemed to be a Uni- versity
1.	Gurukul Kangri Vishvavidyalaya, Hardwar, Uttar Pradesh	1900	1961
2.	Indian Agricultural Research Institute, New Delhi	1905	1958
3.	Indian Institute of Science, Bangalore, Karnataka	1909	1958
4.	Jamia Millia Islamia, New Delhi	1920	1961
5.	Gujarat Vidyapith, Ahmedabad, Gujarat	1920	1963

*Under the UGC Act, 1956

6.	Indian School of Mines, Dhanbad, Bihar	1926	1967
7.	Tata Institute of Social Sciences, Bombay, Maharashtra	1936	1964
8.	Central Institute of English and Foreign Languages, Hyderabad, Andhra Pradesh	1958	1973
9.	Birla Institute of Technology, and Science, Pilani, Rajasthan	1964	1964

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