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Mohamed Ismail

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A COMPARATIVE STUDY OF THE FUNCTIONS OF THE UNIVERSITY
FACULTY SENATE AT THE UNIVERSITY OF NEBRASKA AT
OMAHA WITH ITS COUNTERPART AT BANGALORE
UNIVERSITY IN BANGALORE, INDIA

A Field Project
Presented to the
Department of Educational Administration
and the
Graduate Faculty
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

by
Mohamed Ismail
August 1975

11654-78

UMI Number: EP74065

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Accepted for the Graduate Faculty of the University of Nebraska
at Omaha, in partial fulfillment of the requirements for the Degree
Specialist in Education.

Graduate Committee

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ACKNOWLEDGEMENTS

I would like to express my deep sense of gratitude for the cooperation and support, so graciously extended to me by my committee members; to Dr. Kirk E. Naylor, Professor of Educational Administration, my advisor whose understanding, help, and encouragement especially at times of stress and strain have been a source of strength ever since my entry in the Graduate College; and to Dr. Darrell Kellams, Professor of Educational Administration; and Dr. Robert Harper, Professor of English, for their guidance and valuable suggestions.

Sincere appreciation is given to Dr. George Rachford, Professor of Educational Administration, for providing the initial inspiration in the selection of the topic.

I am especially thankful to Dr. William Petrowski, President of the Faculty Senate, for permission to make use of the records of the Faculty Senate and attend Faculty Senate meetings.

I owe a special debt of gratitude to my wife, Taherunnisa, for having accomplished the arduous task of collecting and sending the necessary material from India.

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Chapter 1

INTRODUCTION

Education, especially college education, continues to ride on the crest of popularity because of the prestige attached to it. The aura a degree has, coupled with its potential as an instrument for enabling an aspirant to reach the higher echelons in any profession, has given an impetus to increased enrollment of students in colleges all over the world. This unprecedented increase in enrollment of students in colleges, more so in developing countries, particularly India, has brought in its wake a plethora of problems. In addition to political, social and economic problems, the country has witnessed students' violence leading to large scale destruction of college as well as public property.

This unabated growth of violence over the years on the university campus came as a rude shock to parents, who had considered the universities as citadels of learning and expected the products of the university to be mature citizens destined to play a vital role in the development of the country.

In sharp contrast to the Indian scene, American universities present a relatively less violent atmosphere and incidents of students' violence leading to destruction of property, college as well as public, are much less. While this state of affairs may be due to a number of other factors, such as political stability and an economic boom, these

things, in and of themselves, do not insure progress unless the administration happens to be in top gear.

The proper functioning of any organization or any institution is a reflection of its administration. University administration by no means, is an exception to this. The Senate constitutes an important element in university administration. Though not directly involved in the formulation of general policies governing the university, nevertheless, a senate has significant responsibilities in matters relating to formulation of university policies. As an advisory body, it has developed the potential to play a major role in the decision making process of the university. The recommendations of the Senate of the University of Nebraska at Omaha pertaining to academic, faculty, and student affairs were not only accepted but were sometimes adopted as official university policy by the administration.

Such instances may be few; still, they bear ample testimony to the effective role of a Senate in the proper functioning of a University. The Bangalore University Senate has statutory powers to make statutes and to amend or repeal the same. It has powers to make provisions for instruction and to institute, suspend, or abolish professorships, readerships, and other teaching posts in the university. Vested with such powers the Bangalore University Senate would be expected to be effective in grappling with the problems with which it is faced.

STATEMENT OF THE PROBLEM

The purpose of this study is to compare the functions of the University Faculty Senate of the University of Nebraska at Omaha with

its counterpart at Bangalore University in Bangalore, India.

LIMITATIONS OF THE STUDY

The study has been delimited as follows:

1. To present an overview of university administration in India and the United States.
2. To compare and contrast the compositions and functions of the Senate in both the universities.
3. To examine the respective roles of the Senate in each of the following aspects:
 - a. Academic and curricular affairs.
 - b. Faculty personnel and welfare.
 - c. Student affairs.

RESEARCH PROCEDURES

The historical background and current descriptions are based upon what information could be found in the library. Every attempt was made to secure from the institutions involved direct information regarding the details of their administrative structure and procedures. The writer relied mainly on the facts obtained from the available literature. The sources of information for this study consisted of:

1. Annual reports of Bangalore University.
2. Mimeo-graphed sheets of proceedings of the Bangalore University Senate.
3. Newspaper cuttings of three popular English Dailies published in Bangalore City, India.

4. Records of the Faculty Senate of the University at Omaha.
5. Senate Review of the University at Omaha.
6. Job description sheets from the offices of the Chancellor, Vice-Chancellors and Registrar of the University at Omaha.
7. Personal unstructured interviews with the following persons: last President of the then University of Omaha, President of the Faculty Senate, Personal Assistant to the Vice-Chancellor for Student Affairs, Registrar, and Vice-President of the Student Senate.
8. Attendance at the Faculty Senate meetings of the University Senate at Omaha.

ORGANIZATION OF THE STUDY

After all data has been collected, it was organized as follows: Chapter 1 contains the introduction, the statement of the problem, limitations of the study, methodology, organization of the study, and implications of the study. Chapter 2 deals with a brief sketch of the historical development of the University Administration. Chapters 3 and 4 are devoted to the constitution of the senates of both the universities, composition of their memberships, and the role of the senates in such areas as academic and curricular affairs, faculty personnel and welfare, and student affairs. Chapter 5 contains conclusions and interpretations developed from the comparisons.

IMPLICATIONS OF THE STUDY

The study, it is expected, will result in getting better acquainted with the working of the Senates in both the Universities. The

comparisons will bring into sharp focus the similarities and differences between the two bodies. It will be possible to recognize potential strengths and weaknesses of each Senate. The study will result in creating a certain sensitiveness to the problem of student violence, and may provide an understanding of the forces that are operating at the root of violence. It should eventually lead the writer in playing an effective role in influencing the decision-making process of administrative machinery in the larger interests of the welfare of the students.

DEFINITION OF TERMS

University Senate at Omaha: The term "University Senate at Omaha" as used in this study refers to the Senate which existed prior to and after 1972. Since the study includes the activities of the Senate right from its inception, it was found appropriate to coin this term. This term is intended for purposes of brevity, clarity, and uniformity in making comparisons. It means the term University Senate at Omaha as used in this study refers to: (1) the University Senate of the University of Omaha and the University of Nebraska at Omaha until 1972, and (2) the Faculty Senate at the University of Nebraska at Omaha since 1972.

Bangalore University Senate: This term refers to the Senate of Bangalore University, India.

BASIC ASSUMPTIONS

Relatively simple assumptions are made in this study.

1. University Senate at Omaha has facilitated more faculty participation in academic affairs.

2. University Senate at Omaha has encouraged more faculty grievance procedures in faculty welfare.
3. University Senate at Omaha has provided more student representation on committees formulating policies pertaining to all phases of university life.
4. Political factors have little bearing on the functions of the University Senate at Omaha.

Chapter 2

A HISTORICAL BACKGROUND OF UNIVERSITY ADMINISTRATION IN INDIA AND THE UNITED STATES

In dealing with the present position of University Administration in India, some knowledge of the background is essential. Sir Charles Wood's Education Dispatch of 19 July 1854 has been regarded as the fons et origo of modern university education in India.¹ It still forms the charter of education in India. It commended to the special attention of the government of India, the improvement and far wider extension of education, both English and vernacular, and prescribed as the means for the attainment of these objects:

1. The construction of a separate department of administration for education in each state;
2. The institution of a university at each of the three presidency towns;
3. The establishment of institutions for training teachers for all classes of schools;
4. The establishment of new middle schools;
5. The introduction of grant-in-aid.

Following the Wood's Dispatch, the Universities of Calcutta, Bombay, and Madras were established in 1857.

The outstanding features of the administrative pattern of each

¹S. R. Dongerkery, University Education in India (Bombay: Manaktalas and Sons Private Ltd., 1967), p. 28.

of these universities were: (1) The university was headed by a Chancellor who was the Governor of the province. While the Governor-General was the Chancellor of the Calcutta University, the governors of Bombay and Madras were the heads of the other two. (2) The actual administrative work was carried out by the Vice-Chancellor, who was appointed by the Chancellor for a period of two years at a time, whereas the Chancellors were honorary officers. (3) The Vice-Chancellor was assisted by the Registrar in his administrative work. The Registrar was appointed by the Senate. (4) The Senate was made up of the Chancellor, the Vice-Chancellor, and Fellows. Some Fellows were ex-officio members while others were nominated by the Chancellor. For sometime the notion prevailed that Fellowship was a distinction bestowed by way of a compliment, without regard to the academic qualifications of the recipient, which was sought by many as something that enhanced their status. Since Fellows were appointed for life, the nomination of new Fellows only swelled the total membership of the Senate. The Calcutta Senate had 38 members of whom six were Indians, while Bombay had five Indians in a Senate of 29, and Madras had three out of 40. The Senates of the Universities went on increasing in size until they became unwieldy. The membership of the Senate of the University of Bombay, for example, rose from 39 in 1857 to 305 in 1900. (5) The Senate had the power to conduct examinations, confer degrees, appoint university officers and manage university property. It also had the power to constitute faculties. However, every decision made by the Senate required final approval from the Chancellor. Since the Senate had become too large to be effective, a small sub-committee was appointed by the Senate which was known as the Syndicate. The Syndicate was the executive body of the University, consisting of the

Vice-Chancellor, the Registrar and selected members of the Senate. The Syndicate did not have much power because it was not a statutory body. Every decision made by the Syndicate was subject to revision by the Senate. All the governing bodies of the university were made up of administrators and public men, but not teachers. The university was merely an examining unit and had nothing to do with teaching. The colleges were virtually coaching institutions, the teachers having no effective voice in framing the courses of study. They were called upon only to teach. The only contact, if any, between the universities and the colleges was provided by the examinations, which certainly was of no great value.

The acts of 1857, establishing the Universities of Calcutta, Bombay and Madras continued in force for nearly fifty years. In 1893 the University of London, which had provided the model for the first three Indian Universities, was transformed by an Act of Parliament into a teaching university, while continuing its system of examining external students. The changes thus effected in London as a result of the Act of 1898 had an inevitable echo in India.

On 27 January 1902, the Government of India appointed a commission "to inquire into the conditions and prospects of the universities established in British India and to recommend to the Governor-General such measures as may tend to elevate the standard of university teaching and to promote the advancement of learning."

The commission of 1902 did not recommend any fundamental reconstruction of the Indian University System, but only urged strengthening of the existing system. It suggested a reorganization of university government, a stricter and more systematic supervision of the

colleges by the universities, more exacting conditions of affiliation, and the assumption of limited teaching functions by the universities. The Act of 1904 revised the Constitution of the Senates of the Indian Universities by reducing their size to a maximum of 100 and minimum of 50 Fellows other than ex-officio Fellows. They were called "Ordinary Fellows" and included twenty elected and eighty nominated. Of the twenty elected Fellows 10 were elected by Registered Graduates and 10 by the Faculties. Two-fifths of the Ordinary Fellows had to be persons following the teaching profession. Thus the elected element was introduced into the constitution of the supreme governing body for the first time. The persons elected had, however, to be approved by the Chancellor. The Act also gave statutory recognition to the Syndicate for the first time, and further provided that the heads of, or professors in, colleges who were members of the Syndicate not fall short by more than one of a majority of its elected members, while there was nothing to prevent their constituting an actual majority. By virtue of these provisions the teachers for the first time secured a substantial share in the government of the universities.

Another important reform introduced by the Act of 1904 was to enable the universities to exercise teaching functions by appointing their own teachers and equipping and maintaining laboratories. The most effective reform brought about by the Act was the greater control acquired by the universities over their affiliated colleges by virtue of the conditions of affiliation they prescribed. These related to their management, the qualifications of their teaching staff, their conditions of service, the suitability of the college and hostel buildings, the adequacy of their libraries and laboratories, the financial resources of

the college and possible competition with neighboring colleges. The universities were also empowered by the Act to recommend the disaffiliation of a college for good and sufficient reasons after due notice.

The reforms introduced in the Constitution and working of the universities were a definite step forward in enabling them to function more efficiently than was possible under the Acts of 1857.

Although the Act gave the teachers a fairly substantial share in the government of the universities, it made no provision for their direct representation by creating an electorate of teachers, or for a direct representation of particular subjects in the colleges. The elected element was also too small, besides being subject to the approval of the Chancellors who had the power to nominate eighty percent of the Ordinary Fellows. The Head of the Government nominated the Vice-Chancellor and an overwhelming majority of the members of the Senate, and his approval was needed even for the elected members. Government approval was also essential for all regulations made by the Senate. The government was the final authority in the affiliation and disaffiliation of colleges, a power which had formerly been vested in the universities themselves. It was evidently because of the several provisions in the Act of 1904, which enabled the Government to exercise greater control over the universities than it had under the Acts of 1857, that the Calcutta University Commission was induced to remark that the Indian Universities were, under the terms of the Act in theory, though not in practice "among the most completely governmental universities in the world."

The year 1913 is important for university education in India

because of the Government of India's Resolution published in that year urging that the area of jurisdiction of the existing universities be restricted in order to provide a separate university for each leading province, and that, at the same time, new local teaching and residential universities be established in each province, in consonance with the best educational opinion of the day.

Banaras Hindu University was established in 1915 by an act of the Indian Legislative Council. The appointment of the Calcutta University Commission, better known as the Sadler Commission, after the name of Sir Michael Sadler, Vice-Chancellor of Leed University, who was its chairman, was an event of far-reaching importance to the progress of university and secondary education in India. Although primarily concerned with the Calcutta University, the inquiry entrusted to the Commission was of a comprehensive character, and the terms of reference were wide enough to include problems of secondary education, in addition to all aspects of collegiate and university education.

Following the recommendations of the Sadler Commission, a number of teaching and residential universities were established. Other recommendations of a more general character such as (a) the desirability of less government control over the universities, (b) a greater participation by teachers in the government of the universities, (c) a closer cooperation between the universities and their colleges, and (d) the appointment of full-time Vice-Chancellors. The publication of the Report gave a great impetus to the movement of university education in India, resulting in the establishment of new universities in different parts of the country and new ideas being infused into the existing universities. From 1857 to 1915, a period of fifty-eight years, India

had only five universities, including the three established in 1857. By 1930, this number had grown to eighteen.

The next important landmark in university education was the Report of the Central Advisory Board of Education on Post-War Educational Development in India (1944), better known as the Sargent Report. It drew attention to the following crying defects in the Indian University System:

1. The undue importance attached to examinations;
2. The emphasis on book-learning as contrasted with original thinking;
3. The lack of personal contacts between teachers and students;
4. The inadequacy of financial support from the state and from private benefactors;
5. The absence of schemes for assisting poor but able students; and
6. The need for more universities.

Many administrative changes took place during these years. Three major administrative bodies existed now. The Syndicate or the Executive Council still remained at the top. The Senate was replaced by the Court and a new body known as the Academic Council was created to deal with academic matters.

