CHAPTER III
MANAGEMENT AND ADMINISTRATION

SECTION I - MANAGEMENT

ELPHINSTONE

Along with other institutions of higher education, conducted by the Government, Elphinstone college is managed by the State Department of Education, through its Directorate of Higher Education. The only non-governmental and non-political managerial control over the college is that of the Trustees, responsible for the Trust that holds the funds that were originally collected to commemorate the memory of Mountstuart Elphinstone and which partly finance the college. However, the powers of these Trustees are extremely limited. The only right they have is to ensure that the Trust funds are not used for purposes other than those for which the Trust was initially formed - viz., "the education of the natives".

The Secretary of the Education Department, the Director of Higher Education, the Director of Public Instruction and the Principal of the college are, between them, responsible for the administration of the college. The Secretary, the Director of Higher Education and the Principal are responsible for the implementation of academic policies, and for the appointment and transfer of the academic staff of the college. The Director of Public
Instruction (or Director of Education as he is now called) holds the authority for the appointment, transfer and allocation of the clerical and the administrative staff. They operate according to policies, statutes, rules and regulations that are framed for the governance of all educational institutions conducted by the government. Most of these policies are part of a long established system of educational administration. However, old policies are frequently revised, and new policies made. Minor policies are made by the State Education Department. Major policies are made by the State Legislative Assembly and Council.

As the chief executive and the man on the spot, the Principal is the link between the bureaucracy that constitutes the management of the college and the routine administration of the college. He is expected to identify the needs of the college, in terms of new departments to be opened, fresh staff required, transfers needed, laboratory and other needs, and in terms of changes required in rules, regulations and procedures. The Principal is required to forward relevant requests to the Secretary of the Education Department for approval and sanction. All requests have to be channelized through the Director of Higher Education or through the Director of Public Instruction. Approvals and sanctions come back via the same channels - from the Secretary of Education through the Director of Public Instruction or Director of Higher Education to the Principal.
The Secretary of the Education Department is the final sanctioning authority. He is also authorized to make temporary appointments on the recommendations of the Principal. For appointment to permanent positions, candidates have, in principle, to be interviewed by the State Public Service Commission which functions with the help of experts. But in practice, it is not uncommon for the Commission to be bypassed by the Secretary. When this happens the individuals concerned have a right to go to the Commission for redress of grievances. But members of the Commission can only be contacted through correspondence or through personal interview at the Secretariat. Correspondence is slow, as a means of contacting the authorities and personal interviews are difficult to obtain. The result is that appeals are difficult, or rather, possible only to those who have some "pull" or a "private access".

Teachers have no representation or share in the management of the college. On the contrary, as pointed out above, the channels of communication with the higher authorities are so difficult that teachers are not even in a position to convey their opinions to the right quarters. In the matters of policy affecting the college, the inclinations of the staff and the students of the college cannot carry much weight, for the simple reason that the structure of the bureaucratic organization that runs the college is such
that there is nothing identifiable as a "management" to which opinions may be communicated and objections conveyed.

In effect Elphinstone college is a service conducted by the State Education Department. Its management, if one may at all use the term to describe the make-up of the organization through which the college is conducted, may be described as a bureaucracy, typical of any service organized and conducted by the government. The Secretary of the Education Department, the Director of Higher Education, the Director of Public Instruction, and the Principal are all administrative officers, holding different measures and kinds of authority. They are not in any sense responsible partners in the management of the college. They cannot make or influence policies. This makes for a situation in which the management of the college is a completely formal and depersonalized bureaucracy. The depersonalization of the management is further accentuated by the fact that all officers, with the exception of the Principal are completely isolated from the day to day functioning of the college.

ST. XAVIER'S

St. Xavier's college is managed by the Bombay province of the religious society known as the Society of Jesus. This society conducts a number of educational institutions spread throughout the country. However, education is not
the sole purpose of this society. It is a religious brotherhood which also organizes other services and activities. The society has branches in other parts of the world that conduct similar activities.

The ultimate responsibility and full authority for the management of the college rests with the Jesuit Provincial, who is the head of the Bombay Province of the Society. He is responsible to higher superiors in Rome. The management of St. Xavier's college could thus be described as a paternalistic management by "elders" who owe allegiance to their religious brotherhood.

