Chapter - III

Sri Venkateswara University

A Retrospect
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SRI VENKATESWARA UNIVERSITY - A RETROSPECT

3.0 Introduction

The lives of Universities are no easy subjects for an historical account; much of what enters their making remains shrouded in dark mystery. Indian Universities though relatively young are no exceptions if anything as composites of several cultures they are worse.¹ This is true with the Sri Venkateswara University (S V U ) also. Yet an attempt is made to briefly sketch the historical growth of the University since its inception.

The birth, evolution and the size of the university are some of the important aspects which will have direct and indirect bearing on the university finances. The number of institutions, the courses they offer, the nature of teaching and research assignments will determine the source of finance and the pattern of expenditure thereof. The number of students, teachers and the non-teaching staff will influence the magnitude and the proportions of expenditure. The research assignments and projects sanctioned, the consultancy activities, the relationship with the Government on the one hand and UGC on the other are also some of the significant aspects to be reckoned with while studying the university finances. Hence it is imperative that the university finances have to be studied and analysed from the point of view of history and evolution of the university in all its different aspects. With this objective an attempt is made in this chapter to make a brief review of genesis and growth of S V University in
terms of the development of courses, institutions, the number of students teaching and non-teaching staff, number of research students and number of research projects. This chapter also deals with the organisation of university administration and its financial structure.

3.1.0 Origin of Sri Venkateswara University

SV University was established in the year 1954. However, the idea of establishing this University had been there since early 1920s. Initially the University was proposed to be started out of the surplus funds of Tirumala Tirupati Devasthanams (TTD) Tirupati. But the idea had to be given up because the Hindu Religious Endowment Act 1926 did not make provision for TTD to spend its surplus funds on secular education. A second effort was made in 1945 to establish the University. When TTD wanted to construct separate buildings for S V Arts College, the then Madras Government expressed its contemplation to upgrade the college into university complex to be started at Tirumala Hills. This idea of setting up a university at Tirumala Hills evoked much criticism from many communities and circles. The TTD also passed a resolution favouring this proposal along with sending the budget proposal. The Tirupati Municipal Council also resolved to request the Government to accord permission to the TTD to start the University. The Government after careful consideration decided to start the University named after the presiding deity, Sri Venkateswara at Tirupati. However, the establishment of university did not take shape. The issue of starting a university arose again in 1949 when some prominent leaders
who were against to the re affiliation of colleges of Rayalaseema to Andhra University requested the Madras Government to set up a committee to enquire into the question of setting up a separate University for Rayalaseema region out of surplus funds of not only the TTD but also the Hampi and the Ahobilam Devasthanams.

Concrete efforts for starting the university were made after the formation of the separate Andhra State in 1953. This formation of separate Andhra State led to the question of establishing a university to fulfil the academic needs and aspirations of the people of Rayalaseema. The Government appointed a Cabinet sub-committee in Feb 1954 under the chairmanship of Sri SPBV Pattabhirama Rao, Minister for Education to initiate steps for the establishment of a second university in the State. In pursuance of the recommendations of the sub-committee, the Andhra Government appointed a two-man committee comprising Sri S Govindarajulu and Sri K Rangadhama Rao to explore the possibilities of setting up of a University. Ultimately on the recommendations of the committee, the Government decided to set up a new university with its headquarters at Tirupati. As a sequel to this recommendation, the Government appointed Sri K Rangadhama Rao as Special Officer to work out the modalities for the establishment of the University and also to properly draft the Bill. The Bill was passed in the Andhra Legislature during May 1954 and got the assent of the President of India in July 1954. Thus S V University came into existence with the inauguration of the University on 2nd September 1954 by
Sri T. Prakasham, the then Chief Minister of Andhra. Thus, it was his foresight and vision that was responsible for starting the S V University almost within a year after the formation of Andhra State.

Justice K. Subba Rao, the Chief Justice of the High Court of Andhra, was made the Ex-Officio Chancellor of the University under the provisions of SVU Act 1954. Later, in 1956, the SVU Act was amended to make the Governor of the State as the Ex-officio Chancellor to the S V University. Sri Govindrajulu was appointed as the first Vice-Chancellor (VC) of the university on 2nd September, 1954. The Senate and the Academic Council were constituted on 23rd June, 1955 and the Syndicate on 28th July, 1955. The first convocation of the University was held in February, 1958. The first Honorary Degree of Doctor of Law was conferred on Sri Neelam Sanjeeva Reddy, the then Chief Minister of Andhra Pradesh. The SVU awarded its first PhD degree at its 6th Annual convocation held on 2nd February, 1963.

3.2.0 Growth of the University

S V University was established with an objective to provide opportunities of higher education to the people of Rayalaseema, a backward region in A P state. To serve the objective, the University has been embarking upon several developmental courses and schemes to keep pace with the changing needs and challenges. Several institutions were started, many courses were introduced and the university took up several schemes and programmes. The changing policies of the Government and the Governmental organisations towards higher education have thrown great challenges to the University in terms of
magnitudinal and qualitative aspects. Particularly, the liberalisation policy envisaged by the Government since 1991 compelled the University to look to new avenues and courses in order to withstand the resource constraints on the one hand and to meet the aspirations of the people on the other. It is in this context that self-supporting and advanced courses were introduced. This section deals with the growth of the University in terms of institutions, courses, students, teaching, and non-teaching staff.

3.2.1 Institution wise Development

S V University was started to provide not only general and technical education but also to impart training to the students and teachers in different fields of education and research. Nevertheless, with the advancement of science and technology, separate institutions were set up to take up this job. Moreover, as the University expanded its activities, the total numbers of institutions controlled by it had to be divided into individual and exclusive segments in the form of Schools and Institutions. A brief review of different institutions is presented in this section.

3.2.1.1 Sri Venkateswara University College of Arts and Sciences (SVUCAS)

SVUCAS was the premier institution started by the University in December 1954. It had a mere 30 students in six honours courses. Sri S G Manavala Ramanujam, former VC of Annamalai University, Chidambaram, Tamil Nadu, was appointed as Professor of Zoology and Principal.
of S V U C A S on invitation. Initially the courses were run with lecturers taken on loan from S V A C maintained by T T D. However the full-time staff was appointed in January 1955 and eminent scholars were invited to head different Departments. In addition to honours courses, undergraduate courses in B.A and B.Sc. were started with effect from the academic year 1955-56. The number of students during 1956-57 was 445. New courses like M.A (Honours) by examination and M.Phil by research were commenced in the year 1958-59. However, in the next year honours courses were discontinued and two-year post-graduate and three-year degree courses were started. S V U C A S introduced teaching in general education with the revised regulations for the three-year degree courses. In the year 1970, the undergraduate teaching was discontinued so that S V U C A S could concentrate on post-graduate teaching and research. Later the College started many new Departments over a period of time.

With the starting of many Departments, the college had expanded vigorously and the administrative burden increased to unmanageable limits. To meet this challenge, the S V U C A S was bifurcated into College of Arts, Commerce and Law and the College of Sciences in the year 1978. Later these Colleges were further divided into four Schools viz. School of Biological and Earth Sciences (S B E S), School of Humanities and Extension Studies (S H E S), School of Mathematics and Physical Sciences (S M P S) and School of Social and Behavioural Sciences (SSBS) each School headed by a Dean. All these Schools, however, are under the S V U C A S headed by the Principal.
Originally, the admissions to the Post-Graduate courses were made on the basis of merit in the qualifying examination. From 1992-93 in order to improve the quality of inputs in higher education and to meet the challenges of the post-reform period, common entrance tests were introduced for admissions to the P.G. Courses and also to M.Phil. and Ph.D. degrees.

3.2.1.2 Oriental Research Institute (O.R.I.)

With a view to develop and conduct research in oriental languages and literature, S.V. University took over the O.R.I. from T.T.D. It had five research sections i.e., Sanskrit, Telugu, Tamil, Agama, and Music. This O.R.I. was taken over by University in the year 1955 and renamed as S.V. O.R.I. The S.V. O.R.I. was reorganized in 1976 following the recommendations of a development committee constituted for this purpose. At present, apart from preserving thousands of manuscripts and valuable books, it offers postgraduate course in Indian Civilization and Culture and M.Phil. and Ph.D. programmes in Sanskrit, Telugu, History, Philosophy, and Indian Culture.