Many limitations of the administrative system still prevailed. The major concentration of power rested with the Chancellors, who were the Governors of the state in which the university was located. They had a major voice in the nomination of the Vice-Chancellors. A number of nominated persons in all the three administrative bodies were selected on the basis of politics, not competence. The senior teachers

were given a voice in curriculum revision and in matters governing examinations. In this manner, they used their power over the student body.

Four more universities were established in 1947, when India won its fight for independence. So, at the time of independence, India has 199,253 students enrolled in twenty-two universities.²

THE UNIVERSITY ADMINISTRATION IN FREE INDIA

The achievement of India's independence hastened the need for a "complete and comprehensive inquiry into all aspects of university education and advanced research in India." The appointment of the University Education Commission headed by Dr. S. Radhakrishnan took place in 1945. The terms of reference of the commission included the making of recommendations in regard to (a) the aims and objectives of university education and research in India, (b) changes in the Constitution, control, functions, and jurisdiction of universities and their relations with government, (c) the finances of universities, (d) the maintenance of high standards of teaching and examination, and (e) courses of study. Inviting attention to the deterioration of the standards of teaching and examinations and dissatisfaction with the conduct of university administration, particularly elections to university authorities, are matters of great concern. The commission pointed out that universities will have to change their objectives and methods of work in order to function effectively in our national life.

²L. Mukherjee, Problems of Administration of Education in India (KitabMahl, Attalabad, 1970), p. 171.

One of the most important recommendations made by the University Education Commission related to the setting up of a University Grants Commission, with power to allocate grants, both recurring and non-recurring within the total limits set by the Government, instead of merely recommending their allocation to the Finance Ministry. Following the recommendations made by this commission, the University Grants Commission was established in 1956; this is regarded as the most significant event in the history of the Indian University education in recent times. An act of Parliament of India gave autonomous status to this commission.

Some of the recommendations made by the University Education Commission have been implemented with financial assistance from the University Grants Commission. For example, the salary scales of university teachers and even those of college teachers have been upgraded in most universities with the help of subsidies from the University Grants Commission. The University Grants Commission has also been able to place an upper limit on the number of admissions to affiliated colleges as a condition of the financial assistance it gives them by way of grants for upgrading their teachers' salaries, expanding libraries or laboratories, building hostels, and providing their amenities. On the other hand, hardly anything, or very little, has been done to raise the standard of admission to universities, to raise the percentage of marks prescribed for degree examinations, to give credit to students for classwork during the year, or to improve the examination system. There has been no appreciable increase in the number of occupational institutes in the country to divert students unfit for university education, with the result that large numbers of

such students are constantly knocking at the gates of the universities. The introduction of the three year degree pattern recommended by the Secondary Education Commission 1952-53 in the majority of the universities, without simultaneous upgrading of secondary schools into higher secondary schools on a large scale, as contemplated by the Commission, has failed to produce the results expected from this reform.

The University Grants Commission, under the Second Five Year Plan (1956-61), gave top priority to improvement in the quality of teaching in the universities by subsidizing increases in the salaries of university and college teachers and helped the universities and selected colleges to expand their libraries and laboratories. For the Third Five Year Plan (1961-66), allocations were made for general schemes such as hostels, staff quarters, guest houses, non-resident students' centers, hobby workshops, health centers and printing presses. The Commission made grants of 50 percent of the approved expenditures for undergraduate courses, and a 100 percent basis for post graduate studies. It started a new scheme for setting up "centers of advanced study and research" in selected universities with the object of raising the standards of teaching and research in such centers to an international level. The University Grants Commission appointed review committees of eminent university teachers to revise the syllabi in various subjects of study and made grants to universities for organizing seminars, summer schools, and refresher courses for teachers and research workers to enable them to improve their professional competence. Travel grants to teachers and research workers for visiting and working at centers of research and advanced study in the country and payment of honoraria to outstanding teachers to continue their teaching and research

activities after superannuation, are some of the types of assistance provided by the University Grants Commission.

The present chapter would be incomplete without a reference to an event of great significance for the future of university education in India. It was the appointment on 16 July 1964 by the Government of India, of a 16-member commission under the chairmanship of Dr. D. S. Kothari, the Chairman of the University Grants Commission "to survey and examine the entire field of education in order to realize, within the shortest possible period, a well-balanced, integrated and adequate system of national education capable of making a powerful contribution to all spheres of national life."³

Unlike previous commissions, which were restricted by their terms of reference to limited sectors or specific aspects or stages of education such as university or secondary education, this latest commission was asked to make a comprehensive review of the entire educational system, since its various parts strongly interact on, and influence, one another. Eminent scientists and educationists from Europe, the USA, the USSR and Japan were associated with this commission, either as members or as consultants. The commission submitted its report on 29 June 1966. In submitting the Report (a bulky volume of 700 pages) to the Minister, Dr. Kothari, the Chairman expressed the hope that it would "provide some basic thinking and framework for taking at least the first step toward bringing about what may be called an educational revolution in the country." The main points of the Report

³S. R. Dongerkery, University Education in India (Bombay: Manaktalas and Sons Private Ltd., 1967), p. 306.

were: (a) the introduction of work-experience (including manual work and production experience) and social service as integral parts of general education at more or less all levels, (b) stress on moral education and inculcation of a sense of social responsibility, (c) vocationalization of secondary education, (d) the strengthening of centers of advanced study and setting up of a small number of "major" universities for achieving the highest international standards, (e) an emphasis on training and quality of school teachers, (f) the need for giving a high priority to agricultural education and research, and (g) the development of quality institutions at all stages and in all sectors.

The appointment of several commissions since 1854 to reform university education and to bring about changes in administrative structure of the universities clearly indicates the concern shared by the Government of India in university education and administration.

HISTORY OF THE DEVELOPMENT OF UNIVERSITIES IN THE UNITED STATES

The modern American university came into being in the three or four decades after the Civil War. The ferment of reform in higher learning that marked those years took many forms and resulted in a variety of institutional arrangements. Because of this variety, it is difficult to date precisely the beginnings of the university movement. But the rise of the university can be roughly divided into these two phases, the first dating from 1870 to 1920 and the second from 1890 to

1945.⁴ By the end of World War II, the university mode of organizing instruction was generalized to all institutions of higher education.

The impact of German universities on Americans was significant. The German universities had played an important part in German industrialization and national unification. The American students who pursued post baccalaureate studies in German universities credited the German university with creating a more desirable society. They credited the German university for its dedication to research and the application of new knowledge to the problems of an industrializing society, and to its success in conferring social prestige on trained intelligence. The American students and young faculty members were encouraged from the example of the German university and sought to transfer what they considered its strengths to the United States.

GRADUATE AND PROFESSIONAL SCHOOLS

The American university differed from the American college, most obviously in its commitment to high-quality professional training programs. Scores of independent professional schools in medicine, law, engineering, and theology sprang up in the United States late in the eighteenth century and early in the nineteenth. A movement got underway after 1820 to affiliate many of these independent schools with already existing colleges and to endow new professional schools to be built alongside existing colleges.

Harvard was the first institution in the United States to reform its professional schools to conform to the university ideal.

⁴Leec Deighton, editor-in-chief, The Encyclopedia of Education (The Macmillan Company and the Free Press, 1971), p. 341.

Charles W. Eliot, Harvard's reform-minded president from 1869-1909, established or significantly upgraded professional schools of medicine, dentistry, law, engineering, and education. Raising admission standards reduced the number of fee-paying students and committing the schools to research required expensive laboratories. All these changes required a larger faculty working longer hours.

Johns Hopkins University opened in 1876 with a generous endowment for its time and a strong commitment to advancing knowledge by encouraging original research and training original researchers. This university created the first ongoing, self-perpetuating, fully staffed, and fully committed, graduate doctoral program in the United States. Harvard, prodded by the success of the Hopkins' experiment, quickly emulated that system, as did Columbia a bit later and Yale considerably later.

In 1900 fourteen universities responsible for awarding ninety percent of the legitimate doctorates that year, organized the Association of American Universities (AAU). They joined together in an effort to bring some order to the field of graduate education by defining standards, requirements, and purposes of advanced study.

More university reformers came to define the most sought-after product of the university ideal as the scholar and they established Ph.D. programs and scholarly publishing facilities to realize their goals. The essence of the American university as it moved into the twentieth century came to be identified with advanced degrees and with scholarly publications.

Finances

Implementation of the university ideal was enormously expensive. The student/teacher ratio declined dramatically; faculty demanded time and money to pursue new knowledge and prepare work for publication; the commitment to research and professionalization demanded better laboratory equipment, more extensive libraries, and vast facilities for clinical training. The university ideal could not have been effected without new sources of funding.

Support from the implementation of the university ideal came from three sources: large gifts from businessmen and philanthropists; grants from private foundations such as the Andrew Carnegie Foundation, the John D. Rockefeller Foundation, Russell Sage Foundation; and a steadily increasing contribution from municipal, state, and federal governments, a source of support that has become increasingly important since World War II. University research was funded because new knowledge was of immense importance to industry, to defense, and to social welfare. Moreover, the competition between public and private universities for prestige stimulated a rivalry between supporters of public and of private education and swelled contributions on both sides.

Nationalization of Research

In the twentieth century the impetus behind the search for new knowledge and its application has slowly shifted from the universities to national scholarly and research organizations and to the governments and private foundations which finance research. Most scholars still carry on much of their research in university buildings as part of being professors, but their financial support, their inspiration, and their sense of direction and purpose now come from extra-university sources.

This trend started when leading scholars organized fifteen national disciplinary associations; the American Chemical Society and the Modern Language Association of America, to name two. By sponsoring annual meetings at which research papers were read, these disciplinary associations facilitated communication among scholars, directed their attention away from their universities toward the standards and goals of research defined by the national community of scholars in that discipline, and provided an alternative, supra university structure in which academics could strive for recognition.

As Barry Karl put it:

The development of national associations in various academic fields served not only to facilitate intellectual communication in the disciplines, but also to provide resources for publication and to move individuals into national professional prominence, visible above the spires and turrets of their particular institutions.⁵

ROLE OF THE UNITED STATES OFFICE OF EDUCATION

The United States Office of Education, a unit in the Department of Health, Education and Welfare, is the federal agency to which Congress has assigned primary responsibility for education. Its legislative mandate is to collect statistics and facts which show the condition and progress of education, to diffuse information which will help to establish and maintain efficient school systems, and to otherwise promote the cause of education. The office does not, however, have authority to operate or oversee a national educational system--states are responsible for their own educational systems. Nor does the office

⁵Leec Deighton, editor-in-chief, The Encyclopedia of Education (The Macmillan Company and the Free Press, 1971), p. 341.

control or coordinate the forty or so federal agencies connected with educational programs.

As Congress enacts new educational legislation, the number and type of programs administered by the Office of Education increase. In 1970 there were over seventy programs designed, for example, to provide scholarships, fellowships, and loans to undergraduate and graduate students, to help build libraries and laboratories, to finance the purchase of text books, and laboratory equipment, and to support research programs involving educational policy and practice.⁶

The office administers grants for educational purposes to states or other educational constituencies and monitors the use of funds through its guidelines and regulations. The office also awards contracts or grants to colleges, universities, states, and industrial groups for research and related activities, ranging from individual projects to major laboratory programs.

ROLE OF THE UNITED STATES CONGRESS

Throughout its history the Office of Education has had numerous problems related to federal-state interactions and internal operations. These problems arose out of the issue of federal control of education and out of the apparent contradiction of having a federal office of education in a system which prides itself on the sanctity of local control. With neither a congressional mandate, nor a constitutional imperative, the office has not had authority, or precedent, for any direct involvement in the affairs of schools. Largely because of fears

⁶Leec Deighton, editor-in-chief, The Encyclopedia of Education (The Macmillan Company and the Free Press, 1971), p. 335.

resulting from critics' charges of federal control, the office has always waited for congressional directive and avoided an active role in establishing a national educational policy or exerting direct pressures for educational reform.

In 1862, five years before establishing a department of education, Congress created the Department of Agriculture. In the same year Congress passed the first Morrill Act, providing for grants of land to the states for support of colleges of agriculture and mechanics. In 1890 the Second Morrill Act put the office in the grant business. In 1914 the Smith-Lever Act established a cooperative state-federal extension service, primarily for education of adults at work on farms. All of these acts bypassed the Department of Education.

The Cooperative Research Act of 1954 (Public Law 531) gave the Office of Education, for the first time, discretionary power to do something other than follow an imposed pattern of granting money. Public Law 531 specifically empowered the Commissioner of Education to "enter into contracts or jointly financed cooperative arrangements with universities and colleges and state educational agencies for the conduct of research, surveys, and demonstrations in the field of education."⁷

The Soviet launching of Sputnik I in 1957 resulted in the enactment of the National Defense Education Act of 1958. This Act contains ten titles which provide for such aid as loans to students in institutions of higher education, and financial assistance and fellowships for strengthening science, mathematics and modern language instruction.

⁷Leec Deighton, editor-in-chief, The Encyclopedia of Education (The Macmillan Company and the Free Press, 1971), p. 339.

In 1965 the administration of President Lyndon B. Johnson appointed a special task force to overhaul the Office of Education completely. The Elementary and Secondary Education Act of 1965 added a network of federally related educational research laboratories and supplementary education centers throughout the country.

New Legislation continued to develop and the Office of Education found new roles; from 1963 to 1970 more educational legislation was passed than in the entire history of the office prior to that time. The Office of Education is unquestionably a permanent and significant factor in determining the course of American schools.

The brief history of the development of universities in the United States shows that the federal government restricted its role to that of an agency whose main function was to grant substantial sums of money to universities for conducting research. No attempt was ever made by the federal government to initiate any change in the administrative structure or internal governance of the universities. The administration of the universities was left entirely to the local initiative. It is the initiative, drive and pursuit of excellence that has made the American Universities what they are today, a model, sought after by most of the universities in many countries of the world.

Chapter 3

BANGALORE UNIVERSITY ADMINISTRATIVE BODIES

This chapter deals with the composition, powers, and functions of the Senate and other bodies such as the Syndicate, the Academic Council, the Finance Committee, and the Board of Studies and Faculties of Bangalore University. The following is an excerpt from the Bangalore University Calendar, Part I, (Acts, Statutes and Ordinances).