Although the Jesuit Provincial is formally responsible for the college he is not in close touch with its routine problems, and does not carry the burden of decision making on the routine problems and issues that concern the college. The actual management of the college is almost exclusively the responsibility of the two Jesuit Superiors - The Principal in charge of the administration of the college as an educational institution affiliated to Bombay University and the Rector, the person who is responsible for the college as part of the Jesuit "House". Between the two, the

1 The college is located in the premises in which the members of the society live and conduct all their other activities.
The powers of the Rector are much wider than the powers of the Principal. The Rector has authority over all Jesuit personnel, including the Principal and other Jesuits working at the college. This authority is extensive. It covers the Jesuits' work in and outside the institutions at which they teach. Apart from this authority over Jesuit personnel, the Rector, as supervisor of the Jesuit House, has authority over use and allocation of the college funds, over admissions to the college and in principle over all matters of policy and administration. The Rector is the superior to the Principal in hierarchy of the Jesuit brotherhood. However, the University only recognizes the Principal, and in relationship to the University the Rector has no status. This makes for a measure of ambiguity of relationships between the two statuses. In practice, the resolution of this ambiguity is determined by the personalities of those holding the two offices. The Principal's responsibility is to ensure that the college functions in accordance with the requirements laid down by the University, and he is expected to execute this responsibility in a manner approved of by the Rector. But, if the Principal has a powerful personality the Rector remains a figurehead. If on the other hand the Principal and the Rector are evenly matched, and get along with each other, they work together as a team of managers cum-administrators. If not, difficulties arise and there can be continued conflict. However,
the solidarity within a religious order being what it is, the incompatibility between the Rector and the Principal is rarely evident. To those outside the brotherhood they seem to present a united front.

Thus, the management of St. X'Avier's college may be described as a management in which either the Principal alone, or the Principal and the Rector together, are the de-facto management of the college working with a mandate from the Jesuit Provincial.

Until as late as 1963, the Principal and the Rector had complete autonomy. The Principal was free, if he wished to, to consult any Jesuit or lay teacher. But he was not under obligation to do so. Nor, was he obliged to consult or draw upon the advice of any formal committee. Since 1963 this has changed. In 1963 a Governing Body composed exclusively of Jesuits was set up to advise the Principal. Since 1969 there have been further curbs on the autonomy of the Principal. On the occasion of Centenary of the college it was thought desirable that the Jesuit superiors share their responsibility and authority with others and that a truly representative Governing Body be set. This Governing Body first started functioning in 1970. It is made up of 11 members as follows:
1. The Jesuit Provincial, as the Chairman of the Board, the Rector of the House, as Vice-Chairman of the Board and the Principal of the college, as the Secretary of the Board, are the three ex-officio members of the Board.

2. There are six members nominated by the Bombay Jesuit Provincial. Of these one is from among the elected members of the Staff Council of the college. One is from the Jesuit Education Committee which is a committee responsible for all the Jesuit Educational Institutions in the Province. One is from the Catholic Diocesan Board of Education. And, two are "competent persons" preferably old students from outside the field of education. In addition to the three ex-officio and six-nominated members, the Board is free to co-opt any two responsible persons as members, on the recommendations of the Chairman.

The duties of Governing Body as defined in its constitution are as follows:

(a) To safeguard and promote the purpose for which the college was founded viz. "the higher education of youth, in the full sense of the term, including an adequate moral formation, and in particular the education of the Catholic youth of Bombay".
(b) In line with this purpose to determine immediate objectives and to formulate policies and to watch over their consistent implementation.

(c) To assist the Principal in the running of the college according to the requirements of the University of Bombay and the legitimate expectations of the public.

In principle, the powers of the Governing Body extend to all matters pertaining to the college, and it shares fully in the responsibility and authority of the Provincial as head of the Bombay Jesuit Province to whom the college belongs. For "more effective functioning", as the constitution of the Governing Body puts it, the Governing Body has a standing Committee made up of those members of the Governing Body who reside on the premises of the college. The Rector, as Convenor of this Committee, supervises and directs the ordinary functioning of the college, and settles matters requiring immediate attention in accordance with the directives of the Governing Body. Thus the management of the college is gradually moving from a pattern wherein one or two persons took all the decisions and made all the policies to one in which there is a greater sharing and distribution of management functions.
A private education society known as the Shikshan Prasarak Mandal has overall charge of the management of Ruia college. This body, with its headquarters at Poona, is responsible for starting and conducting a total of sixteen schools and colleges in Maharashtra. These are located in Bombay, Poona and smaller towns like Sholapur and Shreepur.

The Mandal is comprised of members who may belong to any of the following categories (a) patrons, (b) benefactors, (c) well-wishers, (d) fellows, (e) honorary fellows and (f) life-members. Membership categories (a), (b), (c) and (d) involve the payment of a contribution to the Mandal's funds and election to membership. Categories (e) and (f) do not involve any payment of donation. All retired life-members (f), become honorary fellows (e). The category of life member (f) is a very special one. It is composed of persons who have pledged allegiance to the Mandal for a life-time of service in its various institutions. A person has to have at least a Master's degree as the minimum educational qualification to qualify for life-membership. In addition he has to indicate certain personality qualities like a dedication to education, and willingness to work for the Mandal's cause to be elected as a life-member. A life-member has to abide by several other rules and regulations laid down for membership. In return he enjoys a certain special status as a teacher in the
Mandalite institutions, has a say in their management, and enjoys privileges like furlough leave every nine years, or disability and life insurance benefits provided by the Mandal. This category, at Ruia college, corresponds to the category of Jesuit teachers at St. Xavier's college - viz., a cadre of teachers in whom the management can put a special trust. The differences between the Jesuits and the life members is that whereas Jesuits in higher positions have a paternalistic control over other Jesuits, the life members at Ruia college are almost on par with each other.