3.2.1.3 Sri Venkateswara University College of Engineering (S.V.U.C.E.)

Very soon, the University realized the importance of imparting technical education apart from general education. Pandit Jawaharlal Nehru, the then Prime Minister of India, laid the foundation stone for Sri Venkateswara University College of Engineering (S.V.U.C.E.) in the year 1959, and it started functioning from the academic year 1959-60 with an intake of 40 students in each of the
conventional disciplines of Civil, Electrical and Mechanical Engineering. Subsequently, new disciplines were introduced both at undergraduate and postgraduate levels in tune with the changing needs in the field of technical education. At present, SVUCE offers four-year B.Tech courses in six disciplines, i.e., Civil, Mechanical, Electrical, and Electronics, Chemical, Electronics and Communications, and Computer Science. Three semester postgraduate courses with ten specializations and three-year postgraduate course in computer applications. The college has an Entrepreneurship Development Centre sanctioned by the Department of Science and Technology, Government of India in the year 1966. Its main objective is to promote entrepreneurial abilities and attitudes in the student community.

3.2.1.4 Post Graduate Centres

Though the University was started with its headquarters at Tirupati to serve the entire Rayalaseema region, it was soon found to be inaccessible to most of the more backward areas like Kurnool, Anantapur, and Cuddapah. Hence, in order to provide university education to these areas also, the University contemplated starting P.G. Courses at different places. SVU P.G. Centre at Anantapur, which was started in the academic year 1967-68, was the first of its kind. Later, this centre was given autonomous status and developed into a full-fledged University named as Sri Krishna Devaraya University. The postgraduate centre at Kavali came into existence when the postgraduate courses started under the Visvodaya Management in 1972 were handed over to S.V. University in 1978. Now, this Centre offers P.G. courses in Commerce.
Economics, Physics, and Zoology. As a sequel to the post-reform period, the Centre also started two self-financing courses in Rural Development and Computer Applications in the year 1995. The PG courses at Cuddapah were started during November 1977. To start these courses, the Rayalaseema Development Board provided a sum of Rs 500 lakhs and M/s Ranka Cables (P) Ltd. Cuddapah gave a donation of Rs 200 lakhs generously. In recognition of the latter, the Department of Commerce was named after Bhagawan Mahaveer.

Department of Commerce. Presently, it imparts education leading to M Sc in Applied (Geology and Chemistry), M A (Public Administration), and M Com degrees. It has a well-equipped library and laboratories. During 1977 PG courses were started at Kurnool with the financial assistance of the State Government. However, during 1991-92, it was transferred to Sri Krishnadevaraya University, Anantapur.

3215 Campus School

Sri Venkateswara University Campus School (S V U G S) was established chiefly to cater to the needs of the children of S V U employees. It was recognised by the Government of Andhra Pradesh in 1970. It made remarkable progress in maintaining academic standards and traditions. To identify the inherent talents of the children as also to nurture them, the School has a number of clubs like literacy, science, and mathematics, fine arts, and music. Every year, students participate in the District Science Fair and win prizes. The School was declared as the best for the academic year 1984-85 at the State level.
Directorate of Distance Education (D D E)

The objective of providing educational opportunities to those who cannot be the regular students of the Colleges and Universities paved the way to the establishment of Institute of Correspondence Courses (ICC) in the year 1972 by S V University. This is absolutely an innovative method to impart education. To begin with only two courses viz. B.A and B.Com were offered. Contact Programme Classes are conducted every year for a period of 10 days during which the course writers give lectures and counsel the students. The ICC has established a Sectional library in the year 1975-76 and a Book Bank in the following year. Study centers at Chittoor, Cuddapah, Kurnool, Nellore and Kavali were started by S V U for helping students of private and correspondence courses so as to fulfill the guidelines laid down by the UGC. It continued to offer non-formal education to the students with the minimum qualification in formal education. A good number of candidates enroll for Graduate Post Graduate PG Diploma and Certificate Courses in the Institute. Many senior faculty members drawn from S V U and affiliated colleges are involved in teaching these students. Presently the ICC offers 17 courses. In April 1995 the ICC was upgraded as the Directorate of Distance Education (D D E) as per the norms laid down by the UGC.

Centre for Studies in Peace and Non-Violence (C S P N)

The Centre for Studies in Peace and Non-Violence (C S P N) was established in 1976. The objective of the centre is to study peace and non
violence in their widest context. To achieve this, the C.S.P.N. promotes multi-disciplinary study and research related to the problems of war, peace and non-violence. In collaboration with the Centre for studies on Indo-China, it organized a National Seminar on non-alignment during 24th - 26th February 1977. The Centre proposes to start two or more branches such as International Resource for Peace - Keeping National and International Service Branch, Moral and Spiritual Resources for Peace etc. The centre obtains the reports of committees appointed at various times to study the different riots/disorders and other forms of violence that occurred in different parts of India. It aims at acting as a clearing house for information about research on peace and non-violence in India through documentation and bulletins.

3.2.18 Academic Staff College (A.S.C.)

The New Education policy 1986 enunciated that the teachers at the graduate and post-graduate level should get sufficient training in the spheres of advancement of knowledge in their respective fields of study. As a sequel to this recommendation, Academic Staff Colleges were started in most of the Universities. In SVU, the same was started in the year 1988 with the basic objective of providing opportunities to the teachers for orienting themselves in the occupation through orientation courses and for the up-gradation of knowledge in their respective disciplines through refresher courses. The Academic Staff College of the University is headed by the Director and assisted
by a Lecturer and other faculty. It has been conducting orientation and refresher 
courses in different subjects. The Academic Staff College is run totally with the 
financial assistance of the U G C.

3.2.1.9  Computer Centre

One of the objectives of the University is to provide training and 
development facilities for its teaching faculty, non-teaching staff, research 
scholars, and students. Not only in conventional fields but also in dynamic spheres 
of education. Keeping this in view, the University started a Computer Center in 
the year 1982. The main purpose of starting this Centre is to help students, 
research scholars, and staff get sufficient training in the application of computer 
education. The Centre is recognised by U G C as type c on the basis of the 
level of training which it gives. The Centre also supports the D D E in organising 
courses in Computer languages. It was imparting practical training to the 
students of Computer Science (Vocational Courses of Junior College). Under the 
sanction of U G C, this Centre conducts computer awareness programmes for 
the Principals and Administrative officers of the colleges. The Centre conducts 
a course in Master of Computer Applications which has got full assistance from 
the U G C. The Centre also offers certain certificate courses in computer 
languages on self-supporting basis. The Centre also offers its facilities for 
Apprenticeship Training to the P G Diploma Students in Engineering and 
Technology.
SVU Junior College (SVUJC)

After serving the needs of children of SVU employees at school level, it was imperative that the intermediate level of education should also be dealt with. Thus SV University authorities decided to upgrade SVU Campus School to a Junior College. As a result, Sri Venkateswara University Junior College (SVUJC) came into existence in the academic year 1992-93 with an intake of 33 students. It had courses like BiPC, MPC, and Computer Science (Vocational Course). As it is an unaided institution, its maintenance has been a burden for the University. Also, the cost-benefit analysis of the institution made the University to take a decision to close the institution in the year 1998-99.

Library

The SVU Library was opened in 1955 with a small collection of about 6700 books obtained from the SV Arts College, Tirupati administered by TTD. In 1964, 20,000 books were obtained from the O.R.I. In the same year, Sri S Radhakrishnan, then President of India, opened the library building on 12th July 1984. The University Library, centrally situated and easily accessible to all the Departments in the campus, has steadily grown over the years and it has today 312,000 documents. The Library serves the information needs of the teaching faculty, research scholars, and students of SVU College of Arts and Sciences and SVU College of Engineering, Non-Teaching Staff of the University, and Deposited Borrowers numbering around 7000. The Library
subscribers to about 345 current periodicals of national and international importance. It has circulation children quick reference periodical text books technical and acquisition sections and research cubicles. The circulation section renders extension service to the research scholars and teaching staff by getting books that are not available in the library on inter library loan from other institutions. The quick reference section has general and subject encyclopedias lingual and multilingual dictionaries almanacs question papers of various examinations Government publications Ph.D theses and M Phil dissertations. It maintains a film library section which has a few educational films. The library celebrates national library week every year. The professional forum known as PROFUL was started to discuss the administrative and technical problems of the staff. The library caters to the needs of several thousands of students research scholars and staff. The library subscribes to 275 current periodicals and journals at a cost of Rs 10 lakhs.