The Senate: (1) The Senate consists of the following members, namely:

Class I--Ex-Officio Members

- A
- (i) The Chancellor
 - (ii) The Vice-Chancellor
 - (iii) The Vice-Chancellor of the University of Mysore or an officer of the said University nominated in his behalf by the said Vice-Chancellor
 - (iv) The Vice-Chancellor of the Karnataka University or an officer of the said University nominated in his behalf by the said Vice-Chancellor
 - (v) The Vice-Chancellor of the University of Agricultural Sciences or an officer of the said University nominated in his behalf by the said Vice-Chancellor
 - (vi) The Deans of Faculties
 - (vii) The Registrar

- B (i) The Secretary to the Government of Mysore, Education Department
- (ii) The Secretary to the Government of Mysore Finance Department
- (iii) The Director of Industries and Commerce in Mysore
- (iv) The Director of Medical Services in Mysore
- (v) The Mayor, Municipal Corporation of the City of Bangalore
- (vi) The Director, Indian Institute of Science, Bangalore
- (vii) The President, Kannada Sahitya Parishat, Bangalore
- (viii) The President, Mysore Chamber of Commerce, Bangalore

C The Members of the Syndicate

D The Principals of Colleges

Class II--Elected Members

- (i) Six Members elected by the Mysore Legislative Assembly from among its members
- (ii) Three Members elected by the Mysore Legislative Council from among its members
- (iii) Eighteen Members elected by Registered Graduates in the manner specified below:
- (a) Three by Registered Law Graduates from among themselves
- (b) Three by Registered Medical graduates from among themselves
- (c) Three by Registered Graduates in Engineering from among themselves

- (d) Three by Registered Graduates other than those specified in clauses (a) to (d) from among themselves

Class III--Nominated Members

- A Three persons nominated by the Chancellor as specified below:
- (i) One member representing Industries in the University area
 - (ii) Two members who shall be Headmasters of High Schools or Higher Secondary Schools within the University area
- B Five members nominated by the Chancellor, including persons interested in higher education and representative of special interests

Class IV--Donor Members

- (i) Donors to the University of not less than one hundred thousand rupees shall be life members
 - (ii) Donors to the University of not less than fifty thousand rupees remain members for a period of four terms of the Senate from the date of the donation.
- No employee of the University or a Constituent College is eligible to be chosen as a member of the Senate either by election or nomination.

Meeting of the Senate

- (1) A meeting of the Senate is held twice every year on dates to be fixed by the Vice-Chancellor. One such meeting is the annual meeting.

(2) A report of the working of the University during the previous year together with a statement of receipts and expenditures, the Financial Estimates, and the last audit report is to be presented by the Syndicate at the annual meeting of the Senate.

(3) The Vice-Chancellor may, whenever he thinks fit, and upon a requisition in writing signed by not less than twenty-five members of the Senate, convene a special meeting of the Senate.

Powers and Functions of the Senate

The Senate has the authority and power to review the action of the Syndicate and Academic Council if any questions arise as to whether the Syndicate or the Academic Council has acted in accordance with powers conferred upon it under the Act, Statutes or Regulations; if not, the question is decided by the Chancellor and his decision is final.

The Senate has the following powers, namely:

- (a) To make statutes and to amend or repeal the same
- (b) To prescribe the method of election to the authorities of the University and the procedure at the meetings of the Senate and other authorities, and, to prescribe the quorum of members, if any, required for the transaction of business by the authorities
- (c) To consider and modify or cancel ordinances in the manner prescribed
- (d) To make provision for instruction, teaching and training, in such branches of learning and courses of study as it may think fit
- (e) To make provisions for research and for the advancement and dissemination of knowledge

- (f) To establish Institutes of Research, Libraries, Museums and such other institutions as may be necessary to secure the objects of the University and to equip, maintain and administer the same
- (g) To institute, suspend, or abolish Professorships, Readerships, Lecturerships and other teaching posts in the University
- (h) To institute Fellowships, Traveling Fellowships, Scholarships, Studentships, Exhibitions, Medals and Prizes
- (i) To institute and to confer degrees, diplomas, and other academic distinctions
- (j) To confer honorary degrees and other distinctions
- (k) To consider and pass resolutions on the Annual Report, Annual Accounts, and Financial Estimates
- (l) To elect office-bearers and authorities as provided in this Act and the Statutes
- (m) To institute in consultation with the Academic Council an Employment Bureau and an Information Bureau
- (n) To cooperate with other universities and organizations for promotion of educational, scientific and cultural activities in such manner and for such purposes as may be deemed desirable.

The meetings of the Senate are of two kinds:

- (1) Ordinary meetings
- (2) Special meetings

Two ordinary meetings are held in the first and the fourth quarters of each calendar year. The meeting in the first quarter of the calendar year is the annual meeting.

The Syndicate

The Syndicate consists of the following persons, namely:

- (i) The Vice-Chancellor
- (ii) The Director of Collegiate Education
- (iii) The Director of Technical Education
- (iv) Two Deans, by rotation according to seniority, from among those who are not principals of colleges, for a period of two years
- (v) Principals of four colleges, including at least one principal of a women's college, to be members by rotation as may be prescribed by the statutes, for a period of two years
- (vi) Three members, none of whom is employed in the university or in a constituent college, elected by the Senate from among its members
- (vii) Two persons nominated by the Chancellor

Power of the Syndicate

Subject to the general directions of the Senate, the Syndicate manages and administers the revenue receipts and properties of the University and controls all administrative affairs of the University and the institutions of the University. It has the power to appoint, from time to time, the Registrar, the Bursar, Principals of colleges and institutions established or maintained by the University and such

Professors, Readers, Lecturers, and other members of the teaching staff as may be necessary on the recommendation of the Board of Appointments.

In addition, it has the following powers:

- (a) To appoint members of the administrative staff of the University or to delegate the power of appointment to such authority or authorities as the Syndicate may, from time to time, by resolution, either generally or specially direct
- (b) To manage and regulate the finances, accounts, investments, properties, business, and all other administrative affairs of the University
- (c) To enter into, vary, carry out and cancel contracts on behalf of the University
- (d) To appoint examiners and moderators and also to fix their fees, emoluments and traveling and other allowances
- (e) To make arrangements for the conduct of examinations
- (f) To receive, acquire, hold, control and administer the properties of the University
- (g) To borrow moneys from the Central Government, any other Government or the University Grants Commission, or from any other incorporated body approved by the Government
- (h) To cause to be maintained proper accounts regarding the funds of the University
- (i) To prescribe, charge and collect fees
 - (a) for tuition and research
 - (b) for admission to the examinations and for convocations

- (c) for such other services as the University may undertake to do
- (d) for admitting colleges as constituent colleges and for the registration of graduates
- (j) To prepare the financial estimates of the University and to submit the same to the Senate
- (k) To administer and control the colleges, hostels, libraries, laboratories, museums, and other institutions established or maintained by the University
- (l) To admit colleges as constituent colleges of the University
- (m) To recognize hostels not administered by the University and to suspend or withdraw recognition
- (n) To supervise and control the residence and discipline of the students of the University and to make arrangements for promoting their health and well-being
- (o) To constitute and regulate the working of an Employment Bureau and Bureau of Information
- (p) To delegate such of its functions to the Vice-Chancellor as may be prescribed by the Statutes
- (q) To select a common seal for the University and to provide for its custody and use
- (r) To arrange for the conduct of litigations for or against the University
- (s) To exercise such other powers and to perform such other duties as may be conferred or imposed on it by the Act, the Statutes or the Ordinances

Academic Council

The Academic Council consists of the following persons, namely:

- (i) The Vice-Chancellor
- (ii) The members of the Syndicate
- (iii) The University Librarians
- (iv) Deans of Faculties
- (v) Principals of Colleges
- (vi) Heads of Departments of Studies
- (vii) Five teachers other than those specified in (iv), (v), and (vi) elected from among themselves by the teachers of the University
- (viii) Three Headmasters of High Schools or Higher Secondary Schools within the University area nominated by the Chancellor
- (ix) Three persons elected by the Senate from among its members
- (x) Three persons nominated by the Chancellor
- (xi) The Director of Public Instruction

Powers of the Academic Council

The Academic Council is the academic body of the University and has control and responsibility for the maintenance of the standards of instruction, education, and examinations of the University.

It has the power

- (a) To make proposals for ordinances relating to academic matters
- (b) To make regulations regarding the courses of studies insofar as they are not covered by the ordinances

- (c) To make regulations regarding the schemes of examinations and conditions on which the students are admitted to the examinations, degrees, diplomas, certificates or other academic distinctions
- (d) To declare the results of the various University examinations, or to appoint committees or officers to do so
- (e) To arrange for coordination of studies and of teaching in colleges and in recognized institutions
- (f) To formulate schemes for promoting research within the University or for promoting other specialized studies
- (g) To make proposals for allocating subjects to the faculties and to assign its own members to the faculties
- (h) To fix the conditions under which exemptions relating to the admission of students to examinations may be given
- (i) To make proposals for the institution of fellowships, traveling fellowships, scholarships, studentships, exhibitions and for their award
- (j) To make proposals for the institution of professorships, readerships, lecturerships, and other posts of teachers required by the University and fixing the emoluments of such posts
- (k) To make regulations for granting exemptions from approved courses of study in the University or in constituent colleges for qualifying for degrees
- (l) Generally to advise the University on all academic matters

Faculties

The University has the Faculty of Arts, Commerce, Education, Engineering, Law, Medicine, Science and Technology, and such other faculties as may be prescribed from time to time by the Statutes.

- (a) Each faculty consists of such departments of studies as may be assigned to it by the Ordinances
- (b) No department of studies can be established or abolished except by Statutes
- (c) Each department consists of the following members, namely:
 - (i) Teachers of the Department
 - (ii) Persons appointed to conduct research in the Department
 - (iii) Dean of the Faculty
 - (iv) Honorary Professors

Each Faculty consists of the following members, namely:

- (i) Dean of the Faculty
- (ii) Heads of Departments of Studies in the Faculty
- (iii) All professors in the Faculty
- (iv) One Reader and one Lecturer by rotation, according to seniority for a period of two years, from each Department in the Faculty
- (v) One teacher concerned by rotation according to seniority for a period of two years, from each college

Finance Committee

The Finance Committee is composed of the following members, namely:

- (i) The Vice-Chancellor
- (ii) One member elected by the Syndicate
- (iii) Two members elected by the Senate
- (iv) The Registrar
- (v) One officer of the Department of Finance of the Government, nominated by the Chancellor

The Board of Studies

The Board of Studies consists of the Heads of the University Departments in the subject or group of subjects for which the Board is constituted. It consists of not less than three and not more than fifteen members, as may be determined by the Syndicate. The members of the Board of Studies are selected by the Syndicate.

The Board of Studies has the power

- (a) To draw up detailed courses of study and syllabi for all the different levels of studies in the subjects
- (b) To prepare schemes of examinations
- (c) To recommend textbooks for the several courses of study
- (d) To prepare a panel of names of persons suitable for appointment as paper-setters and examiners
- (e) To prepare a panel of names of experts and specialists for being appointed as members of the Board of Appointments

Boards of Appointments

Boards of Appointments are constituted for the purpose of appointing Professors, Readers, and Lecturers in the University Service and for recognizing teachers or constituent colleges as Professors, Readers, and Lecturers.

When selection for appointments of professors and readers for any subject in the University Service is made, the Board consists of:

- (i) The Vice-Chancellor, who is the ex-officio chairman
- (ii) Two persons, not connected with the University, who have expert knowledge in the subject preferably in the branch of specialization, nominated by the Syndicate from out of a panel of experts suggested by the Board of Studies concerned

When selection for appointments of lecturers for any subject in the University is made, the Board will consist of:

- (i) The Vice-Chancellor, who is the chairman
- (ii) The Head of the Department concerned
- (iii) Two persons at least one of whom is not connected with the University who have expert knowledge in the subject, preferably in the branch of specialization, nominated by the Syndicate from out of a panel of experts suggested by the Board of Studies concerned. The Board of Appointments submits to the Syndicate its recommendations. In case the Syndicate considers the recommendations of the Board unacceptable, it will record its reasons and submit the case to the Chancellor for orders and the orders of the Chancellor thereon are final.

Other Boards

The University has a Board for Selection of Examiners.

It has the power to establish the following:

- (i) A Board for Extra-mural Studies
- (ii) A Board for Students' Welfare

Terms of office for members of the Senate, Syndicate, and Academic Council are three years and they are reconstituted at or about the same time every three years.¹

There is no mention of the Student Council in this Statute; however, a significant step taken during 1966 to promote the welfare of students and to give them their due place in the scheme of university life was the formation of the Student Council. Action was initiated in that direction on receipt of a communication from the Chairman of the University Grants Commission suggesting the organization of such councils.² A committee of principals drafted the Constitution for a Student Council, and the Constitution was accepted by students and later approved by the Syndicate. Thus the Bangalore University Student Council was formed. The object of the formation of the council was to provide opportunities for representatives of the students to function as a corporate body and to promote personal contact between teachers and students.

The Vice-Chancellor of the Bangalore University became the patron and nominated the Rector from among the Principals by rotation. The Dean

¹Bangalore University Calendar Part-I (Acts, Statutes and Ordinances) (As amended up to 1st April 1972), Bangalore, Government Press, pp. 14-28.

²Bangalore University Second Annual Report 1966-67, p. 15.

was made Associate Rector. The teachers were nominated to the council as associate members to the extent of about one-third of the total students strength of the council with no right to vote. The patron would nominate the Associate Rector or one of the associate members as Treasurer. Each constituent college would be allowed one representative for every thousand students or fraction thereof to serve on the Student Council.

The patron could close the Student Council for one year in a grave situation or in case of an emergency.

The activities listed in the council's Constitution, that students may undertake are many, including publication of a magazine, newsletter, bulletin, or social service.

OFFICERS OF THE BANGALORE UNIVERSITY

The Chancellor

The Governor of the State of Karnataka by virtue of his office is the Chancellor of the Bangalore University. He, when present, presides over the meetings of the Senate and Convocations of the University.

The Chancellor has the power to give or withhold his suggestions or refer back to the Senate for reconsideration every statute passed by the Senate. A statute passed by the Senate will have validity only after it is assented to by the Chancellor and comes into force on the date of publication in the official Gazette.³

³Bangalore University Calendar Part-1 (Acts, Statutes and Ordinances) (As amended up to 1st April 1972) Bangalore, Government Press, p. 30.

Every Ordinance made by the Syndicate has to be submitted to the Chancellor and then placed before the Senate at its next meeting.⁴

When the Syndicate has rejected the draft of an ordinance proposed by the Academic Council, it may appeal to the Chancellor who may direct that the ordinance be laid before the next meeting of the Senate for its approval and he may further direct that pending such approval the ordinance would come into effect from such date as may be specified in his order. The Chancellor may, on the recommendations of the Syndicate and after consulting the Academic Council, withdraw any privileges granted to a college if he considers that the college is not fulfilling the requisite conditions.

The Vice-Chancellor

The Vice-Chancellor is a full-time officer of the University. The Vice-Chancellor is appointed by the Chancellor from out of a panel of not less than three persons recommended by a selection committee. The selection committee itself consists of three persons of whom two are nominated by the Syndicate, and one nominated by the Chancellor. Two persons nominated by the Syndicate are not connected with the University. The Chancellor appoints one of the three members to be the chairman of the committee. If the Chancellor does not approve of any of the three persons so recommended, he may call for fresh recommendations from the committee.

The Vice-Chancellor holds office for a term of three years and is eligible for reappointment.

⁴Bangalore University Calendar Part-1 (Acts, Statutes and Ordinances) (As amended up to 1st April 1972) Bangalore, Government Press, p. 32.

Powers: The Vice-Chancellor is the principal executive and academic officer of the University and exercises general control over the affairs of the University. He is empowered to exercise all powers necessary for the due maintenance of discipline in the University.

He is the ex-officio chairman of the Syndicate, the Academic Council, the Finance Committee, and the Board of Appointments. He presides over the Senate and at the Convocation in the absence of the Chancellor. He is entitled to be present and to address any meeting of any authority or body of the University, but not entitled to vote. He has the power to convene meetings of the Senate, the Syndicate, the Academic Council, the Finance Committee, and the Board of Appointments, and perform such acts as may be necessary to carry out and give effect to the decisions of the said authorities. He may by order, in writing, delegate the power of convening any of the said meetings to any other officer of the University.