The Mandal functions in the form of four authorities - The General Body, The Managing Council, The Board of Life Members and The Trustees. The constitution and the functions of each of these bodies is as follows:

The General Body has the power to elect the office-bearers of the Mandal, appoint auditors, pass the annual reports and audited accounts of the Mandal and to consider, accept or refer back to the Managing Council the proposals submitted by the Managing Council. It can also add, alter, amend, cancel or revoke any rules of the Constitution of the Mandal.

The Managing Council consists of twenty members of which twelve are elected by the General Body from amongst the patrons, benefactors, well-wishers, fellows and honorary
fellows of the Mandali. The remaining eight are elected from among the life members by the Board of Life-members. The Managing Council has a right to co-opt two more members from amongst the membership of the Mandali. The Managing Council has the power to control the permanent funds and the property of the Mandali and its institutions, to publish the annual reports and the accounts of its institutions, to provide and make arrangements for an annual inspection of the Mandali’s institutions and to make any suggestions they may deem fit. It can raise loans, take legal steps, appoint committees and sub-committees, fix the procedures for the working of the committees and above all, control education in institutions of the Mandali and ensure proper discipline therein. The Managing Committee is expected to be guided by the recommendations of the Board of the Life-members in the following matters; starting new institutions, taking over other institutions, sanctioning of rates of fees, approving the introduction of text-books, granting of promotions, transfers, retirement, awarding punishments including compulsory retirement, suspension, removal and dismissal of life-members and other staff, granting leave to life-members and other staff, appointing heads of the Institutions of the Mandali and appointing other staff, determining their scales of pay, salaries, allowances, promotions, leave etc.
The Board of Life-members which consists of all the life-members in active service in institutions run by the Mandali looks after all the details of the management of the Mandali's institutions. The Principal function of the Board is to offer the Managing Council informed advice on all the functions mentioned above and to recommend steps and measures on the improvement of management and expansion of the Mandali's institutions and activities. The Board of Life-members is also expected to suggest to the Council names of persons who, in the interest of the Mandali, could be elected to one or another of the various categories of the membership of the Mandali. The Board has the authority to appoint temporary staff on the recommendations of the Heads of the institutions of the Mandali and sanction their pay salaries, allowances, promotions, leave, transfer etc. and award punishment including suspension, removal and dismissal. As the link between the routine administration of the college and the Mandali who own and operate it - the Board is expected to be alert, involved, and committed to the development of the college.

THE DifferENCES BETWEEN THE THREE COLLEGES

If the management of each of the three colleges were to be given a descriptive label - the management of Elphinstone College could be described as bureaucracy, the management of St.X'Avier's college could be described as a paternalistic rule of elders moving towards a measure of democracy
and the management of Ruia college could be described as an oligarchy.

SECTION II - ADMINISTRATION

In describing the administration of the colleges four major factors have been taken into account. These are, the structuring of the administrative hierarchy, the distribution of decision making and other responsibilities within the administration, the organization of administrative controls and the mechanism for communication between the different levels of administration.

ELPHINSTONE

1. The Hierarchy

At Elphinstone college the Principal is at the apex of the administrative hierarchy, but his position is purely that of an executive. He does not in any sense represent the management. The senior most staff member is considered to be second in position to the Principal. The college Registrar is chief administrative assistant to the Principal. The position of the Registrar is that of a senior clerk. The post is transferable from one college to another as are the other clerical posts in the office and there is very little continuity in the office. The Registrar is responsible for attendance, for the time-table, admissions and posting of results. This position is not formalized but according to an old convention the Principal requests the senior most staff member to help and assist
him in the administration of the college. However, this work is not recognized or rewarded in any way by the education department. The formal academic positions immediately below that of the Principal are those of the department heads, reserved for "senior" staff members. The importance of the status of a departmental head is emphasized by providing heads with special rooms and by a practice according to which the Principal channelizes communications between the staff and the office through the departmental head. Between departmental heads again, the hierarchy of position is determined by "seniority". Seniority is measured in terms of two criteria - the number of years that a teacher has spent in the State educational service and the class of service that he holds - (Class - I, II or III in Government Service). This means that the seniority of a teacher is determined, not merely with reference to other teachers in the college but with reference to the entire body of the teachers, in the State Department of Higher Education, and for movement upward in position in the hierarchy at the college, the individual teacher does not merely have to move up in relation to other teachers in the college but with reference to all college teachers in the service of the State Department of Education. It is important that the teacher appointed to the position of the Principal of Elphinstone is generally a very senior class I officer, in fact a person who has only a few years of service left.
before he retires. Those, who come to the college as Principals while they yet have a reasonably long tenure of service to put in generally move on to more responsible positions like membership of the State Public Service Commission or Directorship of Public Instruction.