3 2 1 12 National Service Scheme Unit (N S S )

S V University started the N S S unit in the year 1976. The National Service Scheme (N S S ) was introduced with the avowed objective of bridging the gap between the content and method of education on the one hand and the need of the student community especially weaker sections on the other. The scheme was introduced to provide opportunities to youth for participation in the task of helping those in need and to contribute to national progress. The aim of N S S is education through community service. The emphasis is on rural
reconstruction and the improvement of conditions of the life of economically and socially weaker sections of the society. To achieve this goal, the scheme seeks to involve student youth to work with and among the people to initiate social projects and thereby enhance their own knowledge, skills, etc., and test their validity in helping the people solve their problems. The SVU NSS unit conducts inter-state and inter-collegiate camps for both boys and girls. Besides collegiate camps, the NSS students are given preference in the admission to post-graduate courses.

The NSS unit of the SVU was allotted with a student strength of 27,000 during 1998-99. There are 213 units distributed over 138 degree and junior colleges in three districts in the SVU area. A sum of Rs. 21.31 lakhs was made available for both regular activities and special camps. The NSS programme covers pilgrim services at Tirumala, blood donation camps, etc. Besides these, tree plantation in public and private institutions was conducted. A number of afforestation camps were organised in co-operation with the forest Department. During the camps, the NSS has created durable assets for the community. The energies of the youth were channelised and utilised for the welfare of the society. The student volunteers have acquired good qualities like disciplined team work, dignity of labour, co-ordinated effort, social and cultural sense of interaction, etc., through these activities.
The S V U students Health Centre was setup in the year 1963. In 1965 an employees free clinic was established to provide free medical aid to the non teaching employees of the university. In compliance with the recommendations of the UGC expert Committee the S V U Health Insurance Scheme came into being in 1972. The students are given free medical aid as out patients as well as in-patients. Free medical aid facilities were later extended to the teaching staff and their families. From November 1977 free medical facilities were extended to all the bonafide dependents of the employees. At present it has attained the dimension of a mini hospital. It has rendered valuable service to the students and the S V U employees. One Senior Medical Officer, one lady Medical Officer and two Junior Medical Officers assisted by a number of other staff are providing vital services to the employees of S V U. Consultancy with specialists drawn from the S V R R Hospital Tirupati is arranged on specified days of the week.

The University's printing press started working from 1950. The press started with three printing machines, one cutting Machine, one automatic composing machine and other machinery for sticking, binding etc. Today, the press has emerged as a fairly large scale enterprise. Presently the press has five printing machines, three cutting machines, two automatic composing
machines and various other supporting machinery for printing. The S V U press works to its maximum capacity and undertakes the printing requirements of the administration SVUCAS SVUCE Audit Department Health center Library ORI SVUJC SVUCS SVUPG centers at Kavali and Cuddapah DDE etc. Besides, the press undertakes the printing of books written by teaching and non-teaching staff on no-profit no-loss basis. Further, it also prints the stationery including answer sheets, application forms, university calendars, handbooks, work pertaining to sports and all the requirements of the S V U with regard to academic as well as non-academic activities. The press has made temporary appointments and has taken over-time work from its employees from time to time depending upon the exigencies of work. And this has been increasing over a period in view of the large amount of work involved. Further, more at present, the university press accepts outside work which is largely of the nature of research reports, professional journals, etc. This work is done on cost basis that is the charges are much less than the market rates for an equivalent work.

3.2.2 Course-wise Development

University is the centre for collecting and dispelling knowledge in maximum number of fields. To meet this, the institution has to continuously open the doors of learning through different courses of study. Over a period of time, new fields emerge and achieve added significance. This changing scenario has to be necessarily responded with by starting new courses whenever they are needed. They should also be given necessary infrastructural facilities. Otherwise
the University will lag behind and fail to meet the educational needs of the area and the academic sections in particular S V University ever since its inception has been successful in this aspect. The number of courses increased from mere 6 in 1954-55 to 52 in 1996. Along with this the number of teachers and students also increased correspondingly.

To start with the University had honours courses in six subjects -- Physics, Chemistry, Zoology, Mathematics, Philosophy and Economics. The next year 1955-56 has however witnessed starting of B.A and B.Sc honours courses. Later on new courses were started as and when the authorities deemed them fit for introduction. During 1958-59 new courses like M.A (Honours) by examination and M.Phil by research in the above fields were commenced. The honours courses were however discontinued in 1959-60 and two year post-graduate and three year degree courses of study were started.

During the Second Five Year Plan, the U.G.C made available more funds towards developmental schemes. With this and also with the introduction of new regulations by the Academic Council two year post-graduate courses were introduced in 1959-60 in the fields of English, Telugu, Hindi, Sanskrit, Urdu, Arabic and Persian. Psychology, History, Botany and Geology. In the same year the Ph.D by research in Humanities and Sciences was introduced. University also extended the facility to convert M.Phil. registration to Ph.D. With the starting of Engineering College in 1959, Bachelors Course was introduced in Civil, Mechanical and Electrical Engineering.
The 1960s and 1970s also witnessed the introduction of new and dynamic courses. The M Sc course in Home Science and Statistics were started during 1962-63. The post graduate course in Commerce was started in 1969 and in Tamil and Law the next year. Later in 1970s several applied courses were started. The post graduate courses in Sociology, Adult Education and Anthropology were started in 1971. The academic year 1972-73 witnessed the starting of post graduate courses in Geography, Applied Mathematics and Bachelors Course in Library Science. After this, the year 1976-77 was significant because several post graduate courses in Population Studies, Econometrics, Law, Engineering, Physics were started. And in the year 1977-78 the post-graduate course in Biochemistry and M Com in P G Centre were started.

In the post-reform period the University has introduced many multi-disciplinary courses combining a novel approach of admission under regular stream and sponsored category. Some of these courses are either fully or particularly self-supporting courses which in the wake of Government's new policy equips the Departments with an opportunity to acquire necessary infrastructure. Post graduate courses in Fishery Science and Aqua Culture, Computer Science, Senculture are some of them. M A in Rural Development, P G Diploma in Computer Applications and Plant Drugs were established in the year 1997-98, 1998-99 and 1999-2000 respectively. The course-wise development in S V University from its inception is depicted in the chart.
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Source: Annual Reports of S V University
3.2.3 Growth of the University School wise

The growth of the University has to be reckoned with in terms of its basic constituents like students and teachers. The teacher-student ratio is an important factor with which one can evaluate the academic strength of the university. Hence, an attempt is made here to analyse the trends in the strength of the students, teachers, and the ratios between them in respect of different Schools and disciplines. Table 3.1 depicts the growth of these at the university level classified into different Schools.

The strength of the students has been increasing though with some fluctuations. During 1983-84 and 1998-99, the strength of total students declined in the initial three years and started increasing afterwards until 1992-93, in which year the strength declined significantly. After this, during the reform period, the strength has shown increasing trends and the fluctuations are insignificant. The initial fall and the subsequent fluctuations are due to the rapid decline in the strength of School of Mathematics and Physical Sciences (S M P S) and the School of Social and Behavioural Sciences (S S B S). The strength in other Schools has been either increasing or steady. As far as the fluctuations are concerned, they are more prominent in the School of Biological and Earth Sciences (S B E S) and the School of Mathematics and Physical Sciences. The School of Humanities and Extension Studies (S H E S) and the School of Business Management (S B M) have shown increasing trends except in the last year.
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Source: Annual Reports of S V University
The strength of teachers has also shown the same trend. It increased from 279 to 361 though there are fluctuations. The strength of teachers in SBE has increased in the beginning and decreased in the later period, particularly in the reform period. However, the strength in SHE declined in the beginning and increased in the later period. The strength in the other Schools however has shown almost a steady and increasing trend.