The final authority responsible for maintenance of discipline among the students of the University rests with the Vice-Chancellor. His directions in this behalf have to be carried out by the heads of the colleges, hostels, and the institution.

The Registrar

The Registrar is a full-time salaried officer of the University appointed by the Syndicate. The Registrar is the ex-officio Secretary of the Senate, the Syndicate, the Academic Council, the Faculties, and the Board of Appointments.

- (a) It is the duty of the Registrar to be the custodian of the records, the common seal and such properties of the University as the Vice-Chancellor or the Syndicate commit to his charge.

- (b) It is the duty of the Registrar to issue all notices convening meetings of the Senate, the Syndicate, the Academic Council, the Faculties, the Board of Studies, and of any committees appointed by the authorities of the University and to keep minutes of all such meetings.
- (c) It is the duty of the Registrar to conduct the official correspondence of the authorities of which he is the secretary.
- (d) It is the duty of the Registrar to supply the Chancellor and the Government copies of the agenda of the meetings of the Syndicate, Senate, and Academic Council as soon as they are issued and the minutes of meetings of these bodies, ordinarily within a month of the holding of the meetings. He is assisted in his duties by one or more Deputy Registrars appointed by the Syndicate.

The Controller of Examinations

The Controller of Examinations is a full-time salaried officer of the University appointed by the Syndicate. He is in charge of the conduct of examinations of the University and matters relating thereto. He performs such duties as may be prescribed by the Statutes or Ordinances or as required by the Vice-Chancellor.⁵

The Bursar

The Bursar is a full-time salaried officer of the University appointed by the Syndicate. He is in overall control of the finances of

⁵Bangalore University Calendar Part-I (Acts, Statutes and Ordinances), Bangalore Government Press, p. 13.

the University and responsible to the Vice-Chancellor. He also acts as an adviser to the Vice-Chancellor in all matters relating to finance. He is ex-officio Secretary of the Finance Committee. He is to maintain proper accounts of receipts and expenditures of the University. He must prepare a statement of annual accounts of the University for being placed before the Syndicate and the Senate and for being submitted to the Government. He must submit the accounts for audit and make available to the auditor all necessary information and records. He must prepare the financial estimate for the ensuing year for being placed before the Senate. He gives his opinion or advice on such financial matters as may be referred to him. Under the direction of the Vice-Chancellor, he calls for meetings of the Finance Committee. The Bursar acts as the head of the Accounts Department and supervises and controls the staff under him.

Deans

Every head of a Department of Studies who is a Professor, by rotation according to seniority, for a period of two years, acts as the Dean of the Faculty.

If in any Faculty there is no Professor, the senior Reader acts as the Dean and if there is no Reader, such teacher as the Vice-Chancellor may designate acts as the Dean.

The Dean of each Faculty is the executive officer of the Faculty and presides at its meetings. The Dean issues the lecture lists of the University in the Departments comprised in the Faculty and is responsible for the conduct of teaching thereon.

The discussion hitherto has centered on the composition, powers, and functions of the Senate, Syndicate, and Academic Council, as laid down in the Bangalore University Calendar (Act, Statutes and Ordinances). The Senate with its statutory power creates the posts of Professors, Readers, and Lecturers in different disciplines besides instituting research assistantships.

The Syndicate has been empowered to appoint Professors, Readers, and Lecturers. The Academic Council approves the syllabi for various degree courses and starting of new courses. The actual task of framing of the syllabi and prescription of textbooks for different courses rests with the Board of Studies.

Each one of these bodies, the Senate, the Syndicate, the Academic Council, and the Board of Studies plays a distinct role in academic and curricular affairs. A brief description of the activities of each body since 1967 follows.

ROLE OF THE SENATE IN ACADEMIC AND CURRICULAR AFFAIRS

Five meetings of the Senate were held during 1966 to 1967. The Senate considered the resolution passed by the Academic Council establishing additional regulations governing courses in Evening Colleges and prescribing a four-year degree course for students studying in such colleges.

The following teaching posts in the University were created by the Senate: one post of professor in each of the Departments of Kannada, Sanskrit, Education, History, Economics, Sociology, Physics, Botany, Zoology, Geology, and Architecture, Civil Engineering, Mechanical

Engineering, Electrical Engineering, Applied Mechanics, and Architecture.⁶
 Besides, several posts of Readers and Lecturers were created.

During the year 1967-1968 the Senate held three meetings. It held detailed discussions on the policy to be followed in the matter of medium of instruction and adopted a policy statement; therefore, according to this statement, the question of medium was a practical issue which students and teachers had to settle amongst themselves. English should continue to be the medium for those who wished to have it. Kannada, as an optional medium, should be offered first in the Arts, then in Science and Commerce. During the next six years, the option could be extended to professional courses.

The Senate resolved that the degree of Bachelor of Physical Education be instituted in the University.

The Senate sanctioned creation of one post of Reader and two posts of Lecturer in the Post-Graduate Department of Education.⁷

During 1968-69 the Senate sanctioned creating the following teaching posts in the University: (1) one post of Professor of Commerce, (2) one post of Reader in Statistics, and (3) one post of Lecturer in Statistics, in Commerce, in Hindi, and in Telugu.⁸

In December 1969 the Senate instituted the following teaching posts: (1) one post of Lecturer in German and in Sanskrit, (2) two posts of Lecturer in Education, and (3) one post of Reader in Commerce.

⁶Bangalore University II Annual Report, 1966-67, p. 17.

⁷Bangalore University III Annual Report, 1967-68, p. 24.

⁸Bangalore University IV Annual Report, 1968-69, p. 25.

The Senate met six times during 1971-72. The Senate instituted 40 research assistantships in the Scale of Rupees 250-450.⁹ The Senate also ratified the action taken by the Syndicate in creating two posts of Research Assistant in Educational Psychology and one post of Research Assistant in Education for the evening M.E. course.

The Senate made no new resolutions during 1972-73, but in the year 1973-74 the Senate met twenty times. The resolutions passed in the above meetings created posts of Development Officer, Deputy Librarian, and Statistical Assistant. The Senate approved the qualifications and made appointments to these posts:

- (i) A Faculty in Mental Health and Neuro-Science, the first of its kind in the Karnataka State, was instituted.
- (ii) Post-Graduate degree courses in Social Work, Philosophy, Psychology, Telugu, Public Health, Engineering, and Physical Education were instituted. A post-graduate diploma in Industrial Hygiene was also started.
- (iii) For the first time in the University, a Post-Master's Degree course, namely the M. Phil. was instituted.
- (iv) A University press was started and the required staff for the press was also sanctioned.
- (v) Statutes relating to holding of annual convocation were amended. The amended statutes provided for dispensing with the existing system of wearing black gowns and hoods. Instead, wearing of white gowns for the members was adopted.

⁹Bangalore University, Annual Report, 1971-72, p. 95.

The Senate elected from among its members two persons each to the Medical Council of India and Dental Council of India respectively.

Another decision was the inclusion of the members of the Academic Council in the convocation processions.¹⁰

The review of the Senate activities during the span of seven years indicates a steady progress in instituting new teaching posts in different disciplines. Another notable activity is the creation of forty research assistantships.

The Syndicate

Twelve meetings of the Syndicate were held during the year 1966-67. The Syndicate set up twenty committees to go into different specific issues. The Syndicate passed an ordinance that constituent Engineering Colleges shall not charge higher than twice the amount of fees chargeable on the basis of the standard scales.

The Syndicate approved the rules of procedure for the prescription of textbooks and made the following ordinances:

1. Ordinances in the matter of scales of fees for the various courses of study in the constituent colleges.
2. Ordinances governing admission of colleges to the privileges of the University.
3. Ordinances relating to Department of Studies and Heads of Department of Studies.
4. Ordinances relating to recognition of teachers in constituent colleges.

¹⁰Bangalore University Annual Report, 1973-74, p. 5.

During 1967-68 thirteen meetings of the Syndicate were held including a special meeting held on 2 February 1968 to take stock of the situation arising as a result of the student disturbances and closure of the colleges for an indefinite period.

The Syndicate permitted teachers in constituent colleges to use the facilities in the University departments for their research work subject to certain conditions. The Bio-Chemistry laboratory of a particular college was recognized for research work leading to Ph.D. degrees.

Another decision of importance taken by the Syndicate was the admission of eighty students of Callison College, University of the Pacific, Stockton, California, as casual students of the University, to enable the Callison College to open a study center in Bangalore to conduct courses in Indian Studies.¹¹

The Syndicate approved textbooks in languages for the pre-university and degree courses commencing from the academic year 1967-68.

The Syndicate decided to constitute a Development Board to advise the University on matters relating to starting of new subjects/courses of study and reconstituted the Mal-Practices Inquiry Committee.

The Syndicate ordered a reduction in the intake of students in the Engineering Colleges with a view to reducing unemployment among Engineering Graduates.¹² It sanctioned the establishment of a separate textbook unit office, under a coordinator, for speeding up the preparation

¹¹Bangalore University Third Annual Report, 1967-68, p. 28.

¹²Bangalore University Fourth Annual Report, 1968-69, p. 30.

and publication of textbooks. The Syndicate approved the awarding of the Ph.D. degree to two persons for their theses. A deputation of members of the Syndicate visited Delhi, Banaras and other Universities in North India in March, 1969, to study their organization.

The Syndicate held twenty-one meetings in 1968-69, including nine emergency meetings. The Syndicate set up five committees during the year to go into specific issues. The Syndicate resolved to take over the Institute of Social Services, Bangalore.

The Syndicate constituted forty Boards of Studies during the year 1969-70.¹³

Out of the nine special meetings of the Syndicate, five meetings were called to consider the allegations made against the administration of the University and the situation arising from time to time, as a result of the student strike.

During 1971-72, fourteen meetings of the Syndicate, with twenty-four sittings, were held including two special meetings.

Apart from the consideration and approval of recommendations made the various Boards of Appointment constituted during the year in respect to appointments to teaching posts in the University, the resolutions passed by the Syndicate during the year also include several decisions of importance.

The Syndicate approved the awarding of the Ph.D. degree to four persons. The following sub-committees were reconstituted by the Syndicate: (1) Mal-Practice Inquiry Committee, (2) Library Committee, (3) University Health Advisory Committee, and (4) Legal Committee.

¹³Bangalore University Fifth Annual Report, 1969-70, p. 35.

The Syndicate decided that the following new courses should be started with the beginning of the 1972-73 academic year: Hindi, Journalism, Political Science, Library Science, Psychology, Philosophy, Music, Dance, and Drama.

The Syndicate appointed a committee to inquire into allegations made against certain teaching staff and exonerated all the teachers against whom allegations were made except one, who was dismissed from University Service.¹⁴

During 1972-73 the Syndicate met sixteen times. A total number of 536 subjects were considered and disposed of by the Syndicate. The pre-professional courses in Medicine were abolished. It was also decided to abolish the honors courses in the University.

During 1973-74, ten ordinary meetings with thirty-four sittings and six special meetings including three emergency meetings and one requisition meeting of the Syndicate were held. The Syndicate permitted the Bangalore Medical College to start a Doctorate in Bacteriology course. Permission was granted to four managements to start degree colleges in special subjects like fisheries, biology, and botany. A part-time Bachelor of Engineering degree course for employed diploma holders was also started.

Reports of Boards of Examiners regarding assessment of theses submitted by twelve candidates were considered and accepted for the awarding of the Ph.D. degree.

Endowments were accepted from several donors for the institution of medals and prizes. Proposals were made for providing part-time work

¹⁴Bangalore University Annual Report, 1971-72, p. 98.

to 100 students. This is referred to as "Earn while you learn scheme."¹⁵

The activities during a span of seven years clearly indicate that developmental strides made by the Syndicate in starting new courses, constituting Boards of Studies, and reported acceptance of awarding of Ph.D. degrees are quite impressive.

ROLE OF ACADEMIC COUNCIL IN ACADEMIC AND CURRICULAR AFFAIRS

There was no such body as the Academic Council in the Constitution of any of the Indian Universities established before the publication of the Report of the Calcutta University Commission in 1919, which, for the first time, suggested the need for such a body. The commission said that the creation of a representative academic body dealing with all the academic business of the University, to be called the Academic Council, was the most important of the changes suggested by it in the structure of the University. It is a body whose duty is to direct and review all the academic work of the University and to initiate proposals for academic reforms.

The Bangalore University Academic Council has been active since its creation in 1965. Some of the major reforms initiated by the Academic Council since 1966 are as follows.

The Academic Council decides that the minimum age limit of 15 years plus must be enforced during (1966-67) in respect to admissions to the pre-university course.

It also approved a scheme prepared by the Board of Studies in

¹⁵Bangalore University Annual Report, 1973-74, p. 6.

Engineering which enabled graduates in Electrical Engineering to obtain a degree in Mechanical Engineering and vice-versa.

New regulations were made by the Academic Council during the year in respect to the M.D. Degree in Psychological Medicine, M.S. Degree in Neuro-Surgery, Ph.D. Degree in Clinical Psychology, and External Examinations.

During 1967-68 the Academic Council met twice to consider textbooks in Kannada for Kannada medium classes and also approved the revised B.A. Honors Program in Economics as a pilot project. The course was designed to improve the content and method of teaching of the B.A. Honors Course in Economics. The scheme had been started with aid from the Danforth Foundation.¹⁶ The Academic Council approved the Constitution of the Board of Post-Graduate Teaching.

The Academic Council decided that tutors and demonstrators holding third-class Master's Degrees, who are already in service, might be made eligible for appointment to the posts of Lecturer in Constituent Colleges.

The Academic Council approved the summer school correspondence courses for Business Education during the year 1969-70.

During the year 1970-71, the Council held three meetings. The Council accepted the recommendations of the Syndicate to introduce the post-graduate courses in Sanitary Engineering and Public Health and Power Engineering.

The Council, accepted in principle, the institution of External Examinations for post-graduate courses in Arts, Commerce, and Mathematics.

¹⁶Bangalore University Third Annual Report, 1967-68, p. 25.

The Academic Council considered the removal of internal assessment in various University examinations and approved the removal of internal assessment at B.A./B.Sc./B. Commerce courses with effect from 1969-70.¹⁷

Three meetings of the Academic Council were held during the year 1971-72. The Academic Council ratified the action taken by the Vice-Chancellor in condoning the shortage of attendance of candidates appearing for the April 1971 degree examinations in Arts, Science, and Commerce. The Academic Council ratified the action taken by the Vice-Chancellor in ordering that the period of service rendered at the Bangla Desh Refugee Camps by those who have passed Medicine Bachelor-Bachelor Surgery examination of Bangalore University shall count toward their compulsory internship training.

The Council approved the regulations, syllabus, and scheme of examinations for the B.Sc. (Nursing) (four year and two year) courses as approved by the Faculty of Medicine.

The Academic Council had four meetings during the 1972-73 year. The Council approved the report of the Local Enquiry Committee and noted the action taken by the University in permitting the Bangalore Medical College to introduce a M.S. in Radiology Degree. The Council authorized the Vice-Chancellor to appoint a committee to inspect the college and to submit a report in due course.