2. Decision Making and Responsibilities

Principal: The Principal is responsible for the routine functioning of the college. In this, he is expected to function strictly according to the rules laid down by the Education Department. Within the framework of these rules his discretion in all matters is final, except, of course, where rules require that the Principal obtain prior sanction of the State Director of the Public Instruction, the Director of Higher Education or the Secretary of the Education Department, as the case may be. The Principal is expected to consult the departmental heads on all important matters, particularly those that relate to their departments. But, he is not bound by their opinions. Staff salaries, promotions and transfers are made entirely on the basis of rules and regulations. Promotions are strictly by seniority. Brief temporary appointments may be made by the Principal, subject to the sanction of the Secretary of the Education Department. Again, subject to the sanction of the Secretary, they may be renewed from year to year. The Principal's recommendations for temporary appointments
are generally accepted. But if an appointment is to be of a permanent nature, the candidate has to be selected by the Maharashtra State Public Service Commission. The Principal does not have the power or the authority to terminate the services of a staff member. However, the Principal can "manage" transfers, or at least recommend them. Thus, the Principal can manipulate things if he really wants to remove a teacher from the college. The Principal wields a fair amount of influence in the matter of starting new departments. Although proposals made by the Principal take a couple of years to be accepted they are generally honoured.

**Departmental Heads**: The primary responsibility of the Head of the Department is to allocate work between the members of the department and to ensure that the syllabi are covered.

The authority of the departmental Heads is extremely limited inasmuch as they can neither share in the appointment of their staff nor share in the decisions on admitting students to the department. Moreover requests made by departmental Heads for stationery etc. are not honoured unless they are cleared through the college office. Perhaps, the major distinction between the departmental Head and others in the department is that as the person through whom the Principal supervises his department, he is the official link between the Principal and the department.
Teaohers: The primary responsibility of the teachers is to lecture and to conduct tutorials. They are expected to cover the syllabi and conform to the time-table prepared by the college office. Most of the staff have some administrative responsibility or the other. Such, for instance, as maintaining and checking roll call records, supervising the canteen etc. They are also responsible for supervision of extra-curricular activities. As far as possible an effort is made to see that each member gets for supervision a field of his or her own choice or interest.

Although the staff are required to perform administrative tasks they wield very little administrative authority. According to an old English custom and convention the Principal is expected to obtain the consensus of the "Common Room", as the assembly of the teaching staff is called, on examination results, particularly on failures or the condonation of failure, on the award of scholarships, introduction of discontinuation of courses, in the college from among the University, on time tables, and any other matters that the Principal deems fit. A note of dissent voiced even by a single member of the common room, is to be recorded. Yet formally, the opinion of the common room is not binding upon the Principal. The practice of consulting the staff is, in principle, merely a mechanism by which the Principal may feel the pulse of the teachers or obtain their co-operation. The common room is expected
to meet at the beginning and the end of each term, and if need be more often. While examination results are open to discussion by the common room, admissions are almost exclusively the administrative responsibility of the college office. The performance of a student at the school leaving examination is the sole criterion for admission. A certain number of seats are reserved for the Scheduled and Backward Castes and Tribes and "other things being equal" these students are expected to be given priority in admission to these reserved seats. Students are not interviewed prior to admission. However, 5% of the total seats at the First Year level are left to be filled upon the Principal's discretion. The Principal has the freedom to appoint a senior staff members or a committee of staff members to handle the administration of admissions.

Students: Students' participation in the administration is provided for through the Hamil Sabha. The Sabha as described earlier, is composed of "elected" class representatives and student office bearers of the various mandals and committees. Of the latter, some are elected and others are nominated by departmental Heads or by the Principal. The Sabha supervises and accounts for the finances of the various societies for extra-curricular activities in the college. It provides general direction for all these societies. However, the Principal has the power of veto over all decisions made by the Sabha.
Above all, the Sabha is the platform for the expression of students' views. Since these views are recorded, and in relevant matters passed on to the Principal, the Sabha functions as an organized channel for the communication, to the Principal, of the students' point of view.