The teacher-student ratio reflects the relative strength of teachers and students and their growth. The teacher-student ratio is the number of students per teacher. As the University tries to seek research in additional to teaching, the teacher-student ratio is relatively lower than that of other levels of education. Still, this ratio at the University level can be taken as the standard with which the academic strength can be judged. The overall teacher-student ratio has been declining except in 1987-88 and 1988-89 in the pre-reform period and 1997-98 and 1998-99 in the reform period. This clearly shows that the University has been endeavouring for improving the relative position of the teachers and the taught. However, this ratio across different Schools shows wide variations. The teacher-student ratio in SSB has been greater than the overall ratio and also the ratios in other Schools. The School of Business Management (SBM) had a higher teacher-student ratio in the beginning but the ratio declined significantly over a period, and as a result, it has reached the minimum level among all the Schools indicating the priority given for this discipline in the post-reform period.

The teacher-student ratio in School of Biological and Earth Sciences (SBE) though lower than the overall ratio has been increasing except in two
years in the early 1990s. Further, this ratio has been fluctuating. The teacher-student ratio in School of Humanities and Extension Studies (S H E S) has increased in the beginning, reached maximum in 1987-88 and started declining before showing an increasing trend in the reform period, which indicates the lower priority given to the different fields of humanities in this School. The ratio in the School of Mathematics and Physical Sciences (S M P S) has been steady between the end periods though it has shown fluctuations in the pre and reform period. The teacher-student ratio in the School of Social and Behavioural Science (S S B S) is unique in the sense that it has been greater than the overall ratio though it is steady between the two end-periods with fluctuations in the intermediate period. The teacher-student ratio in the School of Business Management (S B M) was greater than the overall ratio in the beginning but later declined significantly during the pre-reform and reform period.

3.2.4 Growth of the University - Department-wise

After analysing the growth of the University with respect to student strength, number of teachers and teacher-student ratio at the University level to reflect the differences among different Schools, it is necessary to do the same at the School levels in order to show the divergences among different Departments. This gives an idea about the relative priorities given to different fields of study at different times. The following sections deal with the trends in the above said variables in different Departments at School level.
Table 3.2 shows the growth of student strength, number of teachers and teacher-student ratio in the School of Biological and Earth Sciences. The School of Biological and Earth Sciences (SBES) has displayed nearly consistent trends as far as the strength of students, number of teachers and the teacher-student ratio are concerned in almost all the Departments. Though these trends are different among various Departments, the total student strength has increased from 364 to 485 between 1983-84 and 1998-99 and the number of teachers has increased from 75 to 93 but declined later. The fluctuations are due to delay in the selections and appointments. As a result, the teacher-student ratio has remained stable between 4 and 5 and increased to 6 only during the last two years. The Departments of Geology and Anthropology have witnessed stable trends with regard to three variables. The teacher-student ratio has been hovering around 3 and 4 in the Departments of Geology and Anthropology respectively, though it slightly declined between 1989-90 and 1994-95. In the case of the Departments of Zoology, Home Science, and Geography, the teacher-student ratio has increased reasonably from 4.65 to 6.25, 5.07 to 7.66 and 5.4 to 6.4 between 1983-84 and 1998-99 respectively. Here again, there has been decline in the late 1980s and early 1990s. The Departments of Botany and Virology, however, have shown significant trends in the teacher-student ratio. This ratio almost doubled from 5.7 to 10.58 in the Department of Botany during the same period and quadrupled in the Department of Virology from 3.32 to 12.00 between 1988-89 and 1998-99.
### Table 3.2 Department-wise Growth of Students, Teachers and Teacher-Student Ratio in S B E S, During 1983-84 - 1998-99

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*Source: Annual Reports of S V University*
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Source: Annual Reports of SV University
School of Humanities and Extension Studies (S H E S)

Table 3.3 gives a picture of student strength, number of teachers and teacher-student ratio in the School of Humanities and Extension Studies (S H E S). The growth of students and teachers in the School of Humanities and Extension Studies (S H E S) has been stable. Consequently, the teacher-student ratio has been stagnant at 5 except in two years. But this growth among different Departments has shown varying trends. The Departments of English and Adult Education have shown stable trends. The teacher-student ratios have been around 7 and 5 in the two Departments respectively between 1983-84 and 1998-99. The teacher-student ratio has gradually declined from 7.25 to 6.50 in the Department of Philosophy whereas the same increased in the Department of Hindi from 6.5 to 9.8 though with a few fluctuations. In the case of the Department of Telugu also, the ratio declined from 9.9 to 5.5. Inspite of this, it reached maximum of 17.9 during 1987-88 and 1988-89. The Department of Indian Culture showed the same trend, the ratio declined from 6.8 to 3.8 with the maximum level having reached during 1987-89. The Departments of Sanskrit, Urdu, Tamil, Education and Population Studies have shown unique contradictory trends. In the Department of Sanskrit, Urdu and Tamil, the number of students and the resultant teacher-student ratio have been very low in the beginning and have picked up during the recent years. The number of students in the Department of Sanskrit increased from 13 in 1983-84 to 32 in 1995-96 and the ratio increased from 1.8 to 4.00 during the period. The number of students and the ratio were minimal in the Department of Urdu but shot up during the recent
Table 3.3  Department-wise Growth of Students, Teachers and Teacher-Student Ratios in S H E S During 1983-84 - 1998-99

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Source: Annual Reports of S V University
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Source: Annual Reports of S V University
period. The ratio increased from 1.0 in 1983-84 to 1.10 in 1996-97. In the Department of Tamil, the student strength and ratio declined significantly until 1996-97 but picked up during the recent years. The Departments of Education and Population Studies have displayed opposite trends. In the former, the ratio was very low in the beginning and increased later whereas in the latter, the student strength was reasonably high in the beginning but declined later, bringing down the teacher-student ratio to the minimum of 1.4.

**School of Mathematics and Physical Sciences (S M P S)**

The trends with regard to student strength, number of teachers and the teacher-student ratio in the School of Mathematics and Physical Sciences (S M P S) have been almost normal though not consistent (Table 3.4). The total student strength and the number of teachers increased from 303 to 447 and from 58 to 82 respectively between 1983-84 and 1998-99. The teacher-student ratio has been stable at 5.5 with a few fluctuations in the mid 1980s and 1990s. However, stable trends can be observed in the Department of Mathematics and Physics in which the teacher-student ratio has been constant at 5. Yet it is interesting to note that it increased to a maximum of 9 in 1990-91 in the Department of Mathematics. In the Department of Physics also, the ratio has been stable between 4 and 5 except in 2 years. The Department of Chemistry has witnessed declining trend in the teacher-student ratio. It decreased from 5.8 to 4.7 between 1983-84 and 1998-99. The teacher-student ratio increased in the Department of Statistics from 4.9 to 9.4 during the period with a few fluctuations. Thus the stable trends in the SMPS are due to similar trends in a few Departments viz. (Mathematics, Physics) and mutually compensating opposite trends in other Departments (Chemistry and Statistics).
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Source: Annual Reports of SV University
School of Social and Behavioural Sciences (SSBS)

The School of Social and Behavioural Sciences (SSBS) is another one which has shown nearly stable trends with regard to student strength, number of teachers and teacher-student ratio (Table 3.5). The student strength increased from 537 to 889 though it declined initially. The number of teachers increased from 60 to 98 between 1983-84 and 1998-99. As the growth of these two are almost the same, the teacher-student ratio remained stable between 8 and 9 with a few exceptions. This stability in these trends is due to the same type of trend in all the Departments though the path of trends is different. For instance, the Department of Psychology has shown a constant trend whereas the Department of Economics witnessed increasing trends and all the other Departments a declining trend. Even in the second group, there is variation among different Departments. In the Department of Economics, the student strength increased at a greater rate than the number of teachers. As a result, the teacher-student ratio increased from 5.9 in 1983-84 to 6.5 in 1998-99 though the ratio increased to a maximum of more than 8 in a few years. In the Department of History, the ratio declined from 6.9 to 5.3 during the same period. The Department of Psychology, however, has experienced a slight decline from 3.7 to 3.2 during the same period though with fluctuations in a few years.

The Department of Commerce had a very high ratio which, however, declined from 17.7 to 13.9. The Department of Political Science and Public Administration is another one which had a high teacher-student ratio and it witnessed a decline in this ratio from 19.6 in 1983-84 to 16.5 in 1998-99.
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*Source* Annual Reports of SV University
The Department of Law in the University has post-graduate course only. The number of students has been between 17 and 20 during the period. The number of teachers has been fluctuating between 2 and 5 and remained stable at 3 in the recent period. The teacher-student ratio has declined from 10 to 3.6 between 1983-84 and 1998-99 with fluctuations in a few years.