The Academic Council at its meeting on 22 September 1972 approved the regulations, course of study, and scheme of examinations pertaining to the Bachelor of Library Science course with certain amendments. The Academic Council met seven times during the year and approved the starting

¹⁷Bangalore University Fifth Annual Report, 1969-70, p. 33.

of a Bachelor of Engineering Degree in Electronics for the employed diploma holders in Radio Telecommunication Engineering, the abolition of pre-professional courses in Medicine from the academic year 1973-74 consequent on the introduction of two-year Pre-University Course, and also the introduction of evening courses in Mathematics and Statistics.¹⁸

Considering the introduction of a number of new courses, starting of a pilot project in Economics, and approval for starting summer correspondence courses and evening courses in Master of Arts in Mathematics and Statistics and Commerce, it can be safely asserted that the Bangalore University's Academic Council's work has been highly productive.

ROLE OF THE SENATE IN FACULTY WELFARE

The role of the Senate in faculty welfare is circumscribed by the fact that it depends completely for financial support on state aid and grants of the University Grants Commission. Members of the faculty have uniform scales of pay. Any move to increase the scales of pay of faculty or any class of employees, as a matter of fact, requires government sanction. Any such increase in pay to one class of employees sets off a chain reaction. It is only the state government that implements new scales of pay to all government employees based on the recommendations of a commission especially created for that purpose.

The system of merit pay is unknown. Promotions to senior positions are based on the candidate's years of service. But tenure is a measure which members of the faculty enjoy liberally. The most recent

¹⁸Bangalore University Annual Report, 1973-74, p. 8.

resolution adopted by the Senate in its meeting held on 20th September 1974, bears testimony to the fact. The resolution runs thus:

Permanent teachers should be appointed in all faculties within a period of six months after starting the new courses of studies. If, by sheer necessity, a teacher has been employed on a temporary basis, he should be made permanent after the seventh month of his appointment. On no account should a temporary teacher be in any department for more than six months.

Two other resolutions passed earlier are of significance. The Senate after considering a resolution relating to rules regulating conditions of service of teachers in the Constituent Colleges, requested the Syndicate to frame ordinances governing the service conditions of teachers in the constituent colleges of the University under private management, after consulting representatives of the teachers and the management's of the colleges.¹⁹

The Senate made new statutes governing the constitution of the Bangalore University Employee's Contributory Provident Fund. On February, 1970 the Senate passed the statutes governing the awarding of special scholarships to children of University employees who die while in service.²⁰

The Syndicate decided to introduce the fourth plan of the University Grants Commission scales of pay in respect to teachers appointed by the University, the Librarian, and the Director of Physical Education.²¹

The University Grants Commission provides travel grants for teachers visiting centers of research and advanced study and also pays

¹⁹Bangalore University Second Annual Report, 1966-67, p. 17.

²⁰Bangalore University Fifth Annual Report, 1969-70, p. 29.

²¹Bangalore University Fifth Annual Report, 1969-70, p. 34.

the cost of foreign travel for attending international conferences. During 1966-67, the University Grants Commission sanctioned travel grants to cover the traveling and other expenses to nine teachers to centers of research in India. The number of teachers getting University Grants Commission grants was thirty-one, thirty-seven, fifty-seven and eighty-four during 1967-68, 1968-69, 1969-70 and 1971-72 respectively.

The University Grants Commission shares a portion of expenditures incurred in staging conferences at the national and international level. The delegates were distinguished educationists from different countries in Asia, with a few from the USA also in attendance. The International Conference on Soil Mechanics and Foundation Engineering was held during December 1971. The symposium was attended by eminent engineers, technical teachers, and other noted persons.²² Under assistance from the University Grants Commission during 1973-74 thirty-three faculty personnel attended conferences held at several places in India and a few attended conferences at Berkeley, Paris, Moscow, Indianapolis, and Barcelona.

To sum up, although the number of teachers getting University Grants Commission travel grants is less compared to the total strength of teachers, it is an indication that the importance of professional growth of faculty is gaining momentum year after year.

ROLE OF THE SENATE IN STUDENT AFFAIRS

Among the several powers the Senate has, those which can be taken as an indication of the Senate's concern for welfare of the students are: (1) the power to institute studentships, scholarships, and

²²Bangalore University Annual Report, 1971-72, p. 119.

exhibitions, (2) the power of acceptance and management of endowments and donations for award of medals and prizes, (3) the power to cooperate with other universities and organizations for promotion of educational and cultural activities, and (4) the power to institute in consultation with the Academic Council an Employment Bureau and a Guidance Bureau.

The Annual Reports of the Bangalore University since 1966 show that the number of studentships and scholarships granted to students every year is on the increase. During 1966-67 scholarships were awarded to students as follows: 103 scholarships were awarded on the basis of poverty-cum-progress, twenty-four subject scholarships on the basis of merit, and 116 scholarships were awarded on the basis of merit-cum-means. Twenty-five National Merit Scholarships were awarded by the Government of India. In addition, the number of students receiving full waivers and half-waivers was 398 and 352 respectively.²³

With a rapid increase in enrollment at the post-graduate and research levels and the volume and diversity of specialized studies now being undertaken in the University, the University Grants Commission allocated a sum of one hundred thousand rupees for research, scholarships, and fellowships.²⁴

The list of donors to the University for the awarding of gold medals and prizes to first-rank students is also on the increase. During 1973-74, forty-eight students were awarded medals and prizes.

The University Employment Information and Guidance Bureau started

²³Bangalore University Annual Report, 1966-67, p. 31.

²⁴Bangalore University Annual Report, 1973-74, p. 14.

functioning on 22 April 1966. The Advisory Committee with the Vice-Chancellor as chairman and including thirteen members representing various professions was constituted. With a view to developing the spirit of dignity of labor among students and to help the needy, the committee asked the Bureau to explore avenues of part-time employment. As a result of the efforts of the Bureau, twenty-four students obtained part-time employment in the government press. The government soap factory provided part-time employment to 546 students during 1971-72.²⁵

Another step in the welfare of the students was taken when the authorities of the University organized hobby workshops to provide opportunity for students to use their talent and help them earn in their leisure time. Nearly 825 students made use of the facility in trades such as book binding, envelope making, clip files and typing.

The Information and Guidance Bureau disseminated information on career opportunities, competitive examinations, professional examinations, and higher studies in foreign countries.

The University Grants Commission extended financial assistance for the construction of a Student Home, to provide a quiet place for study to students who do not have facilities at home and who cannot afford to live in hostels.

Student Council

The formation of a Student Council by the Bangalore University in 1966 was an important step, intended to promote the welfare of the students. It provided opportunities for representatives of the students

²⁵Bangalore University Annual Report, 1971-72, p. 156.

to function as a corporate body and to promote personal contact between teachers and students. The basic philosophy behind this approach was that students have to be enabled to develop a feeling of belongingness and intense participation if education is to be fruitful and creative.²⁶

The Bangalore University Student Council consisted of representatives from 40 constituent colleges of the University. Two senior Professors were named as Rector and Associate Rector respectively. Members of the teaching faculty from the various constituent colleges were nominated to guide and advise the Student Council.

The Student Council activities included the conducting of inter-college music, essay, and elocution competitions on a zonal basis in the various constituent colleges.

A magazine named the Bangalore University Student was published. Teachers and students of the Bangalore University went over to the Rural Health and Service Center, ten miles from Bangalore and did social work. The activities of the Council were curtailed for sometime during the anti-Hindi agitations. The Bangalore University Student Council for the year 1969-70 was not constituted, as a suit was filed in the court of the Additional First Munsiff by a student of the Government Arts and Science College regarding the constitution of the managing committee of the Bangalore University Student Council.²⁷

There is little evidence of the activity of the Student Council during 1971-72. The Council did not function during 1972-73 as a temporary injunction was served on the University in connection with the election

²⁶Bangalore University Second Annual Report, 1966-67, p. 15.

²⁷Bangalore University Fifth Annual Report, 1969-70, p. 39.

of the President of the Council.²⁸

The year 1973-74 was not relatively free from trouble, particularly during the period of the election of student representatives in several constituent colleges. A few excerpts from the report of poll violence, published in a popular daily newspaper follow.

A student of a Government College was roughed up by another gang sometime ago when he refused to submit to their threats and keep off the elections. The elections now stand postponed. In another college the police had to be on their toes all through the elections. The principal of a college in North Bangalore relates how he faced the wrath and fury of a gang of outsiders who attempted to force their way into his college during the elections. If even college elections are to be held with police escort, how deep must the malady have penetrated.²⁹

Student Disturbances

After the passing of the Official Languages Resolutions by the Parliament of India, an explosive atmosphere had been generated. The anti-Hindi movement gained momentum and took a violent turn on 22 January 1968, with the result that police had to enter the campus to disperse students. The colleges were closed and reopened on 12 February, but on the 14th the situation deteriorated, and as a result, the Vice-Chancellor ordered closure of the colleges indefinitely. This led to a postponement of college examinations.³⁰

During the year 1969, violent agitation started because of a series of allegations made by student leaders against the University administration. Complaints about appointments of Lecturers, allegedly

²⁸Bangalore University Annual Report, 1972-73, p. 136.

²⁹Indian Express, "Violence in Campus," 26 August, 1974, p. 5.

³⁰Bangalore University Third Annual Report, 1967-68, pp. 22-23.

based more on official favor and caste, led to the formation of a committee headed by the then Vigilance Commissioner. The report was completed but it was never made public. Another committee headed by a retired Session Judge was instituted to look into the complaints against the University administration. His report has also not seen the light of the day.

The year 1970 saw the worst cases of arson at the University. These arson cases were directly related to the Expo-70 issue. A scheme had been formulated by the State Government to send a youth delegation to Expo-70 for the benefit of students, representatives of youth organizations, the junior chamber, and young industrialists. Students who had secured ranks, outstanding sportsmen, or such other persons who must have outstanding work to their credit, were to be selected. When the final list of selections was out, it enraged the students. Their rage found its echo in the state legislature which had a debate for two solid days. One member said on the floor of the house, "The favoritism and nepotism demonstrated in the selection of the Expo delegation consisted of either the children or the relations of ministers, and top officials only."³¹ The agitation continued for twenty-five days. Headlines in a daily newspaper appeared: Cases of Arson in Varsity Campus, Geology Department Wrecked, Rare Specimens Destroyed, Senate Hall Gutted, Agitators Tear-gassed, Lathi Charged.³² Several buses were set on fire. "Vice-Chancellor said that over one rupees lakh worth of valuable

³¹Deccan Herald (Bangalore), September 23, 1970.

³²Deccan Herald (Bangalore), September 24, 1970, p. 1.

property was smashed in the vandalism that took place in the University campus this morning."³³

The meeting of Principals with Vice-Chancellor presiding, expressed "shock and indignation" over the violence indulged in by many students. The meeting regretted the obvious lack of concern by elders and leaders of public opinion over the seriousness of the situation and its effect on the University schedules and generally on the academic life of the city.³⁴

The students' stir grew and threatened to renew the agitation if the Government did not concede to four demands. These were: (1) institution of judicial inquiries into the Expo delegation selections, (2) "police atrocities" on students, (3) reconstitution of the Youth Welfare Board, and (4) withdrawal of all police cases against students throughout the state.³⁵ Eventually it led to the fall of the ministry in the state. The Bangalore University announced the closure of all its constituent colleges until September 16 as the student agitation, marked by violent incidents, entered the third day. The agitation and the strike by a section of the college students was in protest against the alleged police excesses on a twenty-year old youth in Hassan, causing his death.³⁶

Student violence erupted in the city after a lull of eleven days. Two buses belonging to the Bangalore Transport Service, a car and a van,

³³Deccan Herald (Bangalore), September 25, 1970.

³⁴Deccan Herald (Bangalore), September 26, 1970.

³⁵Deccan Herald (Bangalore), September 28, 1970.

³⁶The Hindu (Bangalore), September 13, 1973.

were set on fire by the agitators.³⁷ Students numbering over 2,000 took out processions from different colleges in the city to the Vidhana Soudha where they burnt an effigy of the Municipal Administration Minister to protest against certain remarks on Kannada literature which he reportedly made at one meeting.³⁸

"Terror and goondalism" seemed to be unnerving the student community of the Bangalore University and this was evident in the "threats and intimidation," said an independent member in the Legislative Council.³⁹

A reign of terror had been let loose on the Bangalore University campus with a group of students armed with cycle-chains and knives moving about, according to an opposition leader, who tabled a call attention notice in the Assembly. Apart from threatening the Vice-Chancellor and the Controller of Examinations the group had assaulted the Assistant Librarian of the University.⁴⁰

One member blamed the slack administration of the University for the "happenings" in the campus. The Chief Minister accused "some members" of the Bangalore University faculty, including Professors, of fostering groupism and encouraging students to agitate and indulge in violence. Even academic bodies, like the Syndicate were not free of this virus. He also claimed that some faculty members were making use

³⁷The Hindu (Bangalore), September 25, 1973.

³⁸Deccan Herald (Bangalore), November 27, 1973.

³⁹Deccan Herald (Bangalore), August 16, 1974.

⁴⁰Deccan Herald (Bangalore), August 19, 1974.

of students to pressurize the administration in regard to promotions and transfers, and of fostering communal jealousies and hatred. The chief minister hoped that the Vice-Chancellor and the Syndicate of the University would take all steps to "discipline" such faculty members. For his part, he would assure the authorities that the Government would support the steps taken in this direction.⁴¹

Students of the Central College came out of their classes to back the demands put forward by the college association which included removal of Class III, relaxation of age limits, reservation of jobs for Master of Social Work graduates, and immediate release of the Rahmatulla Report.⁴²

The Academic Council of the Bangalore University passed at its meeting a resolution abolishing the third-class degrees for Master of Arts and Master of Science and Master of Commerce students admitted in 1974-75.⁴³

All classes in the Central College campus and post-graduate classes in the new Jnana Bharats campus of the Bangalore University have been suspended by the University authorities and the President of the student association said that the decision to abolish third-class in the Master's Degree should also be applicable to students who had been admitted to the courses leading to these degrees in 1973-74 and were now in their final year. The decision at present only applies to those who have

⁴¹Deccan Herald (Bangalore), August 27, 1974.

⁴²Deccan Herald (Bangalore), January 13, 1975.

⁴³Deccan Herald (Bangalore), January 13, 1975.

to those who have been admitted in 1974-75.⁴⁴

Students went in a procession to the Vidhana Soudha to demand the following four points: (1) abolishing of the III Class Degree even in respect of students admitted in 1973-74, (2) relaxation of age limits for government jobs from twenty-eight years to thirty-three years, (3) the publication of a report of inquiry constituted in 1969 concerning corruption, embezzlement, irregular appointment to teaching and non-teaching posts, and (4) communal domination should be made. The committee submitted its report in 1971 but it has so far not been made public.⁴⁵

The Bangalore University Student Council has, in a press note, requested the University to enable the students to attend classes by taking action against miscreants.

The Council referred to the Vice-Chancellor's statement on the intervention of teacher politicians who are using the student community for their own selfish ends and said that it would have appreciated the Vice-Chancellor's view had he boldly pointed out the person or persons involved in backing the strikers.