3. Administrative Controls

Teachers are required to attend college for a minimum of five hours a day. They have to sign a muster to indicate the time of their arrival at college. The Principal makes rounds of the college to check on the attendance of students and staff. Disciplinary action may be taken against defaulters. Action against the staff does not as yet seem to have been taken very seriously but students are frequently fined. They have to pay a sum of Rs.10/- if they are found to be loitering in the corridors during college hours.

As Government servants, teachers are strictly prohibited from participating in civic or political activities. They are not allowed to hold other part-time jobs or practice a profession. A fixed proportion of any income that they derive from writing, from the correction of examination papers has to be handed over to the college. Moreover, such assignments can be taken up only with the prior permission of the Principal. As employees of the State Education Department the teachers are expected to
be proficient in Marathi. They are required to present themselves for an examination in Marathi before they are confirmed in their jobs. Those who claim Marathi as the mother-tongue are, however, exempted from this examination.

There are very few administrative controls available for teachers to exercise over their students. Teachers do not have any share in decisions regarding admissions. Admissions to the First Year are made by the college office exclusively on the basis of marks obtained at the school leaving certificate examinations. Teachers do not have much of a share in the certification or evaluation of students. In fact they are not even required to maintain a continued record of students. Teachers do not have any formal means by which to penalize defaulting students or reward those who do well. There is very little administrative control available to teachers to use as corrective measures for students who are absent, inattentive in class and tardy about tutorial work. If a mischievous student disturbs the class he may be asked to go out. This is practically the only disciplinary measure available to the teacher. A teacher may report particularly troublesome students to the Principal or to the college office. But reporting a student to the Principal is considered a serious disciplinary action and teachers seldom take recourse to it.
4. Communication

The Principal's room is adjacent to the college office. Staff and students may visit the Principal on matters of business. But generally most of the business is conducted through the Head clerk or the Registrar in the college office. In principle, access to the Principal is open both for staff and for students. But the Principal's routine is so crowded and there is such an aura of authority about the Principal's office that visits to the Principal's office are extremely infrequent. The Principal rarely visits the rooms of the Departmental Heads. Visits on his part to the Staff Common Room are practically unknown.

There are no mechanisms through which the aims and objectives of the college, its rules and regulations, or information on the facilities that the college offers are communicated to the students and the staff. There is no diary or hand-book for students to carry. There is no formal initiation into the college for new students. The Principal does not inaugurate the new term with a talk or an "address" to the fresh students. There are no meetings, discussions or seminars to discuss the aims and objectives of the college, no efforts to ensure the continued relevance of the purpose that the college serves. Notices carrying instructions for students for
the payment of fees etc., as well as notices concerning talks and other events to be held at the college are generally put up on a notice board outside the college office. These notices are typed on the dull brown paper typical to Government offices, and their display is drab, unimaginative and inadequate.

General Comment

The overall impression that an observer gets regarding the administration of Elphinstone is that it is a highly bureaucratic administrative structure which bears all the marks that one typically associates with a government office or department. Administrative delays, lost and misplaced files and papers, the absence of a personal involvement on the part of the office staff, a rigid adherence to administrative forms and procedures marks the ethos and the atmosphere of the college office.

ST. XAVIER'S

1. The Hierarchy

As has been stated in the earlier sub-section, the Principal and the Rector together, constitute the de-facto-management of St. Xavier's college. Both, together, are managers cum-administrators, the senior-most position in
the college administration is vested simultaneously in two persons. The Principal deals with students, the lay staff and the University and Governmental authorities. He is the one who confronts and answers people and ensures that the college conforms to requirements laid down by the Bombay University and the University Grants' Commission. The Rector, works behind the scenes. He supervises the work of the Jesuit staff and ensures that the college conforms to the requirements expressed and the norms laid down by the Jesuit order. Although the Principal formally stands at the Head of the hierarchy the position of the Rector is equally high from the point of view of the management. As stated in Section I, it is the personalities of the Principal and Rector that actually determine hierarchy of the administrative order at St. X'Avier's college. Another feature that makes the position of the Principal at St. X'Avier's distinctly different from the same position at a Elphinstone is that it is reversible to that of teacher. A Principal who has functioned for a length of time, may go back to the staff as a teacher if the Jesuit Provincial decides on a reallocation of personnel within the Jesuit organization.

Next in position to the Principal in the academic hierarchy at St. X'Avier's college are the Vice-Principals. They are followed by the departmental Heads. In addition
to the Vice-Principals and departmental Heads there are student Deans - one for Arts and one for Science students. Besides these, the organizational structure of the college provides for the position of the Treasurer and the Office-Superintendent. Although the positions of Principal, Hectors and Treasurer are held exclusively by Jesuits, lay teachers are eligible to, and in fact hold the other positions, including that of the Vice-Principal. An organizational feature peculiar to St. X'Avier's college is that the same teacher may simultaneously be listed as belonging to more than one department. What is more unique is that he may be the Head of one department and an ordinary member in another. Thus the formal hierarchy, provides for a shuffling of positions.