3.2.5 Growth of research students, and the research output

3.2.5.1 M Phil and Ph D

University stands for exploring of knowledge and new interpretations. This is done through M Phil and Ph D programmes on individual aspects. The following sections deal with the research accomplishments of various Schools in terms of the number of students pursuing M Phil and Ph D, and the number who have been awarded each year. As both the programmes tend to serve the same purpose, M Phil and Ph D are combined. Secondly, for the purpose of comparing the pursuance and completion of these, the total and average figures are taken, instead of figures for each year, because the annual figures do not give the concomitant picture in view of the time lag between pursuance and the award of the Degree. Table 3.7 gives an overall picture of the number of students pursuing and the number awarded with the regard to M Phil and Ph D degrees.

The table reveals two important phenomena: one, a declining trend is noticed in the number of students pursuing and those awarded M Phil or Ph D particularly in the 1990s, and two, the ratio of the number of students awarded...
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Source: Annual Reports of S V University

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Source: Annual Reports of S.V. University
degrees to the number pursuing is not only low but also declining in most of the Schools. The number of students pursuing has increased in the beginning upto 1990 and started declining in the later period particularly during the post reform period. The number for the University as a whole in all the Schools and disciplines combined increased from 1083 in 1983-84 to 1158 in 1990-91 and started declining from 1991-92 it reached 741 in 1998-99. The number of research degrees awarded also increased from 257 to 309 and later declined to 139 during the same period. Secondly even after giving leverage to the time lag between registration and award of degrees the number of students awarded with research degrees is far lower than the number pursuing. The ratio of total degrees awarded to the total pursuing is only 23.82 at the University level. The ratio however increased in the beginning from 23.27 in 1983-84 to 29.32 and later declined to 18.76 per cent after reaching a maximum of 31.84 in 1983-94. The School-wise analysis shows that only the SMPS shows a higher ratio S B E S shows almost same ratio whereas all the other Schools show lower ratios. The following sections deal with the research output in different Departments of various Schools.

Further these ratios are showing different trends and fluctuations. The ratio of research degrees awarded to those pursuing in S B E S increased from 21.34 percent in 1983-84 to 32.84 in 1989-90 and declined afterwards to 23.68 in 1998-99 though with fluctuations. The same ratio in the S H E S increased from 14.18 in 1983-84 to the maximum of 28.97 in 1992-93 and declined to 15.04 in 1998-99. The SMPS has shown the same trend nevertheless the ratio increased to the maximum in 1998-99. The SSBS gives a poor picture in
which the ratio is not only the least but also showed declining trend except in two years the ratio declined before it reached a maximum of 30.00 percent in 1993-94 after which it again declined to a low of 11.79 percent. The SBM is showing the most fluctuating trend, the ratio ranging between 0-100 percent. The College of Engineering also shows the same trend. The ratio varies between a low of 7.14 and a high of 50 per cent. In the Department of Law too, the ratio ranges between 10 per cent and 100 per cent.

**School of Biological and Earth Sciences (SBES)**

As a University stands for humanism, it should develop human values on the one hand and should strive on the other to develop knowledge to make human life better. This can be accomplished by research in life and earth sciences. Table 3.8 shows the research output in different Departments in the SBES. The table reveals that while the average ratio of research degrees awarded to the number pursuing research at the School level is 21.84 percent, the Department of Zoology and Botany show far higher ratios of 33.71 and 31.86 percent respectively, while the Department of Virology shows the least ratio of 6.38 percent and the Department of Geology with a fair ratio of 14.85 percent among the performers. As far as the trend in the number of research scholars and those awarded degrees is concerned, the Departments of Zoology, Botany, Virology, Home Science, Geography, and Bio-Chemistry show declining trends in the 1990s though with fluctuations. Only in the Department of Geology, the number of pursuants is increasing in the recent years followed by the Department of Botany and Virology. But on the output front, these Departments show a grim picture of falling and nil figures.
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Source: Annual Reports of S.V. University
P: Pursuing
A: Awarded
School of Humanities and Extension Studies (SHES)

The Table 3 9 presents overall picture of M Phil and Ph D degrees in different Departments of SHES during 1983-84 - 19989-99. In this School, the Departments of Sanskrit, Adult Education, Telugu, and Philosophy show higher output ratio than the School as a whole while the Departments of Hindi, Population Studies and Education show lower ratios. The Department of Urdu has shown nearly equal ratio of 21.51 percent whereas the Department of Tamil has shown a slightly lower ratio of 21.28 percent. The Department of Sanskrit achieved the highest ratio of M Phil and Ph D degrees awarded to those pursuing research. The ratio was 31.60 percent. The Department of Education has the lowest ratio of 12.89 percent. As regards the number of research students pursuing research, the declining trend in the reform period of 1990s can be found in all the Department except in the Departments of Telugu and Tamil. The same trend can be observed with regard to the number of M Phils and Ph Ds awarded too. This trend is more in the Departments of Sanskrit and Urdu in which many years showed nil output of these degrees.

School of Mathematics and Physical Sciences (SMPS)

At the University level, the SMPS is supposed to register vibrant trends as far as the process of research is concerned. The School registered constant trends showing the highest level of research output among all the Schools. Table 3 10 shows the same among different Departments. The Department of Statistics followed by the Department of Physics shows significant output ratio.
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Source: Annual Reports of S V University  P Pursuing  A Awarded
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Source: Annual Reports of S V University. P: Pursuing; A: Awarded.
of 54.57 per cent and 40.02 percent. The Department of Mathematics and Chemistry showed ratios of 34.91 percent and 32.91 percent respectively which are lower than the overall ratio. The total number of research scholars and awardees of M Phil and Ph D in the S M P S showed declining trends in the 1990s but the number awarded is increasing. In the other Departments of Chemistry and Physics both the figures are declining following the general trend.

School of Social and Behavioural Sciences (SSBS)

The faculties of Arts in the University play an important role in enriching knowledge about the society. Table 3.11 depicts the research effort and output in the different Departments of the SSBS. The research output in terms of the ratio of M Phil and Ph Ds awarded to the number of research scholars is very low in the SSBS at 18.84 per cent. The Departments of Economics and Commerce have the highest number in both the categories i.e. research scholars and awardees. But in terms of ratio, the Department of Sociology has the highest percentage of 26.36 followed by the Department of Economics (23.53), Psychology (26.62), Commerce (21.25), and Econometrics (20.21). In the Departments of Political Science, BLISC, and AIHC the ratios registered at 15.95 per cent, 8.49 per cent, and 9.21 per cent respectively, which are lower than the school average. With regard to the trend in the number of students pursuing and the number awarded M Phil and Ph D, the declining trends are observed in the Department of Economics, Sociology, Political Science, Econometrics, and AIHC. In the Departments of History, Commerce, and BLISC, the number of research scholars is fluctuating with the increase in recent years. The number awarded however is declining in the Department of Commerce.
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Source: Annual Reports of S V University
P Pursuing  A Awarded
School of Business Management, Department of Law and College of Engineering

Table 3.12 depicts the research output in the SBM, Dept of Law and the College of Engineering during 1983-84 and 1998-99. In the SBM, the number pursuing M Phil and Ph D increased in the beginning i.e., until 1990-91 from 4 to 12 and declined afterwards. The number awarded showed a worse trend by remaining nil during certain years. The average number of research scholars and that of those awarded degrees are 5.18 and 0.81 respectively. The ratio of the number awarded to the number pursuing research is only 15.66 per cent. The Department of Law has shown a better picture though the number of research scholars fluctuated between 0 and 11 and the number awarded between 0-7. During some years it even showed nil results. The respective average figures are 5.00 and 1.43, the ratio of awarded to the pursuants being 28.75 percent. The College of Engineering is not different from that of SBM as far as the ratio is concerned. The average number of pursuants and that of the awarded are 13.12 and 2.31 respectively, the ratio between the two being only 17.62 percent. This analysis again shows that there has been a lot of wastage in these three Departments as far as research output is concerned.