The Council had said that a senior "Professor Politician" is holding the University to ransom and has protested against the University for not taking action. The council demanded the publication of the committee reports and said the Vice-Chancellor must take immediate action or "face the consequences from the student community."⁴⁶

⁴⁴Deccan Herald (Bangalore), January 16, 1975.

⁴⁵Deccan Herald (Bangalore), January 21, 1975.

⁴⁶Deccan Herald (Bangalore), January 23, 1975.

The Karnataka cabinet which considered in detail the agitation by the post-graduate students of the Bangalore University, is understood to have conceded most of the major demands of the students.⁴⁷

A chronology of events of violence indulged in by the students since 1967, resulting in damage to property and dislocation of studies, has foreshadowed the ameliorative measures taken by the governing and administrative bodies in promoting the welfare of the university students. A study of repeated acts of violence would appear to point out that violence by students has tended to precede the action of administrative bodies. There is lack of evidence to show the formation of a body by the Senate, entrusted with the task of gauging the simmering discontent of the students, before it erupts into open violence.

⁴⁷Deccan Herald (Bangalore), January 23, 1975.

Chapter 4

UNIVERSITY OF NEBRASKA ADMINISTRATIVE BODIES

The Board of Regents of the University of Nebraska, a body created by the people of Nebraska, consists of eight members elected for six-year terms. Members hold office until their terms have expired. The Governor fills Board vacancies by appointment.

The Board of Regents has constitutional and statutory power for general supervision over all elements of the university, control and direction of all expenditures, and for general operating policies of the university. The Board has the authority to make rules and regulations as it deems appropriate and necessary for the proper governance and administration of the university. The Board exercises the final authority in the governance of the university within the limits of the constitution, the laws of the State of Nebraska, and the laws of the United States. The Board delegates to the president of the university, and through him to the appropriate administrative officers, general authority and responsibility to carry out the policies and directions of the Board. It delegates to the faculty and recognized student groups the authority to develop reasonable rules and regulations for faculty and student self-government. Such rules, before they may be effective, are subjected to review by the Board, are considered by the Board at a public hearing, and then, if approved, become effective as rules or regulations of the Board.

The Board's approval is required for all appointments of full-time academic and administrative personnel, for the granting of continuous appointment to faculty, for appointment of all administrative officers, for the creation of any new teaching department or school, or the consolidation or elimination of any such administrative unit. However, the Board may delegate to the president and the campus chancellors approval authority as it deems appropriate.

The Board confers all degrees upon recommendation of appropriate faculties, and may create departments of a college or a school when size or educational efficiency demands it.

To carry out the responsibilities in implementing its policies and directions the Board selects a president after formal consultation with the representatives of the faculty, students, alumni, and administrative officers.

The president serves at the pleasure of the Board. He is the chief executive officer of the University and exercises such executive powers as are necessary for the proper government of the university and for the protection and advancement of its interests in their entirety. He is responsible for all personnel appointments subject to the confirmation of the Board. He makes interim appointments to those positions normally requiring approval of the Board during the recesses of the Board, subject in each case to the approval of the Board at its next meeting. He is an ex-officio member of all faculties of the university. He is also responsible for the preparation of the annual report of the Board and submission of the total university budget to the Board for its review and approval. It is also his responsibility to provide for regular periodic evaluations of all administrative officers.

It is through his office that all matters from any major administrative unit are forwarded to the Board.

The president is assisted in his duties by two Executive Vice-Presidents, one for Academic Affairs and the other for General Administration. The appointments of these Executive Vice-Presidents are based on the recommendation of the president.

The responsibilities of the Executive Vice-President for Academic Affairs involve coordination of educational programs, services, and activities to achieve educational programs and services of high quality. He reviews personnel actions relating to appointments, termination, promotion, continuous appointment, and salary which are recommended to the president. He serves as an advisor to the chancellors in matters pertaining to the planning, development, coordination, and administration of graduate studies and research on the several campuses.

The Executive Vice-President for Administration serves as an executive officer of the president in all matters of business, financial and general administration. His responsibilities include collection, deposit and accounting for all monies of the university, business management, budgeting, and computer services for the university.

The University of Nebraska has three administrative units: the University of Nebraska-Lincoln, the University of Nebraska Medical Center, and the University of Nebraska at Omaha. Each administrative unit has as its chief executive officer, a Chancellor who also serves as a Vice-President of the University and reports to the President of the University and through him to the Board.

The Chancellor of each university is selected by the Board upon recommendation of the President of the University. The selection

procedures includes formal consultation with representatives of the faculty, students, alumni, and administrative officers.¹

POWERS AND DUTIES OF THE CHANCELLOR

The Chancellor's specific responsibilities include: (1) providing leadership in developing the total program under his jurisdiction, (2) establishing the offices of Vice Chancellors, Deans, Directors, and other administrative offices subject to the approval of the President and the Board, (3) recommending all personnel appointments requiring approval of the Board, (4) providing for regular periodic evaluation of each administrative officer in his unit, and (5) submitting to the President annual budgets for operations and construction governing all activities assigned to his unit.

The administrative functions of the Chancellor include:

(1) general supervision of faculties through the system of colleges and schools, (2) general supervision of admission of students, registration and records, counseling, housing, scholarships and financial aids, student activities and services, placement, foreign students, and the evaluation of and certification of academic credit from other institutions, and (3) operation and maintenance of the physical plant, purchase of supplies and equipment, and the records of real and personal properties under the jurisdiction of the university.

The Chancellor of the University of Nebraska at Omaha is assisted by three Vice-Chancellors in discharging his responsibilities: (1) the Provost and Vice-Chancellor for Academic Affairs, (2) the

¹Bylaws of the Board of Regents of the University of Nebraska
(Effective August 20, 1973), p. 18.

Vice-Chancellor for Educational and Student Services, and (3) the Vice-Chancellor for Business and Finance. The Provost and Vice-Chancellor for Academic Affairs functions as the deputy executive officer of the university. He is directly responsible to the Chancellor of the university for all academic matters of the university including instructional, research, and faculty affairs. His responsibilities include the selection, promotion, professional development, tenure, and compensation of the instructional and research personnel.²

The Vice-Chancellor for Educational and Student Services is the executive head of the Office of Educational and Student Services, and also the principal administrative and student affairs officer responsible directly to the Chancellor for all matters relating to educational and student services. His specific responsibilities include the following: (1) the direct administration of university records and admissions, (2) student discipline, (3) the promulgation of rules governing student conduct, (4) the coordination of student extra curricular organizations, (5) the administration of the student health service, student center facilities and programs, recreation and intramural programs, counseling and testing, student financial aids and scholarships, off-campus student housing, placement, and (6) the student orientation program and the search for necessary funds to support these programs.³

The officer who is directly responsible and works at the

²Provost and Vice-Chancellor for Academic Affairs position description dated April 4, 1974.

³Vice-Chancellor for Educational and Student Services position description dated January 1, 1973.

pleasure of the Vice-Chancellor is the Registrar. The specific responsibilities he has to discharge include maintenance of official student records and transcripts and registering students in academic programs. He serves as liaison with: (1) the data processing service, (2) the academic deans, department chairpersons, and faculty, as needed to perform the functions of registration, classroom assignments, developing schedules of classes and final examinations, evaluating transfer students' records, and other related matters, and (3) he has to plan for the future needs of the Registrar's Office, including new methods for registering students and transcript production.⁴ The selection procedure for the post of Registrar involves the preliminary screening of the applicant's qualifications and experience, followed by an interview with a committee consisting of the Dean of Business Education, Department Chairperson, Director of Computer Facilities, two faculty and two student representatives. However, the authority for final selection rests with the Vice-Chancellor for Educational and Student Services.⁵

Next in the series is the Vice-Chancellor for Business and Finance. He is the principal financial officer of the university, and responsible to the Chancellor. His major areas of responsibility include: budget preparation, accounting, business services, physical facilities including the operation and maintenance of grounds, the

⁴University of Nebraska at Omaha Position Description, dated February 18, 1974.

⁵Based on an interview with the Registrar, March 28, 1975, 4:00 p.m.

coordination of traffic and parking, and the distribution of supplies and equipment.⁶

Deans of the Colleges: The deans are selected on the basis of the recommendations made by the Chancellor after his formal consultations with representatives of the faculty, students, administrative officers, the President, and the Board. The Dean is the officer primarily charged with the administration of the college. He is the presiding officer of its faculty and the chief advisor of the Chancellor in regard to the college welfare. He submits recommendations to the Office of the Chancellor concerning the appointment, reappointment, non-reappointment, promotion, demotion, transfer, dismissal, or removal of members of his college staff.

One of the distinguishing features of the University of Nebraska at Omaha is the Office of Ombudsman, which is not present in any of the Indian Universities. The Chancellor of the university is authorized to appoint an Ombudsman after formal consultation with representatives of student, faculty, and administrative officers. The Office of the Ombudsman is instituted to seek an improvement in academic and administrative processes within the university by discovering patterns of malfunctionings and suggesting reforms. The Ombudsman's responsibilities are to listen, investigate, and seek to mediate and resolve complaints and grievances made to him concerning academic or administrative policies, procedures, practices, or decisions. He may recommend appropriate changes or solutions to the Chancellor.

⁶Vice-Chancellor for Business and Finance Position Description
dated July 24, 1972.

The person seeking assistance from the Ombudsman need have no apprehension of any penalty or disability. The confidentiality of any information presented to the Ombudsman when seeking assistance is assured.

The Board of Regents has made provisions for faculty and student government. According to the Bylaws of the Board of Regents, the faculty of the University may establish a governing agency for dealing with matters of interest to more than one college. Such a governing agency has to adopt a structure, democratic in nature and operation, and may include student participation under conditions and circumstances approved by the agency. All rules and regulations of this agency are subject to Board approval.

The provisions for student government made by the Board of Regents permit the students to create democratic student governing agencies at the campus. The Constitution and Bylaws of all student governing agencies at the campus are subject to approval by the Board.

Hitherto, the discussion included in its gamut the powers and functions of the Board of Regents, the selection procedure, the job description of the executive officers entrusted with the task of administering the campus, and the provision for faculty government and student government. It is clear from the review of Statutes and Bylaws that the Regents retain overall control in matters pertaining to educational policy; however, they have chosen to delegate much of their authority.

Even though the University of Omaha started functioning as early as 1908 under the control of a Board of Trustees, it was only in 1930

that the Board of Regents was inducted into office.⁷ Since then the university has continued to grow. Important advances were made in faculty personnel, curricular reforms, and administrative organizations during the administration of Dr. W. E. Sealock, Dr. Rowland Haynes, and Dr. Milo Bail. It was only during 1967 that the University Senate became a reality under Dr. Kirk E. Naylor, the then President of the University of Omaha.⁸ Preceding the election of officers, President Naylor made explanatory remarks relative to the responsibilities and duties of the organization. He requested a statement as to how the Senate envisions its relations with the administration, the student council, and the executive committee. It was brought home to the members that the primary function of the Senate is to make policy recommendations. The succeeding pages would indicate the nature of the functions performed by the Senate and its constituent committees in such areas as academic and curricular affairs, faculty personnel, and student affairs.

THE ROLE OF THE FACULTY SENATE IN ACADEMIC AND CURRICULAR AFFAIRS

The Senate, during 1967, constituted several committees, such as: (1) Executive Committee, (2) Committee on Committees, (3) Academic and Curricular Affairs Council, (4) Faculty Personnel and Welfare Council, (5) Resources and Directions Council, and (6) Student Affairs Council. The University Senate, which consisted of faculty and administrative personnel, experienced a shake-up in its structure and composition of

⁷Undergraduate Catalog, University of Nebraska at Omaha, 1974-75.

⁸Minutes of the Omaha University Senate, May 19, 1967.

members and in 1972 emerged as a purely Faculty Senate, adopting a Constitution of its own which was ratified by the Board of Regents. Some of the main features of the Constitution follow:

Article I refers to the fact that the Senate has significant responsibilities in matters relating to formation of university policies. Article II states that all full-time university persons of rank from instructor through professor are eligible to vote for senators. Article III relates to the apportionment of members from a college, i.e., each college is represented by one senator for each ten full-time faculty members or major fraction thereof. The faculty members who have attained professorial rank and members in the rank of instructors with three years of service with the university at the time of election are eligible for election as senators. The term of elected senators is three years. The elections to the Senate are held during the second semester of each academic year. Article IV describes the organization of the Senate. The officers of the Senate consist of Faculty President, the Faculty Vice-President, and the Secretary-Treasurer of the Senate. The Faculty President serves a term of one year and may succeed himself through re-election. The Faculty Vice-President also serves a term of one year and retains his voting rights. The Faculty Vice-President is responsible for attending meetings of the Board of Regents as the official representative of the Senate. The Senate is scheduled to meet every month at a stated time. In addition, special meetings may be convened on the Faculty President's initiative. The Faculty President makes at least one written report annually to the chief executive officer of the university and to the university faculty.

To accomplish the business of the Senate, a number of committees are established. There is a permanent Senate committee known as the Executive Committee which is responsible for preparing the agenda for Senate meetings and preparing and monitoring the budget of the Senate. The Executive Committee is empowered to make decisions in the name of the Senate when immediacy demands such action. The Executive Committee is responsible for editing the Senate Review, a monthly publication to keep the faculty and administrative staff informed of its actions.

The other committees established by the Senate are: (1) Committee on Faculty Personnel and Welfare, (2) Committee on Student Affairs, (3) Committee on Academic and Curricular Affairs, (4) Committee on Resources and Directions, (5) Committee on Committees, and (6) Committee on Faculty Grievances.

The Committee on Faculty Personnel and Welfare is involved in matters pertaining to faculty working conditions, academic privilege and responsibility, academic freedom and tenure, teaching loads, professional growth, research and consulting activities, sabbaticals, and the coordination of grievance procedures throughout the University.

The Committee on Student Affairs is entrusted with the policies related to the academic aspects of student life on the university campus and serves as the principal agency for providing appropriate representation of student opinion on academic matters in the Senate. It maintains liaison with the elected officers of the students and with the Vice-Chancellor for Student Affairs.

The Committee on Academic and Curricular Affairs has responsibilities pertaining to coordination of curricular review procedures, improvement of instruction, faculty competence, admission

policies, academic honors, calendar and commencements, examinations, testing, and special education programs. The Research Committee is a standing committee of the Committee on Academic and Curricular Affairs.

The Committee on Resources and Directions is concerned with matters which pertain to the future development of the university, the public image of the university, academic implications of budgets and finances, goals of the institution, and library and research facilities.

The Committee on Faculty Grievances, a seven member committee, is elected annually from the entire Senate.

Since its inception in 1967, the Academic and Curricular Affairs Committee has been active in several aspects related to improvement in academic affairs. The first important thrust was made in the area of registration. It drew the attention of the administration to the prevailing cumbersome registration procedures and directed the Registrar and his assistants to proceed at once to improve planning and organization of registration procedures. It urged that a revised communication system be established which is capable of swiftly and conveniently informing the registrants of course closings in order to avoid as completely as possible the necessity that a student rearrange his schedule several times before he can complete his registration.⁹

Another important area chosen for study by the committee was the student evaluation of teaching. A committee consisting of three faculty members, three students, and one administrator was established to ascertain the feasibility of a joint form for evaluation of teaching. The results of the evaluation of teaching were intended to serve for

⁹Faculty Senate Review, March, 1969.

curriculum evaluation from the point of view of students and to provide input in salary, promotion, and tenure decisions affecting faculty.