All the statuses below that of the Principal and the Hectors are largely determined by seniority in terms of the length of service put in at the college. But a reputation for academic work and other distinctions earned as well as loyalty to the college count more than they do at Elphinstone. In appointing Professors and Heads, an effort is made to reward these qualities. However, these qualities are more generously rewarded in determining the teacher's position in an informal hierarchy that functions alongside the formal hierarchy at St. Xavier's. Position in the informal hierarchy is indicated by the respect and
the importance accorded to the teacher by the administration. Typically, teachers who rank high in this hierarchy may be consulted by the Principal on college affairs, invited to preside over semi-official functions, accorded distinguished seats at college functions and group photographs etc.

2. Decision Making and Responsibilities

Principal: The Principal as administrator in chief is not only responsible for the daily running of the college but is expected to be alert to all the needs of the college and sensitive to the factors that are conducive to its improvement and growth. As stated earlier, he is expected to be guided by the Rector in his decisions and in the fulfilment of his responsibilities and is free to draw upon the advice of the senior staff members—both Jesuit and lay. By and large the Principal enjoys complete autonomy. Until recently he was responsible to none, but the Rector, the Jesuit Provincial. There was no formal governing board or body to whom he was required to report. However, in order to conform to the concept of democracy in management and administration a Governing Board of Jesuits and lay teachers has been appointed since 1969 to supervise matters relating to policy and administration. The Principal is expected to respect the thinking of this Board.
Until 1970 all staff appointments were made by the Principal in his own right. Posts were rarely advertised. Teachers were drawn from the circle of post students of the college and from persons recommended to the Principal by those known to him. Since 1971, the college has instituted the practice of advertising posts and of appointing a small committee consisting of the Principal, the relevant Vice-Principal, the Head of the relevant department and an outsider who is an expert in the field to interview candidates. The Principal has had the unquestioned right to terminate the services of a teacher subject of course to the limitations laid down by the University. Gradually administrative mechanisms are being devised to curb this right. Admission of fresh students to the First Year and Intermediate classes are made by the Principal. Moreover, the Vice-Principal and the Office Superintendent help with admissions. The latter screens applications and the Vice-Principal interview every prospective candidate. Admission is not entirely on the basis of marks obtained at the school leaving examinations. Small percentages may be added for proficiency in sports, music or dramatics. The Principal is free to use his discretion in the matter. The college is bound to provide for every Catholic boy who is eligible for admission. The Principal is required to ensure that this is done.
Catholic girls may be directed to a women's college run by nuns, but if they wish to specialize in subjects for which the women's college does not provide the Principal is required to admit them.

The Vice-Principals are executive assistants to the Principal. They are expected to take the work-load off the Principal, as and when needed. They have very little authority, but the position carries a great deal of status. The most important function of the Vice-Principal is to serve as a buffer between the students and the Principal. They meet students, look after queries and complaints, attend socials organized by the various societies and committees in the college, attend receptions held to celebrate students' weddings etc. They look after routine administrative matters such as those regarding admissions and examination results.

Departmental Heads: Each department of the college is headed by a senior teacher. As at Elphinstone, the departmental head is expected to allocate the teaching load and responsibilities between the various members of his department. The responsibilities of the departmental Head at St. Xavier's are somewhat greater than those of their counterparts at Elphinstone. Unlike as at Elphinstone, departmental Heads at St. Xavier's have a say in the admission of students to graduate classes.
They are responsible for making recommendations for admission to the Principal on the basis of personal interviews with all the applicants to the specialization offered by their department. They also wield greater authority than departmental Heads at Elphinstone. Requests for apparatus, or for books for the library made by them are expected to be promptly served. Moreover their authority is recognised in the fact that the Principal generally consults them in the appointment of fresh staff.

Teachers: Teachers have very little administrative authority at St. X'Avier's. They do not share in administrative tasks. Nor are they formally required to perform any advisory functions. Unlike as at Elphinstone, the Principal at St. X'Avier's college is not obliged to consult the teachers or take them on matters like the college examination results. The Principal may and normally does seek the advice of a few staff members. But this he does out of personal inclination, and not because it is a formal requirement. Responsibility for extra-curricular activities is mainly taken by Jesuit teachers. But the Principal often requests some of the lay staff members to take on the responsibility for extra-curricular activities in fields in which they show some special ability.
Students: Corresponding to the Hamil Sabha at Elphinstone, and performing practically the same functions, St. Xavier's has the College Student Union Council. The CSUC as it is called informs the Principal of the students' needs and opinions and takes on the responsibility for most college functions.