3.2.5.2 Publications

The research output involves not only the research for knowledge, but also dissemination of it through publications of projects and articles in research journals in the country and outside. Hence, the number of publications can also
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*Source*  Annual Reports of S V University  P Pursuing  A - Awarded
be considered a yardstick for measuring efforts of the University and its Departments towards enriching the research faculty. The Table 3.13 shows the trends in the publications by teachers in the university SBES (73.81) classified into different Schools. The number of publications has been increasing at a very slow rate; the figure is around 260 except in one or two years. The maximum percentage of publication is from S M P S followed by S B E S. The average number of publications has been the highest in the S M P S (98.93) followed by S B E S (73.81) while it remained the lowest in the SBM and Law. The S H E S and the S S B S have shown moderate performance. The per-teacher publication also has shown same trend. While the SMPS has the highest average of 1.52, the SBM has the lowest average per-teacher publication.

School of Biological and Earth Sciences (S B E S)

The Department of Virology in the S B E S has maintained good record as far as publications are concerned (Table 3.14). While the average number of publications for the School has been 0.88, the Department of Virology has shown 1.96 as average followed by the Department of Zoology (1.79) and Botany (1.63). Other Departments i.e. Departments of Geography, Anthropology and Geology have shown fairly good but below School average with 0.80, 0.69 and 0.39 respectively while the Departments of Bio Chemistry and Home Science have shown low average number of publications with 0.29 and 0.28 respectively. The total number of publications has shown declining trend in the 1990's in this School and in most of the Departments. With regard to the School as a whole, the number increased from 67 in 1983-84 to 142 in 1998-99. In the
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*Source*  Annual Reports of S V University

143
Department of Zoology the number increased from 29 to 61 and declined afterwards reaching 17 in 1997-98. In the Department of Botany too, the number increased from 22 to 58 and later decreased to a minimum of 6 in 1998-99. In the Departments of Anthropology and Geology, the number increased from 8 and 7 in 1983-84 to 22 and 14 and later decreased to 3 and 2 in 1998-99 respectively. In the Department of Home Science and Geography too, the number increased from 2 and 7 to 9 and 5 and later decreased to 2 and 5. In the case of the Departments of Virology and Bio-Chemistry, the number of publications has shown wide fluctuations.

School of Humanities and Extension Studies (S H E S)

Table 3.15 shows the number of publications by teachers in different Departments in the S H E S. The average number of publications in the School as a whole has been fair with an average figure of 0.6 percent but the Departments have shown wide-ranging differences. The Department of Population Studies has the highest average of 1.14 followed by the Department of Urdu, Telugu, and Tamil with average figures of 1.00, 0.92, and 0.82 respectively. Other Departments have shown low average figures. The Department of Education has the lowest average number of publications of 0.15 while the Department of Philosophy has 0.17 as average. The Departments of Hindi, Sanskrit, and Adult Education have average number of publications around 0.35 while the Department of Indian Culture has an average of 0.29 only. As far as the total number of publications are concerned, it increased in the beginning from 66 to 84 and later declined to 39. The same trend can be observed in the Departments of Telugu, Urdu, Tamil, Adult Education, and Population studies. In other Departments, the number of publications has been fluctuating widely.
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Source: Annual Reports of SV University
School of Mathematics and Physical Sciences (S M P S)

As far as the number of publications per teacher is concerned (Table 3 16) the Department of Physics has performed well in the sense that the average number of publications per teacher during 1983-84-1998 99 is the highest in S M P S at 2.13 which is higher than the School average of 1.52 and the Department of Mathematics has the lowest average of publications at 0.15 only. The Department of Chemistry however has a satisfactory performance because the average number of publications is 1.45 very close to School average whereas the Department of Statistics has very low average number of publications of 0.54. The total number of publications both at the School level and at the Department level has been fluctuating over the period between 61 and 177 at the School level (SMPS) between 5 and 69 in the Departments of Chemistry between 0 and 7 in the Department of Mathematics, between 13 and 94 in the Department of Physics and between 0 and 18 in the Department of Statistics.

School of Social and Behaviour Sciences (S S B S)

Table 3 17 presents the number of publications by teachers in various Departments of S S B S. The average number of publications is very low in this School at 0.56. The Departments of BLIS, Commerce and Psychology have averages of 0.79, 0.74 and 0.66 which are higher than the School average. While the Department of Economics has an average (0.56) almost equal to the School average the Departments of Political Science and Sociology, have lower
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**Average of Publications**

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**Average of Teachers**

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**Average Teacher's Output**

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*Source: Annual Reports of S V University*
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<td>5</td>
<td>7</td>
<td>3</td>
<td>20</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>183</td>
<td>87</td>
<td>120</td>
<td>183</td>
<td>183</td>
<td>63</td>
<td>57</td>
<td>64</td>
<td>781</td>
</tr>
<tr>
<td>Average of Publications</td>
<td>11.43</td>
<td>5.43</td>
<td>7.5</td>
<td>11.43</td>
<td>3.93</td>
<td>3.56</td>
<td>4</td>
<td>15</td>
<td>48.81</td>
</tr>
<tr>
<td>Average of Teachers</td>
<td>20.93</td>
<td>12.81</td>
<td>11.37</td>
<td>15.37</td>
<td>9.25</td>
<td>9.37</td>
<td>5.06</td>
<td>4.37</td>
<td>87</td>
</tr>
<tr>
<td>Average Teacher's Output</td>
<td>0.56</td>
<td>0.42</td>
<td>0.66</td>
<td>0.74</td>
<td>0.42</td>
<td>0.42</td>
<td>0.79</td>
<td>0.34</td>
<td>0.56</td>
</tr>
</tbody>
</table>

Source: Annual Reports of S V University
average of 0.42 in both and the Department of Econometrics has the lowest average of 0.34. The total number of publications at the School level and at the Departmental level have been showing different trends. The total number of publications increased from 38 in 1983-84 to 77 in 1991-92 and declined later along with fluctuations. The Department of Economics and Psychology have shown declining trends in the 1990s. In the former the number increased from 16 in 1983-84 to 26 in 1991-92 and later declined to 5 in 1998-99, while in the latter the number increased from 2 to 17 between 1983-84 and 93-94 but declined to 3 in 1988-99. Other Departments have been showing fluctuations with regard to the total number of publications which ranged from 0 to 14 in the Department of History, 0 to 6 in Political Science, 0 to 9 in Sociology, 0 to 8 in BLISC, and 0 to 6 in Econometrics. In the Department of Commerce, however, the total number is showing increasing trend in the later period.

School of Business Management (SBM), Department of Law and College of Engineering

The Department of Law and SBM have shown poor record with regard to the number of publications (Table 3 18). The total number of publications ranged between 1 and 5 only. The average number of publications per teacher has been only 0.19 between 1983-84 and 1998-99. In the Department of Law, the total number of publications ranged between 0 and 5 only. The average number of publications has been 0.44 between 1983-84 and 1988-99. In the College of Engineering, however, the total number of publications ranged between 0.56 and the average is fairly high at 0.99 per teacher.
Table 3.18  Number of Publications in SBM, College of Engineering and Department of Law During 1983-84 - 1998-99

<table>
<thead>
<tr>
<th>Year</th>
<th>SBM</th>
<th>Engineering</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983-84</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1984-85</td>
<td>17</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1985-86</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1986-87</td>
<td>5</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>1987-88</td>
<td>5</td>
<td>19</td>
<td>3</td>
</tr>
<tr>
<td>1988-89</td>
<td>5</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>1989-90</td>
<td>2</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>1990-91</td>
<td>1</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>1991-92</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1992-93</td>
<td>4</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>1993-94</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>1994-95</td>
<td>1</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>1995-96</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1996-97</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1997-98</td>
<td>1</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td>1998-99</td>
<td>3</td>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>

Average of Publications: 2.53

Average of Teachers: 13.0

Average Teacher's Output: 0.19

Source: Annual Reports of S V University
Research Projects

University with its academic and research infrastructure has to carry out research projects sanctioned or assigned by the various organisations. This activity forms the core of the University programmes. Hence, different Departments have carried out and completed research projects. But their performance varies widely.

Among the total projects of 445 (Table 3.19) majority were carried out by the Department of Physics (72) followed by the Department of Zoology (52) and Chemistry (38) during the period 1983-84 to 1989-99. The Departments of History, BLISC, Adult Education have the least number of projects at 1 while some Departments like that of English, Philosophy, Education, and Law have no projects at all. Among total projects the majority were sanctioned by the UGC consisting of about 50 percent of the total projects. This is followed by various 'Others' consisting of ICSSR, ICHR, ICMR, TTD and others. The CSIR has sanctioned more projects than the Department of Science and Technology.