The interest of the committee then turned to seeking improvement in the quality of teaching. A special committee of eight senators served on President Varner's task force to explore ways of improvement in the quality of teaching. The committee took a lead in requesting the Chancellors to establish search committees to fill vacancies in all administrative positions at the level of assistant dean and above. The efforts taken in this behalf by the committee were approved by the Chancellor, who summed them up in the document entitled "Recruiting Academic Personnel, Standard Operating Procedures" which has provided some useful guidelines in the recruitment efforts. These guidelines relate to recruitment of faculty and academic administrators up through the level of dean.¹⁰

THE ROLE OF THE SENATE IN FACULTY WELFARE

The Faculty Personnel and Welfare Council set out to study the problems directly affecting the faculty. As a first step, it passed a resolution recommending the adoption of a policy stressing free and open dialogue between deans, department heads, and individual faculty members concerning such matters as promotion, tenure, salary, and teaching loads.¹¹ It conducted studies to consider the process for evaluating the work load of faculty members, salary adjustment among colleges, and leave policies.

¹⁰Faculty Senate Review, May, 1974.

¹¹Faculty Senate Review, May, 1968.

It initiated proposals to the effect that retiring faculty members may be appointed to "emeritus rank" upon recommendation of the academic department of which they are members. It recommended approval of the granting of awards for outstanding teaching to be initiated at the January, 1970 commencement.

During a brief student strike, the faculty rallied behind the President of the University and expressed its support. The text of Senate Resolution 395 reads:

That the University Senate firmly supports the actions of President Naylor on November 10, 1969, and urges all persons concerned to provide additional channels of communication, specifically, the Senate directs its President to appoint an ad hoc committee to consider the demands and complaints of students and to report to the University Senate its findings and recommendations with all possible speed.¹²

The Senate, in order to provide additional channels of communication to persons, students, staff, and faculty who had encountered problems with some aspects of university administration, proposed the creation of the Office of Ombudsman for the University. The proposal met with ready acceptance by the then President of the University, Dr. Naylor, and the Office of the Ombudsman came to be established.

That the efforts put forth by the council pertaining to the granting of leave, and for conducting research, or effecting improvement in teaching achieved a measure of success is indicated by the statement made by the President of the University:

It is now possible for those with faculty rank to take leave, with pay, to conduct research, and to do special studies to improve

¹²Faculty Senate Review, Fall, 1969.

teaching effectiveness, as recommended by the President of the University and approved by the Chancellor and the Board.¹³

The council continued its efforts on problems affecting the faculty and succeeded in evolving grievance procedures which would allow a faculty member to appeal to the Senate if satisfaction was not achieved at the departmental level, and the Senate in turn would send its recommendations directly to the Chancellor. The grievance procedures evolved by the council were approved by the Chancellor.¹⁴

During 1973-74 the Faculty Senate made its debut in the policy making machinery of the University, as is evidenced by the fact that the guidelines formulated by that Senate for promotion, tenure, and merit salary increases currently serve as the official University policy.¹⁵ The other significant achievement relates to the development of a calendar, in which classes do not start until after Labor Day and will end before Christmas and its subsequent adoption by the University.

The two important areas of the faculty welfare, namely cost-of-living increase and merit salary increases, have been the objects of much deliberation since June, 1974, when Dr. William R. Petrowski was inducted into the office of Faculty Senate President. The resolutions, providing succinct guidelines for individual merit assessment, have extracted much labor from the members of the council and the President of the Senate. In addition to these, the committee is working on a merit incentive program and on fringe benefits. A burning problem encountered

¹³Faculty Senate Review, March, 1970.

¹⁴Faculty Senate Review, April, 1973.

¹⁵Faculty Senate Review, May, 1974.

by the Senate is the parking problem. The possible alternative solutions to the parking problem, complex in nature, has become a focal point of discussion. Other matters that the Senate has been concerned with are interdepartmental programs and the granting of departmental status.

THE ROLE OF THE FACULTY SENATE IN STUDENT AFFAIRS

The University Senate constituted a Committee on Student Affairs to study the problem of discrimination on campus. The committee proposed a resolution in February 1968 promoting the development of a Bill of Student Rights.

The nature of resolutions passed by the Senate and assented to by the President of the University is for the welfare of the students. A resolution which became effective September 1, 1968, indicated full-time students in good standing were eligible to apply for a National Defense Education Act Loan. Another resolution adopted in April 1969 led to the establishment of a professional counseling service. A subcommittee consisting of three faculty members, elected by the Student Senate, was entrusted to develop the student activity budget.

The Office of the Ombudsman was established to provide an additional channel of communication for aggrieved students, faculty, and staff. Besides this, the Ad Hoc Committee on Student Grievances was revitalized to run a student attitude survey under the direction of Dr. Petrowski, funded in equal amounts by the Chancellor, the Student Senate, and University Senate.

A very significant step intended to heighten the sense of participation of students in the scheme of university life was the induction of student representatives on several committees, such as

Human Relations, Student Publications, Radio-Television, Admission and Academic Standards, Library, Calendar, Catalog and Registration, Improvement of Instruction, and Curriculum and Parking.¹⁶

A Student Publications Committee was established consisting of five students, two faculty members, and two professional journalists from outside the campus selected by the Chancellor. The activities of the students, curricular and administrative decisions taken by the University authorities, "Spotlight on Sports," and any topic related to student's interest are some of the features of the campus newspaper, the Gateway. The Financial Aid Office disseminates information about the various scholarships available to students and helps to place students on part-time jobs. A majority of the students are able to pay for their boarding and lodging and their tuition fees by taking up odd jobs. The establishment of a permanent committee on student affairs by the Senate and its action since 1967 speak of increased concern shared by the faculty in providing ameliorative measures for the student community.

STUDENT GOVERNMENT

By making a provision for student government, the Board of Regents has opened up an opportunity for the students to create a democratic structure at the campus and to make recommendations to the Board concerning the budgeting of all funds collected through fees designated for the use of student organizations.

The presence of a full-fledged student government at this university provides an ample measure of evidence of the autonomy enjoyed

¹⁶Faculty Senate Review, September, 1972.

by students in conducting their own affairs. The Student Senate consists of thirty-two members elected by class and college in the fall and spring of each year. It conducts meetings twice a month on Thursday evenings and meetings are open to all students. It is a policy-making body for students with the responsibility of recommending programs to the university administration. In addition, it determines the final allocations to all bodies requesting monies from that portion of student fees distributed through student government. The monies allotted for distribution through student government are derived from fourteen dollars out of the thirty dollars general fee paid by each student upon enrollment at the university. The enrollment figure is over 12,000. The total income projection for the student government budget during 1973-74 stood at \$254,492.¹⁷ There is a Budget Commission made up of four students and two faculty members. They hear requests from organizations and interest groups for monetary appropriations and make recommendations to the Student Senate.

An area which is of vital significance is that of student-faculty relationship. Student representation on several committees along with the representatives of the faculty provides the necessary meeting ground for an exchange of ideas on problems related to both parties. Some of the major committees with student input are: (1) Regent Advisory Board which is composed of six students and three alternates who meet monthly with the Board of Regents to discuss matters of concern to students at the university, (2) the Legislative Liaison Committee, composed

¹⁷ The Student Government Association of the University of Nebraska at Omaha, "Your Voice in the University," 1974.

of six students who are responsible for researching bills before the State Legislature pertaining to students and aiding lobbyists in presenting student views to the Legislature, (3) the Student Center Policy Board, a nine-member body consisting of five students, two faculty members, one administrator, and one alumnus who recommends policies and supervises the operations of the Student Center, (4) the Publication Board composed of five students, two faculty members, and two professional journalists who are responsible for selecting the editors of the campus newspaper and yearbook, (5) the Parking Appeals Board consisting of one student, one faculty member, and one staff member who hear appeals concerning parking violations on campus, and (6) the Dean's Advisory Board consisting of students from each college who advise the Dean on matters concerning academic policies and standards, and faculty tenure and promotion. They also assess student demands in such areas as curriculum and degree requirements and propose subsequent innovations or changes to the Dean.

There are sixteen committees dealing with a broad range of University programs and services, from athletics to financial aid. Each of these bodies includes varying degrees of student input. Of particular interest to students is the Council on Student Affairs, an eleven-member body, seven of whom are students, who will recommend policy to the Chancellor.

The Faculty Coordinator in the Executive Cabinet of the Student Senate also plays an important role. He serves as the liaison between the student government and the Faculty Senate. He works with the Faculty Committee on Student Affairs and submits to them pertinent resolutions passed by the Student Senate for consideration. In like manner, he

submits faculty resolutions concerning students for consideration by the Student Senate.

Student participation is invariably sought on search committees established to review applicants for high ranking administrative positions.

History was made when the people of Nebraska voted to change the Constitution and permit the addition of three students as non-voting members to the Board of Regents of the University of Nebraska.

SUMMARY

The purpose of this chapter has been to investigate the role which the Senate has played since 1967 in the total scheme of University administration. Over the years it has developed into a body with a decisive influence, chiefly on account of its functions relating to effecting improvements in three crucial areas, namely academic affairs, faculty welfare, and student affairs. Instituting new procedures for improvement of instruction, providing guidelines for promotion, tenure, and merit pay of faculty personnel, and enlisting the cooperation of the student body by giving due representation on several committees involved in studies affecting their education, career and placement are a few of these improvements. The Senate has wrested the initiative from the administration and in addition has succeeded in eliciting the appreciation of the administration.

The most notable feature, namely the complete absence of incidents of violence on this campus, save one in 1969 that occurred without any loss to college property, suggests that the various channels of communication (grievance procedures, office of ombudsman) created by the Senate to let students ventilate their grievances have proved effective.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

The historical background of the university administration in India shows that universities were first established by the British in 1857 at Calcutta, Bombay, and Madras. These universities were modeled after the University of London, a pattern which continues today with minor changes. The change is seen in the role of the university not merely as an examining body but as a residential teaching and research unit.

The historical background of university administration in America shows that the modern American university came into being in the three or four decades after the Civil War. To be precise, the rise of the university can be dated back to 1869. Harvard was the first institution in the United States to conform to the university ideal. Johns Hopkins University was opened in 1876 with a strong commitment to advancing knowledge by encouraging original research and training original researchers.

Although formal university education in India was started earlier than university education in America, the American universities stressed research and training of research workers, whereas teaching and examining remained the sole functions of the universities in India. University education in India was influenced by the British while the university education in America was partly influenced by the Germans. The establishment of the universities in India was due to the initiative taken by the

British government, whereas private enterprise and local initiative were responsible for the establishment of the universities in America.

It is interesting to note that in the year 1916, the University of Mysore, the first university to be established in an Indian state, was created by the Mysore Legislature. The increase in the number of colleges affiliated with the University of Mysore in Bangalore since independence led to the creation of Bangalore University by an Act of the Legislature in 1964. Sixty-three colleges in Bangalore City, which were previously affiliated with the University of Mysore, now come under the jurisdiction of Bangalore University.

By contrast, it was the Board of Trustees that founded the University of Omaha in 1908. The university, during subsequent years, witnessed a growth in students, degrees, faculty, and departments. It was in 1968 that the University of Omaha merged into the University of Nebraska System.

On one side there is creation of a university and on the other side a merger. This indicates that while the creation of the Bangalore University was due to the increase in the number of affiliated colleges of the parent body, the University of Mysore, the merger of the University of Omaha came about in an attempt to broaden and strengthen higher education in the State of Nebraska.

Bangalore University was created by an Act of the Mysore Legislature in 1964. Since it votes the annual grant, the Legislature can indirectly affect the activities of the university by increasing or reducing grants. The Bangalore University Calendar Part-I (Acts, Statutes and Ordinances) states that the government has the right to cause an inspection to be made in respect of any matter connected with the university.

In the case of the University of Nebraska, the Board of Regents, consisting of eight members elected for six-year terms, has the constitutional and statutory power for general supervision over all elements of the university, including control and direction of all expenditures and the establishment of general operating policies.

It is evident by the statutes of Bangalore University that the state government has sweeping powers and control over all elements of the university just as the Board of Regents has in the case of the University of Nebraska. In spite of these powers conferred on the government by the Act constituting the university, the state government has delegated its powers to Bangalore University in its internal administration, through the Vice-Chancellor, the Senate, the Syndicate, and the Academic Council.

Similarly in Nebraska the Board of Regents has delegated to the President of the University and through him to the appropriate administrative officers, general authority and responsibility to carry out the policies and directions of the Board of Regents. The Board of Regents has delegated to the faculty and recognized student groups the authority to develop reasonable rules and regulations for faculty and student self-government, subject to approval of the Board of Regents.

In both cases, the general authority and responsibility to run the internal administration has been entrusted to duly constituted and recognized bodies.

The Governor of the State of Karnataka is the Chancellor of the Bangalore University. He is appointed by the President of India. There is no uniform pattern of qualifications to become Chancellor. The only qualification is that he be a reputed politician. He rarely comes in

contact with students.

On the other hand, the Chancellor of the University of Nebraska at Omaha is selected by the Board of Regents upon the recommendation of the President of the University, after formal consultations with representatives of the faculty, students, alumni, and administrative officers. His specific responsibilities include providing leadership for developing the total program under his jurisdiction and making periodic evaluations of each administrative officer in his unit, which may include consultation with faculty and students.

A comparison of the procedures of selection and functions of Chancellors in both the universities under study reveals that there is a marked difference between the procedures adopted for the selection of Chancellors. The Chancellor of Bangalore University is a nominal head, whereas the Chancellor of the University of Nebraska at Omaha is the chief executive officer, selected with the purpose of providing leadership to the total program under his jurisdiction. The Chancellor of Bangalore University seldom interferes with the internal governance of the university and rarely comes in contact with the faculty and the students.

The appointment of the Vice-Chancellor of Bangalore University is made by the Governor-Chancellor from a list of three persons. They are recommended by a selection committee which consists of three persons. The Syndicate nominates two persons, not connected with the university, to the selection committee. The Governor-Chancellor nominates the third member of the selection committee.

The selection of the Vice-Chancellors of the University at Omaha is made by the Chancellor on the recommendations of a committee consisting of representatives of the faculty, students, alumni, and

administrative officers.

The appointment of a Vice-Chancellor at Bangalore University has become a point of controversy in recent years. While the procedure followed by Bangalore University may be unobjectionable, since the appointment of the Vice-Chancellor is made by the Governor-Chancellor, it is subject to abuse when the Chancellor acts upon the advice of the Minister in charge of education. It is possible for the Minister, advising the Governor-Chancellor, to suggest the name of a person chosen by the Minister himself for nomination to the selection committee. He can instruct the Chancellor's nominee to prevail upon his colleagues to include in the panel the name of a person whom the Minister has in view for appointment. Such a situation would definitely be unsatisfactory, as it would make the Vice-Chancellor's appointment a political appointment.