3. Administrative Controls

Teachers at St. Xavier's college are not required to put in any compulsory hours of attendance. Nor do they have to sign a muster to register their attendance. It is believed in good faith, that they will be around the college whenever they are likely to be needed by their students. However, the Principal makes frequent 'rounds' of the college. Moreover Principals make it a practice to talk informally with students and check both the quality of the teaching and the regularity of the teachers' attendance. This function is a major check on the teacher.

Teachers are free to practice a profession like law alongside their teaching or to earn a supplementary income from some other source. They do not have to share the income they earn through writing, correction of examination papers etc. with the college. They are free to participate in civic and political activities, as long as they do not bring the college into
disrepute". In fact the public achievements of staff members are highly appreciated, and it is believed that such achievements bring the college a "good name".

The controls that teachers may exercise over students are as limited as at Elphinstone. Teachers are not in a position to penalize erring students but they may report students to the Principal for disciplinary action. Detention of students in the same class at the end of an examination and granting of "forms" for University examinations are matters decided upon exclusively by the Principal and Vice-Principals. Teachers have practically no authority in the matter.

4. Communication

Communication between the Principal, the Vice-Principal and the teachers is very free. The Principal generally communicates decisions to teachers in person—either individually or in groups. During the last two or three years, there have been special efforts in this direction. The Principal invites the teachers to meetings, seminars and open discussions to evaluate and review the goals and the objectives of the college. Apart from the measures, aimed at establishing channels of communication with teachers on academic matters, there is a conscious effort to mix with them socially. On one or two occasions in the course of the year, the
Principal invites the entire teaching and administrative staff to breakfast or tea. Moreover during the last five or ten years the Principal and the Vice-Principal have made it a policy to try and visit each staff member at home at least once in the course of the year. On the whole access to the Principal's and the Vice-Principal's room is free and easy for teachers. One of the striking difference between Elphinstone and St. Xavier's is in the channels for communication between the Principal and the students. Students have a direct access to the Principal and the Vice-Principal in order to voice their opinions on teaching and other college-matters. In fact both the Principal and the Vice-Principal make conscious efforts to get individual students' reactions to teaching and to other conditions in the college. This practice is facilitated by the fact that the Jesuit staff generally, and the Principal in particular make it a point to be sociable with students.

On the whole the management and the administration seem to make conscious efforts at communication. This is amply illustrated in the manner in which the college office and the college societies communicate with students. The college corridors and entrance halls are lined with notice boards on which all kinds of notices and announcements are neatly and attractively displayed. Moreover, the handbook, distributed to the staff and
students at the beginning of each academic year communicates in detail the rules and regulations of the college and the time table for major events that are to take place in the course of the year. The syllabi, the books recommended, the distribution of lectures between the different faculty members, and all other relevant matters are precisely stated in this handbook.

**General Comments**

The general impression one gets of the office and the general administration of St. Xavier's is that of an efficiently run organization. The office staff are knowledgeable, and alert. They are able to produce relevant papers and documents immediately on demand. The size of the office staff is small but their involvement is high. The Principal as well as members of the management of the college repeatedly emphasized in the course of the interview that the college functions as a well-knit brotherhood.
1. The Hierarchy

At Khia the Principal, who is invariably a Life-member, is at the head of the administrative hierarchy. His status is neither that of a chief administrator-cum-bureaucrat as at Elphinstone, nor that of the de facto manager as at St. Xavier's. As a Life-member, of the Mandali who owns and manages the college, the Principal shares in the management of the college. His administrative position is that of an executive who represents the management.

Unlike as at St. Xavier's he does not have wide decision making powers. Nor does he function purely as an administrator bound by rules and regulations laid down for him to operate as does the Principal at Elphinstone college. He functions under the advice of a Standing Committee, consisting of all the Life-members teaching at the college and two non-Life-member teachers, nominated by the management.

Another major difference between the administrative structure of Khia and of the other two colleges in the sample is that at Khia the Office of the Principal is elective. The life members on the teaching staff of the college have a voice in electing the Principal.
is normally elected for a term of two years. At the end of his term he may be re-elected or return to the faculty as a staff member. The system of election serves as a restraint to the Principal's authority and curbs the exclusiveness of his status.