The comparison between the two periods 1983-84-1990-91 and 1991-92-1998-99 shows interesting trends. The second period has witnessed enormous increase in the number of projects sanctioned than in the first period except in the case of CSIR and in the case of 'Others'. The number of projects decreased in the second period from 37 to 29 in the case of CSIR and from 48 to 44 in the case of 'Others'. But in the case of DST and UGC, there is an increase in the number of projects. Particularly in the UGC, the increase is significant as the
<table>
<thead>
<tr>
<th>Departments</th>
<th>Number of Projects Completed During 83-84 to 90 91</th>
<th>Number of Projects Completed During 91 92 to 98 99</th>
<th>Number of Projects Completed During 99 00 to 01 02</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CSIR</td>
<td>DST</td>
<td>UGC</td>
</tr>
<tr>
<td>Zoology</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Botany</td>
<td>11</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Virology</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Geology</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Homoeosciences</td>
<td>-</td>
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<tr>
<td>Biochemistry</td>
<td>-</td>
<td>-</td>
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<td>SHES</td>
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<tr>
<td>Philosophy</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>English</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hindi</td>
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<td>-</td>
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</tr>
<tr>
<td>Sanskrit</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Telugu</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Urdu Arabic</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Tamil</td>
<td>-</td>
<td>-</td>
<td>3</td>
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<tr>
<td>Education</td>
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<td>-</td>
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</tr>
<tr>
<td>Adult Education</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Population Studies</td>
<td>0</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Indian Culture</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SMPS</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

152
<table>
<thead>
<tr>
<th>Departments</th>
<th>Number of Projects Completed During 83-84 to 90-91</th>
<th>Number of Projects Completed During 91-92 to 98-99</th>
<th>Number of Projects Completed During 93-94 to 98-99</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SSBS</td>
<td>CSIR</td>
<td>DST</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indo-China Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commerce</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pol Sci &amp; Public Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Anthropology</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BLISC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>37</td>
<td>15</td>
</tr>
</tbody>
</table>

*Source* Annual Reports of S V University
number went up from 33 to 204. The increasing trend can be observed in almost all the Departments except in the case of Anthropology and Botany. This is because some projects which were earlier sanctioned to the Department of Botany were given to Bio-Chemistry and Virology. The increase during the period of study is all the more significant in the Departments of Telugu, Economics, and Commerce. Similarly, the decrease is significant in the case of the Department of Anthropology. Another noteworthy point is that, apart from UGC agencies like CSIR and DST have sanctioned funds to the Science Departments whereas Others have sanctioned to the Arts Departments.

3.3 University Organisation and Financial Administration

Organisation provides the structure, the frame-work on which rests the administration of an enterprise or an institution. The organisation upholds the administration in its totality and inter-relationships, aiding their movement to the avowed objectives. "University is also a new business type institution with its own objectives, values, rationale and autonomous management". It is true that the "University in the modern world, has a multiplicity of functions and inter-relationships. Its functions include teaching, research, extension and development involving direct contact with the community". It has to maintain relationship with the Government and other financing institutions on the one hand and the teachers, non-teaching staff, students and the public on the other. "Thus, the problems of internal governance of Universities and other institutions of higher education are becoming increasingly important and complex". That is why the universities will have well defined organisational framework which
clearly delineates the duties and responsibilities of the officers involved in the administration. Within the total organisational framework, the financial organisation is the most crucial and the financial administration the most vital. Hence, an attempt is made in this section to understand the organisational structure and financial administration in S V University. The Chart-I depicts the same.

The Chancellor

At the acme of the University organisation is the Chancellor. He is the supreme head of the University organisation. As per the University Act, the Governor of Andhra Pradesh shall be the Chancellor of S V University. He/She shall exercise such powers and perform such duties as may be conferred on or vested in him/her by or under the provisions of S V U Act. Though the Chancellor shall not preside over the University proceedings, he may, by order in writing, annul any proceedings of the S V University, which are not in conformity with the S V U Act, the Statutes or the Ordinances, by giving a prior notice calling upon S V University to show cause why such an order should not be made. The Chancellor usually presides at the convocation of S V University.

The Vice-Chancellor

Next to the Chancellor is the Vice-Chancellor in the hierarchy of University organisation. As such, Vice-Chancellor is the most important functionary in the S V University administration and plays a critical role in the successful functioning.
CHART 1
S V UNIVERSITY ORGANISATION AND FINANCIAL ADMINISTRATION

CHANCELLOR

EXECUTIVE COUNCIL

VICE-CHANCELLOR

RECTOR

REGISTRAR

DY REGISTRAR (Development)

DY REGISTRAR Examinations (Controller of Examinations)

DY REGISTRAR Academic

DY REGISTRAR Administration

DY REGISTRAR Finance

AAO1

AAO2

AAO3

AAO4

A1

A2

A3

A4

A5

A6

A7
of the University. The Vice-Chancellor is appointed by the Chancellor on the recommendations of a Committee constituted for the purpose. Subject to the provisions of the University Act, the Vice-Chancellor shall hold office for a term of three years from the date of his appointment and shall be eligible for reappointment to that office for another term of three years.

The Vice-Chancellor shall (i) be a Member and Chairman of Executive Council and (Academic Senate) and shall preside over the convocation in the absence of Chancellor (ii) be entitled to be present and address any meeting of any authority of S V U but not vote unless he/she is a member of the authority concerned (iii) have the power to convene meetings of the Executive Council (iv) see that the provisions of the Act, the status ordinances and regulations are duly observed (v) have the power to sanction the temporary transfer of amounts from one fund to another (vi) give effect to the decisions of the S V U authorities in accordance with the powers conferred by or under the S V U Act.

The Executive Council (E C)

The Executive Council is the supreme executive body of S V University. It is constituted by the Chancellor by drawing people from different fields. The E C is vested with many financial powers like creation of posts, approval of the budget, management of property and administration of funds. Other financial powers are (i) to hold, control and administer the property and funds of the University (ii) to accept endowments, bequests, donations and transfer of property made to it, (iii) to administer all funds at the disposal of the University.
for specific purpose (iv) to fix up the emoluments of teachers and define their duties and the conditions of service (v) to prescribe the fees to be charged for admission to examinations, degrees, diplomas and oriental titles, (vi) to charge and collect such tuition and other fees as may be prescribed by the ordinances for admission to courses of study in the colleges and institutions of the University, (vii) to prepare during each financial year the annual accounts of the preceding financial year and submit them to audit as the Government may direct before the end of the financial year

The Rector

Next to the Vice-Chancellor, the Rector will play an important role in the University administration, particularly in the academic matters. The Rector is appointed by the Executive Council on the recommendations of the Vice-Chancellor or in such manner and on such terms and conditions as may be prescribed by the statutes. The Rector will be selected from among the senior professors. He/She shall exercise such powers and perform such duties as may be prescribed by statutes.

The Registrar

The Registrar is the key figure in the administration of the University. The day-to-day functioning of the University revolves around the Registrar. Thus he/she is the hub of the machinery of University administration. The Registrar shall be whole-time paid officer of S.V.U. He is appointed by the Executive.
Council for a term of three years or less and on such terms and conditions as may be described by the statutes. The Registrar (i) shall be responsible for the proper collection of all examination and other fees due to SV University at the prescribed rates and for taking the necessary steps in proper time for the realisation of Government and other grants and all other dues due to SV University (ii) shall each year prepare in such manner as may be decided from time-to-time and submit a budget containing detailed estimates of income and expenditure under the several main heads for the ensuing financial year for approval of the Executive Council, (iii) shall be responsible for the correct calculation of interest on fixed deposits and their proper realisation on due dates (iv) shall prepare a statement of surplus amounts, if any, and submit to the Vice Chancellor on or before the 20th of every month (v) shall be empowered to receive all payments to SV University, which shall be credited under proper heads of accounts. He shall make all authorised payments including fees, salaries and allowances payable out of SV University.