Bangalore University has one Vice-Chancellor. The University of Nebraska at Omaha has three Vice-Chancellors: (1) Provost and Vice-Chancellor for Academic Affairs, (2) Vice-Chancellor for Educational and Student Services, and (3) Vice-Chancellor for Business and Finance.

A comparison of powers and functions of the Vice-Chancellor of Bangalore University with the powers and functions of the Vice-Chancellors at the University of Nebraska at Omaha suggests that the position of Vice-Chancellor of Bangalore University is a coveted one. It carries with it high prestige and public image, in view of the fact that he is chief executive officer of the university, ex-officio chairman of the Syndicate, the Academic Council, the Finance Committee, and the Board of Appointments, and exercises authority over sixty-two affiliated colleges with about 2,500 faculty members and nearly 35,000 students.

After the Vice-Chancellor, the next position of importance is

that of Registrar in the Bangalore University. The Registrar works under the direct orders of the Vice-Chancellor. He is charged with the custody of the records and the common seal, and is concerned with such matters as admissions, enforcing academic regulations, administering examinations for various degrees, and the issuing of degrees and diplomas. The Selection Committee for the post of Registrar consists of the Vice-Chancellor, two members from the Syndicate, two Deans, and two Registrars from other universities. The Syndicate makes the final selection.

The Registrar of the University of Nebraska at Omaha performs similar functions, serving as liaison officer with the academic deans, department chairpersons, and faculty, and maintains official student records, and serves as liaison with the data processing service which is a prominent feature of the University System.

A study of selection procedures adopted in the universities under study suggests that the procedure adopted in the University of Nebraska at Omaha is far better, since the candidate is required to meet and confer with the heads of all the departments with whom he is going to interact as well as student representatives who also have a decisive influence in tilting the scales in favor of one they think suitable. This interesting fact emerged during the writer's interview with the Registrar.¹

The Bangalore University Senate has one hundred and ten members. The Faculty Senate at Omaha has thirty-four members.

The Bangalore University Senate includes the Chancellor, the Vice-Chancellors of other universities in the state, college principals and teachers, registered graduates, headmasters, commercial and industrial

¹Statement by Dr. Gardner Van Dyke, Registrar, University of Nebraska at Omaha, in a personal interview, March 25, 1975.

interests, municipalities, members of the Mysore Legislative Assembly, Mysore Legislative Council, heads of certain government departments, and a certain number of members nominated by the governor, whereas the Senate of the University at Omaha is wholly composed of faculty members.

It is evident from the composition of Senates in both the universities that one is in sharp contrast to the other. In one case the membership is numerous, representing a large variety of interests and diverse backgrounds. The other is wholly composed of faculty members.

The justification advanced for the nominated members on the Bangalore University Senate is that it enables able educationists, who would not stand for election, either because they are temperamentally adverse to canvassing, or unable to afford the expense of election, to give the benefit of their knowledge and experience to the university. In the same vein, it is said that contacts with commercial and industrial interests are useful from the point of view of securing financial aid for the university, as well as facilities for practical experience and employment for its students. While arguments such as these are made in favor of representation on the Senate, what has not been undertaken is the evaluation of performance of those members who represent commercial and industrial interests. A study in this direction would be extremely significant in changing the composition of the Senate in the long run.

The Bangalore University Calendar, Part-I, (Act, Statutes and Ordinances) as amended up to 1st April 1972, under its Article 20, Power and Functions of the Senate, states that the Senate has powers to make statutes, and to amend or repeal the same.

The Constitution of the Senate of University at Omaha, approved on October 11, 1972, under its Article 1, states that the Senate has

significant responsibilities in matters relating to formulation of the university policies. It further says, to discharge these responsibilities delegated to the Senate by the Board of Regents, it designates the Senate to serve as its representative agency.

The above statements indicate that, while the former is invested with statutory powers, the latter's role is limited to recommending university policies to the Chancellor. In this case the Bangalore University Senate has powers equal to those of the Nebraska Board of Regents, but the statutes, passed by the Senate of the Bangalore University become effective only after they receive the Governor-Chancellor's approval or the approval of the state government. The statutes can be vetoed by him or his government.

The Bangalore University Senate, according to Article 19 of the University Calendar, meets twice every year on dates fixed by the Vice-Chancellor. One such meeting is the annual meeting, when a report of the working of the university during the previous year, together with a statement of receipts and expenditures, the financial estimates, and the last audit report is presented by the Syndicate. The annual reports of the Bangalore University indicate that the Senate met seven, six, six, and twenty times during 1969-70, 71-72, 72-73, and 73-74 respectively.

The Board of Regents holds meetings every month. Similarly the Faculty Senate at Omaha holds meetings regularly every month, on a particular day. It is suggested that monthly meetings of the Bangalore University Senate would be more appropriate, as it would introduce a measure of regularity.

The Academic Council of Bangalore University is a university body created to carry out the mandates of the Senate in all academic business

of the university. It is composed of eighty-eight members. It makes proposals for the institution of professorships, readerships, and lecturers' positions and fixes the emoluments with respect to such posts. The number of departments in the university increased from eight in 1966 to twenty-two in 1974. It approved the summer cum-correspondence course for the B.Ed. Degree in 1969. It accepted in principle the institution of external examinations for the post-graduate courses in arts, commerce, and mathematics. It introduced internal assessment in various university examinations, and later on approved the removal of internal assessment on the basis of complaints of unfair practices received from students.

The Senate of the University at Omaha on May 19, 1967, instituted a Committee on Academic and Curricular Affairs. The responsibilities included improvement of instruction, policies pertaining to admission, academic honors, examination, and testing. Since its inception in 1967, the Council has concerned itself with matters relating to the improvement in planning and organization of registration procedures, academic coordination during the merger of the university, development of a closed circuit distribution system, and courtesy appointments of faculty and comparable professionals.

It is evident from the foregoing discussion on the activities of the Academic Council of Bangalore University and Committee on Academic and Curricular Affairs that a great deal of effort has been expended by both institutions in academic affairs and the progress year after year is noteworthy.

The Bangalore University Senate has constituted a finance committee consisting of the Vice-Chancellor, one member elected by the Syndicate, two members elected by the Senate, the Registrar, and one

officer of the Department of Finance of the government, nominated by the Governor of the state. The working of the Finance Committee involves scrutinizing the annual accounts of the previous year, considering the revised estimates of the current year, and budget estimates for the succeeding years. The committee has made two recommendations. One is the delegation of financial powers to officers of the university, principals, and heads of the departments of the university colleges. The second is the introduction of retirement benefits to the Bangalore University employees both for teaching and non-teaching staff.

The Senate of the University at Omaha has a committee on Resources and Directions. The responsibilities of the committee pertain to development of grant and endowment policies, campus planning, and academic implication of budgets and finances.

The functions of the former are evidently different from the latter, as one is concerned mostly with scrutiny of accounts. The other considers the academic implications of budgets and finances.

The Bangalore University Calendar, Part-I (Acts, Statutes and Ordinances), refers to the faculties among the authorities of the university. The Calendar, under the head "Faculties," gives a description of the composition of the faculty, the duties of heads of departments and teachers including lecture load, the conducting of research by themselves and in guiding research students. There is no mention of any committee on faculty welfare in the Calendar or annual reports of the Bangalore University.

The Committee on Faculty Personnel and Welfare is another permanent committee established by the Senate to consider the process for evaluating the work load of faculty members and salary adjustment among colleges and

initiates proposals to the effect that retiring faculty members may be appointed to "emeritus rank" upon recommendation from the respective academic departments of which they are members. It worked for the creation of the Office of Ombudsman.

The activities of the Committee on Faculty Personnel and Welfare are indeed praiseworthy. It would be a measure of great significance if a Committee on Faculty Personnel and Welfare were created by the Bangalore University Senate, as it would provide a channel for faculty to ventilate their grievances relating to academic matters as well as matters concerning their seniority, promotion, and study leave procedures.

To promote the welfare of students, the Bangalore University created a Student Council in 1966. The Council could not function effectively on account of student disturbances, strikes, and violence. It appears from the annual reports of the Bangalore University that no attempt was made to constitute a committee with responsibilities involving the academic aspects of student life, such as representation of student opinion on academic matters, and provisions to maintain awareness of current trends and long-range studies in student affairs.

The Senate of the University at Omaha has established a Committee on Student Affairs. It is a permanent committee. It maintains liaison with the elected officers of the students and also with the Vice-Chancellor for Student Affairs. Students are represented on more than fourteen committees dealing with every aspect of academic and curricular, faculty, and student welfare.

Since 1966 the Bangalore University has faced student violence in varying degrees for different reasons: (1) A central government directive making knowledge of Hindi compulsory for eligibility to central

government jobs, (2) the alleged unfair practices in selection of teachers to university jobs, (3) the composition of the student delegation to Expo-70, (4) the delay in publication of an enquiry report on affairs of the university, (5) the alleged high handedness of police authorities with students, (6) the need for relaxation of age limits from twenty-eight years to thirty-three years to facilitate employment, and (7) the removal of the third class degree.

The annual reports of the Bangalore University fail to provide the report of any action taken in regard to these disturbances by the University Senate, which is vested with statutory powers. A staff reporter writing in a popular English daily under the caption, "Bangalore University Affairs--Violence on Campus" sums up the situation:

Intimidation and violence--it is these dark menaces which have loomed up with extraordinary rapidity which call for the urgent attention of the university authority, but it is this salutary presence of authority which is missing and has produced a general feeling of helplessness.²

²Indian Express, August 26, 1974, p. 6.

RECOMMENDATIONS

1. The Bangalore University Senate, by virtue of being the supreme authority in the administration of University, should ensure that the Syndicate exercise its authority on selection of candidates to the teaching posts of the university on the basis of merit alone.

2. The Bangalore University Senate should initiate action in weeding out professor politicians who instigate students to further their own ends, and thus assert its authority.

3. The Senate should establish a Committee on Student Affairs which would maintain awareness of current trends and long-range studies in student affairs.

4. The Senate should see that reports of the enquiry committees are published pin-pointing the flaws in the administration in order to set the speculation of students and public alike at rest.

5. The Senate should initiate a follow-up program to tune the administrative flaws as an indication of genuine efforts to better performance.

6. The Senate should set up a grievance machinery committee which would be a significant step toward providing a channel for faculty to ventilate their grievances in academic matters, as well as those matters that are related to their jobs.

7. The Senate should take immediate steps to bridge the communication gap between the university and the public. All that the public gets to know from the daily press about the university under shrieking headlines is: student unrest, examination muddle, financial bungling, and academic frustration. Such reports have become so frequent that the faith of the public in the University is shaken.

8. The Bangalore University should exploit news media like the press and the radio to inform the public about the developmental strides in all phases of the university, to allay public fear, and to elicit the citizen cooperation.

9. The Senate should initiate a pilot project to induct student representatives on the Senate so as to give them a feeling of participation since they have few platforms from which to express their ideas.

10. The Senate should encourage regular publication of a campus journal to express student opinions, ideas, and experiences.

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APPENDIXES

Appendix 1

Bangalore University, 1973-74

1	Members of the Senate	124
2	Members of the Syndicate	19
3	Members of the Academic Council	88
4	Board of Studies	41
5	FACULTIES	9

Appendix 2

Bangalore University, 1973-74

	Boys	Girls	Total
Number of Students in Constituent Colleges	25,817	12,620	38,437
Number of Students in Post-graduate Departments			2,525
Number of teachers in Post-graduate Departments			262

Appendix 3

University of Nebraska at Omaha, 1974-75

	Boys	Girls	Total
Number of Students (under-graduate)	8,262	5,313	13,575
Number of Graduate Students	1,146	982	2,128

Appendix 4

BANGALORE UNIVERSITY DEPARTMENTS

1. Department of English
2. Department of Sanskrit
3. Centre of Kannada Studies
4. Department of History
5. Department of Economics
6. Department of Sociology
7. Department of Commerce
8. Department of Political Science
9. Department of Hindi
10. Department of Dance, Drama and Music
11. Department of Physics
12. Department of Chemistry
13. Department of Mathematics
14. Department of Botany
15. Department of Zoology
16. Department of Geology
17. Department of Statistics
18. Department of Civil Engineering
19. Department of Mechanical Engineering
20. Department of Electrical Engineering
21. Department of Architecture
22. Department of Post-graduate Studies in Education

Appendix 5

CONSTITUENT COLLEGES OF BANGALORE UNIVERSITY

1. Acharya Pathasala College of Arts, Commerce and Science
2. Acharya Pathasala Evening College
3. Al-Amenn Arts, Science and Commerce College
4. B.M.S. College for Women
5. Christ College
6. Dayananda College of Arts and Commerce
7. Government Science College
8. Hasnath College for Women
9. Jyoti Nivas College
10. Maharani Lakshmi Ammanni College for Women
11. Maharani's College for Women
12. Mount Carmel College
13. M.E.S. College of Arts, Commerce and Science
14. The National College, Basavangudi
15. The National College, Jayanagar
16. K.L.E. Society's Nijalingappa College
17. N.M.K.S.R.V. First Grade College for Women
18. Sri Jagadguru Renukacharya College of Science and Arts
19. Sri Jagadguru Renukacharya College of Commerce
20. Sri Sathya Sai Arts and Science College
21. St. Joseph's College

22. St. Joseph's College of Commerce
23. St. Joseph's Evening College
24. Smt. V.H.D. Central Institute of Home Science
25. Visveswarapura College of Arts, Science and Commerce
26. Visveswarapura Evening College of Arts and Commerce
27. Vijaya Evening College
28. Vijaya Evening College
29. All India Institute of Mental Health
30. Institute of Aviation Medicine
31. College of Nursing
32. Government College of Pharmacy
33. Bangalore Medical College
34. St. John's Medical College
35. Government College of Indian Medicine
26. Post-Graduate and Research Institute, B and LCH
37. Government Law College
38. Sri Jagadguru Renukacharya College of Law
39. B.M.S. College of Law
40. R.V. Teachers' College
41. M.E.S. Teachers' College
42. Vijaya Teachers' College
43. B.E.S. College of Education
44. Sri Krishnarejendra Silver Jubilee Technological Institute
45. B.M.S. College of Engineering
46. M.S. Ramaiah College of Engineering
47. R.V. College of Engineering

Appendix 6

Names of Persons Interviewed

Sr. No.	Date	Name and Title
1	November 25, 1974	Dr. William R. Petrowski, President University of Nebraska at Omaha Faculty Senate
2	December 9, 1974	Dr. William R. Petrowski
3	December 18, 1974	Dr. Kirk E. Naylor, President University of Omaha from 1967-71
4	March 12, 1975	Dr. Kirk E. Naylor
5	March 20, 1975	Don Skeahan, Assistant to the Vice-Chancellor of Educational and Student Services
6	March 25, 1975	Dr. Gardner Van Dyke, Registrar
7	March 30, 1975	Vice-President of Student Senate, Julie Morehead University of Nebraska at Omaha
8	December 12, 1974	Attended Faculty Senate Meetings
	February 12, 1975	Attended Faculty Senate Meetings
	March 12, 1975	Attended Faculty Senate Meetings