The Vice-Principals, again, invariably Life-members of the Mandali, come next to the Principal in order of status in the administrative hierarchy. They are followed by the Professor in Charge of the Morning College, again a Life-member and the Departmental Heads who may be non-Life-members. This is the formal hierarchy. But as at St. Xavier's, there is an informal hierarchy that operates alongside the formal hierarchy. In this informal hierarchy, a Life-member who is not a Departmental Head may be accorded a position superior to that of a Departmental Head. Thus in the informal hierarchy, Life-membership of the Mandali is the most important determinant of status. A junior life-member enjoys greater status than a senior teacher who is not a life-member. As at St. Xavier's, academic distinction and a long term of service are rewarded in the informal hierarchy. Teachers with academic distinction enjoy an informal status that is comparable to that of a life-member. This status is further enhanced if the teacher also happens to have been in continued service with the college. Recognition of the status in the informal hierarchy is evident in
the respect accorded by staff members, including the Principal, the Vice- Principals and other life-members.

2. Decision Making and Responsibilities

Principal: The Principal is primarily responsible for the efficient running of the college but, as a life-member he is equally responsible for its development and growth. As the chief executive and administrative authority of the college, he has considerable discretionary powers but his decisions and actions are closely supervised by the Standing Committee. Since the Principal's position is one to which a life-member has to be elected, this supervision is a very real control.

The administrative structure of the college is such that the Principal's authority in matters of admissions and staff appointments is limited. Admission of students is strictly on merit, measured in terms of performance at the school leaving certificate examinations. All teaching posts are advertised. Permanent staff appointments (of the academic staff) are made by the Managing Council of the Board. Non-academic staff appointments are made by the Board of Life-members. The former also has authority over leave, scales of pay etc. Thus the Principal mainly functions as the executive authority for these two bodies of the Mandali. He translates the routine policy deliberations & decisions of these bodies into the college.
The Vice-Principal: The Vice-Principals at Ruia college perform much the same kind of administrative tasks as the Vice-Principals at St. Xavier's viz., that of administrative aides who handle the spill over of the Principal's administrative load. However, they do not need to function as buffers between the Principal and the students, as there is not much practice of students meeting the Principal for their needs. Instead, they perform the function of the Registrar at Elphinstone college and the Office Superintendent at St. Xavier's.

Departmental Heads: As senior staff members Department Heads hold an honoured position in the college. But they hardly carry any administrative responsibilities. As at Elphinstone and St. Xavier's they are responsible for allocating the work in their departments, and finalizing the time table and for ensuring that the syllabi are covered.

The Teachers: Teachers do not have any administrative responsibility at Ruia college. Responsibility for extra-curricular activities is assigned personally, by the Principal to teachers who show an interest in or talent for such activities. Since the present Principal is practically the first one to assign extra curricular activities importance in the college, the issue of assigning responsibility for the supervision of such activities is only a recent one.
Students: In order to get the students' angle and point of view on issues of policy and of administration, the Principal introduced, two years ago, the practice of having students elect a small body of representatives known as the Vidyarthi Pratinidhi Mandal. The Principal calls a meeting of this body whenever he feels the need for student opinion on administrative issues. However, neither the recommendations nor the executive functions of the Pratinidhi Mandal are as extensive as those of the Hamil Sabha at Elphinstone or the Students' Union Council at St. Xavier's.

3. Administrative Controls

There are no 'rules' concerning the minimum hours of attendance that teachers must put in, but teachers are required to sign a muster to register their presence in the college. As at St. Xavier's, the Principal of Ruia college makes his "rounds". He also makes it a point to talk to students to ensure that they are satisfied with the teaching. There are no formal restrictions to the teachers' earning an independent income or to their participation in civic or political activities. In fact the college magazine indicates that the college takes pride in the "public spiritedness" of the staff members. It is generally understood that the teachers will ensure that such activities do not
interfere with their regular work. The controls that are available to a teacher vis à vis his students are identical with those at Elphinstone and St. Xavier's.

4. Communication

Administrative matters are generally communicated to the staff through circulars. In addition, staff meetings, generally two in the course of a term, provide a platform for communication between the teachers and the Principal. However, the most effective channel of communication between the teachers and the Principal are the life-members on the staff of the college. Life-members mix and talk freely with other teachers in the staff room and the staff tea-room. This inter-action between life-members and other teachers effectively serves as an informal means of communication between the teachers and the management.

In principle, access to the Principal is free, yet teachers rarely visit the Principal's office. On the other hand, the Principal may often be found in the staff tea-room. Generally, he sits with senior staff members and life-members but this is not a rigid convention. Conversation in the tea-room is not inhibited by the presence of the Principal and informal communication between the Principal and the teachers seems
free and easy.

Unlike St. Xavier's, Ruia college does not provide a handbook for its staff and students. Thus the rules, regulations, syllabi courses, and time table for the year are not communicated to students and staff as neatly as at St. Xavier's. However, communication on these matters is not as poor as it is at Elphinstone. Notices and displays are fairly attractive, prominent and adequate.

General Comments

The administration of Ruia does not have the aura of efficiency and order that one notices at St. Xavier's. However, the administration of the college is generally well-ordered and seems to be efficient with regard to routine matters.