The Finance Committee (F.C)

Finance Committee is the central and primary authority in the financial administration of the University. All the financial matters of the University are decided on the recommendations of the Finance Committee. It is a sub-committee of the Executive Council and is a statutory body. The members of Finance Committee include Vice Chancellor as Chairman, and two members from the Executive Council (one of them representing Banking or Accounting fields). The Finance Officer shall be the Secretary of the Finance Committee.
The Finance Committee examines the budget, annual accounts and audit reports of the University. It fixes the limit for expenditure and considers new proposals for which no provisions are made in the budget. The Finance Committee plays a pivotal role in the allocation of funds, realisation of financial resources, liberation of the University from financial constraints and thus maintaining sound financial health of the University. The Finance Committee has the following powers: (i) to examine the annual accounts and advise the EC thereon, (ii) to study the annual budget and advise the EC thereon, (iii) to review the financial position from time to time, (iv) to make recommendations to the EC on all the financial matters, and (v) to make recommendations to the EC on all proposals involving expenditure for which no provision has been made in the budget or which involve expenditure in excess of the amount provided in the budget.

The Finance Officer (F O)

The Finance Officer shall be a whole-time officer of S V University appointed from out of a panel of three officers to be obtained from the State Government on such terms and conditions as may be prescribed by the rules made by the government on this behalf. He/she shall be the employee of the Government and the salary allowances, pension and other remuneration shall be paid in the first instance out of the Consolidated Fund of the State Government and later recovered from S V University. He/she shall maintain the accounts of S V University and advise it on all matters relating to income and expenditure. He/she shall be present at the meetings of the FC and participate in the discussions but shall not be entitled to vote.
Accounting system

The major sources of funds to S V University are from Central and State Governments and as such the accounting system correspond to Government accounts which are maintained on the single entry system. The University presents its finance in 10 broad accounts (i) S V U College of Arts and Sciences DDE and hostels (ii) S V U College of Engineering PG Centres (iii) General account which includes university authorities and administration, transport, guest house, engineering department, press, and publications, study centres, health centre etc. (iv) P F and other charges (v) Debt section (vi) Examination account (vii) Miscellaneous grants account, (viii) Budget, (ix) Sanction of loans, maintenance of quarters and canteen and (x) Adjustment bills pertaining to advances of all sections. The independent units will maintain all the books of original entry such as cash receipts book, cash payments book, unit-wise and department-wise registers, ledgers etc. as per the procedure laid down in S V U accounts manual. All the receipts received in the office in any form shall not be utilised directly for expenditure of any kind on any account but shall be remitted intact into the bank on the next working day. Similarly for the purpose of meeting the expenditure of the unit every bill presented for payment shall first be examined before submission to the Registrar by the Head of accounting section concerned and he shall initial it in token of his having done so. In other words, the payment bill shall have the support of sanction order either issued by the V C or the Registrar. Then only the bill will be passed for payment.
On the basis of books of accounts maintained, the Accounts Department prepares every month an abstract progressive total of receipts and expenditure which will show the budget figures of amounts realised or spent, as the case may be, up to the end of the month and the balance remaining to be realised or available for expenditure for the rest of the financial year. These statements will be submitted to the E.C. before the end of the succeeding month or as early as possible thereafter. The E.C. shall bring every item of expenditure under its direct control and see that no expenditure or liability is incurred without its previous sanction.

Budget Preparation

Budgeting is the only kind of financial planning which is witnessed in many of the Universities. Budgeting provides a planned approach to the expenditure and financing of various operations of the University in such a way as to effect greater economy in the utilisation of funds. As an executive tool, it may be used to evaluate viable alternatives and perhaps even performances. It is the connecting link between the programme structure of an organisation and its available resources and it is the focus for organisation planning encompassing goal setting, resource allocation, evaluation, review and revision of objectives.

The Registrar prepares draft financial estimates indicating the various sources of income and estimated expenditure under different heads for the ensuing year and submits the same to the Finance Committee for
recommendations. The E.C. has the option to revise or not to revise the estimates in the light of the recommendations of the Finance Committee. The estimates finally approved by the E.C. are submitted to the A.S./State Government along with the annual accounts of the preceding financial year for its consideration at the annual meeting. The A.S./State Government is authorised to suggest lowering the budget estimates or reallocation of amounts for different items. But it is not empowered to increase the total estimated expenditure beyond the total estimated receipts. Thereafter, these estimates are submitted to the State Government.

The budget is prepared under four parts: Part-I, the Maintenance Grant Account (Block Grant Account) is the major operational part of the budget. The Heads of Departments or Deans will estimate the expenditure of the Department and submit the same to the Finance Section. The Finance Section collects all the estimates and modifies to suit the level of funds expected or available. The similar procedure will be followed for different Schools, Sections of Administration, Examinations, Accounts and Development. Part-II, Plan Account and Part-III Earmarked Specified Funds Account (ESFA) budgets are formulated by the Planning Section in consultation with the academic administration and Finance Section. The estimates of expenditure under Part IV - Debt, Deposits, Advances Account (D.D.A.) are prepared by the Finance Section.

The preparation of the budget estimates follows different steps and time frame.
Circular to Heads of Departments to send Budget proposals

Receipt of Budget proposals by the Finance Section

Preliminary Discussions of Finance Officer with the Vice-Chancellor

Discussing with Heads of Departments Deans and the Registrar

Formulation of Budget Estimates and Revised Estimates

Submission of Budget Estimates and Revised Estimates to the Vice-Chancellor

Submission of the Budget to the Finance Committee and EC

Presentation of the Budget to the State Government
The preparation of the budget estimates starts in the month of August every year and ends in March with the presentation of the budget to the State Government for approval. In the month of August, the circulars will be sent to the Departments to send budgets. The Finance Officer will receive the budget proposals in early September. The Finance Officer will have preliminary discussions with Vice-Chancellor by the end of September. In the month of October, he will have discussions with the Registrar, Deans, and Heads of Departments. This will be followed by the formulation of Budget Estimates and Revised Estimates in the month of November, and these will be submitted to the VC next month. These budget estimates and revised estimates will later be submitted to the Finance Committee and the Executive Committee for approval. In the end, these will be presented to the Government in the month of March next year.

Auditing

The accounts of the SV University are audited by the Director Local Fund Audit, Government of Andhra Pradesh. In terms of Section 21 of the SVU Act 1974, the EC shall prepare during each financial year, the annual accounts of the preceding financial year and submit them to audit as the State Government may direct before the end of the financial year. The accounts so audited shall be published in the AP Gazette and copies thereof, together with copies of audit report, shall be submitted to the Secretary, Ministry of Finance, Government of AP. Secretary, Ministry of Education, Government of AP.
Director Local Fund (L F) Audit Hyderabad and Regional Deputy Director L F Audit Kurnool not later than two years from the end of the financial year to which the accounts pertain.

The audit in S V University is done in the month of March for the accounts pertaining to the previous financial year. The Registrar will submit on behalf of the S V University the books such as cash receipts book, cash payments book, vouchers, rough posting register, detailed posting register, advances register, objections book, advances register, allotment-cum-payment register, despatch register of all accounts, and audit establishment register which contains the details of salary of the staff of the S V University to the Audit Officer. The audit mainly consists of the examination of receipts and expenditure and its sanctions. It involves the scrutiny of expenditure classified as capital and revenue.

The audit department checks every payment voucher with necessary sanction order released either by the V C or the Registrar. It examines whether the expenditure is met out of the budgeted provision or not. It also ensures that a proper utilisation certificate has been enclosed with the voucher. They also verify the receipts with the bank books whether they are remitted in to the bank on the next working day. The S V University divides its accounts for audit purpose into 37 different heads, namely General, SVUCAS, SVUCE, Transportation, Advances, Debts, Provident Fund, Campus School, Junior College, Computer Centre, PG Centres, S V U Library, Press etc, so that it
should not be difficult for the Director of LF Accounts to arrange for early audit and for the SV University to submit the accounts so audited to the A S / State Government during the year succeeding to one to which the accounts relate. The Registrar shall dispose of all audit notes which contain the objection of a formal nature. The Registrar with his remarks and explanations shall submit all audit reports under the direction of the VC to the EC for further action. All the suggestions of the audit department to improve the finances of the SV University and the system of accounting and any request to obtain the sanction of the higher authority to any item of expenditure or to place before the authorities any irregularities, unauthorised or excess payments may be placed before that body in such a manner as the VC may direct as early as possible and orders are to be taken before replies are sent.
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